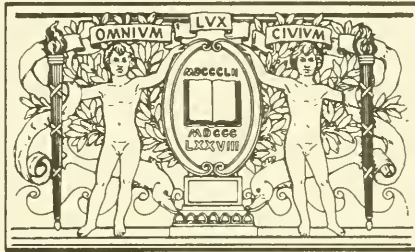
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

SEPTEMBER, 1929



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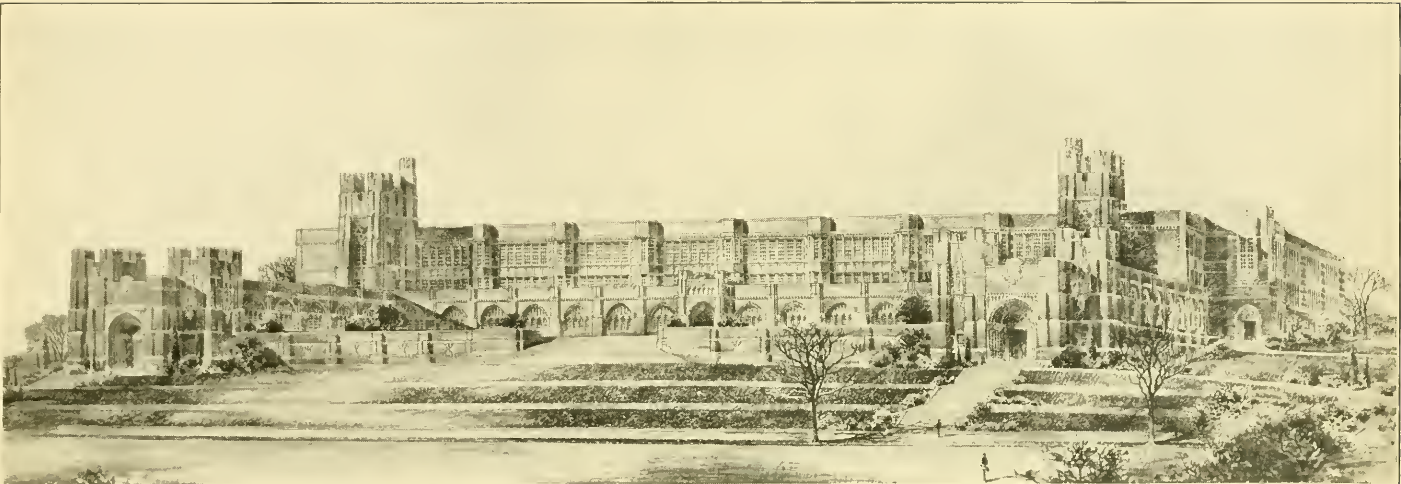

BRIGHTON HIGH SCHOOL

Compliments of

JEREMIAH E. BURKE

Superintendent of Schools

SCHOOL DOCUMENT NO. 7 — 1929

BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

SEPTEMBER, 1929

BOSTON
PRINTING DEPARTMENT
1929

Boston, September 16, 1929.

To the School Committee of the City of Boston:

I have the honor to submit herewith the forty-seventh annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1929.

Respectfully submitted,

JEREMIAH E. BURKE,
Superintendent of Public Schools.

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ORGANIZATION OF THE SCHOOL COMMITTEE
1929

SCHOOL COMMITTEE

Chairman

Francis C. Gray

Jennie Loitman Barron
Edward M. Sullivan
Joseph J. Hurley
Joseph V. Lyons

OFFICERS OF THE COMMITTEE

Superintendent

Jeremiah E. Burke

Assistant Superintendents

Augustine L. Rafter*
Arthur L. Gould
Mary C. Mellyn
William B. Snow
John C. Brodhead
Michael J. Downey
Patrick T. Campbell†

Secretary

Ellen M. Cronin

Business Manager

Alexander M. Sullivan

Schoolhouse Custodian

Mark B. Mulvey

* Retired August 31, 1929.
† Elected September 1, 1929.

The education of the whole people, in a republican government, can never be attained without the consent of the whole people. Compulsion, even though it were a desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained. The whole mass of mind must be instructed in regard to its comprehensive and enduring interests. We cannot drive our people up a dark avenue, even though it be the right one; but we must hang the starry lights of knowledge about it and show them not only the directness of its course to the goal of prosperity and honor but the beauty of the way that leads to it.— *Horace Mann.*

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

INTRODUCTION

> Everything which ever was great and wise and noble among men, those benefactors of the human race whose names I find recorded in the history of the world, and that greater number whose achievements are recorded without their names — they all have lived for me. They have labored and I have entered into the fruits of their labor. I tread upon the ground which they inhabited, my footsteps scattering their seeds broadcast.
>
> I can, as soon as I will, adopt the sublime example which they have set to make wiser and happier our common human family; I can commence to build where they were obliged to abandon their work; I can bring nearer to its completion the sacred temple which they were compelled to leave unfinished.
>
> — *Johann Fichte*, "The Destination of Man."

The words of the German philosopher are fraught with wisdom and counsel. The roots of the present lie deeply in the past, and yesterday's experiences are reliable guides for the present and the future.

The year 1930 marks the Tercentenary of the foundation of Boston. In many older nations a span of three hundred years is brief; but in the history of our comparatively young country, such a period constitutes an epoch. It is fitting, therefore, that in the rush of youthful enthusiasms we pause and in all seriousness contemplate our marvellous material expansion — growth from such humble beginnings. It is well likewise to study and emulate the lives of those sturdy pioneers who in the face of obstinate difficulties and dangers wrought courageously and laid foundations so wisely and securely. Pioneers and adventurers in so many respects — intellectual and material — these worthy sires in their vision conceived codes of laws and systems of government which became models for the whole world. Progressives and radicals

of their day, they developed practical conservatisms which have become stronger even than laws. Fortunate indeed is the land of lofty traditions, of noble loyalties, of a *noblesse oblige*, to restrain and direct mankind.

> Yes, give me the land that hath legends and lays
> That tell of the memories of long vanished days;
> Yes, give me the land that hath story and song:
> Enshrine the strife of the right with the wrong!
>
> . . . .
>
> For out of the gloom future brightness is born,
> As after the night comes the sunrise of morn.

If there is anything beautifully "different" about Boston, this distinction has its origin in the venturesomeness, the ingenuity, the sagacity, the integrity, the idealism, and wherewithal the intense love of liberty and learning that characterized these masterful forbears of the last three centuries.

The year 1930, therefore, will be devoted lovingly to a recital of the progressive onward steps in Boston's career — some steps that are slow but hallowed by sacrifice, others that are swift and winged with magnificent achievements — all inspired by faith and hope. None may read these records without exultation of pride, but pride though merited is insufficient. Manifestly lip service is of doubtful value. It is futile to exalt and glorify the past unless with all this exaltation and glorification we grasp the inspiration behind it all. In this treasurehouse of toil, of struggle, and of fortitude, not unmixed with glory and renown, we feel the impelling haunting urge to do something ourselves in our own humble way to carry onward to higher levels the accomplishments and the aspirations of the Fathers.

This Tercentenary, therefore, should be an occasion for full-hearted appreciation of our glorious inheritance, for realization of our far-reaching obligations and for renewed resolve to prove ourselves worthy of the ineffable trust committed to us. It is imperative that we enlarge our inheritance, material, intellectual, moral and political; and that we transmit it to the future richer and more highly prized as a result of our conscientious stewardship.

Concurrent with the historical achievements of Boston's three hundred years has been the origin, growth and serviceableness of her system of public schools. The expression as well as the molder of an enlightened public opinion, the schools have

been at all times contributors and sharers in our city's prestige and grandeur. From the very beginning, Boston has been the home and the patroness of education. Here American education was born and here it has thrived. The whole country acknowledges its indebtedness to Boston's culture. Paraphrasing the words of Pericles in his apostrophe to Athens, one might well declare, "Boston is the School of America." What Dr. William T. Harris, former United States Commissioner of Education, said of Massachusetts in his introduction to Martin's "Evolution of the Massachusetts Public School System," with peculiar force applies to Boston:

> There is scarcely a feature of school instruction or school discipline and management that has not been differentiated in Massachusetts at some epoch within the three hundred years of its history. The adoption of a course of study and the fixing of the amount of instruction to be given in each branch and the time when it is best to begin it; the relative position of the disciplinary and the information studies; the use and disuse of corporal punishment; the education of girls; written examinations; the grading of schools; the relation of principal and assistant teachers; professional instruction in normal schools; religious instruction; unsectarian moral instruction and secular instruction; theocratic or ecclesiastical government and purely secular control, or the union and separation of Church and State; government by centralized power and then by distribution of power to districts, realizing the extreme of local self-government, and then the recovery of central authority; public high schools and private academies; coeducation and separate education of the sexes; educational support by tuition fees, rate bills, general taxation, and local taxation; general and local supervision by committees and by experts; educational associations and teachers' institutes; large and small school buildings and their division into rooms, their heating, ventilation, and lighting; evening schools, kindergartens, industrial art instruction, free textbooks — in fact, almost all educational problems have been agitated at one time or another in Massachusetts.

The schools of Boston, therefore, will enthusiastically celebrate this Tercentenary — all grades from the kindergarten upward. It will be a jubilee year, with the history of Boston continually in the foreground. The children in all the schools during the coming year will visualize as never before the heroism, the fortitude, the idealism and the self-sacrifice of the men and the women who so faithfully labored that we might enter into the fruits of their labor. The year will afford unusual opportunity for teaching lessons that otherwise might seem perfunctory or unimpressive. It is not our purpose here to outline what these particular lessons shall be. These in detail will be unfolded as plans mature. Some time ago the Superintendent appointed a council of representative teachers, directors and principals to consider ways and means for full participation by the pupils of all grades in their city's Tercentenary celebration. This committee in due season will present definite suggestions for our assistance and guidance.

The present annual report of the Superintendent of Schools is devoted exclusively to the presentation of certain historical facts concerning the development of our public school system. It is believed that these data — though necessarily meager and incomplete — will be instructive to the general reader, and helpful and stimulative to teachers seeking material for class-room programs. It is hoped furthermore that the various contributions comprising this memorial volume may prove serviceable for future references and for further historical investigations.

At the invitation of the Superintendent each Assistant Superintendent submits herewith a story of the development of the schools as it relates to his especial fields of supervision. These reports are notably valuable, reflecting as they do the research and the observations of a corps of educational experts so vitally identified with the administration and the welfare of our entire school system.

The Superintendent trusts that the volume here presented will serve in a measure the purpose that Superintendent Edwin P. Seaver had in mind when he submitted his annual report in 1903. At that time Mr. Seaver wrote:

> The main purpose in the preparation of this report has been to publish full information about our existing school system as viewed from an historical standpoint.

The historical sketches of the several parts of the system, slight and imperfect as they are, will, nevertheless, serve to illustrate some characteristic habits of our people in dealing with matters educational. We are slow to pull down that which has served our needs in the past. We are cautious about adopting innovations. We are fond of thinking and talking a long time before taking action. It has taken half a generation to establish many an important reform; but when so established it stays.

Above all we are very fond of supplying our educational wants in our own way. We prefer taking the initiative. We prefer to do something and have it afterwards legalized by the State Legislature, rather than to wait for the Legislature to mark out the way for us to follow. The inbred feeling for local self-government has been strong with us; and our belief is that our school system, built by ourselves, in our own way, possesses a lasting vigor, which no system, however beautiful, imposed upon us by an outside authority, could possibly have. Our school system, whatever its excellencies, and whatever its defects, is at least indigenous, and it is strong. It will continue vigorous so long as it can strike its roots deep in the popular belief that the adequate support of their own schools is the highest civic duty of a self-governing community.

EARLY EDUCATION IN BOSTON

The Public Latin School

Boston was founded in 1630. Five years later, in 1635, the Public Latin School was established. This was the earliest, and for nearly half a century (1635–82) the only public school in the town. It is the oldest public school with a continuous existence in this country. Its purpose was well defined from the outset. Its objective was preparation for the university in order that the promising boys of the colony might "obtain a knowledge of the Scriptures and by acquaintance with the Ancient Tongues qualify them to discern the true sense and meaning of the original however corrupted by false glosses."

Education in the beginning was exclusively for the ministry, and the ministers were the only learned men in the colony. Although the course of study in the Latin School always has been predominantly preparation for college, it has long since departed from its primal objective — that of preparation for the Christian ministry. Throughout its eventful career, however, it has ever been faithful to its allied purpose, namely, that of training for intelligent and patriotic citizenship.

Writing and Ciphering Schools

While the courses of study have been mainly college preparatory in the Public Latin School, there is reason to believe that from very early times instruction was given in subjects more elementary than the classical.

The year 1682 marks the beginning of what later became known as grammar and elementary schools. Toward the close of the seventeenth century, there was a demand for a type of instruction different from that of the Latin or grammar school, an apparent recognition of the value of some elementary education for the common purposes of life. It furthermore appears that the Latin School was overcrowded. The town accordingly voted to establish two schools for the teaching of children to write and to cipher.

With reference to the writing and ciphering schools established in 1682, Superintendent Seaver * has this to say:

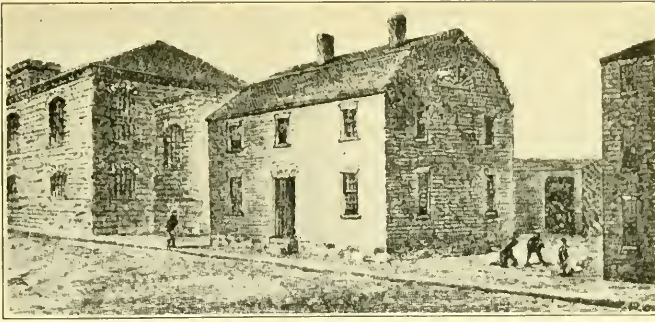
> One of these two schools soon took up classical studies in addition to the writing and the ciphering, and for more than a century was known as the North Latin School. (The old Latin School was then on School Street at the rear of King's Chapel.) This fact indicates how strong the notion then was that the only education worthy of much consideration was that which came from classical studies.

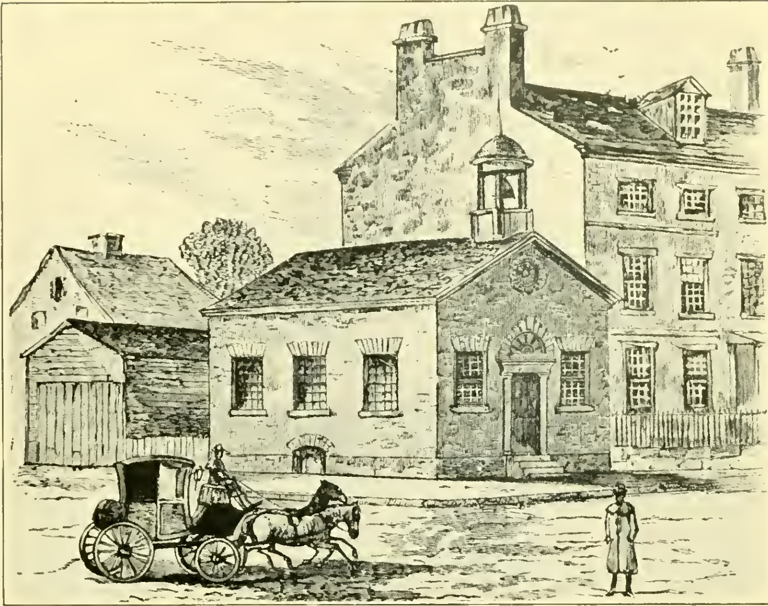
Of the course of study, Superintendent Seaver further remarks:

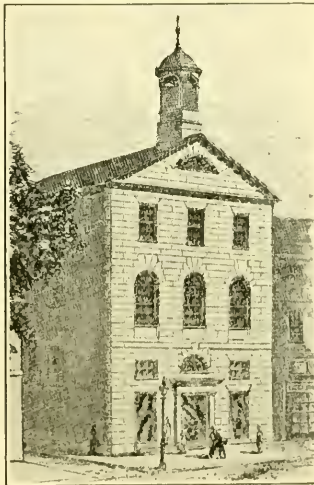
> This was an extremely simple course of study; it did not even cover the three R's, but only two of them, writing and arithmetic. Reading was learned at home or from private teachers.

These early schools were exclusively for boys. For more than a century girls were not admitted. Boston gave no consideration to the education of girls until 1789 when these votes were passed at town meeting:

* Report of Superintendent of Schools, 1903.







SCHOOLHOUSE ON NORTH SIDE OF SCHOOL STREET, ABOUT 1671

FIRST SCHOOLHOUSE ON SOUTH SIDE OF SCHOOL STREET, 1748-1810

SCHOOLHOUSE ON SOUTH SIDE OF SCHOOL STREET, 1812-1844

There shall be one Writing School at the South part of the Towne, at the Centre and one at the North part; that in those schools the children of both sexes shall be taught writing and also arithmetic in the various branches (of it) usually taught in the Town Schools, including vulgar and decimal fractions.

That there be one Reading School at the South part of the Town, one at the Centre, and one at the North part; that in those schools the children of both sexes be taught to spell, accent, and read both prose and verse, and also be instructed in English Grammar and composition.

That the children of both sexes be admitted into the Reading and Writing Schools at the age of seven years, having previously received the instruction usual at women's schools; that they be allowed to continue in the Reading and Writing Schools until the age of fourteen; the boys attending the year round, the girls from the 20th of April to the 20th of October following; that they attend those schools alternately, at such times and subject to such changes as the Visiting Committee in consultation with the Masters shall approve.

It will be observed that English was now included in the three "R's" and that the writing and ciphering schools as well as the reading schools became coeducational. But even after girls were admitted in 1789 they were permitted to attend only one-half the year, from April to October. This was doubtless due to the fact that many of the boys had work to do in the summer and thus left room in the schools for the girls. It was not until 1828 that girls were admitted to the elementary schools on equal terms with boys.

At a meeting of the selectmen (May 11, 1762) the selectmen reported that they had visited the public schools "and found the South Grammar School had 117 scholars, and the North Grammar 57 scholars, the South Writing School 234 scholars, the North Writing School 157 scholars, the writing school in Queen Street 249 scholars — all in very good order."

(It should be remarked that the term "grammar school" as used at this time referred to the Latin School.)

As the schools for "teaching children to write and cipher" became popular, there was created a demand for enlarged curriculum, that more subjects be taught; but the masters of these schools had been chosen because of their efficiency in writing and ciphering and were incompetent to teach such new subjects as reading, grammar, geography, history, and "good English." Another group of masters, therefore, was needed to teach these subjects and hence there arose about 1740 a system of administration known as the "double-headed" system. The children in each school were divided into two sections, one

attending in the grammar master's room on forenoons and in the writing master's room on afternoons, while the other part attended in the reverse order.

This anomalous type of administration obtained in Boston for over a century or until 1847, when the single-headed plan of organization was inaugurated in the Quincy School, with John D. Philbrick as master. Thus the Quincy School marks an important epoch in school administration. Here was brought forward a new plan called the single-headed system which provided for one master at the head of each school, with a sufficient number of subordinate and assistant teachers to instruct in the fundamental branches of an elementary education. The building constructed at that time and the furniture provided therein became models for schoolhouse construction and equipment throughout the country.

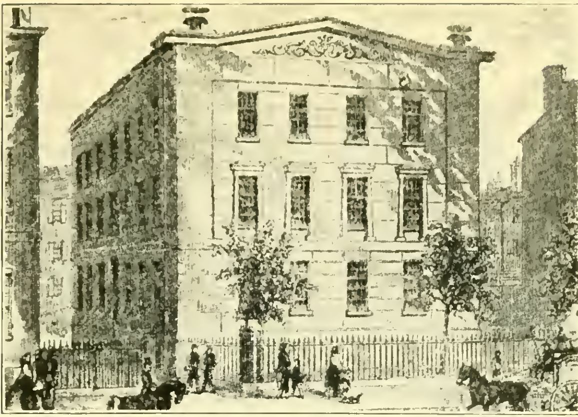
It should be noted in this connection that the first strong effort to abolish the peculiar organization of the grammar and writing schools was made in 1830 when an interesting and able report on this subject was presented by Lemuel Shaw, Chief Justice of the Supreme Court of Massachusetts, then a member of the School Committee. He strongly urged a single-headed system, but his new plan encountered a long and hard struggle in establishing itself. It was seventeen years before his dream was realized.

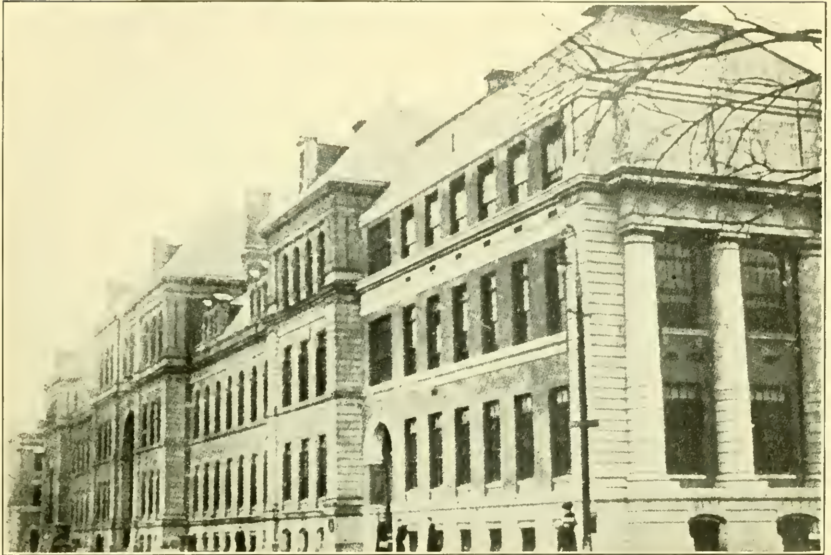
In March, 1785, a new writing school was established at the south end of the town on Pleasant Street. This was the origin of the present Franklin School. In 1789 there was a reorganization of the school as indicated in the preceding paragraphs. In 1800 there were in the town seven free schools containing 900 scholars.

In 1804 a new schoolhouse was built on Chardon Street; and in 1806 the whole number of pupils in the schools was 1,760, of whom 1,030 were boys and 730 were girls. In 1811 the Hawes School in South Boston (recently annexed to Boston) was built and named in honor of John Hawes who gave the land to the city.

Supervision

Elsewhere in this report references are made to the qualifications, certification and appointment of teachers. It seems appropriate, however, to insert here as a part of our chronological narrative a few words upon the subject of supervision.

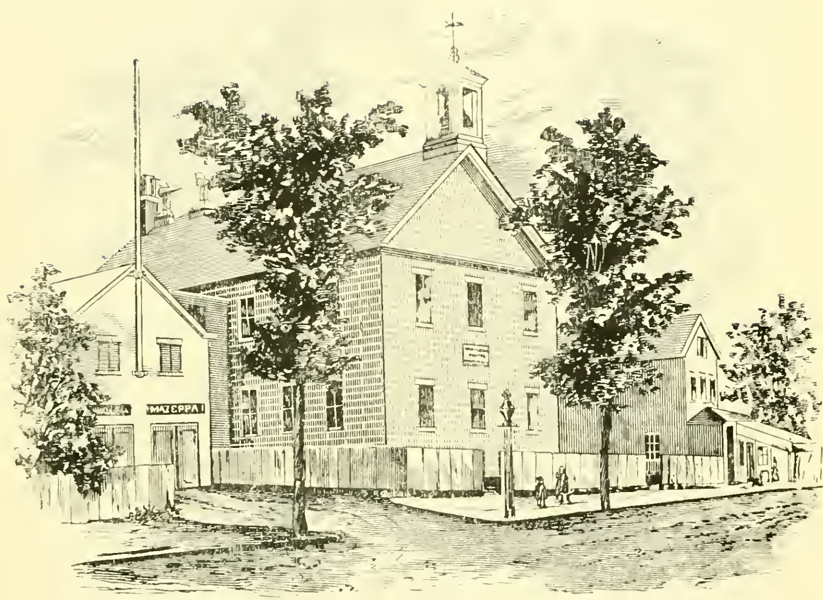




BEDFORD STREET SCHOOLHOUSE, 1845-1881

WARREN AVENUE SCHOOLHOUSE, 1881

PUBLIC LATIN SCHOOL, TODAY

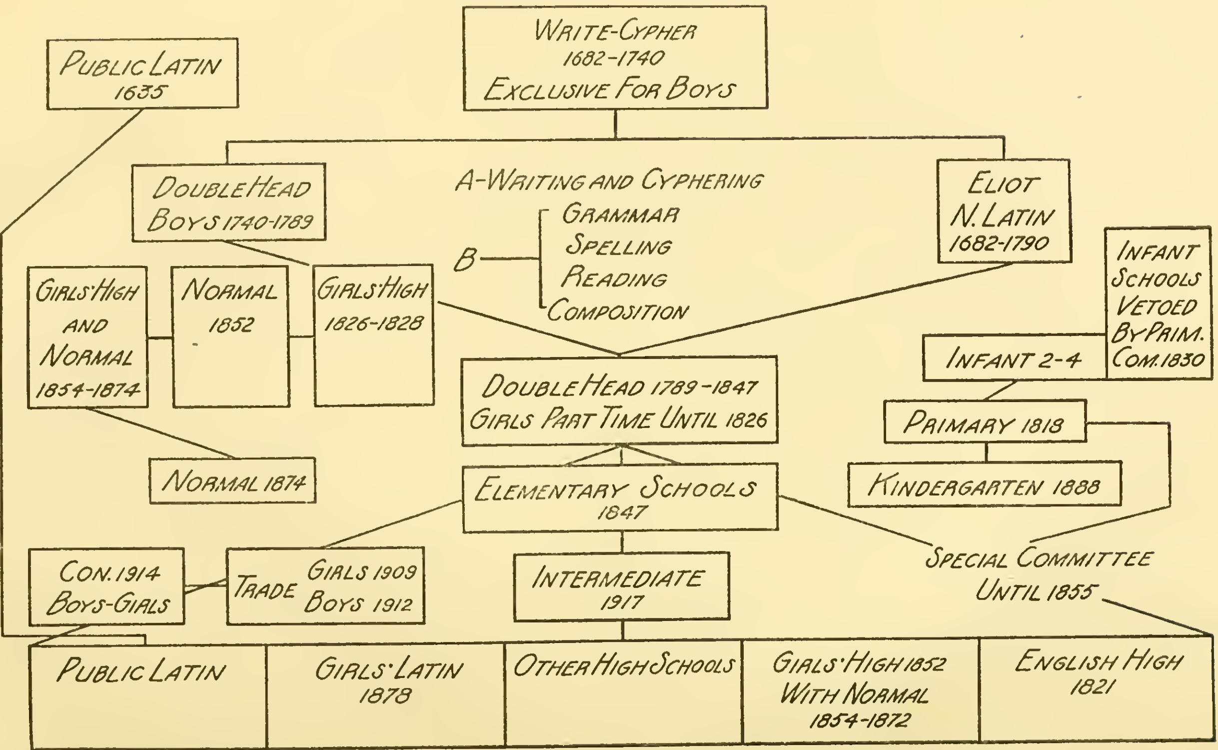


OLD HAWES SCHOOLHOUSE, SOUTH BOSTON

Of this early supervision we may very safely assume the following: (*a*) From the very beginning a certain mechanical care of school buildings and some disciplinary oversight of teachers were exercised by the selectmen and later by their successors, the school committees. (*b*) The ministers of the various churches visited the Latin School and were inspectorial in their attitude toward the teachers. (*c*) In 1710 a Visiting Committee was appointed at the town meeting to inspect the schools. This committee became permanent from 1721, onward. When this committee on inspection was established, one of its functions was "to consult and advise of further methods for the advancement of learning and the good government of the schools." They had no authority to direct the teacher but manifestly they did on occasions assume such prerogatives. In 1753 the Visiting Committee was given actual power to direct and supervise the teaching activities and a regulation to this effect was definitely reiterated at the organization of the School Committee in 1789. (*d*) By the reorganization of the School Committee in 1789, various visiting committees were given further duties and these activities were continued when the town was incorporated as a city in 1822. (*e*) In the meantime, 1818, primary school committees were appointed exclusively for these early grades, and as time went on, individual committeemen were given direction over particular primary schools.

The visitation required by law was a formal and solemn affair. The ministers, the selectmen and the committee, sometimes numbering more than twenty — the chief clergymen and elders of the town — went in stately procession at the appointed time to inspect the schools. They heard the classes read — Primer, Psalter, Testament, Bible, and Preceptor — examined the writing and the ciphering books, listened to recitations in Latin, aired their own erudition and took their departure, leaving on the records their testimony to the good behavior and proficiency of the scholars and the fidelity of the master. The quaint record of one such visitation to the school of old Nicholas Pike closes by saying: "The school may be said to flourish like the palm tree."

While this supervision was laical, it nevertheless must have been of valuable assistance in the early years. It is very evident, however, that at no time had there been adequate or intelligent supervision. Everywhere was incoherency and


The Development of the Public School System of Boston
Public Latin 1635
Write-Cypher 1682-1740 Exclusive For Boys
Double Head Boys 1740-1789
A-Writing and Cyphering
B
Grammar
Spelling
Reading
Composition
Eliot N. Latin 1682-1790
Infant Schools Vetoed By Prim. Com. 1830
Girls' High and Normal 1854-1874
Normal 1852
Girls' High 1826-1828
Infant 2-4
Double Head 1789-1847
Girls Part Time Until 1826
Primary 1818
Normal 1874
Elementary Schools 1847
Kindergarten 1888
Con. 1914 Boys-Girls
Trade Girls 1909 Boys 1912
Intermediate 1917
Special Committee Until 1855
Public Latin
Girls' Latin 1878
Other High Schools
Girls' High 1852 With Normal 1854-1872
English High 1821

lack of unity. The abolition of the double-headed school in 1847 and of the primary school committee in 1855, focused attention more than ever before upon the need of competent supervision. New branches of study like music, drawing, physiology, physical geography and natural history, called for intelligent direction and assistance.

In the meantime, 1851, Nathan Bishop had been appointed as the first Superintendent of Schools of Boston. He was succeeded by John D. Philbrick, whose official career as Superintendent extended from 1856 to 1878. His great work in the elementary schools was to design and bring into effective operation a uniform course of study. To accomplish this purpose, there was need of a staff of supervisors to assist him in overcoming opposition and in developing progressive measures. "This need of more force in the supervision of schools," says Superintendent Seaver, "was one of the reasons which lead to the reorganization of the School Committee in 1876 and in particular suggested the creation of a board of supervisors."

In 1866 the principals of grammar schools were given the supervision and care of the primary schools in their respective districts. The old teachers were dissatisfied with the arrangements and alleged that the masters were neglectful. Later these schools were taken away from the principals and assigned to the supervisors who were appointed in 1876. On the request of the masters, the schools were restored to them and have ever since remained under their supervision.

The Board of Supervisors — The Board of Superintendents

"A"

The Assistant Superintendents perform a twofold service. Individually they are the field officers of the Superintendent, while collectively with him they constitute the Board of Superintendents. This body is advisory to the School Committee. It makes frequent reports to the School Committee at the request of that body, and on its own initiative it may offer suggestions and recommendations affecting the improvement or the general welfare of the system.

This Board, created under an act of the Legislature in 1875, and comprising the Superintendent of Schools and six associates, was originally known as the Board of Supervisors. Its duties for the greater part related to the supervison and direc-

tion of the work of teachers. It was also a board for the examination and certification of candidates eligible for service in the different grades of schools. Upon the reorganization of the School Committee in 1905, the Board of Supervisors became a Board of Superintendents. The scope of its activities was enlarged. Many of the administrative details which previously had been performed by subcommittees of the School Committee were transferred by the regulations to the Board of Superintendents.

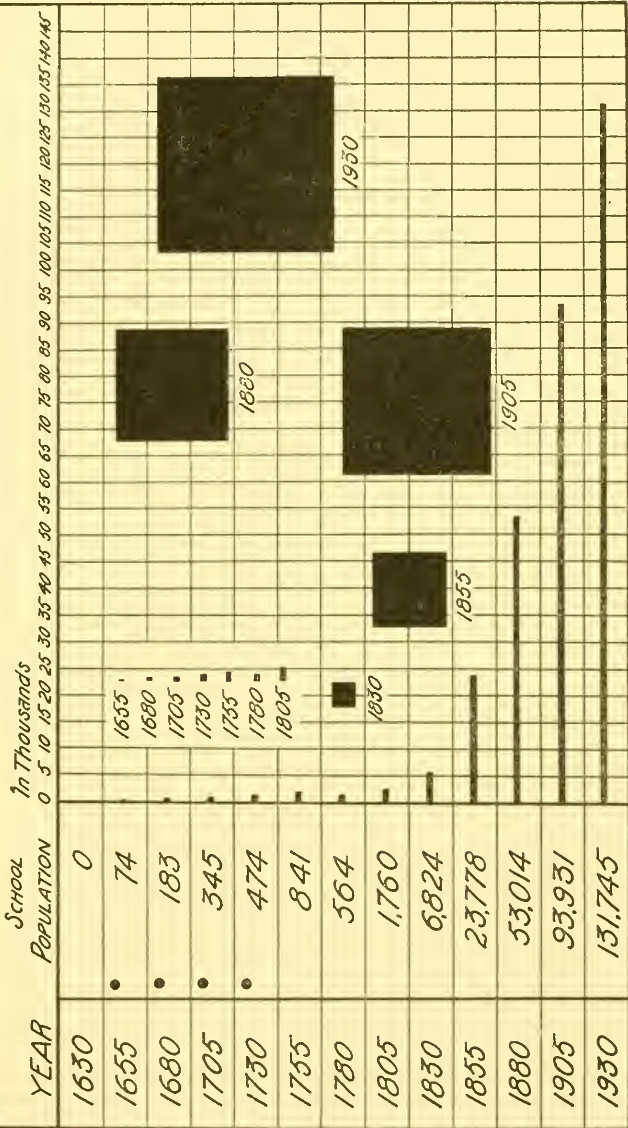
The development of high schools, intermediate schools, vocational and continuation schools, and the various departments, have greatly increased the responsibilities of the Board. Its functions have become extensive. It is expected to report with recommendations to the Superintendent with reference to the introduction or discontinuance of text-books used in all grades of instruction. In the realm of curriculum revision it reports on new courses of study, or modification of existing courses. It establishes rated lists of candidates eligible for appointment to the service as teachers or members of the supervising staff, and such rated lists for promotion within the service as the Superintendent from time to time may require. It also determines the requirements for admission to the Teachers College of the City of Boston, and prescribes the courses of instruction in that institution, including the courses leading to the degrees of bachelor of education, bachelor of science in education and master of education.

This Board is the stabilizing force in our school system. Through the continuity of its service it conserves the past, while through the direct contact of its members (assistant superintendents) with the vital educational problems of today, it envisages the needs of the future.

The Liberalization and Democratization of Education

At the beginning of the nineteenth century, a wave of democratic sentiment swept over the country, resulting in the election of Andrew Jackson to the Presidency of the United States in the fall of 1828. This revolution was not alone political; it was also social, economic, industrial and educational.

About the year 1800 an immense change had begun to come over the land. The invention of the steam engine had started a mighty transformation in the life of the people. Domestic industry was supplanted by


Number of Pupils Belonging in Day Public Schools of Boston at Intervals of 25 Years 1630-To-1930
Year
School Population
In Thousands
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145
1630 0
1655 ● 74
1680 ● 183
1705 ● 345
1730 ● 474
1755 841
1780 564
1805 1,760
1830 6,824
1855 23,778
1880 53,014
1905 93,931
1930 131,745
1655
1680
1705
1730
1755
1780
1805
1830
1855
1880
1905
1930
● Estimated According To School Accommodations

the factory system. The factories which sprang up needed workers, and people flocked from the country into the towns. Then came the hard times of 1819–21, which made conditions so desperate that great humanitarian movements took form to alleviate them. Among these were the temperance movement; the labor movement; the philanthropic movement to care for the poor, to provide hospitals for the insane, to combat the increase of crime and furnish training to the deaf, dumb, and blind; and, most important of all, a veritable crusade against the evils of the time by the creation of tax-supported public schools.*

Boston, true to her early traditions, participated eagerly and intelligently in this great educational revival. In fact, Boston had anticipated this renaissance by the organization of a workable School Committee in 1789; and now to meet the need of a more democratic type of secondary education, it established, in 1821, the English High School, the first of its kind in America. Prior to this, there had been discussion in favor of extending education downward to include children between four and seven years of age. Heretofore the school authorities had looked upon primary schools as an expensive fad. This agitation, in the face of tremendous opposition, culminated in 1818 by the establishment of primary schools; and so essential did the people regard these primary schools that a special Primary School Committee independent of the general School Committee was created for their especial care and supervision.

Of this agitation for primary schools in Boston, Martin says:†

"Under the rules [of the School Committee of Boston] no child could attend the reading and writing schools under seven years of age, nor could any attend who could not read. Dame schools at private expense were expected to provide for these earlier years . . . In 1817 it was found that there were several hundred children under seven who did not attend school and could not read, and against whom the doors of the public schools were shut.

"Public attention was called to the condition of affairs. A town meeting was held in Faneuil Hall. The matter was referred to a large committee, of which the school committee was a part. This committee made an extended report to the effect that two or three hundred illiterate children was nothing to be troubled about; it was a wonder there were so few;

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* *Ernest Carroll Moore*, "Fifty years of American Education."

† *Martin*, "Evolution of the Public School System in Massachusetts."

the tuition of children at dame schools was not a heavy burden on the parents, and if it should be found so in special cases, charity schools would provide relief. It is not to be expected that free schools should be furnished with so many instructors and be considered on so liberal principles as to embrace the circle of a polite and finished education. They have reference to a limited degree of improvement."

In May, 1818, a new petition for the establishment of primary schools signed by 186 inhabitants, among whom were many eminent and influential men of that time, was presented at a town meeting, referred to a special committee and favorably reported upon. This report with accompanying votes proposed:

a. Directions to the School Committee to appoint three gentlemen from each ward to provide instruction for children between four and seven years of age; and

b. An appropriation of five thousand dollars for establishing the schools.

This report came before the town meeting for final action on the 11th of June. It met with substantial objection, but with exceptional force and earnestness it was sustained by Elisha Ticknor, a former grammar master; by James Savage, afterward chairman of the Primary Committee and in 1830 a member of the School Committee; and by Thomas Waitt. Of Mr. Waitt it is recorded that he was a practical printer who had never spoken before in public, but on this occasion he expressed his views with such clearness and effect as to render the eloquent arguments of the Honorable Harrison Gray Otis and the Honorable Peter O. Thatcher unavailing. The report and the votes were adopted almost unanimously and the result was hailed as a signal triumph of the people over the selectmen and the School Committee, who were almost to a man hostile to the measure.

About this time, furthermore, there was considerable discussion about the organization of "infant schools." These schools never became a part of our public school system, owing to the strenuous opposition of the members of the Primary Committee. This topic is mentioned here merely to indicate that these schools were the precursors of the modern kindergartens. In 1870, the first kindergarten was established as part of the Boston school system. This kindergarten is believed to be the first public free kindergarten in the world.

It was discontinued in 1879 and modern kindergartens were not formally accepted by the city until 1888. During this interval, kindergartens were continued under private auspices.

In relation to the education of girls, it is significant that in 1826 a Girls' High School was established. This school was opened on March 2, 1826, and ceased to exist in 1828. It was opposed by the masters of the grammar schools, distressed over the loss of their best pupils who were transferred to the high school. Whether any thought was taken for the interests of the children does not appear. At any rate, the school was discontinued, but as compensation for this deprivation there was simultaneously introduced into the so-called grammar schools a certain enlargement and enrichment of the courses for the girls.

Adequate high school instruction for girls, however, was not provided until 1854. In that year the Girls' High School was established. This action of the Boston School Committee is memorable in the history of popular education since the Girls' High School was the first of its kind organized in this country.

Administration of the Early Schools in Charlestown, Dorchester and Roxbury.

Communities neighboring upon Boston experienced for the most part parallel lines of development. Schools were established in each shortly after the coming of the settlers and provisions were made for the education of the young so that they might qualify for participation in the activities of Church and State. Certain differences, however, are noticeable in the administration of these local schools. In so far as these distinctions appear in Charlestown, Dorchester and Roxbury — towns which afterwards became annexed to Boston — the following brief summaries will serve to indicate:

In 1636, at a town meeting, Charlestown passed a vote to pay William Witherell forty pounds a year for keeping the school. This simple record is evidence that a school was established here eleven years prior to the Colonial law of 1647 compelling the towns to maintain schools. The inhabitants of Charlestown for a few years transacted all their local business in the town meeting. In 1635 the town commissioned eleven selectmen to carry on "such business as shall concern the townsmen." The number of selectmen was subsequently reduced to seven and they were called "seven men."

The early school established in 1636 continued to be maintained, though there is no record of a schoolhouse until 1648, when one was ordered to be built and paid for by "a general rate," that is, from a general tax levy.

In 1660 one thousand acres of land were granted by order of the General Court "for the use of the school of Charlestown."

At this period, Ezekiel Cheever, the renowned teacher of his day, was schoolmaster of the town school. In 1668 Mr. Cheever petitioned the selectmen who had been charged with the administration of the schools, asking that the schoolhouse be speedily repaired, and that his overdue salary be paid. He reminded the selectmen of their promise when he came to Charlestown that no other schoolmaster would be allowed to set up a school and teach, and that despite their promises a certain Mr. Mansfield was allowed to come and take away his scholars.

It is evident, therefore, that even at this early date the administration of the schools had been delegated by the town meeting to the selectmen. In 1671 Benjamin Thompson was engaged by the selectmen as a schoolmaster. In 1674 the selectmen gave Mr. Samuel Phipps a call to teach. In 1675 the town voted that the selectmen keep the schoolhouse in good repair. In 1712 Captain Samuel Phipps and Mr. Jonathan Dowse were chosen "inspectors and regulators of that matter" which had been referred to them by the town and which pertained to school affairs.

In 1748 a special committee was appointed at the town meeting "to visit the school once, at least, a quarter, to examine it, and the children that were admitted to it." In 1764 the town records have the following account: "This day the selectmen accompanied by the Rev. Mr. Prentice, and some other gentlemen of the town, visited the school, and after good advice given the children, and solemn prayers to God for His blessing, they gave Mr. William Harris the care of the writing-school."

Late in the eighteenth century the administration of the schools passed into the hands of a Board of Trustees. A special act of the General Court passed in March, 1793, incorporated the Trustees of the Charlestown Free Schools. This Board consisting of seven members was authorized "to make rules and orders for the good government of said schools." The Board was required to present to the town meeting a

detailed statement of its proceedings. The members of the Board of Trustees were to examine the schools frequently.

Charlestown became a city in 1847 and a School Committee elected by the people assumed the duties of the Trustees of the Charlestown Free Schools. Charlestown was annexed to Boston in 1874.

The first free public school was established in Dorchester in 1639. This school from the beginning was supported by a direct tax or assessment on the inhabitants of the town, and has continued to this day with no serious interruption. It is represented today by the Mather School, its lineal descendant, and was named for Richard Mather, who was the first minister of the first parish in Dorchester. Dorchester, therefore, claims that in establishing this school it had made provision for the "first public school in the world supported by direct taxation or assessment on the inhabitants of the town." This claim is supported by the historian of the town and by other distinguished writers.

In 1639 the Dorchester town records state definitely that "there shall be a rent of twenty pounds yearly forever imposed upon Tomson's Island to be paid by every person that hath property in the said land." This income of twenty pounds yearly was to be paid to a school master who would undertake "to teach English, Latin and other tongues, and also writing." The schoolmaster, according to this pronouncement, was to be chosen by the freemen, and it was left to the discretion of the authorities whether or not "Maydes" should be taught as well as boys.

The administration of the schools, almost from the outset, was left in the hands of three wardens chosen at town meeting. In 1645 these wardens took office, and in reality comprised the first "School Committee" in America. The school wardens were elected for life although the town reserved the right to remove any one of them "for weighty reasons." They had full charge of everything which pertained to the betterment of the school. The specific duties of the three wardens chosen for the school were set down in writing and are recorded in full in the Dorchester Town Records. These "rules and directions" present a complete and accurate view of the education of these early times.

In 1648 the Town of Dorchester was forced by the General Court to give up Tomson's Island and in lieu thereof received a tract of 1,000 acres of land, the income from which was to be appropriated towards maintaining the schools. This particular tract, however, was not selected until nearly sixty years afterwards. In 1718 it was finally located in Worcester County. In the meantime the town had wisely appropriated other land from which the school derived the necessary income for maintenance.

In 1792 a committee was appointed by the town to consider the expediency of subdividing the town into wards, the purpose of this subdivision being to make better provisions for the schools. This ward system was adopted and money was appropriated for support of schools accordingly.

As early as 1805 the town passed certain regulations which were to be observed by the teachers in the public schools of Dorchester. Five years later, in 1810, these regulations were modified and amended. The administration of the schools, however, was still in the hands of the wardens. These regulations provided that in case of a vacancy in the staff of teachers, a new teacher should be selected by the wardens and the minister in whose ward the vacancy occurred. It was also agreed that in the future the town should choose its School Committee by written votes.

In 1846 the Town of Dorchester supported sixteen schools. It also had no less than ten private schools. In 1848 the appropriation for school purposes amounted to thirty-one thousand dollars. During this year all the schoolhouses were repaired and enlarged and many changes were made for the comfort of the pupils. A high school was organized in 1852 with a membership of fifty-nine pupils.

Dorchester was annexed to Boston in 1870, and the schools of the town came under the control of the City of Boston.

That Roxbury did not long delay in establishing a school appears from the will of Samuel Hugburne, dated 1642, in which the testator provides:

"When Roxbury shall set up a free schoole in the town, there shall ten shillings per annum out of the necke of land and ten shillings per annum out of the house and house lot be paid unto it forever."

It appears, furthermore, that subsequent to 1642, the inhabitants of Roxbury entered into an agreement to establish and support a "free school." "A free school" in this instance probably meant, free to all who complied with certain requirements, which frequently included a tuition fee from parents able to pay, and usually a contribution of wood or money for heating the schoolhouse. The original agreement of 1642 was destroyed by fire, but the second agreement, made in 1645, is still preserved. It provided twenty pounds per annum for the schoolmaster, and the sum was raised by subscription from more than sixty of the inhabitants, who pledged their houses and lands for an annual payment ranging from one pound four shillings from Dudley, Thomas Welde, Eliot, Joseph Weld, and Prichard, down to two shillings per annum from poorer or less generous citizens.

Seven "Feofees" or trustees, displaceable by death, by removal from town, or by excommunication, were appointed to receive and disburse these funds, appoint or remove the schoolmaster, and attend to the well ordering of the school and the scholars.

In 1674 the Free School in Roxbury became the Roxbury Latin School. This school has never been a part of the Boston public school system, but Roxbury boys attending the school are not charged tuition.

This was the origin of the Roxbury Latin School, the establishment of which apparently satisfied the demands of the famous law of 1647 and explains why the Roxbury High School, as a distinct public school, was not established until 1852. How well the old school functioned may be inferred from Cotton Mather's statement that "Roxbury had afforded more scholars, first for the college and then for the public, than any other town of its bigness, or, if I mistake not, of twice its bigness, in all New England."

In 1846 Roxbury became a city after two centuries of town government. The city was annexed to Boston in 1868.

THE COMING OF THE INTERMEDIATE OR JUNIOR HIGH SCHOOLS

From time immemorial Boston has maintained in its Public Latin School a six-year secondary course of instruction in preparation for college. Pupils are admitted to this course upon the completion of six grades in elementary schools. This

ROXBURY MEMORIAL HIGH SCHOOL

six-grade secondary course has always been popular, and on the whole is regarded as a more satisfactory preparation for college than the four-year course following eight years of elementary instruction.

Since a fundamental principle underlying the organization of the intermediate school is the extension of secondary instruction downward to include Grades VII and VIII and the introduction of certain traditional high school subjects into these lower grades, thus making an organizational unit composed of Grades VII to XII inclusive, it is evident that the ancient Public Latin School for more than two centuries has treasured within its bosom the modern intermediate or junior high school subdivision of secondary education.

In this connection the following letter from Mr. Henry Pennypacker, former Head Master of the Public Latin School, is illuminating:

> In accordance with your request I have looked up the matter of the six years' course in this school. There is no reason for doubting that such a course prevailed in the school from its foundation, but our documentary record of it extends only back to 1708, when Nathaniel Williams became head master on the death of the great Cheever. This evidence comes from the older Dr. Jackson who was a pupil in the school in the latter part of the eighteenth century, but whose facts were given to him by John Lovell who had been an usher in the school under Mr. Williams and who subsequently became the very famous head master who left the school in 1776.
>
> In Head Master Lovell's day, the examinations for admission consisted in reading a few verses from the English Bible. The course of study was almost entirely Latin and Greek, with a very little arithmetic and only enough English composition and penmanship to enable a pupil to write his college examinations fairly.

For many years school folk had been dissatisfied with the organization of the period of public education into four years of high school and eight years of grammar or elementary school instruction (or nine years of elementary work that obtained in Boston and other New England cities).

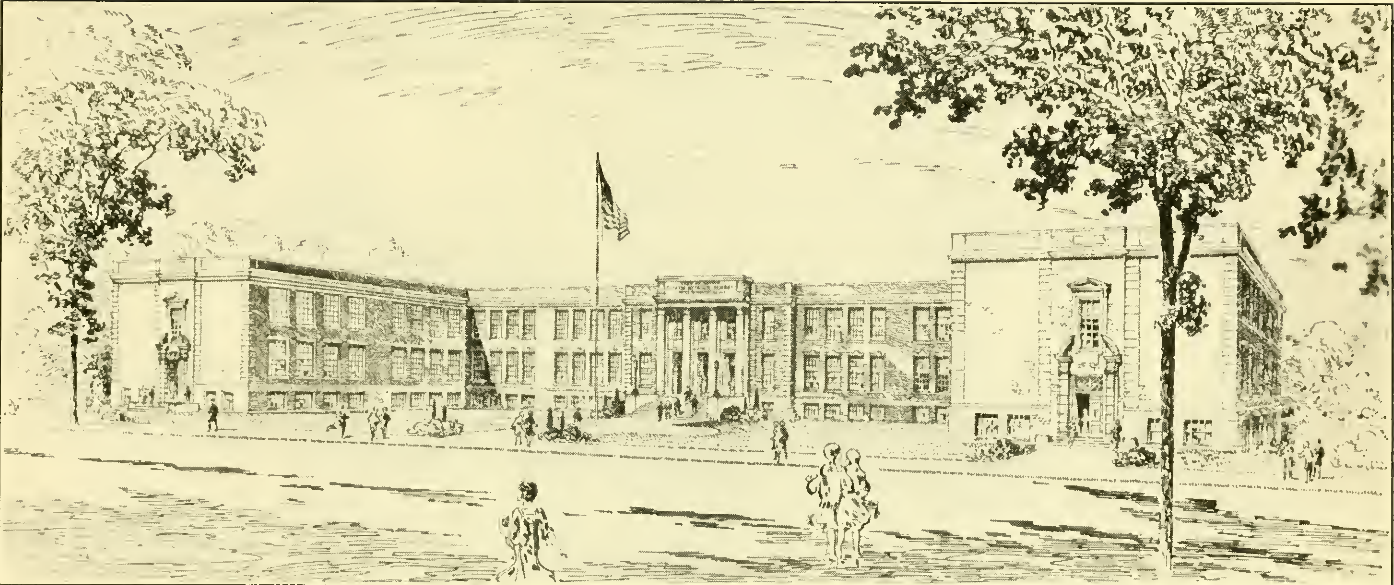
In 1893 appeared the epoch-making report of the Committee of Ten of the National Education Association. The Chairman of the Committee was President Eliot of Harvard. Superintendent Seaver of Boston also was a member. Among other things the Committee recommended a reduction of the period of elementary education in American schools and the introduction into the lower grades of some subjects heretofore reserved for high schools exclusively. Thereupon Superintendent Seaver suggested a reorganization based upon four years of high school and eight years of elementary instruction. The plan proposed by the Superintendent of Schools, however, was not adopted by the School Committee until 1906.

About this time there was an agitation for the introduction into the elementary schools of the departmental plan of instruction similar to that existing in the high schools. In the Report of the Board of Supervisors for 1891 this subject was discussed and in 1893 the Board recommended that departmental instruction be permitted in grammar schools, and that the principals of grammar schools be advised to organize classes in this manner wherever practicable.

Eight grammar schools accordingly began departmental instruction during the school year 1894–95. Superintendent Seaver, in 1894, received permission from the School Committee to "introduce the studies of Latin, French, German, geometry, algebra, and physics, or any of these, into any grammar school in which are found teachers able and willing to teach any children whose parents wish them to be taught any of these subjects, and to make the necessary changes for the time being in the established course of study . . . to insure the carrying on of the proposed experiments." These subjects, called at that time "enrichment studies," were introduced in certain grammar schools experimentally. For some reason the seeds of this so-called "enrichment" seem to have fallen upon barren soil and very soon the experiment disappeared altogether.

The need of articulating the mathematics of the traditional eight grades with that of the high school had long been felt. As early as March 8, 1908, a committee of Boston high school headmasters had been appointed to recommend certain modifications of the first-year course in mathematics. This committee reported as follows:

1. That the study should be made interesting to the pupil.



SOLOMON LEWENBERG SCHOOL

2. That there should be close articulation with the work in the grammar schools.

3. That the practical bearings of mathematics should be emphasized; that mathematics is a powerful and useful tool.

4. That some subjects usually taught in the first year should either come later or be omitted entirely.

5. That the time thus gained should be devoted to subjects within the grasp of first-year pupils.

6. That the work of the first year should be built about an algebraic core, but should include some arithmetic, and some informal geometry, not treated as separate subjects, but as constituents of one subject — mathematics.

7. That in algebra the essential thing is the equation.

8. That there should be free use of models, drawings, and measuring.

On November 5, 1914, Assistant Superintendent Burke called the attention of the committee on reconstructed mathematics that recently had been formed to this document and requested a review of its contents with recommendations. On March 31, 1915, the committee submitted a report advising a revision of Mathematics I along the lines indicated by the committee of 1908 (the teaching of mathematics as a unit and closer articulation between the work in high and elementary schools), and the suggestions contained in this report were approved.

Early in the administration of Superintendent Dyer, Assistant Superintendent Burke began a study of secondary school reorganization. His first approach was a plea for the introduction of oral and aural instruction in modern foreign languages into Grades VII and VIII of the elementary schools, the work to be closely articulated with Grade IX in the high schools. This was an instance of the camel's head under the tent! Mr. Burke appeared before various groups of teachers and citizens and before the School Committee in advocacy of this experiment.

The first recorded systematic agitation for intermediate schools based on the 6–3–3 plan (that is, six years of elementary study, three years of intermediate or junior high school study, and three years in the senior high school) was undertaken by the present Superintendent of Schools when on January 14, 1913, he discussed the subject at a meeting of the Principals' Association.

As a result of his arguments in favor of the intermediate school, the first official action was taken by the Board of Superintendents at its meeting on May 2, 1913, when on his motion it was voted, "to recommend to the School Committee that the Superintendent of Schools be authorized in such districts as he may designate, to so modify the course of study as to permit instruction in a modern foreign language for the pupils of the seventh and eighth grades who intend to enter high school." This recommendation was favorably accepted by the School Committee at its meeting of May 5, 1913, and approved on June 9, 1913.

In a report to the Superintendent of Schools for the year 1913, Assistant Superintendent Burke presented a forecast of the future intermediate school. He recommended:

1. The elimination of nonessentials in the present curriculum, an accomplishment rendered highly difficult by existing programs.

2. The bridging over of the void between the elementary and the high school grades. This may be achieved

(*a*) By introduction into the grades of some subjects of the high school course, and by reserving for the high school some of the more difficult work now required in the elementary grades.

(*b*) By the establishment of departmental instruction in the elementary grades.

(*c*) By promotion of pupils in the grades by subjects.

(*d*) By bringing the teachers of the two systems of schools into sympathetic relation.

(*e*) By making work in all subjects throughout the entire twelve years sequential, clearly articulated, and closely correlated.

3. By a differentiation of work at the end of the sixth grade.

(*a*) For those who are to leave school at the close of the elementary course.

(*b*) For those who are to pursue vocational courses.

(*c*) For those who are preparing to enter the high schools.

In the autumn of 1913 the study of oral French was introduced into the seventh and eighth grades of the Henry L. Pierce and the Mary Hemenway schools, and the study of

German was begun in the Chapman and the Edward Everett schools. The following year the study of German was introduced into the Dearborn School and the study of French into the Abraham Lincoln, the Edmund P. Tileston, the Lewis, the Roger Wolcott, and the Ulysses S. Grant schools. In the fall of 1915 the organization was further extended by the study of French in the George Putnam School; German in the Emerson and Lowell schools; Spanish in the Dillaway, John Winthrop, Norcross, Oliver Hazard Perry, and Thomas N. Hart schools; and Italian in the Blackinton and Eliot schools.

Until 1915 the intermediate classes as organized included only Grades VII and VIII. In the Superintendent's report for this year is found this significant quotation:

"It is now proposed that the ninth grade be included as a part of this experiment . . . thus relieving the high school of its present first-year work."*

One of the most effective agencies in the development of the intermediate classes in Boston has been the "intermediate councils." These councils have to do with the preparation of the courses of study; with methods of teaching their respective subjects; and with the instruction of teachers in the aims, scope and requirements of the prescribed courses. Contemporaneously with the introduction of modern foreign languages into the elementary schools in 1913, an advisory council of eight members was appointed. It was composed of teachers of modern foreign languages in the grades and of heads of departments of modern foreign languages in high schools. This council prepared courses of study in French and German which were published as School Document No. 13, 1915.

Similar councils were organized in English, mathematics and science. The mathematics council had prepared a course of study for Mathematics I in 1915; the English and science councils both made reports in 1916. Councils were subsequently organized to assist in the formation of courses of study in history, geography, Latin, commercial branches, and prevocational work for both boys and girls.

It should be recalled that at the meeting of the School Committee on May 5, 1913, only discretionary authority had been conferred upon the Superintendent to establish from time to time classes in modern foreign languages. These

* Annual Report of the Superintendent of Schools for the year 1915, page 119 *et seq.*

classes had been formed in a large number of districts. At its meeting of June 5, 1916, the School Committee called a halt to the extension of these classes, limiting them to twenty-three districts.

Nevertheless, by a definite order of March 22, 1917, the School Committee recognized the intermediate schools (Grades VII, VIII and IX) as an integral part of the school system, and in the autumn of that year this intermediate unit had been organized in ten school districts.

We now regard our school system as comprising six years of primary or elementary education followed by six years of secondary education, the latter period being subdivided into three years of intermediate and three years of senior high school instruction. Into the seventh and eighth grades have been introduced subjects which had traditionally been regarded as belonging exclusively to the high schools, such as foreign languages, related mathematics, clerical practice, etc. These new subjects now occupy the time and attention previously given to over-elaborate elementary programs, and appeal vitally to the needs and desires of children, who at this period of mental and physical development dislike review and crave for novelty.

Thus differentiation in courses of study, in subject content and in methods of instruction occurs not at the beginning of the ninth grade as formerly, but at the beginning of the seventh. All courses of study for Grades VII, VIII, and IX have been revised and the subject content of these courses has been carefully reconstructed.

The intermediate school as organized in Boston continues the fundamental education of the first six grades. To realize this unification to the fullest extent, the transitional unit (the intermediate school) gives due consideration to its foundation (the elementary school) and to its superstructure (the high school). The intermediate school is a unifying force and serves to weld together the entire school system.

THE EVOLUTION OF THE SCHOOL COMMITTEE

Five years after the foundation of Boston, at a meeting of representative citizens, it was voted to entreat "our Brother Philemon Pormort to become schole master for the teaching and nourtering of children with us." This is the first recorded action of the Town of Boston concerning the government

MARTIN MILMORE SCHOOL (ELEMENTARY SCHOOL)

of the schools. It is to be observed that this election was by the people as a whole; and that for some time thereafter it was customary to select teachers at the town meeting. In fact, when the General Court of the Colony enacted the first general law in 1647 requiring the establishment of schools, it delegated the responsibility to no existing body of officials, but charged the town as a whole with this important duty. Nevertheless the town records of Boston from 1644 to 1689 disclose that practically all school affairs were conducted by the selectmen either on their own initiative or acting upon instructions or permission received from the citizens of the town in meeting assembled.

Therefore, at a very early date the selectmen became the modern School Committee. For instance, in 1666 the Boston selectmen agreed with Dannell Hinscheman to assist the grammar school master. In 1703 the Town of Boston voted that the selectmen "do take care to procure Some meet person to be an assistant to Mr. Ezekiell Chever." As the town delegated to the selectmen control of the schools, it followed that frequently the selectmen entrusted to one or more of their number a like responsibility. These experiences in turn suggested the appointment of special committees for special school purposes. Thus in 1682 the town meeting of Boston appointed a committee to consider the advisability of establishing "free schooles." This committee was composed of the town selectmen and the members of a committee on alms and poorhouse.

The next step in the differentiation of school management was taken in 1709 when the town proceeded to "nominate and appoint a Certain Number of Gentlemen, of Liberal Education, Together with Some of ye Revd Ministers of the Town to be Inspectors of the Sd Schoole under that name Title or denomination."

"This committee," says Suzzallo, "was the first committee on school inspection in the town of Boston of which we have any definite official mention."* In fact, it seems to be the earliest committee given the duty of visitation of which there is any record in the Commonwealth of Massachusetts.

This committee was empowered to inspect the Latin School only. A separate committee was subsequently appointed for the writing and ciphering schools. By order of the town at its

* *Suzzallo*, "Local School Supervision in Massachusetts."

EDUCATIONAL SYSTEM OF BOSTON

1635

TOWN MEETING

LATIN SCHOOL

One schoolmaster paid by a subscription made by the richer inhabitants. Schools supported by private subscription, contributions and bequests.

COURSES

Time necessary for preparation for college

SUBJECTS

Elementary and higher branches

meeting in March, 1712, it was voted that a committee "shall be raised to Inspect the Free writing Schools which are Supported at the Townes Charge."

Apparently the duties of these visiting committees were not clearly defined at the outset, and during certain years there is no record whatsoever concerning them. In March, 1721, however, the following action was recorded at the town meeting: "Voted that the Select men and Such as they Shal desire to Assist them be Inspectors of the Gramer & Wrighting Schools for the year ensuing."

By this action the separate committees heretofore existing for the grammar (Latin) and the writing schools were combined and continued to serve as a single committee until 1789.

Of this period Suzzallo has this to say: "The form and the function of the town committee on visitation, as fixed by this vote of 1721, continued to be the form and function of the committee that was elected annually from this time until the reorganization of the Boston schools in the year 1789."

In 1789 the General Court of the Colony granted authority to "trust to appoint School Committees for the control of the schools." In accordance with the provisions of this act, the first School Committee for Boston was chosen October 20, 1789, "to exercise all the Powers relating to the Schools and School Masters, which the Selectmen or such Committees are authorized by the Laws of this Commonwealth on the Votes of this Town to exercise." This committee continued to function until 1822 when Boston became incorporated as a city.

Under the reorganized plan of 1789, the public schools of Boston were administered by a committee consisting of twenty-one members, nine selectmen and one member from each of the twelve wards. This Board was recognized as a coordinate branch of the local government with the powers "to manage and exercise in such a manner as in their judgment will best promote the important objects for which it was instituted." For administrative purposes the Board of twenty-one members was divided into various subcommittees. A visiting committee was appointed by the entire Board. This subcommittee consisted of three members and its especial function was to visit assigned schools at stated intervals. It was the duty of the committee, furthermore, to inspect the school building and inquire into the deportment and progress of the scholars. The subcommittee, moreover, was enjoined to "embrace these opportunities to

Educational System of Boston
1682
Board of Selectmen

Latin School

Course

Time necessary for preparation for college

Pupils admitted to college at 12

Subjects

Latin-Greek

Grammar

Elementary Subjects

Writing and Cyphering Schools

Course

Time necessary to learn to write and cypher

Subjects

Writing

Cyphering

converse freely with the instructors on the affairs of the schools, to elicit from them such occasional suggestions as may be turned to their benefit, to encourage the faithful and deserving instructor in his arduous duties, and to detect and mark the delinquencies of the remiss."

Together with its administrative duties this subcommittee was expected to advise the instructors concerning any complaint duly made and to take cognizance of any difficulty occurring between the instructors and the parents of pupils. Their authority in this respect was not final, for an appeal to the entire Board was not denied any citizen.

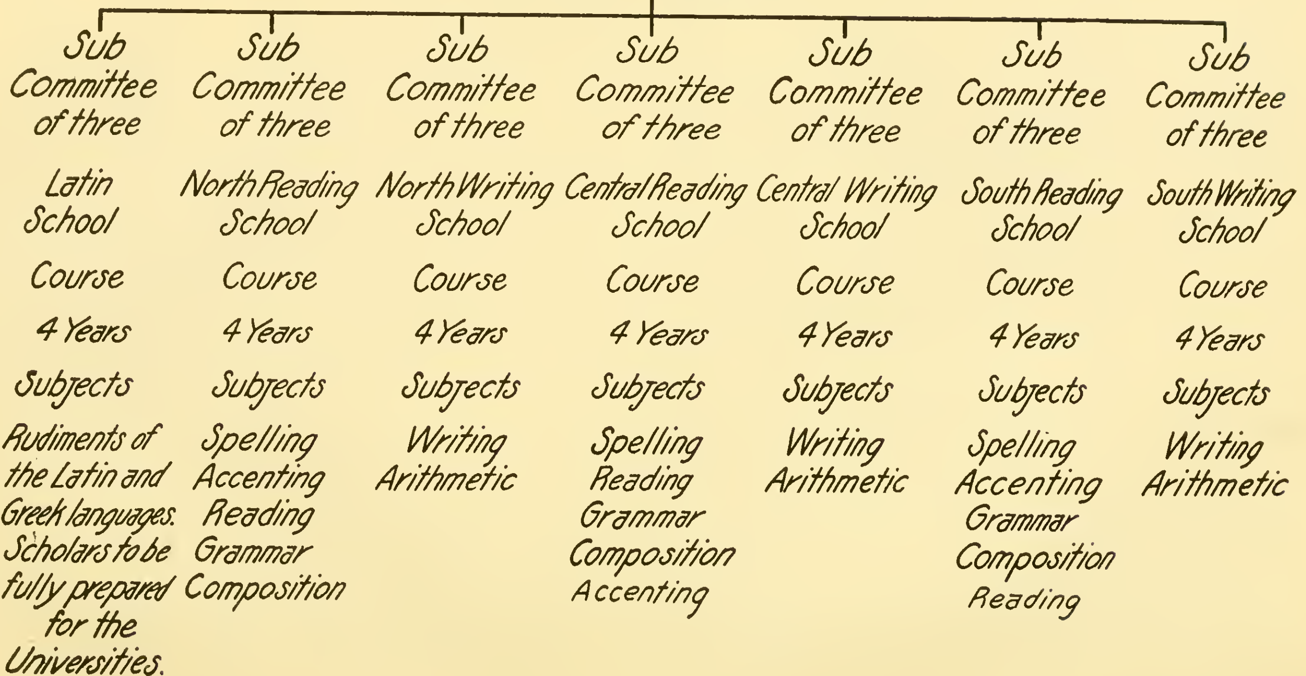
Vacancies in the teaching staff were to be filled by the subcommittee in procuring "a person of suitable qualifications to be confirmed in his place by the Board should he apply for it."

