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BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER, 1933



BOSTON
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1933

BOSTON, November 13, 1933.

To the School Committee of the City of Boston.

I have the honor to submit herewith the fifty-first annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1933.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

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SCHOOL MEMBERSHIP

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 1930-31, 1931-32, and 1932-33.

	TOTAL REGISTRATION			AVERAGE MEMBERSHIP			AVERAGE NUMBER ATTENDING		
	SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30		
	1931	1932	1933	1931	1932	1933	1931	1932	1933
Teachers College of the City of Boston.	621	567	600	624	558	572	609	539	545
High and Latin.....	28,217	30,244	30,921	26,137	27,992	28,080	24,304	26,151	26,007
Elementary Grades.....	101,589	99,855	101,111	92,919	92,301	93,496	86,797	86,515	87,152
Kindergartens.....	11,733	11,763	12,090	9,896	9,890	10,412	8,096	8,249	8,585
Totals.....	142,160	142,429	144,722	129,576	130,741	132,560	119,806	121,454	122,289
Special Schools.....	2,700	3,238	3,694	2,238	2,598	2,961	1,999	2,327	2,673
All Day Schools (except Continuation and Day School for Immigrants).	144,860	145,667	148,416	131,814	133,339	135,521	121,805	123,781	124,962
Evening High.....	7,980	8,643	8,886	4,623	5,242	5,513	3,670	4,250	4,382
Evening Elementary.....	5,378	5,012	4,415	3,189	2,989	2,655	2,651	2,503	2,230
Opportunity School*....	375	451	.....	232	271	.....	186	232	.....
Boston Trade School (Evening Classes).	1,306	1,328	1,212	733	801	739	606	659	610
Totals, Evening Schools.	15,039	15,434	14,513	8,777	9,403	8,907	7,113	7,644	7,222
Continuation School†....	4,425	3,472	2,136	3,565	3,413	445	3,380	3,175	396
Day School for Immigrants.	902	874	751	521	498	459	433	411	379
Totals of all Schools,	165,226	165,447	165,816	144,677	146,653	145,332	132,731	135,011	132,959

* Temporarily discontinued.

† Represents number of children between the ages of fourteen and sixteen who are not enrolled in any regular day school.

FINANCIAL STATEMENT

The following table copied from the report of the Business Manager summarizes concisely the expenditures for maintenance of public schools; for repairs and alterations of school buildings; for the cost of land and new buildings (exclusive of interest, sinking fund and serial debt requirements); and exclusive of pension to teachers and others, who are members of the Boston Retirement System; for the period beginning January 1, 1932, and closing December 31, 1932.

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees	\$409,022 16
Salaries of principals, teachers, members of the supervising staff and others	12,185,073 00
Salaries of custodians and salaries of matrons	920,709 39
Fuel and light (including electric current for power)	431,548 65
Supplies and incidentals	619,987 47
Pensions to supervisors of attendance and pensions to custodians	1,991 88
Pensions to veterans	2,904 00
Promoting the Americanization and better training for citizenship of foreign-born persons	34,250 09
Vocational guidance	53,722 47
Physical education (salaries of teachers, members of the supervising staff and others and supplies and incidentals—day schools and playgrounds)	252,998 74
Salaries of school physicians, salaries of school nurses and care of teeth	222,084 78
Extended use of the public schools (salaries and supplies and incidentals)	66,331 66
Pensions to teachers	130,013 97
Alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards	1,228,215 25
Lands, plans and construction of school buildings	2,924,751 37
Total	<u>\$19,483,604 88</u>

DEPRESSION AND RECOVERY

In his report of the school year 1931-32, the Superintendent discussed the effects of the financial collapse upon education, feeling that the country had reached the bottom of the depression. Unhappily, this was not true. The depression has continued and has even intensified the difficulties facing public education. Through the untiring efforts of the School Committee, supported by the loyal cooperation of all of the employees of the School Department, the Boston schools have so far weathered the storm in much better condition than have the great majority of schools throughout the country. No child has been deprived of any privilege enjoyed in more prosperous days, no school has been closed, no teacher or other employee has been discharged. Although the per capita appropriation for supplies and incidentals for classroom use was cut 30 per cent or even 60 per cent in some cases, so careful were the principals and the teachers that the Business Manager at the close of the financial year 1932 was able to report a balance of \$60,000 in this account.

For the Department of School Buildings the School Committee has the power under the law to appropriate 91 cents on every \$1,000 of the total valuation of the city. This places at the disposal of the School Committee for this purpose the sum of approximately \$1,800,000. This amount was regularly appropriated in former years and expended for alterations and repairs of school buildings. Determined to effect every possible saving within its control, the Committee scrutinized with great care the budget presented by the Department of School Buildings and in 1932 appropriated under the 91 cents not the full amount of \$1,805,900.82 but \$1,200,000, resulting in a saving in this account of \$605,900.82.