The entire Board appointed each year an examining committee, consisting of three or more members whose chief function was to visit the schools in May or June and "critically to examine the pupils in all the branches taught therein, in order to ascertain the conditions of the schools and their comparative merit, and to report previous to their annual election of the instructors, so that the appointments of the Board on that occasion may be judiciously made."

Prior to 1818 the public schools admitted only those children who had already received some rudimentary instruction. During that year, after considerable agitation on the part of the citizens of the town, primary schools were established. So jealous were the citizens of this extension downward of public education that they created in town meeting a special committee distinct and separate from the regular School Committee, so that the interests of the primary schools might be safeguarded. This protective agency had a membership ranging from 36 at one time to 196 at another. The Primary School Committee continued to have exclusive control of the primary schools until 1855, when these schools were placed under the jurisdiction of the general committee.

In 1822 the city was incorporated. Under the Charter the School Committee consisted of 25 members elected annually — the Mayor, twelve aldermen, and a member from each of the twelve wards.

By the terms of the Charter of 1822 the first explicit authorization was granted a School Committee to have the general "care and superintendence" of the public schools.



Educational System of Boston
1789
School Committee
Sub Committee of three
Latin School
Course
4 Years
Subjects
Rudiments of the Latin and Greek languages. Scholars to be fully prepared for the Universities.
Sub Committee of three
North Reading School
Course
4 Years
Subjects
Spelling
Accenting
Reading
Grammar
Composition
Sub Committee of three
North Writing School
Course
4 Years
Subjects
Writing
Arithmetic
Sub Committee of three
Central Reading School
Course
4 Years
Subjects
Spelling
Reading
Grammar
Composition
Accenting
Sub Committee of three
Central Writing School
Course
4 Years
Subjects
Writing
Arithmetic
Sub Committee of three
South Reading School
Course
4 Years
Subjects
Spelling
Accenting
Grammar
Composition
Reading
Sub Committee of three
South Writing School
Course
4 Years
Subjects
Writing
Arithmetic

In 1835 the City Charter was amended to provide that the School Committee should consist of 26 members — the Mayor, the President of the Common Council, and twenty-four members, two from each ward. By the revised City Charter in 1854 the School Committee consisted of the Mayor, the President of the Common Council *ex officio* and six inhabitants from each of the twelve wards — a total membership of seventy-four. One third of the members were elected annually for a term of three years.

By the annexations of Roxbury, Charlestown, Dorchester, West Roxbury (1874) and Brighton (1874) the number of members was increased, so that in 1875 the School Committee numbered 116 members. The organization of the schools into districts and of the School Board into district committees soon followed.

By a separate act of the Legislature approved May 19, 1875, the School Committee was reorganized. The membership was reduced to twenty-five, including the Mayor, who was to be *ex officio* Chairman, and twenty-four members elected at large by the people, eight members annually elected for a term of three years.

In 1885 the City Charter was again amended. This act provided that "the Mayor shall not be a member, nor preside at any of the meetings, nor appoint any of the committees of either the Board of Aldermen or of the School Committee." From this date until 1905 the School Committee comprised twenty-four members elected by the people at large.

It is interesting to observe how the schools were administered by this Committee during the period 1875–1905. There were standing committees each consisting of five members on accounts, rules and regulations, drawing, evening schools, examinations, music, nominations, military drill, salaries, schoolhouses, sewing, supplies, text-books, truant officers; and standing committees each with three members on annual report, elections, Horace Mann School for the Deaf, hygiene, kindergartens, legislative matters, and manual training schools. The duties of each of these committees were fully stated in the rules and regulations. Subcommittees had charge of school districts assigned to them subject to such rules and regulations as the School Committee might prescribe.

As time went on, the powers of these various subcommittees became very extensive. They assumed extraordinary powers.

Educational System of Boston
1830

School Committee

Latin School

Course
6 Years

Subjects
Latin, Greek
French and
Preparation
for College

English High School

Course
3 Years

Subjects
Astronomy-Bookkeeping
Composition-Surveying
Grammar-Mensuration
Language-Geography
Arithmetic-Navigation
Algebra-Geometry-Logic
Ancient and Modern History
History of United States
Plane Trigonometry
Forensic Discussion
Declamation-Natural Philosophy
Moral and Political Philosophy

Double headed system Reading and Writing Schools

Course
4 Years

Subjects
Spelling
Reading
English
Grammar
Geography
Writing
Arithmetic
Bookkeeping

Primary School Committee

Primary Schools

Course
3 Years

Subjects
Reading
Spelling
Sewing
Preparation for
Admission to
Reading and
Writing Schools

In fact, for many years there existed practically a government by subcommittees. The administrative duties of these various subcommittees included the examination, certification, nomination, transfer and dismissal of teachers. The regulations of the School Committee for the year 1871 specifically defined the authority of these subcommittees in relation to the teaching corps as follows:

Sec. 7. Whenever a teacher, except a head-master or master of a Grammar School, is, in the opinion of a standing or district committee, needed for any school under their charge, said committee shall, before making a selection, examine the candidates in the manner required by law, and ascertain if they possess the necessary qualifications. . . . Teachers thus selected shall be nominated by the standing or district committee to the Board, on probation, and shall be entitled to the established salary from the time of entering upon their duties, but they shall not be nominated for confirmation as regular teachers, until after a satisfactory trial of three months. . . .

Sec. 19. Annually, in the month of May, the Committee on the Latin School, the English High School, the Girls' High and Normal School, the Roxbury and Dorchester High Schools, and each district committee, shall canvass their lists of teachers, and after consultation with the master, shall decide upon those whom they will recommend for re-election; and, at the meeting in June for the election of teachers, they shall nominate the persons thus approved. If any committee have decided not to nominate a teacher for re-election, they may notify said teacher of their intention, if they deem it expedient.

Sec. 21. District committees in their respective districts may make such transfers of teachers, and such changes in the location of Primary Schools, as they may deem necessary, but every such case shall be mentioned in their next quarterly report. No teacher shall be transferred from one district to another without the approval of the Board.

Duties of the Superintendent

The office of the Superintendent of Schools was created in 1851. The appointment of teachers, however, still remained the prerogative of the School Committee. In 1876 the rules and regulations were revised and considerable nominal power was granted the Superintendent and Supervisors, but the appointment of teachers was retained by the district subcommittees. The newly-established Board of Supervisors became a board for the examination and certification of teachers. In 1884 the Superintendent was given additional powers. He was to be held "responsible to the School Board as the executive in the department of instruction over all supervisors, principals, and other instructors."

In 1894 a special committee was appointed by the School Board to consider giving the Superintendent and the Board of Supervisors greater responsibility. This Committee reported favorably and their recommendations were adopted; nevertheless, the real power centered in the subcommittees.

In 1897 the rules were amended giving the Board of Supervisors instead of the subcommittees the initiative in the appointment of teachers. The following year authority to transfer and remove teachers was placed in the hands of the Superintendent subject to the approval of the School Committee. An attempt was made to abolish subcommittees, but this attempt failed. In 1899 the subcommittees succeeded in obtaining an amendment to the rules restoring their former powers and giving them in their respective districts a practical veto over all appointments, transfers, and removals of teachers.

In 1902 the authority to appoint, transfer and remove teachers subject to the approval of the Committee was restored to the Superintendent; but in 1904 the subcommittees regained some of their former power in respect to teachers.

With the reorganization of the School Committee in 1906 all subcommittees were discontinued. One of the most important features of the revised rules and regulations of 1906 was the conferring of direct authority and responsibility upon the official staff of the Committee. The Superintendent was designated as the executive officer of the School Committee in all matters relating to instruction and discipline in the public schools; and was given the power, subject to the approval of the School Committee, to appoint, reappoint, transfer and remove all directors, principals, and teachers.

In 1906, by legislative action, the membership upon the School Committee was reduced to five, the term of service being three years for each member. In 1924, by action of the General Court, biennial elections of the city officials were substituted for annual elections and the term of service of members of the School Committee was increased from three years to four years.

The Present School Committee

The School Committee at the present time comprises five members chosen at large by the electorate of the municipality. Each member represents the whole community rather than a political fraction thereof. It is a continuous body and there

their potentialities without sacrificing the best in traditional practices. He thus evolved a well-ordered plan of organization. The first thing he did was to dignify the office of grammar master. On his recommendation, the grammar school master took over supervision of the primary schools in his district, thus becoming in effect a district superintendent. The primary schools became an integral part of the grammar school district, and the master's district became the unit of supervision and administration.

Samuel Eliot, the third Superintendent, was elected in 1878, and remained in office until 1880. Mr. Eliot was succeeded by Edwin P. Seaver, who served for twenty-four years, or until 1904. Mr. Seaver was followed by George H. Conley, who after a short term of service died in December, 1905. Walter S. Parker acted as Superintendent until the election of Stratton D. Brooks in 1906. Mr. Brooks served as Superintendent until he resigned on April 30, 1912, to become President of the University of Oklahoma. Maurice P. White was acting Superintendent until September 1, 1912, when Franklin B. Dyer was chosen to succeed Mr. Brooks. After serving six years Mr. Dyer was followed by Frank V. Thompson in 1918. On the death of Mr. Thompson in 1921, he was succeeded by Jeremiah E. Burke, the present incumbent.

Appointment of Teachers

The organization of the schools in the early colonial period was very simple. It consisted of someone to teach and someone to be taught. The appointment or election of the teachers was one of the earliest functions to come into existence. At first the appointment of teachers was, generally speaking, exercised by the town committee. Philemon Pormort was so appointed in 1635.

A little later the Town of Boston began to delegate to the selectmen the power of appointing the teachers. According to the records in 1666, the Boston selectmen "agreed with Mr. Dannell Hinscheman to assist the grammar school master." From the selection of the teacher and agreeing with him regarding specific terms of payment, there was but a short step to actually choosing him without the expressed approbation of the town meeting. Thus in 1703 the Town of Boston "voted that the selectmen do take care to procure Some meet person to

be an assistant to Mr. Ezekiell Cheever." For the greater part of the eighteenth century Boston depended upon the selectmen for the engaging of teachers.

With the organization of the School Committee in 1789 the committee was authorized "to exercise all the powers relating to the schools and the school master which the selectmen or such committees are authorized by the laws of this Commonwealth on the votes of this town to exercise." Such an authorization was made each year thereafter. When the Town of Boston became the incorporated City of Boston in 1822 all these specifically mentioned duties were reiterated annually and were covered by the general clause, "the care and superintendence of the public schools."

Certification of Teachers

From the very inception of public education in Boston certain definite requirements have been made of candidates for teaching positions. Two types of schools developed. First, the grammar (or Latin) schools preparing for the university, and secondly, schools for writing and ciphering, which later developed into elementary schools. The earliest law of the Commonwealth, that of 1647, established standards for the former of these types. It especially imposed upon the town that "they shall set up a grammar schoole, ye master thereof being able to instruct youth so farr as they may be fited for ye university," and of the less exacting schools it was required that every town establish schools to teach writing and reading. Standards of fitness were here implied.

Similarly, the town of Dorchester in 1645 imposed the duty upon the school warden to secure an "able and sufficient Schoolemaster." The same town in 1639 wanted "such a Schoolemaster as shall undertake to teach english latin and other tongues and also writing."

The General Court in 1654 urged school authorities not to admit or suffer to be continued in the office of teacher any one who may be "unsound in the fayth or scandelous in theire liues." Again, the act of 1692 specifically demanded that the grammar school master should be "some discrete person of good conversation, well instructed in the tongues."

By order of the General Court, 1701, the power of certifying the schoolmaster was taken from the selectmen and given to the ministers. "Every grammar [Latin] school master

STANDARDS OF QUALIFICATION REQUIRED OF CANDIDATES FOR PERMANENT APPOINTMENT AS TEACHERS IN THE BOSTON PUBLIC SCHOOLS

"Certificate of qualification may be granted by the Board of Superintendents to persons who present satisfactory evidence of good character, health, citizenship, and scholarship, and satisfactory and documentary evidence of the date of birth, who successfully pass the required examinations and who meet the eligibility requirements," as follows:

Schools	Academic Preparation				Teaching Experience				
	High School Graduation	Normal School Graduation	College Graduation	Master's Degree	One Year	Two Years	Three Years	Four Years	Five Years
Teachers College	Yes		Yes	Yes					X
Latin and Day High Schools.	Yes		Yes	Yes		X [1]			
Intermediate Schools (Grades VII–IX).	Yes		Yes			X [1]			
Elementary Schools (Grades I–VI).	Yes	Yes or	Yes			X [1]			
Kindergartens	Yes	Yes [2]			X [3]				
Boston Clerical School	Yes						X [4]		
Continuation School	Yes	Yes or	Yes			X [5]			
Horace Mann School	Yes [6]					X [6]			

Requirements for Special Certificates valid in Day High Schools, Day Intermediate, or Day Elementary classes. — See Circular of Information Board of Examiners.

[1] See Circular of Information for credit allowed toward teaching experience, for advanced degrees, for graduation from the Teachers College of the City of Boston, or for a certificate in pedagogy. For elementary teachers beginning with 1934 a four-year approved course with degree will be a requirement.

[2] Graduation from an approved three-year course in kindergarten training school. Beginning with 1934 a four-year approved course with degree will be required.

[3] In a kindergarten.

[4] In schools of a business character.

[5] Plus a course approved by the Board of Superintendents.

[6] High School approved by the Board of Superintendents, plus completion of course in training for the teaching of the deaf, approved by the Board of Superintendents, and evidence of two years' successful experience in teaching and governing oral classes in graded schools for the deaf; or evidence of one year's successful experience in teaching in the Horace Mann School for the Deaf.

is to be approved by the minister of the town, and the ministers of the two next adjacent towns, or any two of them, by certificate under their hands." Ten years after the passage of the act requiring certification of grammar (Latin) school masters by the ministers, a similar act was passed requiring writing and ciphering teachers to be certified by the selectmen.

An act of 1711 read as follows:

"That no person or persons shall or may presume to set up or keep a school for the teaching and instructing of children or youth in reading, writing, or any other science, but such as are of sober and good conversation, and have the allowance and approbation of the selectmen of the town in which any such school is to be kept." The approbation required for grammar-school (Latin) masters apparently remained the same as those specified in the legislation of 1701.

According to Suzzallo,* "No further changes in the certificating law was made until the year 1789, when a highly complicated law upon the whole subject of certification was passed by the General Court. In general, the power to certificate all types of teachers was placed in the hands of the ministers and the selectmen or school committee of the town. The law practically required two certificates before certification was complete, one from the minister or ministers, and one from the selectmen or the school committee of the town."

With the creation of a School Committee in Boston in 1789 the power of certification of teachers was placed in the hands of the School Committee. From that time on the standards of qualifications gradually advanced as greater facilities were provided for scholastic and professional preparation of teachers. The state normal schools which were first established in 1839 supplemented by the Boston Normal School organized by the School Committee in 1852, and in later years the introduction of courses in education in the colleges — all have combined and contributed to the present high standards.

The Board of Examiners

Originally examinations of pupils for admission to the various schools, examination and certification of candidates for all teaching and supervisory positions, and examinations for promotion within the service were among the duties performed by the Board of Supervisors. Afterward these duties

* *Suzzallo*, "Local School Supervision in Massachusetts."

were assigned to the Board of Superintendents. As the administrative duties of the Assistant Superintendents multiplied, it became necessary to relieve them of the details associated with the examinations, and accordingly in 1919, by action of the School Committee, a chief examiner was appointed. In 1924, on the recommendation of the Superintendent, the School Committee voted to establish a board of examiners to comprise the existing chief examiner and two additional members.

The board of examiners conducts examinations for certificates of qualification as teachers and as members of the supervising staff, and prepares and evaluates the questions used therein. These examinations are conducted with the assistance of such teachers and members of the supervising staff, or other persons as the board of examiners find necessary.

The board visits and rates all candidates for original entry into the service, and reports the results to the Board of Superintendents, which board certificates; it also assists the Board of Superintendents in the examination, visitation and rating of candidates for promotion within the service. It passes upon the eligibility of candidates for original entry into the service, conducts the annual promotional examination of teachers, also the examination for admission to the Teachers College, Latin schools, and all other schools where examinations are required. The board performs such other duties as may be assigned by the Superintendent.

The Merit System in the Appointment and Promotion of Teachers *

Appointment by Merit: It would be difficult to indicate the particular stage in the development of the public school system where appointment by merit had its origin. Doubtless it is safe to assert that at no time in the history of our schools has merit been intentionally disregarded in making appointments. Occasionally, candidates with meager educational equipment entered the service, but the invariably high character of the teaching corps is conclusive proof that the number of incompetent teachers was always relatively small. It is quite likely that the first direct step toward appointment of teachers on merit was made when the School Committee was reorganized in 1876. In January of that year the School

* Annual Report of the Superintendent of Schools for the year 1922.

Committee, which the previous year had been reduced by legislative enactment from 116 to 25 members, entered upon its new duties. The two most noteworthy features of this reorganization were the transfer to the Superintendent of Schools of certain executive functions previously exercised by the School Committee, and the establishment of the Board of Supervisors. The School Committee in its annual report for the year 1876 discussed the duties of the Board of Supervisors in the following words:

> The appointment of teachers nominated for election in the School Board, without careful consideration of their qualifications, was an evil which had begun to show its disastrous effects by unmistakable signs. Personal solicitations, motives of self-interest, kind-heartedness, a dislike to say No, when it conflicted with the charitable desire to give a needy, though perhaps incompetent aspirant a means of livelihood, had led many members of the School Board to obtain teachers' places for unfit persons, and the soundness of the schools was thus in process of becoming gradually but gravely compromised. It was only through the examination of candidates by competent persons, whose certificates could be depended upon as proofs of proper qualification, that this evil could be checked. That the conduct of examinations was felt to be one of the most important functions of the Supervisors is proved by the fact that at first it was proposed to give them the title of examiners. They were meant to attend especially to the securing of competent teachers by means of examinations, by inspection of the schools, and by the holding of biennial examinations of the scholars to test the fitness of the teachers to impart knowledge.

In an address to the principals of schools in 1877, Mr. John D. Philbrick, Superintendent of Schools, had this to say upon the same subject:

> Provision has at length been made for remedying this defect in our system by the appointment of officers [the Board of Supervisors] charged with the duty of examining teachers. You will welcome this improvement, I doubt not; for if there has been any one thing on which I have found you agreed, it has been in the earnest desire to secure for the schools under your charge the very best teachers to be had.

The creation of the Board of Supervisors and the transfer from the School Committee to this Board of the power of examination and certification of teachers made more difficult the admission into the service of incompetent candidates and to a corresponding degree increased the likelihood of appointment of deserving candidates. However, nominations of teachers

continued to be made by division committees of the School Committee, and section 82, chapter 7, of the Rules of the School Committee for the year 1877 reads as follows.

At the annual meeting for the election of instructors, which shall be held with closed doors, the committees on nominations shall report upon the several lists of candidates returned to them by the normal, high school, and division committees.

This secret session for the election of teachers evidently proved unpopular, because three years later (1880) the rules of the School Committee were amended by striking out the objectionable words, "which shall be held with closed doors."

The year following (1881) there appears in the rules and regulations for the first time official recognition of expert assistance in the selection of teachers. Section 149 of the regulations, as amended, reads as follows:

The Board of Supervisors shall revise, at least once a year, the list of certificated teachers who are available for service. It shall strike therefrom the names of those who, after a fair trial and careful investigation, are found to be incompetent teachers. For the use of the Board [School Committee] and the committees thereof, a classification shall be made of those persons whose names remain on the list, according to their excellence and their probable fitness for certain positions.

In 1906 the School Committee again was reorganized. All appointments were vested by the School Committee in the Superintendent of Schools. The hour had come for reconstruction of the school system along progressive lines, and the newly-elected superintendent of schools, Mr. Brooks, arose to the emergency. Acting upon his advice, the Board of Supervisors submitted to the School Committee a comprehensive plan with respect to the examination, certification, appointment and promotion of teachers. This plan provided that examination of candidates for appointment as teachers in the public schools should be conducted at intervals by the Board of Supervisors; that these examinations should test the training, knowledge, aptness for teaching, and character of candidates; that the Board of Supervisors should grant certificates of qualification to persons successfully passing the examinations, and that the names of those successfully passing such examinations should be arranged by the Board of Supervisors in the order of their respective qualifications as determined by such

examination. The recommendations with slight modification were adopted, and in the Regulations the School Committee unqualifiedly endorsed the merit system as follows.

SECTION 127. Except in cases of promotion or transfer, or of appointment as principal of a school or district, or as director of a special subject, no person shall, after September 1, 1906, be appointed to teach in the public schools whose name does not appear among the highest three of the names on the proper eligible list willing to accept such appointments.

It should be remarked in passing that since their first establishment in 1906 these rated eligible lists have been invariably followed in making appointments to Boston schools.

Promotion by Merit: There has always been a presumption which at times unfortunately degenerated into a fiction, that promotions within the system, as well as original appointments, were based upon some sort of a merit system. The report of the Board of Supervisors relating to the establishment of rated lists, to which reference has been made, contained the following recommendation:

Promotions of instructors in the service shall be made in the order of merit as determined by quality and character of service,

and this provision was incorporated into the Regulations of the School Committee.

During the administration of Superintendent Brooks a plan for promotional examinations was adopted by the School Committee, but the primal purpose of these examinations was to encourage professional growth rather than to insure advancement or preferment.

Early in the superintendency of Mr. Dyer, Mr. Ballou, subsequently assistant superintendent, was appointed Director of Promotion and Educational Measurement (April, 1914). It was the intention of Superintendent Dyer that promotions within the service should have a more substantial basis than priority of appointment, service in a particular district, or the endorsement of a principal or Assistant Superintendent. He evidently desired that there should be city-wide competition for promotive positions. Acting under the direction of the Superintendent, Mr. Ballou made a study of the subject of promotions within the school system, and submitted the results of his investigation together with many constructive recom-

mendations in a report entitled, "A Plan for the Promotion of Teachers from Merit Lists" (School Document No. 2, 1918).

It was the practice of Mr. Dyer to request Mr. Ballou to make comparative estimates of the qualifications of teachers who might apply for a particular promotive position and to make these estimates the basis of appointments. Under the direction of the Superintendent, the Director of Promotion made a rather complete list of male candidates for elementary school principalship. He also prepared a rating for all candidates for submastership. These lists were grouped as "A1," "1," "2," etc. The lists were not made public. An individual, however, on application to the Superintendent might learn of his relative standing.

Upon his promotion to the superintendency in 1918, Mr. Thompson, actuated by a determination to make his administration signally impersonal and impartial, requested the Board of Superintendents to make a list of all candidates eligible for the position of elementary school principal. The Board of Superintendents heartily cooperated with the Superintendent, and after careful deliberation a detailed plan was prepared for the rating of such candidates. This initial plan of procedure is discussed by one of the Assistant Superintendents in the Annual Report of the Superintendent for 1919. In this same report, under the title "Extension of the Merit System of Promotion," Mr. Thompson speaks of this progressive educational innovation as follows:

> 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.

During the following year there was still further development of this promotive principle. In his Annual Report of the year 1920 Mr. Thompson again discusses the subject and writes:

> When a vacancy for a principalship or directorship is opened it is now the practice to send from School Committee headquarters a circular

letter to the schools announcing the vacancy and inviting candidates to file credentials. The Board of Superintendents then examines with great care all the evidence in connection with each candidate, evaluates the facts and makes a list. It is the practice of the Superintendent to nominate the candidate with the highest rating and the School Committee during the past year has uniformly confirmed these nominations.

In Boston for many years some method of determining merit has been maintained. The rules and regulations of the School Committee demand that the Superintendent nominate by merit. The present system differs from preceding attempts to determine merit in that the specific items of merit are listed, evaluated, and defined in definite terms. Another difference is that instead of one individual judgment, namely, that of the Superintendent, there is the group judgment of a board. One characteristic of the present system that should inspire greatest confidence is the fact that the ratings are definite, recorded and published. Each candidate may see his rating, and interview the examiner and know specifically the reasons of the judgment in his or her case.

In his Annual Report for the year 1921, Mr. Thompson was able to announce that during the period of his administration, rated eligible lists had been prepared by the Board of Superintendents for principalship of elementary and intermediate schools, for head masters of two of the high schools, for directorships of primary supervision, for chief examiner, for master's assistant and first assistant grammar, and for first assistant in charge, and that these "important promotive positions have been filled as the result of open competition in the school service of Boston." And in conclusion Mr. Thompson said:

The exact details of making the rated lists for promotion will progressively improve as experience accumulates, but the system itself ought to be cherished as a substantial gain for the Boston school system.

During the past year* the practice pursued by Mr. Thompson has been continued. All existing lists have been uniformly followed in making appointments or promotions. In addition thereto, the Board of Superintendents has prepared city-wide competitive lists for head masters of high schools, and for first assistants in kindergartens. The Board also has prepared lists of candidates for the position of head of department of English in high schools, one for men, another for women. It is the intention of the present administration, as far as practicable, to keep constantly increasing the number of these civil service lists. The only obstacle to the immediate universal application of this principle is the burden imposed

*The year 1922.

upon the Board of Superintendents in visitation of candidates and attention to numerous details incident to a careful, systematic and defensible rating. While the members of the Board very generously respond to these additional demands upon their time and energy, still there is a limit to the amount of work which they can successfully undertake. However, there is perhaps no service that the Board of Superintendents can render of more vital or lasting benefit to the schools than the extension of the merit system until all appointments and promotions are made strictly in conformity therewith.

The establishment of merit lists for original appointments and for promotion of teachers within the service is one of the most notable achievements in recent school administration. These lists are constructed on certain objective and measurable bases which are general in their character, and which in so far as possible apply to all candidates alike. These bases include general education, professional improvement and growth, personal characteristics, quantitative and qualitative experience in teaching, etc. They are made in a purely impersonal manner, in absolute good faith, with extreme care and by the best judicial intelligence that a school system can marshal. These lists are made in conformity with civil service practices, the utmost publicity is furnished all candidates concerning the method of rating and the results thereof, and the body creating the list stands ready to correct any error of judgment or to remedy any injustice.

Whatever imperfections may appear, as the plans and procedure of rating are developed, the operation of the system unmistakably facilitates the administration of the schools and tends to create confidence throughout the service. All external interference, political or otherwise, is reduced to a minimum, and in the long run capable and progressive men and women are more likely to receive just professional deserts than under any plan of appointment and promotion where the superintendent of schools is the sole judge of proficiency. Moreover, the merit system tends to eliminate discrimination against a candidate because of race, or creed, or politics. It is consistent with our democratic, social, and political organization. An elaborate merit system may be impracticable in smaller communities, but in the larger towns and cities school authorities in the future will find great difficulty in justifying appointments and promotions upon any other basis.

Text-Books

In the early days very few text-books were available. The list for the elementary schools was extremely limited. The Latin school was somewhat more fortunate. Originally all text-books were the product of foreign authors. Many authorities believe that the only school text-book distinctively colonial, published before the Revolution, was a little grammar by Ezekiel Cheever, known as "Cheever's Accidence."

Until about 1690 the only books used in schools other than the Latin were the hornbook, primer, Psalter, Testament and Bible. These books were continued for many years until they were displaced by spelling books.

After learning the alphabet and simple syllables at home, the pupil began the study of the hornbook. The contents of this primitive text-book were very crude. The hornbook embodied material for religious instruction only, and, like the primers which followed, it contained for the most part copies of sectarian creeds and prayers. The first part of the primer was devoted to religious admonitions; then followed the alphabet, syllables, lists of words for spelling, verses with reference to Death, Hell, and God's Wrath. Quotations from the Proverbs, the Lord's Prayer, the Creed, the Commandments, and names of biblical books were also included. This little primer, containing about eighty pages, concluded with the Westminster Shorter Catechism. The primer and hornbook, distinctly sectarian, were used in the schools until about 1750.

A tendency to break away from the stern and narrow religious conception of education appeared in the form of spelling books. The most popular of the spellers was Dillworth's "New Guide to the English Tongue," published in 1740 and in general use until the middle of the nineteenth century. Another text was Watt's "Compleat Spelling Book," published in 1770.

In 1783 "The Blue Back Speller" was published in Hartford. The author of this speller was Noah Webster. A little later "The Child's Companion," published by Caleb Bingham (Boston, 1805), became very popular as a text.

In 1789 the School Committee of the Town of Boston was organized. The subjects to be taught and the text-books to be used in the Latin and in the reading and writing schools were carefully enumerated. In the Latin school the following text-books were authorized:

First Class.— Æsop's Fables — Latin and English
Cheever's Accidence
Corderius' Colloquies — Latin and English
Nomenclator
Ward's Latin Grammar, or Eutropius

Second Class.— Clark's Introduction — Latin and English
Eutropius, continued
Selectae è Veteri Testamento Historiæ (or, Castalio's Dialogues)
The making of Latin, from Garretson's Exercises
Ward's Latin Grammar

Third Class.— Cæsar's Commentaries
Greek Grammar
Ovid's Metamorphoses
The making of Latin from King's History of the Heathen Gods
Tully's Epistles, or Offices
Virgil

Fourth Class.— Greek Testament — Horace
Homer — Gradus ad Parnassum
The making of Latin continued
Virgil, continued — Tully's Orations.

In the reading schools the following books were authorized:

Webster's Spelling Book, or 1st part of his Institute
The Young Ladies Accidence
Webster's American Selection of Lessons in Reading and Speaking; or 3d part of his Grammatical Institute.

The masters were instructed to use the following texts when found expedient, viz.:

The Children's Friend
Morse's Geography, abridged
Newspapers.

In the writing schools no text-books were authorized but children at the age of twelve were to be taught to make pens. (Manual training!) In arithmetic the teacher furnished all the problems. (A human text!)

Soon after the establishment of the primary schools in 1818 the following books were authorized for use in these grades:

Testament, Child's Composition, Kelley's Child Instructor, Webster's Only Sure Guide, Pickard's Juvenile Spelling Book and Child's First Book English Reader.

Judged by modern standards these texts failed signally to meet the needs of the pupils. They were poorly printed, the paper was of inferior quality, and the organization of subject matter was loose and illogical. There was little or no uniformity; each pupil brought his own text-book and was taught therefrom.

Gradually the text-books were improved in structure and content, and became better adapted to the successive periods of social development. If the community wished for religious instruction and religious programs of study, the school and the equipment represented this desire. As late as 1833 the School Committee had not provided slates, pencils or blackboards. During this year these additional helps were supplied. Free text-books were authorized by statute law in 1884.

The text-books used in the elementary schools during the early part of the nineteenth century were Frederick Emerson's Arithmetic, Goold Brown's Grammar and John Pierpont's American First Class Book. In June, 1823, it was ordered by the Boston School Committee "that the American First Class Book be hereafter used in the public reading schools instead of Scott's Lessons." In 1827 Mr. Pierpont edited the National Reader for middle classes and in 1829 it was introduced into the city schools to take the place of Murray's English Reader. In 1828 Mr. Pierpont prepared the "Introduction to the National Reader."

Mr. Martin, in his "Evolution of the Massachusetts Public School System," says:

> The publication of Warren Colburn's Intellectual Arithmetic in 1823 was an efficient force in raising the standard of instruction. Previous to this all arithmetic work had been unintelligent ciphering. This book came into the schools as refreshing as a northwest wind, and as stimulative. It was eagerly seized upon by the more intelligent teachers . . . It wrought a revolution in the teaching of arithmetic, and it determined the character of all subsequent text-books.

In the regulations of the School Committee for the year 1871 all the text-books authorized for the schools were carefully enumerated. The following interesting quotation occurs:

> The books and exercises of the several classes shall be as follows . . . . except that each district committee may omit or limit such studies as in their opinion is best, but all such discretionary action shall be stated in their quarterly reports. . .

Very little need be said concerning the modern text-books. The authorized list for the public schools of Boston contains thousands of books for classroom use, and very many books for purpose of reference. All the necessary aids for efficient teaching are liberally supplied to all the schools.

Texts are selected with the utmost care in order that suitable material may be afforded for classroom instruction and for supplementary references. At the same time every precaution is exercised to prevent the authorization of a text with the slightest taint of offensive economic, partisan or sectarian propaganda. By statute law of the Commonwealth, all texts are authorized by the School Committee on the recommendation of the Superintendent. In preparing his recommendations, the Superintendent is assisted by the Board of Superintendents and by various councils of principals and classroom teachers.

FINANCING OF THE SCHOOL SYSTEM

With justifiable pride one records that, from the very beginning, the public schools of Boston have been essentially democratic, open to all her children, rich and poor alike.

The grammar (or Latin school) to which frequent references are made throughout this report was authorized at a public meeting of the citizens of the town, and throughout its entire history has been a free public school; that is, no tuition charges have ever been required from any of its pupils. At the time of its establishment, influential inhabitants contributed toward the maintenance "of a free school master for the youth with us" an amount a trifle over forty pounds.

"Nowhere," says Jackson, "is there any information which would lead one to believe that tuition was charged."* Continuing Jackson says, "With the exception of the income derived from the rental of several islands and of a tract of land in Braintree there is no further mention of support of the school until 1650 when at that time it was 'agreed that Mr. Woodmansey, the Schoolmaster, shall have fiftye pounds per annum for his teaching the schollers and his proportion to be made up by rate.' This marks the end of the period of support by contribution, either voluntary or compulsory, and rates were levied annually from this time on."

In 1647 the General Court ordered "that every township in this jurisdiction after the Lord hath increased them to the

* George Leroy Jackson, "School Support in Colonial Massachusetts."

number of fifty house holders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general by way of supply, as the major part of those who order the prudentials of the town shall appoint."

Thus early the Colony set the seal of its approval upon compulsory education. In 1679 Boston referred the question of further elementary education of its citizens to the selectmen for consideration. In 1682 the town took the following action:

> The same day it was voted by ye inhabitants yt the same Committee with ye Selectmen consider of and pvide one or more Free Schooles for the teachings of Children to write and Cypher within this towne.

This is the origin of the famous writing and ciphering schools which remained substantially unchanged for more than a century. Unlike the Latin schools they were not from the outset absolutely free. At this same town meeting (1682) it was voted to provide two of these schools, and that the town allow twenty-five pounds annually for each, and that such persons as send their children to school as are able, "should pay somethinge to ye Master for his better encouragement in his worke." This last clause indicates that though the schools were supported by rate, nevertheless, some contribution was expected of those who were able to pay. In 1751 all charges of "enterance money" from children whose parents were able to pay were definitely forbidden. This action to all intents and purposes made all the schools of Boston entirely free.

In this connection an interesting comment is made by Jackson to the effect that several of the inhabitants being dissatisfied because of the great expense to which the town was put to support its school "claiming that the charge amounted the last year to more than one-third of all the money drawn by the selectmen," petitioned to have a committee investigate the matter. (Such criticism is ever prevalent.) The committee reporting asserted among other things that the education of children is of the greatest concern to a community and in its opinion no savings could be made in the direction advanced by the petitioners.

A study of the financing of the Boston schools in a manner is reassuring. One finds continually recurring attempted solutions of the intricate problems continually confronting

school authorities. Such topics as overcrowding of pupils, mobility of school population, demands for new buildings, extraordinary expansion and growth, enrichment of curricula, salaries of teachers, criticisms of expenditures, and legislation to meet urgent financial needs — all these are reappearing with slightly different features.

Salaries of Teachers

The question of salaries of teachers is one that ever calls for thoughtful attention by school authorities.

At a town meeting in 1762 a petition from the masters of the schools was presented in which they stated that they met with great difficulty in obtaining their salaries; that notwithstanding the vote that their salaries be paid quarterly, they had been kept out of their pay from year to year. In some instances nine, twelve, eighteen months' salaries remained unpaid. It appeared at the town meeting that the most likely method to attain the end proposed by the petitioners would be the raising or borrowing of a sum of money sufficient "to defray the common and extraordinary charges of the year."

It was voted at this same town meeting that the town treasurer be directed to borrow 1,500 pounds for the payment of the schoolmasters' salaries then due. The salaries of the teachers of the schools were established at this meeting (May, 1762), for the ensuing year as follows: "South Grammar School, master, 120 pounds, usher, 60 pounds; North Grammar School, master, 80 pounds; writing school, Queen Street, master, 100 pounds, usher, 80 pounds; South Writing School, master, 100 pounds, usher 50 pounds; North Writing School, master, 100 pounds, usher 60 pounds, assistant 34 pounds."

Salaries were a little higher at the opening of the nineteenth century. In the year 1800 there were in the town seven free schools with an enrolment of 900 pupils. The salary of a master was $666.66, with a gratuity or allowance of $200. The salary of an usher was $333.33, with an allowance of $100. The town tax for this same year was $61,489.25, and the school expenses were $11,100.85.

The salary of primary teachers was advanced in 1846 from $250 per annum to $325; but this was hardly in keeping with the increase in the cost of living. A committee appointed to

investigate the subject in 1853 reported that many teachers were still receiving the same compensation given them sixteen years earlier although the salaries of teachers in other parts of the state had increased 17 per cent and those of departmental officials in the city administration 34 per cent. Not until 1857, after the city had taken over the care of the primary rooms, were the salaries raised at the rate of $50 a year to a maximum of $450. There was also some increase in the salaries of teachers employed in the grammar and Latin schools. Due to these increases for primary as well as for grammar and Latin school teachers, the per capita charge for maintenance of schools increased from $2.39 in the late fifties to $5.82 in the late sixties.* There were more pupils and consequently larger amounts to be paid for instruction and supplies. The cost of living had mounted to still higher levels during this period which included the years of the Civil War.

Not until 1834 did Boston undertake to provide her own primary school buildings. Prior thereto, primary teachers conducted classes either in their own homes or in accommodations provided by themselves. The growth of school expenditures rose year by year with the increase of population, and the greater interest in education. From 1840 to 1843 expenditures for schools amounted to 26 per cent of the entire city budget.

During the term of office of Mayor Josiah Quincy, Jr. (1846 to 1848), new and larger school buildings, both for the primary and grammar schools, were erected.

Retrenchment

Mayor Bigelow, succeeding in office, was less liberal in educational expenditures. He deplored the cost of new buildings. During the period under consideration, there was an unusual mobility in school population. There was a drift away from the old residential districts into the new, and several rooms in the central buildings were unoccupied. In fact, some of the buildings were sold for less than the original cost of construction. Boston, like many other cities of rapid growth, found considerable difficulty in providing for increases in school population, and particularly in making adjustments owing to removals to new residential sections as business encroached upon the down-town districts.

* "Boston, 1822–1922."

Mayor Wightman, in his inaugural of 1861, referred to the rapid increase in expenditures for schools and characterized it "as a subject of great concern." Several schools had been completed in the years preceding. An outlay for new construction dropped to an almost negligible amount in 1863. This was a temporary retrenchment, however. More schoolhouses were needed and there was renewed pressure for increases in salaries. The annexation of Roxbury and later of Dorchester made imperative further schoolhouse construction. This increased the outlay for school purposes from $643,774 in 1864 to $1,602,750 in 1869.

Power of Appropriation

I think it may justly be remarked that Boston has always been liberal in providing revenues for construction and repair of school buildings, for ordinary maintenance and for legitimate expansion. In the early days all these appropriations were made in the town meeting by the people as a whole. As the selectmen who were virtually the School Committee became recognized as a responsible legislative body, the town meeting naturally looked to them for instruction and guidance with regard to appropriations for the support of schools.

This procedure was legalized at the reorganization of 1789. In fact, we may regard this date quite properly as the origin of the present school system of Boston since at that time the authority over general school regulations such as the appointment of masters, construction of new schools and general expenditures was transferred from the selectmen to the School Committee. Appropriations, however, were still made in town meetings.

Boston was incorporated as a city in 1822. By the provisions of the Charter the powers and duties conferred upon the School Committee in 1789 were reaffirmed. The City Council, however, became the appropriating body. Thereupon friction arose between the School Committee and the City Council owing to divided jurisdiction in the expenditures for school maintenance. While the power of making appropriations for maintenance was vested in the City Council, nevertheless under existing statutes, the School Committee continued to exceed the amounts voted by the Council and the City was obliged to pay the bills.

WILLIAM ELLERY CHANNING SCHOOL (ELEMENTARY SCHOOL)

There was further controversy between the School Committee and the City Council in the matter of repairs upon existing buildings and of construction of new buildings. The authority to spend money for schoolhouse construction was in the hands of the City Council and this power was exercised presumably by one of its special subcommittees. For years the School Committee persistently objected to this situation but the only concession obtained was the passage of an ordinance in 1855 to the effect that no schoolhouse should be located, erected, or materially altered until the School Committee had been consulted, except by the order of the City Council itself.

By an act of 1875 the School Committee was reduced from 116 to 24 members, elected by the voters at large, with the Mayor serving as Chairman *ex officio*. Under the charter amendments of 1885 the School Committee elected its own chairman. The Mayor was allowed a partial veto on all appropriation orders. In regard to spending the money appropriated, the School Committee retained its independence.

Mayor Cobb, in 1876, found that there were 10,000 vacant seats in the schools due to the removal of many families from the business sections of the city. He regarded the appropriations requested by the School Committee as extravagant and hoped that through its reorganization a more effective cooperation with the City Council might be brought about. Retrenchment actually took place for a few years. Money was saved by suspending new construction and by decreasing the number of teachers through the consolidation of certain school departments. Furthermore, teachers' salaries were reduced seven and one half per cent.

The next move in the long drawn-out controversy was a petition to the General Court for a law limiting the expenditure of the School Committee to an amount appropriated by the City Council. Mayor Prince (1877) supported the Committee but failed to secure the legislation.*

Various Legislative Acts

As an outcome of this divided jurisdiction and the unfortunate controversies arising therefrom legislation was secured from the General Court in 1895 which gave the School Committee

* "Boston, 1822–1922," publication of the City of Boston.

power to make appropriations for construction of new buildings. The act (chapter 408 of the Acts of 1895) reads as follows:

Sec. 1. The school committee of the City of Boston shall have full power and control of the design, construction, erection and furnishing of all school buildings, and are hereby authorized to select and employ an architect or architects to design said buildings and to supervise the construction and erection thereof; . . . provided, however, that no contract made under the act shall be valid unless approved by the Mayor.

Sec. 4. The city treasurer of said City, to pay the expenses incurred for the lands taken and the building and furnishing of schoolhouses as aforesaid, shall from time to time on the request of said school committee issue and sell negotiable bonds of said City to an amount not exceeding five hundred thousand dollars in the current year, which shall be outside the debt limit, and five hundred thousand dollars in the year 1896 and four hundred thousand dollars in each of the three following years, which shall all be within the debt limit.

In 1898 and 1899 the School Committee secured from the Legislature the power to appropriate money for maintenance and support of schools, and likewise power to make appropriations for alterations of school buildings.

The power given the School Committee in 1898 to make its own appropriations was subject to certain limitations in amount which have from time to time been changed by act of the Legislature. In 1898 (Acts of 1898, chapter 400) the amount authorized was $2.80 upon each $1,000 of taxable valuation for the year ending January 31, 1899; $2.85 for the year ending January 31, 1900, and for future years, $2.90. Of these amounts not less than 25 cents upon each $1,000 of taxable valuation was required to be expended solely for repairs and alterations upon school buildings.

By these Acts of 1895, 1898, and 1899 the School Committee, subject to the approval of the Mayor, was given absolute power to appropriate and expend all moneys required for maintenance of schools, construction of new school buildings, alterations and repairs of old buildings, rental of temporary accommodations, selection of sites for new buildings and approval of plans for the same.

The School Committee, however, did not long enjoy these extraordinary powers vested in it by the Acts of 1895, 1898 and 1899. By action of the General Court, approved June 6, 1901, there was created a Schoolhouse Department of the City of Boston, under the charge of a board of three commissioners, citizens of Boston, appointed by the Mayor of the City without

confirmation. To this board were transferred all the powers previously conferred upon the School Committee relating to the construction, alteration, repair of school buildings, the selection of school sites and the approval of plans.

A few words are needed to define briefly the relation of the School Committee to the Schoolhouse Department.

The School Committee is responsible for the appropriation of all moneys raised by taxation for the maintenance of schools, for the purchase of lands, for the construction of new buildings, for the alteration and repair of existing buildings, for temporary quarters, for the administrative expenses of the Schoolhouse Department, and so forth. The School Committee holds the purse strings until it makes the various appropriations. The School Committee, furthermore, designates the districts within which school buildings are to be erected, and its executive officer, the Superintendent, submits to the Schoolhouse Department a written opinion concerning sites and plans for school buildings, alterations of existing buildings, temporary school accommodations, furniture for school buildings, and preparation of school yards. But here the legal responsibility of the School Committee ends.

The appropriating power granted the School Committee by the General Court in 1898 was subject to certain limitations in amount. The amount authorized for that particular year was $2.80 on each $1,000 of the taxable valuation. Of this amount not less than 25 cents on each $1,000 of taxable valuation was required to be expended solely for repairs and alterations upon school buildings. By legislation secured in 1895 a definite amount for the construction of new buildings was authorized to be paid yearly by issue of bonds.

In 1901 the amount authorized was $3.40 on each $1,000 of taxable valuation and of this sum it was required that not less than 40 cents be appropriated solely for new school buildings, lands, yard and furnishings; and not less than 25 cents solely for repairs and alterations of school buildings.

The appropriating power granted the School Committee by the legislative act of 1901 has not been changed materially by subsequent legislation. The amounts appropriated for specific purposes based upon each $1,000 of the taxable valuation of the city have been increased from time to time to correspond with the growth and expansion of the school system.

The Board of Apportionment

The Board of Apportionment consists of the Superintendent, two Assistant Superintendents, and the Business Manager. When salary schedules of principals, teachers and members of the supervising staff and important budgetary matters affecting the school system are under consideration, all the Assistant Superintendents serve as members of the board. The Superintendent acts as chairman. The School Committee is accustomed to refer to the board for investigation and report all requests for extensional projects arising from time to time throughout the year and involving substantial expenditures of money that were not anticipated in the annual budget; also salary increases or adjustments that are continually arising owing to the complications of our salary schedule.

Conspicuous among the duties of the board is the preparation annually of a report to the School Committee showing comprehensively the status of the physical plant. This report includes requests for new school buildings and the names of districts in which the demands are most imperative; also outstanding needs for alterations and repairs — classified as major educational items — arranged in the order of their urgency. As a basis for this report the Board of Apportionment obtains from principals and directors voluminous data concerning the condition of all school buildings. With this yearly survey of the entire physical plant before it the board establishes two lists, one containing the requests for construction of new buildings, and the other relating to very necessary alterations and repairs.

From the latter list a limited number of major educational items are selected by the School Committee and are called to the attention of the Schoolhouse Department for special consideration. The former list is very helpful to the School Committee in determining the particular items that should be given precedence year by year in its programs for construction of new school buildings. All the information collected by the board becomes available and is made the basis of legislative bills when the School Committee petitions the General Court for an extension of its appropriating power for the construction of new buildings and also for alterations and repairs of existing structures.

Similarly the Board of Apportionment conducts an annual survey of the financial needs of the school system supple-

mentary to the preliminary estimates submitted by the Business Manager. The Board of Apportionment counsels with principals and directors concerning the number of additional teachers that will be required during the coming year and also the character of possible extensional projects that call for increased expenditures. All these data are organized by the Board of Apportionment and submitted to the School Committee. The School Committee carefully scrutinizes the material of the entire report, rejects certain recommendations and approves others, and finally decides what features of the board's report should be incorporated in the annual budget.

CITIZENSHIP THROUGH CHARACTER DEVELOPMENT

The early pioneers of New England were the spirit of civil liberty incarnate. No sooner had they landed upon these rockbound shores than they proceeded to establish a government of the people. The town meeting still persists as the purest type of local self-government that the world has ever known. But the forefathers were not merely idealists, they were far-seeing statesmen. They knew that absolutism flourishes in illiteracy, but that an unenlightened democracy shall fall! They foresaw that if freedom of speech, freedom of the press, freedom of worship and trial by jury are to abide; if freemen are to counsel, make just decisions and rule wisely — then the electorate must be intelligent and virtuous, as well as free.

The school thus became the bulwark and support of popular government. It would be stupid to declare that free government is dependent wholly upon popular education. There are other powerful contributory forces; but it is significant that the chief agency sanctioned by the state for its own defense and perpetuity is universal and compulsory education. Therefore, popular education and democratic government are mutually inter-dependent, each deriving from the other elements of security and stability.

The purpose of popular education is twofold. It should enable every child or youth — regardless of his gifts or limitations — to rise to the very height of his capabilities and endowments and then to become a citizen of power in the service of the Commonwealth. In this definition, I advisedly place the child before the State. Both as a human being and as a future

citizen, he possesses certain indefeasible rights which the State must recognize and foster. At the same time, next to worship of his Maker, a citizen owes unreserved fealty to his country, its institutions and its laws. This reciprocal relation of citizen to State, therefore, is intimate and protective.

So passionate was their allegiance to civil liberty as represented in the State they had established, that the founders of the Massachusetts Colony illogically and unjustifiably reversed the natural order of citizen and state, and visualized the state as an instrument paramount to that of the individual citizen. Martin, in his "Evolution of the Massachusetts Public School System," defines this point of view:

> It is important to note here that the idea underlying all this is neither paternal nor socialistic. The child is to be educated, not to advance his personal interests, but because the state will suffer if he is not educated. The state does not provide schools to relieve the parent, nor because it can educate better than the parent can, but because it can thereby better enforce the obligation which it imposes.

Preparation for citizenship, therefore, is nothing new. It has been the ideal of New England from its very beginning. The idea has persisted that civil liberty depends upon educated intelligence and good will. Universal education is absolutely indispensable. So likewise is a properly disciplined citizenship. All the people must be educated, and worthy citizenship must be a conspicuous objective in all our democratic educational philosophies. We are pleased to record that no topic in our curriculum today is receiving more intelligent consideration. In all our Boston schools, in accord with well-matured plans, a certain portion of each day's program is devoted to definite instruction in the all-important work of preparation for citizenship. Thus we are keeping faith with the Fathers, thus we are safeguarding the principles of civil liberty that the Fathers cherished and consciously transmitted to us.

RELIGIOUS INSTRUCTION

The early government of Massachusetts was theocratic or ecclesiastical. The meeting house, the town house and the school house, were interchangeable. The schools were unmistakably religious schools. Since religious and civil authorities were in direct accord, there was complete union of Church and State. However dear to the Puritans was the cause of education, the cause of religion was still more dear.

"While universal literacy had been a basic doctrine of the Puritan theocracy, the prime objective was ability to read and interpret the Bible as a means of personal salvation."

The whole school atmosphere was imbued with the particular religious beliefs of the times; the minister was essentially the parish priest, and the schools were as much parish schools as any we have today. The catechism was taught in all schools until well into the nineteenth century. The demand is found in agreements with schoolmasters, in town votes, and in school committee regulations. Among the rules for the schoolmaster at Dorchester was this: "Every sixth day of the week at two of the clock in the afternoon, he shall catechise his scholars in the principles of Christian religion, either in some catechism which the wardens shall provide and present, or in defect thereof, in some other."*

Boston, in 1719, gave certain directions to the masters, among which were these:

That morning and evening prayer be attended in the said schools. That a portion of God's word be read by some of the scholars morning and evening by turns.

Boston had impressive induction ceremonies, during which instructions were given to the new master:

And that he does not fail causing the children to read a portion of scripture every day, and of instructing them in the catechism once a week. Also he shall "constantly open the school in the morning and close the same in the evening with prayer." In 1710 a committee on visitation was established and instructed, "and at their said visitation one of the ministers by turn to pray with the scholars and entertain them with some instructions of piety specially adapted to their age and education."*

Other religious instruction was as zealously and authoritatively insisted upon. In 1645 Dorchester had the following requirement:

Every second day in the week he shall call his scholars together between 12 and 1 of the clock, to examine them what they have learned on the Sabbath day preceding, at which time also he shall take notice of any misdemeanor or disorder that any of his scholars shall have committed on the sabbath; . . . and because all man's endeavors without the blessing of God must needs be fruitless and unsuccessful, therefore it is to be the chief part of the schoolmaster's care to commend his scholars and his labors amongst them unto God by prayer morning and evening, taking care that his scholars do readily attend during the same.*

The Puritan forefathers believed that they had reconciled the various educational complexities — intellectual, emotional,

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* *Small*, "Early New England Schools."

moral and spiritual — and thus had insured a virtuous citizenship, by making religious instruction an integral part of the public school's curriculum. Such a program was unobjectionable and practicable so long as communities were denominationally homogeneous and the closest union existed between Church and State. But it was unable to resist the onward march of events. With the advent of non-conformist groups came the disestablishment of Church and State and the secularization of education. Not only has the teaching of religion been swept away, but in many instances instruction in the moral and civic virtues, and consequently in good citizenship, has been relegated to a subordinate place. It is a serious question whether the centrifugal force of these rapidly revolving wheels of progress has not hurled us out of our true proportions.

The modern school is decidedly nonsectarian and non-religious as the early school was decidedly sectarian and religious. The only remnant of religious instruction in the public schools of Massachusetts today is the provision of chapter 71, section 31, of the General Acts, which provides that

> A portion of the Bible shall be read daily in the public schools without written note or oral comment; but a pupil whose parent or guardian informs the teacher in writing that he has conscientious scruples against it, shall not be required to read any particular version, or to take any personal part in the reading. The School Committee shall not purchase or use in the public schools school books favoring the tenets of any particular religious sect.

During this transition from sectarian to nonsectarian public schools, there was never any opinion expressed that training for citizenship or development of character should become minimized. Indeed, there was a very explicit definition of moral training adopted by the Legislature in 1789, at a time when the opposition to sectarian instruction was becoming rather pronounced. I have quoted this statute so often that I hesitate to reproduce it here, but to make the record complete, I feel constrained to do so. The statute reads:

> Sect. 30. The president, professors and tutors of the university at Cambridge and of the several colleges, all preceptors and teachers of academies and all other instructors of youth shall exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety,

industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and they shall endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

With the sentiments of the statute all thoughtful educators will agree. Great teachers have ever urged the indispensableness of moral instruction of children and youth. Intellectual training alone is woefully insufficient. You cannot have good laws unless you have virtuous citizens and virtuous citizens are not produced capriciously. They are the resultant of proper training by home and school and church. No school program, therefore, is complete that ignores character training, which is a constant found in all systems of education. We must not teach religion in the public schools but we can continue to teach the great natural moral virtues so clearly enunciated in the famous statute of 1789.

The position of super-eminence given to the development of character in the public schools of Boston is perhaps its outstanding achievement. I regret that the limitations of this report forbid a discussion of the philosophy underlying this all-important work — this veritable educational contribution — or a detailed recital of the outlines and plans for classroom instruction prepared so wisely and so carefully by councils of teachers in our service. For further information upon this topic the reader is referred to recent reports of the Superintendent of Schools and to the published documents of the School Committee relating to citizenship through character development.

HEALTH EDUCATION IN THE BOSTON SCHOOLS

The first official action of the Boston School Committee in regard to physical education was taken in 1833. On November 5 of that year a rule was adopted by the Primary School Committee to the effect that, "It shall be the duty of the instructors to attend to the physical comfort and education of the pupils under their care; and to this end the ordinary duties and exercises of the school shall be suspended for a portion of time, not exceeding fifteen minutes each part of the day."

When the Primary School Committee was abolished in 1855 the School Committee made this rule applicable to all grades. Superintendent Bishop in his Report of 1852 states:

"A well arranged series of physical exercises, providing frequent and gentle motions for the younger children, and requiring less frequent, but more vigorous action, as the age of the pupil advances, would call the muscles of the chest and limbs into healthful play, in accordance with the natural laws of their growth, which can never be violated with impunity. If some of our most scientific and practical physiologists would prepare a manual for the use of parents and teachers, containing such a series of physical exercises as would tend to promote strength of body and gracefulness of motion, they would confer a great benefit upon the community."

By the Acts of 1850, chapter 229, physiology and hygiene were authorized to be taught in the public schools, and all teachers were required to be examined in these subjects. In 1853 every pupil was required to have some kind of physical or gymnastic exercise daily. Superintendent Philbrick, in his seventh quarterly report for 1858, writes: "We have educated the intellect. But it is now beginning to be seen that body with mind is necessary to produce intellect. . . While intellect is in training, that conscience and body must not be neglected. . . The next step is to provide the requisite means for increasing the vigor of the body and the development of the moral nature so far as is consistent with the proper objects of a system of public instruction."

In 1860, after a most vigorous appeal by the Superintendent, a special committee was appointed to consider the subject of physical training. This committee recommended that gymnastic exercises be practised every day in all schools for not less than fifteen nor more than thirty minutes. In 1864 instruction in physical culture and military drill was introduced. The orders of the School Committee concerning these subjects were so broad and effective that they have been called the "great charter of physical training in the Boston schools."

In 1876 the employment of a medical inspector of schools was considered, but the City Solicitor expressed an opinion that the School Committee had no legal right to spend money for that purpose. In 1880 the School Committee appointed an instructor in school hygiene, but the City Solicitor ruled

that he could not perform the duties of medical inspector. It was not until 1885 that the office of instructor in hygiene was legally established.

The duties of instructor in hygiene as defined in the regulations of 1885 were very comprehensive.

In 1890 the office of instructor in hygiene was abolished and the position of director of physical training was established. In 1894 medical visitors (inspectors) for the schools were established by the Board of Health.

Boston blazed the way for the whole country in 1894 by the adoption of a system of medical inspection of schools. This system briefly described was as follows: Deriving authority from the Board of Health and serving under its direction, medical inspectors, eighty in number, visited daily the schools within their assigned districts; inspected pupils reported by the teachers; suggested medical or surgical treatment wherever either seemed desirable; and in cases of diseases contagious, infectious, or suspicious, they recommended the exclusion of children from school. As officers of the Board of Health they likewise attended to the isolation of pupils thus excluded, and imposed the conditions of readmission to school.

The School Committee of Boston again did pioneer work in 1907 when it united the various elements affecting the physical welfare of pupils and teachers — the physical, the sanitary, and the hygienic agencies — and grouped them within a single department with a director of school hygiene in control.

This Department of School Hygiene — the first of its kind to be organized in this country — besides the director, included assistant directors, instructors in physical training (women), instructors in athletics (men), supervisors of playgrounds, playground teachers, assistants in playgrounds, assistants in sand gardens, an instructor in military drill, a medical inspector of special classes, a supervising nurse, and assistant nurses.

School nursing was introduced in the Boston schools in 1907. The original legislation (Acts of 1907, chapter 357) provides in part as follows: "The said nurses . . . shall perform such duties as the committee may designate, but more particularly they shall assist the medical inspectors in their work in the

public schools of the city, seeing that the directions given by inspectors are carried out, and giving such instruction to the pupils as will promote their physical welfare."

In 1911 the School Committee was authorized to expend money for the supervision of sports and the equipment thereof. By statute law enacted that year the School Committee "may supervise and control all athletic organizations composed of pupils of the public schools and bearing the name of the school"; and furthermore, "it may directly or through an authorized representative determine under what conditions such organizations may enter into competition with similar organizations in other schools."

Boston has availed itself of these provisions, and the school authorities maintain absolute control over all school athletics; over all games, plays, and sports; over all rules governing the same; and over schedules of all contests. Instructors in athletics holding certificates of qualification issued by the Board of Superintendents and appointed by the Superintendent of Schools from rated eligible lists — these, and these alone, are privileged to act as coaches for the various school teams; and whenever at any of the athletic events additional assistance is required it is rendered by men from the regular teaching force.

In 1912 arrangements were made for dental clinics for the children of the public schools of Boston. Provision was also made during this year for the examination of girls by women physicians.

No description of health activities in the Boston schools is complete without due acknowledgment of the splendid services rendered by the Forsyth Dental Infirmary and the highly cherished cooperative arrangement between this institution and the public schools of the city.

When the position of Director of School Hygiene was established in 1907, all of the health work conducted by the School Committee in the schools was correlated. The director was given general supervision and control of the physical welfare of pupils and teachers; and of all medical inspection, except that under the control of the Board of Health. He then became head of a department into which all physical and hygienic activities were merged. In 1915 the transfer of the responsibility for the appointment and control of the school physicians from the Board of Health to the School Committee was effected.

Upon the resignation of the director of school hygiene in 1915, the School Committee dissociated physical education from school hygiene and organized two separate and distinct departments, each with its own director. The organizations as established in 1915 still continues (1929).

THE MARCH OF THE PROFESSION

Early Schoolmasters

The teachers of the earlier schools were men, and men of no ordinary attainments. Some of them had been clergymen. All were scholars and many of them had been educated at old Cambridge. The first official mention of the schoolmaster is in that oft-quoted Boston town record of 1635: "Likewise it was then generally agreed upon that our brother Philemon Pormort shall be entreated to become school master for the teaching and nurturing of children among us." Pormort who was first called to the Boston schools, seems to have been an active participant in the theological discussions of the Ann Hutchinson controversy. His successor, Daniel Maude, had been a nonconforming preacher in England and subsequent to teaching in Boston, became a minister at Dover. Pre-eminent among all the teachers of the early schools and pre-eminent among the New England teachers of all times, stands Ezekiel Cheever, a ripe consummate flower of the Puritan epoch. In 1670 he became master of the Boston Latin School and taught for thirty-eight years. He was eulogized in a sermon by his pupil, Cotton Mather, as no schoolmaster was ever eulogized before or since. "Ink is too vile a liquor," said the great preacher in his eulogy, "liquid gold should fill the pen by which such things are told." It would be too much to say that all the early schoolmasters were like Cheever, but they were all scholarly after the fashion of the times and were deeply imbued with the religious spirit which characterized the Puritan epoch.*

In addition to the educational qualifications of schoolmasters certain social or moral obligations were imposed.

In Massachusetts, the school ordinance of 1647 decreed that the schoolmaster must be of "discreet conversation, well versed in tongues." It is recorded in 1693 and again in 1718, that Boston required the approval of the ministers before completing any engagement with a master. It was enacted in 1701

* Martin, "Evolution of the Public School System in Massachusetts."

that every grammar school master must be approved by the minister of the town and also by the ministers of the two adjacent towns. The ministers were, however, not permitted to hold the position themselves. By the law of 1712 the schoolmaster was required to secure the approbation of the selectmen of the town. A later law (1789) requires that masters of schools must be graduates of a college or university, though a certificate of proficiency from some learned minister might be taken in lieu of this.

Women Teachers

As opportunities for the education of girls lagged behind that of boys, so likewise the employment of men as teachers preceded that of women by many years. In fact there is no mention whatever of the employment of women as teachers in the early records of Boston. As late as the year 1800 there is no mention of women upon the roster of school employees. Dame Schools, established in the early days of Boston, were taught entirely by women. These were private schools engaged chiefly in teaching the A, B, C's. In a petition for the establishment of primary schools in 1818, it was stated "that such schools might be taught by women," and manifestly they were. Prior to this date (1818) we find occasional mention of the employment of women as teachers outside of Boston. Early in the eighteenth century, we began to find such entries in the town records as these:

> Paid widow Walker, 10 shillings for schooling small children; paid for boarding school dame at 3 shillings per week; paid for a horse to carry the school dame up and bring her down again.

The Professional Spirit

As a consequence of the greater emphasis placed upon education as a socializing factor, there slowly developed among educators a self-realization which might be characterized as a professional spirit. Just a century ago, in 1829, the oldest teachers' association in America, the American Institute of Instruction, was organized in Boston. Its membership was composed largely of teachers and educational leaders from New England, but representatives from the middle, the southern and the western states were present. The purposes of the organization were defined in its first volume of proceedings as follows:

It will furnish the means, by the cooperation of its members, of obtaining an exact knowledge of the present condition of the schools in all parts of the country. It will tend to render universal, so that it shall pervade every district and village, a strong conviction of the paramount national importance of preserving and extending the means of popular instruction, thus securing the aid of multitudes of fellow laborers in every portion of the country. It will tend to raise the standard of the qualification of instructors, so that the business of teaching shall not be the last resort of dullness and indolence, but shall be considered, as it was in the days of republican Greece, an occupation worthy of the highest talents and ambition. It will hardly fail to show that education is a science, to be advanced, like every other science, by experiment; whose principles are to be fixed and capacities determined by experiment; which is to be entered upon by men of a philosophical mind and pursued with a philosophical spirit. It will be likely to bring forward the modes and objects of instruction in foreign nations and ancient times and their applicability to the state of things among ourselves.— (From the preface to the first volume of the "Proceedings of The American Institute of Instruction.")

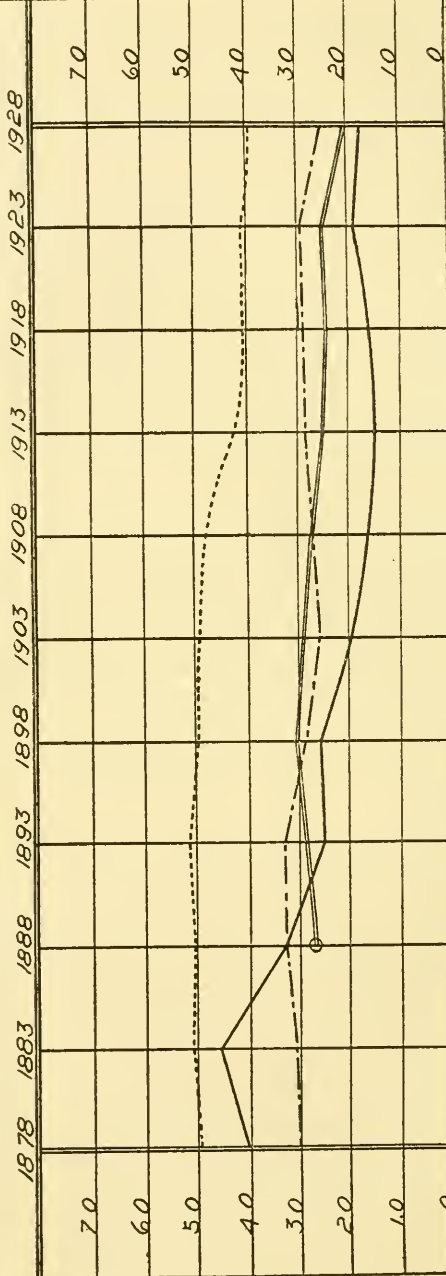
About the same time, James G. Carter, Horace Mann, and Samuel R. Hall, were declaring that the common schools would not prosper without normal schools. Mann said: "As well might we expect to have coats without a tailor, hats without a hatter, and watches without a watchmaker, and houses without a carpenter or mason, as to have an adequate supply of teachers without normal schools."

Here was anticipated the thought expressed nearly a century later in the Report of the Carnegie Foundation for the Advancement of Teaching:

The aim of each State should be to work toward a situation where the teacher in the elementary and secondary schools shall possess a training that is adequate, and a professional recognition that will attract and satisfy the aspirations and the economic needs of able men and women. To open the door to a finer preparation for the life of a teacher and to put this profession on a plane of the highest honor and dignity, is fundamental to any true progress in education for our country.

It marked an epoch in the educational life of America when the first normal school was opened at Lexington, on the third of July, 1839, and when the second normal school was opened at Barre on September 5 of the same year.

Cubberly, in his "Public Education of the United States," says: "Massachusetts was without doubt the only state in the Union where state normal schools could have been established at so early a date or where, if established, they would have been allowed to remain."


NUMBER OF PUPILS PER TEACHER FOR THE LAST
50 YEARS.
BOSTON PUBLIC SCHOOLS.
1878
1883
1888
1893
1898
1903
1908
1913
1918
1923
1928
70
60
50
40
30
20
10
0
Normal School—Teachers College.
Latin and Day High Schools.
Grades
Kindergartens
O-Established 1888

The Boston City Normal School

(The Teachers College of the City of Boston)

At an earlier date, however, the school authorities of Boston had been giving attention to the importance of properly training its teachers. Elsewhere in this report, reference is made to a Girls' High School which was organized in Boston in 1826 and discontinued in 1828.

In one of the reports of the School Committee recommending the establishment of this High School for Girls may be found the following argument which was subsequently used in support of a city Normal School:

> A school like that now in contemplation would certainly and permanently furnish teachers for the primary schools, competent in every respect to render the city efficient service, and especially in this respect, that they will have gained by their own experience a thorough knowledge of our whole system of public instruction, and the relation of its several parts to each other.

I believe that this is the first instance in our educational history where a School Committee definitely sanctions the establishment of a City Normal Training School.

Immediately upon assuming office as the first Superintendent of Schools of Boston in 1851, Nathan Bishop made the following recommendation:

> I recommend the establishment of a Normal School as a part of the Boston system of public instruction. It is due to the inhabitants of this city to establish an institution in which such of their daughters as have completed with distinguished success the course of studies in the Grammar Schools may, if they are desirous of teaching, qualify themselves in the best manner for this important employment.

This recommendation was adopted by the School Committee and the Boston Normal School was forthwith established.

"Instituted," in the words of the School Committee, "for the single object of preparing teachers for our public schools, that it should be a Normal School, and nothing else," there has been no deviation from the original purpose through all the years that have passed since then. Great expansion in the work of the school has taken place in the meantime, however, in order to keep pace with the changes in educational theory and the marvelous increase in the demands upon public school education.

The Normal School of the City of Boston has had an enviable career. Established in 1852, the second oldest city normal

school in the country, it has been intimately associated during all its years with the expansion and progress of the public school system of this city. Although the supply of teachers for the Boston schools has never been restricted to the product of our own institutions, nevertheless a very large proportion of teachers in the elementary grades have been graduates of our local Normal School.

The course of instruction in the earlier years of the school required only one year for completion, but in 1888 the course was lengthened to one and a half years; and in 1892 the course was further extended to two years, both for students preparing for the elementary grades and likewise for those contemplating kindergarten service.

In 1913 occurred a further reorganization of the work of the school. The courses of study were made three years in length, and the academic content was broadened and made more dignified. Much of the work of the school was raised to collegiate grade and was recognized as such by our neighboring colleges.

Since students in the Normal School were actually accomplishing a substantial amount of college work, it seemed to the school authorities advisable to establish, in addition to the three-year courses, four-year courses of standard college grade, for completion of which degrees in education might be received. The School Committee accordingly petitioned the General Court for this privilege and secured the passage of an act April 11, 1922, authorizing the granting of the degrees of Bachelor of Education and Bachelor of Science in Education to graduates of the Boston Normal School satisfactorily completing a four-year course of instruction as prescribed by the Board of Superintendents. Accordingly in September, 1922, the above-named courses were introduced into the Normal School and the curriculum was organized upon a collegiate basis. The objective of the college courses was defined; the course leading to the degree of Bachelor of Education should prepare students for future service in intermediate grades, and that leading to the degree of Bachelor of Science in Education, supplemented by a year of graduate study, should qualify for service in high schools.

Logically the next step in the development of the institution was to secure for it in name as well as in character collegiate recognition. Therefore, the School Committee again petitioned the General Court, this time asking a change in the title

of the institution from the Boston Normal School to that of the Teachers College of the City of Boston; and the petition of the Committee was granted.

Through an act of the General Court (chapter 16 of the Laws of 1926) the School Committee of the City of Boston, in addition to the degrees previously authorized, may grant the degree of Master of Education to graduates of colleges or universities who have satisfactorily completed a graduate course of instruction in the Teachers College of the City of Boston as prescribed by the Board of Superintendents.

The requirements for admission are on a parity with those of the best colleges in the country. The standard of achievement required for promotion and graduation is high. A major in education runs throughout each course. All work is required except that an election is allowed in the choice of the course to be pursued and in the departmental major and minors to be studied in the secondary courses.

Closely connected with the Teachers College is an elementary school known as the Model School in which especially skilled and competent critic teachers are employed and in which the students from the Teachers College are given opportunity for observation and study of classroom work. This practice school is also a laboratory for experimentation. Moreover, all students of the Teachers College have a semester of practice training in schools throughout the city under the supervision of teachers approved for superiority in classroom technique and in their ability to guide prospective teachers.

In seeking authorization for the introduction of degree-bearing courses into our local Normal School the School Committee was desirous of providing an opportunity for many ambitious teachers to supplement their academic and professional studies and in due time secure a college degree. It is interesting to note that in June, 1929, twelve teachers in the Boston system received the degree of Bachelor of Science in Education, and twenty-eight received the degree of Master of Education from this institution.

As had been anticipated by the school authorities, the teachers of the city expressed a wish for extensional courses in the Teachers College and in response thereto the School Committee authorized the introduction of summer courses and also of Saturday morning courses throughout the year. During the school year 1928–29, sixty-five courses for teachers were offered.

The content of the courses covered the various academic subjects, the general field of education, and the methods of teaching academic and special subjects offered in the schools. The various teachers' organizations cooperated by suggesting courses that would appeal to their groups. The total registration in these courses was 3,360; 1,587 different teachers were enrolled, and 2,670 certificates were granted.

The year 1929 will be memorable for the legislation adopted by the School Committee with reference to the Teachers College. This legislation provides that beginning September 1, 1930, all candidates admitted to the Teachers College for the first time will enter upon the pursuit of a four-year degree-bearing course. Admission to the three-year courses heretofore offered for teachers preparing for service in kindergartens and elementary schools has been discontinued. In other words, the institution becomes a college in fact as well as in name. Girls who entered the Teachers College to pursue the kindergarten or elementary course on or before September 12, 1929, will be permitted to complete their courses in three years, but all who enter subsequently will be enrolled in the regular four-year courses.

The School Committee, on the recommendation of the Board of Superintendents, had previously raised the eligibility requirements for candidates seeking the high school certificate to include a master's degree. That legislation became operative January 1, 1929. Enabling legislation will be enacted later so that after January 1, 1934, all candidates for kindergarten, elementary, and intermediate service, must possess a college degree.

Such high academic standards together with other eligibility requirements, including health, character and teaching experience, place teaching in the Boston public schools upon a plane of excellence comparable with that of other learned professions.

Advantages Enjoyed by Teachers in the Boston School System

1. *Security of tenure* that fortifies the teacher against exploitation or petty annoyances. No regularly appointed teacher should ever be dismissed from service because of racial, partisan or religious prejudice.

2. *Academic freedom* that does not mean the propagation of hypothetical or revolutionary theories, but rather the exercise of initiative and independence in the preparation of individuals for freedom in a democracy.

3. *An increasingly adequate salary* that will permit the classroom teacher to enjoy the ordinary necessities of life, and at least some of the luxuries possessed by craftsmen of other pursuits.

4. *A merit system* not only for making original appointments to the service, but likewise for promotion therein; thereby insuring to all teachers "the equal protection of the laws."

5. *A retirement pension*, actuarially sound, that will avert financial worry or distress; and thereby strengthen the teacher for the performance of her classroom responsibilities.

6. *Substantial courses of study* for professional and cultural development, offered free of tuition charges at the Teachers College of the City of Boston.

7. *Sabbatical leaves of absence* for professional study or travel at the completion of seven years of service, and for undisturbed rest after a period of twenty years.

8. *Generous participation* that gives the teacher a voice in the solution of classroom problems and makes her a conscious and integral part of the entire school system.

9. *An avenue of approach* whereby classroom teachers, either collectively or individually, may express their opinions and convictions upon the forward-looking policies of school administration.

10. *Straightforward, sympathetic and courageous support* from principals, superintendents and school committees, as occasions require.

11. *Leaves of absence at half pay* for personal illness for a period not exceeding one year; also on other occasions at the discretion of the Superintendent.

12. *Various supervisory agencies* whereby teachers may secure sympathetic and constructive help in solving classroom problems.

13. *Segregation of atypical pupils* for scientific training by specialized instructors, and at the same time permitting the regular teachers to give undivided attention to so-called normal children.

14. *A complete program of health conservation* that promotes the physical welfare of teachers as well as pupils.

15. *Courses of study* that are based on progressive educational principles and constantly revised to serve as guides for the teachers in the system.

16. *An Administration Library* comprising three thousand professional and educational volumes maintained for the exclusive use of Boston teachers.

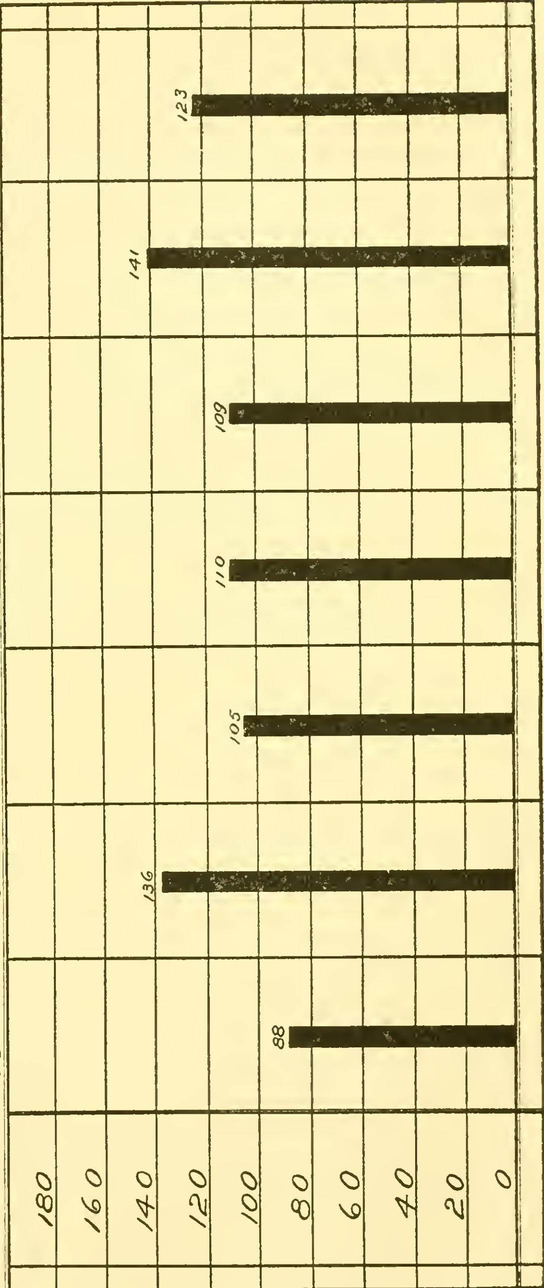
PENSIONS FOR TEACHERS AND MEMBERS OF THE SUPERVISING STAFF

The first legislation relating to pension and retirement came in 1900 with the creation of the Public School Teachers' Retirement Fund. This retirement fund was established by General Laws, chapter 237, Acts of 1900.

It was established at the request and by the initiative of a group of teachers interested in a pension system. Under this Boston Public School Teachers Retirement Fund all teachers contribute $18 a year ($3 being deducted every alternate month from their salary). The management was vested in a board of eleven trustees, six of whom were selected from the teaching force. Upon retirement the rate of allowance was to be such an annuity as the fund would allow and the Board of Trustees might determine. It has varied from $180 a year to $120 a year. It is available after thirty years of teaching service, at least ten of which must have been in the Boston public schools. It became mandatory upon all teachers entering the service after the passage of the act, and is still in operation.

However, no annuities are paid to teachers who have not contributed to the fund a sum equal to all assessments of thirty years; namely $540. This system is what is known as a "Tontine" plan. Teachers leaving the service before retirement receive a refund of only one-half their contribution and nothing is returned to the estate of the teacher dying in active service.

The second system is the Permanent School Pension Fund. This Permanent School Pension Fund is a noncontributory plan established by the Acts of 1904, chapter 589, including separate Acts of 1915, chapter 304. This Permanent School Pension Fund, also called the "old pension," vested the management of the funds in a board of three trustees consisting of the Chairman of the Board of Sinking Fund Commissioners, a member chosen by the School Committee and a member


TEACHER TURNOVER IN THE BOSTON PUBLIC SCHOOLS.
1922 ~ 1928 INCLUSIVE.
AVERAGE PERCENT YEARLY TURNOVER ~ 3
No. of deaths, resignations and pensions.
180
160
140
120
100
80
60
40
20
0
1922
1923
1924
1925
1926
1927
1928
88
136
105
110
109
141
123

chosen by the Trustees of the Public School Teachers Retirement Fund Association. The authority to retire school teachers was vested in the School Committee. The rate of pension was one-third of the salary at the time of retirement and was to be not less than $312 a year nor to exceed $600. This retirement was based on thirty years of service, ten of which must have been in the Boston public schools. The retirement was also based on a disability which, in the opinion of the School Committee, incapacitated the teacher for further efficient service. The pension was to terminate if the incapacity ceased and no provision was made for reinstatement into active service. Sixty-five years was the age limit. If the teaching service aggregates less than thirty years, of which ten must have been in the employ of the School Committee of Boston, the pension paid bears the same ratio to the pension provided for on retirement after thirty years of service as the total number of years of teaching service bears to thirty years.

The School Committee annually makes an appropriation for the purposes of this fund in the same manner that it makes appropriations for other school purposes at the rate of 7 cents upon each $1,000 of the average valuation of the city for the preceding three years.

The third system or plan of retirement is known as the Boston Retirement System. In 1922, when the proposed Boston Retirement System was before the State Legislature for its consideration, Dr. I. L. Kandel of the Carnegie Foundation for the Advancement of Teaching stated that if the Boston Retirement Bill were passed it would give Boston the best pension system in the country. The bill was passed and became chapter 521 of the Acts of 1922. This act was accepted by the city on August 7, 1922.

Under this new contributory system (The Boston Retirement System) which took effect February 1, 1923, and which is compulsory for all employees entering the service of the City of Boston from that date, many provisions have been made for the benefit of the teachers. These benefits are enumerated in the Annual Report of the Superintendent of Public Schools for 1927, and the reader's attention is invited to that document for further information.

Respectfully submitted,

JEREMIAH E. BURKE,
Superintendent of Public Schools.

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A CHRONOLOGY OF THE BOSTON PUBLIC SCHOOLS

In a Report of the Boston Finance Commission (1912) there appears a chronology of the leading events in the history of the Boston Public Schools. These interesting data were prepared carefully and thoughtfully by Mr. George A. O. Ernst. That the record may be complete, this historical outline has been brought down to date for publication in this memorial report.

Its chief value is to make available in outline form the outstanding landmark in the history of Boston's schools.

Abbreviations, W. A.— Wightman's Annals of the Primary Schools. S. D.— School Document. S. M.— School Minutes.

1635.— Latin School, for boys only, established as the first public school in Boston. This was a year before the foundation of Harvard College and more than three years before that institution was opened. (S. D. 3 of 1905, p. 56.) It is probable that the elementary as well as the higher branches of education were taught, but its main purpose soon became the fitting of young men for college. (W. A., p. 1; S. D. 18 of 1888, p. 52; S. D. 3 of 1903, p. 9.)

1641.— The town voted that "Deare Island shall be improoved for the maintanance of a Free Schoole for the Towne" and in 1649 Long and Spectacle Islands were leased, the rental to be for the use of the school. (W. A., p. 2.)

1642.— Selectmen required by law to "have a vigilant eye over their brethren and neighbors; to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach their children and apprentices so much learning as may enable them perfectly to read the English tongue and obtain a knowledge of the capital laws." (Laws and Liberties, p. 16; S. D. 25 of 1880, p. 3.)

1647.— Every township of 50 householders required to appoint a teacher of children "to write and read," and of 100 householders to "set up a grammar schoole the master thereof being able to instruct youth so farr as they may be fitted for the university." (S. D. 25 of 1880, p. 4.)

1682.— Schools established under vote at town meeting held December 18, 1682, "for the teachinge of children to write and Cypher" under writing masters (S. D. 18 of 1888, p. 34), open to boys only; "the beginning of the common schools in Boston." (S. D. 3 of 1903, p. 14.)

1683.— Every town of 500 families or householders required to "set up and maintain two grammar schools and two writing schools." (Colonial Laws, p. 305.)

1692.— Province Laws require towns of 50 householders to provide "a schoolmaster to teach children and youth to read and write," and of 100 householders a grammar school to be conducted by a "discreet person of good conversation well instructed in the tongues." (Prov. Laws, 1692–93, Chap. 26.)

1701.— Grammar masters to be approved by ministers by certificate under their hands. (Prov. Laws, 1701–2, Chap. 10.)

1740.— Grammar masters as distinguished from writing masters appointed in Boston to teach reading, grammar, geography and other higher studies, beginning the "double-headed system" of divided authority between writing masters and grammar masters. The children in each school were divided into two parts, the one attending in the forenoon in the grammar master's room, which was usually upstairs, and in the afternoon in the writing master's room, which was usually downstairs; while the other part attended in the reverse order. (S. D. 3 of 1903, p. 15, W. A. p. 6., S. D. 18 of 1888, p. 34.)

1751.— A committee reported to the town that "the charge of supporting the several Publick Schools amounted the last year to more than one-third part of the whole sum drawn for by the selectmen."(S. D. 18 of 1888, p. 37.)

1762.— The town voted that the treasurer be directed to borrow 1,500 pounds for the payment of the schoolmasters' salaries then due (S. D. 18 of 1888, p. 38), an early instance of the payment of current expenses from loans.

1789.— Every town or district of 50, 100 or 150 householders required to provide schoolmasters of good morals for varying school terms "to teach children to read & write & to instruct them in the english language as well as in arithmetic, orthography and decent behavior," and of 200 families or householders to provide "a grammar schoolmaster of good morals well instructed in the latin, greek and english languages," no youth to be sent to such schools, without permission from the Selectmen, "unless they shall have learned in some other school or in some other way to read the english language by spelling the same." (Acts of 1789, Chap. 19.)

School Committee chosen, consisting of Selectmen and one member from each ward. (W. A., p. 7; S. D. 18 of 1888, p. 7.)

Girls first admitted to the Boston public schools, but only from 20th April to 20th October in each year. "This was doubtless because many of the boys had work to do in the summer season, and so left room in the schools for the girls." (S. D. 3 of 1903, p. 14.) There was a thorough reorganization of the school system; the age limit of admission to the reading and writing schools was fixed at seven, pupils to be allowed to continue until the age of fourteen. (S. D. 18 of 1888, p. 39.)

1793.— Franklin medals to boys only first awarded, though dated 1792. (W. A., p. 8.)

1812.— Appropriation "towards maintaining a school for African children." Prior to this time, colored children who so desired attended white schools. (City Doc. 23 of 1846, p. 15.)

1816.— Sunday schools (private) first established in Boston, the object being to teach children to read and write as well as to give religious instruction. This brought out the fact that a large proportion of children could neither read nor write, and to them therefore under the law of 1789, quoted above, the doors of the public schools were shut. This was one of the causes which led to the establishment of primary schools. (W. A., p. 12; S. D. 18 of 1888, p. 13.)

1818.— Primary schools first established in Boston although opposed by the Selectmen and School Committee (W. A., p. 35), for children between four and seven years of age under a Primary School Committee of 36 members appointed by, but with authority independent of, the regular School Committee (W. A., p. 72); the origin of the distinction long recognized between primary and grammar schools (S. D. 3 of 1902, p. 45) which was not until 1906 wholly abandoned. (S. D. 9 of 1906, p. 28.) In these schools the girls were taught knitting or sewing. (W. A., p. 44.)

1820.— First "intermediate school" established for illiterate children over seven years of age, who were too old to be admitted to the primary schools, and under the law of 1789, because of their illiteracy, could not be admitted to the grammar schools. Investigation showed that there were a large number of such children. (W. A., p. 53.)

1821.— English Classical (now High) School established for boys who were to be prepared not for the university but for various mercantile and mechanical pursuits. In later years it has become important as a fitting school for the higher institutions, like the Massachusetts Institute of Technology and Harvard College. (S. D. 3 of 1903, pp. 39, 42.)

City medals for girls instituted as an offset to the Franklin medals for boys; abolished in 1847; restored in 1848; but finally given up, and diplomas substituted. (S. D. 18 of 1888, p. 42.)

1822.— Under the city charter a school committee established consisting of the Mayor, aldermen and one member elected from each ward, 25 members in all. (Acts of 1821, Chap. 110.)

1826.— High School for Girls established, but the number of girls applying was so great that it was given up in 1828; in other words, it was too successful. (S. D. 18 of 1888, p. 47; S. D. 3 of 1903, p. 43.)

Text-books required by law to be furnished to pupils "at such prices as merely to reimburse to the town the expense of procuring the same"; free to those unable to pay. Teachers must obtain from School Committee a certificate of fitness to instruct. (Acts of 1825-26, Chap. 170.)

1827.— In addition to studies previously required, towns of 500 families required to provide a master competent to teach history of the United States, book-keeping by single entry, geometry, surveying and algebra, and where there were 4,000 inhabitants general history, rhetoric and logic. No books to be used or purchased "calculated to favor any particular religious sect or tenet." Provision as to teachers' certificate of qualifications. (Acts of 1826–27, Chap. 143.)

Drawing introduced as a "permitted" subject in the English High School. (S. D. 3 of 1903, p. 97.)

1828.— High School for Girls discontinued, but girls admitted to grammar and writing schools throughout the year. (S. D. 18 of 1888, p. 48.)

1830.— "Infant Schools," forerunners of the kindergarten, having been established by private societies and individuals, were considered adversely by the Primary School Committee. (W. A., p. 123; S. D. 3 of 1903, p. 30.)

Chief Justice Shaw, then a member of the School Committee, attacked the "double-headed system" and urged the "single-headed system" (the supremacy of the grammar masters), but without immediate effect, the change (although tried in 1836 in two schools) not being permanently adopted until 1847. "With all the sound arguments of reason and experience on its side, a campaign of no less than seventeen years was necessary to bring its merit into general recognition. Like many another school reform it was seen to be inimical to what the schoolmasters (*i. e.*, the writing masters) were pleased to regard as their vested rights and interests." (S. D. 3 of 1903, p. 16.)

Chief Justice Shaw also advocated, but more successfully, the education of the sexes in separate school buildings. This is the origin of separate schools in the older parts of Boston. (S. D. 3 of 1903, p. 18.)

Attempt to introduce music as a regular study in the public schools. (S. D. 15 of 1888, p. 3.)

1833.— Interesting exhibition of conservatism in resisting introduction into the primary schools of books, maps, globes, or anything outside the established curriculum, the Board refusing not on sanitary grounds but from pure conservatism a request of a member to introduce experimentally at his own expense a blackboard, slates and pencils. (W. A., p. 136 *et seq.*) Public sentiment was strongly in favor of the innovations and the Board later provided slates and pencils. (W. A., p. 149.) Blackboards were also subsequently provided, and there was a gradual increase in educational helps. (S. D. 3 of 1903, p. 30.)

First official action as to physical education in primary schools. (S. D. 22 of 1891, p. 26; W. A., p. 149.)

Children over eight years of age admitted into the grammar schools, although not qualified by their attainments, provided their parents or guardians obtained permission of the sub-committee in charge. (W. A., p. 148.)

1834.— Act reorganizing School Committee to consist of Mayor and twenty members elected at large, ten each year for two years (Acts of 1834, Chap. 158), not accepted by the people.

1835.— School Committee reorganized, to consist of Mayor, president of Common Council, and two members elected from each ward, 26 members in all. (Acts of 1835, Chap. 128.)

Sewing, which had been taught in primary schools, authorized in writing schools. (S. D. 24 of 1881, p. 3; S. D. 18 of 1888, p.72.)

1836.— Drawing made "obligatory" in the English High School, but no teacher of drawing appointed until 1853. (S. D. 3 of 1903, p. 97.)

1837.— State Board of Education established (Acts of 1837, Chap. 241), and Horace Mann elected Secretary. (S. D. 18 of 1888, p. 26.)

1838.— Beginning of the controversies (W. A., p. 175) which ended with the abolition of the Primary School Committee in 1855. (W. A., p. 259.) The Primary Board in principle and practice was in direct antagonism (*id.*, p. 277) to the doctrine of centralization advocates by Horace Mann, who urged making the educational system a "unit "and placing it under the supervision of a Superintendent of Public Schools (*id.*, p. 266). The primary system was an extreme illustration of decentralization, each primary teacher with her school being an independent entity. (S. D. 3 of 1902, p. 45.)

School Committees to make annual reports; and to select and make contracts with teachers. (Acts of 1838, Chap. 105.)

City Council passed order authorizing the Primary School Committee to admit children over seven who were not qualified for admission to the grammar schools; development of "Intermediate Schools." (W. A., p. 173; see also *id.*, p. 55.)

Music (singing) introduced into schools. (S. D. 15 of 1888, p. 4; S. D. 3 of 1903, p. 89.)

1841.— Brighton High School established. (S. D. 18 of 1888, p. 50.)

1844.— School Committee authorized to dismiss any teacher from the service, compensation thereupon immediately to cease. (Acts of 1844, Chap. 32.)

Bitter attack upon Horace Mann and his famous "Seventh Report" by "31 Boston Grammar Masters." (Martin's Evolution of the Massachusetts Public School System, p. 181. For titles of pamphlets in the controversy which followed see Barnard's Journal of Education, Vol. 5, p. 651.)

1845.— Severe comment by Committee on Examinations upon examination papers written by grammar pupils of this year. (City Doc. 26 of 1845.)

Colored citizens petition for the abolition of special schools for colored children — majority and minority reports thereon. (City Doc. 23 of 1846.) Primary School Committee voted against the change. (W. A., pp. 209, 214.)

Primary School Committee voted, 46 to 18, against establishing position of Superintendent. (W. A., p. 211.)

1847.— Appropriation of money authorized for schools to teach "adults reading, writing, English grammar, arithmetic and geography." (Acts of 1847, Chap. 137.)

John D. Philbrick appointed master of the Quincy School, a substantial victory of the "single-headed system," which in a few years thereafter became universal in Boston, the writing master gradually disappearing, authority being given to the grammar master, an important step towards unification. As an illustration of the difficulty of dispensing with superfluous employees it may be noted that one of the writing masters drew pay until his death in 1877, at the age of 96, although for many years he rendered no service, but was annually appointed as an "assistant teacher." (S. D. 3 of 1903, p. 17; S. M. of 1876, p. 200.)

Report of committee in favor of free text-books to all pupils. (Doc. 38 of 1847.)

1848.— Drawing placed on the list of grammar school studies, but treated as an "ornamental branch," and little done with it until 1871. (S. D. 3 of 1903, p. 97.)

Charlestown High School established. (S. D. 18 of 1888, p. 50.)

1849.— Eliot (now Jamaica Plain) High School established. (S. D. 18 of 1888, p. 50.)

1850.— Public schools to be supplied with dictionaries at state expense. (Resolves of 1850, Chap. 99.)

Physiology and hygiene authorized to be taught in the public schools and all teachers required to be examined thereon. (Acts of 1850, Chap. 229.)

First truant law enacted in Massachusetts for children between six and fifteen years of age. (Acts of 1850, Chap. 294.) (For subsequent truant legislation see S. D. 25 of 1880.)

1851.— Office of Superintendent established; Nathan Bishop elected as first Superintendent of the Boston Public Schools; held office until 1856. (S. D. 3 of 1903, p. 58; W. A., p. 266 *et seq.*)

1852.— Compulsory school age to be "between the ages of eight and fourteen years." (Acts of 1852, Chap. 240.)

Normal School established for the purpose of preparing young women to become teachers. (S. D. 4 of 1895, p. 297.)

Roxbury High School and Dorchester High School established. (S. D. 18 of 1888, pp. 48 and 50.)

1853.— Rule established that "every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise." (S. D. 22 of 1891, p. 27.)

1854.— School Committee reorganized to consist of Mayor, president of Common Council, and six elected from each ward, in all 74 members. (Acts of 1854, Chap. 448, Sect. 53.)

General law authorizing cities and towns to establish position of Superintendent of Schools. (Acts of 1854, Chap. 314.) Boston had already appointed a Superintendent in 1851.

1854.— High School courses for girls introduced in the Normal School and name changed to the Girls' High and Normal School. (S. D. 4 of 1895, p. 297.)

High School for Girls established in Roxbury. (S. D. 18 of 1888, p. 49.)

Sewing, heretofore "authorized," now required to be taught in 4th class of the Grammar Schools for Girls. (S. D. 24 of 1881, p. 4.)

1855.— Primary School Committee (established in 1818), which had grown to 196 members, abolished (by the charter amendments of 1854) and jurisdiction over the primary schools transferred to regular School Committee, but the distinction between primary and grammar schools and the independence of primary schools, through primary sub-committees, continued. (W. A., p. 264; S. D. 18 of 1888, p. 29; S. D. 3 of 1903, p. 34 *et seq.*)

Cities and towns authorized to furnish school books and stationery at their own expense. (Acts of 1855, Chap. 436 — repealed in 1857; Acts of 1857, Chap. 206.)

Daily reading of some portion of the Bible in the common English version required. (Acts of 1855, Chap. 410.)

Distinction on account of race, color or religion in admission to public schools forbidden. (Acts of 1855, Chap. 256.)

Amendment to the Constitution forbidding school moneys to be appropriated for sectarian schools. (Article XVIII.)

Compulsory vaccination law. (Acts of 1855, Chap. 414.)

1856.— John D. Philbrick elected Superintendent; continued in office except for a brief interval until 1878. (S. D. 3 of 1903, p. 19.)

1857.— Schools for persons over fifteen years of age authorized, to be held either in the day or evening, the School Committee to determine subjects to be taught. (Acts of 1857, Chap. 189.)

Teachers must be competent to teach (in addition to previously required studies) algebra and the history of the United States in towns of 50 or more families; natural philosophy, chemistry, botany, and civil polity of the Commonwealth and the United States, in towns of 500 families; and French, astronomy, geology, intellectual and moral science, and political economy in towns of 4,000 inhabitants. (Acts of 1857, Chap. 206.)

Children between the ages of five and fifteen years entitled to attend school where they reside, but nonresident parent or guardian must pay for the tuition a sum equal to the average expense per scholar for such school. (Acts of 1857, Chap. 132.)

Superintendent Philbrick recommended classification in primary schools, and that each pupil be supplied with a single desk and chair, and also with a slate; adopted and carried into effect. Prior to this, each primary teacher had charge of six classes, and carried the pupils under her care through the whole preparation for the grammar school. (S. D. 18 of 1888, p. 30.)

1858.— Standing Committee on Music established, and special instructors appointed. (For history of music in the schools see School Committee Report of 1858, p. 45; S. D. 3 of 1903, p. 89.)

1859.— School books to be furnished to scholars at net cost; when a change is made the School Committee shall furnish the substituted book to each pupil requiring it at the expense of the city or town. (Acts of 1859, Chap. 93.)

School Committees to select and contract with teachers; require satisfactory evidence of the good moral character of all instructors, and ascertain by personal examination their qualifications for teaching and capacity for the government of schools. (Acts of 1859, Chap. 60; see Rev. St., Chap. 23, Sect. 13; Acts of 1838, Chap. 105.)

1860.— Special committee appointed to consider the subject of physical training. (S. D. 7 of 1890, p. 24.)

1861.— Minimum age of admission to primary schools raised from four to five years. (S. D. 18 of 1888, p. 31.)

Roxbury High Schools for boys and girls united into single school. (S. D. 18 of 1888, p. 49.)

1862.— Agriculture authorized to be taught by lectures or otherwise in the public schools. (Acts of 1862, Chap. 7.)

Bible to be read daily without note or comment; no scholar to be required to read from any particular version whose parent or guardian declares he has conscientious scruples against it; no school book to be purchased or used calculated to favor the tenets of any particular sect of Christians. (Acts of 1862, Chap. 57.)

1863.— State Board of Education directed by Legislature to report concerning the introduction in schools of military drill. (Resolves of 1863, Chap. 66.)

1864.— Military drill introduced, although the Legislature refused to pass bills authorizing it. (S. D. 22 of 1891, p. 41.)

Instruction in physical culture introduced under orders passed by the School Committee which have been called the "great charter of Physical Training in the Boston schools." (S. D. 18 of 1888, p. 76; S. D. 22 of 1891, p. 43.) The latter document contains an elaborate study of physical training and of its history in Boston.

1866.— Masters of grammar schools given duties of principal, both in the grammar and primary schools of their respective districts. This attempt at unification met with opposition from some of the masters who were "incompetent or unwilling to exercise a helpful control over the methods of primary teaching"; and from many of the teachers who "were slow to co-operate either with the master or with each other." It continued until 1879, when jurisdiction over primary schools was temporarily taken away from the grammar masters but restored in 1882. (S. D. 18 of 1888, p. 31; see also S. D. 3 of 1902, p. 45.)

1867.— Schools for licensed minors established. (S. D. 19 of 1885, p. 22.)

Corporal punishment considered. (Annual Report of 1868, p. 197; see also S. M. of 1902, p. 501; S. D. 14 of 1903, p. 6.)

1868.— First regular appropriation in Boston for evening schools, under authority of Acts of 1857, Chap. 189, a delay of eleven years. (S. D. 3 of 1903, p. 72.)

Roxbury annexed and schools taken over, including Roxbury High School. (S. D. 3 of 1903, p. 50.)

Diplomas first awarded to graduates. (S. D. 18 of 1888, p. 43.)

1869.— Evening High School first opened. (S. D. 3 of 1903, p. 73.)

Horace Mann School for the Deaf first opened. (S. D. 3 of 1903, p. 66.)

1870.— Teaching drawing in public schools and free instruction in industrial or mechanical drawing to persons over fifteen years of age in day or evening schools made compulsory in towns or cities having more than 10,000 inhabitants. (Acts of 1870, Chap. 248.)

Free Evening Industrial Drawing School first opened. (S. D. 3 of 1903, p. 75; S. D. 3 of 1905.)

Dorchester annexed and schools taken over, including Dorchester High School. (S. D. 3 of 1903, p. 50.)

First kindergarten established, believed to be the first public free kindergarten in the world. (S. D. 2 of 1888, p. 18.)

Change from four grammar grades to six, making with three primary grades nine grades below the high schools; beginning of the nine-grade system in Boston. (S. D. 3 of 1904, p. 49.)

1871.— Drawing first taken seriously in the schools through the movement for industrial art education. (S. D. 3 of 1903, p. 97.)

1872.— Industrial schools authorized; the School Committee to "prescribe the arts, trades and occupations to be taught," and to have the management thereof. (Acts of 1872, Chap. 86.)

Normal School and Girls' High School separated and each established as an independent institution. (S. D. 18 of 1888, p. 48.)

1873.— Truant officers first placed under authority of School Committee. (Acts of 1873, Chap. 262.)

Age of compulsory attendance decreased from fourteen to twelve years, but term of schooling lengthened. (Acts of 1873, Chap 279.)

School books may be loaned to pupils. (Acts of 1873, Chap. 106.)

1874.— Age limit restored from twelve to fourteen years for compulsory attendance at school. (Acts of 1874, Chap. 233.)

Charlestown, Brighton and West Roxbury annexed and schools taken over, including high schools. (S. D. 3 of 1903, p. 50.)

The legality of using the city's money for the Normal School having been questioned (S. D. 3 of 1903, p. 59), its establishment was legalized by the Legislature. (Acts of 1874, Chap. 167.)

1875.— School Committee, having by annexation and the city's growth increased to 116 members, was reorganized and the number reduced to 25 (beginning January, 1876), to consist of the Mayor and 24 members elected at large in groups of 8 each, serving three years. (Acts of 1875, Chap. 241; S. D. 18 of 1888, p. 8.)

Power given School Committee to appoint janitors. (Acts of 1875, Chap. 241.)

1875.— Power given School Committee to decide as to necessity and location of school buildings and alterations costing over $1,000, but appropriations to be made by and work done through City Council. (Acts of 1875, Chap. 241.)

School Committee to elect a Superintendent and Board of not exceeding six Supervisors for terms of two years, a Secretary and Auditing Clerk. (Acts of 1875, Chap. 241.)

1876.— Under the new School Committee, the rules and regulations were revised, and a large apparent power was given to the Superintendent and Supervisors, but real power was retained in sub-committees. (Rules and Regulations of 1876; S. D. 18 of 1888, p. 30; S. D. 4 of 1896, p. 85.)

The fitness of candidates for the teaching force was, under the rules, to be determined by examinations to be held by the Supervisors by whom "Certificates of Qualification" were to be granted. (Rules and Regulation of 1876; S. D. 5 of 1889, p. 25.)

Law as to change of text-books amended to require a two-thirds vote of the entire committee. (Acts of 1876, Chap. 47.)

City Solicitor having ruled that the city's money could not legally be spent in the teaching of sewing (S. D. 18 of 1888, p. 73) (although it had been taught for many years), it was legalized by the Legislature. (Acts of 1876, Chap. 3.)

Establishing office of Medical Inspector of Schools considered, but City Solicitor advised that the committee had no legal right to spend money for the purpose. (S. M. of 1876, p. 214; S. M. of 1877, p. 51; S. D. 20 of 1889, p. 5.)

1877.— School Committee incorporated with authority to hold property in trust. (Acts of 1877, Chap. 53.)

A truant officer with the title of Superintendent of Licensed Minors assigned to schools for licensed minors. (S D. 19 of 1885, p. 22.)

1878.— Samuel Eliot elected Superintendent. (S. M. of 1878, p. 12.) Remained in office until 1880.

East Boston High School established. (S. D. 3 of 1903, p. 52.)

Girls' Latin School established for the express purpose of fitting girls for college. (S. D. 3 of 1903, p. 53.)

Stationery may be supplied free. (Acts of 1878, Chap. 23.)

Nautical schools authorized by law. (Acts of 1878, Chap. 159.)

1879.— Supervision of primary schools taken from grammar masters and placed in charge of Supervisors. (S. D. 10 of 1879; S. D. 4 of 1880, pp. 3, 62; S. D. 18 of 1888, p. 31.)

Elaborate reports on proposed revision of the school system. (S. D. 4 to 12 of 1879.)

Report on Industrial Education, with especial reference to the establishment of a Free Industrial Institute for the education of mechanics, consisting of a developing school and school shops, recommending its establishment. (S. D. 25 of 1879.)

Kindergarten and intermediate schools discontinued. (S. D. 30 of 1879, p. 9.)

1879.— Pensions for teachers suggested tentatively. (S. D. 30 of 1879, p. 37; see also S. D. 5 of 1880, p. 6; S. D. 10 of 1880.)

Women authorized to vote for School Committee. (Acts of 1879, Chap. 223.)

1880.— Law amended so that no pupil shall be required to take any personal part in reading the Bible whose parent or guardian informs the teacher that he has conscientious scruples against it. (Acts of 1880, Chap. 176.)

Committee on primary school instruction reported as to excessive number of children in various classes, sometimes as high as seventy, and said "forty children are all that one woman can attend to properly," adding that it is "the first duty of the Board to remedy this great wrong." (S. D. 1 of 1880, p. 5.) At this time fifty-six pupils to a teacher was the standard with thirty-five in ungraded classes. (Rules and Regulations for 1879, section 216.)

City Solicitor having ruled (S. M. of 1880, p. 122) that an instructor in Hygiene might be appointed, but that he could not have duties of medical inspector, a controversy in the committee arose and not until 1885 was the position filled. (S. D. 20 of 1889.)

Report of Committee on Truant Officers giving an historical sketch of this branch of the school system. (S. D. 25 of 1880.)

Edwin P. Seaver elected Superintendent; remained in office for twenty-four years, until 1904. (S. D. 27 of 1880, p. 12; S. M. of 1880, p. 201; S. M. of 1904, p. 302.) In his first annual report he urged "a unity of purpose and a unity of method which come only from proper supervision" and "efficient cooperation." (S. D. 5 of 1881, p. 13.)

1881.— Calisthenics, gymnastics and military drill authorized by statute, and prior action of school committees in causing them to be taught ratified and confirmed. This legalized what had long been done in Boston. (Acts of 1881, Chap. 193.)

Movement to abolish suburban high schools; majority and minority reports thereon; failed because of public protest. (S. D. 8 of 1881; S. D. 26 of 1881, p. 11; S. M. of 1881, p. 132.)

A system of supplementary reading introduced. (S. D. 7 of 1881; S. D. 4 of 1882, p. 51; S. D. 3 of 1902, p. 36.)

Experiment in industrial instruction through a "carpenter's class" in the Dwight School. (S. D. 15 of 1882: S. D. 4 of 1883, p. 39.)

Historical account of sewing in the schools. (S. D. 24 of 1881, p. 8.)

1882.— Supervision of primary schools taken from the Supervisors and restored to grammar masters, the value of unification being now more fully recognized. (S. D. 2 of 1882; S. D. 4 of 1882, p. 18; S. D. 21 of 1882, p. 17; S D. 3 of 1903, p. 37.)

1882.— The City Solicitor having ruled that the city could not legally provide instruction in the Normal School for the benefit of teachers in the service of the city (S. D. 4 of 1882, p. 46), the Legislature gave authority. (Acts of 1882, Chap. 136.)

1883.— Evening schools compulsory in towns and cities of 10,000 or more inhabitants "for the instruction of persons over 12 years of age in orthography, reading, writing, geography, arithmetic, drawing, history of the United States, and good behavior," and such other subjects as the School Committee shall deem expedient. (Acts of 1883, Chap. 174.)

Importance of industrial education discussed by Superintendent Seaver, outlining a central school which later was realized in the Mechanic Arts High School. A Committee on Industrial Education reported in favor of manual training as a part of the course of instruction in the public schools. At this early day the modern distinction between manual training and industrial education does not appear to have been accepted. (S. D. 4 of 1883, p. 34; S. D. 19 of 1883; S. D. 15 of 1889; S. D. 18 of 1897, p. 33; S. D. 4 of 1901, p. 34.)

1884.— Text-books and other school supplies required to be furnished free to all pupils. (Acts of 1884, Chap. 103; S. D. 19 of 1884, p. 12.)

Manual training first introduced, under provisions of Acts of 1884, Chap. 69, authorizing instruction in the "elementary use of hand tools" which were to be bought and loaned free to pupils. Rooms in the basement of the Latin School building were fitted with tools and benches, and a class of 200 boys from the grammar schools was taught carpentry and cabinet making. (S. D. 19 of 1884, p. 18.)

Pupils forbidden to attend public schools while or within two weeks after any member of the household is sick of small-pox diphtheria, or scarlet fever. (Acts of 1884, Chap. 64; see also Acts of 1885, Chap. 198.)

Permanent corps of substitute teachers suggested. (S. D. 4 of 1884, p. 12; see also S. D. 4 of 1895, p. 84.)

Movement to reduce number of Supervisors from six to four unsuccessful. (S. D. 3 of 1884; S. M. of 1884, p. 53.)

Rules amended to increase the executive powers of the Superintendent. (S. M. of 1884, p. 171.)

1885.— Mayor no longer a member of the School Committee, but he is given a qualified veto on orders, resolutions or votes of the School Committee involving the expenditure of money. (Acts of 1885, Chap. 266, Sect. 10.)

Teaching of physiology and hygiene, including effect of alcoholic drinks, etc., made compulsory in the public schools. (Acts of 1885, Chap. 332.)

Office of Instructor in Hygiene established. (S. M. of 1885, pp. 116, 146; S. D. 8 of 1886; S. D. 20 of 1889.)

1885.— State granted land on Newbury street to city for Horace Mann School for the Deaf. (Acts of 1885, Chap. 201.) New building erected thereon and opened in 1890. (S. D. 3 of 1903, p. 67.)

School Committee authorized to provide at expense of the city apparatus, books of reference and other means of illustration. (Acts of 1885, Chap. 161.)

The City Solicitor having ruled that attendance could not be required outside the regular schools, permission was granted to children from the Eliot and Hancock schools, whose parents or guardians so request, to attend on probation the North End Industrial Home two hours a week for manual training (S. D. 3 of 1885; S. M. of 1885, p. 90), and girls from Winthrop, Franklin, Everett, Hyde and Wells schools authorized to attend the Tennyson street school of cookery. (S. D. 19 of 1885, p. 28.)

Schools for licensed minors discontinued, and position of Superintendent of Licensed Minors abolished, pupils being transferred to ungraded classes. (S. D. 19 of 1885, p. 23.)

1886.— First schools of cookery opened at city's expense. (S. M. of 1886, pp. 124, 184; S. D. 4 of 1895, p. 281; S. D. 3 of 1903, p. 107.)

Parental School for truants authorized (Acts of 1886, Chap. 282), but in spite of repeated requests from School Committee not established by City Council until 1895 (S. D. 23 of 1890, p. 38; S. D. 20 of 1891; S. D. 3 of 1903, p. 85), truants in the meanwhile being sent to Deer Island. (S. D. 4 of 1885, p. 67.)

Election of teachers on tenure authorized. (Acts of 1886, Chap. 313.) Adopted in Boston in 1889. (S. M. of 1889, pp. 67, 77.)

Evening high school required by law to be established in cities of 50,000 inhabitants if requested by 50 qualified residents. (Acts of 1886, Chap. 236.)

1887.— Interesting account of the history of vacations, holidays, etc., in the schools of Boston. (S. D. 17 of 1887, p. 27.)

1888.— Kindergartens for children 3½ years old again taken into the school system. (S. D. 18 of 1888, p. 10.)

Course in Normal School extended to 1½ years. (S. M. of 1888, p. 245.)

Suggested reduction of pupils, from 56 to 40, in first class of grammar schools defeated. (S. M. of 1888, p. 192.)

1889.— Compulsory attendance law amended so that poverty is no longer an excuse for absence from school, and all exceptions repealed other than that the child shall have attended for the required period a private day school approved by the School Committee, or has been otherwise instructed, or has already acquired the required learning, or if his physical or mental condition renders attendance inexpedient or impracticable. (Acts of 1889, Chap. 464.)

Truant officers authorized to apprehend without a warrant and take to school any truant. (Acts of 1889, Chap. 422.)

Power of School Committee over location, erection and repairs of school buildings enlarged, but appropriations still left with City Council. (Acts of 1889, Chap. 297.)

1889.— Janitors, engineers and all persons having charge of steam boilers and furnaces in the school buildings placed under the Civil Service law. (Acts of 1889, Chap. 352.)

Establishment of a Mechanic Arts High School advocated and plan formulated by Superintendent Seaver. (S. D. 5 of 1889, p. 19.)

Boston Teachers' Mutual Benefit Association organized. (S. D. 4 of 1895, p. 73.)

Majority and minority reports on Instruction in Hygiene. (S. D. 20 of 1889.) Report of the Board of Supervisors on Physical Training. (S. D. 10 of 1889.)

1890.— School Committee authorized to erect and furnish new school buildings from loans not to exceed $550,000. (Acts of 1890, Chap. 355.)

Last regular session prior to Memorial Day to be devoted to exercises of a patriotic nature. (Acts of 1890, Chap. 111.)

Horace Mann School for Deaf transferred to new building on Newbury street. (S. D. 24 of 1890.)

Attempt to reduce quota of pupils to 49 in grammar and primary schools defeated. (S. M. of 1890, p. 105.)

Office of Instructor in Hygiene abolished and Director of Physical Training established. (S. M. of 1890, pp. 45, 210.)

Interesting majority and minority reports on coeducation of the sexes. (S. D. 19 of 1890.)

Plan of having no recess, and dismissing the morning session at 20 minutes before twelve tried in various schools (S. D 7 of 1890, p. 27), but later given up (S. D. 12 of 1891, p. 22).

Leave of absence of one year on half pay authorized for teachers after every ninth year of service. (S. M. of 1890, pp. 227, 233.) Discontinued in 1895. (S. M. of 1895, pp. 250, 315.)

1891.— Compulsory age limit increased to 15 in cities or towns where opportunity is furnished for gratuitous instruction in the use of tools or in manual training, or for industrial education in any form. (Acts of 1891, Chap. 361.)

School Committee assented to appointment by Board of Health of medical inspectors for schools. (S. D. 19 of 1891, p. 27; S. M. of 1891, p. 301.)

Elaborate report on Physical Training. (S. D. 22 of 1891; see also S. D. 8 of 1894.)

Opinion of Corporation Counsel that the Normal School was for girls only and that men could not be admitted. (S. D. 19 of 1891, p. 10.)

1892.— Investigation and elaborate report as to proper seating of pupils and as to the injurious effect of unsuitable school furniture. (S. D. 9 of 1892; see also S. D. 8 of 1894, p. 108; S. D. 4 of 1895, p. 169.)

Course in Normal School extended to two years. (S. M. of 1892, p. 189.)

1893.— Truant officers placed under Civil Service law. (Acts of 1893, Chap. 253.)

Mechanic Arts High School established. (S. D. 3 of 1903, p. 54.)

1893.— Cities and towns maintaining free evening schools authorized to provide lectures on natural sciences, history and kindred subjects. (Acts of 1893, Chap. 208.)

Omission of, and substitute plan for, diploma examinations, and for promotions from primary to grammar schools. (S. M. of 1893, pp. 291, 331; S. D. 15 of 1895, p. 13; S. M. of 1895, p. 353.)

1894.— Manual Training in high schools made compulsory by law after September 1, 1895, in cities of 20,000 or more inhabitants the course of instruction to "be subject to the approval of the State Board of Education." (Acts of 1894, Chap. 471.)

Instruction in cooking authorized (although Boston had schools of cookery since 1886), and the requirement as to instruction "in the elementary use of hand tools" changed to "the use of tools." Tools, implements and materials required to be loaned to pupils free of charge. (Acts of 1894, Chap. 320.)

Vivisection in public schools prohibited in the presence of any scholar, child or minor. (Acts of 1894, Chap. 151.)

Compulsory school law amended in certain details. (Acts of 1894, Chap. 188.) Law as to compulsory attendance and truancy codified. (Acts of 1894, Chap. 498.)

Medical Visitors (Inspectors) for the schools established by the Board of Health. (S. D. 4 of 1895, p. 76; S. D. 4 of 1900, p. 38.)

Special committee appointed to consider giving the Superintendent and Board of Supervisors greater power and responsibility reported in favor thereof (S. D. 7 of 1894), and their recommendations were adopted; but real power continued in sub-committees. (S. M. of 1894, pp. 199 to 207; S. D. 19 of 1894, p. 10; S. D. 4 of 1896, p. 86.)

Report on secondary education by Committee of Ten of the National Education Association (of which President Eliot was chairman) considered by Superintendent Seaver, in the course of which he discussed the regrading of classes "in such a way as to give eight years or grades below the high school." (S. D. 4 of 1894, pp. 5, 12, 28 and 29; see also S. D. 19 of 1894, p. 18; S. D. 4 of 1896, p. 46.)

Departmental instruction in grammar schools authorized. (S. D. 20 of 1893; S. M. of 1894, p. 47; S. D. 19 of 1894, p. 15; S. D. 5 of 1897, p. 47; S. D. 4 of 1900, p. 17.)

Experiment authorized of parallel courses of study of four and six years in grammar schools. (S. D. 19 of 1894, p. 16; S. D. 4 of 1895, p. 27.)

1895.— Foreign flags forbidden on outside of schools (Acts of 1895, Chap. 115) and United States flag required to be provided for each schoolhouse. (Acts of 1895, Chap. 181.)

School Committee given full power to erect and furnish school buildings; Street Commissioners to take land at request of School Committee; bonds authorized. (Acts of 1895, Chap. 408.)

1895.— Latin, French, algebra and geometry, and other "enrichment studies" introduced in certain grammar schools experimentally. (S. D. 4 of 1895, p. 37; S. D. 4 of 1896, p. 41; S. D. 5 of 1897, p. 42.)

Position of Director of Kindergartens established. (S. M. of 1894, p. 348.)

Parental School for truants established in West Roxbury (under Acts of 1886, Chap. 282) after many efforts by the School Committee to secure action by City Council, under jurisdiction of directors of public institutions (now Children's Institutions Department), subject to visitation by School Committee. (S. D. 3 of 1903, p. 85.)

1896.— Supervision of drawing in day schools restored, and a staff of assistants to the Director appointed. (S. D. 3 of 1903, p. 100.)

Transfer of Normal School to State considered, and defeated. (S. M. of 1896, p. 523; S. D. 5 of 1897, p. 16.)

1897.— Additional loans authorized, of which not less than $500,000 to be used for new high school buildings in East Boston, South Boston, West Roxbury and Dorchester. (Acts of 1897, Chap. 442.)

Board of Supervisors report in favor of a Girls' High School of Practical Arts. (S. D. 10 of 1897.)

Commercial courses in high schools authorized but not introduced until 1898. (S. D. 19 of 1897, p. 30; S. D. 15 of 1898, p. 18.)

Rules amended giving to the Board of Supervisors (instead of to the sub-committees) the initiative in the appointment of teachers. (S. D. 19 of 1897, p. 26 *et seq.*)

1898.— School Committee given power (formerly in City Council) to make appropriations from tax rate within prescribed limits for the support of the public schools, including repairs and alterations upon school buildings. (Acts of 1898, Chap. 400.)

Important changes in rules giving Superintendent and Supervisors greater power, and reducing the powers of sub-committees; the appointment, transfer and removal of teachers being given to the Superintendent, subject to the approval of the School Committee. Attempt made but failed to abolish sub-committees. (S. D. 15 of 1898, p. 13; S. D. 11 of 1898.)

Merit list established for the appointment of teachers from graduates of Normal School (S. D. 3 of 1899, p. 13), thus for the first time introducing the Civil Service idea in the appointment of teachers. (S. D. 4 of 1900, p. 13.)

School Committee voted in May to discontinue the Normal School in the hope that the State would take it over, but the popular protest was so great that in November the vote was rescinded. (S. M. of 1898, pp. 310, 574; S. D. 3 of 1903, p. 60.)

Additional loans for high and Latin schools authorized. (Acts of 1898, Chap. 149.)

1898.— Law as to school attendance and truancy amended and codified. Compulsory age limit "between seven and fourteen." A child need not be vaccinated upon certificate of a practicing physician that such child is an unfit subject therefor. Measles added to list of contagious diseases. (Acts of 1898, Chap. 496.)

Manual Training made compulsory in both elementary and high schools. (Acts of 1898, Chap. 496, Sect. 4.)

Evening schools required to teach the English language and grammar, industrial drawing, both freehand and mechanical, physiology and hygiene, in addition to previously required subjects. (*Id.*, Sect. 5.)

1899.— School Committee given full power over repairs and erection of new buildings. (Acts of 1899, Chap. 362.)

The attempt to abolish sub-committees having failed, they succeeded in obtaining an amendment to the rules restoring their power, and giving them a practical veto over all appointments, transfers and removals of teachers in their respective districts, thus partially overthrowing the reforms of the previous year. (S. M. of 1899, p. 300.)

First appropriation for playgrounds. (S. D. 3 of 1903, p. 122.)

Erection of Normal School building authorized (Acts of 1899, Chap. 239), but subsequently repealed. (Acts of 1901, Chap. 473, Sect. 8.)

Special classes for mentally deficient children established. (S. D. 4 of 1900, p. 51.)

1900.— Lectures on natural sciences, history and kindred subjects authorized. (Acts of 1900, Chap. 166.)

School teachers' retirement fund established. (Acts of 1900, Chap. 237; S. D. 19 of 1900, p. 8.)

Portable schoolhouses built to relieve temporary congestion of pupils in different sections of the city. (S. D. 19 of 1900, p. 26.)

Vacation Schools established for the first time under authority of Acts of 1899, Chap. 246. (S. D. 15 of 1900; S. D. 15 of 1902, p. 25.)

Elaborate report by Health Department (S. D. 6 of 1900) showing sanitary needs, and by Fire Department (S. D. 16 of 1900) showing fire protection needs for schools.

Quota of pupils to teachers reduced from 56 to 50 in grammar classes and two primary grades, and to 42 in the first primary grade. (S. D. 19 of 1900, p. 13; S. D. 3 of 1900, p. 7; S. D. 4 of 1900, p. 23; S. M. of 1900, p. 265.)

A corps of paid substitutes established to fill temporary vacancies in teaching force. (S. D. 19 of 1900, p. 14; S. D. 4 of 1900, p. 26.)

Reduction of grades in elementary schools from nine to eight recommended by Superintendent and Board of Supervisors (S. D. 3 of 1900, p. 19), and School Committee voted to instruct Board of Supervisors to prepare revised course providing for eight grades instead of nine. (S. M. of 1900, p. 244; S. D. 4 of 1900, p. 36.)

1901.— Schoolhouse Department established; loans of $1,000,000 annually for four years for new buildings, etc., authorized (Acts of 1901, Chap. 473), and School Committee given authority to appropriate annually from the tax rate 40 cents upon each $1,000 of taxable valuation for new schools. (Acts of 1901, Chap. 448.) Additional loan of $300,000 authorized to complete buildings then being erected. (Acts of 1901, Chap. 288.)

South Boston High School established (S. D. 3 of 1903, p. 52) and new high school buildings opened in Dorchester, East Boston and West Roxbury. (S. D. 15 of 1901, p. 18.)

Elective system for studies in high schools adopted. (S. D. 3 of 1901, p. 7 *et seq.*; S. D. 15 of 1901, p. 15.)

Experiment in school gardening conducted in connection with Normal School. (S. D. 11 of 1901, p. 5.)

Office of Schoolhouse Custodian established. (S. D. 15 of 1901, p. 16.)

Free evening lectures given under provisions of Acts of 1893, Chap. 208, and Acts of 1900, Chap. 166. (S. D. 15 of 1902, p. 32; S. D. 13 of 1903; S. D. 13 of 1904, p. 25.)

1902.— Petition to Legislature for authority to establish a Teachers' College in place of Normal School.— Legislature gave leave to withdraw. (S. D. 3 of 1902, p. 12; S. D. 14 of 1903, p. 11.)

Unsuccessful attempt made to increase the course in the Normal School to three years. (S. M. of 1902, p. 507.)

Increased loans for new buildings authorized. (Acts of 1902, Chap. 386.)

Rules amended taking away power of sub-committees over appointments, transfers and removals of teachers, and requiring that the same be made by the Superintendent direct to the School Committee. (S. M. of 1902, p. 94.)

Appropriation from taxes for new buildings vetoed by Mayor. Later $90,000 appropriated for that purpose and approved by Mayor. (S. D. 15 of 1902, p. 50.)

The subject of the extended use of school buildings considered, and Educational Centres established (since merged in evening schools). (S. D. 15 of 1902, p. 17; S. D. 13 of 1904, p. 45; S. D. 7 of 1908, p. 54.)

Resolution adopted that sex should not be a bar to promotion in the teaching force, and that in any appointment to a position as principal of a girls' school, a woman, other things being equal, should be preferred. (S. D. 15 of 1902, p. 40; S. M. of 1902, p. 179.)

Power to license minors under 14 vested in Boston School Committee. (Acts of 1902, Chap. 531.) Rules provide that the minimum age for licensees shall be over 10. (S. M. of 1902, p. 462.)

A system of promotion of janitors for merit established. (S. D. 14 of 1903, p. 16.)

1903.— Appropriation of $60,000 authorized for maintenance of schools, out of "40 cents" fund. (Acts of 1903, Chap. 170.)

1903.— Valuable historical review of the Boston school system by Superintendent Seaver. (S. D. 3 of 1903.)

Report of the Committee on Extended Use of School Buildings, with an account of Educational Centres and Vacation Schools. (S. D. 9 of 1903.)

Uniform schedule of janitors' salaries adopted. (S. D. 11 of 1903; S. M. of 1903, p. 522.)

1904.— School Committee authorized to expend money for exhibition at any national state or foreign exposition. (Acts of 1904, Chap. 172.)

Admission of men to Normal School authorized (Acts of 1904, Chap. 212) and entrance to the Normal School made more difficult, through examinations in the hope of securing better teachers. (S. D. 9 of 1906, p. 12.)

The change from nine to eight grades below the high schools further considered, Superintendent Seaver said "the present opposition to a change is nothing more than a disinclination to change working habits. The waste of time that affects the course of very many of the abler pupils and the dawdling habits. thereby engendered call for some effectual remedy." (S. D. 3 of 1904, pp. 48, 50, 73.)

Industrial education in elementary schools, introduced experimentally in Winthrop School. (S. D. 10 of 1910, p. 56.)

George H. Conley elected Superintendent. (S. M. of 1904, p. 302.)

Power of sub-committees over appointments, transfers and removals of teachers partially restored, the rules being amended to require that the same be first submitted to said committes, who are required, however, to report to the School Committee not later than one month thereafter. (S. M. of 1904, pp. 143, 173; S. D. 13 of 1904, p. 13.)

Elaborate report by Director of Drawing on the Evening Drawing Schools, their needs, possibilities of extension, and value in industrial training. (S. D. 3 of 1905.)

1905.— Compulsory school age raised to "under 16" where child cannot read and write English. (Acts of 1905, Chap. 320.)

Lincoln Day to be observed with appropriate exercises in the public schools. (Acts of 1905, Chap. 328.)

State released to city land on Newbury street, occupied by Horace Mann School, the proceeds, if sold, to be used for another site for the School for the Deaf. (Acts of 1905, Chap. 467.)

Further loan authorized for new buildings. (Acts of 190, Chap. 392.)

Permission given to certain private charitable organizations to place trained nurses in certain schools without expense to the city, an experiment which led to the legislation as to nurses in 1907. (S. D. 17 of 1906, p. 51.)

Plans for Commercial High School adopted. (S. D. 4 of 1905, S. M. of 1905, p. 224.)

1905.— Walter S. Parker, Acting Superintendent after Mr. Conley's death in December. (S. D. 9 of 1906, p. 8.)

School Committee reorganized and membership reduced to five (beginning January, 1906); elected at large. (Acts of 1905, Chap. 349.)

1906.— Board of Superintendents established (in place of Board of Supervisors), to consist of Superintendent and six assistant superintendents, elected by School Committee for terms of one to six years, one assistant superintendent to be elected annually, after first election for six years. (Acts of 1906, Chap. 231.)

Stratton D. Brooks elected Superintendent for term of six years. (S. M. of 1906, p. 162.)

Rules and regulations revised, leaving details of administration to be performed by paid officials, with executive responsibility, while the duties of the School Board became mainly legislative. (S. D. 9 of 1906, p. 10.) The principle of direct accountability on the part of subordinates to superiors established. (S. D. 17 of 1906, p. 20.) System of sub-committees abolished. (S. D. 17 of 1906, p. 12.)

Office of Business Agent established and Auditor, Business Agent and Secretary elected on tenure. (Acts of 1906, Chap. 318.)

Board of Sale of school land and buildings established, consisting of the Mayor, School Committee and Schoolhouse Commission. (Acts of 1906, Chap. 259.)

Independent Industrial Schools authorized, the State to bear one fifth, later increased to one-half the cost. (Acts of 1906, Chap. 505; Acts of 1909, Chap. 540.)

School athletics placed in charge of School Committee. (Acts of 1906, Chap. 251.)

Law amended so that physical or mental condition capable of correction no excuse, unless all reasonable measures are employed to correct the same, for a child's nonattendance at school. (Acts of 1906, Chap. 383.)

Appointment of School Physicians required by law, but not applicable to Boston where Board of Health maintains them. Every child in the public schools to be tested by teachers at least once a year for defective sight or hearing or other disability tending to prevent its receiving full benefit of school work. (Acts of 1906, Chap. 502.)

Ground for temporary exclusion of pupils from school extended to exposure to any infectious or contagious disease. (Acts of 1906, Chap. 371.)

Boston Juvenile Court established. (Acts of 1906, Chap. 489.)

Under the new Board the following measures for improving the school service undertaken or accomplished (see Superintendent's Report, S. D. 9 of 1906, and Annual School Report, S. D. 17 of 1906):

(1) Merit system of appointing teachers through a civil service system greatly strengthened.

(2) Change of requirements for teacher's certificates to secure teachers skilled in departmental work.

1906.— (3) System established of supervising and training teachers while serving as substitutes. Supervisor of Substitutes appointed.

(4) Promotional examinations or tests of efficiency required of teachers.

(5) A system established of leave of absence on half pay for purposes of study and travel to teachers who have served seven years, and leave of absence for rest after twenty years of service.

(6) Heads of departments established in high and Latin schools to secure uniformity of aim and greater effectiveness in teaching departmental subjects.

(7) Establishment of High School of Commerce.

(8) Revision of high school course of study, restricting somewhat the freedom of electives, and establishing certain required subjects. A full four years, or its equivalent, required to secure a diploma.

(9) Revision of Evening High School course of study to encourage pupils to pursue a regular course of serious work with final graduation in four years.

(10) Elimination of distinction between primary and grammar schools; both thereafter treated as elementary schools as distinguished from the high or secondary schools.

(11) Substitution of eight for nine grades in the elementary schools.

(12) Reorganization of manual training for girls, and appointment of a Supervisor of Household Science and Arts to have charge of cookery and sewing.

(13) Establishment of disciplinary classes for boys who might otherwise be sent to the Parental School.

(14) Election of a medical inspector for special classes.

(15) Uniting of drawing and manual training into one department, under one director.

(16) Evening and Vacation Schools united under one director·

(17) Evening class in salesmanship previously maintained at private expense taken into the school system.

(18) Appointment of Advisory Committee of Physicians to consider various health problems.

1907.— Power of School Committee in respect to physical education enlarged; special appropriations from tax rate (two cents for 1907 and four cents annually thereafter upon each $1,000 of taxable valuation) authorized for physical education and playgrounds, etc. (Acts of 1907, Chap. 295.)

School nurses authorized, with special appropriation from tax rate not exceeding $10,000 for 1907 and thereafter each year of 2 cents upon each $1,000 of taxable valuation. (Acts of 1907, Chap. 357.)

Physician's certificate to exempt child from vaccination must be "for cause stated therein." (Acts of 1907, Chap. 215.)

1907.— School Committee required each year to designate where additional school accommodations are necessary, and order in which they shall be provided; annual issue of bonds for new school buildings authorized. (Acts of 1907, Chap. 450.)

The following measures were begun or accomplished (see Superintendent's Report, S. D. 13 of 1907, and Annual School Report, S. D. 16 of 1907):

(1) Larger co-operation of the teaching force in determining educational policies.

(2) Readjustment of the high schools to the new system of eight grades in the elementary schools. A committee of conference known as the Committee on Betterment appointed for this purpose, consisting of the Superintendent and representatives of the Board of Superintendents, high and elementary school principals and teachers.

(3) Revision of course of study for elementary schools to meet the change in number of grades, prepared with the assistance of special committees consisting of one or more assistant Superintendents, Directors, principals and teachers.

(4) Reduction of quota of pupils in elementary schools to 48 in 1907, 46 in 1908, and thereafter 44.

(5) Reorganization of the Department of Physical Training as a Department of School Hygiene under a Director of Hygiene, school athletics placed under this department.

(6) System of training teachers strengthened by appointment of a Supervisor of Practice in the Normal School.

(7) High School of Practical Arts for Girls established.

(8) Industrial education extended in elementary schools through experiment in Hancock and Agassiz schools and continued in Winthrop School.

(9) Appointment of special advisory committees of laymen on various school subjects, notably the Committee for the High School of Commerce.

(10) Appointment of committee of teachers known as the Committee on College Credit to consider the opportunities for collegiate instruction open to teachers of Boston and vicinity.

(11) Extension of schedule of janitors' salaries to include high schools.

1908.— Pensions (maximum $180 per year) for members of the teaching or supervising staff required with special appropriations from tax rate of 5 cents annually on each $1,000 of taxable valuation. (Acts of 1908, Chap. 589.) Accepted by City Council June 22, 1908.

Instruction required by law to be given as to tuberculosis and its prevention. (Acts of 1908, Chap. 181.)

Provisions as to fire escapes. (Acts of 1908, Chap. 524.)