The statutes also give the School Committee the power to appropriate each year for new construction 68 cents on every \$1,000 of the total valuation of the city, which would amount in 1932 to a total of \$1,349,464.35. Realizing that every dollar appropriated increased by that amount the load that must be borne by the overburdened taxpayer, the Committee in 1932 appropriated only \$506,368.29, and in 1933 agreed that no money would be appropriated from this land and building account save that required for the overhead expenses of the

Department of School Buildings in order that no additional burden would be placed upon the taxpayer, The Committee did not, however, overlook the imperative needs of the city for increased housing facilities for the school children, but by careful study was able to appropriate for plans and construction the sum of approximately \$300,000 from balances left from the appropriations for previous items of construction. These balances enabled the Committee to authorize the construction of a four-room addition to the Robert Gould Shaw School and the completion of the Randall G. Morris School in West Roxbury, and increase twofold the proposed addition to the Joseph H. Barnes building in East Boston, without adding a penny to the tax rate.

In addition to the new buildings authorized by the Committee during the past school year, the Department of School Buildings has completed and turned over to the School Committee the following buildings for which funds were appropriated in previous years or for which funds were provided by bond issues authorized by the Legislature:

- Clarence R. Edwards Intermediate School.
- Edwin P. Seaver Addition.
- Woodrow Wilson Intermediate School.
- Eliot School.
- Hugh R. O'Donnell School.
- Sophia W. Ripley School.
- George H. Conley School.
- Thomas A. Edison School.
- Francis Parkman Addition.
- David L. Barrett School.
- Mozart School.
- David A. Ellis School.
- Patrick J. Kennedy School.
- Randall G. Morris, First Addition.
- Public Latin School Addition.

The Jeremiah E. Burke High School for Girls in Dorchester, because of unforeseen difficulties, will not be ready for occupancy until early in 1934.

The employees of the School Department continued the contributions fixed in 1931, namely, those receiving less than \$1,600 a year, one day's pay per month; those receiving \$1,600 and less than \$3,000, two days' pay per month; and those receiving more than \$3,000, three days' pay per month. By these voluntary contributions the Committee hoped to avoid

drastic reductions in pay. However, the demands of the Welfare Department continued to increase, and the municipal expenditure for this item rose to more than a million dollars a month. To meet this extraordinary demand, and to maintain the solvency of the city, the Legislature in 1933 empowered the Mayor to reduce the salaries of all city and county employees, with the sole restriction that the reduction must be uniform for the employees of any given class. If any department not under the direct control of the Mayor should refuse to adopt the plan ordered by the Mayor, the law empowered him to inaugurate a reduction in such departments at the end of a stated period of grace.

By executive order the Mayor directed that, beginning with April 21, 1933, the pay of employees receiving less than \$1,000 should be reduced 5 per cent; for those within the range of \$1,000 to \$1,600, both inclusive, a reduction of 10 per cent, and those receiving more than \$1,600 a reduction of 15 per cent. The School Committee by putting these reductions into force for all employees of the department effected a saving of \$1,381,000 in the tax levy.

In order that the citizens may know how great savings have been effected by the School Committee without reducing the educational opportunities of the school children there is here set down a summary prepared by the Business Manager for the four financial years beginning with 1930.

1930	\$22,398,956
1931	19,756,760
1932	17,409,292
1933	15,230,144

An inspection of the figures for these four financial years, including the current year, shows that the total appropriations for 1933 were \$2,179,000 less than the total appropriations for 1932, and \$7,168,812 less than the total appropriations for 1930.

It must also be remembered that prior to the action of the Mayor calling for salary reductions on April 21, 1933, the voluntary contributions made by the employees of the School Department amounted to \$1,000,000, and relieved the tax levy by that amount.

Unfortunately it is not possible for the Business Manager to show these voluntary contributions of \$1,000,000 as an actual and further reduction in the school budget.

The School Committee and all its employees deserve the commendation of the citizens of Boston for this remarkable showing not surpassed by any other department in the city, state or possibly in the nation. Many cities throughout the country have recognized this remarkable achievement, and have asked the superintendent's office for confirmation of the report that has been spread abroad and for an explanation of the methods by which this end has been achieved.

The depression and the program of recovery have had and will continue to have direct effect upon the purely educational side of our system, as well as upon the financial basis of our organization. For many years the educational authorities were concerned by the withdrawal of many boys and girls at an age when they ought to have been in school. There were many explanations of this trend, not all of them economic. To correct this evil, for evil it was, the intermediate schools were instituted to attract and to hold those boys and girls who were leaving the classroom through distaste, fancied or real, for the routine of the grammar schools. In this the intermediate schools were successful, and the gap between the grades and the high school was in a great measure bridged. This is proved, in part at least, by the great growth of our high school population, 215 per cent in twenty years, so that it is clear that as never before our pupils are remaining through the twelfth grade.