The following measures were begun or accomplished (see Superintendent's Report, S. D. 7 of 1908, and Annual School Report, S. D. 8 of 1908):

(1) Codification of teachers' certificate privileges, and list prepared of teachers arranged as to their eligibility for promotion.

1908.— (2) Teacher assigned to open-air class for tuberculous children on Parker Hill; later transferred to Refectory Building, Franklin Park.

(3) Teachers of sewing for the first time appointed on tenure, and the work reorganized under the Supervisor of Household Science and Arts.

(4) Departmental organization of the high schools completed by appointment of women as heads of departments with the rank of first assistants.

(5) Establishment of High School Councils, one for each department, consisting of the heads of departments of the various high schools, each school having one vote, to consider the important problems of courses of instruction, text-books, supplementary material and kindred subjects.

(6) Clerical assistants authorized in Latin and high schools to relieve principals from clerical work.

(7) Last year of the Vacation Schools, which this year in part and thereafter wholly were merged into the Summer Playgrounds.

(8) Committees of school principals established to advise Superintendent as to plans for new buildings.

(9) Exchange of teachers with Prussia arranged through the Carnegie foundation.

(10) Board of Apportionment established consisting of Board of Superintendents, Business Agent and Auditor.

(11) Rule established under which teachers retire at seventy years of age, and maximum age limit for new teachers placed at forty.

(12) Martin District organized as a model school for the pupils of the Normal School, with one of the Normal School teachers (Director of the Model School) as principal.

(13) One of the truant officers made Supervisor of Licensed Minors.

(14) Extension of term of evening schools for foreign-born pupils.

(15) Keeping of records in and making report by evening schools systematized.

(16) System of accounts adopted by the Business Agent to show the cost of each unit of the school system.

1909.— Appropriations allowed School Committee from the tax levy for general school purposes increased from $2.75 to $2.85 upon each $1,000 of taxable valuation in 1909–10, $2.95 in 1910–11, and $3.05 in 1911–12; each in addition to 25 cents for the repair fund, 40 cents for the new buildings fund, 4 cents for physical education, 2 cents for nurses, and 5 cents for pensions, upon each $1,000. (Acts of 1909, Chap, 388.)

School Committee given authority over secret (except religious) organizations of pupils. (Acts of 1909, Chap. 120.)

Display of United States flag on or in schools made compulsory. (Acts of 1909, Chap. 229.)

1909.— Loans authorized for High School of Commerce and administration building. (Acts of 1909, Chap. 446.)

Pensions for teachers — maximum pension $180. (Acts of 1909, Chap. 537.) Not accepted by School Committee, and repealed by Acts of 1910, Chap. 617.

The following measures were undertaken or completed (see Superintendents' Report, S. D. 13 of 1909, and Annual School Report, S. D. 15 of 1909):

(1) Trade School for Girls established, under provisions of Acts of 1906, Chap. 505, and Acts of 1909, Chap. 540, to be conducted by School Committee as agent of Board of Education, the State bearing part of the cost, the object of the school being to give a trade training to girls between fourteen and eighteen who are obliged to become wage earners.

(2) Summer High School opened in the Roxbury High School for those wishing to make up conditions, those preparing for college admission examinations and for admission to high schools.

(3) A committee on vocational advice appointed.

(4) Evening industrial schools take place of evening drawing schools, conducted by School Committee as agent of Board of Education, the State bearing part of the cost (under Acts of 1906, Chap. 505, and Acts of 1909, Chap. 540.)

(5) Further experiments of an industrial character in the elementary schools introduced in the Eliot School, Washington Allston School, Lyman School, Oliver Wendell Holmes District, Quincy District and in the Horace Mann School.

(6) Pre-Apprentice School for Printing and Bookbinding established in East Boston.

(7) Experimental health or open-air rooms established.

(8) Manual for public school playgrounds issued and greater activity and system with respect to physical training. Provisional courses in physical education adopted both for the elementary and high schools. Weighing scales and measuring rods purchased to take records of each child's weight and height.

(9) Health Day observed in the schools and annual Health Day established.

1910.— New act passed providing annual pensions for members of the teaching and supervising staff retired under its provisions — minimum, after 30 years' service, $312; maximum, $600; also pensions of not less than $180 for not less than sixty annuitants of Teachers' Retirement Fund and other teachers described in the act. (Acts of 1910, Chap. 617.)

Instruction to be given in "thrift" authorized. (Acts of 1910, Chap. 524.)

Requirements as to military drill modified, exempting a pupil if his parent or guardian is of a religious denomination conscientiously opposed to bearing arms, or is conscientiously

scrupulous of bearing arms; or upon certificate from a physician of good standing that it would be injurious to the pupil's health. (Acts of 1910, Chap. 201.)

The following measures have been established or considered:

(1) Teachers' council on pensions organized.

(2) Continuation schools established, wherein persons employed may receive part time instruction that will be of immediate assistance in their daily work. Title of Director of Evening and Vacation Schools changed to Director of Evening and Continuation Schools.

(3) New system of penmanship introduced.

(4) Minimum age limit for admission to kindergartens raised to four years.

(5) Clerical High School established by order passed February 7, 1910, to begin on July 11, 1910; order rescinded because of lack of funds June 6, 1910.

(6) Newsboys' Trial Board established consisting of two adults appointed by School Committee and three licensed newsboys elected by their fellows.

(7) Trial Board for Janitors established, consisting of the Secretary of the School Committee, the Business Agent, and a school janitor elected by his associates, to secure a careful investigation of complaints made against janitors, engineers or matrons.

(8) Appropriation from annual taxes for new school buildings passed over Mayor's veto.

1911.— Savings banks authorized with consent of and under regulations approved by School Committee and Bank Commissioner to receive deposits from school children through the principal or teachers or by collectors. (Acts of 1911, Chap. 211.)

Penalty for failure to display United States flag on schoolhouses. (Acts of 1911, Chap. 232.)

School committees authorized to expend money for the supervision of sports and the equipment thereof. (Acts of 1911, Chap. 314.)

School committees authorized to grant use of school halls for public or educational purposes which will not interfere with regular school work. (Acts of 1911, Chap. 367.) Not yet accepted by the Boston City Council.

"Illiterate minor" defined by statute (for compulsory attendance at evening school) to mean an illiterate under the age of twenty-one years. (Acts of 1911, Chap. 241.)

Instruction authorized in the application of surgical remedies and first aid for the injured. (Acts of 1911, Chap. 247.)

School Committee authorized to appropriate an additional 10 cents in the year 1912, 20 cents in the year 1913, and thereafter annually 25 cents upon each $1,000 of taxable valuation, to be used wholly for the purpose of increasing salaries of teachers. (Acts of 1911, Chap. 708.)

1911.— The following measures were begun or accomplished:

(1) Establishment of the following new schools:

a. Boston Industrial School for Boys (taking over the Pre-Apprentice School for Printing and Bookbinding).

b. Evening Trade School.

c. Girls' Evening High School.

d. Continuation School class in household arts as a State-aided school.

(2) Assumption by the School Committee of the financial control of all school athletics.

(3) Enlargement of the truant officers' force and the special assignment of one truant officer to the enforcement of the laws pertaining to evening school attendance.

(4) Adoption of a regulation requiring a small deposit for admission to evening high and industrial schools of persons not required by law to attend such schools, under Acts of 1911, Chap. 309.

(5) Appointment of a permanent force of playground teachers.

(6) Establishment of additional open-air classes in elementary schools.

(7) Removal of old and unauthorized text-books from the schools systematically begun.

(8) Adoption of a per capita plan of distribution of supplies and text-books in the schools.

1912.— Establishment of a course of study for prevocational centers. (S. M. pp. 15, 16.)

Arrangements made for dental clinics for the children of the public schools. (S. M. pp. 19, 70.)

Examination of girls by women physicians. (S. M. p. 29.)

Occupancy of the Brimmer schoolhouse by the Boston Industrial School for Boys. (S. M. p. 33.)

Establishment of additional classes for stammerers. (S. M. pp. 55, 83.)

Resignation of the Superintendent of Schools, Stratton D. Brooks. (S. M. p. 36.)

Establishment of classes for the instruction of dumb children. (S. M. pp. 40, 43, 231, 235, 263.)

Provision made for the extended use of public school buildings. (S. M. p. 78.)

Printing of courses of study Trade School for Girls. (S. M. pp. 45–46.)

Maurice P. White elected as acting Superintendent of Schools to take effect May 1. (S. M. p. 48.)

Extension of Normal School course from two years to three years. (S. M. pp. 57, 58, 80, 262, 263.)

Report of Director of School Hygiene on care of the teeth of school children. (S. M. p. 70.)

Report on completion of elementary course in less than eight years. (S. M. pp. 80, 115, 116, 152.)

Election of Superintendent Franklin B. Dyer. (S. M. p. 142.)

1912.— Establishment of evening school centers. (S. M. pp. 170, 172.)

Duties of Business Agent defined. (S. M. pp. 185, 190, 198, 210.)

Reduction in quota of pupils to a teacher. (S. M. p. 238.)

Provision made for the use of public school property of the City of Boston for social, civic and other purposes. (Acts of 1912, Chap. 195; S. M. pp. 45, 73.)

Course of Study, High School of Commerce. (S. D. 2.)

A Provisional Course of Study for the Evening High Schools. (S. D. 4.)

Course of Study, Boston Industrial School for Boys. (S. D. 8. A reprint of S. D. 10, 1911.)

Report of Special Committee on School Janitors' Salaries with schedule of Salaries. (S. D. 9.)

Report of School Committee addressed to the Fathers and Mothers of Boston. Contains a description of the school system, its aims and the opportunities offered. (S. D. 10.)

1913.— Petition for the appointment of one or more women as truant officers. (S. M. p. 96.)

Establishment of additional open-air classes. (S. M. 131.)

Adoption of plan for increased efficiency and greater economy of school time. (S. M. pp. 12, 55–57, 84, 85.)

Modification of course of study in elementary schools to permit instruction in a modern foreign language for pupils of seventh and eighth grades. (S. M. pp. 58, 96.)

Establishment of shop course at the Hyde Park High School. (S. M. pp. 66, 67.)

Report of the committee on instruction by means of pictures. (S. M. p. 121.)

Appointment of Director of Practice in Courses in Salesmanship. (S. M. p. 151.)

Protest against religious exercises in the public schools. (S. M. p. 193.)

Beginning of the Intermediate School plan. (S. D. 10, p. 82.)

Provision for the establishment of an independent agricultural school. (Acts of 1913, Chap. 337. S. M. p. 123.)

Comprehensive survey of the school system. (S. D. 10.)

Report on experiments in operation. (S. D. 10, p. 162.)

An account of the State Legislation for 1913. (S. D. 10, p. 173.)

Boston Educational Organizations. (S. D. 10, p. 182.)

A guide to aid pupils in the selection of books in the Boston Public Library. (S. D. 5.)

Report of Committee on Instruction by Means of Pictures. (S. D. 6.)

Publications of Boston Teachers, (S. D. 10, p. 188.)

Parents' Associations. (S. D. 10, p. 195.)

Naming of Schoolhouses. (S. D. 10, p. 208.)

Organizations Cooperating with the Public Schools, (S. D. 10. p. 221.)

1914.— Establishment of Department of Educational Investigation and Measurement. (S. M. pp. 231, 235.)
Cooperation of Museum of Fine Arts with Department of Manual Arts. (S. M. pp. 31, 53, 110.)
Establishment of classes in Boston Sanitarium. (S. M. p. 46.)
New course of study kindergarten section Boston Normal School. S. M. pp. 123, 233.)
Discontinuance of the Parental School. (S. M. p. 153.)
Conversational method of instruction in foreign languages. (S. M. p. 216.)
Regulations regarding temperature in school rooms. (S. M. p. 212.)
Boston Clerical School established May, 1914. (S. D. 11, p. 62.)
Provision made for the establishment of one or more disciplinary day schools. (Acts of 1914, Chap. 738; S. M. p. 225.)
Professional Work of Teachers. (S. D. 11, p. 17.)
Special Schools and Classes. (S. D. 11, p. 30.)
Report of the Chamber of Commerce. (S. D. 11, p. 58.)
Report of the Women's Educational and Industrial Union. (S. D. p. 60.)
Continuation School opened September, 1914. (S. D. 11, p. 65.)
Educational Organizations. (S. D. 11, p. 231.)
Publications of Boston Teachers. (S. D. 11, p. 234.)
A Description of the Work of the Model School. (S. D. 3.)
A Syllabus for Special Class Work. (S. D. 4.)
List of Spelling Words. (S. D. 8.)
Provisional Arithmetic Standards, Elementary Schools. (S. D. 9.)

1915.— Plan introduced for training in Boston high schools of college graduates. (S. M. p. 44.)
Assignment of acting Director of Vocational Guidance. (S. M. p. 49.)
Report of Advisory Committee on Music and recommendations of School Committee regarding the report. (S. M. p. 62.)
Report on over-age pupils. (S. M. p. 69.)
Teaching of Spanish in elementary schools. (S. M. p. 97.)
Report on inspection of courses of study in Boston Normal School. (S. M. p. 106.)
Credit for instruction in instrumental music, high school pupils (outside of school). (S. M. p. 108.)
Classes in citizenship, evening elementary school. (S. M. p. 112.)
Establishment of rapid advancement classes. (S. M. pp. 89, 112.)
Provisions made for courses for the improvement of teachers in the public schools. (Acts of 1915, Chap. 189.)
A report on A Preliminary Attempt to Measure Some Educational Results. (S. D. 14.)
Course of Study, H. S. of Commerce. (S. D. 2.)
A Teacher's Professional Library. (S. D. 3.)
The Boston Public Latin, High and Industrial Schools, A guide to the Choice of A Secondary School. (S. D. 4.)
Course of Study, Normal School. (S. D. 6.)
Course of Study, Mechanic Arts High School. (S. D. 7.)
Syllabus for the Elementary Schools — First Grade. (S. D. 11.)

1915.— Outlines in French and German in Elementary Schools. (S. D. 13.)

Syllabus for Second Grade. (S. D. 15.)

Syllabus for Third Grade. (S. D. 16.)

Recent accomplishments. (S. D. 17, p. 5,)

Training of Secondary Teachers. (S. D. 17, p. 23.)

An account of the work in the different departments of the school system, p. 26. (S. D. 17.)

Report of the Department of Educational Investigation and Measurement, p. 84. (S. D. 17.)

Report on the intermediate or junior high school, p. 119. (S. D. 17.)

Report on school centers, p. 128. (S. D. 17.)

Local school authors, p. 150. (S. D. 17.)

Associations of parents connected with the Boston public schools, p. 158. (S. D. 17.)

Printing of bulletins on spelling and geography. (S. M. p. 79.)

Establishment of additional courses in Boston Clerical School. (S. M. p. 38.)

School Committee physicians to assume medical inspection of pupils instead of the Board of Health. (S. M. p. 86.)

1916.— Investigation and report on Continuation School by the Boston Chamber of Commerce. (S. M. pp. 7, 9.)

Report by the Superintendent of summary of the developments in school system during the past three years. (S. M. p. 9.)

Teachers in bookkeeping in high schools to qualify in the Palmer system of penmanship. (S. M. p. 34.)

Consideration by the Board of Superintendents of report of investigation of public schools by the Finance Commission. (S. M. pp. 65, 92, 114.)

Course of study preparatory to the Normal School. (S. M. pp. 76, 78.)

Course of study for five years cooperative industrial course, day high schools. (S. M. pp. 85, 112.)

Establishment of junior assistant, day high schools, certificate as a six-year certificate. (S. M. p. 91.)

Establishment of cooperative industrial courses in the East Boston High School. (S. M. p. 112.)

Establishment of opportunities for practice work of pupils pursuing commercial and salesmanship courses. (S. M. pp. 19, 62, 112.)

Report of Survey Committee on the Boston schools. (S. D. 19, p. 14.)

Reorganization of high schools. (S. D. 19, p. 43.)

Development of Intermediate classes. (S. D. 19, p. 53.)

Report of Advisory Council. (S. D. 19, p. 67.)

School Committee Public Hearings. (S. D. 19, p. 73.)

Report on the Gary Plan. (S. D. 19, p. 94.)

Report on care of teeth in kindergartens and lower classes. (S. D. 19, p. 98.)

1916.— Administrative and supervisory duties of school principals. (S. D. 19, p. 101.)
Local school authors. (S. D. 19, p. 105.)
Associations of parents connected with the public schools. (S. D. 19, p. 110.)
Educational organizations connected with the public schools. (S. D. 19, p. 117.)
Outline in English Intermediate Grades. (S. D. 9.)
Course of Study for General High Schools. (S. D. 10.)
Syllabus for 4th Grade. (S. D. 11.)
Outline in Mathematics, Intermediate Grades. (S. D. 12.)
Outline in Italian, Intermediate Grades. (S. D. 13.)
Outline in Spanish, Intermediate Grades. (S. D. 14.)
Arithmetic Appraisal of Courtis Tests. (S. D. 15.)
Bulletin XI. Department Educational Investigation — The Teaching of Spelling. (S. D. 17.)
Bulletin XII. Department Educational Investigation and Measurement Standard in Silent Reading. (S. D. 18.)

1917.— Establishment of additional intermediate classes to include Grades VII, VIII, and IX. (S. M. p. 48.)
Investigation of citizenship of employees of School Department and report. (S. M. pp. 51, 61, 73, 78, 85, 107.)
Duties and number of heads of department Latin and day high schools established. (S. M. p. 126.)
School Committee disturbed by coal situation and plans made for saving fuel. (S. M. pp. 165, 239, 254, 257, 259.)
Syllabus for the Kindergarten. (S. D. 4.)
Course of Study, High School of Commerce. (S. D. 6.)
Course in General Science for Intermediate Grades. (S. D. 7.)
Revised course of study for Evening High School. (S. D. 8.)
Course of study for General High Schools. (S. D. 9.)
Course in History and Geography. (S. D. 10.)
Course of study for Latin Schools. (S. D. 11.)
Course in Commercial Subjects, Intermediate Schools. (S. D. 12.)
Course in Drawing and Manual Training, Grades I to III. (S. D. 13.)
Course in Drawing and Manual Training, Grades IV to VIII. (S. D. 14.)
Outline in Spanish, Intermediate Schools. (S. D. 16.)
List of courses revised or reconstructed. (S. D. 23, p. 26.)
Intermediate classes. (S. D. 23, p. 27.)
Survey of the work of the Board of Superintendents. (S. D. 23, p. 69.)
Salaries of teachers. (S. D. 23, p. 17.)
Courses for teachers offered during 1917–18. (S. D. 23, p. 16.)

1918.— Establishment of short unit course in mechanical trades for conscripted men in Boston Trade School and Mechanic Arts High School. (S. M. p. 15.)
Courses of study for ninth grade classes, Intermediate Schools. (S. M. p. 129.)

1918.— Election of Frank V. Thompson as Superintendent of Schools. (S. M. p. 138.)

Report of maintenance of school system at normal efficiency notwithstanding the war. (S. M. p. 163.)

Suspension of the regulation regarding the employment of married teachers whose husbands are in military or naval service. (S. M. pp. 171, 201.)

Establishment of a course in agriculture at the West Roxbury High School. (S. M. p. 45.)

Report on a Plan for the Promotion of Teachers from the Merit List. (S. D. 2.)

Arithmetic — Determining the Achievement of Pupils in Common Fractions. (S. D. 5.)

English — Determining the Achievement of Pupils in Letter Writing. (S. D. 6.)

Organization and Administration of Intermediate Schools. (S. D. 13.)

1919.— Provisions made for organizing and conducting physical training exercises, athletics, sports, games, and plays and for providing apparatus, equipment and facilities for the same. (Acts of 1919, Chap. 206.)

Provision made for the employment of nurses. (Acts of 1919, Chap. 206.)

Acceptance by School Committee of chapter 206 of the Special Acts of 1919 — an Act to regulate appropriations by the School Committee of the City of Boston. (S. M. p. 99.)

Rehabilitation classes in the Boston Trade School. (S. M. p. 132.)

Authorization and duties of the Chief Examiner. (S. M. p. 162.)

Part-time course in retail selling. (S. M. p. 162.)

Report on petition of United Improvement Association. (S. M. p. 202.)

Report on school savings system. (S. M. p. 240.)

Supplementary report — Organization and administration of Intermediate Schools in Boston. (S. D. 2.)

Arithmetic — Practice Exercises in Common Fractions. (S. D. 3.)

Continuation School — Course of study. (S. D. 4.)

Guide to A Choice of a Suitable Secondary School. (S. D. 6.)

Course of Study High School of Commerce. (S. D. 8.)

A List of Books for Home Reading, Latin, and Day High Schools and Intermediate Schools. (S. D. 9.)

Special Syllabus in Drawing and Manual Training, Grades I–IX. (S. D. 11 and 12.)

Course of Study for Mechanic Arts High School. (S. D. 13.)

Course of study in Mechanic Arts for Boys, and Practical Arts for Girls for Intermediate Schools. (S. D. 15.)

Salaries of Public School Teachers in Cities of 200,000 or more population in the United States. (S. D. 19.)

Duties of the Board of Superintendents. (S. D. 17, p. 38.)

The Report of the Superintendent details in a special way the accomplishments of the schools for that year. (S. D. 17.)

1920.— Vote of the School Committee refusing to omit foreign languages from courses of study in day elementary and day intermediate schools. (S. M. pp. 48, 59.)

Petition for the abolishment of sex discrimination in salaries. (S. M. pp. 18, 26, 36, 48, 55, 69, 248.)

Cooperative course in salesmanship or retail selling in day high schools. (S. M. p. 211.)

Establishment of the rank of Commercial Coordinator. (S. M. pp. 257, 258.)

Questionnaire on Modern Language Work in High Schools, (S. D. 2.)

Syllabus for Summer Review Elementary School. (S. D. 4.)

Physical Education Latin and Day High School and Grade IX. (S. D. 5.)

Drawing and Manual Training, Grades IV to VIII. (S. D. 6.)

Project Teaching Grade I. (S. D. 7.)

Syllabus, Grade I. (S. D. 8.)

Syllabus — Shop Work. (S. D. 11.)

Supervised Study. (S. D. 12.)

Course of Study in Mathematics, Intermediate and First Year High School. (S. D. 14.)

Courses of Study in French and Spanish Intermediate and Second Year High School. (S. D. 15.)

Report of Survey on Intermediate Schools or Classes. (S. D. 19.)

1921.— Investigation of carriage and posture of school pupils. (S. M. pp. 109, 118, 123.)

Death of Superintendent of Schools, Frank V. Thompson. (S. M. pp. 151, 152.)

Election of Superintendent of Schools, Jeremiah E. Burke. (S. M. p. 159.)

Statement of Principles and Procedure Affecting Grades VII–XII in the Reorganized Plan of Secondary Instruction with Special Reference to Grades VII–IX inclusive. (S. D. 2.)

Special Syllabus Drawing and Manual Training, Grades I–IX. (S. D. 4, 5.)

Special Syllabus Shop Work, Grades 6, 7, 8 and 9. (S. D. 6.)

Course of Study in Italian. (S. D. 9.)

Course in Physical Education, Day Elementary and Day Intermediate Schools. (S. D. 12.)

Schedule of Extra Compensation for Janitor Service, also Schedule of Charges for Additional Use of School Buildings. (S. D. 13.)

The Superintendent's Report contains an individual report from each director concerning the activities of his department. (S. D. 11.)

1922.— Men admitted to the Boston Normal School. (S. M., p. 5.)

Boston Normal School may grant degree of Bachelor of Education and Bachelor of Science in Education to its graduates. (Acts of 1922, Chap. 273.)

Employment of examiners of outside study in music. (S. M. 53.)

Petition for equal pay. (S. M. pp. 13, 89.)

1922.— Report on certain text-books in history used in the schools. (S. M. p. 180.)

Outline of Work in Geography, Intermediate. (S. D. 11.)

General Science for Intermediate Schools (Pamphlets 8–12). (S. D. 5, 6, 7, 8, 9.)

Special Syllabus Shop Work. (S. D. 10.)

Outline of Work in Geography for Intermediate Classes. (S. D. 11.)

General Science for Intermediate Classes (Pamphlets 13, 14). (S. D. 13, 14.)

The Annual Report of the Superintendent contains a discussion of democracy in education, reorganization of the Boston Normal School, the evolution of the merit system, the unification of the school system, the individual teacher as an integral part of the school system. The appendix of this report contains addresses on unification by the Assistant Superintendents, reports by the Chief Examiner, Principal of the Continuation School, and the Director of Medical Inspection.

1923.— Report on penmanship by Board of Superintendents. (S. M. pp. 60–62.)

Course for degree of Bachelor of Education, Boston Normal School. (S. M. p. 116.)

Sale of School Committee estate on Mason Street. (S. M. pp. 131, 139.)

Course of Study High School of Commerce. (S. D. 11.)

Course in Biology, Grade X. (S. D. 18.)

Course in Spanish. (S. D. 24.)

Course in Civics. (S. D. 25.)

Course in History. (S. D. 26.)

General Science Intermediate Pamphlets 1, 2, 4, 5, 6, 7 and 13. (S. D. 3, 4, 5, 6, 7, 8 and 9.)

Special Syllabus Drawing and Manual Training, Grades I-IX. (S. D. 13 and 14.)

Course of Study in French. (S.D. 16.)

Course of Study in Latin. (S. D. 17.)

Course of Study in Mathematics. (S. D. 19.)

New Boston Spelling List. (S. D. 21.)

Boston Word List. (S. D. 22.)

The Superintendent's Report for this year discusses training in character for citizenship, supervision by principals, courses pursued by teachers, unification of the school system, and the selection of text-books. There are also reports from the Assistant Superintendents discussing the phases of their general assignments.

1924.— The Boston Normal School becomes the Teachers College of the City of Boston. (Acts of 1924, Chap. 142.)

Sale of Mason street site. (S. M. p. 44.)

Duties of the Board of Examiners defined. (S. M. p. 184.)

Advisability of establishing a municipal university. (S. M. pp. 187, 290–292.)

Provision made to organize the School Committee so that all five members of the School Committee shall be elected in 1925, the two candidates receiving the largest number of votes to hold office for four years, and the other three to hold office for two years.

1924.— Election of School Committee to be held at every biennial election thereafter to serve for a term of four years each. (Acts of 1924, Chap. 479, Sec. 5.)

Science for Cooperative Courses for Day High Schools. (S. D. 4.)

Course of Study in English for Cooperative Classes in Day High Schools. (S. D. 5.)

Outline in Merchandising and Special Syllabus in Salesmanship. (S. D. 7.)

Special Syllabus in Art for High Schools. (S. D. 9.)

Course in Citizenship through Character Development. (S. D. 10.)

A Course of Study for the Evening High Schools. (S. D. 12.)

Courses of Study in French, First, Second, Third and Fourth Units. (S. D. 14.)

Courses of Study in Spanish, First, Second, Third and Fourth Units. (S. D. 15.)

Special Syllabus, Shop Work. (S. D. 16.)

The Annual Report discusses Character Training, Courses in Supervision and the contributions of time devoted to major activities as reported by the assistant superintendents. The Superintendental so discusses a plan for the re-entrance of teachers into the service, the reorganization of intermediate schools and kindergartens. The report also contains individual reports of all the directors.

1925.— Provision that teachers and other employees be required to be residents of Boston presented and rejected. (S. M. pp. 204–206, 207-209, 222, 229.)

Organization and Administration of Intermediate Schools in Boston. (S. D. 3.)

Course of Study in Mathematics, Grade X. (S. D. 4.)

Boston Continuation School. (S. D. 6 and 7.)

Course of Study in English, Grades VII, VIII, IX, and X. (S. D. 8.)

Report on Age and Progress of Pupils in the Boston Public Schools. (S. D. 12.)

The Superintendent's Report contains a discussion of the fundamental objectives in public education. The report also contains a survey of the Boston public school system by a council of classroom teachers.

1926.— Limitation of admission to the Teachers College of the City of Boston. (S. M. 295.)

Provision made authorizing the School Committee of the City of Boston to grant the degree of Master of Education at the Teachers College. (Acts of 1926, Chap. 16.)

Course of Study in Clerical Practice. (S. D. 4.)

Practical Hints on How to Study High School Subjects. (S. D. 6.)

Course of Study for the Elementary Schools, Grade V. (S. D. 8.)

Course of Study in Household Science. (S. D. 9.)

New Boston Spelling List (revised). (S. D. 11.)

Course of Study in Social Science. (S. D. 13.)

Course of Study in Mathematics for the Industrial Curriculum in High Schools. (S. D. 12.)

Course in Citizenship Through Character Development, Kindergarten and Grade I. (S. D. 16.)

1926.— Professional Curricula for General High Schools. (S. D. 17.)
Course of Study for the Elementary School, Grade VI. (S. D. 18.)

The Annual Report of the Superintendent discusses training of the emotions, military drill, master's degree at Teachers College, the master's degree as a requirement for certain certificates and junior assistants. The Annual Report also contains the report of the Committee on Educational Objectives and Achievements in the Public Schools of Boston.

1927.— The order amending the rules to provide that all meetings and hearings of the School Committee shall be public failed to be passed. (S. M. p. 12.)
Campaign against the "Red" propaganda among pupils. (S. M. p. 62.)
Discussion regarding the returning to the City Treasury of unexpended balances at the end of the fiscal year. (S. M. pp. 145, 189.)
Report of the Board of Superintendents on the advisability of caring for habitual truants. (S. M. p. 215.)
Investigation of industrial education in the Boston schools. (S. M. p. 226.)
Advisers for Girls. (S. M. pp. 228, 251, 264.)
Educability of the Emotions. (S. D. 2.)
Course of Study in Mathematics for the Industrial Curriculum in High School. (S. D. 3.)
School Planning and Trend of School Population. (S. D. 4.)
Restriction on the use on School Buildings in Connection with Physical Education. (S. D. 5.)
A Code of Ethics for the Teaching Profession of Boston. (S. D. 7.)
Course of Study on Household Arts for Grades IV–IX Inclusive. (S. D. 8.)
Course of Study for the Elementary Schools, Grade IV. (S. D. 10.)
Practice Problems, Grade IV. (S. D. 11.)
Character Education in Secondary Schools. (S. D. 14.)
Special Syllabus for Manual Training, Grades IV and V. (S. D. 15.)

The Annual Report of the Superintendent contains a comprehensive study of all the activities of the Boston public schools. In the appendix there are reports by the assistant superintendents. A study of the professional courses taken by the Boston teachers is also appended.

1928.— Abolition of the rank of Advisers of Girls. (S. M. pp. 1, 11, 28, 87, 134.)
Discussion regarding Curtis-Reed Bill. (S. M. pp. 5, 46.)
Instruction in Safety. (S. M. pp. 28, 36.)
Limitation of courses taken by teachers. (S. M. p. 43.)
Provision for a survey of the public schools system. (S. M. pp. 59, 74, 87.)
Discussion of unemployment situation. (S. M. pp. 61, 73, 78.)
Limitation of admissions to Teachers College. (S. M. p. 62.)
Report of Committee on Industrial Education. (S. M. p. 130.)
Preliminary report of the Survey Committee. (S. M. p. 203.)
Admission of college graduates to the Teachers College. (S. M. p. 203.)

1928.— Discussion in regard to returning unexpended balances to the City Treasury. (S. M. p. 205.)

Consideration of separate lists for all graduates of Teachers College. (S. M. p. 219.)

Training the Emotions — Controlling Fear. (S. D. 2.)

A Supplement to the Organization and Administration of Intermediate Schools in Boston. (S. D. 4.)

A Manual for the Instruction of Immigrants. (S. D. 6.)

Outline in Merchandising and Retail Selling. (S. D. 8.)

Special Syllabus in Art Education, Grades I, II, and III. (S. D. 9.)

Special Syllabus — Shop Work (revised). (S. D. 12.)

The Annual Report of the Superintendent discusses citizenship through character education, training of the emotions, commercial education and the three R's.

1929.— Participation in Tercentenary Celebration. (S. M. p. 42.)

Study of Girls' High School accommodations. (S. M. p. 43.)

Petitions for legislation to establish a board of commissioners of school buildings and a department of school buildings in the city of Boston. (S. M. p. 45.)

Authority of city to purchase athletic uniforms questioned. (S. M. pp. 78, 113.)

Study of Italian, Teachers College. (S. M. pp. 79, 169.)

Safeguards against propaganda in the schools. (S. M. p. 91.)

Memorial High School changed to Roxbury Memorial High School. (S. M. p. 112.)

Investigation in regard to storage of films at the Teachers College. (S. M. p. 113.)

Discussion concerning an intermediate school in Charlestown. (S. M. pp. 136–140.)

Report of Survey Committee regarding the need of a new intermediate school building in Charlestown, with recommendations. (S. M. p. 140.)

Report of the Board of Superintendents in regard to the Teachers College, concerning four-year courses and the admission of men. (S. M. pp. 141–145.)

Appointment of elementary supervisors. (S. M. p. 298 of 1928.)

Report of Survey Committee.

Establishment of the new schoolhouse commission.

Course of study for the kindergartens. (S. D. 3.)

Course of study in art education for Grades IV, V, and VI. (S. D. 4.)

List of authorized text-books. (S. D. 9.)

Tentative course in civics for Grade IX. (S. D. 11.)

Annual Report of the Superintendent. (S. D. 7.)

The Superintendent's Report presents an historical résumé of the Boston public schools from 1630–1930. It contains charts showing the growth of the Boston school system and discusses in an historical way all the important educational movements during the last three hundred years. In the appendix of the Annual Report the Assistant Superintendents contribute historical sketches of the work under their immediate supervision. The historical outline first published by the Finance Commission in 1912 is reprinted and brought up to date.

STATISTICAL DATA REGARDING THE BOSTON PUBLIC SCHOOLS

FOR FURTHER DATA THE READER IS REFERRED TO THE ANNUAL STATISTICS OF THE BOSTON PUBLIC SCHOOLS, 1929

FINANCIAL STATEMENT

The following table copied from the report of the Business Manager summarizes concisely the expenditures for maintenance of public schools and for repairs and alterations of buildings (but not including cost of land and new buildings) for the period beginning January 1, 1928, and closing December 31, 1928:

Item	Amount
For general school purposes, including Americanization and Vocational Guidance:	
Salaries of principals, teachers, members of supervising staff and others	$11,252,524 10
Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees	365,007 45
Salaries of custodians and salaries of matrons	841,944 33
Fuel and light, including electric current for power	455,622 81
Supplies and incidentals	987,685 06
Pensions to supervisors of attendance and pensions to custodians	3,993 50
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds)	291,189 09
Salaries of school physicians and school nurses, including members of the supervising staff	202,970 53
Extended Use of the Public Schools (salaries and supplies and incidentals)	83,895 37
Pensions to teachers	131,529 49
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures	1,609,475 04
Total expenditures	$16,225,836 77

STATISTICS

The following table shows the total registration, the average number belonging and the average attendance of pupils in the Boston public schools during the school years 1926–27, 1927–28 and 1928–29:

	Total Registration.			Average Number Belonging			Average Number Attending.		
	School Year Ending June 30			School Year Ending June 30			School Year Ending June 30		
	1927	1928	1929	1927	1928	1929	1927	1928	1929
Teachers College of the City of Boston.	788	805	811	772	789	796	754	774	778
High and Latin.........	23,377	24,202	25,744	21,347	22,332	23,548	19,984	20,790	21,880
Elementary Grades......	103,682	103,624	103,430	94,470	94,712	94,283	88,279	88,469	87,908
Kindergartens..........	10,843	11,107	11,205	7,368	9,207	9,539	7,368	7,451	7,820
Totals.............	138,690	139,738	141,190	125,630	127,040	128,166	116,385	117,484	118,386
Special Schools..........	2,020	2,071	2,269	1,528	1,695	1,713	1,410	1,545	1,552
All Day Schools (except Continuation and Day School for Immigrants).	140,710	141,809	143,459	127,158	128,735	129,879	117,795	119,029	119,938
Evening High...........	7,070	7,356	7,494	3,958	4,238	4,200	3,101	3,362	3,292
Evening Elementary....	7,321	6,485	6,136	3,911	3,454	3,429	3,180	2,829	2,796
Boston Trade School (Evening Classes).	1,473	1,531	1,591	728	772	770	541	609	602
Totals, Evening Schools.	15,864	15,372	15,221	8,587	8,464	8,399	6,882	6,800	6,690
Continuation School*...	7,267	6,457	6,271	4,055	3,995	3,758	3,933	3,918	3,623
Day School for Immigrants.	1,186	1,076	1,024	573	515	534	451	408	417
Totals of all Schools,	165,027	164,714	165,975	140,373	141,709	142,570	129,001	130,155	130,668

* Represents number of children between the ages of fourteen and sixteen who are not enrolled in any regular day school.

NUMBER OF CALLS FOR SUBSTITUTE TEACHERS

1928-29	Total	Kindergarten	Elementary	Intermediate	High Schools	Miscellaneous
Number of calls in year....	8,238	723	4,262	1,417	1,081	755
Number of calls in:						
September	906	48	571	136	98	53
October	675	72	338	111	81	73
November	844	83	470	125	84	82
December	655	66	368	87	59	75
January	1,741	133	851	313	299	145
February	737	59	358	129	103	88
March	884	77	425	176	119	87
April	826	76	399	182	87	82
May	553	68	271	98	71	45
June	417	41	211	60	80	25

SOURCE OF STUDENTS AT TEACHERS COLLEGE

Year	Entering College 4-Year Courses	Entering Normal 3-Year Courses	Total	From Boston High Schools										Public High Schools outside of Boston	Private and Parochial Schools and other sources	College Graduates. Not included in first total
				Brighton	Charlestown	Dorchester High School for Girls	East Boston	Girls' High School	Girls' Latin	Hyde Park	Jamaica Plain	Memorial	South Boston			
1922	0	190	190	9	1	22	3	30	15	9	14	32	7	5	43	32
1923	31	153	184	5	3	18	8	24	12	4	18	28	6	5	53	34
1924	53	192	245	10	9	29	5	41	18	9	30	20	13	17	44	37
1925	53	192	245	14	13	30	11	40	20	8	25	28	17	17	22	34
1926	68	203	271	10	9	25	10	68	24	16	23	32	20	7	27	0
1927	58	186	244	8	6	34	1	55	18	5	26	27	18	6	40	0
1928	71	184	255	14	7	32	14	52	33	6	21	29	8	5	34	0

GRADUATES OF HIGH SCHOOLS, BY COURSES, 1929

Name of High School	Total	College	Teachers College	Technical Preparatory	State Normal Schools	Massachusetts School of Art	Commercial	1. Shorthand	2. Bookkeeping	3. Merchandising	4. Office Practice	General	Cooperative Industrial	Cooperative Salesmanship	Domestic Science	Dressmaking	Art	Agricultural	Shop Course
Public Latin School	210	210																	
Girls' Latin School	107	107																	
Brighton High School	183	39	18	.....	....	.....	70	.....	.....	.....	.....	23	33						
Charlestown High School	110	13	8	.....	....	.....	.....	44	.....	.....	.....	.....	45						
Dorchester High School for Boys	369	133	.....	35	....	.....	133	43	33	44	13	52	16						
Dorchester High School for Girls	488	36	77	.....	6	.....	316	169	46	43	58	53							
East Boston High School	193	35	8	.....	....	.....	.....	41	17	39	22	19	12						
English High School	518	220	.....	45	....	.....	253												
Girls' High School	402	37	27	.....	....	.....	.....	219	38	23	.....	58							
High School of Commerce	238	38	.....	.....	....	.....	.....	70	38	92									
High School of Practical Arts	129	.....	.....	.....	....	.....	.....	.....	.....	29	.....	.....	4	....	30	45	21		
Hyde Park High School	203	.....	.....	.....	....	.....	95	67	29	.....	35	.....	36	17					
Jamaica Plain High School	252	70	31	3	....	.....	136	101	37	17	17	2	.....	....	....	.....	....	10	
Mechanic Arts High School	240	78	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	....	....	162
Memorial High School for Girls	401	25	58	.....	....	.....	.....	103	131	56	*	28							
South Boston High School	158	13	13	.....	1	.....	118	.....	.....	.....	.....	13							
Total	4,201	1,081	268	83	7	.....	1,121	857	369	343	145	248	146	17	30	45	21	10	162

* Office Practice graduates included in Shorthand and Bookkeeping Course.

STATISTICS ON TEACHERS' COURSES 1928–29

Course	Total Enrolment.	Number Belonging at Close.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Number Recommended for Certificates	Number of Hours in Course.
Music Appreciation	53	49	50	45	90	49	15–1
Lip Reading	19	12	14	13	92.9	16	30
Health Education	191	162	162	180	95	171	30
Art Appreciation	62	47	50	47	94	45	15–1
Intermediate School Problems	59	29	34.4	32.3	94.1	36	30
Correlation of English Mathematics, etc	39	21	25.5	24.4	95.6	26	30
Industrial Physics	31	27	29	24.7	85.	22	30
Elementary Curriculum	61	41	45	40	89	37	30
Development of the Drama	106	99	100	97.1	96.2	104	30
Physical Education for Women	28	19	23	21	87	22	30
Intermediate Italian	17	10	12	10.7	90	9	30
The American Composers	70	57	60	56	93	56	15–2
Supervision of Shop Classes	70	61	64	61.5	96	45	15–1
Design II	47	42	44	40	93	36	15–1
Psychology of Primary School Subjects	195	173	163	163	94	137	15–1
Music Methods in Kindergarten	57	48	48	45	93	47	15–2
French Phonetics	29	17	21.4	19.5	91	18	30
Semester in Educational Measurements	6	5	6	5.5	92	4	30
Vocational Guidance	99	59	80	67	83.8	69	30
Roman Background Modern Civilization	54	26	34	31	91	30	30
Administration Evening and Summer Schools	32	28	31	27	96	31	30
Intermediate French	40	22	27	23	85	23	30
Dressmaking	32	28	29.6	27.8	93.9	27	15–1
General Science	112	86	81	72	88	94	60
Advanced Foods	32	30	30	29.6	92.5	30	15–2
Intermediate German	21	20	20	18	91	18	30
Visual Aids	76	68	72	65	96	64	15–2
Semester in American Nistory	85	72	78	68	87.1	70	30
Mathematical Analysis	56	31	37	35	95	31	30
American History 1492–1789	212	132	153	141	92	159	30
Educational Psychology	114	102	101	93	92	107	30
Problems General Science Teacher	37	30	34	32	95	30	60
English Literature	41	28	29	26	90	29	30

STATISTICS ON TEACHERS' COURSES 1928–29.— *Concluded*

Course	Total Enrolment.	Number Belonging at Close.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance	Number Recommended for Certificates	Number of Hours in Course
Nature and Color	20	16	15	15	75	13	15–1
Economic Geography	158	140	149	123	86.5	140	30
Physical Education for Men	38	36	34.5	33	95.7	36	30
Applied Chemistry	35	33	34	33	98	33	30
Music in Intermediate Schools	30	27	28	27	90	27	15–1
Theory and Practice, Manual Training	44	41	41	39	95.1	40	15–1
History of Elementary Mathematics	24	17	19	17	88	19	30
Intermediate School Problems	59	51	48.5	47	96.9	54	30
Art: Representation	36	30	33	28	95	25	15–2
Elementary Design as Applied Furniture	11	11	11	11	94.7	11	30
Teaching of Immigrants	133	81	97	93	95	110	30
Representation A I	33	15	25	15	60	15	15–2
Play Activities	31	22	25	22	86	22	15–1
Spanish Composition	18	14	14	12	85.7	12	30
Appreciation of Art	37	35	34	34	95	34	15–2
Orchestral Training	25	15	20	13	92	15	30
Harmony and Ear Training	18	13	14	12	92	13	15–2
The Library and School	26	11	11	10	92	13	30
Industrial Arts, Primary Grades	37	21	27	21	96	18	15–1
Shop Design	19	18	18	16.6	87.3	13	15–1

SCHOOL GARDENS. SCHOOL YEAR 1928-29

Location School Gardens	Number of Teachers	Total Enrolment	Average Daily Attendance	Average Number Enrolled	Home Gardens
Agassiz	1	20	16	20	100
Bennett	1	45	22	30	600
Bowditch	1	41	12	12	3
Deerfield Street (Prince)	1	90	35	80	0
Edward Everett	1	20	12	12	300
Elbridge Smith	1	40	32	40	39
Florence Nightingale	2	150	60	80	150
Grover Cleveland	1	15	10	30	0
Henry L. Pierce	1	28	14	14	33
John B. O'Reilly	1	15	5	14	58
John Cheverus	1	200	30	30	290
John Winthrop	1	100	50	30	300
Longfellow	1	36	22	28	200
Lowell (Paul Gore Street)	1	75	35	35	100
Mary Hemenway	1	140	50	90	169
Norfolk House (Dillaway)	1	100	70	80	295
Prendergast Preventorium	1	50	15	15	0
Robert G. Shaw	1	20	12	16	350
Robert T. Paine	1	186	20	20	45
Teachers College	1	58	45	58	0
Ulysses S. Grant	1	36	29	36	300
Washington Allston	1	240	36	36	210
Washington Irving	1	30	10	30	600
William L. Garrison	1	120	18	20	0
William E. Russell	1	60	38	35	300

DEPARTMENT OF PHYSICAL EDUCATION

Playground Division — Children's Corners on Parks

Name of Playground	Average Daily Attendance	Number of Different Children on Playground
Almont Park	130	190
Arthur McLean	180	270
Billings Field	80	120
Brookside	125	180
Buckley	140	200
Charlestown Heights	125	180
Charlestown Neck	120	180
Charlesbank, Boys	100	150
Charlesbank, Girls	110	160
Christopher J. Lee	150	225
Columbus Park	135	200
Frederic D. Emmons	200	250
Fallon Field	170	200
Franklin Field	175	300
Franklin Square	150	175
George H. Walker	100	200
John J. Connolly	130	190
James L. Cronin	110	160
John A. Doherty	100	150
James F. Healy	90	120
John F. Holland	170	200
John W. Murphy, Jr	175	250
John H. L. Noyes	120	180
J. M. and J. J. Sullivan	90	160
John Winthrop	150	200
Lester Rotch	75	100
Madison Park	140	210
Mary Hemenway	110	160
Matthew J. Sweeney	250	300
McConnell Park	125	300
Mission Hill	150	250
Orchard Park	120	180
Portsmouth Street	180	200
Readville Park	90	150
Ripley	100	150

DEPARTMENT OF PHYSICAL EDUCATION

Playground Division — Children's Corners on Parks.— *Concluded*

Name of Playground	Average Daily Attendance	Number of Different Children on Playground
Rogers Park	140	200
Ronan Park	175	300
Shawmut	110	160
Stanley A. Ringer	180	250
Vincent Cutillo	250	350
Wachusett	90	110
Washington Park	150	250
William E. Carter	70	100
West Third Street	125	200
William J. Barry	120	180
William Eustis Park	100	150
William H. Garvey	100	150
William F. Smith	100	150
World War Memorial Park	80	300
Frog Pond	700	1,100
Prendergast Camp	100	100

DEPARTMENT OF PHYSICAL EDUCATION — PLAYGROUND DIVISION — SCHOOLYARDS

Name of Playground	Average Daily Attendance	Number of Different Children on Playground
Andrews	145	215
Beethoven	46	80
Boston Clerical	70	100
Bowdoin	60	90
Choate Burnham	143	210
Comins	166	240
Cudworth	112	160
Cyrus Alger	130	195
Damon	78	113
Daniel Webster	165	240
Edmund P. Tileston	81	120
Elihu Greenwood	122	180
Ellis Mendell	115	165
Emerson	150	250
Everett	80	120
Fairmount	75	125
Farragut	75	125
Frothingham	110	160
Hancock	145	210
Harbor View	150	225
Harriet Baldwin	60	100
Helen F. Burgess	63	100
Hillside	110	165
Hobart Street	87	130
James Otis	175	275
John D. Philbrick	100	150
John J. Williams	80	120
Lafayette	85	125
Lucretia Crocker	175	225
Michael J. Perkins	136	200
Michelangelo	220	300
Morrison	225	300
Nathan Hale	120	200
Oliver H. Perry	63	90
Old Baker	170	250

DEPARTMENT OF PHYSICAL EDUCATION — PLAYGROUND DIVISION — SCHOOLYARDS.— *Concluded.*

Name of Playground	Average Daily Attendance	Number of Different Children on Playground
Peter Faneuil	80	120
Prescott	160	240
Philip H. Sheridan	90	130
Plummer	190	200
Quincy	130	200
Quincy Dickerman	175	225
R. G. Morris	75	100
Mayhew	85	100
Richard C. Humphreys	100	150
Roger Wolcott	110	160
Robert Swan	85	120
Samuel Adams	150	225
Samuel G. Howe	90	130
Stoughton	130	190
Tappan	90	130
Trescott	130	150
Ulysses S. Grant	100	150
Washington	120	180
Wendell Phillips	125	180
William Eustis Yard	75	150
William Kent	130	200
William L. Garrison	140	210
William E. Russell	115	180
Winchell	110	165
William Blackstone	172	250
Theodore Lyman	125	180

DEPARTMENT OF PHYSICAL EDUCATION — NUMBER OF BOYS PARTICIPATING IN SIX GRADE, ELEMENTARY AND INTERMEDIATE SCHOOL ATHLETICS — SPRING SEASON.— 1929

Schools	Baseball							Track Total	Team Total	Certificates Awarded.
	Grades									
	IV	V	VI	VII	VIII	IX	Total			
Abraham Lincoln	70	60	69	46	43	20	308	40	20	122
Agassiz	45	80	68	85	70	.....	348	23	28	93
Bennett	....	52	38	70	54	48	262	13	23	60
Blackinton	28	26	36	38	34	.....	162	65	13	70
Bigelow	45	48	47	40	38	.....	218	40	14	125
Bunker Hill	20	20	25	25	20	.....	110	40	10	60
Champlain	35	35	40	.....	......	.....	110	....	9	20
Chapman	68	68	68	.....	......	.....	204	....	12	60
Charles Sumner	44	42	50	.....	......	.....	136	40	12	30
Christopher Gibson	24	36	60	60	60	.....	240	40	20	60
Comins	23	17	25	34	29	.....	128	38	11	48
Damon	18	27	27	9	9	.....	90	90	10	80
Dearborn	....	45	48	62	55	.....	210	....	17	50
Disciplinary School	....	8	10	10	12	.....	40	....	4	
Donald McKay	....	....	....	150	120	75	345	....	30	50
Dudley	44	51	78	71	63	.....	307	....	14	75
Dwight	45	45	45	35	30	.....	200	50	13	30
Edmund P. Tileston	38	35	68	63	59	.....	263	27	16	59
Edward Everett	25	25	60	58	40	.....	208	30	16	52
Elihu Greenwood	22	24	20	.....	......	.....	66	....	6	32
Eliot	72	60	72	.....	......	.....	204	....	47	90
Emerson	82	86	108	.....	......	.....	276	....	16	65
Emily A. Fifield	70	70	100	.....	......	.....	240	....	20	50
Fairmount	34	28	30	.....	......	.....	92	....	9	27
Frank V. Thompson	....	....	....	220	220	195	635	205	37	100
Francis Parkman	....	25	30	30	30	.....	115	50	9	46
Frederic W. Lincoln	22	33	36	35	44	.....	170	195	15	54
Frothingham	....	4	6	15	22	.....	47	30	4	
Gilbert Stuart	49	50	44	48	47	.....	238	....	12	75
Grover Cleveland	....	....	....	85	77	76	238	84	21	60
Harvard	24	32	32	28	34	.....	150	....	10	
Henry Grew	40	35	40	25	......	.....	140	....	11	
Henry L. Higginson	45	63	36	.....	......	.....	144	....	16	66

DEPARTMENT OF PHYSICAL EDUCATION — NUMBER OF BOYS PARTICIPATING IN SIX GRADE, ELEMENTARY AND INTERMEDIATE SCHOOL ATHLETICS — SPRING SEASON — 1929.— *Continued*

Schools	Baseball							Track Total	Team Total	Certificates Awarded
	Grades									
	IV	V	VI	VII	VIII	IX	Total			
Henry L. Pierce	....	....	....	109	127	75	311	42	16	89
Horace Mann	....	....	....	6	7	7	20	....	2	
Hugh O'Brien	50	50	50	50	50	.....	250	....	15	36
John A. Andrew	51	73	56	56	46	.....	282	100	19	85
Jefferson	24	32	30	75	65	.....	226	....	15	65
John Marshall	60	60	60	.....	......	.....	180	....	12	56
John Winthrop	....	....	52	47	42	30	171	50	15	50
Joseph H. Barnes	....	....	....	120	120	95	335	390	27	91
Julia Ward Howe	50	40	100	.....	......	....	190	....	12	50
Lawrence	48	32	48	56	54	.....	238	38	18	125
Lewis	8	9	21	85	74	54	251	105	25	
Longfellow	40	50	65	.....	......	.....	155	....	12	
Lowell	35	40	42	54	65	.....	236	....	16	
Mather	90	105	110	.....	......	.....	305	48	6	100
Mary Hemenway	....	....	....	48	60	50	158	....	14	
Martin	20	20	10	12	14	.....	76	....	7	30
Michelangelo	....	....	...	80	96	100	276	124	17	50
Minot	50	50	50	50	50	.....	250	....	15	
Oliver H. Perry	20	22	20	33	29	.....	124	26	9	60
Oliver W. Holmes	....	....	....	100	94	50	244	90	19	120
Phillips Brooks	100	125	100	140	130	.....	595	70	28	65
Prescott	....	24	34	22	20	.....	100	12	9	75
Prince	9	18	29	54	54	.....	164	....	18	35
Quincy	22	35	32	28	33	.....	150	25	10	75
Rice	45	65	70	80	80	.....	340	120	19	
Robert Gould Shaw	....	....	....	54	45	36	135	53	21	60
Robert T. Paine	25	48	36	.....	......	.....	109	....	9	56
Roger Wolcott	96	108	98	.....	......	.....	302	....	25	75
Rochambeau	24	50	60	.....	......	.....	134	....	11	40
Samuel Adams	50	90	100	.....	......	.....	240	....	24	35
Sarah Greenwood	36	60	60	.....	......	.....	156	....	13	25
Sherwin	60	40	40	40	40	.....	220	264	11	95
Theodore Lyman	76	98	93	.....	......	.....	267	....	15	50
Theodore Roosevelt	30	27	58	102	56	54	327	75	28	140

DEPARTMENT OF PHYSICAL EDUCATION — NUMBER OF BOYS PARTICIPATING IN SIX GRADE, ELEMENTARY AND INTERMEDIATE SCHOOL ATHLETICS — SPRING SEASON — 1929.— *Concluded*

Schools	Baseball							Track Total	Team Total	Certificates Awarded
	Grades									
	IV	V	VI	VII	VIII	IX	Total			
Thomas Gardner	27	18	18	18	27	.....	108	16	12	60
Thomas N. Hart	33	45	33	45	45	.....	201	155	18	125
Trescott	60	60	70	.....	......	.....	190	....	19	50
Ulysses S. Grant	74	71	72	.....	......	.....	217	....	13	50
Warren	....	40	37	35	38	.....	150	85	12	75
Washington	....	....	....	150	150	105	405	115	27	140
Washington Allston	....	....	....	48	48	36	132	18	12	39
Washington Irving	....	....	....	105	120	75	300	100	22	125
Wendell Phillips	124	120	105	.....	......	.....	349	....	23	30
William B. Rogers	....	....	....	153	104	.....	257	168	20	30
William E. Russell	30	33	30	30	20	.....	143	40	14	40
William L. Garrison	40	40	40	.....	......	.....	120	....	12	
Grand totals	....	....	....	.....	......	.....	16,733	3,429	1,261	4,406

NUMBER OF GIRLS PARTICIPATING IN INTERMEDIATE SCHOOL ATHLETICS — SPRING SEASON — 1929

Schools	Grades			Total
	VII	VIII	IX	
Abraham Lincoln	24	50	78	152
Bennett	97	30	84	211
Donald McKay	90	85	92	267
Frank V. Thompson	200	210	240	650
Gaston	40	40	40	120
Grover Cleveland	34	36	67	137
Henry L. Pierce	20	30	91	141
John Winthrop	68	61	43	172
Joseph H. Barnes	....	....	174	174
Lewis	100	90	90	280
Mary Hemenway	90	90	80	260
Michelangelo	36	27	18	81
Norcross	90	25	60	175
Oliver Wendell Holmes	207	137	129	473
Robert G. Shaw	110	130	90	330
Shurtleff	45	55	192	292
Theodore Roosevelt	215	120	120	455
Washington	95	115	140	350
Washington Allston	41	54	81	176
Washington Irving	172	154	149	475
Totals	1,774	1,539	2,058	5,371

NUMBERS PARTICIPATING IN ATHLETICS AND GAMES TEACHERS COLLEGE, HIGH, LATIN AND TRADE SCHOOLS

Schools	Boys		Girls	Totals
	Major Sports	Minor Sports	Intra-Mural Games	
Teachers College	....	....	988	988
Public Latin School	200	763	....	963
Girls' Latin School	....	....	1,131	1,131
Brighton High	220	466	773	1,459
Charlestown High	132	179	1,042	1,353
Dorchester High — Boys	376	824	....	1,200
Dorchester High — Girls	....	....	596	596
East Boston High	263	229	835	1,327
English High	1,108	1,016	....	2,124
Girls' High	....	....	990	990
High School of Commerce	287	559	....	846
High School of Practical Arts	....	....	760	760
Hyde Park High	310	225	608	1,143
Jamaica Plain High	156	184	459	799
Mechanic Arts High	184	864	....	1,048
Memorial High — Boys	....	405	....	405
Memorial High — Girls	....	....	562	562
South Boston High	180	154	204	538
Boston Clerical School	....	....	195	195
Boston Trade School	431	135	....	566
Totals	3,847	6,003	9,143	18,993

REPORT ON PHYSICAL EXAMINATIONS — SCHOOL YEAR, 1928-29

	Elementary and Intermediate Districts	Trade Schools	Teachers College, Latin, High and Clerical Schools	Totals
Number examined	*102,715	1,354	24,913	*128,982
Number with defects	46,110	561	8,404	55,075
Number without defects	55,763	793	16,509	73,065
Defects as follows:				
Defective nasal breathing	3,163	12	195	3,370
Defective tonsils	12,264	70	1,106	13,440
Heart:				
Organic	578	13	225	816
Possible	430	4	164	598
Skin	350	8	304	662
Malnutrition	3,034	45	844	3,923
Orthopedic defects	360	—	77	437
Postural defects	1,377	86	826	2,289
Respiratory defects	167	—	18	185
Other defects	317	5	70	392
Totals	22,040	243	3,829	26,112
Defective teeth	28,251	295	5,089	33,635
Grand totals	50,291	538	8,918	59,747

* 842 examined, no report on defects through change of physicians.

REPORT OF SCHOOL NURSE ASSIGNED TO CERTIFICATING OFFICE

1928–29

Assisted school physician with	
physical examinations	4,236
inspections	6,372
Certificates	
granted	9,555
refused	1,053
Inspections of hair	4,236
Consultations with pupils	3,587
Consultations with teachers	771
Hours assisting school physician	559½
Treatments given	399
Consultations with parents in office	957

Visits to homes	733
Consultations with	
school nurses	20
social workers	18
employers	24
social agencies	12
Consultations on telephone with agencies	1,247
Assisting physicians of Department of Public Health with examinations in connection with Ten Year Underweight Program	4
Pupils remaining in school as result of follow-up work	52
Money expended from School Nurses' Fund	$42 00
Cases reported to Attendance Department	110
Dental appointments made (approximate)	900
Number having dental work completed	120
Defective vision cases corrected	220
Malnutrition cases under treatment	120
Skin cases under treatment	63
Thyroid cases under treatment	4
Organic heart cases under treatment	24
Tonsil and adenoid operations	61

Pupils escorted to clinics:

Clinic	Number Pupils
Eye	2
Medical	1
Surgical	1
Dental	3
	7

REPORT ON PER CENT OF DEFECTIVE VISION CASES, 1907–29

School Year	Number Examined	Per Cent Defective	School Year	Number Examined	Per Cent Defective
1907–08	83,909	31.5	1918–19	87,286	11.6
1908–09	82,255	23.97	1919–20	85,682	11.46
1909–10	82,954	22.70	1920–21	88,150	11.4
1910–11	84,058	20.58	1921–22	96,189	10.59
1911–12	84,747	15.15	1922–23	99,893	10.7
1912–13	83,075	15.03	1923–24	102,005	10.78
1913–14	87,493	14.37	1924–25	103,782	10.65
1914–15	89,508	12.36	1925–26	104,311	10.27
1915–16	91,326	12.08	1926–27	105,129	10.41
1916–17	92,552	12.86	1927–28	106,754	10.39
1917–18	89,108	11.63	1928–29	108,328	10.88

REPORT ON FOLLOW-UP WORK BY SCHOOL NURSES ON PHYSICAL DEFECTS RECOMMENDED FOR TREATMENT, YEAR ENDING JUNE 30, 1929

All Elementary and Intermediate Districts.— All Grades

Defects	Number of Defects		Treated By				Totals Treated
			Family Physician		Hospitals		
	Boys	Girls	Boys	Girls	Boys	Girls	
Defective nasal breathing	1,699	1,470	317	311	422	377	1,427
Defective tonsils	6,142	6,136	1,153	1,210	1,583	1,474	5,420
Heart, organic	306	355	168	196	112	118	594
Heart, possible	162	142	58	32	36	40	166
Skin	122	109	39	45	62	42	188
Malnutrition	982	1,646	456	637	220	453	1,766
Orthopedic defects	213	151	44	31	115	93	283
Postural defects	483	520	99	79	122	121	421
Respiratory defects	101	81	44	29	50	42	165
Other defects	66	71	15	23	30	42	110
Totals	10,276	10,681	2,393	2,593	2,752	2,802	10,540
Grand totals	20,957		10,540				

ATTENDANCE, SCHOOL CENTERS, 1928-29

Center	Number of Meetings	Total Attendance	Average Attendance
Brighton High School Center	86	47,211	549
Charlestown High School Center	54	28,395	526
Dorchester High School Center	60	46,214	770
East Boston School Center	78	45,510	583
English High School Center	82	24,388	297
Fenway School Center	96	23,564	245
Hyde Park High School Center	43	23,031	535
Michelangelo School Center	90	38,965	433
Roxbury School Center	88	72,805	827
Sarah Greenwood School Center	85	49,839	586
South Boston High School Center	62	40,186	648
Washington Irving School Center	83	42,059	506
William Blackstone School Center	84	36,276	432

REPORT ON ABSENCES ON ACCOUNT OF ILLNESSES, CASES AND SESSIONS, ELEMENTARY AND INTERMEDIATE DISTRICTS FOR GIRLS — SCHOOL YEAR 1928–29

EXCLUSIVE OF KINDERGARTENS

Grades	Number Pupils Enrolled	Number Pupils Absent
IX	4,209	3,176
VIII	9,443	6,713
VII	10,216	7,410
VI	11,401	8,050
V	11,100	7,977
IV	10,952	7,916
III	11,081	8,207
II	11,648	8,712
I	13,036	10,345
Other grades	3,501	2,035
Totals	96,587	70,541

SUMMARY OF SCHOOL NURSES' DAILY REPORTS — SCHOOL YEAR 1928–29

	Number
Number of visits to homes	40,583
Number of talks on hygiene in school	11,726
Number of consultations with teachers	116,281
Number of consultations with pupils	220,090
Number of pupils having adenoids removed	2,698
Number of pupils having tonsils removed	2,345
Number of inspections of hair	533,838
Number of inspections of teeth	427,947
Number of treatments in school	37,049

PUPILS ESCORTED TO CLINICS BY NURSES 1928–29

Clinic	Number	Re-visits
Eye	1,985	2,325
Ear	617	282
Nose and Throat	2,299	238
Medical	596	512
Surgical	624	251
Skin	366	168
Totals	6,487	3,776

REPORT ON ABSENCES ON ACCOUNT OF ILLNESSES — CASES AND SESSIONS — ELEMENTARY AND INTERMEDIATE DISTRICTS, SCHOOL YEAR, 1928-29

Grades	IX	VIII	VII	VI	V	IV	III	II	I	Other	Totals
Respiratory Diseases:											
Cases	3,375	7,448	7,501	7,644	7,164	7,336	7,684	9,821	10,861	2,116	70,950
Sessions	13,432	38,028	43,473	54,480	56,082	56,952	64,003	82,151	110,103	12,958	531,662
Medical Cases:											
Cases	1,364	2,920	3,197	3,545	3,655	3,340	2,949	3,088	3,100	566	27,724
Sessions	5,475	13,537	16,935	21,964	22,572	21,925	19,683	25,880	29,540	5,058	162,569
Surgical Cases:											
Cases	165	409	484	534	513	506	534	704	699	182	4,730
Sessions	1,492	4,380	5,732	8,099	7,461	8,433	8,450	10,905	11,430	2,297	68,679
Skin Cases:											
Cases	89	233	276	375	373	466	518	603	602	182	3,717
Sessions	437	2,187	1,779	2,673	3,182	3,297	4,253	5,462	7,243	1,750	32,263
Accidents:											
Cases	148	330	358	361	345	335	270	323	367	93	2,930
Sessions	722	2,626	3,127	3,507	3,609	3,351	3,236	4,714	5,983	957	31,832

Communicable Diseases (Frank Cases):											
Cases	33	99	118	184	244	279	468	915	1,842	91	4,273
Sessions	818	1,902	2,988	4,898	6,627	7,892	12,879	24,077	48,833	1,916	112,830
Communicable Diseases (Contacts):											
Cases	26	83	106	154	183	191	223	273	316	41	1,596
Sessions	321	1,183	1,625	2,888	2,924	3,393	4,050	5,197	6,625	958	29,164
Miscellaneous Diseases:											
Cases	136	529	355	534	498	571	422	458	408	534	4,445
Sessions	312	1,316	1,398	2,114	2,214	2,317	2,307	2,469	2,467	1,335	18,249
Totals of all Causes:											
Cases	5,336	12,051	12,395	13,331	12,975	13,024	13,068	16,185	18,195	3,805	120,365
Sessions	23,009	65,159	77,057	100,623	104,671	107,560	118,861	160,855	222,224	27,229	987,248

STATISTICS OF THE ATTENDANCE DEPARTMENT

	1928–29	1927–28
Total Number of Investigations	72,785	70,345
Distribution		
Investigations in the day intermediate and day elementary schools (including 1,647 investigations Sundays and evenings)	37,468	37,636
Investigations in the Latin, day high and industrial schools	12,543	11,046
Investigations in the Boston Disciplinary Day School	1,303	1,201
Investigations in the parochial schools	3,414	2,986
Investigations in Continuation School	3,822	4,047
Investigations in evening schools	3,801	3,204
Investigations of employment cards	3,326	2,723
Inspections of factories, workshops, etc	1,454	1,335
Inspections of theaters	593	643
Investigations of immigrant cases	244	236
Investigations of tuition cases	112	141
Investigations of transfer of pupils to and within Boston	4,705	5,147

TESTS IN THE BOSTON PUBLIC SCHOOLS, 1928–29

Name of Test	Number of Pupils Tested
National Intelligence Tests	18,951
Terman Group Test of Mental Ability	10,173
Thorndike Intelligence Examination for College Entrance	254
Detroit Advanced Intelligence Test	254
Detroit Primary Intelligence Test	3,000
Detroit First Grade Intelligence Test	500
Research Tests in Arithmetic Combinations — Addition, Subtraction, and Multiplication	22,498
Stanford Achievement Test — Arithmetic Reasoning — Form A	8,778
Stanford Achievement Test — Arithmetic Reasoning — Form B	17,500
Courtis Research Tests in Arithmetic	1,800
Research Tests in Arithmetic — Problems	3,930
Stanford Achievement Test — Reading Examination — Form A	17,180
Stanford Achievement Test — Reading Examination — Form B	40,000
Gates Silent Reading Tests — Series for Grades III to VIII	1,000
Gates Silent Reading Tests — Series for Grades I and II	1,000
Boston Research Tests in Reading	455
Research Tests in United States History	12,657
Purdue English Tests	1,300
Pressey Diagnostic Tests in English Composition	300
American Council Alpha French Tests	325
American Council Alpha Spanish Tests	125

APPENDIX TO REPORT OF SUPERINTENDENT JEREMIAH E. BURKE

REPORT OF AUGUSTINE L. RAFTER, ASSISTANT SUPERINTENDENT

In accordance with your request, I herewith submit a report on

THE DEVELOPMENT OF THE ELEMENTARY SCHOOL

It's like stirring living embers
When at seventy, one remembers
The teachers and the pupils of the schools of '83,
When I speak of —— A books, B books, and C books,
Division Committees, type solids, third class certificates, the Ward Method, cube root by blocks, the Walter System, public week, decemviri, carpenter's class, etc.,
To you they may be embers, but they're glowing coals to me.

(*With due apologies to the shade of the Genial Autocrat.*)

My connection with the schools of Boston extends over a period of forty-six years. I was elected submaster in November, 1883. Innovations, changes, so-called systems of one kind and another, adaptations, amplifications, eliminations, new types of schools, syllabuses, shortening and lengthening the school terms, and enriched curriculums crowd and jostle each other in my memory. From a deliberate, advised consideration of them all, one undisputed result seems evident — progress. "If you wish to understand what progress is," explains Hugo, "call it tomorrow. Tomorrow ever does its work irresistibly and does it today and it ever strangely attains its object." Progress, plain, distinct, indubitable, seems clear to me, but we are ever faced with the obvious, inevitable, recurrent, controversial question: The value of the education obtained in the old-time school as compared with the modern; the product of the pre-Little Red Schoolhouse, of the Little Red Schoolhouse itself, and of its successors, balanced with the many-phased types of education which is furnished in the million dollar piles of today. While not an unqualified *laudator temporis acti*, still I must, from history and as far as my memory and experience run, bear witness to the fact that "There were giants in those old days."

It were, perhaps, interesting if this were the time and place, to trace historically from earliest times the development of elementary education in Boston, but this very thing has been done so often and so thoroughly that, with the exception of a hurried, brief account of the earliest times, I shall confine my report almost entirely to the time and events since my appointment.

In the old colony days schoolhouses were, of course, unsuitable, unsanitary, uncomfortable, unsightly. In 1681 one of the teachers in a letter says: "Of inconveniences, I shall instance no other, but that of the school house the confused and shattered and nastie (*sic*) posture that it is in, not fitting for to reside in, the glass broken and thereupon very raw and cold, the floor very much broken and torn up to kindle fires, the hearth spoiled, the seats, some burnt and others out of kilter, that one had as well nigh as goods keep school in a hog stie as in it."

In 1724 it was ordered that "parents, &c., shall send 4*s*. 6*d*. in money or two feet of good wood for each child within ten days or the master to suffer no such children to have the benefit of the fire." It is pitiable to contemplate the poor little fellow, trudging tardily to school (In the light of present-day conveniences, who blames him for his tardiness?), who did not have the dole of money or good wood, with numb fingers and sodden toes, not suffered to have the benign benefits of the blaze. Poor boy! We order things better now!

But be the housings what they were, the schoolmaster was, indeed, abroad and his impress was often high and deep on the pupils. His methods were simple, direct, forceful, none too humane or sympathetic, but personality was his, and originality. He was no imitator. There were a few born, natural teachers in the early colonial days and down through the succeeding years. There were others with scant preparation who did mediocre work, but school history is compassionately silent, for the most part, as to their mediocrity. No doubt they did their modest best fairly well, but the caution is ours that we do not appraise the superior as typical of all.

For nearly a hundred years after the beginning of common schools in 1682, the course charted for the teacher was merely "for the teaching of children to write and cipher" — an extremely lean requirement of but two-thirds of the three R's. The great teachers only, leaders, rare and few, left their vestigia

on the sands of time just as the early forms of life are registered, preserved, and transmitted in fossils. "E'en in our ashes live their wonted fires." The few educational landmarks and time-marks from the past that are ours are of value as indices of what to conserve and to further as well as what to avoid and to prevent. Horace Mann wrote, "All other reforms seek to abolish specific ills; education ministers to universal improvement. Other reforms are remedial; education is preventive."

Nearly fifty years after the founding of the Public Latin School, which naturally became overcrowded, the town voted to establish two common writing and ciphering schools. One of these two schools departed immediately from its course and steered into the traditional classical channel. While the fathers evidently felt the need of modern elementary education, the Boston schoolmaster — ever individualistic, God bless him! — thought and did very much as he pleased. The North Latin School (mark the adjective immediately preceding school) was finally shorn of its Latinity and became the present Eliot Grammar School. The second school of its kind, the South Reading and Writing School, held to its original plan and came down to us as the Adams School on Mason Street. Mason Street! What a name to conjure with! "Old faces look upon me and old forms go trooping past."

> Mason and *Beacon*. What should be in that Beacon?
> Why should that name be sounded more than yours?
> Write them together, yours is as fair a name;
> Sound them, it doth become the mouth as well;
> Weigh them, it is as heavy; conjure with 'em,
> Mason will start a spirit as soon as Beacon.

The old Adams School building became the administration headquarters of the school system in 1852. Ill-fitted as it was for an office building, in succeeding years it housed the School Committee, the Superintendent, the Board of Supervisors, and as departments and directors therefor were born, the old homestead seemed to expand to heroic size to accommodate the grown-ups and to cradle the infants. In my early connection with the schools we were accustomed to speak of the School Committee Rooms with bated breath, with an awesome respect and a trace of fear, if you will. I recall my trepidation on the occasion of my first visit. My facetious companion

noting the lettered brass panel on the outer doors, remarked, "Yes, 'Pull' ! It isn't push or merit, my boy, that will promote you here, just 'Pull' !" Like the six blind men of Indostan in their conception of the elephant: "Though each was partly in the right all were in the wrong." Pull was at times over-evident; favoritism, yes. The institution in 1906 of the competitive graded list of teachers was epochal, for it tolled the knell of the day of pull and favoritism. Merit, as nearly as it can be determined by a system faulty and fallible, because human, supplanted pull and the revolving door at Beacon Street yields to push.

For more than a hundred years after the beginning of common schools, girls were not admitted. They were first allowed to attend for half the year, but finally, in 1828, they were admitted on equal time with the boys. Meanwhile there arose a discontent with the limited scope of the schools. Reading, which had from the first been taught at home, history, geography, and grammar, demanded a place in the schools. Now the old masters were teachers of writing and ciphering only. They were naturally envious and jealous of the more educated, better prepared masters. Controversies arose and bitter debates ensued which culminated in the then novel double-headed system. In each school there were two masters. The new master was yclept "the grammar master." Contemplate the system. The pupil attended the writing schoolmaster's room in the forenoon and the grammar master's in the afternoon, or in reverse order. Today such a procedure seems ill-considered and clearly provocative of bad blood between the masters, yet it required more than a century before it was supplanted by the unified single-headed system. In 1830 the Chief Justice of the Supreme Court of Massachusetts, Lemuel Shaw, a member of the School Committee (verily there *were* giants in those days), advocated the placing of a single master at the head of a school, and that he might have enough teachers of lower ranks to teach all the studies then or later to be included in an education below the secondary school. The path of this new system was indeed be-thorned and over a stubborn glebe. Your schoolmasters were again abroad; two in each school, and each had friends and presumably "influence." Was the writing master to be retired without a vigorous protest? Never! But it was a losing contest. John D. Philbrick in 1847 was appointed master of the Quincy School, a school

entirely under the single-headed system. Gradually, but finally, the new system prevailed throughout the entire city. The charge of ingratitude, not to say tyranny, was made against the School Committee in displacing the writing masters. Our judgment should be conditioned by all the concomitants of the event. It is recorded that one deposed master drew his salary, by special action of the School Committee, for practically the remainder of his long life though he performed no work. From my fairly intimate knowledge of the Boston School Committee for the past forty-six years, I am constrained to state that this specially generous action of the Committee is easily understood. The Committee has ever been as generous as has been compatible with judgment and justice.

From the institution of the primitive schools, through the writing-ciphering period down to the single-headed form, the Boston masters occupied the front page. Frequently they appeared in opposition to a proposed change or an innovation. They were usually quite static though not more so than the average citizens about them. Men were vigorous, outspoken, unequivocally in favor or in opposition to a measure and your Boston masters held their own. Horace Mann hurled his lance full against a shining target when he caustically thundered, "If they (The Thirty-One) are right they represent a row of thirty-one integers; but if wrong, as I can easily show, then they are like thirty-one vulgar fractions multiplied into themselves,— yielding a most contemptible product." The famous controversy between Horace Mann and the "Thirty-One" tended, of course, to concentrate attention on the schools in general and on the masters in an especial manner. Many thought they had too much power which they exercised autocratically; others held the reverse opinion.

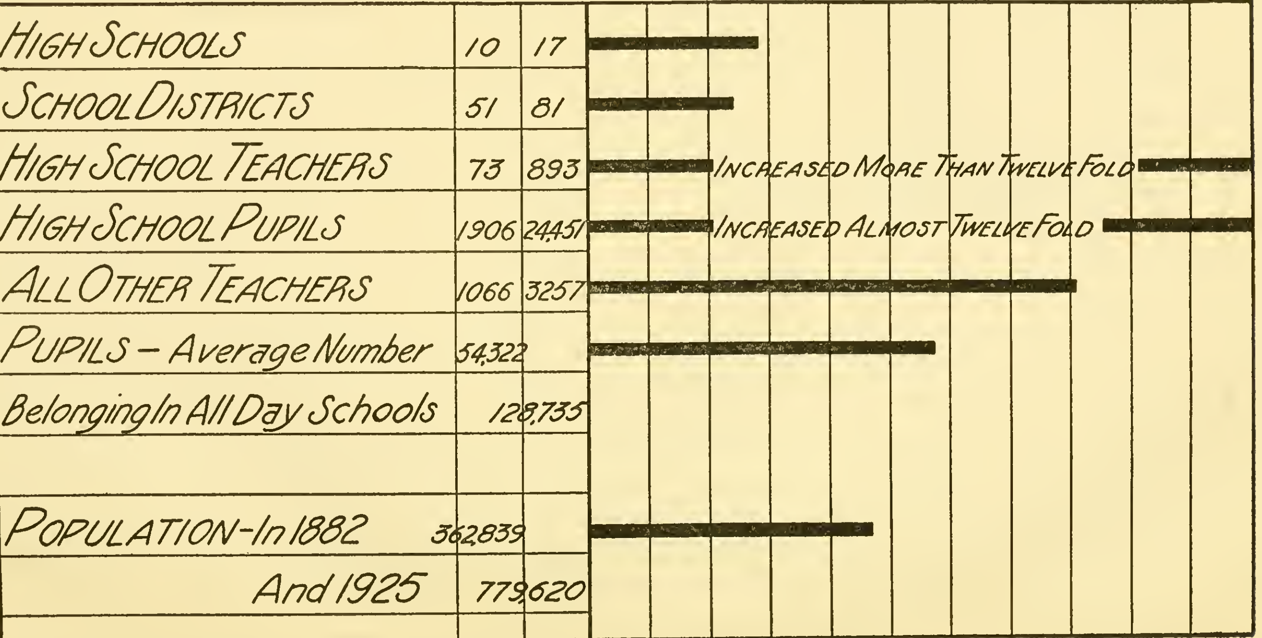
In 1818 primary schools were established against the stubborn opposition of the Selectmen and of the School Committee. The institution of this first part of the educational system was enormously far-reaching in its results, among which may be noted the constitution of a Primary School Committee of thirty-six men, distinct and separate from the general School Committee. This Primary School Committee had the sole and complete management of primary education for nearly forty years, but finally it was abolished. The single-headed system became a working thing; the supremacy of the grammar

school masters had been established and they found themselves not only in charge of their grammar classes but the primarians were superadded.

The period from the dates of the single-headed system, the creation of the office of a Superintendent and the appointment thereto, to the election of the Board of Supervisors in 1876, was one of pacification, gradation, and real systematization in the present day conception and connotation of those terms.

John D. Philbrick, the Superintendent, though not the first officially, was the man who dominates the schoolman's mind when he contemplates the beginnings of the graded system, and he it was who visioned the scope, power, and dignity that should inhere in the position of a master. To the grammar duties of the masters were added the supervision, discipline, and grading of the primary schools. You can readily imagine the task! Each primary teacher with six classes,— pupils from the A, B, C's to the grammar grades, promotion from room to room unheard of, graduation to a different school building under a strange master! It was very natural that the primary teacher, at the end of the year, when called upon to promote, should hold back some desirable pupils as anchors against next term's gales, and that many an unprepared boy was promoted to the grammar school because, forsooth, as the primary teacher reasoned, it would be so much to his advantage to be under the firm guidance of a man's hand. The interscholastic relations improved very slowly. Finally, the primary schools were taken from the masters and placed under the Board of Supervisors which was created, as stated above, in 1876. Weathering its battledore and shuttlecock existence for six years more, the supervision of the primary schools was taken from the Board of Supervisors and restored to the grammar masters, where, with some modifications, it remains down to this very day.

The first outstanding duty imposed on the Board of Supervisors by the Rules and Regulations was the examination of candidates for teachers throughout the service to determine their fitness. Certificates of Qualification were required before a teacher could be permanently appointed by the School Committee. This required certification was of enormous significance and importance. It may well be questioned



COMPARISON OF THE YEARS - 1883 AND 1928
INCREASE IN PERCENTS
BASIC YEAR 1883
NUMBER OF
1883 1928
25 50 75 100 125 150 175 200 225 250
HIGH SCHOOLS
10 17
SCHOOL DISTRICTS
51 81
HIGH SCHOOL TEACHERS
73 893
INCREASED MORE THAN TWELVE FOLD
HIGH SCHOOL PUPILS
1906 24451
INCREASED ALMOST TWELVE FOLD
ALL OTHER TEACHERS
1066 3257
PUPILS - Average Number
54,322
Belonging In All Day Schools
128,735
POPULATION - In 1882
362,839
And 1925
779,620

whether any other single act of the Committee, up to this date, had equaled the passage of the regulation establishing the requirement of examinations. *Mutatis mutandis,* examinations were set and given by the Board of Supervisors until the creation of the present Board of Examiners, which took over the work of examinations, but the granting of certificates of qualification is still vested in the Board of Superintendents.

While my entrance into the service does not date back to the election of the Board of Supervisors, I may say that in 1883 the initial work of the Board was just beginning to be shown in teachers finer fitted, in closer organization, and in better grading.

Perhaps the graph on page 158 may display a few of the patent contrasts between the dates 1883–1929.

Blackboards and Slates

Take the matter of books on my first day in the service. They were few, poor, and variously obtained. First off, there were so-called A books which were owned by the pupil because they were purchased by the parent; secondly, B books which were issued to the pupil and the cost thereof reported to Mason Street and finally added to the parent's tax bill; thirdly, C books which were city-owned but loaned to the pupil. This difference in the ownership of books would be considered indefensible today. It occasioned some heartaches, to avoid which, in some cases, teachers from their own pockets paid for books and unostentatiously distributed them to save the feelings of deserving, sensitive pupils. Of course the system was grossly abused. "Your father is richer than mine, why doesn't he buy your books?"

In 1884, by an act of the Legislature, text-books and other school supplies were required to be furnished free to all pupils, — a striking contrast indeed between this fine act of the Legislature and that dread of innovation manifested years before by the Primary Committee when one of its members offered to supply, at his own expense, "a blackboard, a number of slates and pencils, and some forms suitable for the children to write at on the slate," and the motion containing the offer was tabled. Slates and pencils were allowed, after some wrangling, but the use of blackboards was deferred for some years. The wood-framed slate of two sizes was in use for generations. Sometimes its frame was cloth-or-felt-covered, and, if very fancy, a

colored cord barber-poled the frame. If the pencil was missing and the slate chipped, another chip broken from it served in place of a pencil. The whole device was noisy, unsanitary, and productive of slovenly, impermanent and therefore careless work. But finally it was paper against slate; the forest against the quarry, and the forest, to its lasting glory, won.

Courses of Study

Prior to the creation of the Board of Supervisors, courses of study had existed for some years. They were simple, undigested pabulum, cataloguing the required studies, defining their possible scope and limitations with little or no guidance for the teachers. The Board of Supervisors took what it inherited of these courses of study and improved them, but at best they remained of very slight help to the teacher. Methodology in teaching received a decided fillip in the coming of the Board of Supervisors. Object-teaching, the slogan, was absent from no educator's vocabulary. As never before the grade teacher was studying her subject. Visiting days began to be sought and valued. Masters and grade teachers became authorities on the methods of teaching this and that subject, and, better than all, they talked enthusiastically of their work. Clearly it was the era of the importance of the preparation for the lesson, the presentation of the lesson, the method employed, the follow-up work, and the oral and written examination *to test the work of the teacher*. This urge for the best way of doing a thing persisted for years, gradually leading to the question of just what *is* meant by the course of study. All this was stimulating and clarifying, but it led to a discontent as to the indefiniteness and consequent unutility of the course of study for the grades. A unique plan came from the Superintendent. Who should revise the old, time-tattered course of study and construct a new, useful, helpful course but the masters and teachers most intimate with the work? Surely a novel procedure, but it was promulgated in 1907. An assistant superintendent was in charge and a committee of masters and superior grade teachers was named by the Superintendent to revise the course of study. The navigating officers — not the Captain — were laying the course subject to the approval of the Captain, of the Board of Superintendents, and of the School Committee. Thus was begun another movement destined to be repeated for a span which time only

can measure. When the course was finally adopted, question came on the propriety of appending to it the names of its framers. There arose a strong opposition. When before, it was pointed out, had appeared in a course of study the names of teachers? But generous sanity prevailed and the names of the makers were printed in School Document No. 5, 1907, an innovation to be copied thereafter in all similar, synthetic documents.

Cooperation

In the preparation of Document No. 5, 1907, is shown one of the distinctive, promising differences between the old and the modern system of education. Formerly a committeeman, or the Superintendent, or occasionally a master, shaped the policy, named the few subjects to be taught, and possibly advised the methods of instruction, but the teacher was unheard and unrecognized in council. The professional advances made by masters and teachers within the last thirty years in the production of text and of reference books, and of the pedagogical methods adapted therefor, have made, as an absolute necessity, the inclusion of teachers in councils on educational courses, and in every and all movements relating to the course of study or to the methods to be pursued. The cooperation of the teacher is invited, is given, is received, and is stressed. In 1884 the germ of the present Submasters' Association appeared and was developed in private in a room in the old Brimmer School. Five submasters met, each accusing himself of untraditional procedure and perhaps of treasonable intent in proposing a union of the submasters throughout the city. I was one of the conspirators. There is alive one other of the five who will recall the incident if he should read this. I knew not one of the other four and I doubt if any of them knew me. There had been no previous occasion for our meeting. At that time a teacher might know a limited, personal few of his immediate guild, but no general, cohesive acquaintance existed. The Submasters' Association was formed, increased, gathered members in the city and developed measurable stability and power in its organization. Recently when the plan of rating for a mastership was in the making — one of the very highest of rated ranks in the entire service — the Board of Superintendents called into its councils representatives of the Submasters' Association and others from the Masters' Assistants' Club, to pro-

pose, to discuss, to debate, to refine, and finally to recommend for adoption a scheme of rating for the very persons who helped in the formulation of the plan.

In the early 90's the Board of Supervisors had a scheme of rating the ten submasters most worthy of promotion in the order of their rank. The existence of the plan and the data from which it was formulated were never disclosed. Of course, someone, either from the Board, or from the Committee, in an unguarded moment revealed the fact that there was a list of ten — the *decemviri*. By ingenious, cautious inquiry, by elimination, and by devious devices, each of the ten ascertained his rank and all the other submasters in the service enviously inquired why they were not included. The scheme from its inception was doomed because the element of secrecy was, and ever should be, a fatal weakness in any competitive ranking plan. The Board of Supervisors had the imperfect bud which later bloomed and fruited. Contrast the value of the advice of the participants in the conferences of today with their unorganized, ineffective, inarticulate condition of earlier days. Yes, and compare that dingy Brimmer room, and the private meeting, with the spacious, comfortable conference rooms for teachers in council in the Administration Building; also, the Administration Library, where inviting nooks, broad tables, professional books galore, and a gracious, accomplished, accommodating librarian intrigue the unwary, mayhap not unweary, teacher to come in, to sit, to chat, to read, to gather — shades of Philemon Pormort! — perhaps to *enjoy* herself with her peers. Companionship and conference are essential ingredients of cooperation.

Tenure of Office

The value, estimation, and dignity of a private or public position are in direct ratio to the reasonable permanency of the position. In the days of "deestric" schools, when the teacher went "boarding round from house to house" and when his position was considered to be comparatively temporary, it was to be inferred and expected that the would-be minister, the future lawyer, the budding doctor would use the teaching profession as a temporary cash-and-travel proposition. It may be a surprise to the present day teachers in Boston, safe and secure in their positions and hopefully expectant of better ones, to know that it was not so long ago that the annual re-election of all teachers kept everybody on the anxious seat, especially against

the springtime, when they knew that they must literally run the gauntlet. Of course the great majority of them were re-elected as a matter of routine, but the masters often were made to feel their insecurity by seeing their names published with a diminished vote, or on occasion, denied re-election entirely. This practice gave the committeeman a cruel power which the unethical, political-minded used to the discomfort and humiliation of those whom they would punish. It was a perfect and most effective system in hobbling the initiative, independence, and sincerity of masters and of teachers. Bear in mind that a teacher's original appointment was first made by a so-called Division Committee of five members. This Division Committee reported its appointment to the General Committee for confirmation. It is well-nigh incomprehensible to the mind of today how local and parochial were some of the Division Committee. "North End schools for north end girls!" "East Boston schools for East Boston teachers!" Keep in mind, too, that the master was supposed to recommend to the Division Committee his choice for an appointment in his district. Under the above conditions, as may be deduced, there were multiplied opportunities for putting the clamps on a master in favor of or in opposition to a new appointment. If he did or did not favor an appointment he was quite sure to incur the dislike of some member of the Division Committee who had votes in the General Committee, so it may perhaps be plain that a veritable Damoclean sword was held over the heads of some, often the most worthy. It was not unknown that if a teacher failed to promote a pupil (it might be a committeeman's child) she was told, in so many words, that her re-election was imperilled. This particular condition was not peculiar to Boston, it was state-wide, but in 1885, by an act of the Legislature, the election of teachers on tenure was authorized. Boston did not adopt the measure until 1889. Thus came to an end a most unprofessional practice.

MUSIC

When Music, heavenly maid, was young,
While yet in early Greece she sung,
The Passions oft to hear her shell,
Thronged around her magic cell.

If the subject be music you may anticipate the presence of the Passions. But again, invoking the poet,

"Through every swift vicissitude
Of changeful time, unchanged it has stood,"

that is, the art is unchanged. The mode of its expression and the methods of its instruction have changed and doubtless will continue to change. Vocal music was first introduced into the schools in 1838 but it met with a stout opposition and made small progress for the next twenty years. In 1858 the School Committee appointed a special committee on music and sent special instructors into the schools. There was as yet no director and in a subject so highly technical and with instructors temperamental by inheritance and by acquisition, theories and musical systems abounded. The special pioneer instructors did much for their subject and gradually overcame passive, and at times, active opposition. The clashes of contending systems held back for years a general musical desire on the part of pupils. Teachers of today would have difficulty in conceiving the bitterness that was aroused and fostered by the opposing advocates of the different systems. One system prevailed in one quarter of the schools while another functioned in the remaining three quarters. Later, "another Richmond in the field," there was a third added, or shall we say, addled. There was supposed to be a decision arrived at, a choice made and one system only authorized, but happily the choice never came. Instead, the lists of text-books expanded to accommodate three other so-styled systems. From the multitude of councillors came the sane, inevitable conclusion, the imperative need of a director with competency and power. He appeared and assistant directors (men) and assistants completed his staff. The department was assigned to an assistant superintendent. The object of the members of the department of music has ever been to aid, develop, and strengthen the grade teacher in the subject matter and in the methods most approved in bringing desirable results. In my early days in the service in every room there were a number of pupils, ranging from a quarter to a third of the class, who were adjudged as non-singers. They were not necessarily the broken or changing voices, but rather those who were said to have no usable, musical voices. They were isolated in the back of the room "and subsequent proceedings interested them no more." The advent of the director changed all this. It was soon apparent that a somewhat severe though unintentional injustice had been done these non-singers. They were classified and put to work and thereafter it was a rare room that had over two or three musically mute pupils out of fifty-six. A school orchestra or band was

found only in high schools and for a long time in but *one* high school. Sporadically there appeared the germ of an orchestra in an elementary school, but it did not grow to any proportions. Meanwhile, from the institution of new high schools, and the consequent increase in the school cadet ranks, the School Board found it necessary to hire for the annual parade several military bands. It was rather subtly suggested to the Committee that it would be possible and profitable to develop pupil military bands and orchestras. So said so done.

As a step first, temporary certificates to teach instrumental music were issued, without examination, to a few excellent musicians of notable ability. The School Committee approved for the first time, some eight years ago, an item in the budget of $3,000 for the purchase of orchestral and band instruments; for the following year $2,500, and as the nature of the work began to be clearer, the third year saw the appropriation swell to $10,000. With subsequent generous appropriations instrumental music increased enormously. This year there was authorized a demonstration on Boston Common of high, intermediate, and elementary school bands, fife, bugle and drum corps — thirty-eight in number. The following table may give some idea of the extent of instrumental work in the schools.

Instruments	Teachers	Periods	Pupils
Violin	12	127	1,629
Clarinet and saxophone	1	13	104
Drum	3	57	878
Cello	1	1	7
Brass	4	72	1,024
Flute and fife	2	18	209
French horn	1	1	4
Oboe	1	1	4
500 Silent piano keyboards*	....	....	1,000
	25	290	4,859

* These classes are taught by regular grade teachers under the supervision of assistants in music.

Some years ago the Boston Symphony Orchestra began giving annually to the school children four so-called Young People's Symphony Concerts, two in the fall and the other two in the spring. Later, the Harvard Glee Club gave its first

concert to the school children under similar conditions to those governing the Symphony concerts. The Glee Club concerts subsequently grew into an annual affair. These two organizations have contributed measurably to the appreciation of and the desire for the very highest forms of instrumental and of choral music.

Books and Educational Supplies

Books and educational supplies in the 80's were few in number and meagre in content. Surprising, in the light of the much reading of the present day, to recall that there was but one primer authorized for the first grade, three books for the second and two for the third. Contrast the quota of books read in a modern first grade today — *from twelve to twenty.* Horace Mann, if advising and counseling us from his urn, must have been troubled even down to the late 80's, for the A, B, C's were gasping for breath and dying sure but slow. Nowhere throughout the educational system from the kindergarten through the university is there a single process comparable with the present first grade reading, with the astonishing rapidity of its acquisition and its little less than marvelous results. The entire year of the first grade was spent in learning to read a primer and in acquiring some familiarity with numbers from 1 to 10. The grades were quite limited as to usable materials. There were encyclopedias and a classical dictionary, both usually in the master's office. The eighth and ninth grade rooms might have a gazetteer, an unabridged dictionary, a few heavy histories, and a Gould Brown's Grammar of English Grammars. There was authorized, but not always available, a set of maps for each floor (but two different series adopted). One 15-inch terrestrial globe — as useless "as a painted ship upon a painted ocean" — was dusted and twirled in the master's office, but it was used rarely outside of it.

Physical Apparatus Cabinet

The chef-d'oeuvre in an elementary school was the cabinet holding the physical apparatus. That was truly imposing. Test tubes — "wisely kept for show"— glittered in their racks, galvanometers, force pumps, fine, costly barometers, levers, suspended pith balls, balances, and those intriguing, straight, bent, and crooked brass and glass vessels for demonstrating the equilibrium of liquids, and — but enough! The teacher usually did all the demonstrating; the pupils *observed.* The course of

study in science was variously interpreted, so much so that there were conferences of masters who attempted to agree on some settled plan of procedure. Debates became heated. Some were accused of exposing their ignorance in their dogmatic position in reference to the parallelogram of forces (imagine teaching this in an elementary school), but finally all ended amiably and we continued teaching no science. The most amusing lesson I ever witnessed was in physics, given by a master who was nearly blind, temporarily. The lesson covered electricity, heat, hydrostatics, atmospheric pressure and all done in sixty minutes. The apparatus was parked on the top of a concert grand piano and on the front of the platform in the hall. The master explained, by way of introduction, that he feared certain parts of the apparatus would not work (his fears were well grounded). "Now," said he, "I put one end of this tube in my mouth and the other in the liquid; this is called a syphon." He lisped and every boy back in his room that day wrote the word "thyfon." "I extract the air from the tube and atmospheric pressure will force the liquid into the tube, if it works." It worked, but he had neglected to prepare for the waste liquid, and with the syphon functioning beautifully and his mouth full of water, he groped around wildly while making inarticulate sounds. Finally, first-aid arrived, he voided his mouth and the lesson advanced. Can you imagine a force pump "going good" and the leading hose in the hand of a semiblind man? Can you hear that class encouraging him *to repeat?* How changed it all is for the better. The simple, effective, often home-made apparatus, manipulated almost entirely by the pupil, opens his mind to a knowledge of a few natural phenomena.

A Few Masters

The lesson in physics, described above, was of course atypical. The average master was a strong teacher, very well educated, often college-bred. He did not, as a rule, have the broad education of his successors of today. He was usually able in mathematics, which he taught ingeniously, sometimes furiously. His attitude towards the subject was exposed in the finale of as assigment for a home lesson: "100 or zero!" No median for him! By his method the upper half of the class often became brilliant and uncannily quick and accurate. He was quite apt to appraise the entire mental furniture of a pupil by

his standing in mathematics. History he knew well (too datey, of course) and taught memoriter, usually, but the pupils made their own the comparatively small content he gave them. In the early days English history was in the course of study for the ninth grade. I saw a lesson given thereon in the Dwight School by the master, James A. Page. A consummate actor always has one character in which his art is supreme. English history was an adequate vehicle for Mr. Page; it vibrated and relived in him, and better than all, in his auditors. He dominated the room and appeared to forget himself and them so immersed was he in his subject. Straight and erect in bearing was he, in a black broadcloth coat, a figured silk vest, high collar and silk stock, Websterian brow, "an eye like Mars to threaten and command," and a voice that had a decisive edge to it.

> "Yet he was kind, or if severe in aught,
> The love he bore to learning was in fault."

He was the Nestor of us all and may justly rank as a truly great teacher of Boston. "Teacher," said I, for he was not conspicuous as an organizer or as a teacher of teachers. Imitators he had but they never rang true. The mighty John L. Sullivan, at the top of his form, in an interview declared, "James A. Page is the only man who ever thrashed me!" Some time after this fame had been thrust on Mr. Page I asked him if the acclaim were true. His reply was laconic: "I don't know; regrettable, sir, if I didn't!" He would enter a room and boom at it "Who is the dux, the leader in this class?" The proud boy would grow to full height. "You may have my hat on your head for sixty seconds." The silk hat would descend to the lad's ears, but did the boys laugh? They quivered with joy and radiance, but in silence. Again in another room the question was repeated, while he held something behind his back, and again the leader of the second room stepped proudly forth. "You may have a long smell of these black Hamburg grapes!" The boy had received the accolade from his master.

The finest organizer, in fact the man who fills full our modern conception of a master, was Edward Southworth of the Mather School, a man differing in type from Mr. Page. With a twinkling, kindling eye, a chuckle and bubble in his voice, he so insinuated himself into the hearts of teachers and of pupils that it was a downright pleasure for both groups to do what he

suggested. As close a student of pedagogical methods as could be found in the system, with an open mind, he had fresh, approved methods the last day he taught. He had the rare faculty, rare indeed, of so imparting, so disguising, if you will, his methods to his teachers, that they seemed the teachers' own, and he, the dear fellow, often gave them credit for what was his own. Enthusiastic always for the possible, his work was stabilized by a fine, discriminating sense of practical values.

Credit for the inception of the use of supplementary and reference books must be accorded to a master of the Wells School — Robert C. Metcalf, afterwards a member of the Board of Supervisors. He it was who first saw the possibility of utilizing the Public Library as an adjunct of the schools. Sets of fifty books were sent to the Wells, and after a reading, returned to be replaced by another set. If you consider the scarcity, not to say poverty, of educational material then existing, especially in history, geography, and language, the immense importance of this pioneer work is apparent. From this beginning came the circulating sets of books owned by the schools. Supplementary and reference books were doubled and trebled, and a palpable, undeniable urge for better language sprung from the development of the idea of that forward-looking master.

Some years ago I was assigned by the Superintendent to explain some features of the school system to a brilliant superintendent from a western city. We were in and about the schools, special, elementary, and high, for the matter of two days. The sixty-five blazing forges and an equal number of ringing anvils in the Mechanic Arts High School held him intently. The stone deaf and the mutes in the Horace Mann School making rhythmic beat to music and interpreting accurately, and readily, lip conversation, quite astonished him. He expressed approval of the manner in which the Disciplinary Day School was managing truants and delinquents. He was, as I recall, enthusiastic in his opinion of what he saw in a large high school, saying, among other things, that he had never seen two thousand pupils change rooms so quickly and regularly, nor had he ever seen the luncheon period so successfully managed. I found him keen and discriminating and everlastingly questioning. At a little dinner, just before his leavetaking, I queried him as to what had most strongly impressed him in our system. Quite

unexpectedly and with a tone of final conviction, he answered, "Your elementary masters! I had met some of them before this visit. From both visits, and from tradition and the readings I have had of them, they still appear to me to run true to type. So many of them college taught! Man for man, where else in the country do you find their equal? Boston is all wrong, though, in this: You have sixty-odd men masters and but two women — all wrong! In my city quite the reverse obtains; between fifty and sixty women principals and but one man. Both cities would profit by a nearer approximation to an equal number from the sexes in the highest positions." In 1902 a resolution in the School Committee was adopted that sex should not be a ban to promotion in the teaching force. Appointments to principalships of women have been so comparatively recent, that, happily, they cannot as yet be hung in the educational gallery as old masters. Their appointments have improved the service. They have paid greater attention to the supervision of their pupils and their teachers than had before prevailed. As a general rule, they have brought to their position a finer, technical, though not broader training for the work at hand. Side by side, men and women, Boston elementary masters, in my opinion, need fear no comparison with any other similar body in the United States.

An Incident or Two

Some time or other there will arrive a man *et cacoethes scribendi* who will put in print some of the amusing school incidents as yet unrecorded and unsung. A former Superintendent of the Boston schools was a dignified, mild gentleman, a scholar of culture and breeding, usually imperturbable and serene. He was vigorously opposed to corporal punishment at a time when, unfortunately, it was too readily used where it should have been the last resort. All the changes in moral suasion were rung by him. "Don't punish corporally ever! There are many other forms of punishment — use them! Corporal punishment classifies the giver thereof as impatient and lazy; too lazy to employ other means," etc. He left his horse and buggy one morning in front of the Eliot School. While he was within, some north-enders, toting the hitching weight, led the horse around the corner to another street. 'Tis reported that the good Superintendent said things when he found his relocated team. He grabbed his whip from the socket and in

full pursuit of the nimble offenders, laid on to them lustily, gasping, "I'd like to tan your hides for you!" Given provocation, he found corporal punishment was a very present help in time of trouble.

We had an official, a woman, who had the same philosophy as the Superintendent mentioned above. The teachers the city over became more or less perturbed because of her stout stand against corporal punishment. She took to task one day a teacher in an ungraded class because she had done some punishing. She asked to see the last boy so punished, one Billie. She invited Billie to come to her home that very evening at six o'clock. He came. "Now," began she, "you aren't bad, you're just mischievous (same old shibboleth). You don't mean to be naughty, do you? You and I are going to have some cream and cake, and I have more for you." They did eat, and to Billie's evident fill. She gave him six jacknives to distribute to his best friends in his room. Just at parting she counseled, "Now, Billie, you will never be naughty again, will you, Billie?" "I ain't Billie, I'm Jimmie, Billie's brother. He gave me a nickel to come tonight and get the clubbing." The knives did their work, too. There wasn't an unmarked desk in Billie's room.

I was standing in the corridor of a school and the master was dilating on the absolute necessity at times of corporal punishment. Warming to his subject, he said, "And we'll use it in this school until the Committee forbids it. We'll have order and we do not propose to be frightened from our duty by any official!" He had just punished a delinquent, and with the rattan (he was accustomed to call it the bamboo indicus) in his left hand stood facing the outer door. With a characteristic gesture he sheathed the rattan by pushing it up his left sleeve, the lower end resting on his palm. Just as he was fulminating against the embargo on corporal punishment, in the door walked the official. Not for an instant feazed by her entrance he greeted her warmly with word and with the weaponless hand. "Glad you have come, Mrs.——— ! We will help you every way we can in your assault on corporal punishment. You will find moral suasion in the discipline of this building as absolutely paramount. Won't you look the building over?" And stiff as to his left arm, he escorted her to the office. As neat a bit of acting as I ever saw. He probably reasoned, falsely, that the end justified the means.

Pupil Quota

The quota of pupils to a teacher has engaged the attention and promoted discussion for school committees, and superintendents, and teachers, from the beginning. The custom used to prevail in a schoolroom that any point short of complete saturation was permissible. In 1880 a special committee on primary school instruction reported an excessive number of children in various classes, sometimes running as high as seventy. The dictum was announced that "forty children are all that one woman can attend to properly; the first duty of the Board is to remedy this great wrong." Brave words, my good sirs, brave, prophetic words, but twenty long years sped ere any lightening of the load was ordered. Fifty-six pupils to the teacher was the standard. I repeatedly had sixty-four, and even more, and I have seen sixty-eight or sixty-nine in the room of an overworked teacher who was expected "to keep school" and to radiate sweet reasonableness. In 1900 — auspicious beginning of the century, or did the century begin in 1899?— the quota was reduced from fifty-six to fifty for all grades above the first and to forty-two in the first. In 1907 the Regulations were amended as follows: For the school year 1907–08, one teacher for every forty-eight pupils belonging. For the school year 1908–09, one teacher for every forty-six pupils belonging. For the school year 1909–10 and thereafter, one teacher for every forty-four pupils belonging. One teacher for every forty-two pupils belonging to the first grade. In 1912 the Regulations were amended again to read: For the school year 1911–12, one teacher for every forty-two pupils belonging to the first grade, and one teacher for every forty-four pupils belonging to the other grades. For the school year 1912–13 and thereafter, one teacher for every forty pupils belonging in all grades. In 1913 the Regulations were amended to read as follows: Appointments of teachers shall be made on the basis of one teacher for every forty-four pupils belonging to the first grade, and one teacher for every forty-six pupils belonging to other grades. In 1914 the Regulations read as follows: Grades I to VIII, both inclusive, forty-four pupils. In 1919 came another change as follows: Grades I, VII and VIII — forty pupils. Grades II to VI, inclusive, forty-two. The final amendment to the Regulations took place in 1927, as follows: That the quota of pupils for Grades VII and VIII shall be thirty-five.

Committeemen, Teachers, and Officers

On August 31, 1929, my forty-six years of happy service terminate. When I attempt to discover the causes operating for my happiness I find them to be many and to have been persistent from the beginning of my service. As a young man who had his way to make, I needed friends. I expected, and certainly received, criticism, advice, and help from the members of the Board of Supervisors. The master of the school and fellow teachers were cordial and professional; but real, genuine, heartening encouragement came from an unexpected quarter — the School Committeemen. At the time of my election there were twenty-four members of the School Committee. One became well acquainted with the members of his Division Committee, some of whom were accustomed to visit the schools often. I remember one such man who invariably spent one day a week in the schools. These visitors did not pretend to understand the technic of teaching but they did know what, as they invariably phrased it, was "good order." They reflected more or less accurately what the local community was saying about the school and often about the individual teacher. The size of the committee made these visits possible, but when the committee of twenty-four was changed to one of five the visits of committeemen ceased. I must confess to a feeling of warm regard towards the members of the old twenty-four who builded better than they knew and who encouraged us and sustained our hands. The members of the Boston School Committee have, in general, been men and women of brains; some have displayed conspicuous energy and exceptional constructive ability and their contributions to the school system will be permanent. Now and again the self seeker was in evidence, but by and large, committeemen have unselfishly served the city. If the larger committee permitted the individual member more time for local affairs, the present smaller committee gives a metropolitan service and is more mobile and effective in a large way. It goes without saying that the first concern of the committee has ever been the educational well-being of the children in the schools. There can be no doubt of that. Aside from this pupil concern, to me the one outstanding characteristic of the committee — the old or the present — was, and is, its fairness in all dealings with officers and with the teaching force. In the countless discussions I have heard, in open meeting and in camera, the final, deciding question has

usually been: "What is just, and fair, and honest for all concerned?" The Boston School Committee has been, and continues to be, an honorable body.

It is an honor and a privilege to be associated with the teaching force of this city. A high order of work is asked from the teachers, perhaps as high as may be expected from any in the land, but be the target high, very high, your Boston teacher, "dwelling an arrow's flight above them all," draws, aims, and hits. He has the tradition and the habit of meeting requirements and then going beyond them. He does big things, accomplishes magnificent results, but makes no talk about it. He does not advertise nor cry aloud from the housetops. "Lighthouses do not ring bells nor fire cannons to call attention to their shining; they just shine!" My hat is doffed to the Boston teacher. May I here and now gratefully thank him for what he has ever meant to me.

And my associates, past and present, on the Board of Superintendents — fine, broad and noble — how may I appraise you and not appear fulsome? I have seen you in the quiet, ordinary, everyday routine of your work, and I have seen you again under pressure of more kinds and of intenser severity than is wot of by the multitude, but I have never seen you flinch, or quail, or bend to the popular gale, come that gale with whatever force or from whatever direction. You have been and are staunch, stable and steadfast to principle, God bless you!

Respectfully submitted,

AUGUSTINE L. RAFTER,
Assistant Superintendent.

REPORT OF MARY C. MELLYN, ASSISTANT SUPERINTENDENT

Supervision

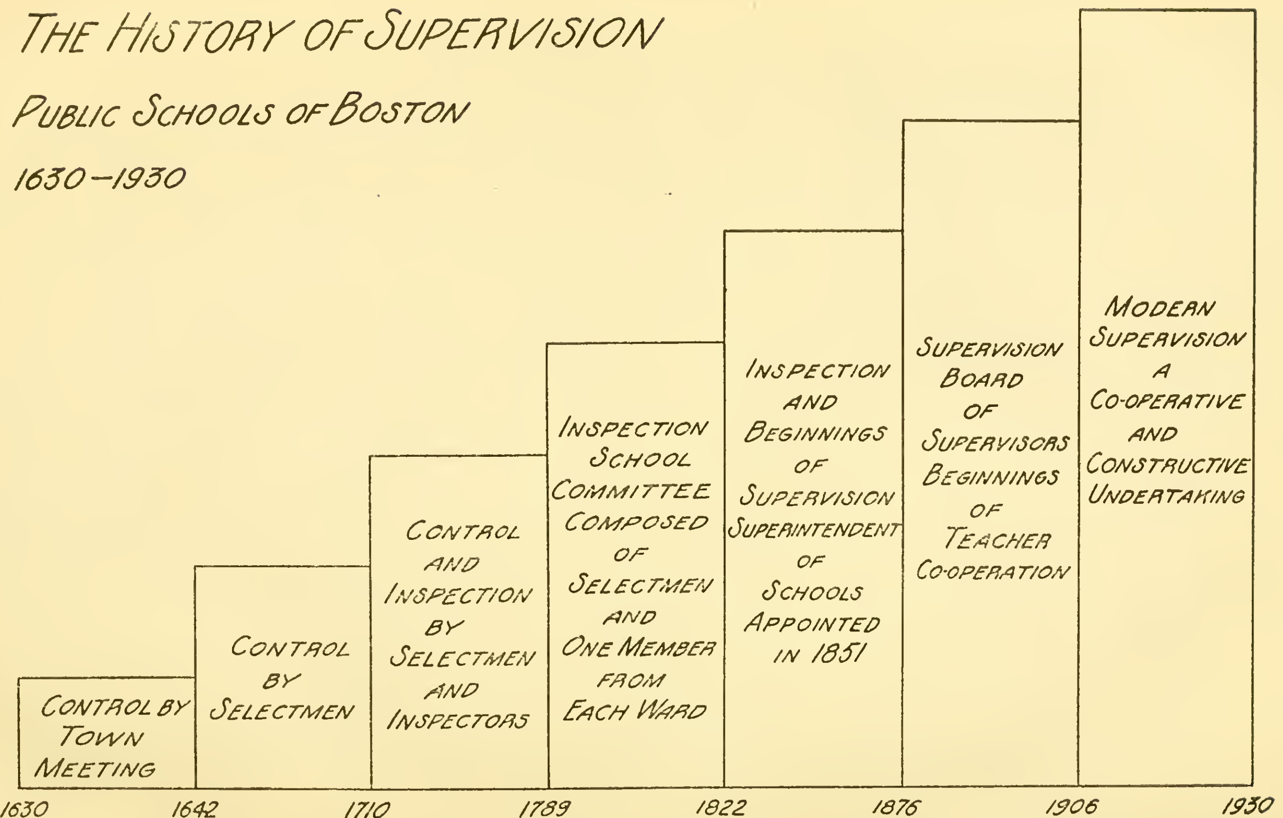
"A review of the history of our schools teaches lessons of patience and perseverance to reformers who will learn that great improvements are not made in a year; lessons of warning to conservatives who may learn to take care lest their conservatism becomes unreasonably obstructive; and lessons of hope and confidence to all who see that adequate education for the children of the people can only come from the people."

A study of supervision extending over the past three hundred years may well take note of Superintendent Seaver's statement of 1903. It is interesting to observe the patience with which accomplishments were worked out, and it is interesting to note also how frequently objectives which we have arrived at in these past ten years were started from twenty to fifty years ago by some forward-looking thinkers in the Board of Supervisors or the Board of Superintendents who realized that education meant enrichment and training.

This is a history of achievement. The accompanying graph in which Mr. Louis J. Fish has portrayed the changing ideals in the supervision of schools serves to mark the periods of control, inspection and cooperation,— historic types of supervision in schools as elsewhere.

In the early days, citizens, members of the Board of Selectmen and School Committee, were required by law to visit the schools; they had a controlling influence in judging and appointing teachers, etc., and in shaping the simple educational policy of the day. In the next period the appointment of a Board of Supervisors, educational experts, duly charged with the work of examining both teachers and pupils as the most important part of their office, put the inspection of schools on an educational basis.

As Dr. Eliot said in 1878, "The purpose of a Board of Supervisors is not to interfere in a school, not to criticize, not to condemn, but to help. Supervisors are not only inspectors,


THE HISTORY OF SUPERVISION
PUBLIC SCHOOLS OF BOSTON
1630–1930
CONTROL BY TOWN MEETING
CONTROL BY SELECTMEN
CONTROL AND INSPECTION BY SELECTMEN AND INSPECTORS
INSPECTION SCHOOL COMMITTEE COMPOSED OF SELECTMEN AND ONE MEMBER FROM EACH WARD
INSPECTION AND BEGINNINGS OF SUPERVISION SUPERINTENDENT OF SCHOOLS APPOINTED IN 1851
SUPERVISION BOARD OF SUPERVISORS BEGINNINGS OF TEACHER CO-OPERATION
MODERN SUPERVISION A CO-OPERATIVE AND CONSTRUCTIVE UNDERTAKING
1630
1642
1710
1789
1822
1876
1906
1930

but teachers — teaching a class — a pupil — a teacher. They are free to concentrate their thoughts upon improvement of instruction rather than testing or to suggest what may be left undone as well as what may be done."

Very soon this Board found that inspection was not the end and aim of supervision — questions from the teachers indicated a live interest in the improvement of their work and very easily prepared for the establishment of the Board of Superintendents. Under the leadership of Stratton D. Brooks, there was set up the ideal of Modern Supervision — "an organization that provides for the fullest consideration of educational policies by teachers, principals and by the supervisory force wherein every major problem may be discussed in fullest harmony and with most complete information." His administration of the Boston schools marks a well established practice of teacher cooperation.

A study of the duties of the Board of Supervisors and the Board of Superintendents follows:

As a Board — in 1876	*As Individuals*
1. To make questions and supervise examinations for graduates of high and grammar schools.	To visit and examine schools twice a year.
2. To examine candidates for teaching certificates.	To visit all schools.
3. To designate one of their number to visit evening schools.	To visit and examine evening schools.
4. To perform such other duties as the School Committee may require.	To collate and combine reports.
	To perform such other duties as the School Committee may require.

Duties of the Board of Superintendents

The Board of Superintendents shall give written opinions on any question when so required by the Superintendent, the School Committee, or any subcommittee thereof; and may present to the School Committee recommendations on its own initiative whenever occasion warrants.

The Board of Superintendents shall report with recommendations to the Superintendent concerning all new courses of study and on any modifications of or deviations from established courses of study.

The Board of Superintendents shall report with recommendations concerning the introduction or discontinuance of text-books and dictionaries.

The Board of Superintendents shall approve books of reference and educational material used in the schools and cyclopedias, atlases, globes, maps and charts, in accordance with the regulations.

The Board of Superintendents shall establish graded lists of candidates eligible for appointment as teachers and members of the supervising staff who have been examined by the Board of Examiners.

The Board of Superintendents shall issue certificates of qualification to graduates of the Teachers College of the City of Boston in accordance with the provisions of this chapter.

The names of graduates of the Teachers College of the City of Boston shall be arranged by the Board of Superintendents in suitable graded eligible lists in the order of their respective ratings. Holders of valid Normal School or Teachers College certificates who are not in permanent service may be annually regraded on the eligible lists by the Board of Superintendents during the period of validity of said certificates.

The Board of Superintendents shall establish rated lists for promotion within the service as may be required by the Superintendent, and shall determine the eligibility of candidates for rating on these lists. These rated lists, when established, shall remain valid for a period of three years from the thirtieth day of June of the school year in which the lists are established.

The Board of Superintendents shall issue all certificates of qualification and licenses.

The Board of Superintendents shall direct promotional examinations of teachers in accordance with the regulations, and shall issue to each person passing these examinations a certificate to that effect.

The Board of Superintendents shall certify to the Business Manager the names of teachers who have successfully passed the promotional examinations.

The Board of Superintendents shall determine the requirements for admission to the Teachers College of the City of Boston, to the Latin schools, to the day and evening high schools, and to such other schools, classes and courses as may be provided for and maintained by the School Committee.

The Board of Superintendents shall, annually, in the month of June, obtain from the principals of the various schools and

the principal of the Teachers College of the City of Boston, on suitable forms, reports of the standing in scholarship and conduct of the pupils belonging to the graduating grades and classes, with the recommendations of the principals with respect to the granting of diplomas, and shall determine the award of the same.

The Board of Superintendents shall determine the award of diplomas to pupils successfully completing in the summer review schools the prescribed course of study of the day elementary, day intermediate or day high schools.

The Board of Superintendents shall, near the close of the term of the evening schools, obtain suitable reports from the respective principals of the standing in scholarship and conduct of the pupils in such schools who are candidates for diplomas, and shall decide the award of certificates and diplomas.

The Board of Superintendents shall determine the award of Franklin medals, and no other medals or prizes shall be awarded in any of the schools except with the express approval of said board.

The Assistant Superintendents shall, under the direction of the Superintendent, visit the schools for the purpose of obtaining information regarding the efficiency of the teachers, the progress of the pupils, the observance of the regulations and courses of study, and the general condition of the schools. The results of such visits, with such remarks, recommendations and suggestions as may seem desirable, shall be reported to the Superintendent in such manner and at such times as he shall prescribe. Such reports shall be kept on file in the Superintendent's office and be open only to the inspection of the members of the School Committee.

The Assistant Superintendents are the direct representatives of the Superintendent in the schools, districts, departments, or activities to which they are assigned, and as such may exercise full authority not contrary to the rules and regulations, the orders of the School Committee or the instructions of the Superintendent with respect to all matters of organization, instruction and discipline. They may, in their discretion, exercise any or all duties assigned to directors, supervisors, principals or teachers in such schools, districts, departments, or activities.

The Board of Superintendents and each Assistant Superintendent shall perform all other duties and exercise all other authority conferred upon them by the regulations.

The Board of Superintendents shall determine, annually, in accordance with the needs of the service, for what grade or grades of certificates examinations shall be given, and shall transmit to the Board of Examiners necessary instructions relative thereto.

The Board of Superintendents shall establish bases of rating for examination for certificates of qualification.

The Growth of Cooperative Supervision

"Yet, I doubt not thro' the ages, one increasing purpose runs
And the thoughts of men are widened by the process of the suns."

As one reads the history of supervision in our city and turns from the autocratic control of the early days to the cooperative enterprise of later years, one realizes that something more than changes in assignment is revealed here. You see the great ideals of democracy in education and in life working like a leaven through all these years until "open convenants openly arrived at," as Dr. Courtis so aptly quotes, become the foundations of modern supervision and make supervision today truly a cooperative and constructive undertaking.

From the beginning in 1876, the Board of Supervisors has attempted no autocratic control; on the contrary, the Board has welcomed suggestions and questions of the teachers and it is of interest today to find the roots of great educational procedures set way back in the past.

Supervisors, men and women, have come and gone and each has left a record of high purpose, scholarly attainment and unselfish devotion in his work for the schools of Boston. Throughout the history of the Board of Superintendents, from the start, a process of liberalization has grown. This process had three outcomes:

1. Better preparation of teachers
2. Improvement of teaching methods
3. Establishment of new aims in classroom procedure.

From the first, there has been a thorough understanding that improved teaching meant a more liberal education for the teacher. Very early, conferences were held, directed by supervisors; the Teachers School of Science opened its doors, and Saturday lectures became the order of the day. In the early days the principals and teachers were urged to collect a professional library so that all might have easy access to the best in the educational world. From that time to this, improvement in service has been the aim of the Board of Superinten-

dents, and, while the well-attended and splendid courses now given at Teachers College have replaced the conferences of long ago, the courses of today had their beginnings in the early 80's, in the meetings called by the Board of Supervisors with groups of teachers for demonstration lessons in individual classrooms. The establishment of yearly visiting days, too, in the 80's was with the understanding that the teachers could not teach unless an enriched knowledge and a clearer and higher vision were theirs.

Not only improvement in the service, but a constantly lifted requirement for entrance into the teaching staff came to be the work of the Board of Supervisors. In 1889 the course of training in the Boston Normal School was extended to a year and a half and then successively to two years in 1892, three years in 1913 and in 1929 all courses in training were established as degree courses — a four-year requirement for teaching in all grades from kindergarten through the intermediate school.

Then, too, requirements for examined candidates were set up, constantly lifting standards requiring normal school graduation or graduation from a professional school, with the qualifications for high school teaching, a college degree, as far back as 1900. The examinations also changed from an elementary examination in a variety of fields to intensive examinations in fields limited to a major and related minors. Appointment of teachers were made in the field of their major subject, thus guaranteeing specialized preparation in subject to be taught. For many years, then, there followed the further attempts at improvement in the service through long established promotional courses for teachers, under which requirement each teacher was required to pursue courses carrying academic credit or associated with her work in some way — completing thus, at least, six promotional courses in the first six years of her appointment.

Improvement of the teaching body went on from the establishment of the Board of Supervisors through

Conferences
Demonstration lessons
Lifted requirements for entrance to the teaching field
College courses for all teachers
Required improvement courses for new teachers
Established requirements for promotion to advanced positions.

Appointment to executive positions, administrative and supervisory, was a matter discretionary with the Superintendent until 1918. In this year a method of rating candidates for advanced positions was set up and since then definite requirements have been maintained and all promotions have been opened to a city-wide competition.

Thus has the Board of Superintendents kept faith. The work has increased so that special duties pertaining to examinations and ratings had to be passed over to the Board of Examiners, who now function in this particular phase of the work.

The second phase of the work set for the Board of Supervisors in 1876 was the visiting and rating of teachers. From the inspection of the teacher and the setting of examinations for the pupils this phase of supervision has advanced to a multiple type of supervisory activities in which principals, directors of special departments, submasters, master's assistants and department heads in high schools all share. The improvement of instruction thus becomes a cooperative process.

In 1878 a far-sighted member of the School Board tried to keep one school for experimental purposes, but in this he failed. At the same time a director of primary education was proposed. Although a director of primary instruction was not appointed for forty years, directors of individual departments were soon appointed in order that teachers of these subjects might have skilled leadership in the fields of art, music, kindergarten, household science and physical education. In 1906 teachers in temporary service were placed in charge of a director.

In May, 1883, the Board of Supervisors was ordered by the School Board to revise the courses of study. Questions had been sent to individual teachers and principals by the Superintendent concerning the vital needs in this subject and the new course of study was to be written in the light of this questionnaire. Next came the adjustment of the teachers to this, helping them to understand its scope — its distributions, etc. The courses of study now in use seem very voluminous compared to these little treatises which established the requirements of the primary and grammar grades in two very small pamphlets.

In these days of many books it is interesting to note that when the supervision of schools was placed in the hands of the new Board of Supervisors, school books were few and far

between. For example, in Grade I there was one primer and one reading book; today, there are dozens of sets of wonderfully illustrated readers by means of which the pupils of Grade I are introduced to life's greatest resource, books. No group of supervisory officers could make much headway with the improvement of instruction with so meager a basic supply of books. Soon the "supplementary" or travelling sets of books were introduced and children in all grades came into their heritage of good literature. "Journey" geographies, histories, fiction, passed from school to school and from grade to grade in sets of fifteen.

These "supplementary readers" did more to improve instruction and extend the mental horizon of the children than any other influence at that time. This was soon followed by cooperation with the Public Library, and thus was built up one of the greatest influences in improving instruction that has been a part of our school history, as children learned to know and use the treasures in the branch and main libraries.

As early as 1881 the teachers in the high schools were asked to select books which would be useful for their work, and thus began the text-book councils of all schools today — so valuable a means of cooperation, and functioning so perfectly that we seem to have had them always.

As far back as 1879 there came a plea for individualized instruction and the modern-sounding suggestion that children be taught in groups so that they could progress more naturally.

In 1885 Superintendent Seaver suggested the homogeneous grouping of pupils through frequent reclassification and promotions,— he also suggested a twofold plan for organizing schools so that able children could advance faster by working on different programs at the beginning and middle of course. These suggestions were not followed at once, but later as sound sense seemed to prove their wisdom, classes for rapid advancement and the A, B or C group were organized.

In the 90's came the plan for the enrichment of the curriculum and through elementary beginnings of algebra, French and science in the upper grades, there was forecasted the thriving intermediate school movement as we know it today.

The year 1906 brought the change from the Board of Supervisors to the Board of Superintendents under the leadership of Stratton D. Brooks. Superintendent Brooks, convinced that teachers should have a still larger share in the work of admin-

istering schools, formed Committees on Betterment in each study. These committees have persisted throughout the years, establishing new curricula, advising on text-books and educational material, cooperating in rating plans, planning and marking examination papers and meeting as advisory committees on high school subjects. Thus was supervision, which in its last analysis means the improvement of instruction, begun on a broad basis as a cooperative, constructive enterprise.

Through these years the special fields of music, art, physical education, kindergartens, household science and arts, etc., were set off for special guidance and leadership under skilled workers and to these directors has been left a very large share of administration and direction of the problems in their field.

These directors were followed by the appointment of directors of special classes and vocational guidance; assistants, educational measurement; a director of evening schools; a supervisor of substitutes charged with the assignment and supervision of teachers in temporary service. To these were added the direction of the practice work of the normal school students, supervisors of primary schools, a director of penmanship and supervisors of elementary education.

In the last twenty years, perhaps the greatest monument to teacher cooperation is the Intermediate or Junior High School, as it has developed in our city. The small but sure beginnings, as enrichment of the courses of study in the later grades of the elementary school, the dropping of the old ninth grade in 1906 and the establishment of a definite six-year program of education under the leadership of Superintendent Burke, has followed in a system of intermediate schools which speak for themselves through the splendid achievements of their pupils as we follow them in high school. Curricula, text-books, programs, all were built through teacher cooperation, working with Assistant Superintendent Burke, Assistant Superintendent Ballou, Assistant Superintendent Gould. Co-equal to this, in the effort to improve instruction, has been the splendid results of teacher cooperation as shown in the character training work of the past few years — a cooperative study that has made for itself a national reputation.

But, though teacher cooperation is at the basis of modern constructive creative supervision, there must be leadership in this work. In this leadership those who in the end are responsible for supervision, namely, principals, directors, supervisors,

Assistant Superintendents, must possess the qualities of real leadership — vision, knowledge, skill (technical and social), energy and insight. Of these, perhaps the most important are vision to see the task and energy to get it done as a cooperative effort; to lead with out domination, to control without autocracy or arrogance. To this end, the development of the right type of supervision, Superintendent Burke planned for the study of this field first, in a lecture course given by the Board of Superintendents at Teachers College; secondly, by a series of conferences for elementary principals, given by Mr. George A. Myrick of Harvard University, and a series of conferences given by Professor Davis for high school teachers and principals.

This led to the assignment of this entire field of work to the writer, who at once organized a Council of Elementary Supervision consisting of principals and directors in the field of elementary education. Each principal has organized his own teachers' committee in the field chosen, to the end that certain approved units of instruction may be sent out to the teaching force next year — a step toward improving instruction along modern lines by definite examples based on actual teaching experiences.

We have traced the three phases of supervision in the improvement of instruction through the establishment of constantly lifted standards of scholarship for the teaching force, a constantly enriched equipment and a deepening interest in classroom procedure.

There remains, now, the most important question, namely, the administration of supervision by principals, directors, heads of departments, supervisors, assistant superintendents, in short, by all who are charged with leadership in this field.

There may be raised standards of scholarship, fine equipment and revived interest in technique, but if the administrative head is not in touch with the new thought in supervision, all these are in vain. Though "the thoughts of men are widened by the process of the suns," there is still clinging to the supervisory office the tradition that the supervisor knows — that the supervisor's plans must be followed, and that the supervisor will tell the teacher how to do the work. The supervisor should possess skill beyond and above his co-workers, but he may not have had a broad teaching experience into which his subject fits as one of the parts of a great mosaic. This the

classroom teacher has had, and from this standpoint her view will be of great help in any supervision in a special field.

Supervision should share with the teachers, then, the responsibility for the improvement of instruction and should become from the beginning a cooperative enterprise. Supervision means the release of teaching energy through self-expression in a cooperative educational enterprise. Teaching is the liberation of spiritual energy in the pupil in the form of responses, and supervision means the growth of the teacher, because she, too, is doing creative work through energies exercised under fine leadership, not inhibited by autocratic control.

The center of instruction is the pupil and his reaction to the classroom procedure is what is supervised. True supervision is an intensive study of the pupil's response and the measure and value of his activity is the measure and value of the teaching ability of the teacher. It is for the good of the pupil that supervision exists, not to sit in judgment upon a teacher's methods, but to judge of those methods in their effect upon the pupil. This means the release of the teacher's energy, for she, too, is concentrating on the pupil, and studying his reaction, and in the light of her study is changing her methods. With the pupil as the center, the teacher and the supervisory officer cooperating in his progress, we have the three factors in educational supervision.

Let us build this thought of supervision as a cooperative activity in a philosophy which is an expression of our faith. Fundamentally, our situation is that we are dealing with human beings. What is the basis of our relationship with them?

1. We are living in a democracy, and this involves understanding and unselfishness.
2. Each teacher should be a contributor to any school or department plan. The first meeting of the year may well be given over to the choice of objectives for the year's supervision. Build the year's work in faculty meetings and classroom visitation around these objectives. Inspire the teachers to use their initiative in working out the accepted plan.
3. As the classes are visited, commend evidence of creative work. Many teachers need simply "a task, a plan and freedom" to carry out the plan to become superior teachers.

4. Build into the teacher's mind the thought that you respect her personality and value her opinion as she should respect the personality of her pupils, and value the expression of this real thought.

It is difficult to build this new thought upon old traditions, and it is difficult to turn from the old thought that the teacher is not there simply to carry out the instructions of the supervisor. The teacher may be helped to understand that it is pupils' responses that are supervised and that she is judged in the light of these responses. In this way she will set up new aims and establish a more careful technique.

What are the forms in which supervision has expressed itself?

First — *inspection* — the too common practice of the casual visit in which one sees a quiet, orderly classroom and no more.

Secondly, *dictation*. This is the type of supervision in which the order for procedure is issued at a meeting and then the visit of inspection follows to see that directions have been carried out. This is a thoroughly fatal procedure as far as the development of either interest or initiative of the teachers is concerned. There is no challenge in this type of school administration to the best in the teacher, and the result is an inevitable slowing down and an atrophy of teaching power, a deadening process of living by orders with a corresponding loss of interest in the school as an agency serving the child.

Third, is the type of supervision, which, finding something to commend, leaves a pleasant atmosphere in its wake and nothing more. There is no challenge here to the best and no inspiration for professional growth.

Neither of these types of supervision is educational. What is the type of visitation which means leadership — the true function of the supervisor? Visitation to find whether goals mutually set up are being reached and the method of attainment — goals mutually set up I have said — for the best method for professional growth is the "open convenants, openly arrived at," under which nations too may live cooperatively.

Let me discuss with you a possible plan for classroom visitation. Possible goals are suggested all through. During one term the attention of your group may be centered on the product, another on the setting and visits may be made with these objects in mind.

Suggested Plan for the Supervision of Instruction

I. The Product
   1. Are individual results checked up in an efficient manner?
   2. Does product give new light on pupil's ability?
   3. Does individual pupil know how to correct his error?
   4. Is individual maximum effort recognized and commended? (Not enough of this done.)

II. Class Participation
   1. Is the class a social unit?
   2. Does class response reveal —
      a. Type of lesson procedure?
      b. Teacher mastery of technique and subject matter?
      c. The establishment of right life attitudes —
         (1) Speech, posture
         (2) Cooperation, courtesy, industry and individual thinking
         (3) Courage in failure (inferiority complex).

III. The Setting of the Lesson
   1. Is the classroom equipped for efficient service?
   2. Does the environment contribute to the training of right emotions?

What are the teaching types which are to be found in any group? They are, — 1, dynamic; 2, static; 3, indifferent.

The dynamic teacher is of two types — the one strong, steady, permanent power — the other with unsteady, temporary power with more ability than she uses. These teachers need leadership, they need to understand the new viewpoint in supervision and they need to work towards it.

There is, too, the static teacher, of limited capacity, doing her best at all times and growing through it all. I regret to say there are teachers, too, who are indifferent, who need to be urged to higher endeavor, but these are in the minority and once aroused to possibilities in themselves take on new life.

Supervision includes in its field more than classroom visitation. Classroom visitation means a careful study of the situation according to some plan. The casual visit cannot be a basis for criticism. It is impossible to get a good cross section under a half-hour visit only.