This, however, has not cared for the thousands of boys and girls who are annually forced to leave school because of economic necessity. The State Legislature, after years of discussion, in 1913 raised the compulsory school age to sixteen years, with the proviso that boys and girls over fourteen might leave school if they attended a part-time school until they had reached their sixteenth birthday. To provide the opportunity for these pupils the city was obliged by state enactment to establish the Continuation School, the state sharing the expense of maintaining this new institution by reimbursing the city for half the money expended each year to carry on the school. During prosperous or even normal years thousands of boys and girls registered in this school. With the failure of opportunities for employment which began to be felt acutely in 1930, 1931, the membership in the Continuation School dwindled rapidly. Whereas in the school year 1923-24 there were registered in the Continua-

tion School 4,657 boys and 3,112 girls, who were engaged in industry and under the law must spend at least a minimum amount of time at the Continuation School each week, in the school year 1932-33 the same school registered 797 boys and 879 girls. The other thousands have been excluded by the depression from any opportunity for engaging in gainful occupation.

Furthermore, if the program of the National Recovery Act shall be crystallized into a permanent policy, no boys or girls under sixteen will hereafter find any place in industry. What has become of these boys and girls, and what will become of them in the future, for each year sees a new generation in our schools? The law says that boys and girls must remain in school at least part-time until sixteen. It follows that these five thousand or six thousand pupils are found in our classes in the elementary and intermediate schools, and in our high schools.

The school authorities have not been unaware of this problem, and of the serious responsibility which is theirs for safeguarding the moral as well as the intellectual lives of these children. Every effort has been made to provide the necessary physical equipment. This has been difficult as we are forced to restrict to a minimum our expenditures for investment in buildings and furnishings. Courses attractive to these boys and girls had to be devised and broadened in order to appeal to these pupils to the end that they might be retained in the schools with results profitable to themselves and to the city.

The school authorities have believed that in rendering this service in keeping these pupils actively engaged in interesting occupations under regular discipline, they have been performing a social service which far transcends the limits of mere educational problems. If these boys and girls are not retained in our schools, if truancy and delinquency increase then we are indeed open to a most serious charge, for without the steady influence of the daily routine these boys and girls must inevitably fall a prey to the follies which inhabit the abodes of idleness everywhere, and the future of the city will be seriously menaced.

After all, these considerations are slight when balanced against the welfare of these boys and girls themselves. It is their future that we must guard, and for that future we must prepare them. It is a source of great pride to the school

authorities to be able to say to the people of Boston that everyone connected with the school service, from the highest to the most humble, has given complete cooperation in this project, rendered doubly difficult by the necessary curtailment of school expenditures.

Under the National Recovery Act boys and girls under sixteen may not be employed in industry. If this program becomes crystallized into law, as we devoutly hope, thousands of boys and girls released from the shop and the factory will remain in our upper grades. This will increase the load upon the intermediate schools and upon the high schools. It is in the high schools that the problem of these pupils retained within the school will be most difficult to meet, for already every one of our high schools is crowded to capacity or beyond. Additions to our high school buildings are expensive and the per capita cost of education in our high schools is greater than in the lower grades. This expenditure then should be undertaken only when the demand is certain to extend over a period of years. We must, therefore, proceed slowly in determining the answer to this question here.

If, again, this program becomes law we shall be faced with the difficult problem of determining the future of the Continuation School. At present we are marking time, unwilling on the present evidence to disestablish that institution. We have placed in this building under the instruction of the teachers of the Continuation School the ninth grade intermediate classes for the South End who would normally attend either the Girls' High School or English High School. The membership of both of these high schools is already far too large.

We have also established this year the South End Opportunity Class in the Continuation School, to which pupils may come from all parts of the city up to Grade IX. Boys and girls who have been unable to fit into the program of the regular classes are here given instruction based on what might well be called junior trade activities. These experiences have justified us in maintaining the plant and the personnel, but the final solution cannot be this, and we must be ready in the immediate future with an answer to these questions. What shall we do with the Continuation School itself? If it is to be disestablished, what use shall we make of the building? To what activities shall we transfer the men and women who have given years of service to the city in that institution?

We have dealt with those boys and girls who leave the schools before graduation, but there is another group which merits our sympathy and our help. At the very end of the school course, at graduation from the high school, the financial depression has placed upon the school authorities a great and difficult task.

Each year we graduate from our high schools an average class of 5,300 pupils, who have under ordinary circumstances been readily absorbed in the business pursuits of the city. Today very very few of these graduates can find even the most humble occupation of a gainful character. They see before them a dreary future. Are they to be, as we find in Europe, a generation bereft of an opportunity through work to find their places in the world? If left to themselves they are without hope. Here again the schools have realized the problem and have sought a solution.

Our high schools are housing this year 400 to 500 post-graduates. Boys and girls who would ordinarily be employed have come back to us for further training and instruction. At the High School of Commerce we have opened a fifth-year course for boys throughout the city in commercial subjects, a course so rich and so skilfully conducted that the colleges of business administration will recognize the year's work as the equivalent of at least one year's work in the college in preparation for their degree. This course has already registered 135 pupils.