If you are to improve the work of the individual teacher then, conferences are necessary and the understanding that improvement means the free acceptance of the improving principles by the individual who is to be improved. All that I have tried to say is said so much better in the following paragraph taken from "Trends of Professional Supervision" that I am inserting it here:

"The good supervisor is so thoroughly democratic and socialized in his attitude that an *esprit de corps* of teachers and pupils is inevitable. True democracy does not mean weakness, but strength. It is not social organization, with all members at a dead level. A democratic situation makes possible the ready gravitation of the various members of the group to those places and stations which they are best fitted to fill. The good supervisor is better equipped to play his part than are any of his teachers, or else he is not a good supervisor — *i. e.*, he is not a good supervisor for that particular situation. If he is thoroughly socialized he cannot be an egotist although aware of his powers and gifts. He knows there can be no leader without followers. He knows that he is a participant in a group enterprise, the success of which depends upon the appropriate response by each member. He gives expression to his best thought and reciprocates by attending to the worthy expression of others. He cooperates for the welfare of all and is effective in organizing forces to this end. He knows his part and plays it. He is fearless because he has thought through his province, the attending responsibilities and the possibilities which are dependent upon him. He is just but not harsh; he is sympathetic but strong; kindly but keen; generous but not extravagant. He seeks the maximum professional growth and satisfaction for every teacher under his direction."

A study of the following self-rating sheet for supervisory officers may result in changed attitudes. The questions are asked under three headings:

1. Training for the Supervision of Instruction
2. Knowledge of the Objectives of Supervision
3. Individual Traits of the Supervisor.

I. Training for the Supervision of Instruction
   1. Have I the education of a man or woman of culture?
   2. Have I expert knowledge in my special field, knowledge of educational procedure?

3. Do I stand out as a skilled worker in this field? Do my contemporaries so regard me?

II. Knowledge of the Objectives of Supervision

1. To improve technique

Have I sufficient skill to improve teaching technique in the department or school under my charge?

2. To organize curricula

Do I know educational aims and values so well that I can encourage flexibility in method, and an enriched and varied curriculum adapted to pupils' needs?

(The revolt against mass instruction is going on everywhere today and means an awakening to the individual differences of children and their needs.)

3. To train teachers

Am I professional enough to stimulate the growth of my associates, accord generous credit to their achievements, and give them the freedom which each individual needs for his development?

4. To evaluate teaching power

5. To conduct my department as a cooperative enterprise

Have I a plan by which I measure classroom achievement?

III. Individual Traits of the Supervisor

1. Professional

a. Have I ability to formulate an educational policy for solution of problems in my department or school?

b. Am I able to inspire my associates with confidence in my leadership?

c. Am I able to work loyally and cooperatively with my associates and superiors?

d. Am I able to put myself in another's place and get his viewpoint of my procedure? (The most important thing for successful supervision.)

e. Do I think and speak and act the truth?

f. Have I sufficient courage to stand for principle?

g. Have I an abiding sense of justice?

h. Am I able to administer a department in the light of democratic ideals?

2. Social Qualities of the Supervisor
   a. Am I open-minded and ready to receive suggestions?
   b. Have I a sense of humor?
   c. Are my speech and manners in accord with social demands?
   d. Have I some community interest which will broaden my mental horizon?
   e. Do I render a worthwhile and constantly constructive service?

Much more could be written on supervision. It is first of all a great human undertaking. It has, as all human work has, its days of exaltation and its days of great depression. It calls for great understanding more than for great power. If it goes on in a spirit of regard for those supervised, it must inevitably build a fund of confidence and loyalty in the teaching group. To be worthy of this is to succeed as a supervisor.

As I see our work here, it lies along these lines:

1. Development of right objectives in supervision
2. Establishment of a cooperative procedure
3. Study of varying types of technique as avenues for liberation of energy of teachers and pupils.

Respectfully submitted,

MARY C. MELLYN,
Assistant Superintendent.

REPORT OF JOHN C. BRODHEAD, ASSISTANT SUPERINTENDENT

The history of education in Boston reveals that, with the exception of reading and writing, all regular subjects of today's curricula were at one time innovations —"fads and fancies," if you will, and indicates that, as the years pass on and ideals and conditions of living change, subjects now classed as "special" may also become accepted as regular, and still other and newer subjects inject themselves as the "fads and fancies" of the future.

The following statements are taken largely from reports of the administrators of the subjects reviewed.

Art Education

Drawing, referred to in early reports as Art Education, was first introduced at the English High School where it was, from 1827 to 1836, a "permitted" subject, more or less of "an accomplishment for those whose leisure might be amused by its exercise." Not until 1853 was the first regular teacher appointed to teach drawing in a high school.

In 1848 drawing was also "put upon the list" of grammar school studies, but it was still treated as an "ornamental branch," and very little was taught before 1856, when the drawing teachers assigned to the English High, Girls' High and Normal, and Roxbury High Schools began to supervise the work in the grammar schools.

The School Committee, represented by its special committee on drawing, the Legislature, and influential business interests recognized "this essential branch of general education as a thing of use in every department of business and every condition of life"; and accordingly, the Legislature, on May 16, 1870, passed an act requiring cities and towns having ten thousand inhabitants to make provision annually for free instruction in industrial or mechanical drawing to persons over fifteen years of age. This act led to the appointment of Mr. Walter Smith, a graduate of the Normal Art School at South Kensington, London, as supervisor and director of drawing, on June 1, 1871; and with this appointment the

study of drawing began to be taken seriously in the schools, in harmony with the general movement for industrial art education. Mr. Smith's organization of art education in Boston and in the State Normal Art School was an outstanding feature of this important subject in the United States.

While Mr. Henry Hitchings held the office of director of drawing, during the period 1881 to 1896 and following the retirement of Mr. Smith, the declared policy was that of minimum supervision in day schools and of emphasis upon teaching and administering the evening drawing schools. In these early years it was claimed that any child who could learn to write should also learn to draw. The course of study included in the primary grades writing and drawing on slates. Children copied patterns of objects, designs, lettering, and writing from the examples stamped on the wide wooden frames of the slates. Blackboard drawing and pencil drawing from copies in drawing books and from large cards constituted the work in grammar schools. Crayon and charcoal drawing from models, with much emphasis on memory drawing and perspective, occupied the hours of study in high schools. Very little, if any, crayon or water color was used.

An inspection of the drawing books of 1895 revealed the need for a radical change in policy and from a minimum to a maximum of supervision. It went into effect in 1896, when a new director and a staff of highly skilled assistants were appointed. The use of drawing books was discontinued, and blank paper was supplied. In a new course of study, prepared for the guidance of teachers, the work was suggested grade by grade and week by week throughout the year. From 1896 to 1910 marked a period of broadening influence in supervision, with the development of a variety of art crafts and the correlation of design and manual training. It was in 1910 that an influence of the creative and appreciative spirit in art was started. This spirit has steadily and progressively developed until at the present time Boston has a unique system of art education.

The present system is based on the Laws of Order in Nature, which teach a structure of elements, modes, and principles for design in art. The child's powers of observation, imagination, and appreciation are developed through creative channels and through association with beauty. Color and tone relationships are a most important part of present day art education.

The individual, creative ability of every child is encouraged and developed rather than perfection in technique like the imitative, almost photographic, skill of past history. Perfection in skill is developed in high schools where we may capitalize experience in art and feature its utilitarian and aesthetic qualities as related to personal needs (costume), domestic needs (the home), and business needs (advertising and merchandising).

Art education is generally recognized as a rich contribution toward that spiritual adjustment so essential in the character development of every person.

Household Science and Arts

Household science and arts work is so generally accepted as part of the curriculum in the schools of progressive cities that it is hard to conceive of schools being without it. However, it was not until 1854 that the teaching of sewing in Boston was first tried (the first experiment of the kind in a city school system) and not until 1885 that any attempt was made to teach cooking. In 1854 some far-sighted people saw that, due to changing social conditions, if many girls were to learn how to sew they must be taught in school. Some Boston women hired a teacher of sewing for certain girls in the Winthrop School. By 1856 all the girls from Grades IV to IX in this school studied sewing. This experiment had such desirable results that, upon the advice of Superintendent Philbrick, the School Committee, in 1869, adopted the subject as part of the school curriculum. Gradually it came to be taught in all the elementary schools, and the sewing teachers were paid by the School Committee.

In 1885 Mrs. Mary Hemenway asked permission of the School Committee to fit up a basement room in the Starr King School, Tennyson street, near Park square, and there give cooking lessons to eighth-grade girls belonging to that school and to four others in the South End. This was the first public school kitchen in the United States. A course of twenty lessons was given to girls whose parents sanctioned their taking it. In January, 1886, the School Committee accepted cooking as part of the curriculum, paying all the expenses including the teachers' salaries and the cost of food supplies. Every succeeding year saw a new kitchen opened, until there were fourteen in all, when it was made obligatory for all girls in Grade VIII

to take cooking. Some had to travel long distances for their lessons. Now there is a school kitchen in every building where there are seventh and eighth grade classes — a total of 65.

The difficulties of teaching these subjects were many and in 1906 a supervisor was appointed who was to make out courses of study for both sewing and cooking.

The course of study for sewing for Grades IV, V, VI, included the mastery of the needle and thimble drill and of simple fundamental plain stitches. Practice was obtained by the making of useful articles such as bags, aprons, towels, and babies' bibs, and by doing such valuable work as darning, patching, mending, and renovating clothing. In the choice of garments to be made the mothers were consulted, since they furnished most of the materials.

The course of study for cookery included, in the work of Grades VII and VIII, all the principles and processes of cooking and a grasp of household management. It gave the girls, also, a clear idea of the relations between food and health and between efficiency and happiness.

In 1907 a high school for girls was opened in which special emphasis was placed on practical arts subjects. The history of this High School of Practical Arts is presented later on in this report.

With the starting of the intermediate schools in 1916 came an extension of the practical arts activities. At present girls in the practical arts sections have four forty-minute periods a week in which they can make undergarments, dresses, and household articles. They are also taught mending and renovating in the intermediate grades as well as in Grades IV, V, and VI. They are also given an opportunity to learn about home beautifying through art work and the study of color in interior decoration. Girls can continue this work in high school.

In 1926 and 1927 a new course of study for the elementary and intermediate grades was put into effect. It was constructed around modern problems so as to relate the sewing skills learned to the interests and needs of the pupils.

In 1916 millinery was introduced into the intermediate schools for the ninth grade. It is also taught in the high schools. A very practical feature of the millinery course is the assistance pupils get in making over old hats as well as in making new ones.

In nine suburban high schools complete courses are given in household science and arts. The type of sewing done is more advanced than in the lower grades. The general objectives remain the same, but an effort is made to develop a greater independence in the designing and planning of clothing; a better understanding of the economics of dress; a keener appreciation of good line and color; and a greater skill in technique. Renovating and making over clothing are included. This training enables pupils to make dresses for school, for business, for social functions, and for graduation.

The girls in the college and commercial curricula of the intermediate schools now have ninety minutes' time allotment for cooking as compared with one hundred and twenty minutes formerly; but in the practical arts sections the girls have one hundred and eighty minutes a week of household science. This makes it possible to give them, in addition to actual practice in cooking, some time for the study of household management; the planning of meals; and other related features of the subject.

Well balanced home meals are cooked and served properly in the school kitchen. With these lessons comes the valuable experience of setting an attractive table.

During 1926 and 1927 a new course of study was made out for cooking also. In both courses the teaching of household science and arts is motivated by relating it to the problems of the housekeeper, and to show the girls the connection between home and classroom problems.

The specialization in cooking and sewing begun in the intermediate grades can be continued in either the High School of Practical Arts or in any one of the nine other high schools which give courses in household science and arts. In all the intermediate and high schools intensive courses are given in mothercraft, first aid, home nursing, and invalid cookery. Every effort is made to give the girls an intelligent understanding of the furnishing and management of a home and to impress upon them the dignity of home-making.

While training pupils for the home, training for community service has not been overlooked. In 1908, when the Chelsea fire caused so much loss and misery, our pupils made hundreds of garments for the Chelsea children. During the war it was found that many children were anaemic from being undernourished. The teachers planned and prepared nourishing

luncheons for them and they were weighed every week until they reached normal weight. In one year 11,000 underweight children were thus fed. Also during the war there were 41,181 garments made for the Junior Red Cross, and each year since over five hundred garments have been made. Jellies and preserves have been made for the Children's Hospital. Each year about one hundred pounds of candy are made and given, at Christmas time, to the World War Veterans in the hospitals. During the coal shortage, when it was impossible to get sufficient fuel for all, pupils were allowed to cook family quantities during their cooking periods. They furnished their own materials or else paid the cost of them. This work proved so valuable in enlisting the wholehearted interest of pupils and parents that it has been continued to date.

While it is believed that the best interest of the home will be served by training the girls in the family in household science, it was found that in certain homes, where the mother worked or was dead, boys were called upon to take an active part in the cooking and housework. To help such boys, two classes were started in the South Boston High School, in September 1928, and the work has served a real need.

Manual Arts and Industrial Education

Great impetus was given to manual training and shop-work thoughout the country by the exhibition at the Centennial at Philadelphia in 1876 of a course in handwork from Russia. Our School Committee, however, had authorized industrial schools in 1872. No further action was taken until 1879, when a report on industrial education with special reference to establishing a "free industrial institution" was made and a recommendation was passed for its establishment.

The first move to establish manual training for grammar school pupils was made in 1881, when an offer of the Industrial School Association of Boston to establish and maintain a shop for the Dwight and Sherwin Schools was accepted. A room in the former was opened in December, 1882, where a course in carpentry was given under the instruction of Mr. Walter Bachelder, a carpenter of Chelsea. A report was sent to the School Committee by Mr. James A. Page, principal of the school, who stated as his conviction that, "This instruction is surely in the line of teaching that is to be. It is easy to see that this hand instruction may be made the main means of

teaching whole chapters of arithmetic more thoroughly. I have seen it made the means of teaching geography and natural history effectively in our own school." There seems to be no record that this experiment was continued, but in 1883 the City Council was requested to appropriate the sum of $2,500 to start a shop class for two hundred boys in the basement of the Latin School. The first instructor was Mr. George Smith, who had had eight years' experience teaching carpentry in the School of Mechanic Arts in the Massachusetts Institute of Technology. This class was continued until 1890 when Mr. Frank M. Leavitt was appointed to take Mr. Smith's place and the real development of manual training began.

The first manual training committee of the School Committee was appointed in 1885 and permanent maintenance was provided. In this year the offer of Mrs. Quincy A. Shaw to permit pupils of the North End schools to attend the North End Industrial School was accepted as an experiment. From Mrs. Quincy A. Shaw's school, "The Sloyd Training School," we secured the very fine teachers who contributed much toward making the manual training movement in Boston a success. This school is now maintained by the city under the title, "Training School for Teachers of Mechanic Arts." Expansion after this was rapid, although the work was voluntary; that is, the masters in different schools might or might not form classes. In 1892 there were ten rooms with five teachers serving thirty-seven schools. In 1897 there were twenty-six shops with twenty-five teachers serving fifty-two schools. In 1898 manual training was made compulsory in both elementary and high schools. From this time on the increase was constant until every school had manual training in the seventh and eighth grades, and after 1912 in the sixth grades.

In 1907 an experiment in industrial education was started in the Agassiz District, Jamaica Plain, in the old Eliot School building. Boys were given double time, four hours a week, for manual training, having instruction in woodworking and pasteboard box-making. In 1911 this form of work was discontinued and the close correlation between shop and academic subjects forecast by Mr. Page was developed through the establishment of prevocational centers, in which the boys were given at least one-third of the school time for shopwork. The first centers established were in the Agassiz, Quincy, Oliver Wendell Holmes, Sherwin, Lewis, and Ulysses S. Grant Districts. Boys were admitted from any part of the city to these classes when it

was felt they would benefit by the type of work offered. Many of these boys were special cases, and as classes were segregated their popularity was interfered with; but nevertheless they were extremely successful, proving, conclusively, that there was great value in more shopwork for boys who were failing to grasp the content of abstract subjects.

With the establishment of the intermediate organization, opportunities for increased shopwork under a somewhat different plan, as an elective for all boys, still maintaining close correlation of shop and classroom subjects, were offered. These classes were called mechanic arts classes. In 1925 prevocational classes were discontinued. At present one-third of all the boys in Grades VII and VIII elect these courses. They have shopwork 360 minutes a week. Ninth-grade boys, with 440 minutes a week, are prepared to enter the tenth grade in a cooperative course, in the Mechanic Arts High School, or in the Boston Trade School. The last named schools are described in separate statements. The introduction of different activities and the increase in time allotments in mechanic arts classes greatly increased the number of shops, so that at present we have 151 shops in the elementary and intermediate schools, employing 149 teachers.

Courses of study have radically changed since 1882. Mr. Bachelder gave eighteen lessons, beginning first with striking square blows with a hammer, following through nailing to planing and the use of different tools in exercise work only. In his whole course he made but two objects — a knife box and a box for an oil stone. Swedish Sloyd introduced into this country by Mrs. Quincy A. Shaw, with the establishment of the Boston Sloyd Training School, under Mr. Gustaf Larsson, was a strong influence in establishing the principle that boys should make objects of true worth rather than exercise work. At first this took the form of a compulsory set of models with no opportunity for individual work. This was later modified by introducing optional models so that the boys might have some choice. The present syllabus recommends no objects to be made, but sets forth a set of minimum requirements that a boy should meet. The pupil selects that which he most desires to make, provided his work has an orderly progression. Initiative and orginality are stressed.

About 1891 two or three principals, enthusiastic over instruction in woodwork, secured permission to introduce cardboard construction in the sixth grade. In 1899 J. H.

Trybom published a series of lessons on "Cardboard Construction." These lessons designed to cover two years were adopted for Grades V and VI. About 1904 cardboard construction was authorized for Grades IV and V and weaving and basketry for Grade VI. About 1912 woodwork was authorized for the pupils of Grade VI, and weaving and basketry were discontinued. In the meantime "bookbinding" was introduced into the fifth grade and "cardboard construction" became the sole activity of Grade IV. A few classes in Grades IV, V and VI received instruction in clay modeling as early as 1904. At present it is confined to classes attended exclusively by boys of Grade V, where the time is divided equally between modeling and bookbinding.

School gardening was originally introduced through the efforts of the Massachusetts Horticultural Society in the early seventies. This society sent Mr. Clapp, then master of the George Putnam School in Roxbury, to study the school garden situation in Europe; and as a result of his efforts, the first school garden in America was established at his school. Later in 1914, Assistant Superintendent Parker introduced a course of lectures on horticulture which was largely attended by teachers in the Boston school system. Encouraged by the success of this course, and with the cooperation of the Boston Social Union, an association of settlement houses in Boston, school gardening was definitely introduced in 1917. During the war this work was largely expanded and at the present time covers fifty-five school districts and has an annual registration of between eight and ten thousand pupils who sign up for home garden work. In addition we have nearly a thousand pupils who are given plots in school gardens where the instruction is more intensive.

Under the compulsory law of 1898 for manual training in high schools, shopwork was introduced into several of the high school curricula. This work was optional and took the form largely of woodworking and art metal work. The courses were open to both boys and girls. During the administration of Superintendent Franklin B. Dyer, general manual training courses in high schools were discontinued and cooperative industrial courses were inaugurated, the first being in the Hyde Park High School in the year 1913–14. The first course of study stated: "As part of the regular work, excursions should be made to various industrial plants, and during the last half

of the year one afternoon each week shall be devoted to work in some manufacturing establishment in Hyde Park without pay. In the second, third, and fourth years, cooperative shopwork should be conducted in connection with some Hyde Park manufacturing establishment 2½ days each week — Friday, Saturday, and Monday, with pay." In 1916 the course of study was changed to very much its present form with the cooperative feature of every other week spent in shopwork either in the school or in cooperative shops during the second, third, and fourth years. Work in a commercial shop during the fifth year is required for graduation. A high school diploma is issued.

Cooperative shops with activities as indicated were established in the following order:

Hyde Park High School	Machine Shop Practice	1913
Dorchester High School for Boys	Woodworking	1915
East Boston High School	Machine Shop Practice	1916
Brighton High School	Woodworking Changed to Auto Mechanics	1917 1919
Charlestown High School	Electricity	1917
Jamaica Plain High School	Agriculture	1918
South Boston High School	Sheet Metal Work	1926
Roxbury Memorial High School (Boys)	Printing	1928

Mechanic Arts High School

This school was established as a result of the movement for industrial education following the Centennial Exposition held in Philadelphia in 1876. "The initial step toward the establishment of this institution was taken in 1883 when Superintendent Seaver presented a comprehensive statement of the arguments in favor of industrial education." In 1887 the city assumed financial responsibility for certain experimental classes which had been conducted by Mrs. Quincy A. Shaw at private expense, and in 1891 the first appropriation for the school was secured. The school was opened in September, 1893, but not until March, 1894, was the first woodworking room opened.

The course at that time was three years in length and consisted of drawing, carpentry and woodworking, woodturning and pattern making, forging and machine shop practice

together with mathematics, English, history, science, and modern foreign languages. Beginning in September, 1906, four years were required for a diploma. All boys pursued the same course, those who were preparing for college being required to do more difficult work but in the same subjects as those who did not intend to continue their formal education.

From the beginning the enrolment of the school constantly increased until applicants had to be turned away. A large addition was therefore erected in 1910, which increased the capacity to about 1,200; but this enrolment was soon reached, and by utilizing drawing rooms, laboratories and shops as home rooms the building has since been made to accommodate over 1,700 pupils.

In 1914 it was claimed that the school was not fulfilling the purpose for which it was intended. The chief criticism was that all boys were required to take college preparatory subjects and that for a large number of pupils some of these subjects were of little benefit. After investigation, a course was arranged which omitted the modern foreign languages and made it impossible for graduates of the school to enter colleges and engineering schools. More time was devoted to shopwork, drawing and science; better correlation was established between the shops and the academic subjects; and the size of the classes was reduced in order to make possible more individual work. This course remained in effect until 1919 and in the meantime the enrolment of the school became greatly reduced. In this year, therefore, it was decided to permit some boys to prepare for college while the larger number were to follow a course which retained many of the valuable features which had been in operation for the preceding five years, but which was intended to prepare boys for minor executive positions in industry.

Several changes have been made within the past five years which are intended to broaden and liberalize the courses. In 1923 the time allotted to English in the first two years was doubled. An excellent sheetmetal shop was equipped and opened on April 27, 1926, and has proved very popular. Military drill was introduced and instruction begun on January 17, 1927. A military band and a drum and bugle corps have also been organized and have done excellent work.

This school was among the first to experiment with student participation in government, and developments along this

line have been constantly made, until the activities of the student council are many and important. The results are highly satisfactory, one of the most valuable being an *esprit de corps* that could hardly be developed in any other way.

High School of Practical Arts

This school for girls was suggested in 1897 in a report of the Superintendent and Board of Supervisors. This report proposed a school which would give in addition to academic or cultural studies certain practical courses. It was to be independent of all others and fully organized and equipped within itself to do all the work required. The school was finally established in September, 1907, in Lyceum Hall at Meeting House Hill, Dorchester. As the school increased in size it was moved to the Sarah J. Baker building on Perrin street, Roxbury, and later a new building at the corner of Winthrop and Greenville streets in Roxbury, with every modern convenience, was completed and dedicated on January 29, 1914.

This school sounded a new note in secondary education. It is conducted in the behalf that woman's highest calling is that of "home-maker." In order to present to the girls the highest ideals and to prepare them to meet the problems of life in a dignified and intelligent manner, all pupils are given courses in cooking, housewifery, laundry work, dressmaking, millinery, art, home nursing, and home economics, in addition to regular high school work in English, history, mathematics, and science. Recognizing the fact that many of the girls will not go directly into the home but will, from necessity or choice, earn their living for a few years at least, the school provides definite vocational training in dressmaking, cookery, millinery, art, and salesmanship. At the end of the first year of the school, pupils are allowed to elect the special industrial course to be followed during the three remaining years. Girls are required to put into practice in their homes the principles of dressmaking, science, and art learned in the school. Credit in diploma points is given for such work, and two teachers are assigned to visit the homes and cooperate with the mothers in having this work well done.

The luncheon gives excellent training. Every day food is prepared and sold at a reasonable price, in cafeteria style, to about five hundred students, at their lunch counter. In addi-

tion to this forty teachers are served luncheon every day in their dining room, at a charge of thirty-five cents each. All this activity is entirely self-supporting.

At Christmas the girls cook food for baskets which are given to needy families. This custom was started in 1908. Last Christmas twenty-five baskets were sent out.

In 1911 when the first class graduated, a vocational assistant was appointed to advise the girls in their choice of further education or of employment, and to take charge of placing girls in industry. Positions are found not only for graduates but for those who are obliged to leave school before graduation. Many graduates go to higher schools and train for teaching, nursing, and other professions.

In 1912 a new course in art was established, and many girls after completing it have gone either directly to work or to higher schools of art. In 1914 the study of salesmanship was offered to members of the senior class, the lessons being given after school hours. This met with so much favor that it was included as a regular subject. In 1922 this work was put upon the cooperative plan, whereby a pupil attends school and works in a store alternate weeks. (See also the special statement regarding the subject of salesmanship.)

Trade School for Girls

Like other activities now a part of our system, this school owed its inception to a group of public-spirited women. Founded in July, 1904, under the auspices of the Massachusetts Association of Women Workers, it was carried on as a private enterprise, until in 1909 it was accepted by the School Committee as the first state-aided industrial school in Massachusetts. During the years 1905–08, the Douglas Commission, investigating the need for industrial schools, and the Commission on Industrial Education, with Paul H. Hanus as chairman, found a working model at hand in this school, then located at 676 Massachusetts avenue.

As this school was the pioneer in Massachusetts in aiming to meet the needs of girls obliged to go to work at the earliest possible moment, by training them under shop conditions to a degree of specialization and efficiency which would make them sought by employers of the best shops, the organization, administration, and methods employed differed radically from those of traditional schools. The Trade School provides for the

training of girls varying widely in ability and makes possible for every ambitious and honest student interesting and remunerative employment. It serves as a clearing house for those pupils who find themselves ill-adjusted to academic courses,— for pupils who are doers.

The school is in session eight hours a day, five days a week, for twelve months in the year, excepting specially designated holidays and vacation weeks. A girl who is fourteen years of age or over and who has completed the sixth grade is admitted on any school day. Selecting the special line of work which she wishes to follow, she is given individual instruction and an opportunity to progress as rapidly as she can, and so has every incentive to do her best — especially if she is impelled by personal or family needs.

The varied skills taught, leading to numberless occupations in productive industry, fall naturally into five groups: dressmaking, millinery, machine operating, catering, and commercial art. These with related English, arithmetic, and business practice make up the curriculum, with due regard to character training and personal hygiene. When adequately trained, a girl may be placed in employment at any hour of any day, when a call comes or when her need arises. It may readily be seen that the enrolment is rarely the same two days in succession. The average length of attendance is one year, varying from two weeks to two years, according to the age, capacity or objective of the student.

With the reorganization of the school under the new rules of the State Board came the problem of the training of teachers, the first classes being opened in 1911. But these classes, although valuable for the instruction of teachers in service, did not solve the problem of new teachers. Business opportunities for women of the type who make successful teachers are too many and too remunerative to make teaching attractive. Teachers have, therefore, been trained by selecting the most talented of the students; by giving them special training in school and in superior shops; and then by taking them back when needed as temporary assistants until they have met the necessary requirements for permanent positions. This gives a most loyal, cooperative, and skilled teaching body.

In 1918 the upper age limit was removed as a result of successful war work, so that women of any age are permitted to attend day classes. This has enabled many girls in business

to return to school for advanced training, and the establishment of afternoon and evening classes in practical arts in the regular schools has made evening classes in the Trade School unnecessary. Women may come for a few days, or weeks, or months to specialize in some line of work and so increase our supply of trained workers — never equal to the demand of the employers. Thus a steady flow of girls out into business positions — more than four hundred in a year — makes room for the steady inflow of girls from nearly fifty towns and cities of the state, to a total of about a thousand students in twelve months.

Under the dual control of the State Department of Education and the Boston School Committee, with the addition of Smith-Hughes classes under the Federal Board, the clerical work required has grown to such proportions that a group of girls of high-school grade is in constant training on the minor details of office work. These girls are sought by employees because of their knowledge of the commercial as well as the productive phases of their trades.

Throughout the twenty-five years of its history, the Trade School for Girls has benefited by the sympathetic counsel of an advisory committee of business men and women, with Miss Edith M. Howes as chairman. Labor has always been represented on this committee and the general reaction of the representatives finds expression in a letter received from the Honorable Arthur Holder, labor member of the Federal Board, after his visit to the school: "We think you are doing wonderful work. All through the school in every class there was evidence of cheerfulness, enthusiasm, efficiency, and cooperative good will. It was an exhibition of practical accomplishment for which I have longed for years but scarcely dared hope I would ever see carried out."

Salesmanship

The first course in this subject was given in the fall of 1906. In September of that year "an order was passed providing that classes in salesmanship which had previously been maintained by private interests, be continued at the Bigelow Evening School at the expense of the city. A course of twenty-four lessons was organized by the principal, aided by experienced and interested persons. Following the plan of former years, lectures were given by members of firms and superintendents

employed by some of the leading business houses of Boston." In April, 1910, a course was organized for employees in the shoe and leather trade and also one for those in the dry goods business. Each of these courses included some salesmanship. A preparatory course in salesmanship was also offered to retail store employees who hoped soon to be promoted to sales positions. In 1911 a course in advanced salesmanship was added. With the coming of the compulsory continuation school in 1914, the number of pupils in the preparatory course in salesmanship was greatly increased and several teachers were required.

The first salesmanship instruction in high schools was authorized by the School Committee on May 20, 1912, in establishing a course at the Dorchester High School. One month later a temporary assistant instructor in merchandising and salesmanship was appointed at the Girls' High School.

Mr. Frank V. Thompson, assistant superintendent in charge of commercial education, was quick to see the inadequacy of the training unless it was accompanied by the opportunity for practical experience. His report to the Superintendent in 1914 contained an extended argument for cooperative relations between the schools and the business houses. A director of practice work in salesmanship was appointed to bring about and supervise such cooperative relations. Under Mrs. Lucinda W. Prince, as director, the work was extended to nine high schools and about three hundred pupils took up the work. The pupils were excused from school on Mondays and on special sales days for store experience. The school training was not confined to salesmanship alone but included the closely allied subjects of textiles, art and design, English, and commercial arithmetic.

Since September, 1921, a cooperative course involving half-time in the stores has been in operation for certain girls of Grades XI and XII of the High School of Practical Arts. Pupils are assigned to cooperating stores in pairs and while one is in the store the other is in school. They exchange places weekly. By agreement with the Retail Trade Board of the Chamber of Commerce, the girls are given training in marking, stock, examining, cashiering, and selling.

A second form of definite cooperative store training was organized at the Roxbury Memorial High School (Girls) on March 1, 1927. For pupils who elect this course, school opens

at 8.15 a. m., thus allowing four recitation periods before 11.15 a. m. At 12 m. they report to the stores where they have been assigned and where they serve as a contingent force for the noon release of cashiers, examiners, and salespeople until 3 p. m.

Salesmanship is at present taught in twelve day high schools, four evening high schools, and in the Continuation School, and about fifteen hundred pupils are being trained.

In the girls' high schools the course is developed from the point of view of retail selling. In the boys' high schools retail selling, wholesale selling, merchandising methods, and advertising receive about equal attention. In one mixed high school there is a course in retail selling for the girls and one in general selling for the boys. In one school a course in salesmanship and personal efficiency for bookkeepers and stenographers is given. In some schools salesmanship or merchandising is given in Grade XII only. In other schools it is given in Grades XI and XII. In all schools store practice during December, on special sales days, and on Saturdays accompanies school training.

Continuation School

In 1909 the School Committee of Boston took action leading to the establishment of continuation schools. Early in 1910 classes were organized for young persons employed in the shoe and leather and dry goods industries and department stores.

Acting under the provisions of chapter 805, Acts of 1913, the School Committee of Boston established compulsory continuation schools for all minors between fourteen and sixteen years of age obtaining employment certificates after January 1, 1914.

By chapter 281 of the Acts of 1919, the existing law was amended and since that time all pupils in Massachusetts are required to complete the sixth grade before they may leave school to obtain an employment certificate. Chapter 311 of the Acts of 1919 made continuation schools compulsory throughout the State of Massachusetts in all communities which employed two hundred or more minors between the ages of fourteen and sixteen, provided that those communities accept the law by the adoption of a referendum at the state election of November 4, 1919. This referendum was adopted in Boston and in most of the cities and towns in the state. The expenses

of these schools are assumed jointly by the state and the city or town, each paying approximately one-half the total cost of maintenance.

In its early history boys and girls alike were housed in hired quarters; but in 1917, with the growth of the school, the boys were transferred to the Brimmer School building on Common street, which had just been vacated by the Boston Trade School. At various times thereafter classes for girls have been conducted in the North End and other classes in factories, in suburban school buildings, and in various hired quarters.

The outstanding accomplishment during recent years was the decision of the Committee to provide new quarters. The boys now occupy a splendid six-story structure of first-class construction located on Warrenton street. The accommodations for the girls, equally adequate, will be occupied in September, 1929. Between these two units is a beautiful assembly hall in Belgium and Italian marble and English bathstone. The new building gives ample opportunity for expansion. The effect on both pupils and teachers has been most marked.

The school is in session from 8 a. m. to 12 m. and from 1 p. m. to 5 p. m. Each teacher's program consists of four hours teaching and two hours follow-up work to the places of employment and homes of their pupils.

The value of the Continuation School lies in its power to assist pupils to make a satisfactory adjustment between the traditional day school and the world of business, through the knowledge which the teacher obtains of the environment and circumstances of the pupils, in his visits to the employer and to the parents, and in conversation with the pupils themselves.

In 1925, two booklets, one describing the activities of the boys and the other of the girls, were prepared. They are placed in the hands of the pupils entering the school for the first time, to acquaint them with the opportunities offered in the school. After reading them carefully and discussing them with the entry class teachers, the pupils choose the course which they desire to take. Each course consists of two hours of shop work and two hours of academic work. The shop work conforms as largely as possible to regular business standards. The academic work consists of one hour of English and mathematics related to the work carried on in the shop, together with civics, hygiene, and English in the broader sense

The past eight years have seen a reduction of truancy with the result of increase in percentage of attendance. The twenty-hour a week class, to which come pupils who are temporarily out of work, has shown decided improvement. This has been materially assisted first, by the assignment of the entire corps of supervisors of attendance who work in close conjunction with the school, and, second, by the establishment, for boys, of the home mechanics class in which out-of-work boys have an opportunity to learn how to make the necessary repairs which a home owner may be called upon to do.

In 1923 a group of girls from the W. F. Schrafft & Sons Corporation, candy manufacturers, was sent for an eight-hour period. In 1925 this time was increased to half-time. The membership of this group is distributed through Grades VII to XII, inclusive. These pupils do the work of regular intermediate and high school classes and ultimately obtain diplomas. During the past two years they have received instruction in physical training at the Tyler Street Gymnasium through the cooperation of the Park and Recreation Department. They have participated in the annual exhibitions.

Action of far-reaching importance was taken this year in establishing the opportunity classes for high school pupils in the Continuation School. It was felt that the school, on account of its try-out courses and elastic organization, could be of definite and immediate service to many pupils attending purely academic high schools, who might better be pursuing courses in some industrial school. High school head masters may send pupils from Grades IX and X to these classes if, in their opinion, such pupils may benefit by the shop training in the Continuation School. These pupils spend two hours in shopwork and three and one-half hours in academic classes daily. Each group spends five weeks in a particular shop and then moves to another shop, thus passing through all the shops. The academic curriculum consists of mathematics, English, civics, history, and science. The last school year found ninety-nine boys in attendance. These classes relieve high schools of many pressing problems and serve to assist the individual pupil by atempting to determine his aptitudes, especially along manual lines. They are in an experimental stage but they give great promise and will undoubtedly result in salvaging many a pupil who apparently is educationally and vocationally misplaced. Classes for girls will be established when the new unit is completed.

Thrift

At a meeting of the School Committee on February 21, 1910, Mr. George E. Brock, one of the members, then president of the Home Savings Bank, was appointed "a special committee to investigate and report with regard to savings systems in the public schools." Mr. Brock submitted a report in November but for some reason withdrew it a month later.

In the meantime the Legislature, by chapter 524 of the Acts of 1910, had added "thrift 'to the list of' subjects that shall be taught in the public schools." This act was approved on May 13, 1910, and on June 6 the Committee requested the Board of Superintendents "to report with regard to the introduction of the subject of thrift."

The Legislature, by chapter 211 of the Acts of 1911, passed "an Act to authorize savings banks to receive deposits from school children"; and in October of that year detailed regulations for the organization and conduct of school savings systems were adopted by the Committee, and principals were asked to discontinue any other systems — an indication that instruction in thrift in the Boston schools antedated the actions outlined above. The regulations also provided that the secretary of the Committee "shall semi-annually or oftener make inquiry into the conduct and extent of savings systems conducted in the public schools, and shall report the result of his investigations."

The Home Savings Bank was the first, under the new regulations, to request permission to receive school savings, being granted permission on January 15, 1912, to accept deposits from the pupils of the High School of Commerce, English High School, Robert Gould Shaw, and Agassiz Schools. Seven other banks were approved at the next meeting of the Committee.

The first report of the secretary, on October 21, 1912, showed that "four high schools and nine elementary schools have adopted the new plan." There were then 1,734 depositors with $1,403.70 on deposit on June 30 — an average of 81 cents each. These formal reports of the secretary were discontinued in 1923, partly because of the general use of the mechanical tellers, but our records show that, at the present time, fourteen of our secondary schools and sixty-one of our elementary and intermediate schools have approved savings systems, cooperating with eight banks, and that some 50,000

pupils had deposits aggregating, on June 30, 1928, over $915,400 — an average deposit of $7.79 each.

On May 17, 1917, the Committee approved the request of the Home Savings Bank to experiment with the Automatic Receiving Teller in the Eliot School. This device has been used in many of the schools since and, in addition, approval has been granted for the use of Educational Thrift Service, National Prosperity, Incorporated, and the Massachusetts Mutual Savings Banks System.

Financial thrift is not the only kind encouraged in our schools. In connection with our course in citizenship in elementary and intermediate schools and in character education in secondary schools, in our manual training, household science and arts; in fact throughout our curricula and our extra-curricula activities, thrift of health, energy, time, and material are all encouraged and the distinction drawn between true thrift on one hand and selfishness and penuriousness on the other.

Boston Trade School

This school was authorized on May 1, 1911, under the name of the Industrial School for Boys. On March 18, 1912, the school opened in the historic Brimmer school building on Common street, with about fifty pupils in printing, electricity, woodworking, and machine shop practice. The School Committee soon made an appropriation for a new building, but on account of the war the work of construction was delayed. Meanwhile the school received several different names in attempts to better express its purpose, viz., the Boston Industrial School for Boys, the Boston Industrial School, the School of Industrial Arts, and the Boston Trade School.

As the Federal Government and the State pay one-half the maintenance cost of the school, they reserve the right to set up certain standards. They have but one interest in fostering industrial education, viz., "to increase the industrial efficiency of the Commonwealth." To this end they urge the following points:

1. The pupil must be at least fourteen years of age
2. He should have a grammar school education
3. He should be mechanically inclined
4. He should not be a backward boy
5. He should have no mental or physical handicap.

The school trains such young men technically so that they may work at the trades intelligently, efficiently, and economically. Boys who have reached their fourteenth year but who have not completed a grammar school education are sufficiently well trained in some phase of a trade to enable them to do a restricted kind of mechanical work and thereby become self-respecting and self-sustained citizens.

At present the school offers courses in automobile mechanics, cabinetmaking, carpentry, electricity, forging and welding, machine shop practice, masonry, painting and decorating, plumbing, printing, sheet metal work, steam and power plant piping, and airplane mechanics. The work of each shop is on useful, commercial products and the usual shop methods are pursued. The long school day, 8.30 a. m. to 4 p. m., makes it possible to give quite as many hours per week to academic work as are given in any other secondary school. The academic instruction is applied; is specific; and is strongly for vocational efficiency. It includes mathematics, science, drafting, English, industrial history, commercial geography, hygiene, civics, and physical training. Mathematics includes the applied principles of arithmetic, algebra, geometry, and trigonometry. In each study, selection is made of topics most closely related to each trade and in teaching those topics the shops become, as far as needed, laboratories for illustration and experimentation. The academic instructors are all college graduates with years of teaching experience; and the trade instructors are all practical men taken from industry.

The use of the moving picture machine has been applied systematically to the work of the school. The school seeks to supplement school experience with visits to standard manufactories where the student may observe the work and equipment operating under trade conditions.

The attitude of loyalty toward the school on the part of graduates is shown in the formation of an alumni association, having for its purpose the perpetuation of school-day friendship and the advancement of the interests of the school.

A part of the work of the school is its evening classes to which only men already in the trade are admitted. From a mere handful who attended only a few years ago, the evening classes now number about 1,600. Evening courses are offered in the following subjects: acetylene welding; architectural drawing; auto mechanics; blueprint reading; cabinetmaking; carpentry;

pattern making; house framing; mill work; furniture design; courses for firemen, engineers, and janitors; electricity; machine drawing; machine shop work; masonry; painting and decorating, including paperhanging; printing; sheet metal drafting; and shop mathematics. Classes are in session on Monday, Tuesday, and Thursday evenings, from 7.30 to 9.30 o'clock. The term begins the last Monday in September and continues through the week in which March 31 falls. Evening classes are conducted in the Trade School building, Parker street, Roxbury, and in four branches.

Junior Red Cross

On September 15, 1917, President Wilson in a proclamation to the school children of the United States announced: "The American Red Cross has just prepared a Junior Membership with School Activities in which every pupil in the United States can find a chance to serve our country. Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world and guide your service with high and religious ideals. And best of all, more perfectly than through any of your other school lessons, you will learn by doing these kind things under your teachers' direction to be the future good citizens of this great country which we all love."

In November, 1917, Junior Red Cross membership was approved and Miss Frances G. Curtis, a member of the School Committee, became chairman of the Junior Red Cross Committee for Metropolitan Boston.

During the World War the Junior membership fee was twenty-five cents and up to the discontinuance of this fee in 1919, the Boston Metropolitan Juniors had contributed $73,528.75 toward local and foreign war relief. Thousands of garments for refugee children were made in the schools, and teachers not only supervised the work of the children in school, but sewed and knitted and worked out of school hours, both at home and in Red Cross headquarters. Hundreds of tables and chairs were made in the manual training classes and were shipped abroad to help furnish temporary schools and orphanages in Belgium, France, and Italy. Toys of all descriptions were made also and sent to the children of Europe. Many supplies such as screens, bed tables, etc., were made for the camp hospitals and recreation huts in this country.

At the close of the war, instead of individual membership fee by pupils, the policy of a membership by service rendered was inaugurated, money contributions by the children becoming a purely voluntary offering. There was a natural falling off in interest, but voluntary membership has resumed and on January 1, 1929, 99¼ per cent of the public schools of the city were enrolled as Junior Red Cross auxiliaries.

The Red Cross publishes "Junior Red Cross News" for elementary schools and "High School Service" for secondary schools. It also provides an illustrated calendar containing suggestions for service projects, and a poster for each schoolroom and special buttons for children who have earned individual membership through service.

Red Cross classes in home hygiene, first aid, and life saving are given in many of the schools. The Junior office has many lantern slides depicting child life around the world and sends speakers upon request of schools. Several hundred talks are given throughout the year. All expenses incident to the conduct of the Junior Red Cross in the schools are met by the senior organization.

There is no prescribed program for the Junior Red Cross. Its conduct differs in different school systems, but the fundamental idea is useful, kindly service toward the children of the world.

Every department in the school system, at least some time during the year, contributes generously to community needs; and sewing, knitting, and various forms of handwork are produced in clubs and summer playgrounds. Regular school production is distributed amongst the community organizations having the care of children, and in the year 1928–29 sixty hospitals and agencies of varying kinds received over sixty thousand remembrances from schools.

Each year the schools send hundreds of friendship boxes to Junior Red Cross organizations of other countries, and many gifts are received in return. These are shared as far as possible with all schools. This is done through a system of loan exhibits,

The voluntary contributions from Juniors pay for their magazine subscriptions; for material used in certain sewing and manual training projects; and for their share in the National Children's Fund program. This fund, administered in Washington and audited by the War Department, is used for national and international projects of educational and friendship value.

In April, 1929, two pupil delegates were sent by the Red Cross, from Boston high schools, to the National Convention of the American Red Cross in Washington. Special tours and social gatherings were arranged for them and they were received by the President of the United States. As a result of this, the Boston Junior delegates upon their return home formed a metropolitan high school Junior Red Cross Council. Its purpose is "to foster and develop the principles for which the Junior Red Cross stands: service to others, practice in good citizenship and international friendliness amongst the young people of the world." So we may expect to see in the near future an even wider and greater activity on the part of our school citizens.

"Let youth help shape the world while the vision splendid is still before its eyes."

Safety

Since 1924, when fifty-nine Boston children were killed by motor vehicles, a program of safety instruction has been developed. Much of this has been done in cooperation with the Massachusetts Safety Council, which has an advisory committee of Boston teachers and has developed a year-round activity which covers both schools and playgrounds.

Each school has a teacher designated "safety adviser," and these teachers are the contact points for the distribution of monthly bulletins and other material prepared by the Massachusetts Safety Council covering seasonal hazards. Nearly every school has been giving safety instruction in some form for several years, and many have developed it to a high degree, with special activities to meet the conditions of the locality. With few exceptions, all of the schools have organized junior patrols which handle the filing of the children before and after school. Many schools also have a Junior Safety Council, the membership button of which must be won by the performance of two acts of safety.

There are safety assembly meetings addressed by a member of the Boston Police Department, held in at least two schools each day. Each spring the Massachusetts Safety Council holds a general rally to which the schools send delegates and present the best of their original safety songs, slogans, playlets, and other projects.

During the spring of the present year the schools worked out a safety poster project.

1. The pupils discussed the hazards most likely to be encountered in their part of the city.

2. They selected an appropriate slogan.

3. The teachers appointed two pupils who had shown especial aptitude in drawing to design the poster.

Nearly three hundred posters of marked originality were produced and were placed on public exhibition by the Council at the Hotel Statler in Boston; later at the Public Library; and finally at the National Conference of Women's Clubs, held in Swampscott.

Beginning with the opening of the present school year, accident report blanks are being sent to all principals, with a request that a record be made of all accidents whether occurring within the school premises or elsewhere. An analysis of these reports has given important information as to time, place, and conditions under which the accidents occurred,

During the summer the safety activities are transferred to the playgrounds. A series of morning safety rallies, held in the theaters, have a total attendance of nearly 20,000 children.

While the non-fatal accidents among Boston children have increased each year as the registration of motor vehicles has become larger (there are 125,000 such vehicles in Boston each day), the increase has not been so great as that to adult pedestrians; and fatalities among children, which numbered fifty-nine in 1924, have been reduced to thirty-three in 1928.

Respectfully submitted,

JOHN C. BRODHEAD,
Assistant Superintendent.

REPORT OF ARTHUR L. GOULD, ASSISTANT SUPERINTENDENT

INTERMEDIATE SCHOOLS

Brief Story of the Movement

The development of the intermediate or junior high school as a separate unit of school organization constitutes one of the most significant changes that has taken place in our system of public education. Within the compass of this report it would be impossible to relate in chronological detail all the investigations and studies which have finally resulted in a reorganization of elementary and secondary education in this country.

Nevertheless, to understand the underlying theory which ultimately led to the development of intermediate or junior high schools, it is necessary to review briefly certain significant studies and reports which crystallized educational thought at the time of their publication and which stand out as guide-posts to mark the gradual growth and development of this type of school.

As early as 1886 President Eliot viewed with concern the fact that nearly one-half of the freshmen admitted to Harvard were over nineteen years of age at the time of entrance. To combat this tendency of late entrance, more flexible entrance requirements were established, and the requirements for the bachelor's degree were revised so that the more able students could complete the course in three years. President Eliot felt strongly, however, that the real source of the difficulty lay in a much prolonged elementary school training. Accordingly, in an address before the Department of Superintendence in 1888, he attacked the problem of waste in elementary schools and advocated the enrichment of the curricula through the earlier introduction of science, mathematics, and foreign languages, and the elimination of all irrelevant materials.

In 1892 as Chairman of the Committee of Ten, President Eliot reported that the secondary school period should be begun two years earlier, thus leaving but six years for the elementary school period, instead of the customary eight years.

In 1894 the Committee on College Entrance Requirements, after four years of investigation and discussion, strongly en-

dorsed the recommendation of the Committee of Ten for a six-year secondary school, beginning at Grade VII.

In 1907 the Committee on Six-Year Courses, representing the Department of Secondary Education, recommended an equal division of time between the elementary and secondary schools, and outlined in detail the advantages to be derived from such division. Among other significant recommendations this committee submitted a statement of minimum requirements that might be expected of pupils in the several elementary school subjects at the end of the sixth year, and a suggested list of studies for Grades VII and VIII.

In 1909 this committee concluded its report as follows:

"There is a general impression revealed by this and other correspondence that the whole course of instruction, both elementary and secondary, should be simplified; that the differentiation of pupils' work should begin at the end of the sixth grade; that time is wasted on non-essentials and on impractical topics; that there should be greater flexibility in the promotion of pupils; that the whole system should be reorganized.

"The committee is of the opinion that while we may not expect or hope for any sudden or extensive changes in the general scheme of organization from the eight-and-four-year division to the six-and-six division, nevertheless we feel certain not only that the change is inevitable but that it is already in progress and is taking place in different ways to meet local conditions. We further believe that the reorganization of the public school system along the lines of this discussion is of fundamental importance."

In 1913 the Council Committee on Economy of Time in Education submitted a final report. Its findings and recommendations may be briefly summarized as follows:

(1) There is much waste in elementary education

(2) The elementary period should be from age 6 to age 12

(3) Grades VII and VIII should be included in the period of secondary education and the study of foreign language, elementary algebra, constructive geometry, and elementary science should be begun in these grades.

In this brief survey it is evident that the discussion of the reorganization of elementary and secondary education occupied a period of approximately twenty-five years. From 1913 on, the junior high school movement developed rapidly so that at

the present time thousands of cities and towns report the establishment of junior high schools. During this period of time Boston was acutely interested in the problem of reorganization of its school system. As late as 1905 its elementary school period was of nine years' duration, the usual period in most New England towns and cities.

The nine-grade elementary school system had been under discussion for a period of years and the sentiment was growing among school leaders that it should be gradually replaced by an eight-grade system. By the year 1907 the reorganization had progressed so rapidly that Superintendent Brooks, in his annual report of that year, says:

"Most conspicuous among these progressive forward movements is the attitude of the elementary school principals towards the reduction of the course of study from nine to eight years. For many years this has been a topic of discussion, and the principals, with but few exceptions, have been opposed to the change. It is probable that this was the opinion of most of them at the beginning of the year, and that there are still many principals who doubt the wisdom of the action. Nevertheless, the vigor with which the principals have entered into the problem of readjustment, and the skill with which the difficulties of reorganization have been met, will bring the eight-year course of study into effective operation much sooner than the most sanguine had hoped."

With reference to the need of reorganization in the high schools, Superintendent Brooks reported:

"The rapidity with which the elementary school principals have carried forward the reorganization incident to the adoption of the eight-year course has shifted the chief difficulties of the situation to the high schools. The high schools have already had a serious problem to meet, as indicated by the fact that approximately one-fourth of the pupils attending the high schools did not find therein work of such a standard or of such a nature that they could perform it satisfactorily."

. . . "These pupils are as justified in demanding high school instruction adapted to their needs as are the pupils who find it possible to do the work now offered."

It is evident at this period that there was a decided shift of emphasis away from fixed and traditional standards of scholarship for all pupils, and the accompanying exclusion from school for those who failed to measure up. Educational leaders

were beginning to stress the adaptation of secondary instruction to the needs and abilities of pupils. The practice of excluding the failures was yielding to a more humane treatment of the less gifted. Studies of the causes of failure, of standards of marking, of methods and materials of instruction, of teachers and pupils were all pointing toward the humanizing of the school system. A high per cent of pupil failure was no longer considered as the distinguishing mark of the efficient teacher. Exclusion from school was not the answer to the problem of the slow or difficult pupil.

So we find in Boston, as elsewhere throughout the country, the period of agitation and discussion which usually precedes major changes in educational policies and procedures. In 1913 we find the Board of Superintendents, on motion of the present Superintendent of Public Schools, Dr. Jeremiah E. Burke, passing unanimously the following vote:

"*Voted*, To recommend to the School Committee that the superintendent of schools be authorized, in such districts as he may designate, so to modify the course of study as to permit instruction in a modern foreign language for pupils of the seventh and eighth grades who intend to enter high school."

The authority to carry out this recommendation was granted by the School Committee, and early in the fall of 1913 the then Assistant Superintendent Burke reported that work in modern foreign language was being carried on in four elementary schools: Chapman, Edward Everett, Henry L. Pierce, and Mary Hemenway. In 1916-17 the number had grown to twenty-three.

In 1917 it was found possible to add Grade IX to the following districts and thus offer a three-year course of instruction in Grades VII, VIII, and IX under the administration of the elementary school principal:

Abraham Lincoln	John Winthrop
Chapman	Lewis
Emerson	Mary Hemenway
Hancock	Robert Gould Shaw
Henry L. Pierce	Ulysses S. Grant

This period from 1913 to 1917 may properly be called the experimental or testing period in Boston and out of it grew the problems which determined the future policy with reference to reorganization.

At its inception the adoption of the new plan was purely voluntary, but those masters who introduced the modified course of study became convinced that the remedy for the weakness of the old organization consisted in a complete readjustment and enrichment of the work of the later elementary grades and the early years of high school.

Almost at once it became apparent that in a large school system such as Boston desirable changes would have to be introduced gradually. The accepted 6–3–3–plan of organization required a separate building for the intermediate school. Certain of the newer types of building could be remodeled, at reasonable expense, but many of the older buildings, too valuable to be abandoned, did not lend themselves to substantial alteration.

A survey of the city schools was made and it was finally decided as an initial step to add the ninth grade to those elementary districts which promised reasonably good facilities for carrying on the work, and to develop the intermediate school problem under the guidance of masters of the elementary districts. At the same time, however, it was determined that building programs of the future should include separate buildings to house the new intermediate schools.

Apart from this purely physical problem, there was the need for reorganized curricula and properly trained teachers to carry on the work.

Accordingly, councils of teachers were formed by the Board of Superintendents to develop adequate courses of study and to select and write, if necessary, needed text-books. These councils were comprised of teachers of superior ability, training, and experience.

Their pioneer work was so effective that it was felt necessary to continue their service as the intermediate school developed. While the original character of their work has been modified somewhat, they continue to hold regular meetings, suggest needed changes, recommend text-books, and revise curricula.

Teacher Preparation for Intermediate School Service

No thorough-going reorganization of any school system can become effective until the teaching body is made familiar with the fundamental aim and purpose of the proposed changes. In the early study of reorganization conference committees were established, first with principals and head masters, and later with teachers, to explain and discuss in detail the scope and

purpose of reorganization. Concurrently with this procedure definite steps were taken to prepare teachers to carry on the new work. Courses in the theory of intermediate schools, and courses in subject-matter and methods were established under the direction and guidance of the best available teachers in our own system and of recognized leaders outside of Boston. The enthusiasm and zeal with which teachers responded did much to further the development of the intermediate school in Boston. These courses have continued to the present time and are generously attended throughout the year. At present every regularly appointed teacher in the upper grammar grades has been specially approved by the Board of Superintendents as qualified to give instruction in the intermediate schools.

However, to insure a supply of properly qualified teachers, the Board of Superintendents recommended to the School Committee the establishment of a new intermediate certificate, requiring added educational qualifications and experience. The requirement became operative for teachers entering from outside the city in 1918 and for students in the city normal school in 1920. At about the same time the intermediate course in the normal school was lengthened to four years and the requirements for admission made more difficult. At the present time no student is admitted to Teachers College of the City of Boston without a clear record (A or B) in the required subjects of the first three years of the high school course, followed by a competitive examination in the following required subjects of the fourth year:

Fourth-year English
Fourth year of a foreign language
United States History under the Constitution

or

The history of Greece and Rome;
and one of the following subjects:
Science:

Chemistry, Biology, Physics (any one of these subjects)

or

Mathematics

One paper in algebra or plane geometry.

In general, the examinations for admission follow in scope and difficulty the requirements of the College Entrance Board.

In the December following graduation from the Teachers College of the City of Boston with the degree of Bachelor of Education, competitive examinations may be taken, and the

names of successful candidates are placed on eligible lists in the order of their standing. During the present school year the School Committee has further guaranteed a selective group of the best qualified teachers for intermediate classes by establishing a single list of all candidates for this certificate wherever trained.

A recent study by Louis J. Fish, educational statistician, gives in concrete terms the educational preparation of the principals and teachers of intermediate schools. From his city-wide investigation of the professional growth of teachers, as measured by studies pursued in college, the following pertinent data has been abstracted:

In the twenty-two districts having Grades VII, VIII, and IX organization approximately 80 per cent of the masters of schools are graduates of approved colleges and in addition hold the degree of A. M. or Ed. M.

The story is somewhat different with the intermediate teachers for at the beginning of the reorganization they were taken largely from the upper grades of the elementary schools where graduation from college was not a prerequisite for appointment. Nevertheless, a substantial number of teachers have already acquired a college degree, and all have taken special courses in preparation for intermediate school work.

The following charts give the data for intermediate teachers:

1. Those who completed courses during the two-year period January 1927–29
2. Those who are completing courses during the current school year

NUMBER OF COURSES COMPLETED BY INTERMEDIATE TEACHERS JANUARY, 1927, TO JANUARY, 1929

Number of Teachers Reporting	Number of Courses Completed												12 or Over
	0	1	2	3	4	5	6	7	8	9	10	11	
934	211	153	157	114	70	53	40	30	30	32	15	12	17

COURSES NOW BEING TAKEN BY INTERMEDIATE TEACHERS

Number of Teachers	Number of Courses								
	0	1	2	3	4	5	6	7	8
934	466	228	133	83	19	3	1	0	1

Curriculum Development

Modification of courses of study, as previously stated in this report, began in 1913 with the introduction of a modern foreign language, on a voluntary basis by masters of certain school districts. From the outset the progress of the work was most carefully studied by principals of the schools and by heads of departments of modern foreign languages in the high schools. For several years regular visitation of modern language classes by heads of departments of high schools was carried on until there was sufficient data on which to base recommendations. In due time the council on modern foreign languages submitted a report that the work of Grades VII and VIII in this subject was the equivalent of the first year's work in the high school. It recommended further that pupils who had successfully completed the work in modern foreign language for Grades VII and VIII should receive credit for a full year's work on entrance to high school. Since September, 1915, a credit of 5 points has been allowed. So began the work of definitely articulating the curriculum of the intermediate with that of the high school.

In turn each major subject of the intermediate school has been studied by councils composed of representative teachers selected from the different types of schools, and their findings have been embodied in revised subject curricula for the intermediate schools.

As illustrative of the curriculum development of the intermediate school, the following procedure with reference to the organization and supervision of General Science Teaching will show one of the methods employed. The work in general science was begun in September, 1926, under the direction of Joseph R. Lunt, head of department, science, The Teachers College of the City of Boston.

At the outset it was apparent that new equipment was needed in the schools, for most of the available apparatus was inadequate to meet the demands of the new course of study. This equipment was planned and constructed in our own schools and organized into complete unit outfits, which are circulated among the schools from The Teachers College of the City of Boston. The school shops cooperated in constructing outfit boxes, ventilation models, demonstration bells, motors, generators, spirometers, stands, charts, etc.,— a long list of

specially planned equipment which could not be purchased except at excessive cost elsewhere. At the present time there are available for use in the schools 180 outfits with plans for the construction of 50 more. Each unit outfit is developed by means of suitable experiments and demonstration materials with full directions given on mimeographed sheets. Demonstrations and lectures have been given frequently in the schools, both in classrooms and the assembly halls.

The painstaking organization and supervision of the work has met with enthusiastic response by teachers and principals, with the result that good progress is being made in effective science teaching in the intermediate schools and classes.

Thus the entire program of studies in Grades VII, VIII, and IX has been completely revised and definitely articulated with the senior high school. Today the pupil begins to earn credits for his high school diploma upon his entrance to grade VII. Each subject has a definite credit value and on entrance to grade IX or grade X the pupil starts with the credits which he has earned in the preceding grades as a nucleus for the 100 points required for high school graduation.

Present Requirements in the Intermediate School

Coincident with teacher preparation and curriculum reorganization there gradually developed well-defined purposes which distinguished the intermediate school from the old type of organization.

Briefly, these purposes include provision for recognition of the varying abilities and aptitudes of school children; exploration of the child's interests and capacities; coordination between the intermediate grades and the grades above and below; consideration of the child's social needs; stimulation of the child for a more extended education; guidance of the child in matters educational and vocational; encouragement of the child in the development of leadership, initiative, and individuality.

On the administrative side the characteristics of the intermediate school include a separate building, comprising Grades VII, VIII, and IX; a sufficient number of children to permit economic administration; departmental instruction; promotion by subject; ability grouping; differentiated curricula with limited choice of electives; directed study; and extra-curricula activities.

Pupil Preparation in Intermediate Schools

For several years intermediate schools offering Grade IX instruction have been sending their pupils into Grade X of the high school. In this later grade they mingle with other pupils whose training in Grade IX has been under high school auspices. For the purpose of making a study of the relative progress of the two groups, teacher marks of the second bi-monthly period have been tabulated and distributed according to the place of pupil preparation in Grade IX. The following studies, embracing a period of ten years, indicate, in so far as the data permits, that the pupils of intermediate schools are sufficiently well trained to carry on the tenth-grade work in the high school without loss and with the assurance of making normal progress:

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS.

	A's	B's	C's	D's	E's	Per Cent
1928–29						
Second-year high school pupils	9	29	42	16	4	100
Tenth-year intermediate school pupils	8	28	45	15	4	100
1927–28						
Second-year high school pupils	9	28	43	15	5	100
Tenth-year intermediate school pupils	8	29	45	14	4	100
1926–27						
Second-year high school pupils	8	29	44	13	6	100
Tenth-year intermediate school pupils	9	30	43	13	5	100
1925–26						
Second-year high school pupils	10	28	43	12	7	100
Tenth-year intermediate school pupils	9	28	44	13	6	100
1924–25						
Second-year high school pupils	10	28	42	10	10	100
Tenth-year intermediate school pupils	9	28	41	13	9	100
1923–24						
Second-year high school pupils	10	27	41	13	9	100
Tenth-year intermediate school pupils	10	27	41	14	8	100
1922–23						
Second-year high school pupils	10	28	40	13	9	100
Tenth-year intermediate school pupils	8	26	40	15	11	100

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS.— *Concluded.*

	A's	B's	C's	D's	E's	Per Cent
1921–22						
Second-year high school pupils	11	28	41	12	8	100
Tenth-year intermediate school pupils	9	27	40	15	9	100
1920–21						
Second-year high school pupils	9	30	47	14		100
Tenth-year intermediate school pupils	7	30	47	16		100
1919–20						
Second-year high school pupils	9	30	47	14		100
Tenth-year intermediate school pupils	7	27	48	18		100

In the appended subject studies it will be noted that while the range of variation of marks in the separate subjects is somewhat greater than that of the composite study of all marks the general trend is about the same:

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS

English

	A's	B's	C's	D's	E's	Per Cent
1928–29						
Second-year high school pupils	6	27	45	19	3	100
Tenth-year intermediate school pupils	5	26	49	16	4	100
1927–28						
Second-year high school pupils	6	30	47	14	3	100
Tenth-year intermediate school pupils	5	27	50	15	3	100
1926–27						
Second-year high school pupils	6	29	47	13	5	100
Tenth-year intermediate school pupils	6	29	48	14	3	100
1925–26						
Second-year high school pupils	8	28	47	12	5	100
Tenth-year intermediate school pupils	6	28	46	14	6	100
1924–25						
Second-year high school pupils	8	26	46	11	9	100
Tenth-year intermediate school pupils	6	26	44	15	9	100
1923–24						
Second-year high school pupils	7	26	46	14	7	100
Tenth-year intermediate school pupils	7	25	46	16	6	100
1922–23						
Second-year high school pupils	8	29	43	13	7	100
Tenth-year intermediate school pupils	7	27	43	15	8	100

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS

MATHEMATICS

	A's	B's	C's	D's	E's	Per Cent
1928–29						
Second-year high school pupils............	10	26	39	18	7	100
Tenth-year intermediate school pupils......	8	24	45	17	6	100
1927–28						
Second-year high school pupils............	11	26	40	16	7	100
Tenth-year intermediate school pupils......	8	24	45	17	6	100
1926–27						
Second-year high school pupils............	9	27	44	14	6	100
Tenth-year intermediate school pupils.....	9	27	41	16	7	100
1925–26						
Second-year high school pupils............	10	26	43	13	8	100
Tenth-year intermediate school pupils......	8	23	47	16	6	100
1924–25						
Second-year high school pupils............	12	26	37	12	13	100
Tenth-year intermediate school pupils.....	8	26	39	14	13	100
1923–24						
Second-year high school pupils............	10	26	38	14	12	100
Tenth-year intermediate scool pupils.....	10	21	43	12	14	100
1922–23						
Second-year high school pupils............	12	27	35	16	10	100
Tenth-year intermediate school pupils......	8	25	37	13	17	100

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS

French

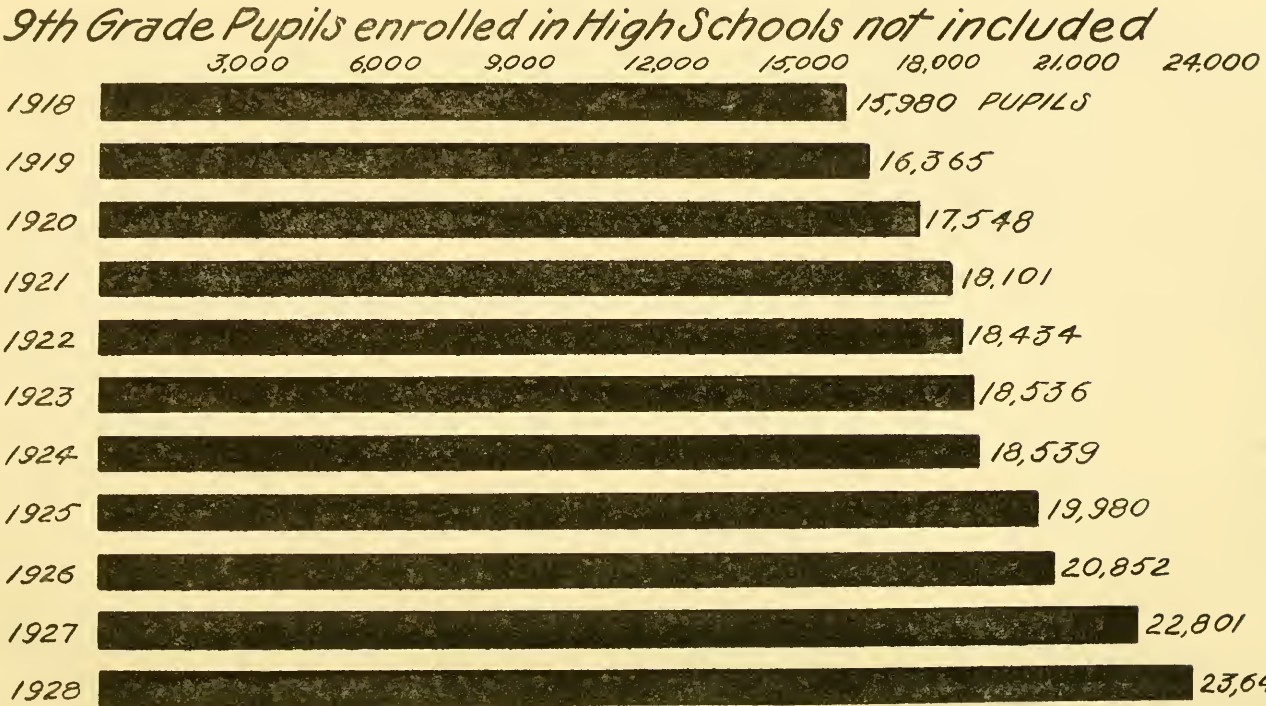
	A's	B's	C's	D's	E's	Per Cent
1928–29						
Second-year high school pupils	8	27	40	20	5	100
Tenth-year intermediate school pupils	11	24	40	21	4	100
1927–28						
Second-year high school pupils	12	24	40	19	5	100
Tenth-year intermediate school pupils	11	28	39	17	5	100
1926–27						
Second-year high school pupils	10	28	39	17	6	100
Tenth-year intermediate school pupils	9	28	42	15	6	100
1925–26						
Second-year high school pupils	12	26	39	15	8	100
Tenth-year intermediate school pupils	10	25	41	16	8	100
1924–25						
Second-year high school pupils	13	27	39	10	11	100
Tenth-year intermediate school pupils	10	26	39	13	12	100
1923–24						
Second-year high school pupils	12	27	39	13	9	100
Tenth-year intermediate school pupils	7	25	37	17	14	100
1922–23						
Second-year high school pupils	11	26	40	13	10	100
Tenth-year intermediate school pupils	7	22	39	19	13	100
1921–22						
Second-year high school pupils	11	22	43	14	10	100
Tenth-year intermediate school pupils	7	23	37	17	16	100
1920–21						
Second-year high school pupils	9	30	44	17		100
Tenth-year intermediate school pupils	9	26	45	20		100
1919–20						
Second-year high school pupils	11	31	41	17		100
Tenth-year intermediate school pupils	11	24	48	17		100

COMPARATIVE PERCENTAGE OF MARKS EARNED BY TENTH-YEAR PUPILS FROM INTERMEDIATE SCHOOLS AND SECOND-YEAR HIGH SCHOOL PUPILS

SPANISH

	A's	B's	C's	D's	E's	Per Cent
1928–29						
Second-year high school pupils	15	28	40	13	4	100
Tenth-year intermediate school pupils	10	24	43	18	5	100
1927–28						
Second-year high school pupils	7	27	40	18	8	100
Tenth-year intermediate school pupils	16	28	37	14	5	100
1926–27						
Second-year high school pupils	8	28	41	16	7	100
Tenth-year intermediate school pupils	15	36	30	14	5	100
1925–26						
Second-year high school pupils	10	23	43	14	10	100
Tenth-year intermediate school pupils	10	26	48	11	5	100
1924–25						
Second-year high school pupils	11	23	40	11	15	100
Tenth-year intermediate school pupils	13	25	42	10	10	100
1923–24						
Second-year high school pupils	10	20	43	12	15	100
Tenth-year intermediate school pupils	17	27	36	13	7	100
1922–23						
Second-year high school pupils	9	24	40	15	12	100
Tenth-year intermediate school pupils	14	20	41	18	7	100
1921–22						
Second-year high school pupils	10	22	42	15	11	100
Tenth-year intermediate school pupils	13	31	36	12	8	100
1920–21						
Second-year high school pupils	7	21	57	15		100
Tenth-year intermediate school pupils	5	28	49	18		100
1919–20						
Second-year high school pupils	10	18	55	17		100
Tenth-year intermediate school pupils	......	9	50	41		100

Similar studies have been carried on by individual high schools, notably English High School and Jamaica Plain High School. The results in these high schools correlate reasonably well with the city-wide studies previously referred to, and indicate that the type of work carried in grade IX, whether under high school or intermediate school auspices, is of about equal value in amount and quality.