At the Boston Clerical School, for girls, a normal enrollment of 500 has increased to 1,300. Here are many girls who have been in employment but who have been forced out by the depression. They have returned in order to maintain their efficiency in their own work, stenography, typewriting, and bookkeeping, while at the same time taking advanced courses in secretarial studies in order that when the sun shall shine again they may be ready to take advantage of their increased opportunities. We have enrolled hundreds of girls who were graduated last year from the commercial courses of our high schools, who have entered to undertake advanced studies in their chosen field. In every one of our high schools are found graduates, boys and girls who, many of them unable to go to college because of financial reasons, unwilling to remain idle, have come back for further instruction. That the schools were able to render this service to these older boys and girls

is of highest importance, for they, even more than their younger brothers and sisters, are exposed to all the temptations which beset the idle and the unattached,—that they are able to be retained under regular discipline with regular tasks every day will mean a tremendous gain for them in the future aside from the educational advantage which will accrue. Here again the school must place the duty to the individual child above every other consideration.

To this problem of the post-graduate the School Committee must give earnest consideration, for it is fraught with far reaching consequences. How far are we justified in expending public funds for the education of young men and young women who have already received at least twelve years' training at the public's expense? As a temporary measure in this crisis we are justified, I believe, in extending the training for one additional year. Should we stop at this point, or should we do as some other cities have done, establish a junior college or even a city college open freely to all who may wish to pursue a course of higher education. All these projects would add greatly to our annual expenditure for education and at the moment cannot be considered within the range of practical accomplishment. It is, moreover, true that enterprises of this sort, once entered upon for the most praiseworthy reasons, grow into the fiber of the educational system so firmly that it is very difficult to eliminate them when the crisis shall have passed.

For many years there had been a growing feeling among the industrial leaders of the city that the schools should do more to train boys and girls for industry than the manufacturing enterprises of the city might be sure of a constant supply of well-trained operatives so necessary to maintain Boston's position in the industrial world.

During the term of Governor Douglas the matter received favorable action by the State Legislature and the city established the Boston Trade School and the Girls' Trade School.

There have been established also in our high schools so-called cooperative industrial courses. These courses are integral parts of the high schools where they are situated: In Charlestown High School, electrical work; in East Boston High School, machine shop practice; in South Boston High School, sheet metal work; in Roxbury Memorial High School (Boys), printing; in Brighton High School, automobile mechanics; in

Dorchester High School for Boys, woodworking; and in Hyde Park High School, machine shop practice. In these courses the boys are arranged in pairs, and while "A" is working in the shop outside the school, "B" is attending the academic and shop classes in the regular course; then the parts are reversed and while "B" is in the shop, "A" is in the school.

From state funds and from national funds managed by the state authorities, the city has been reimbursed to the extent of 50 per cent of its disbursements for these cooperative-industrial classes. With the development of the country-wide business depression the chance to place these boys part-time in shops has vanished. As a consequence, the State Department of Education has felt that it could no longer recommend to the state government the payment to the city for these cooperative courses since they were no longer really cooperative. The State Department proposed in the spring of 1932 to reimburse the city for the pupils then enrolled in these courses in Grades X, XI, and XII; and in 1933 for those in Grades XI and XII; and in 1934 for pupils enrolled in Grade XII. Thus in three years these classes would disappear. It was pointed out that this action would leave the School Department with a very heavy capital investment in machinery and equipment which would perhaps be a total loss, and a large personnel for which places could not be found at a moment's notice.

The State Department of Education, recognizing the dangers of the situation, agreed to continue the reimbursement for the present if we on our part should limit to thirty-six the number of boys admitted to these classes in Grade X. Heretofore pupils have been allowed to elect printing or woodworking, etc., as freely as they might elect algebra or history, so that the necessity of limiting the admissions so drastically has forced the school authorities to seek other courses suitable to the type of boy who normally would choose this sort of work.

These boys cannot be kept in school by merely handing them a text-book. We have found the answer we believe in a wider development of the manual arts courses which, while not aiming to prepare the pupils for the trades, will train them through the use of their hands in activities in which their interests naturally lie. To these classes have been assigned the shop instructors released by the limitations placed upon the cooperative industrial classes.

In this connection it was fortunate that we had early in 1932 formed a committee of eminent educators outside of the Boston system and of leaders in the manufacturing world and in the trade unions to study this whole question of industrial education. The committee has met almost every week since September, 1932, and, with the aid of the members of the School Department, carried on a very thorough study of the situation.

The committee has visited all the cooperative schools of Boston, the Trade School for Girls, the Boston Trade School, and the Continuation School. It has studied the statistics of enrollment, graduation, and employment after graduation of the pupils in the industrial courses. It has studied the trends of employment in numerous trades in Boston. It has investigated the reasons why pupils elect industrial courses and has made some study of the cost of equipment and the maintenance of industrial courses. The report will aim to determine the following objectives: The number of trained boys and girls needed immediately and ultimately in industry, the type of education needed by boys and girls going into industry, and the efficacy of the present training program in preparing boys and girls for industry.

UNEMPLOYED ELIGIBLE PERMANENT CANDIDATES.

The lists of candidates eligible for permanent appointment to the Boston public schools fall into four groups: First, those who hold the certificate which makes eligible for permanent appointment, secured by passing the certificate examinations; second, graduates of Teachers College eligible for service in the elementary schools; third, graduates of Teachers College eligible for service in the intermediate schools; and fourth, graduates of Teachers College eligible for service in the high schools.

Each of the last three groups in turn consists of two subdivisions:

1. The prior candidates — those who were graduated from The Teachers College at least one year before the date of publication of the list.

2. The current list — those who were graduated in the June immediately preceding the publication of the list.

To be eligible for service in the intermediate schools, the candidate must have the degree of Bachelor of Education, or its equivalent, and for service in the high schools, the degree of Master of Education, or its equivalent. To secure a certificate for permanent service in either of these groups, the candidate must also have one year's teaching experience, and pass the certificate examination which is given annually in August or September. After 1934 these restrictions will apply also to the elementary schools. Candidates thereafter must hold the degree of Bachelor of Education and may secure a certificate of permanent service by taking the degree of Master of Education, or its equivalent. To secure a certificate for permanent service in either of these groups, the candidate must also have one year's teaching experience, and pass the certificate examination which is given annually in August or September. After 1934 these restrictions will apply also to the elementary schools. Candidates thereafter must hold the degree of Bachelor of Education and may secure a certificate of permanent service by taking the certificate examination after they have secured one year's teaching experience.

The discussion at this point will confine itself to the list of candidates who are eligible for permanent and temporary service in the elementary schools, graduates of the Teachers College prior to June, 1932. Before the class of 1927 was graduated from the Teachers College, the candidates who were out of the college more than one year — the so-called prior candidates — were all appointed to permanent positions or assigned to long-term temporary positions before November following their graduation, and at least ten of the graduates of the year — the so-called current list — were appointed to permanent positions before November, while practically all the rest of the current list secured a satisfactory amount of emergency temporary work during the year.

From 1927 we have felt more and more the effects of the limitation of immigration and the growth of private schools. The older sections of the city no longer teem with young children for whom we could with difficulty find enough teachers. In the newer portions of the city, more and more of the children are enrolled in the private schools, at least through the first eight grades. As a result, there has been a steady decline in our school population in Grades I to VIII. In the year 1931-32, the decrease was 676; in the year 1932-33, the decrease was 439; more than 1,000 in two years. It will be seen at once that this decrease caused a like decrease in the opportunities for appointments to service in our elementary schools. Meanwhile, however, in 1927, 1928, 1929, and 1930, the Teachers College was graduating large classes for whom no work could be found in our elementary schools.

The certificate granted to the graduates of the Teachers College in the elementary course through 1932, like all other teaching certificates, is valid for six years from the date of issue. If a candidate has not secured permanent appointment within these six years, under our Rules her name must be dropped from the roll and she can no longer be given consideration for even temporary employment — a most serious situation in these times when the young women can turn to no other field of activity.

There are now on our lists of candidates eligible for service in the elementary schools 623. The difficulty of the problem becomes more understandable when we remember that at the close of each school year, each of the candidates must be re-rated on the basis of her work during the year. It is clear

that under present conditions a very large number of candidates cannot receive enough work during the year to furnish a basis for re-rating. In fact, not one of the young women who was graduated from the Teachers College in June, 1932, has received a single day's employment. Unless a fair basis exists to justify a new rating, these candidates remain next year in exactly the same position on the Eligible List as they hold this year, so that we can extend out to these candidates no hope of securing sufficient temporary work to secure a rating that might bring them within the range of permanent appointment, or give them consideration for even temporary work.

The seriousness of this situation cannot be exaggerated. In order to enable the young women whose certificates will be valid for several years to show their ability to teach, and, thus on the basis of re-rating, to secure upon the Eligible List that position to which their attainments entitle them, there has been established the position of training assistant.

A candidate who has no reasonable hope of sufficient work may accept, without pay, this position of training assistant. The plan under which she will work in the schools has been carefully determined by the Board of Superintendents, so that the training assistant is assured of proper opportunity to advance in her profession under the best possible conditions.

While it is true that the training assistant will receive no financial compensation, she will be visited by the Supervisor and by the Master of the school, and thus earn marks upon the basis of which she can secure her proper place on the Eligible List.