INTERMEDIATE SCHOOL GROWTH
1918-1928
9th Grade Pupils enrolled in High Schools not included
3,000
6,000
9,000
12,000
15,000
18,000
21,000
24,000
1918
15,980 PUPILS
1919
16,365
1920
17,548
1921
18,101
1922
18,434
1923
18,536
1924
18,539
1925
19,980
1926
20,852
1927
22,801
1928
23,640

The period of experimentation and try-out embraced approximately the ten-year period from 1913 to 1923. In September, 1924, Superintendent Burke announced that all seventh and eighth grades in the city should adopt the revised curricula of the intermediate schools and should introduce such essential features as differentiated curricula, departmental instruction, and promotion by subject. By this action a much-needed step was made towards the unification of the work in these grades throughout the city.

Progress Towards Reorganization

While complete reorganization at the present time on the 6-3-3 basis has not been effected, chiefly because of inadequate building funds, the situation is promising as indicated by the following data:

There are 9 schools of seventh, eighth and ninth grades only, distributed throughout the city; thirteen schools have a VII, VIII, IX organization, but with other grades in the same district, and 37 schools have Grades I to VIII, but with intermediate class organization in the two upper grades.

The following sections of the city, with reference to intermediate accommodations, are reasonably well provided:

East Boston; the North and West Ends; the congested part of Roxbury; Dorchester Centre; West Roxbury; Roslindale, and Hyde Park.

Plans are under way and will afford relief in the near future for Allston and Brighton, Jamaica Plain, the central section of Roxbury, and Dorchester near the Mattapan and Neponset districts.

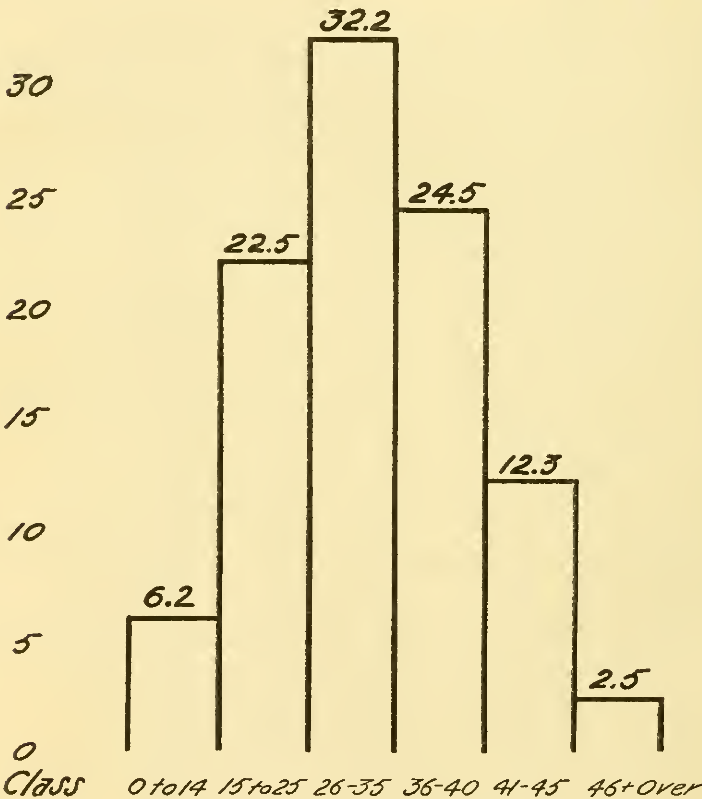
Sections which should receive attention when replacement or abandonment of old buildings is found necessary include:

Charlestown, South Boston, South End, City Proper, and certain sections of Roxbury and Dorchester.

Growth in Intermediate Schools for the Period 1918–28 (Inclusive)

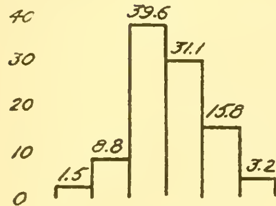
The preceding chart presents in graphic form the growth of pupils in intermediate classes for the ten-year period 1918–28. Grade IX pupils attending high or trade schools are not included. The chart represents a growth of approx mately 48 per cent over this period of years.

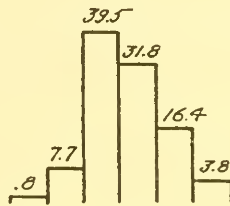
PRESENT ORGANIZATION OF INTERMEDIATE SCHOOLS IN 22 DISTRICTS HAVING GRADES VII-VIII-IX

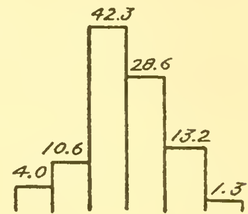


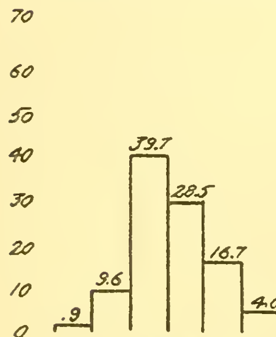
Read chart as follows:
32 percent of the classes in these schools each contain from 26 to 35 pupils

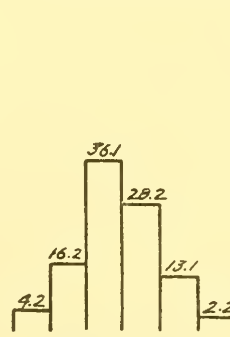
SIZE OF CLASSES — BY SUBJECTS
22 SCHOOLS — GRADES VII-VIII-IX

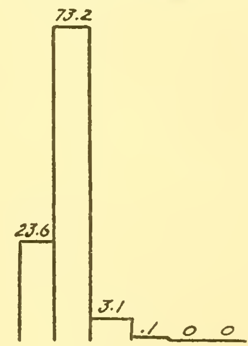


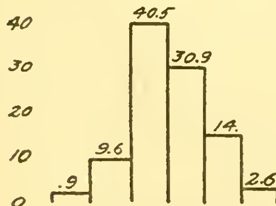


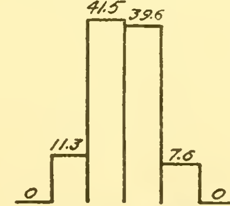


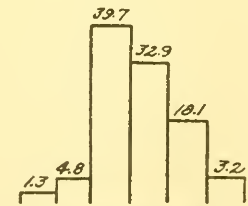












Explanation of Chart Showing General Size of Classes

This chart shows the average size of all classes in the twenty-two intermediate schools having Grades VII, VIII, and IX.

The figures at the bottom of the chart show the different groups of class sizes. The figures at the top show the per cent of such classes.

The graph is read as follows:

Select the tallest block shown and read that 32 per cent of all classes in these twenty-two districts had from 26 to 35 pupils in each class. Read the other blocks in a similar manner.

The chart shows by the massing of the taller blocks that most of the classes organized approach standard.

The small block at the left shows that 6.2 per cent of the classes are substantially smaller than the normal size. They are the result of special types of instruction where small class units prevail or they are likely to occur in schools having small numbers in Grades VII, VIII, and IX.

Explanation of Chart showing Size of Classes by Subjects (Grades VII, VIII, IX)

The chart is designed to show the class sizes in the various subjects listed.

The figures directly over the block indicate the per cent of all classes within the size range indicated by the figures at the bottom of the same block.

For example: To read the graph on English, proceed in the following manner, beginning with the tallest block:

39.6 per cent of all English classes had between 26–35 pupils in each class.

31.1 per cent of all English classes had between 36–40 pupils in each class.

Read mathematics as follows:

39.7 per cent of all mathematics classes had from 26–35 pupils in each class.

.9 of one per cent of all classes in mathematics had between 0 and 14 pupils in each class.

The smaller blocks show the per cent of the very small classes (on left) and the very large classes (on right).

The small classes usually occur in districts having relatively few pupils in Grades VII, VIII, and IX. They point out strongly the inadvisability of establishing small units for

Grades VII, VIII, and IX. The present policy of establishing intermediate schools with from 30 to 40 classes is economical from an administrative standpoint.

MERIT SYSTEM OF PROMOTION WITHIN THE SERVICE

Boston early established the practice of appointment on the basis of merit. As early as 1876 the School Committee established a Board of Supervisors, whose duties it defined in the report of that year in the following words:

> The appointment of teachers nominated for election in the School Board, without careful consideration of their qualifications, was an evil which had begun to show its disastrous effects by unmistakable signs. Personal solicitations, motives of self-interest, kind-heartedness, a dislike to say No, when it conflicted with the charitable desire to give a needy, though perhaps incompetent aspirant a means of lifelihood, had led many members of the School Board to obtain teachers' places for unfit persons, and the soundness of the schools was thus in process of becoming gradually but gravely compromised. It was only through the examination of candidates by competent persons, whose certificates could be depended upon as proofs of proper qualification, that this evil could be checked. That the conduct of examinations was felt to be one of the most important functions of the Supervisors is proved by the fact that at first it was proposed to give them the title of examiners. They were meant to attend especially to the securing of competent teachers by means of examinations, by inspection of the schools, and by the holding of biennial examinations of the scholars to test the fitness of the teachers to impart knowledge.

Again, in 1881, there was incorporated in the rules and regulations the definite provision that the Board of Supervisors should prepare classified lists of teachers for the use of the School Board. The regulation reads:

"The Board of Supervisors shall revise, at least once a year, the list of certificated teachers who are available for service. It shall strike therefrom the names of those who, after a fair trial, and careful investigation, are found to be incompetent teachers. For the use of the Board (School Committee) and the committees thereof, a classification shall be made of those persons whose names remain on the list, according to their excellence and their probable fitness for certain positions."

In 1906 merit lists on a civil service basis were established by the School Committee in accordance with the following regulation:

"Except in cases of promotion or transfer, or of appointment as principal of a school or district, or as director of a special subject, no person shall, after September 1, 1906, be appointed to teach in the public schools whose name does not appear among the highest three of the names on the proper eligible list willing to accept such appointment."

Superintendent Brooks in his annual report of 1906 analyzes the situation thus:

"The second piece of legislation, designed to secure the entrance into the service of only the ablest teachers, is the adoption of a civil service system of appointment. This is by far the most important item of the recent legislation and the one that will most benefit the schools.

"Of its advantage to the Boston schools when applied to candidates coming from outside, there can be no question. Obviously we should choose the best. It is the purpose of the merit system of appointment to set carefully and deliberately about determining who is best; to use for this purpose those who are most familiar with the needs of the schools and are therefore best fitted to judge of the qualifications of candidates; to substitute the combined, deliberate, and impartial decision of the Board of Superintendents with its uniform standard of comparison for the multitude of individual opinions hitherto prevailing; and when this decision is reached to abide by it."

A brief outline of the basis of rating candidates for appointment was prepared by the Board of Superintendents in 1906 for the purpose of making immediately effective the new legislation. The accepted plan included the following evaluated items:

	Per Cent.
1. Personal characteristics	10
2. Professional preparation	10
3. Quality and character of teaching experience	30
4. Scholarship	50

At the same time a plan of rating was made effective for graduates of the Boston Normal School. Concerning this plan, Superintendent Brooks in the 1906 report says:

"To the graduates of the Normal School themselves the merit system will be of great advantage, because it bases appointment on the quality of their work as judged by their

professional superiors, thereby substituting a uniform educational judgment for a varying personal one, often affected by friendly or political considerations. Individual teachers may at times derive advantage from personal or political standards of judgment, but it has always been demonstrated that the conditions of work of a body of teachers as a whole have been vastly better when appointment and promotion were determined solely by professional standards. Such will be the case in the application of the merit system to the Normal graduates."

Quoting Superintendent Brooks still further:

> The merit system means that every graduate of the Boston Normal School will have full opportunity to show her ability as a teacher, that her qualifications will be fairly and deliberately judged by a uniform standard of comparison, and that if she has shown herself possessed of ability to teach she will in her turn be appointed. No one who really believes that candidates for teachers' positions are entitled to fair and impartial treatment, no one who really believes that children are entitled to the best teachers available, can object to a system of appointment based upon merit.

Masters of schools who prior to 1906 had been given some latitude in the selection of their subordinates, at first, viewed the plan with disfavor, feeling that it removed from them an authority and a responsibility rightfully their own. However, at the outset an abrupt change from the old system was avoided by making available for appointment any of the first three on a given list. Gradually the principle was established that the first on any list must decline, or be passed over for justifiable cause, before the next candidate became eligible for appointment. This procedure obtains today. Here then we have the beginning of a comprehensive rating system on a broad basis of merit, which with but slight modification has been effective in Boston for nearly a quarter of a century.

True it is, that open competition for appointment was not established by this legislation, for the examined condidates and the graduates of the Boston Normal School were listed separately. Since, however, during the greater portion of this period the normal school was a training institution principally for teachers of elementary grades, positions in high schools and the submaster's position in elementary schools were obtained as the result of competitive examinations. Appointment to these more highly paid ranks were made in order of standing on merit lists.

During the period of the World War the shortage of teachers, particularly for high schools, became acute. To meet this situation the School Committee, through a cooperative agreement with certain approved colleges, devised a plan which would assure a steady supply of reasonably well trained teachers. These colleges established a one-year graduate course leading to the degree of Master of Education, which included subject specialization, courses in pedagogy, and supervised observation and practice teaching. Those who earned the degree were eligible for an examination, which, if successfully passed, entitled them to a temporary certificate of junior assistant.

Authority was granted by the Legislature, in 1922, to grant the degrees of Bachelor of Education and Bachelor of Science in Education to graduates of the four-year courses in the Boston Normal School.

In 1924 an act of the Legislature authorized a change in the name of the Boston Normal School to The Teachers College of the City of Boston.

The degree of Bachelor of Education required of Teachers College graduates for service in the intermediate school was first granted in 1925.

Chapter 16 of the Acts of 1926 authorized the School Committee to grant the degree of Master of Education at the Teachers College to prepare students for service in the high schools.

The number of students who have received this degree is arranged by years in the following table:

Class of 1926	12
Class of 1927	21
Class of 1928	14
Class of 1929	16

When graduates of the degree-bearing courses of Teachers College became available for appointment, they, together with the junior assistants, prepared elsewhere, formed a sizable group. The question of extending or abolishing the principle of separate lists was discussed in detail and as a result the following orders were voted by the School Committee on June 3, 1929:

(*a*) There shall be one eligible list of all candidates for the IV High School Certificate, except the so-called junior assist-

ants, the names of said candidates to appear under their respective major subjects; said eligible list and the basis of rating to be determined by competitive examination as established by the Board of Superintendents with the approval of the School Committee.

(*b*) There shall be one eligible list of all candidates for the XXXIII Intermediate certificate, except the so-called junior assistants, the names of said candidates to appear under their respective major subjects, said eligible list and the basis of rating to be determined by competitive examination as established by the Board of Superintendents with the approval of the School Committee.

(*c*) There shall be but one eligible list of all candidates for the Elementary B certificate, the names of said candidates to appear in accordance with their ratings as determined by competitive examination as established by the Board of Superintendents with the approval of the School Committee.

(*d*) There shall be but one eligible list of all candidates for the Kindergarten-Primary certificate, the names of said candidates to appear in accordance with their ratings as determined by competitive examination as established by the Board of Superintendents with the approval of the School Committee.

By the passage of these orders open competitive lists were established whereby graduates of our own teacher training institution compete on terms of equality with those of other approved colleges and graduate schools.

Promotion of Teachers within the Service on the Basis of Merit

The development of a plan for the promotion of eligible teachers within the service to positions of higher rank was a natural and logical outgrowth of the establishment of merit lists for original appointment.

The Superintendent of Public Schools is responsible, under the rules and regulations of the School Committee, for the appointment, promotion, transfer and dismissal of teachers. Since he is the executive responsible for the progress of the entire school system, the authority vested in him is correspondingly great. The success of any school or school system depends not alone on securing able teachers, but likewise on providing competent and able leaders.

In a large city system vacancies are constantly occurring in positions of responsible leadership, which must be filled by the best teachers available, without undue loss of time. It goes without saying, that promotions should be made on the evidence and promise of the highest professional service. Mere opinion alone is not sufficient. Hence, the need of direct, positive evidence to guide the Superintendent in his choice of those most deserving of promotion is of prime importance.

It was considerations such as these that prompted the Board of Superintendents in 1915 to make the first preliminary studies for the purpose of determining what requirements should enter into a plan for determining the relative fitness of eligible candidates for promotion.

The preliminary work was done on a cooperative basis, first with head masters and principals, and later with candidates for vacancies about to occur in the rank of elementary school principal. Out of these discussions certain general administrative principles were formulated. Chief among them are the following:

1. The basis of rating should be known
2. The elements constituting the general basis should be carefully defined
3. The method of recording observations should be as simple as possible
4. The scale of indicating the varying degrees of merit should be such as to indicate a small group of specially competent people
5. An adequate method of handling the records is essential.

Subsequently there were added these two:

1. The broadest possible system of granting credits should be adopted in order that the varying tastes, activities, and services of properly qualified candidates may be recognized
2. The plan adopted should be such that good candidates may obtain a respectable standing; in other words, a practical and reasonable standard must be set, which shall make possible a sufficiently exact differentiation among candidates, but which shall not be humiliating.

The first ratings concerned only candidates for the position of elementary school principal. Gradually the practice of

rating was extended to include nearly all promotions within the service. From the beginning candidates have known the basis of ratings.

As the rating system developed it became of increasing importance to define with extreme care the elements constituting the common basis of rating.

In general these elements include educational preparation and teaching experience; administrative, supervisory, and executive experience; professional interest and growth; personal characteristics; and teaching ability. Each major element has been analyzed in detail with each subordinate item definitely defined as to credit value.

The relative value of major elements in the different plans developed varies according to the kind of position for which applicants are rated, but in every plan the largest credit is assigned to teaching ability for teaching is the fundamental work of the schools. For positions requiring executive or administrative value of a high order, emphasis in the way of additional credit is assigned to this element. Likewise, for positions in which the element of scholarly attainment is a prerequisite, adequate recognition in the form of credits is provided.

The principal of the school, in daily contact with his teachers, is of necessity one of the chief sources for obtaining information concerning members of his staff seeking promotion in the service. His part in the rating plan has to do with an estimate of the candidate's teaching ability, and particularly with his personal and professional qualifications.

Each principal is asked to file with the Board of Examiners a detailed statement of the candidates personal and professional qualifications, of his skill in school management and classroom instruction, and of his administrative and executive ability.

The preliminary work of evaluating evidence submitted by candidates is done by the Board of Examiners, assisted by the assistant superintendent assigned to the work of rating for promotion. The final rating, however, is the responsibility of the Board of Superintendents, which verifies all preliminary estimates and settles by majority vote all doubtful assignments of credits.

No claim is made that the plan is perfect, for the element of judgment and personal estimate enter into its most vital features. It is believed, however, that the plan is sufficiently dis-

criminating to guide in the selection of persons who give reasonable promise of successful leadership. It places competition on a city-wide basis and offers encouragement to all who are willing to work for promotion. In so far as possible, it attempts to place promotion on a basis of merit earned by individual effort and achievement.

The following composite chart gives the relative value of the principal items of several plans in use.

CHART OF EVALUATED POINTS FOR RATING PLANS IN OPERATION

Items Evaluated	Positions for Which Rated Lists Have Been Prepared									
	Headmaster, High School	Head of Department, High School	Coordinator, Co-operative Courses	Elementary and Intermediate School Master	Master's Assistant	Master's Assistant, Special Classes	Elementary Supervisor	Primary Supervisor	First Assistant, Kindergarten	Assistant Director, Household Science and Arts
Educational Preparation and Teaching Experience.......	100	100	150	100	100	175	100	100	150	100
Administrative, Supervisory, and Executive Experience...	200	100	125	225	100	25	100	200	50	100
Professional Interest and Growth....................	100	200	125	150	200	150	100	200	200	200
Personal Characteristics and Teaching Ability...........	600	600	600	525	600	650	700	500	600	600
Totals..................	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

A summary of the ratings made for promotion within the service since the adoption of the plan in 1917 is given in the following table:

RATED LISTS FOR PROMOTION OF TEACHERS WITHIN THE SERVICE

Year	Position	Number of Candidates Rated
1917	Elementary Master	33
1918	Elementary Master	47
1919	Elementary Master	83
	Headmaster, High School	21
1920	Headmaster, High School	11
	Primary Supervisor	12
	Head of Girls' Division (Continuation School)	10
1921	Principal, Continuation School	7
	Elementary and Intermediate School Master	60
	Master's Assistant	44
1922	Headmaster, High School	20
	Head of Department, History, High School	18
	First Assistant, Kindergarten	17
	Head of Department, English, High School	19
1923	Elementary and Intermediate School Master	57
	Assistant Director, Household Science and Arts	4
	Head of Department, Mathematics, High School	23
	Head of Department, Science, High School	20
1924	Head of Department, Modern Foreign Language, High School,	24
	Head of Department, Household Science, High School	5
	Head of Department, Commercial Branches, High School	37
	Master's Assistant	66
	First Assistant, Kindergarten	59
	Head of Department, English, High School	15
	Assistant Director, Penmanship	4
	Head of Department Woodworking (Mechanic Arts)	5
	Assistant Director, Household Arts (Sewing)	8
	Headmaster, High School	39
	Assistant Director, Practice and Training	17
1925	Head of Department, Ancient Languages, High School	8
	Head of Department, History, High School	16
	Head of Department, Mathematics, High School	16
	Elementary and Intermediate School Master	53
1926	Supervising Nurse, Department of School Hygiene	26
	Coordinator, Cooperative Industrial	14
	Coordinator, Commercial Branches	12
	Head of Department, Science, High School	23
	Shop Superintendent, Boston Trade School	11
1927	Head of Department, Commercial Branches, High School	33
	Adviser of Girls	26
	Headmaster, High School	41
	Head of Department, Modern Foreign Language, High School,	17
	Assistant Director, Special Classes	8
	Assistant Director, Household Science and Arts	6
1928	Head of Department, Household Science and Arts	3
	Head of Department, Ancient Languages, High School	6
	Head of Department, English, High School	26
	Head of Department, History, High School	18
	Head of Department, Mathematics, High School	17
	First Assistant, Kindergarten	42
	Elementary and Intermediate School Master	64
	Elementary Supervisor, Grades IV, V, VI	47
1929	Master's Assistant, Special Classes	9
	Head of Department, Science, High School	21
	Coordinator, Industrial Course, Printing	6
	Coordinator, Industrial Course, Sheet Metal	2
	Total	1,356

DEPARTMENT OF EDUCATIONAL INVESTIGATION AND MEASUREMENT

Background

The problem of measuring the progress of school children through the schools is an outgrowth of the pioneer work of Rice in spelling in the early 90's, Courtis in fundamentals in arithmetic about 1907, and Thorndike in penmanship about 1909. These three branches of the curriculum were selected because of the possibilities which they offered in the formulation of standards of achievement.

In 1912 Mr. S. A. Courtis was invited to come to Boston to carry out his studies in arithmetic fundamentals in a selected group of schools. Subsequently this work was enlarged and extended to include other schools and was carried on under the direction of Miss Rose A. Carrigan, present master of the Shurtleff School.

Establishment of Department in Boston

As a result of these studies and in harmony with the practice of other progressive cities in the field of educational research, the Department of Educational Investigation and Measurement was authorized in 1914 by the School Committee of Boston for the purpose of (1) promoting investigation and scientific study of school problems; (2) developing standards of achievement in the various subjects and grades; and (3) conducting independent investigations for the Superintendent and the School Committee.

The department was organized with a director, assisted by a submaster and teacher.

Since 1917 this department has been under the general supervision of an assistant superintendent. At present the organization includes a first assistant director, an assistant director, and a research assistant, who carry on the work in conjunction with the assistant superintendent placed in charge of the work as one of the assignments given him by the Superintendent of Public Schools.

Aims of the Department

On the establishment of the department it was considered that its primary work was to carry on a systematic survey of the schools in the various branches of the curriculum.

To facilitate this purpose the following aims were formulated:

1. To test pupils in any subject
2. To determine standards on basis of tests
3. To return reports of the results of tests to the principal in order that the results in his school might be compared with standards

Later three more aims were added:

4. To assist principals and teachers in interpreting the reports and making them useful
5. To assist through tests in solving some of the difficult problems facing teaching and principal
6. To give intelligence tests to pupils completing Grades VI, VIII, and IX for the purpose of aiding in their classification.

Activities of the Department

Because of the newness of this kind of educational research, principals and teachers in Boston, as elsewhere in the country, were not prepared to appreciate the meaning and significance of the movement. They viewed the early experiments with some misgivings and were loath to believe that it was possible to establish worthwhile standards of achievement in the various subjects of the curriculum.

However, with the progress of time and the improvement of testing material, confidence has been restored to the extent that principals and teachers in Boston and throughout the country are using thousands of tests annually and applying the results to secure better adaptation of classroom work to the varying needs and abilities of school children. Much work remains to be done, particularly in the field of content subjects, such as geography, history, and English, where the development of adequate tests has been much slower than in those subjects which lend themselves to a more mechanical type of measurement.

In 1914, at the beginning of the Department of Educational Investigation and Measurement, the major share of the work consisted in developing a testing program at the desk in the office. It was purely a survey measure. There was no attempt to fit the testing program to the problem of the principal, and in many cases the program did not lend itself to the work of

the principal. Moreover, the number of tests were very limited, so that for a number of years practically all of the testing carried on in the department consisted of tests in the fundamentals of arithmetic and spelling. Later the department organized a test in common fractions and tried some work in geography. The demand for all of these tests has been very large, both in Boston and in school systems outside of the city. As conditions changed and it was found that tests could be made a part of the supervisory and teaching program, the principal was taken into consultation, and tests were given that would supplement his plan of work. At present approximately 80 per cent of the work of the office is initiated directly or indirectly by the principal or teacher.

In 1921, after the close of the war, a new test was developed for the purpose of measuring the mental ability of children. It was organized by a group of psychologists forming what was called the National Research Council and was made up of men who had more or less experience in connection with the psychological testing in the army and much experience in mental testing previous to the outbreak of the war. The result of their efforts was the National Intelligence Tests.

At the request of many masters, the National Intelligence Test was first used in 1921. Since then there has been a great demand for this group test. Approximately 25,000 tests are given in a year, and individual reports are made to the schools concerned. Early in the use of these group tests it was deemed advisable to establish standards for the City of Boston. Since 1923 these local standards, which vary slightly from the standards established by the National Research Council, have been used in the Boston schools.

In the years immediately following 1921 and up to and including the present year, there has been a large demand on the part of the teachers for tests of various kinds. The department has undertaken to supply tests, simply requesting a report from the teachers on the results. The result has been that a large number of individual projects, concerning about five hundred children each, have been carried on in the city under the general guidance of the department, but directly under the supervision of the teachers concerned in the project. It is believed that such work is the type of testing that should be encouraged. The value of a test increases in direct proportion to the help the teacher receives in solving the problems which confront her.

In general there have been three distinct types of work in the department:

1. Achievement testing
2. Intelligence testing
3. Special statistical studies.

Procedure in Testing

It is the policy of the department to prepare all plans for the administration of tests in the central office. For the actual giving and correcting of the tests the classroom teacher is held responsible. It is possible that this procedure may be a source of some loss in uniformity and accuracy in giving and checking tests. Nevertheless, such a plan eliminates the expense of a large force of trained examiners and secures the interest and cooperation of the teacher, who is the individual directly concerned with the interpretation and use of the findings.

Use of Test Data and Statistical Studies

The influence of educational research is extending rapidly over all forms of educational procedure. Administrators of schools are welcoming problems of scientific educational investigations which formerly were primarily of interest only to those engaged in educational research. The principal must know what the school facts are. It is always important that he should endeavor to discover facts concerning any situation in his school, but it is particularly necessary that he should do something constructive to improve the conditions which he finds as a result of his investigation. The time of deciding questions of educational policy on the basis of mere opinion has passed. Scientific investigation is demanded as a necessity.

Today the principal demands scientific test data for the following-named purposes:

1. To discover the existing situation in subject tested
2. To establish standards
3. To help teachers to analyze the learning process of the individual pupil
4. To point out need and type of remedial work
5. To obtain a knowledge of general intelligence of pupils
6. To adapt subject-matter to the needs and capacities of the pupil
7. To guide principals in promotion of pupils
8. To secure more homogeneous groupings
9. To aid in the proper organization of intermediate and high schools.

The work as briefly outlined indicates the very large responsibility which has been placed upon the first assistant director and the assistant director. Moreover, the demands on the department are constantly increasing, particularly as regards the special study of so-called problem children. These studies involve the giving of the Binet and other scientific tests and usually result in the proper grade placement of the child or in the discovery of the cause of some form of misdemeanor.

These tests, if administered and interpreted by a person specially trained in this work, result in findings which are reasonably reliable and point the way to the proper adjustment of the child to his school.

To assist in this special type of work and to share in this large amount of the regular activities now carried by the present force, the appointment of one additional research assistant is urgently recommended.

The department with its present force has made strenuous efforts to meet the additional demands that have been made upon it during the past few years.

The increased importance of scientific measurement in its relation to child adjustment makes necessary additional assistance if the requests of principals and head masters are to be honored.

Educational Statistician

This office was established in 1926 for the purpose of compiling important statistical data relating to the growth and development of the school system. Such data is necessary because it affords opportunity for the comparative study of developments in our own school system from year to year and is a source of information for replies to questionnaires from the Bureau of Education at Washington, various state departments of education, and from cities and towns throughout the United States.

Detailed studies have been completed concerning the following topics:

School planning and the trend of school population

Study of the history of administration and of financing of the Boston public schools 1630–1930

A comparative study of the results of the 1853 entrance examination to high schools and those obtained in the same examination by pupils of the entering classes of 1928

A city-wide study of the number of improvement courses taken by teachers

A continuous study of the budget as related to the number of teacher appointments available during the school year

A check-up of high school organization with reference to the number of teachers allowed by regulation in comparison with the number of teachers actually employed

A study of salaries paid teachers in Boston in comparison to those paid in cities of comparable size

A survey of educational opportunities offered in industrial, manual, and household arts courses in the public schools

A study of the cost of education in public and private schools.

The constant assembling of statistical data is a necessity in supplying information concerning present administrative policies and in anticipating the adoption of new procedures. To be effective it must present in a comprehensive form important facts concerning our own school system together with those of other progressive school systems throughout the country.

PENMANSHIP

In September, 1918, a director of penmanship was appointed to organize the subject of handwriting throughout the grades and to train the teachers in the technique and pedagogy of the subject.

Early in September, 1920, the office of examiner in penmanship was established. The function of this office is the examination of the work of teachers qualifying in the technique of the subject, and the surveying and estimating of the written work of pupils for the purpose of supplying the director, at regular intervals, with information as to the progress made by the various schools.

By 1924 the work had so expanded that an assistant director was appointed to aid in supervision, more particularly in the field of the primary grades.

A further extension was made in 1928 by establishing the office of assistant to aid in the examination of the written work submitted by teachers and pupils and to devote part time to the supervision of teachers in the classroom.

The present organization consists of a director, an assistant director, an examiner, and an assistant.

The supervision of teachers consists of two types of visit, one in which the supervisor gives a demonstration lesson for the teacher in order to show her definitely the aspect of the work in which she needs help, and the other an observation lesson in which the lesson presentation on the part of the teacher is observed and constructively criticised.

A threefold method of training teachers in the pedagogy and classroom procedure in handwriting was established by the director, and carried on from year to year to insure a thorough mastery by the teachers of the pedagogic presentation of the subject. This method has consisted of yearly conferences with all teachers in assembly, demonstration lessons with pupils in the classrooms of the various grades throughout all schools with the teachers observing, and supervisory visits to classrooms for the purpose of observing the work of teachers. This comprehensive training has resulted in a uniform method of instruction throughout the school system.

With the very young child the emphasis is placed upon the fundamentals, such as correct posture, skilful management of materials in the process of writing, and a rudimentary, understanding of letters, figures, and their combinations.

In Grades IV, V, and VI the emphasis is placed upon a more extended understanding of letter and figure features, and their more difficult combinations in words; an increased speed and assurance in the writing process (about thirteen words a minute); improved caliber of line, together with a more intensive consideration of control of the writing product; and the definite correlation of the writing ability developed in the formal penmanship lesson with that of written expression in all subjects.

Instruction in Grades VII and VIII is based upon increased power of mental and physical coordination of pupils of these ages, and upon the greatly increased amount and variety of applied written work necessary under widely varied conditions. Special emphasis is placed upon the training of pupils on (*a*) a mastery of all intricacies, combinations, and variations of writing features; (*b*) increased assurance and speed (fifteen words a minute); (*c*) the formation of the habit of constructive self-criticism as a basis for individual progress; (*d*) a realization of the need of constant effort in all written work. This plan of instruction aims to produce well-controlled power in all written expression.

In high school formal instruction is organized in clerical practice classes to develop a versatility of handwriting ability and fineness of control adapted to all business needs.

The emphasis at Teachers College is two fold: (*a*) the building up or improving of the writing technique of the students to teacher standards; (*b*) a thorough mastery of the pedagogy of the subject for use in all grades. Upon graduation a penmanship certificate is presented to students who satisfactorily meet these two requirements. The 1929 survey shows that 87 per cent have now acquired standard ability in applied written work.

In order to stimulate effort for a satisfactory business handwriting by students of the clerical practice and business courses, ninth grade and high school penmanship certificate requirements are issued in bulletin form in May of each year. To pupils who fulfill such requirements, certificates are awarded shortly before the close of school in June. The number of certificates awarded annually has greatly increased during the past four or five years. Pupils who are enrolled in other commercial courses may also receive such certificates and many have taken advantage of this opportunity.

To assure progressive development in both formal and applied writing from month to month in all grades, a standard scale of measurement has been established. This "Handwriting Gradient" defines for each class a standard of accomplishment which may be reasonably expected from the majority of pupils at regular intervals throughout the school year. Each pupil is given a Gradient Test every ten weeks. With the assistance of the teacher and through the use of the gradient the pupil learns to determine his own rating in the subject and the improvement needed in order to acquire standard ability. This results in an increased individual interest and progress and a uniform system of rating of handwriting throughout all grades and schools.

Respectfully submitted,

ARTHUR L. GOULD,

Assistant Superintendent.

REPORT OF WILLIAM B. SNOW, ASSISTANT SUPERINTENDENT

The High and Latin Schools

Every citizen of Boston is expected to know that in 1635 "At a general meeting upon public notice . . . it was . . . generally agreed upon that our brother Philemon Pormort shall be intreated to become a scholemaster for the teaching and nourtering of children with us." Apparently it is not known when he began to teach, or where or what he taught previous to his leaving Boston in 1637 to settle in Exeter, N. H., with John Wheelwright and other adherents of the famous Anne Hutchinson. Nor is there evidence that any public money was at this time expended for the maintenance of the school.

We know that in August of the next year, 1636, Daniel Maude, "a good man, of a serious spirit, and of a peaceable and quiet disposition" was chosen as schoolmaster, and paid, in part, at least, by a subscription made "by the richer inhabitants towards the maintenance of a free schoolmaster for the youth with us." A bronze tablet on the Pemberton Square wall of the Suffolk Savings Bank, hard by the birthplace of Elihu Yale, marks the site of Maude's house, and bears the following inscription:

On this site
stood the house of
Daniel Maude
who kept here the
First Free School
in 1636

In 1643 Mr. Maude became minister to the congregation in Dover, N. H., and, not long after, Mr. Pormort, who seems to have come back to Boston about 1642, was referred to as the only schoolmaster of the town. His name is commemorated by the Pormort School on Hull Street. John Hull, the famous mintmaster, for whom this street was named, is said to have been a pupil of Pormort.

The school seems to have been at first supported by private subscriptions, contributions, and bequests, but very soon the rents of Deer, Spectacle, and Long Islands, which had been

granted to the town by the General Court, were appropriated for the use of the school. In 1641 it was "ordered that Deare Island shall be improoved for the maintenance of a Free schoole for the Towne." The lease brought seven pounds a year in 1644, fourteen pounds in 1647; while Long and Spectacle Islands were rented for 6*d* per acre.

While the settlers on Shawmut were thus providing for free higher education, so that in the words of the Massachusetts order of November 11, 1647, "that old deluder Satan" might not "keep men from the knowledge of the Scriptures . . . by persuading from the use of tongues", and that learning might not "be buried in the grave of our fathers in the Church and Commonwealth," their neighbors in Charlestown, Roxbury, and Dorchester were no less alert to the importance of the schoolmaster; and it is claimed for Dorchester that the first record of taxing a community for the maintenance of a free public school is found in Dorchester Town Records, reading:

> It is ordered the 20th of May, 1639, that there shalbe a rent of 20^{li} yeerely forever imposed upon Tomsons Iland to bee payed p' every person that hath p'rtie in the said Iland according to the p'portion that any such p'son shall from tyme to tyme injoy and possesse there, and this towards the maytenance of a schoole in Dorchestr this rent of 20^{li} yeerly to bee payd to such a schoolemaster as shall undertake to teach english, latin and other tongues, and also writing the sayd schoolemaster to bee chosen from tyme to tyme p' the freemen and that is left to the discretion of the elders and the 7 men for the tyme beeing whether maydes shalbe taught with the boyes or not. For the levying this 20^{li} yeerely from the p'ticular p'sons that ought to pay that according to this order. It is farther ordered that somme man shalbe appoynted p' the 7 men for the tyme beeing to Receive that and on refusall to levye that p' distresse, and not fynding distresse such p'son as so refuseth payment shall forfeit the land he hath in p'prietie in the sayd Island.

February 1, 1641, "the Elders, Mr. Stoughton and Mr. Glover are intrusted p' the towne to sett Tomsons Iland att a Rent for the best Benefitt of the schoole."

We note that tenure in office obtained for the School Committee; that they were financially independent of the "seaven men" who constituted the general government, and gave their "faythfull and true accoumpt of there receipts and disbursements" "directly to the Inhabitants"; that no man might be "admitted unto the place of Schoolem^{R} without the General consent of the Inhabitants or the maior p'te of them"; that when the regular school income was not adequate to maintain the "Schools howse in good and sufficient repayre", the wardens were to "repayre to the 7 men of the Towne for the tyme beeing who shall have power to taxe the Towne with such somme or sommes as shalbe requisite for the repayring of the Schoole howse as aforesayd"; that while rent and instruction were provided by the town, the "Cost and Charge" of fuel was "to bee borne by the Schollers for the tyme beeing who shalbe taxed for the purpose at the discretion of the sayd Wardens"; that the school day was longer than at present; that from noon to 1 p. m. on Mondays the schoolmaster, at a public session, was to examine his "schollers" "what they have learned on the saboath p'ceding" and "take notice of any misdemeanor or disorder that any of his schollers shall have committed on the saboath to the end that at somme convenient tyme due Admonition and Correction may be admistred by him"; that admission and instruction was to be impartial "whither their parents bee poore or rich"; that the objectives of instruction were "humane learning and good litterature, and . . . good manners, and dutifull behaviour towards all specially their sup'iors as they shall have ocasion to bee in their p^{r}sence whether by meeting them in the streete or otherwyse."

Catechism came Fridays at two o'clock; morning and evening prayers were required; the "Rodd of Correction" was recognized as an "ordinance of God" but its use was carefully limited and its abuse liable to lead to the master's dismissal. Dissatisfied parents were to "have liberty," "freindly and lovingly to expostulate"; the Wardens might exclude the children of parents who persisted in "causlesse complaynts", or might call a town meeting to consider discharging a master who showed either too much severity or too much lenity, or was guilty of any other great neglect of duty in his place.

In the town's contract with Ichabod Wiswall, December 8, 1665, it is provided that the young man, with the consent of

his father, was for three full years to "Instruct and teach in a free Schoole in Dorchester all such children as by the inhabitants shall be committed unto his care in Ennglish Latine and Greeke as from time to time the children shall be capable and allso instruct them in Writinge as hee shall be able; which is to be understood such Cheldren who are so fare entred all redie to know there Leters and to spell some what."

April 12, 1657, it was agreed "that a flower be laid over head in the scoole house and a studdy made In it for the use of the scoolemaster."

Although this first school, like the first schools in Boston and Roxbury, was of the old English "grammar school" type, it did not develop into a classical school like the Public Latin and the Roxbury Latin. Instead, the Mather School, on Meeting House Hill, is regarded as its lineal descendant; and the Dorchester High School, established in 1852, seems to have been a new creation on the lines of the American general high school.

The original records of Charlestown have been destroyed, but it is known that on June 3, 1636, "Mr. William Witherall was agreed with to keep a school for a twelve month to begin the 8th of August and to have four pounds for this year''; and in the Charlestown School Report of the year 1847 it is stated that "as early as 1635 public schools were established in our midst and supported by the inhabitants." The famous Ezekiel Cheever had been teaching for nine years in the Charlestown school before coming to Boston to begin his thirty-eight years of service as master of the Boston Latin School.

Subsequent to 1642, the inhabitants of Roxbury entered into an agreement to establish and support a "free school," "free" at that time probably meaning free to all who complied with requirements which frequently included a tuition fee from parents able to pay such a fee, and usually included a contribution of wood or money for heating the schoolhouse.

This was the origin of the Roxbury Latin School, the establishment of which seems to have satisfied the demands of the famous law of 1647 and to explain why the Roxbury High School, as a distinct public school, was not established until 1852.

In studying the picture presented by these early schools we are surprised to find the community giving its entire support to higher education, and expecting the individual home to provide the first rudiments. So in 1668, John Prudden's

contract with the feoffees of the Roxbury school provided that he should "use his best endeavor, both by precept and example, to instruct in all Scholasticall, morall, and theological discipline, the children (soe far as they are or shall be capable) all A B C darians excepted," and Ichabod Wiswall's contract in Dorchester bound him to "instructe and teach . . . in English, Latine, and Greek as from time to time the cheldren shall be capable . . . ; which is to be understood such cheldren as are so fare entered all redie to know there Leters and to spell some what." This required knowledge of letters and spelling had to be obtained from the home or from the privately maintained dame school; and not until 1818 did Boston establish her own primary schools.

The standard of admission to the town school does not, however, seem to be unreasonably high, for as late as 1775, in Master Lovell's day, all that was required for admission to the Public Latin School was ability to read a few verses in the Bible.

The Rules and Regulations to be observed by the teachers of the public schools in Dorchester, 1810, paragraph VI, read: "Children are not to be admitted to the Schoole until they are able to stand up, and read words of two syllables, and keep their places."

In 1789 the Town of Boston accepted certain propositions for reforming the system of public education in Boston. The first paragraph reads:

> That there be one School in which the rudiments of the Latin and greek languages shall be taught, and Scholars fully qualified for the Universities. That all Candidates for admission into this School shall be at least ten years of Age, having been previously well instructed in English Grammar. . . .

Farther along, the same committee recommends,

> 4th That the School House in School Street now occupied by Mr. Hunt be the School for Instruction in the Latin and Greek Languages.

Religious instruction was as zealously prescribed as it is now vigorously proscribed. W. H. Small (Early New England

Schools, Ginn & Co., 1914) says (page 299): "The whole school atmosphere was imbued with the particular religious beliefs of the times . . . , and the schools were as much parish schools as any we have today."

The rules for the schoolmaster of Dorchester (1645) included: "Every sixth day of the week at two of the clock in the afternoon, he shall catechize his scholars in the Christian religion." And again, "Every second day of the week he shall call his scholars together between 12 and 1 of the clock to examine them what they have learned on the Saboth day preceding."

The curriculum of the Public Latin School in 1789 specifies four years of Latin, including Eutropius, Ovid, Cæsar, Virgil, Cicero, and Horace; and three years of Greek, the Greek Testament and Homer being the texts specified for reading.

Inglis (The Rise of the High School in Massachusetts) says, "The first addition to the straight course of Latin and Greek came during the headmastership of Gould (1814–1828). At this time Arithmetic, Algebra, Geometry, Trigonometry, and Geography appear in the list of studies."

The Regulations of the School Committee for 1826 give the following information: "For admission to the Public Latin School, boys must be at least nine years old; able to read correctly and with fluency, and to write a running hand; they must know all the stops, marks, and abbreviations, and have sufficient knowledge of English grammar to parse common sentences in prose. The time of examination is on Friday and Saturday following the Annual Exhibition of the Public Schools in August. The regular course of instruction lasts five years." Phædrus, Cornelius Nepos, Sallust, Juvenal, Persius, and Tacitus are added to our list of Latin authors: Xenophon's Anabasis appears in Greek; Declamation, English, Grammar and Composition, and Forensic Discussions enlarge the field of work in English; History and Chronology, with the Constitution of the United States and of Massachusetts, represent social sciences.

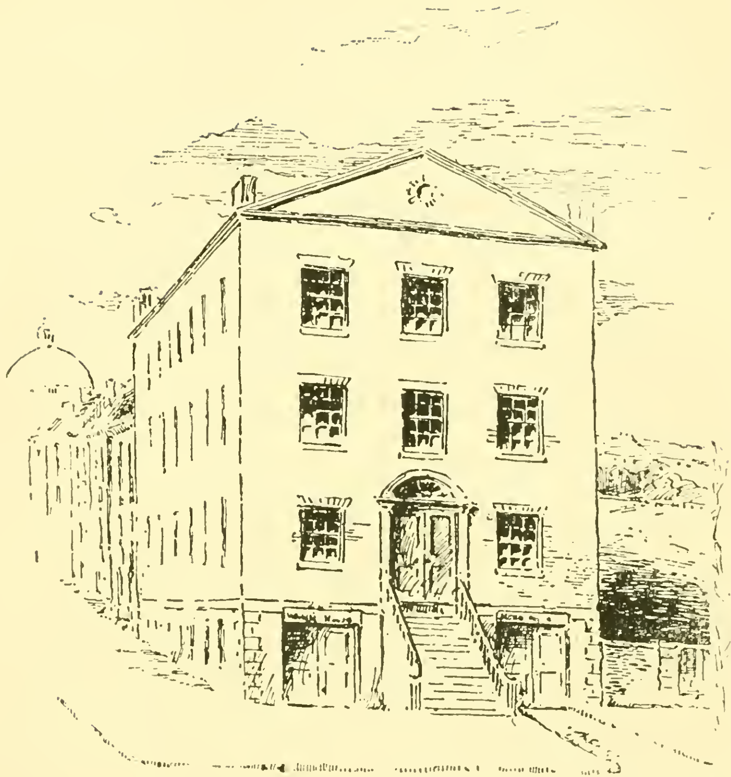
Meanwhile, a general reaction against the classics and a demand for more modern studies had swept the country; by 1800, seventeen endowed academies had been chartered in Massachusetts, nineteen more were incorporated between 1800 and 1820; and Boston, ever in the lead in providing the best in public education for her children, early in 1820 appointed a

committee to consider the establishment of a school of higher grade for boys who were not preparing for college.

At a town meeting held in Faneuil Hall, January 15, 1821, the citizens voted to establish the "English Classical School," designed, in the words of the committee, "to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical." The committee had reported that the establishment of such a school "would raise the literary and scientific character of the town, would incite our youth to a laudable ambition of distinguishing themselves in the pursuit and acquisition of knowledge, and would give strength and stability to the civil and religious institutions of our country."

The school opened in May, 1821, on Derne Street, in a building the site of which, in the grounds of the present State House, is marked by a bronze tablet placed there by the English High School Class of 1871–74. The fundamentals of instruction were to be the English branches, mathematics, and natural philosophy. Of George B. Emerson, the first principal, it is said, "He at once discarded the old methods (of discipline), enlisted the boys themselves on the side of good order, appealed to their generosity, reason, and sense of honor and thus made the beginning of that admirable system of government which has distinguished the English High School during its whole history."

The original name, "English Classical School," was replaced in 1824 by "English High School," came back in 1832, and was finally superseded by "English High School" in 1833, through formal action of the School Committee. A list of prescribed studies dated December, 1821, includes arithmetic, bookkeeping, algebra, geometry, "practical mathematics," comprehending navigation, surveying, mensuration, and astronomical calculations; ancient, sacred, and modern geography; history; elements of arts and sciences, and natural philosophy; reading, grammar, rhetoric and composition, English literature and forensics; natural theology, moral philosophy, and evidences of Christianity. French does not appear in this list; but the first record book of the school, not later than 1822, gives the names and marks of a large class in French; and Mr. Emerson, in his reminiscences, says, "At the end of the first six months public examinations took place" and "the examina-



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BOSTON ENGLISH (CLASSICAL) HIGH SCHOOL, 1821-24

tions in geography, history and French (were) satisfactory." This fixes the first class work done in French in a public high school as not later than the fall of 1821.

A succession of great masters followed Mr. Emerson and maintained the traditions which he began. The success of the school in its first half-century appears from the following quotations from the Frazer report made to the British Parliament in 1865: "It is the one above all others that I visited in America, which I should like the Commoners to have seen at work, as I myself saw it, the very type of a school for the middle classes, managed in the most admirable spirit, and attended by just the sort of boys one would desire to see in such a school. Take it for all in all, and accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States."

It is safe to say that this school has been in large measure the model followed by many of the best high schools in America during the past hundred years.

It will be instructive to follow the development of the curriculum in this school. For admission, in 1821, the boy was required to be at least twelve years of age and "well acquainted with reading, writing, English grammar in all its branches, and arithmetic as far as simple proportion." He took in his first year "Composition; Reading from the most approved authors; Exercises in criticism, comprising critical analyses of the language, grammar, and style of the best English authors, their errors and beauties; Declamation; Geography; Arithmetic continued; and Algebra. English Composition, Exercises in criticism and declamation continued through the three years of the course"; Logic was studied in the second and third years; Mathematics continued throughout the course and included Geometry, Plane Trigonometry, with mensuration, navigation, and surveying; Ancient and Modern History came in the second year, and "History, particularly that of the United States," in the third year; the second year gave also "Forensic discussions"; and the third year was rounded out by "Natural Philosophy, including Astronomy" and "Moral and Political Philosophy."

Spanish appears to have been taught in the school in 1852, and again in 1867, but details of the work are not available.

The first catalog published by the school appeared in 1872. In addition to work previously mentioned in English, Mathematics, and French, we find Drawing, Botany, Mineralogy. Vocal Music, and Military Drill prescribed for the first year, Bookkeeping and Rhetoric in the second year, and Physiology in the third year. An "advanced class" with sixteen members also appears, and this course included Descriptive Geometry, German, Mechanics, Chemistry, and Latin (elective).

When the school entered its new building on Montgomery Street, in 1881, the former Saturday session from 9 a. m. to 1 p. m. had been abolished; there was a two-year regular course leading to a diploma; and an advanced course of two additional years leading to a second diploma. Each pupil had Military Drill two hours a week, Music one hour, Drawing two hours a week in the regular course, and unprepared work two hours a week in the advanced course.

Besides this, I English and History (including Civil Government) came four times a week throughout the four years, and three other prepared academic subjects from the following lists, each having not less than two periods, occupied eleven "hours" a week:

First year,	II	French or German
	III	Algebra
	IV	Bookkeeping, to March 1 Botany after March 1
Second year,	II	Foreign Language of first year
	III	Plane Geometry
	IV	Botany, till November 1 Zoology, or Bookkeeping, or Experimental Physics, after November 1
Third year,	II	German or French (the one not previously taken)
	III	Solid Geometry, or Astronomy, or Drawing
	IV	Chemistry, Physics
Fourth year,	II	Third year language continued
	III	Trigonometry, or Geology, or Drawing
	IV	Chemistry, Physics.

A special teacher ("native") gave instruction one hour a week in French to each division. This practice was discontinued in 1889, since when all instruction in modern foreign languages has been given by regular teachers of the school.

The program of the school in 1885–86 gave two periods a week to Military Drill and one to Music; five periods were study hours; and the remaining seventeen were assigned as follows:

Subject	Periods
First year:	
English	4 till March 1
Botany	4 after March 1
Ancient History	2
French	4
Algebra	5
Drawing	2
Second year:	
English	3
Medieval History	2
French	4
Plane Geometry	3
Botany (till November 1)	3
Bookkeeping (after November 1)	
Drawing	2
Third year:	
English	3
Civil Government	3
German	3
Solid Geometry or Drawing	2
Physics	3
Chemistry	3
Fourth year:	
English	4
History	2
French, German, or Latin	3
Trigonometry	2
Physics	3 } any two of these.
Chemistry	3 } any two of these.
Astronomy	3 } any two of these.

The catalog offered certain options in foreign language; and in the fourth year special work in Latin was arranged for a few pupils preparing for college. Inspection of the records of fourth year boys indicated that programs were made to suit the needs of the individual. Analytical Geometry was frequently taught, in addition to subjects mentioned in the school catalog.

Under the administrations of Robert E. Babson (1894–1901) and John F. Casey (1901–15) the school was a pioneer in testing plans of organization, administration, and program making. It worked out a system of free elections and promotion by subjects, a necessary result of which was a block-program and faculty cooperation in program making; it organized and regulated school athletics, fighting and winning the battle to determine whether athletics should dominate or serve the school; it opened one annex after another to accommodate its rapidly increasing membership; it recognized the need of leadership in its departments, and an attempt was made to call these leaders "deans." Certain teachers protested, however, against conferring this "illegal" authority upon their colleagues, and Superintendent Brooks sustained their objection, with the private comment that the plan of organization was excellent and that he would develop it for the entire system, under authority of the Regulations, and with additional rank and compensation, as well as administrative duties for the Heads of Departments, which, by his recommendation, were established by the School Board in 1906.

Between 1895 and 1900 an interesting experiment was made in sectioning classes in accordance with scholarship rank. To give every teacher a fair chance, the man with the highest division in any year took the lowest division the next year and a higher section in successive years. The first trial made as many grades as there were divisions in the class; later, it was thought advisable to make three grades only, so that the second-year class in 1899 had two first, two second, and two third-grade sections; in 1900, there were three first, two second, and two third-grade sections. Finally, all, even those who had been most in favor of the experiment, agreed that the disadvantages of this segregation on the basis of scholarship far outweighed its advantages; and classes are now sectioned alphabetically without regard to scholarship rank.

Sectioning by rank involved certain difficulties of organization, difficulties that increased with successive classes; but the great objection to it was the general conviction, after several years of trial, that boys are better educated for life in a democracy by intimate association with comrades of various tastes and powers; learning that weakness in one direction is often compensated by strength in another; avoiding, on the one hand, the unwholesome stimulation, rivalry, and snobbishness that

come from putting thirty or forty boys of brilliant intellect into a room together, and, on the other hand, the complacent dullness which menaces the group of thirty or forty boys at the other extreme.

All the advantages of such sectioning can be secured by a skilful teacher who knows how to fit his question to his pupil and how to use a system of maximum, normal, and minimum assignments.

An interesting feature of the development of this school appears in the fact that since 1885 it has sent directly to the colleges a steadily increasing number of its graduates. Up to that time a boy who decided to prepare for college took one or more years of supplementary study in the Public Latin School or elsewhere. With broader admission requirements the colleges came to accept preparatory work done entirely in the English High School. Of 623 graduates in the class of 1927, 246 were studying the following year in degree-giving institutions, 164 in day work and 82 in evening work. About one-half of the graduates at the present time continue study in some higher institution.

For many years the Public Latin and the English High School have published annual catalogs, the files of which give much valuable information concerning the progress of the schools and the work of various years. Loyal alumni have done much to decorate the buildings and to establish trust funds for the benefit of the schools, their pupils, and their teachers.

The "sister school" of the English High School, the Girls' High School, began with the establishment, in 1825, of the High School for Girls in the Bowdoin School House. Its success was "immediate, great, and alarming." The masters of grammar schools for girls opposed it because it drew from them "their most exemplary scholars." The committee of inquiry reported that unless some means were adopted to reduce the number of applicants, two such schools must be at once established "with a prospective certainty of increasing the number every succeeding one or two years."

The crisis was averted by stiffening the admission requirements, admitting only girls above the age of fourteen and below sixteen and allowing those accepted to remain only one year in the school. Even these heroic measures were insufficient, however, and, in 1828, the school came to an end for lack of an appropriation.

In 1854, the Normal School, established in 1852, was extended to include a general high school for girls; and, in 1872, the Girls' High School attained a separate and independent life.

In view of recent criticisms on the West Newton Street building, it is interesting to read in the Superintendent's report for 1903 that it "for convenience of managing a high school has no superior among more modern structures."

Between 1868 and 1874, five new high schools were added by annexation to the Boston system. These were the Brighton High, opened in 1841, the Charlestown High (1848), the West Roxbury High (1849), the Dorchester High (1852), and the Roxbury High (girls, 1854; boys, 1861). Boys preparing for college were admitted to the Public Latin School, and the suburban schools became general high schools similar to the English High and the Girls' High. The number of such suburban high schools has been increased by establishing the East Boston High in 1878 and the South Boston High in 1901; by annexing the Hyde Park High School in 1912; by establishing separate schools for girls and for boys in Dorchester (1925) and in Roxbury (1928).

In 1878 the increasing demand from girls who desired a college preparatory course led to the establishment of the Girls' Latin School with aims and a curriculum similar to those of the Public Latin. Its new quarters in the Normal Group were opened in 1907.

The excellent work of the school and the remarkable record made in the colleges by its graduates have led to a rapid growth which has been restricted by space limitations. It has long needed more room or a new building.

In 1883 Superintendent Edwin P. Seaver outlined in his annual report a central school for industrial education of high school grade. A more definite plan was formulated in 1889, recommending for industrial education "a school on the same plane with the English High School," and in 1893 the Mechanic Arts High School was established. In its class the school was as much a pioneer as the Public Latin and the English High. School Document 4, 1901, says of it, "There were no schools of this class that could safely be taken as models." The school prepares both for supervisory positions in industry and for admission to technical schools like the Massachusetts Institute of Technology.

A sequel to the establishment of the Mechanic Arts High School appeared in 1897, when the Board of Supervisors,

through its chairman, Edwin P. Seaver, reported in favor of establishing a school provided "with the necessary appliances for teaching all the practical arts included under the head of 'manual training for girls'" and with provision also for "such academic instruction as pupils in manual training ought to have." The establishment of these two schools accorded with the prevalent "opinion that manual training would flourish better in an independent school, where it would be unhampered by the traditions of the older and purely academic courses of study." The practical arts to be studied included cookery, sewing, drawing and modelling, and at first contemplated a commercial course with stenography and typewriting. The establishment of commercial courses in general high schools beginning with September, 1897, made it unnecessary to include such courses in the curriculum of the High School of Practical Arts. Without commercial courses the school in October, 1928, had 831 pupils studying millinery, dress-making, costume designing, interior decorating, cafeteria management, cooking, and similar arts connected with home-making.

The last of the special high schools for boys thus far established is the High School of Commerce opened in the fall of 1906, a year notable also for the reorganization of the School Board, the revision of the Rules and Regulations, the authorization of the state-aided industrial schools, the placing of school athletics under the control of the School Committee, the creation of heads of departments, the provision for sabbatical leave for study and for rest, the substitution of eight for nine grades below the high school, and many minor reforms.

To make this school the best of its kind similar schools, both here and in Europe, were visited, and no effort was spared to incorporate in its work the most advanced methods of commercial education in secondary schools. It rounded out a high school system which, in addition to twelve general or comprehensive high schools with a great variety of industrial, commercial, general, and college preparatory work, offers to Boston children the advantages of five special central schools, two for classical studies, one for the home-maker, one for commercial and one for industrial education. It also has four special schools, the Boston Clerical, the Boston Trade, the Trade School for Girls, and the Continuation School, which, although not classified as high schools, are to a considerable extent concerned with secondary education.

Even a partial outline of the development of our high schools would be incomplete without some mention of the cooperative industrial courses which are more fully described by the assistant superintendent in charge of industrial education. These are five-year courses which permit pupils after the second year to spend alternate weeks earning in productive industry wages which meet part or all of their necessary living expenses. In this way they secure, with minimum cost to their parents, a high school diploma; and at the same time they establish intimate relations with industrial firms which are glad to offer them good, full-time positions at the end of the fourth year, when their academic work is completed.

It is believed that no other large city in the country has in its secondary schools so large a proportion of its school population. This means an expensive school system, but is an evidence of the confidence felt by Boston citizens in the administration of their public schools and of their desire to have their children enjoy the opportunities offered by our high and Latin schools.

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School Hygiene

Prior to June, 1915, medical inspectors or school physicians serving under the Board of Health visited the schools, inspected pupils, suggested medical or surgical treatment, and, when necessary, recommended the exclusion of children from school.

School nurses were employed by the School Committee in 1907, and a special appropriation was allowed by the Legislature for this work. In 1915 school physicians were appointed by the School Committee.

Upon the reorganization of school health activities in September, 1915, the personnel of the department of medical inspection consisted of one director, one school physician assigned to the certificating office, forty school physicians, one medical inspector of special classes (later transferred to the department of special classes), one supervising nurse, and thirty-eight school nurses. The activities of the department were most efficiently carried on with this staff, which was gradually increased in accordance with the school enrolment and newly adopted activities until May, 1925, when the personnel consisted of one director, one school physician assigned to the certificating office, fifty-three school physicians, one medical inspector of special classes, one supervising nurse, one nurse assigned to the certificating office, and fifty school nurses.

In May, 1925, the present Director of School Hygiene took office. He made an intensive study of the organization of the department and shortly thereafter offered to the School Committee a plan of reorganization which included provision for appointments of supervising school physicians, assistant supervising nurses, sanitary inspector, and medical supervisor of nutrition classes, and for the inauguration of programs having for their aim the prevention of diphtheria, the prevention of tuberculosis, the care of the malnourished child, and the teaching of health education for our teachers as well as for our pupils. The plan of reorganization also included recommendation for the appointment of an active advisory council on school hygiene.

These supervising school physicians are directly responsible to the Director of School Hygiene for the conduct of school hygiene activities in the district to which they are assigned and they are also responsible for the work of the physicians under their jurisdiction. They confer with the principals of each school district as occasion demands. They explain to the principals of each district the essential features of school hygiene service.

The Commonwealth of Massachusetts demands an annual physical examination of every school pupil. During the last school year, 1927–28, about 129,000 physical examinations were made, 104,000 of which were in the elementary and intermediate schools.

The results of the Ten Year Underweight Program of the Massachusetts Department of Public Health conducted in the Boston public schools demonstrated clearly that rest and proper nutrition of the child were paramount in defeating the inroads of tuberculosis; and in order that the problem might be properly taken up, a medical supervisor of nutrition classes was appointed by the School Committee. The children requiring nutritional care come from all grades. The rest and nutrition classes therefore were established to care for the needs of the pupils and to give needed medical and nutritional care with a minimum loss in educational activity. Twenty-two of these classes are now being conducted, caring for about 600 children.

During the school year 1924–25, the school physicians found nearly 3,000 cardiac cases in the public schools, and the Director of School Hygiene arranged a meeting with the most eminent cardiologists in this Commonwealth for the purpose of obtaining their cooperation in determining the exact data with reference to heart disease in the public school pupils. The examinations have been completed and it has been found that we are averaging about ¾ per cent organic cardiac disease in our school system. These cases are being followed up by the school nurses who urge treatment by family physicians or hospitals. The cardiac survey is carried on each year, final diagnosis being made by the supervising school physicians.

It is a well recognized fact that the younger the child the more susceptible he is to diphtheria. Since nearly 60,000 children had been previously protected against diphtheria with toxin-antitoxin there was sent to the parents of the children in the kindergartens and first grades, in the fall of 1926, a plea for their help to eradicate a most dangerous disease. In the past three years nearly 30,000 children have been given three injections of toxin-antitoxin. This work is done annually with the hope that eventually diphtheria will become exterminated.

Through the recommendation of the school physician assigned to otological duties, we are now using an instrument called the audiometer. That ear-testing was formerly well done there can be no question, but we feel that with the use of the audiometer we are now able to detect the so-called missed cases, and these are a significant number in a school population of 130,000.