The question of the candidate whose certificate is about to expire remains. The School Committee adopted the recommendation of the Board of Superintendents, that all the graduates of the Teachers College, elementary course, prior to June, 1932, should be eligible for the examination for the elementary certificate B without complying with the degree requirements. Furthermore, in order that these young women who graduated five years ago may not be at a disadvantage in competition with those who have just left the classroom, the Teachers College, under the authority of the School Committee, will offer to all candidates who graduated in 1932 or earlier, a course designed especially to prepare them for the certificate examinations of August-September, 1934. Those who pass

these examinations will be eligible for appointment for a period of six years from the time of the issue of the certificate.

In this way it is hoped that no later than 1938 all those candidates on the elementary list who have not secured permanent appointments will be removed from the Prior List and will appear on the Examined List, so that there will be only one list of candidates eligible for permanent service in the elementary schools.

Unless in the meantime some other provision is made, it is likely that the girls who are graduated each year from the Teachers College elementary course will be retained in a current list until they have had an opportunity to secure their position upon the Examined List.

As opportunity for appointment in the elementary schools decreases, and since after 1934 all candidates for the elementary certificate must have the degree of Bachelor of Education, it is highly probable that the lists of candidates eligible for service in the intermediate school and in the high school will show an unwholesome and dangerous overcrowding. Already in the intermediate field, and in the high school field, the lists are so long that recent graduates cannot hope to secure the one year's experience required for admission to the certificate examinations.

The establishment of the teacher assistant position offers to these candidates an opportunity to satisfy this experience requirement, and thus to secure a position on the Eligible List to which they have shown themselves entitled by the results of their examinations.

From the foregoing statement of the increasing difficulties growing out of this over-supply of trained candidates, it will be clear that the time is at hand when we must give serious consideration to the limitation of the numbers admitted to the Teachers College.

In order that greater opportunity for appointment may be offered to the graduates of the Teachers College, the School Committee, on the recommendation of the Superintendent of Schools and the President of the Teachers College, introduced into the Teachers College in 1931 instruction in the teaching of commercial branches, in which field we have had great difficulty in securing qualified candidates, and one in which the college heretofore has given no instruction.

The School Committee has also authorized the college to

establish, beginning with the school year 1933-34, a course to prepare candidates for teaching in the special classes, a field which the college has never before covered, and one in which we have had to draw our candidates from graduates of other institutions.

We hope that the School Committee will in the near future authorize the college to undertake the training of young women for teaching in the Department of Household Science and Arts. In this way three channels which have heretofore been closed to the graduates of Teachers College will be opened without in any way limiting the rights of the examined candidates who will compete on a basis of equality at the certificate examinations with the graduates of our own Teachers College.

This institution was established for one purpose only — to train teachers for service in the schools of Boston. Does it not follow that the college should train approximately only so many prospective teachers as may reasonably be expected to find places in our public school service? It is no kindness to admit to the Teachers College girls for whom we know by sad experience there will be no opportunity upon graduation. Unless it is deemed wise to furnish here an opportunity to secure four years higher education at the public's expense, that is, unless it is believed wise to establish here a city college of liberal arts, the question of limitation of numbers must be considered most carefully.

MEASURING THE PRODUCT

For nearly two decades examinations have fallen more and more into disfavor with educators because perhaps the schools had abused the examination procedure. Gradually standardized tests have come to take the place of the old-fashioned essay type of examination, and some very advanced educators would discard even this method of checking up the results of our teaching efforts. Here in Boston we have never felt satisfied that examinations were without value, since no better method of measuring our program has as yet been discovered. We have been unwilling to sit back in comfortable complacency and admit that our school system is perfect — the best in the country. We believe that it is our duty to find out just where we stood each year — happy if the results seemed satisfactory, and eager to study ways to correct any weaknesses that were uncovered.

For a part of our school program we found readily available a measuring rod used throughout the Northeastern States to check the work of college preparatory classes, the tests set each June by the College Entrance Examination Board. In June, 1933, the Boston Latin and day high schools presented for these admission examinations more than seven hundred candidates, who offered 3,686 answer books in various subjects. Of these answer books written by all the candidates, whatever their records had been in the home schools, 78 per cent were found passable. If, however, the investigation is confined to the records of those candidates who received a grade of at least B in their preparatory studies, the grade required for certification, the result is one that must please every friend of the Boston public schools. Of the 1,578 answer books presented by B pupils, 90 per cent were marked passable, a record not surpassed by the schools of any other city in the country, and perhaps not equalled; in fact, the record surpasses that earned by most of the great private schools and academies with their unlimited financial resources. The results in the tests of June, 1932, were equally satisfactory.