The results of the audiometer show that 8 per cent of our pupils are defective in hearing. Before the advent of the audiometer, the tests of hearing made by the teachers showed that 1½ per cent were defective. All children found defective are given an intensive ear, nose, and throat examination by the otologist who is also a competent laryngologist. If the otologist feels that the condition requires special educational environment, placements are made either in the special lip-reading classes or in the Horace Mann School for the Deaf. To date, 306 cases have been recommended for admission to the lip-reading classes. All cases found defective are referred to the family physician with the recommendation that their private otologist be given an opportunity to correct the defect. Those who are unable to make such provision are furnished clinical opportunities.

In September, 1928, upon the recommendation of the Director of School Hygiene, the School Committee assigned a school physician to ophthalmological duties. Briefly, the duties of this position may be stated as follows: examination of pupils in conservation of eyesight classes, and recommendations for treatment; examination of other pupils found to have defective vision, to determine eligibility to such classes; inspection of school lighting to insure sufficient and correct illumination at all times; securing the cooperation of parents and private physicians in unusual cases; instruction to teachers and consultations with the school physicians; all to the end that the children with poor vision may receive maximum assistance to enable them to live up to their respective courses of study.

Four assistant supervising nurses have been appointed to supervise the nursing corps in the field and to act as assistants to the supervising nurse. Their duties and their work come under the immediate jurisdiction of the supervising nurse, and their functions are comparable to those of the supervising school physicians. They are responsible for the work in their districts, are given authority for directing measures to accomplish this task and to adjust such problems as are beyond the power of the school nurse to settle, and to decide which should be referred to the supervising nurse. They "initiate," instruct, encourage newly appointed school nurses and aid them in systemizing their work. By their supervision and

guidance they stimulate the nurses to grow professionally and to work without undue strain to the maximum of their efforts and capabilities.

In September, 1926, a sanitary inspector was appointed to the department of school hygiene. Since this appointment there has been a marked increase in the correction of sanitary defects.

Upon the recommendation of the Director of School Hygiene, a course of instruction in health education has been placed in the curriculum of the Teachers College of the City of Boston. This course is required of all pupils, and when it is understood that over 98 per cent of all pupils attending the Teachers College ultimately become teachers in the Boston public schools, it will readily be seen that these prospective teachers should be as well equipped to teach health education as they are to teach the other elementary subjects.

Physical Education

In 1853 a rule was established that "every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise."

In 1860 a special committee was appointed to study the subject of physical training. As a result of this investigation, Professor Lewis M. Monroe was appointed to take charge of vocal culture and physical training. Superintendent Philbrick, in his annual report for 1874, in speaking of the services of Professor Monroe said, "His influence and labors were far more valuable and effective in promoting progress in vocal culture and in elocution than in gymnastics and physical culture."

In 1863 the State Board of Education was directed by the Legislature to report concerning the introduction in the schools of military drill. In 1864, despite the refusal of the Legislature to pass bills authorizing it, military drill was introduced. In the same year instruction in physical culture was introduced under orders passed by the School Committee which have been called the "great charter of physical training in the Boston Schools."

In 1881 calisthenics, gymnastics, and military drill were authorized by statute, and prior actions of School Committees in causing them to be ratified, confirmed. This act legalized what had long been done in Boston.

In 1890 the Ling or Swedish system of educational gymnastics was ordered introduced in all the public schools of the city and a director of physical training and four assistants appointed.

In 1891 an elaborate report on physical training was made. In 1892 investigation and elaborate report as to the proper seating of pupils and as to the injurious effect of unsuitable school furniture marked the first step in attention to the matters of proper seating.

In 1890 the need of playground work as a part of the physical training of the city was recognized by the School Committee and the first appropriation for this purpose was made.

In 1906 school athletics was placed in charge of the School Committee. At this period, country-wide interest was aroused as to the importance of physical education. In 1907 the Legislature increased the power of the School Committee in respect to physical education. A special appropriation from the tax rate was authorized for physical education and playgrounds.

The reorganization of the Department of Physical Training under a Director of School Hygiene was carried into effect. School athletics was placed under this department.

The Department of Hygiene was then abolished, and the Departments of Medical Inspection and Physical Training established. The Department of Medical Inspection took care of the activities of the nurses and doctors. At this time the number of playgrounds had increased so that the work of the physical training department carried on throughout the entire year.

In gymnastics and rhythm the instructors have classes in the Teachers College, in all the high schools and in ninth grade intermediate schools that have girls. Two periods of forty minutes is the weekly requirement for every student. Regular calisthenics, games, and dances are taught, with good posture being stressed. In addition to the regular forty-minute gymnastic periods, all high schools are required to have a daily ten-minute setting-up drill. The instructors also go regularly into the elementary and intermediate schools to supervise the calisthenics, plays, and games given daily to all the classes of these schools. The classroom teacher conducts the exercises in the lower schools, where fifteen minutes daily is the time allotment.

In Grades I, II, and III marching, plays, and games take the place of formal gymnastics. Inspection and proper adjustment of seating are also responsibilities of the instructor of physical

education. In the intermediate and high schools, a point for diploma may be awarded for physical education.

For the boys of ninth grades in intermediate schools and for all boys in high schools, two forty-minute periods each week must be spent in military drill. During these periods the boys are given calisthenics, manual of arms, and close order marching in company formation, under command of student officers.

Satisfactory work in military drill may be counted as physical education points for diploma credit.

Athletics is given close attention in the high, Latin, Trade, intermediate and elementary schools. There are no leagues and no prizes, and, for girls, no inter-school competition. The aim is not to encourage strife for championship and trophies, but rather to promote wide participation on the part of the students. The instructors of athletics and managers of athletics are members of the faculties of the several schools. Teacher coaches conduct football, track athletics and baseball in season. Play teachers handle the less concentrated forms of baseball, swimming, soccer, tennis, track, and golf. Playing equipment, officials, doctors, police, and fields are provided for the games. Strict eligibility requirements are set for all participants in inter-school contests. During 1926, at the suggestion of the Superintendent of Schools, provision was made for athletic instruction of girls. Intramural competition in tennis, gymnastic games, indoor baseball, and swimming has been very successful. Hiking, skating, and golf have also attracted many. Interest in forms of sport that have a "carry over" is the aim of the play teachers of girls.

Playground activities are conducted after school hours and on Saturday mornings during the spring and fall months, and throughout the summer, on ninety playgrounds and on forty-six athletic fields. Approximately five hundred trained teachers are engaged in this work. Fully equipped children's corners and athletic fields are generously patronized. The fact that, of this country's cities, Boston stands fourth in congestion of population indicates the importance of caring for the children on properly equipped and supervised areas set apart for this purpose.

At present an intensive program of posture correction is being carried on in conjunction with the Department of School Hygiene. Careful tests and corrective exercises are being

given, and monthly record of progress is being kept. In athletics, constant efforts are being made to reach every girl and every boy. The steadily increasing numbers of participants indicate progress.

Modern Foreign Languages

The teaching of one or more modern foreign languages has had a place in the curriculum of the schools of Boston almost from their foundation. Records of a French class in the English High School show that the language was taught there in 1821. French and German were the two languages generally taught, a larger number of students favoring French. The Spanish-American War brought Spanish to the fore, and yet, according to Barnard's American Journal of Education, Spanish was first taught in the English High School in 1852.

Since 1898 Spanish has taken place side by side with French and German, the number of students increasing until 1918. The increase between 1914 and 1918 was due in a great measure to the drop in German students during the World War when German ceased to be taught in the intermediate grades as well as in nearly every high school in Boston.

In 1912 Italian was authorized as an elective in high schools. In 1919 Italian instruction was offered in the Girls' High School, but it was discontinued at the end of the school year, 1920, for lack of pupils. In 1927 Italian instruction was again offered in the Girls' High School to pupils coming from the Michelangelo School, where this language is part of the curriculum. During the years 1927–29 there have also been classes of Italian in the East Boston High School. These classes are the continuation of the Italian instruction in the Donald McKay Intermediate School.

Intermediate Classes

Intermediate classes are Grades VII, VIII, and IX. These classes may be grouped in one school, constituting an Intermediate School, commonly called a "Junior High School," or the seventh and eighth grades may be part of an elementary school. Between the years 1889 and 1896, when Professor Charles Grandgent of Harvard University held the position of Director of Modern Foreign Languages in the public schools of

Boston, an attempt was made to introduce the study of modern foreign languages in the elementary schools, but the attempt was given up and not resumed until September, 1913, when the study of a foreign language was authorized in the seventh and eighth grades. Information concerning this movement will be found in a report of Dr. Jeremiah E. Burke, at that time Assistant Superintendent of Schools, under date of November 19, 1914. French and German were the languages established in a limited number of the schools as an experiment. Two years later the study of Spanish was authorized in four schools, in the seventh and eighth grades.

The work in modern foreign languages in the intermediate and elementary schools has developed, until at the present moment every intermediate school and nearly all eight-grade elementary schools have a modern foreign language as an elective. Very few intermediate schools have two modern foreign languages; the majority have only one, usually French.

Since the year 1914 various attempts have been made to establish Italian in the intermediate and elementary schools. Classes were started at various times in the Blackinton, Eliot, Hancock, and Samuel Adams schools, where the Italian population largely predominated. The only classes that have survived without interruption are those of the Hancock School, and these have been transferred to the Michelangelo Intermediate School.

When the intermediate classes of the Theodore Lyman and the Samuel Adams schools were consolidated into a new intermediate school (the Donald McKay) Spanish, which had been successfully taught for years in the Theodore Lyman, was dropped, and French and Italian were substituted.

Modern Foreign Languages in the Teachers College

Recognizing the necessity of preparing instructors of modern foreign languages, the School Committee authorized the teaching of modern foreign languages in the normal school in the year 1915. Classes met twice a week after the regular school hours, and the students received no credit. It was only in 1923, when the former Normal School became the present Teachers College, that modern foreign languages were given in the curriculum a place commensurate with their importance.

The objective in the teaching of modern foreign languages in the Teachers College is to prepare the future teachers in the

practical use of the language, in accord with standards and pedagogical demands of the present time represented by our course of study.

At the present time the modern foreign languages taught in the Teachers College are French and Spanish. There is a four-year course in each language, designed for future teachers in intermediate classes, and a five-year course for future teachers in the high schools. These classes include the technical and practical study and use of the language as well as the practice and method of teaching.

In the early days of modern foreign language teaching, no effort was made to coordinate the work in the different schools and classes, and yet, Edwin P. Seaver, Superintendent of Schools of Boston from 1880 to 1904, felt the need of such coordination, because, in his first report, he urged "A unity of purpose and a unity of method which came only from proper supervision and efficient cooperation."

In September, 1886, Dr. Alphonse V. Van Daell was elected to serve as director of French and German. In 1889 Dr. Van Daell resigned and was succeeded by Prof. Charles H. Grandgent. In 1896 Dr. Grandgent resigned to accept a professorship in Harvard University.

In 1917 Marie A. Solano, head of department in the normal school, was assigned to the supervision of foreign language work in intermediate schools and classes; in 1924 she was appointed director of modern foreign languages, on part time; and in 1929 was appointed full-time director of modern foreign languages.

Since 1914 increased emphasis has been laid on oral insruction, and a determined effort has been made to have children taught to pronounce the foreign language correctly and to employ only teachers competent to give oral instruction.

It is not desired to require every student to take a modern foreign language, but rather to dissuade from the study those whose time could be better employed in the study of English branches. On the other hand, it seems necessary that those who for any reason find the study of a foreign language to be necessary or desirable should be given an opportunity to master the foreign language, both for reading and conversational purposes.

There is still much to be done before we shall reach the limit of what is possible in this direction, with carefully trained teachers and competent supervision. The greatest immediate need appears to be the appointment of one competent native teacher of French and one competent native teacher of Spanish in the Teachers College.

Respectfully submitted,

W. B. SNOW,

Assistant Superintendent.

REPORT OF MICHAEL J. DOWNEY, ASSISTANT SUPERINTENDENT

In accordance with your request I respectfully submit herewith a report of certain activities assigned to me. It is interesting to note that most of these activities were introduced as additions to what was known as the regular work of the schools. In most cases, too, these activities were started and supported by private philanthropy before they became a part of the public school system.

DEPARTMENT OF EVENING SCHOOLS

The history of the evening schools furnishes a good illustration of the way in which innovations finally win a position of repute and are acknowledged as integral parts of the school system.

The evening school department of Boston had a very humble origin. Only after a long struggle did it attain recognition as a legitimate educational enterprise worthy of public support. In the early days it was supported in part by the contributions of public spirited citizens. Its existence was made possible and its growth and development were fostered by private philanthropy. Like many another innovation now considered a necessary part of any progressive educational administration, it faced the intrenched opposition of the ultra-conservatives. The history of public school administration is filled with such instances. Innovations have generally come from outside. Progressive tendencies have always had the opposition of the stand-pat conservative element of the community. The original suggestion, the pioneer work and the educational publicity to influence public opinion have usually come from sources outside the system. Witness the kindergarten and manual training activities started in Boston by Mrs. Shaw; cooking, sewing, and physical training, introduced through the efforts of Mrs. Hemenway; and numerous other departures from established custom, such as school playgrounds, school nurses, school gardens, school centers and various types of schools and classes. Every innovation has at first been labeled and been denounced as a fad or frill or fancy.

An examination of the records of the School Committee shows the unfavorable conditions under which the evening schools were brought into being and were nurtured along until their contributions to the community were clearly recognized and in this, as in so many other innovations, the seeds were planted by private philanthropy. In the early days there seemed to be little disposition on the part of legislators or educators to recognize the benefits of evening school instruction.

An Act of the Legislature in 1857 authorized the instruction in public evening schools of persons who had reached the age of fifteen, the working age, but no appropriation was made for such an innovation, and it was not until 1868, eleven years later, that formal action establishing evening schools was taken by the School Committee. The City Council appropriated $5,000 for evening schools, and in the year 1868–69 nine elementary evening schools were opened with a corps of forty-four teachers and an enrolment of 1,586 pupils. A year later an evening high school was opened.

In the search for some way to collect the money necessary for the maintenance of these schools, it was found that a start could be made with the money received at the city hay scales in old Haymarket Square, amounting to about $1,200 a year. For some time, therefore, evening schools were compelled to lean more or less heavily upon private support, especially for the payment of teachers' salaries. Moreover, it was deemed expedient, if the enterprise were not to excite too much opposition on the part of the ultra-conservatives, to keep away from the regular day school buildings and to make use of wardrooms and such other nondescript quarters as were at the disposal of the city authorities. As late as 1876 evening school classes were housed in bare and uninviting wardrooms, in a chapel in the South End, a bathhouse near the Roxbury line and a room in the Dorchester Almshouse.

The result, of course, was what might reasonably be expected. Evening schools bore a none too savory reputation. They were often the resort of the unruly, and their work was frequently interrupted by disturbers from the street without. Few persons regarded the purpose of evening schools seriously and many looked upon them with a feeling akin to contempt.

The opening of the first evening high school in 1869 was intended to afford an opportunity and to provide a stimulus to ambitious youths to acquire something more than the mere

rudiments of an education, but this new endeavor to popularize learning was characterized as an attempt to give poor boys and girls "upstart notions," and excited still more contempt for the evening school project.

No quarters could be found for the first evening high school except in the midst of a rather turbulent district in what was known as the South Cove section of the city, and even as late as 1881 this pioneer high school was denied admission to the English High School building. As one Superintendent of Schools remarks in his report, "It was an indication of the low estimation in which evening schools were still held in 1881." It is really only in our own day that evening schools, having gradually overcome their numerous handicaps, have earned for themselves a position of standing and importance and influence in the public school system and in the community which it serves.

While the day schools had long since departed from the traditional notion that anyone could teach school who was serious of face and severe of hand, after the manner of Goldsmith's schoolmaster, principals and teachers of evening schools even in our experience were selected without regard to professional training or capacity. Within our experience, too, the only books supplied to evening schools were discarded day school books, and these neither sufficient in number nor suitable in content. It was not so long ago that evening schools, which had made an humble beginning in the face of determined opposition and prejudice, were still regarded as a rather unwelcome addition to the school system.

With the reorganization of the School Committee, a director of evening schools was appointed in 1906. Through his ability, energy and aggressive measures, the deplorable standards of the "old days" were abandoned, while the painstaking efforts of his successors to follow in his footsteps have contributed greatly to the progress of the evening schools and to their present flourishing condition.

It goes without saying that the reforms effected were made possible only through a keener appreciation of the aims and purposes of the evening schools on the part of recent School Committees and a distinctly changed attitude on the part of the general public. Public school officials and the citizens at large have in recent years displayed greater readiness to assist the evening schools by progressive legislation and increased

appropriations to the end that these schools may make the fullest possible contribution to the welfare of the community.

Today the evening schools are housed in the regular school buildings, with access to all the day school equipment, and the day school principals are most cooperative in lending their assistance to every measure that looks to the betterment of the Evening School Department.

In the matter of text-books, supplementary books and educational material, the evening schools have made much advancement. Generous annual appropriations are made for the purchase of books and supplies. Practically all day school books have been authorized for use in evening schools, and, in addition, books especially adapted for evening school use have been authorized.

The former conditions governing evening school appointments no longer obtain. In the selection of principals and teachers, the evening schools have gradually approached the standards of the day schools. No person is appointed to evening school service who does not hold a proper certificate of qualification issued by the Board of Superintendents. It has become the unfailing practice of the department never to request the Board of Superintendents for a temporary certificate while any person holding a regular certificate has been available for service. Nearly all teachers in the evening schools are now selected to teach the same grade or subject which they teach in the day schools or for which they hold the necessary certificate. This practice eliminates loss of time and waste of effort on the part of the teacher in making adjustments to evening school work, promotes increased confidence and greater efficiency in classroom instruction and at the same time insures a better response and greater accomplishment on the part of the pupils.

The day has gone when appointment to evening schools meant merely an opportunity to supplement a meager income regardless of personal worth or efficiency. It is now universally recognized that Boston's evening schools are maintained solely for the benefit of the pupils, and the present improved standards in selecting teachers serve to emphasize the fact that evening school service is a service of serious importance and grave responsibility, a service which demands equally with that of the day schools professional qualifications and professional training.

The Evening School Department today occupies no insignificant place in the Boston School System. It includes eleven evening high schools, fifteen evening elementary schools with six branches, and the evening classes of the Boston Trade School located in the main building and in three branches. In these schools, sessions are held on Monday, Tuesday and Thursday evenings from 7.30 to 9.30 from the last Monday in September to the Thursday immediately preceding the week of April 19. The evening Trade School classes close at the end of the week in which March 31 falls, and the Central Evening High School continues through the week in which May 31 falls.

In addition to the above mentioned schools and classes, which may properly be called evening schools, this department has charge of the Day School for Immigrants and the Day Practical Arts Classes, both immediate outgrowths or offshoots of evening school activities, and of the Summer Review and Vacation schools, which were recently assigned by the Superintendent to this department.

Evening High Schools

The evening high schools started with one in 1869, numbered five in 1910, and are now eleven in number. The growth of the evening high schools in number and influence has been accompanied by a distinct change in character. In 1910 the evening high schools with the exception of the Central Evening High School were changed from general high schools to commercial high schools, and in 1916 the commercial character of these schools was further intensified, with specialized commercial courses and definite course requirements for graduation. In 1917 a revised course of study reflecting the changed character of the high schools in keeping with the change in the needs of the community was adopted. In content and method it was essentially practical and in accord with approved business technique and modern office procedure. It was designed to offer pupils an opportunity to attempt specialized commercial courses with a view to receiving intensive training for particular types of commercial work. Among the specialized courses offered are the secretarial course, which emphasizes a mastery of phonography and typewriting; accountancy, which includes the principles and practices of advanced book-

keeping; merchandising, which includes principles of business organization, selling and service to customers; and office practice, which includes principles and methods of adjusting oneself to modern business conditions and familiarity with filing systems and labor-saving machines and devices.

The Central Evening High School offers both commercial and academic subjects. In 1924, in order to make this school as nearly comparable as possible to a regular day high school, the term was extended to the end of May. Pupils were permitted to elect three subjects instead of two, and definite and more rigid requirements for graduation as to subjects and courses were established, approximating the day high school requirements.

During the year just closed, the enrolment in the evening high schools was 7,494.

Evening Elementary Schools

The evening elementary schools, with classes in twenty-one buildings throughout the city, offer instruction to three distinct types of pupils.

a. Pupils who leave day school before completing the regular day school course and who wish to earn an elementary school diploma. Four hundred thirty-four of such pupils were graduated this year.

b. Immigrants from non-English speaking countries who wish to learn to speak, to read or to write English, or who wish citizenship instruction in preparing for naturalization. Such immigrants between the ages of sixteen and twenty-one years are compelled by statute to attend evening school until they are able to satisfy the requirements for the completion of the sixth grade in the day schools. Nine hundred twenty-two illiterate minors were enroled this year. Two thousand three hundred ten immigrants over twenty-one years of age were also enrolled.

c. Women and girls over sixteen years of age who wish instruction in cookery, dressmaking, home decoration, millinery or home nursing. The enrolment in these classes was one thousand seven hundred ninety-eight this year.

A unique innovation in the evening schools was the establishment of classes in lip reading in 1917. These

classes are attended by persons who are either totally or partially deaf and who receive excellent instruction from our Horace Mann School teachers, under whose guidance the eye is trained to associate certain movements of the lips and tongue with certain sounds, and pupils acquire the power to interpret these motions of the mouth into words and sentences. These classes accomplish an inestimable amount of good for persons whose hearing is impaired, and help to overcome the greatest loss deaf persons suffer, namely, the inability to understand speech. Sixty-nine persons were enrolled in the lip-reading classes this year.

During the decade preceding the World War the evening elementary schools were almost exclusively schools for immigrants. Americanization classes, so called, flourished. No effort was spared to acquaint non-English speaking people with the advantages and opportunities offered by our evening schools. Advertising campaigns were prosecuted with the utmost vigor. Various public, semi-public and private organizations gave generous assistance. The press, both English and foreign, rendered effective cooperation. Posters were placed on the dashboards of street cars, screens were displayed in the motion picture houses, and circulars printed in the foreign languages were distributed.

Continued emphasis was placed on instruction in English and citizenship, and a new course of study in citizenship was authorized. An effective plan of cooperation with the United States Bureau of Naturalization was adopted for giving the needed instruction to applicants for naturalization. Courses of instruction for teachers of immigrants were conducted by the department and similar courses were included in the curriculum of the Normal School. Special examinations and certificates for teachers of immigrants were authorized, and the day school force, particularly the kindergarten teachers, lent their aid in making known the opportunities afforded for immigrant education.

The influence of war conditions, however, was very noticeable in evening elementary schools. Immigration ceased, and the enrolment rapidly decreased. After the war the enrolment of immigrants began to mount again until the operation of the restricted immigration laws proved an effective barrier to further increase.

The enrolment for three typical years was as follows:

	Minors.	Adults.
1920 . . .	460	964
1924 . . .	2,417	3,897
1929 . . .	922	2,310

Besides the classes for young people who leave day school before graduation, and the classes for immigrants who receive instruction in English and citizenship, the evening elementary schools also offer to women instruction in cookery, dressmaking, embroidery, home decorations, home nursing and millinery. These classes are called home-making classes, and under the provisions of chapter 106, Acts of 1912, the School Committee is reimbursed by the Commonwealth for one-half the cost of their maintenance. These classes have likewise decreased in numbers.

The enrolment for the same years follows:

1920	1,293
1924	3,271
1929	1,798

The decrease noted in these classes is not the result of war conditions or restricted immigration. It is due in largest measure to a change in the kind of hats and dresses that women wear, and it indicates that our schools are responsive only to real community needs. Millinery today is largely a matter of wholesale manufacture and there is less demand for expert dressmaking service. On the other hand, classes in home decoration are becoming more and more popular.

Day Practical Arts Classes

In 1919 an extension of industrial work for women was authorized. Although practical arts classes had been established in the evening schools in all sections of the city, it was realized that many home-makers, actual or prospective, were unable to attend classes at night or found it more convenient to attend during the day. To meet their need, one class in millinery was opened in an elementary school during day school hours. Twenty-four women registered and one teacher was appointed, the class meeting for two hours on two afternoons weekly. From this modest beginning with an enrolment of 24, a city-wide program of instruction was developed, and the number of classes grew to 20, with an enrolment of 557 in 1923.

Changes in style affected these classes as it had similar classes in evening schools. In 1928 classes were in operation in 14 districts with an enrolment of 264 women. The range of subjects included dressmaking, millinery and home decoration. The policy governing the operation of these classes is rather generous. Classes are organized in school buildings wherever school accommodations are available at such hours as are convenient for the members. The teachers selected are required to have had actual experience in the trade and to complete a professional training course, conducted under the direction of the State Department of Education.

The industrial classes for women, both day and evening, and the classes for adult immigrants are conducted in cooperation with the State Department of Education. The School Committee is reimbursed by the Commonwealth for one-half the cost of instruction.

Day School for Immigrants

Just as the Day Practical Arts Classes are an extension of the work of the evening elementary schools for the benefit of women who cannot conveniently attend school in the evening, so the Day School for Immigrants is an extension of the work of the evening elementary schools for the benefit of immigrants. Daytime classes for non-English speaking persons have been conducted in Boston since 1911. Originally these classes were grouped with others in what was then the voluntary Continuation School. They were conducted under the supervision of the Department of Evening and Continuation Schools until 1917, when the Continuation School was separated from the Department of Evening Schools, and a new school, called the Day School for Immigrants, was established in that department. These classes for immigrants, originally housed in rented quarters at 48 Boylston Street and 30 Essex Street, successively, are now assigned special accommodations in the new Continuation School Building. Morning and afternoon sessions are held during the regular school term on five days a week for hotel employees and others whose hours of employment preclude possibility of attendance at evening schools. Classes for immigrant employees have been maintained in cooperation with employers in mercantile, commercial and industrial establishments. Classes for adult immigrants have been conducted in community centers and in headquarters of

social organizations. Classes have been held during the evenings when the evening schools were not in session, and summer classes have been organized and conducted. In short, the Evening School Department has been authorized to open classes for instruction in English and in citizenship, in every section of the city, in school buildings, factories, stores or other suitable accommodations, at any hour of the day or evening, provided the demand warrants.

Of the classes maintained under this authorization, those for mothers are especially necessary and notably successful. Mothers living in the congested sections of the city were unable to attend the evening schools or the regular classes of the Day School for Immigrants. Accordingly the school was brought to them, and since 1915 classes have been conducted in the school buildings in their immediate environment. These classes are held during the hours when the children are in school. Attendants care for the children of pre-school age in a room provided for this purpose. Thus the mothers are free to profit from the instruction offered by especially qualified teachers.

The enrolment for three typical years was as follows:

1920	1,312
1924	2,023
1929	1,024

Adult Education

As already stated, the Evening School Department, with its extension daytime classes, is now recognized as an essential part of the Public School System. Such departments in all communities are bound to become increasingly important as the American public becomes thoroughly aroused to the necessity and duty of providing educational opportunities and facilities for adults. Until comparatively recently, we have had a strange notion that only children should be educated, and an even stranger notion of how much education is essential to democratic citizenship.

In the belief that the success of democracy depends in part, at least, upon the education of the people, we have embarked upon a policy that is unique in the history of civilization. We have determined to give to each and every individual all the training of whatever kind he can possibly utilize. We have done this deliberately, despite the skeptical predictions of other nations, in the firm conviction that it will not only produce the

most nearly perfect development of the individual, but will best promote the welfare of society by enabling it to secure the benefit of all its human resources.

Acting on this principle, we have for some time been offering opportunities in our day schools not only for defectives and delinquents, but for gifted and super-normal children. There are, however, striking gaps in our practice when we come to deal with those above the compulsory school age. A large number of young people leave school as soon as the law permits, and there is a far larger group of adults whom the law never seems to have reached. In the last few years we have been slowly awakening to the fact that adults must be educated as well as children.

Of all the liberal movements dominating the thought of the world today, the most striking and most prophetic is this unparalleled advance of popular education. It would be futile to attempt to compass the entire scope or note all the essential elements of the newer education. But everywhere one direction is apparent — the education of all the people without regard to condition, class or circumstance; the education of men, women and children as human beings entitled to equal opportunity. In the America of tomorrow, education will be for everybody. It will go wherever there is educational need. Every sort of education will be provided and every type of training will be adapted to the abilities, the interests and needs of all the people. The special aim of adult education will be to reach people who are not provided for in the regular educational system or who find it impossible to continue their education through regular educational channels. Adult education will be flexible in administration, will fit individual needs, will be organized at times and places suited to the convenience of its students, in day or evening classes, in long or short courses, in school, or home or workshop. Adult education will include within its scope the whole range of interests of modern society. It will be ready to teach any subject, to anybody, anywhere.

Summer Review Schools

A summer review high school was opened in the Roxbury High School building in July, 1909, to provide for three classes of pupils:

1. Regular high school pupils who wished to make up subjects in which they had been conditioned

2. Those who were preparing for college entrance examinations

3. Those who were preparing for admission to high school.

The subjects taught were limited to those of the regular high school and those which were preparatory for admission to the high schools. Three hundred twelve pupils registered.

A report of the first year's work stated that the experiment was considered successful and that the summer review high school would probably become a permanent institution. It was discontinued, however, for lack of funds, after having been in operation for three years.

In 1914 summer review schools, high and elementary, were established to enable pupils who failed in one or two subjects during the regular school year to receive intensive training during the summer and thus make up deficiencies and secure promotion. The results attained have fully proved the value of these schools, and retardation has been measurably decreased.

Admission is also permitted promoted pupils who desire to improve their marks, to secure additional credit or to undertake accelerant work in a single subject. In 1923 there were established one summer review high school with an enrolment of 424 pupils, and six summer review elementary schools with an enrolment of 4,193 pupils.

In 1928 the enrolment was 1,409 in the high school and 6,669 in the elementary and intermediate schools.

Summer Vacation Schools

Vacation schools were first discussed in 1900 by the then Board of Supervisors in connection with consideration of a longer school year. The Board recommended that "a small number of vacation schools be established for the purpose of determining to what extent the necessity for them exists, and how they may be made most useful."

The previous summer the School Committee had granted private individuals the use of the Hyde and Dwight School buildings for vacation school purposes. The Board of Supervisors investigated the experiment and gave its approval to vacation schools as contributing materially to the well-being of the children and as being welcomed by many parents. The

School Committee accordingly authorized the establishment of three vacation schools in 1901. In 1909 they were discontinued because of the expense involved.

On May 7, 1923, an order of the School Committee approved the recommendation of the Board of Superintendents that a vacation school be established in the Michelangelo School in the densely populated North End of the city.

The curriculum of this school was substantially different from that of the summer review schools in that no academic subject was offered. Healthful recreation and profitable use of the vacation period were the aims in opening this school in a crowded tenement section inadequately supplied with playground facilities and parks. This policy has been extended to cover several other sections of the city, so that in 1929 seven vacation schools were conducted.

The curricula of the schools include domestic handicrafts, kindergarten, recreational and shop activities, the subjects offered being determined by the number of applications. Dramatics, orchestras, songs and games, as well as work in basketry, toy making, millinery and dressmaking, make these schools beehives of industry and centers of joy and happiness.

Increase from a membership o: 820 in 1923 to 10,377 in 1928 is the strongest testimonial of success. Street accidents have been reduced, disease has been controlled and prevented by the supervision of attending physicians, bodies have been made stronger and healthier, and homes have been assisted and freed from worry.

Cooperation is effected with community agencies to conduct excursions to museums, parks, playgrounds, and beaches under the guidance of carefully chosen teachers. Little ones of pre-school age have been cared for by older sisters and brothers under the direction of teachers, so that home training of the right sort is indirectly developed by the little mothers' groups.

The schools have served the community by relieving street congestion and at the same time providing centers for the enjoyment of both pupils and parents. A sufficient output from the handicraft classes has been sold to pay for much of the material used in these classes, and in addition many younger family members have been clothed by the dresses made by the older ones in the practical arts classes.

In view of the fate of the former vacation schools, the burden of additional expense imposed by the operation of vacation schools should not be overlooked.

DEPARTMENT OF EXTENDED USE OF PUBLIC SCHOOLS

It is now seventeen years since the school centers and the other activities connected with the Department of Extended Use of Public Schools were incorporated in the school system, following the passage of a legislative act in 1912 which authorized the use of school buildings at times when the schools were not in session.

In 1902, ten years previously, educational centers, the precursors of the school centers, were opened in two buildings and gained in popularity, until in their third year they had 132 teachers and 8,948 pupils. They offered evening instruction in a dozen or more subjects, chiefly of a practical nature, such as domestic science, dressmaking, civil service, engineering, electricity, and commercial subjects. Popular lectures and entertainments were introduced.

The educational centers were established in response to the suggestion of Superintendent Seaver that more extended use should be made of the school plant for the public benefit. In his report for 1902 he recalls this previous suggestion and writes: "Then came vacation schools and playgrounds, at first supported by private contributions and afterwards adopted and extended at the public expense, by which a portion of the school plant has been occupied during a part of the summer months." He adds this timely warning: "Extension of the school system to include vacation schools, educational centers and evening lectures means, of course, a considerable expenditure for purposes that were not contemplated when the present rate upon which school appropriations are based was established."

In 1906, with the reorganization of the School Committee and the necessity for retrenchment, the educational centers were discontinued and most of their activities were absorbed by the evening schools.

Nevertheless, the impetus given to the "center movement" and the agitation for a wider use of the school plant did not die. In 1911 the School Committee granted to the Women's

Municipal League of Boston the use of the East Boston High School during the evening hours for a school center. The League raised $5,000 to operate the new center, employing a director and workers. The emphasis was placed on the social rather than the instructional phase of the work, and the members were formed into clubs rather than classes. Fourteen clubs were organized with 450 working boys and girls in attendance.

Meantime the demand for legislation to provide funds was insistent, as part of a movement, nation-wide in scope, that our schoolhouses should not only meet the needs of school children, but should in addition be opened after school hours as neighborhood social centers, centers for neighborhood life and welfare, for civic and social betterment, for citizenship training, and for the development of community spirit and true democracy among the working boy, working girl, their parents and adults generally. As the result of widespread demand on the part of interested persons outside the school system, a bill was passed by the Legislature in 1912 authorizing the School Committee to make an appropriation of two cents upon each $1,000 of the net valuation of the city, for the purpose of extending the use of the public schools.

The School Committee report for 1912 states: "The School Committee has for years encouraged the use of school property for various purposes as the people wished, but it has been able to bear the expense only to a limited extent. The Legislature has recently given the School Committee authority to spend a sum amounting to about $28,000 a year for the purpose of making the schools still more useful to the people along these lines. The School Committee has, therefore, established four evening centers, as they are called. At these centers, which are open on Wednesday, Friday and Saturday evenings during about twenty weeks, there are various recreational activities carried on for men and boys and for women and girls."

Evening center popularity has steadily grown. Besides the four centers originally established, nine others are now in operation.

In 1914 the department was separated from the Department of Evening and Continuation Schools, and was given its own director. In 1925 the appropriation was increased by legislative enactment and there is now available approximately $90,000 annually.

A note of caution may not be untimely. Every effort should be exerted to avoid a duplication of evening school work. To this end the following agreement was reached as to limitation of evening school and school center activities:

> Both centers and schools make a valuable contribution to the communities which they serve. Both are agencies of education in its broadest sense. Centers emphasize social aspects of education, while schools emphasize instructional aspects
>
> *Centers* are organized on a club basis
>
> *Schools* are organized on a class basis
>
> In *centers,* discussions, lectures, and entertainments under the direction of club leaders predominate
>
> In *schools,* instruction by classroom teachers predominates
>
> Experience has shown that there is a possibility of overlapping in two distinct fields of activity,—Americanization work, so called, and Practical Arts work.

AMERICANIZATION

To obviate any seeming conflict in citizenship training, it is agreed:

1. That both centers and schools may offer lectures and addresses in English or in a foreign language to groups that are preparing for citizenship
2. That membership in civic clubs be restricted to those who are citizens and those who are preparing for naturalization in the citizenship classes of the evening elementary schools
3. That membership in citizenship classes be restricted to those who have declared their intention to become citizens of the United States
4. That in civic clubs American ideals and institutions be explained and discussed, and that methods of improving local conditions and of aiding the community in attaining right ideals be considered
5. That in citizenship classes emphasis be placed upon instruction in English and in the essentials of our history and system of government as well as upon the technical procedure of obtaining citizenship papers. It goes without saying that all class instruction serves the purpose of inspiring American ideals.

Practical Arts

The regulations provide that school centers shall include, among other clubs, women's clubs, girl's clubs, dressmaking clubs, millinery clubs, embroidery clubs, and such other activities as may be organized under the direction and with the approval of the director. Clubs not specifically mentioned in the regulations include basketry, lamp-shade making, cookery, and candy making.

The course of study for evening elementary schools provides for classes in cookery, dressmaking, embroidery, home nursing, and millinery.

The work of the two departments is quite dissimilar in content, method and viewpoint. Leaders of practical arts clubs need not possess the same qualifications and are not subject to the same requirements for appointment as are evening school teachers.

To prevent the possibility of the exchange of teachers or pupils from one department to the other, it has been agreed:

1. That leaders of practical arts clubs shall be employed only one evening per week
2. That teachers of practical arts classes shall be employed only two evenings per week
3. That the same person shall not be employed in both departments
4. That persons whose services are discontinued in one department shall not be appointed to another department.

Home and School Associations

One of the important activities of the Department of Extended Use of Public Schools is that of cooperating with the various Home and School Associations of the city, and with their central organization. In an attempt to revive and reorganize these associations following the World War, an associate manager was released from other center activities and was assigned to the task of awakening such associations as had been dormant during the war. Much progress has been made in stimulating renewed interest in local associations and in perfecting the organization of the central body.

During the past year sixty-nine local associations, including Mothers' Clubs, and representing forty-eight school districts,

were directly affiliated with the central organization. The bond of unity between the local groups and the central body has been greatly strengthened, and an active interest has been created in the work of the schools and of other allied community activities. During this year, the first high school home and school association was organized in the Jamaica Plain High School.

Much of the success of the central association is due to the leadership of the officers, whose judgment, tact, and vision have been a constant inspiration. Home and school must work together in the closest and most cordial alliance, if we are to attain complete success in our endeavor to make of our boys and girls of today the intelligent, industrious, efficient, law-abiding, patriotic American citizens of tomorrow. To this end the school invites suggestions, solicits assistance, and welcomes cooperation from the home.

VOCATIONAL GUIDANCE DEPARTMENT

Boston is credited with being the birthplace of vocational guidance. In 1908 Frank Parsons in his book "Choosing a Vocation" first directed public attention to the problem of providing school children with guidance and direction in the selection of their life work.

Boston Latin School from its earliest days had a definite vocational purpose, the preparation of boys for college; and Harvard College was founded with a distinctly vocational aim, preparation for the ministry.

Superintendent Brooks in his annual report in 1909 stated: "The time will come when cultural education will state more clearly its vocational aims, and vocational education will appreciate more completely the value of its cultural elements. The final result will be the recognition of all forms of education as predominately preparation for vocation, and as different only in the means, methods and material used, and in the immediateness of application to the business of life."

Parsons, as Director of the Vocational Bureau (a private organization), was followed by Meyer Bloomfield, who at the request of the School Committee served with the Committee of Principals appointed to study the problem.

As a result of this study, in 1910 vocational counselors were appointed in all Boston elementary and high schools. It was early recognized that the success of a guidance program would

depend largely upon the teachers selected for vocational counselors. Therefore, careful choices were made among the best teachers of the city. The Vocation Bureau prepared a series of lectures on the various occupations of the city which were given once in two weeks. Counselors were expected to attend. A course in vocational guidance was offered for the first time at Boston University with the director of the Vocation Bureau in charge.

The Vocation Bureau was not the only private organization interested in the vocational guidance movement. In 1912 the Children's Welfare League of Roxbury established the Placement Bureau for the purpose of guiding and placing children who were leaving school in Roxbury. This Bureau, which soon gave assistance to children of some of the city schools, became known as the Boston Placement Bureau, and worked in close cooperation with the vocational counselors in the schools.

A course of study in occupations for high schools was recommended. The Vocation Bureau was requested to prepare a series of pamphlets on the leading or more common occupations. "Vocations for Boys" was the result. The Girls' Trade Education League, which was instrumental in establishing the Trade School for Girls in Boston, and had a share in financing the Placement Bureau, prepared a similar set of bulletins for girls. The Education Committee of the Women's Municipal League, which also had a share in financing the Placement Bureau, prepared a series of charts and a book entitled "Opportunities for Vocational Training in Boston." The School Committee purchased this material and placed it at the disposal of the counselors in the schools.

As the outcome of the work of the above-named groups a department of vocational guidance was established in the school system and a director was appointed in 1915. In 1917 this department absorbed the work of the Placement Bureau.

The introduction of the intermediate school into the Boston system has focused attention upon educational and vocational guidance as never before, due to the fact that guidance is a very important function of the intermediate school.

In the reorganization of the intermediate school curriculum last year one period a week was allowed for educational and vocational guidance. The intermediate principals immediately felt that a definite program was needed in order that the period might be used profitably. A committee consisting of the

intermediate school principals and members of the Department of Vocational Guidance submitted an outline in guidance for the seventh, eighth, and ninth grades. Again, because of the lack of preparation of teachers in the subject, it seemed necessary for the committee to offer definite lessons in connection with the outline. Two more units have been published. The rest are in the process of preparation.

Counseling

In December, 1910, a member of the committee on guidance was specially assigned to study the entire subject and to make a report in detail with further recommendations. He divided the work into three departments — counseling, placement, and follow-up work. In closing his report to Superintendent Brooks, he recommended that a department of vocational guidance be organized consisting of

1. A director of vocational guidance
2. An assistant in charge of employment
3. An assistant for young workers.

Apparently there is no question in the minds of the educators as to the need of educational and vocational guidance. The question settles itself around the means and methods. From the founding of the English High School in 1821 to the present time, Boston has committed itself educationally to a diversification in its courses of study. This was not only exemplified in the variety of courses but in the types of special schools established, such as the Mechanic Arts High School, the High School of Commerce, the High School of Practical Arts, and the Trade Schools. It became necessary, therefore, to direct these children in the matter of choosing schools and courses. This was and still is the principal duty of vocational counselors. To aid them in this work, the Department of Vocational Guidance prepared a pamphlet (School Document No. 2, 1926) entitled "A Guide to the Choice of a Secondary School," which centers the child's attention upon schools and courses from the vocational point of view. Recently a supplement has been added which lists the schools with their individual offerings. A copy of each of these becomes the property of the child as he approaches the time of making a choice.

Counseling in the schools resolves itself into two kinds — group and individual counseling.

Group counseling in intermediate schools gives an opportunity for pupils to study the purposes of the school, to discuss the offering of high schools and courses, to learn that choice of course or work should depend upon fitness of individual and not on family or neighborhood tradition, to study intelligently some of the common occupations, and finally to recognize the relation of school work to life. This is the purpose of the provisional course prepared for intermediate schools.

Individual counseling is the teacher's great opportunity to get at the heart of the child, to find a reason why, and if possible to remove the obstacles in the path or show how they can be lessened or to advise the next best thing. The value of individual counseling can be but partially estimated in its effect on the child and on the school of which he is a part. Some intermediate schools in Boston report 100 per cent promotion to a higher school.

Placement

The Placement Bureau gave a good start to the placement work of the Department of Vocational Guidance. Because of this and other reasons the title "Boston Placement Bureau" has been retained to this day. It always has been the policy to resort to placement only when placement was the wisest thing to do. Every attempt has been made to keep children in school until high school graduation, if possible. The excellent work of the principals, teachers and counselors in this direction is accountable, no doubt, for the reputation which Boston has had for some time of having the largest number per capita in our high schools of any city in the country. The department has used its influence to encourage high school graduates to take further training whenever that seemed wise. Our statistics show over a period of years that about 40 per cent of our graduates (boys) go on to some higher institution of learning after leaving high school. About 35 per cent of the girls continue their studies. Of those who go to work a very large percentage have entered the kind of work for which they have been trained. (See follow-up).

The purpose of placement has been not merely to find a job for a pupil but to find one in which he is likely to be successful and in which he is interested. Therefore, the accent has been laid upon the quality of the placement rather than the quantity. Many of the graduates who place themselves frequently call

at the office to check the wisdom of their choices and to ask advice about further training for the same, so that the counseling continues not only during the school life of the child but after he has been placed and until he is well established in his occupation. At times we refuse placement, particularly when we feel that the child is not physically fit or otherwise equal to the work.

Follow-Up

The primary purpose of follow-up is to aid the child upon the job. Sometimes it is a question of readjustment; again it is a matter of further education. The child often needs advice about keeping fit for his job. Through follow-up much insight into business methods and requirements is obtained. The employer's sympathetic interest in the schools and their product is often aroused in this way. Conditions of work are observed to see whether or not the child is working under legal conditions. The department's judgment is tested in the matter of making placements, and last, but not least, by careful system of record keeping, follow-up can promote research studies which should have a very large influence upon the future curricula of the school. The department feels we should be able to answer some of the problems connected with commercial education; for example, into what kind of commercial positions do our boys and girls go? Are the schools training too many in stenography, bookkeeping, etc.? Are we giving the children the fundamental training which is needed for success in occupational life?

Since 1916 the Department of Vocational Guidance has followed up the graduates of all the general high schools (Dorchester High School since 1924) and the Mechanic Arts High School and Boston Trade School within one year after graduation. A copy of the report which includes a general summary and the story on each member of the graduating class has been returned to the head master and vocational counselor in order that they may see what happened to the product of their school.

VISUAL EDUCATION DEPARTMENT

Like vocational guidance, visual education is not a new thing. Visual aids to instruction in the form of pictures, objects and charts, have been employed by enterprising teachers in our schools from the earliest days. Boston's intensive

efforts in visual instruction as a distinctive educational method dates back more than thirty years, when sets of slides were purchased from a special appropriation. A quarter of a century ago nearly every school possessed a stereopticon lantern and stereoscopes.

As early as 1913, a committee made the following report on instruction through visual aids:

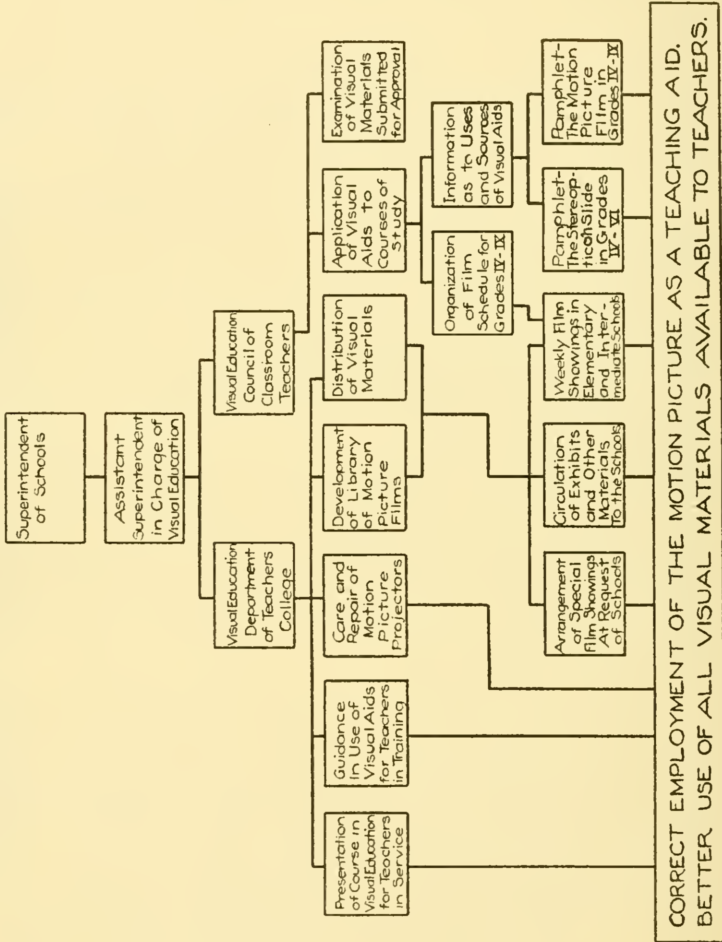
"Visual impressions are so much more impressive and lasting than those gleaned from the printed page, or heard by word of mouth, that the best and quickest way to teach certain subjects is by means of visual representations.

"For this reason teachers are using more and more lantern slides, stereos and prints when they wish to teach rapidly, accurately, and vividly.

"The main object of this report is to help the perplexed principal or grade teacher to select material for visual instruction by means of slides and pictures for use in the different grades. The work has been based on the lantern slide as this possesses certain great advantages over all other kinds of pictures except the motion picture. It can be seen by all members of the class at once. It shows very clearly and large enough to be studied in detail. It enables the teacher to orally instruct a large group of pupils while their eyes are fixed upon the object under discussion. It gives the pupil a chance to study one picture carefully, learn what it has to add to the lesson, and to tell his classmates what he has learned while they are looking at the picture on the screen."

This committee, with a changing personnel, continued active until 1926. Its labors were productive of great benefit to the service. Through its efforts a special appropriation was made by the School Committee for the purchase of motion picture machines and the rental of educational films. In addition, principals are now permitted to spend annually $120 from their per capita allowance for visual educational materials and supplies. Every school district was supplied with a motion picture machine, and a carefully conceived plan of circulating films was adopted.

This work was so exacting, consumed so much time, and required so much constant attention, that no committee, however zealous, could be expected to assume entire responsibility. Accordingly a Department of Visual Education was established at Teachers College and a junior master was assigned


VISUAL EDUCATION IN BOSTON PUBLIC SCHOOLS–1928–1929
Superintendent of Schools
Assistant Superintendent in Charge of Visual Education
Visual Education Council of Classroom Teachers
Visual Education Department of Teachers College
Examination of Visual Materials Submitted for Approval
Application of Visual Aids to Courses of Study
Distribution of Visual Materials
Development of Library of Motion Picture Films
Care and Repair of Motion Picture Projectors
Guidance in Use of Visual Aids for Teachers in Training
Presentation of Course in Visual Education for Teachers in Service
Information as to Uses and Sources of Visual Aids
Organization of Film Schedule for Grades IV-IX
Pamphlet-The Motion Picture Film in Grades IV-IX
Pamphlet-The Stereopticon Slide in Grades IV-VI
Weekly Film Showings in Elementary and Intermediate Schools
Circulation of Exhibits and Other Materials To the Schools
Arrangement of Special Film Showings At Request of Schools
CORRECT EMPLOYMENT OF THE MOTION PICTURE AS A TEACHING AID.
BETTER USE OF ALL VISUAL MATERIALS AVAILABLE TO TEACHERS.

to devote part time to instructing prospective teachers in the aims and methods of visual instruction, and part time to the general oversight of motion picture machines and the circulating of films.

A Council on Visual Education was appointed and has rendered excellent service. It has recognized that visual aids are intended not to supplant but to supplement traditional methods of instruction, and it has endeavored to correlate all such aids with the curriculum for the various grades.

Obviously the mere availability of potentially valuable materials is no guaranty of their effective employment. Yet it seems reasonable to conclude that they have been used beneficially when their frequent and regular application in classroom procedure leads to requests from teachers for more extensive opportunities to utilize them. This is essentially the story of the expansi n of the motion picture service; the growth has resulted from an appreciation of the teaching power of the film that was based upon actual experience rather than preconceived opinion.

Generally, it must be admitted that most visual materials, to be really accessible when wanted for classroom use, should be organized within school districts so that teachers may easily obtain them. To this general policy there is an exception in the case of motion pictures for they may best be handled through some centralized agency. Despite objections which may be advanced against any arrangement which provides for the circulation of films among the schools of a system, it is at present the most feasible plan, provided that the schedule governing the circulation is carefully organized. As evidence of the satisfaction that has accompanied this method of distribution, it might be well to mention that during the school year 1924–25 there were but ten districts regularly receiving films, whereas during 1928–29 seventy districts received them. Although these seventy schools are often referred to as "the motion picture circuit," the use of the term is inaccurate if it implies that the same program is provided for all schools. The fact is that the yearly programs vary according to the types of schools and the grades for which the pictures are intended; thus, eighteen different complete programs were made up for these schools last year. The film schedule is organized by the Visual Education Council on the basis of suggestions received from the schools. Since the schedule has specific reference to

the topics in the course of study, in the presentation of which the pictures are to be employed, the true function of the film as an additional means of teaching what is already included in the curriculum is stressed.

It is acknowledged that because the text film gives to school work that reality which is the first essential of the learning situation, its use is invariably followed by measurable gain. The power of the film as a means of providing concrete experience and giving information is indisputable; but its careful employment results in other benefits of which not the least important is a questioning attitude on the part of the pupil which is accompanied by a desire for further searching. In order to insure the maximum possible gain from motion pictures the Visual Education Council has prepared a pamphlet on the film as a supplementary method of instruction in Grades VI. to IX.

Convinced that there can be no general formula devised which will govern all classroom procedure with the film, the council makes no effort to prescribe hard and fast rules. It merely offers suggestions which are but supplemetary to the basic experience of the teacher. The council also furnishes detailed descriptions of all pictures that are to circulate so that teachers are able, in advance, to decide upon the best method of showing the picture; for the film may serve as an introduction, as a part of the lesson proper, or as a review.

ATTENDANCE DEPARTMENT

Compulsory education laws and compulsory attendance laws were first enacted in Massachusetts, and these early laws of this Commonwealth have served as models for similar legislation in all the other states.

In 1642 the General Court of the Massachusetts colony issued the following order:

> "This court, taking into consideration the great neglect of many parents and masters in training up their children in learning and labor, and other employments which may be profitable to the Commonwealth, do hereupon order and decree that in every town the chosen men appointed for managing the prudential affairs of the same shall henceforth stand charged with the care of the redress of this evil, so as they shall be

> sufficiently punished by fines for the neglect thereof, upon presentment of the grand jury, or other information or complaint in any court within this jurisdiction; and for this end they, or the greater number of them shall have power to take account from time to time of all parents and masters, and of their children, concerning their calling and employment of their children, especially of their ability to read and understand the principles of religion and the capital laws of their country, and to impose fines upon such as shall refuse to render such accounts to them when they shall be required."

Five years later, in 1647, the law prescribed not only that children should be instructed but that each town of fifty householders should maintain a school in which the children should be taught to read and write, and that towns of one hundred householders should set up a grammar school with a master able to instruct youth so far as they may be fitted for the university.

These two laws established the principles upon which all subsequent compulsory education rests; first, that all children should be educated; second, that the parent or the community must provide suitable education; third, that the State may compel the establishment of schools and prescribe the subjects these schools shall teach.

It was, however, a far cry from compulsory education to compulsory school attendance. It was not until 1850, over two hundred years later, that the first compulsory attendance law was enacted. This law, the first of the so-called truancy laws, was enforced in Boston by the chief of police, who, at the request of the mayor and aldermen, annually assigned two or more officers to the work. These officers gave their full time to the enforcement of the law and reported at a designated police station where word was sent to them by the principals of the respective schools. The schools were visited only to obtain information in special cases.

In 1852 a law was passed making persons in control of children between the ages of eight and fourteen years responsible for their attendance at school, and the School Committee was authorized to investigate and include all violations in its annual report. This law also is the guide and basis of all

subsequent compulsory attendance legislation in the United States. The duty of prosecution was placed upon the city treasurer until 1855, when an exception in the law was made for Boston, and truant officers assumed this responsibility.

In 1873 a law was enacted by the Legislature authorizing the appointment by School Committees of two or more truant officers, and the School Committee of Boston organized a truant force from police officers who were then engaged in the work. Reappointments were made annually until 1885, when truant officers were classified under Civil Service. In 1913 the title truant officer was changed by legislative enactment to attendance officer and again later in 1928 to supervisor of attendance.

The attendance department comprises a head supervisor, twenty-nine male and three female supervisors of attendance. Thirty supervisors work in connection with the elementary, intermediate, high, continuation and evening schools; one supervisor is assigned to supervise the enforcement of the law pertaining to continuation and evening school attendance and the employment of illiterate minors; he also makes special investigations pertaining to employment and educational certificates. One supervisor is assigned to enforce the general laws pertaining to street trades, and the rules and regulations of the School Committee regarding the same.

During the school year 1927–28, the supervisors made 72,785 investigations as compared with 70,345 during the same period in 1926–27. Of this number, 12,543 were for Latin, day high and industrial schools. More than 3,000 investigations were made for parochial schools.

The methods of enforcing the compulsory school attendance laws are based on the general assumption that truancy and the related evils of irregular attendance should be investigated and corrected by a staff of attendance supervisors working in closest cooperation with the schools and under the direct control of the School Committee.

Supervisors of attendance are assigned to cover from three to six school districts, including high, intermediate, elementary and private schools, and averaging from 3,000 to 7,000 children.

The duties of the supervisors of attendance have greatly expanded in the light of study and experience. In addition to cooperation with the schools and with parents in the attempt to correct irregular attendance, supervisors today act as am-

bassadors between school and home, in the endeavor by patience and persuasion to enlist the support of parents and to explain the benefits and purposes of public education.

In this capacity they render distinct social service in co-operation with various departments, such as the State Board of Labor and Industries, the State Board of Education, the Public Welfare Department, and numerous public and private charitable organizations. In many cases, clothing, food and money are provided by officers through such contacts.

In 1925, the supervisor of licensed minors and the certificating office were placed under the supervision and jurisdiction of the attendance department for the reason that their activities are closely associated with the work of that department.

Supervisor of Licensed Minors

The Massachusetts Legislature in the year 1902 vested the School Committee of the cities of the Commonwealth with power to regulate the exercise of street trades by boys under the age of fourteen and girls under the age of eighteen years. Accordingly in the year 1903 the School Committee of the City of Boston enacted regulations authorizing boys between the ages of ten and fourteen years to engage in the trades of newsboy, bootblack and pedler. Badges designating such a privilege were granted to the school boys directly by the office of the Superintendent of Schools until 1906. No licenses or badges were provided for girls, as the regulations of the School Committee prohibited them from engaging in street trades at that time a prohibition which is still in force.

By the year 1909 the care of school children engaged in the practice of street trades had developed and grown to such an extent that it became a problem in itself, and the School Committee established the position of supervisor of licensed minors, who, under the general supervision and control of the Superintendent, was charged with the enforcement of the regulations governing licensed minors.

As a result of the study, report and recommendations of the supervisor of licensed minors, the School Committee in 1909 raised the minimum age for badges to eleven years and limited the hours of selling from 6 a. m. to 8 p. m. in winter months and from 6 a. m. to 9 p. m. in summer months and vacation

time. It was found that early morning selling deprived growing schoolboys of healthful rest, while late selling at night resulted in the nonpreparation of home lessons. Engaging in street trades was, of course, forbidden during school hours.

In the year 1910 the Boston Newsboys' Trial Board was established by the School Committee. Its purpose was to prevent school boys from receiving juvenile court records for violations of the street trades laws and regulations. It has functioned continually since its inception and serves as a preventive and corrective organ in our present school system.

The School Committee of the City of Boston was a pioneer in the work of caring for school children while they were engaged at work at trades upon the street. The work has gained a nation-wide reputation and many cities throughout the several states adopted and fostered the method established. Community groups, child welfare organizations, Neighborhood Clubs and Boys' Clubs took up the plan for the government of their own boys.

In the year 1913 the Massachusetts Child Labor Committee in reality took over the Regulations of the School Committee of the City of Boston governing licensed minors and presented them to the Massachusetts Legislature for enactment. In addition, the licensing age was again raised from eleven to twelve years (minimum) and from fourteen to sixteen years (maximum). This enactment which passed both branches of the Legislature in 1913 became a statute law for all cities in the Commonwealth of over fifty thousand inhabitants and governed all school children up to and including the compulsory school attendance age of sixteen years.

During the past period of fifteen years the child labor laws and street trades laws have been functioning satisfactorily in harmony with the compulsory school attendance laws.

The purpose of the School Committee of the City of Boston in granting badges for the selling of newspapers and the practice of other street trades to boys of compulsory school attendance age is to enable such boys to assist their parents in defraying the expenses of their education and to provide for higher education. The family financial circumstances, the number of children in the household, together with the location of the home and its proximity to a lucrative selling territory, regulate the number of schoolboys permitted to undertake street trades and guide in designating the trade to be practised.

Newsboys ply their trade in all districts throughout the City of Boston, whether residential or commercial. There are licensed newsboys from every school district, including elementary, intermediate, high, trade and special schools.

Boys licensed as pedlers are limited as to the articles to be sold; limited as to the days for selling; limited as to the hours for selling; and limited as to the district or selling location as follows:

Salable articles by schoolboy licensed pedlers — fruit and vegetables only

Selling days — All Saturdays during the year; the day before Thanksgiving and the day before Christmas

Hours— From 3 p. m. to 8 p. m.

Selling location — Market district, Boston proper, as designated by the Police Commissioner.

The trade of street bootblack is exercised mostly on Saturday and Sunday at the waterfront locations and ferry terminals in Boston proper and East Boston, as well as in the vicinity of the North and South Railroad Terminals. Boys from the North End and West End Districts of Boston and the East Boston Schools are the applicants for this sort of street trade. A City Ordinance prohibits the exercise of the trade of bootblack after 11 o'clock Sunday morning.

There are at present 5,000 minors licensed by the School Committee of the City of Boston attending elementary, intermediate, high and continuation schools, as follows:

Newsboys	4,000
Bootblacks	700
Pedlers	300
Total	5,000

The supervisor of licensed minors visits a school district each day for the purpose of badge inspection and general instructions to licensed minors while under school discipline. He receives complaints, if any, from masters and teachers regarding school attendance, scholarship and conduct. He stays within such school district after school is dismissed, to patrol the location in order to see that the laws governing the boys while on the streets are properly carried out. The city is also patrolled in general, particularly the business district, during school hours, to ascertain that boys do not engage in street trades when they should be at school.

Certificating Office

Between 1647, when communities were required to provide schools, and 1852, when persons in control of school children were required to see that children attended school, many a child in Massachusetts failed to receive even the rudiments of an education. Towards the beginning of the nineteenth century the evil of illiteracy was accentuated by the influx of new immigrants, by the introduction of machinery especially in the textile centers, and by the concentration of the population in cities.

The problem of the child in industry was soon brought to public attention, and children's lack of education was the first evil to be recognized. In 1836 Massachusetts provided that children under fifteen employed in manufacturing should attend school at least three months a year.

The second step in child labor legislation was the regulation of the hours of employment. In 1842 Massachusetts passed a law restricting the employment of children to ten hours a day in certain manufacturing establishments.

The next legislative step was the prohibition of employment in manufacturing establishments of children under certain ages, generally ten to twelve.

Then followed enactments requiring certain educational qualifications for employment, and in 1880 a law was enacted authorizing the State Board of Education to create a form of working certificate to be approved by the Attorney General and signed by a member of the School Committee.

Various amendments and improvements in child labor and school attendance laws have now become operative. Under the present statutes the State Board of Labor and Industries, the Attendance Department and the Certificating Office are jointly responsible for the enforcement of the child labor and school attendance laws. The success of such protective laws depends upon their adequate and humane enforcement.

Massachusetts laws require school attendance of every child up to the age of sixteen, with two exceptions — children who are fourteen may be excused from school attendance by the Superintendent of Schools, if they are incapable of profiting by further instruction. Children who are fourteen and who have met the requirements for the completion of the sixth grade are permitted to work in certain occupations, provided

they attend Continuation School four hours per week. Illiterate minors between sixteen and twenty-one years must attend evening school until they can complete the sixth grade.

All minors in employment are subject to careful supervision under definite regulations as to kinds and hours of employment. Working certificates of various types are required.

The Certificating Office is charged with the issuance of employment certificates to minors between fourteen and twenty-one year of age. The Massachusetts State Laws place this work directly under the supervision of the Superintendent of Schools of the city or town where the minor resides. The Superintendent of Schools, only, has the power to issue certificates, or a person authorized by him in writing.

In Massachusetts, Employment and Educational Certificates are issued to minors between fourteen and twenty-one years of age. Boston issued during the year ending April 1, 1929, 31,227 certificates, including 253 special home permits.

The Certificating Office files are open to the various offices of the School Department and the State Board of Labor and Industries for verification and information. The State Board of Education has access to these files and uses Boston records as a basis for comparison with similar work performed by other states and cities. Annually, we are called upon to furnish said board with data and statistics relative to the issuance of employment and educational certificates in a special report to the Division of Vocational Education.

At the beginning of each school year, all graduates of elementary and intermediate schools under sixteen years of age are reported to this office for their failure to enroll in the high school chosen by them at the time of their graduation. The Certificating Office is called upon to compare the lists of these graduates with its files and to submit a report indicating those who have complied with the legal requirements for employment and a list of truants.

The office reports to the chief supervisor of attendance immediately the names and histories of all minors who have been refused certificates because of their failure to meet the legal requirements.

The principals of all Boston schools, when children are leaving for employment, notify the Certificating Office, sending the name and address of each child who has left school. If this group of children does not report at the Certificating Office

within five school days, the Certificating Office notifies the chief supervisor of attendance so that the laws regarding legal employment may be enforced, or the children return to school. This check-up system prevents truancy and violations of labor laws. When these children report at the Certificating Office and are certificated, the Certificating Office reports back to the principal of the school, so that the pupil may be properly discharged from school. The pupil may not be discharged until the principal receives such notice.

The nonresident group of minors between the ages of fourteen and sixteen years certificated for employment in the City of Boston is recorded in the Boston Certificating Office by means of a triplicate certificate. A close check-up of this group entering and leaving employment is a special feature of certification because there are many more nonresident minors employed in Boston than Boston minors employed in all of the surrounding cities and towns. In 1928 there were 293 Boston children certificated for employment in cities or towns outside of Boston, while there were 1,882 nonresident minors issued triplicate certificates for employment in Boston which were countersigned and assigned by Boston Certificating Office to the Boston Continuation School.

The Continuation School is supplied with data and information from the records and reports of the office daily, and filing of records is kept accurately and up to date so that the necessary information is available at all times.

BOSTON DISCIPLINARY DAY SCHOOL

In 1895 a Parental School for Truants was established in West Roxbury, after many efforts on the part of the School Committee to secure the necessary action by the City Council. This school segregated the truants, who had formerly been housed with other inmates in the penal institution at Deer Island.

The Parental School was abolished in 1914, and on January 5, 1915, the School Committee, under legislative authorization, established the Disciplinary Day School, to which habitual truants, absentees, and school offenders are sent.

These boys, except the hopelessly incorrigible, escape all institutional taint, live at home, and attend school from 9 a. m. to 2 p. m. on five days a week. Only boys are admitted and their ages range from nine to sixteen years.

Boys who fail to attend the Disciplinary Day School are taken to the Roxbury District Court, and given a probationary period to show improvement, and if they neglect to take advantage of this privilege of probation, are committed to the Middlesex Training School at North Chelmsford.

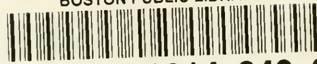
The Disciplinary Day School is located in what was formerly the Morrison estate at 300 Walnut avenue, Roxbury. The great stone mansion has been remodeled to make a school. It is situated in the midst of an estate of five or six acres, with plenty of play space, an extensive school garden, and at one end a great stone barn which has been converted into a shop.

This shop has complete equipment for woodworking, sheet metal, machine work, printing and electric work, and is the only one of its kind in the city.

For a more complete story of the work of the Disciplinary School the attention of the reader is directed to the Report of the Superintendent of Schools for the year 1927.

Respectfully submitted,

MICHAEL J. DOWNEY,
Assistant Superintendent.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