Some may object perhaps that entrance examination results are not so good a measure of the success of the preparatory teaching as the record of the ability of the candidates to maintain themselves when admitted to college. To find out how our Boston graduates measure up to this test, we conducted an investigation covering the work of all Boston candidates in the first semester of the freshman year 1932-33 in the many higher institutions of learning to which they were admitted. From the Boston public schools there were admitted to sixteen higher institutions 888 candidates. The record shows that 95 per cent of the grade students received by these in the work of the first semester was of passing grade, and that 47.2 per cent was of honor grade. This is all the more gratifying as an indication of the power developed in our pupils, since most of the subjects pursued in college did not directly carry on the subjects studied in the secondary schools. It is of especial interest here to point out that each year Boston schools furnish more than 10 per cent of each freshman class at Harvard University, and that one of our schools has consistently held the highest place among the preparatory schools of the whole country in the number of candidates admitted to Harvard with an honor average.

As we have a right to expect, therefore, the Boston schools take a high place each year in the number of pupils whose names appear in the dean's list at Harvard and at Radcliffe. The same statement can be made of our pupils at Boston College, Boston University, Simmons, Tufts, and other colleges throughout New England, while at the Institute of Technology one of our high schools has regularly held first place among all the schools of the country in the number of students placed on the honor list throughout the four institute classes. It is worthy of note also, that for the last two years not only first place on this list, but also second place far in advance of any other schools was held by candidates from our public preparatory schools.

The effort to measure our product has not been confined to the college preparatory classes, which after all are only a small percentage of our total enrollment. As soon as the intermediate schools had been able to establish their work on a firm basis, Mr. Arthur L. Gould, Assistant Superintendent, conducted an investigation to discover how the boys and girls in the ninth grade of the intermediate schools compared in their work in Grade X with the pupils who had received their instruction in the ninth grade of the high school. Each year has seen a gratifying improvement in the work of the intermediate school graduates. An examination of the most recent study prepared by Mr. Gould based on the work of the pupils of the intermediate schools for the first two marking periods, September through December, 1932, in the high schools, will show that the success of intermediate school graduates in the high schools reflects very great credit on all connected with the instruction and management of the intermediate schools and classes. This report is printed in later pages of this document.

During the year we began a program of testing, which we hope we may develop until each year we shall be able to test the results in at least one course throughout the city. In 1932 Mr. Louis J. Fish, Director of Commercial Education, with the efficient cooperation of the Department of Investigation and Measurement, prepared a city-wide test in first-year bookkeeping. The report prepared by Mr. Fish which appears later in this volume was of great value in pointing out clearly to each school a comparison with the city as a whole and indicated those places wherein the instruction could be improved. In

the future we hope to develop this procedure of testing, not so much to find out what the pupils have learned, as to discover wherein our teaching has *not* been effective. In order to accomplish this the tests must be given as early in the school year as possible, that the teachers may learn at once those points that have not been fixed in the minds of the pupils, to the end that remedial instruction may be begun at once. We know, of course, though we may seem to have forgotten it, that it is useless to attempt to construct the superstructure of our educational house until the foundations have been securely placed.

As each school year draws towards its close in June, it becomes apparent that some pupils have not accomplished even the minimum necessary for successful pursuit of the course in the higher grade in September. Until 1914 we merely reported to the parents that John or Mary could not be promoted,— must repeat work of the year. This was bad for the children and placed on the city a heavy financial burden for the re-education of these retarded pupils. In 1914 there were established the Summer Review Schools, to which were invited all those pupils who had failed in not more than two subjects, and who had, therefore, a fighting chance to make up the lost work by intensive study through eight weeks of the usual summer vacation period. The response of the people to this opportunity offered by the summer review schools is shown by the constant remarkable increase in the number of pupils availing themselves of this chance to work out their scholastic salvation. Mr. Joseph F. Gould, Director of Evening and Summer Schools, has prepared a study of the work of these schools, which is appended to this report.

No more important investigation had been undertaken than the tests to show us how successful we have been in teaching our children to read. Reading, we all know, is the very foundation of all education. Most of the troubles of the student in the intermediate school, in the high school, and even in the college, grow out of his inability to read intelligently, with a fair degree of rapidity, the records of learning that men have set down in books. While on the whole the results of this study were very satisfactory we learned many things which have caused us disquiet which require study and adjustment. That some pupils in the seventh, or even the eighth or ninth grades were discovered to have attained a

reading ability of only the fourth grade was a source of serious concern. The fault cannot be laid at the door of any group of teachers, but rather upon the system which has, in fact, drawn away from these first three grades those teachers who were best qualified to carry on the work of these most important years resulting in a constant procession of teachers from these lower grades.

In the not distant future let us hope that we shall be able to make this position, especially in Grade I, so attractive that our most effective and ambitious teachers will make this their life work. Then, and not before, may we expect to work out a satisfactory solution of this fundamental problem.

This investigation has already had one very satisfactory outcome. Numbers of children were found who were labeled "non-readers" and for whom, of course, further educational progress was almost impossible, save for that gleaned from the spoken word. These children do not suffer from speech defects — such are well cared for by the Department of Speech Improvement, but from defects of vision or mental condition which prevent them from mastering the written symbols. To care for these pupils a reading clinic was established at the Teachers College under the care of Assistant Superintendent Miss Mary C. Mellyn, and directed by Miss Helen S. S. Wilkinson. A full report of the work of this clinic, prepared by Miss Wilkinson, appears later in this volume.

Although the pinch of poverty still presses upon the schools and we must continue a policy of drastic economy, we must not close our eyes to the needs of the future when happier financial conditions shall have returned. Doubtless then, visual education, the moving picture, and the radio are destined to play an increasingly important part in our industrial program. Our appropriations for these two activities have of necessity been very limited for the last year. But that we have not been idle and have been attempting to prepare in advance for the new venture will be evident from a perusal of the account of Visual Education and Radio in Education prepared by Mr. Joseph A. Hennessey of the Teachers College, who has particular charge of these activities.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

APPENDIX TO REPORT OF
SUPERINTENDENT PATRICK T. CAMPBELL

COMPARATIVE STUDY OF MARKS RECEIVED IN GRADE X BY PUPILS WHOSE PREPARATION HAD BEEN IN GRADE IX INTERMEDIATE OR GRADE IX HIGH SCHOOL

For some years studies have been made of the second bi-monthly scholarship marks of all high school pupils in the tenth grade.

The purpose of these yearly studies has been to determine, on the basis of high school teachers' marks, how the achievement of pupils who completed Grade IX in the intermediate school compared with that of pupils who completed Grade IX in the high school.

At the present time there are twenty-six intermediate schools or districts, exclusive of the two Latin schools, in which instruction is given in Grades VII, VIII, and IX. These intermediate schools are located in all parts of the city and send pupils who have completed Grade IX to Grade X of all the seventeen high schools. There still remain, however, twenty-four Grade VIII districts, which offer no Grade IX instruction. Pupils of these districts generally receive their Grade IX instruction in the high schools. It is also true that many graduates of the parochial schools receive their Grade IX instruction in the high schools.

Thus we have two large groups of pupils receiving Grade IX instruction under different types of school organization. These two groups of pupils become merged in Grade X of the high schools, and their achievement, as measured by the marks given by high school teachers, affords an opportunity for one method of study of their relative success in meeting the scholastic requirements of Grade X.

All Grade X marks are assembled into two groups determined by the organization under which the pupils have received their ninth grade instruction. These groups in this study are designated as follows:

I. Grade IX Intermediate:

In this group are the pupils who received their Grade IX instruction in the intermediate schools.

II. Grade IX High School:

In this group are the pupils who received their Grade IX instruction in the high schools.

In the tables which follow, the figures are for the five school years from 1928-29 to 1932-33, inclusive. The marks range from A to E, with A representing the highest, and E the lowest grade of achievement.

GRADE IX INTERMEDIATE (CITY-WIDE)

	A's	B's	C's	D's	E's	Total
1932-33.....	1,345	4,868	8,570	3,460	941	19,184
1931-32.....	1,261	4,504	8,042	3,146	742	17,695
1930-31.....	1,205	4,219	6,992	2,648	666	15,730
1929-30.....	1,318	4,365	6,644	2,408	612	15,347
1928-29.....	1,183	3,679	5,987	2,051	549	13,449
Total.....	6,312	21,635	36,235	13,713	3,510	81,405
Per cent.....	8	27	44	17	4	100%

GRADE IX HIGH SCHOOL (CITY-WIDE)

	A's	B's	C's	D's	E's	Total
1932-33.....	1,483	5,563	9,185	3,599	946	20,776
1931-32.....	1,757	6,219	9,990	3,954	841	22,761
1930-31.....	1,711	5,887	9,521	3,711	982	21,812
1929-30.....	1,689	5,491	8,281	2,989	863	19,313
1928-29.....	1,567	4,950	7,125	2,805	755	17,202
Total.....	8,207	28,110	44,102	17,058	4,387	101,864
Per cent.....	8	28	43	17	4	100%

Table I is read as follows: During the five school years 1928 to 1932, inclusive, there were a total of 81,405 marks given to this group of tenth grade pupils at the end of the second bimonthly period. Of this total there were 6,312 A's, which, if figured to the nearest per cent, result in a total of 8 per cent A's. Table II is read in a similar manner. Tables I and II represent city-wide distribution of all marks received in all school subjects.

The next step in the study was to distribute marks on a city-wide basis according to subject. For the purpose of this report the subjects chosen are: English, Mathematics, and French.

ENGLISH
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	168	827	1,763	781	166	3,705
1931-32.....	137	728	1,714	648	121	3,348
1930-31.....	126	693	1,461	613	106	2,999
1929-30.....	153	761	1,472	522	96	3,004
1928-29.....	136	682	1,314	427	97	2,656
Total.....	720	3,691	7,724	2,991	586	15,712
Per cent.....	5	23	49	19	4	100%

GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	200	1,009	1,962	638	116	3,926
1931-32.....	186	1,103	2,102	749	118	4,258
1930-31.....	173	982	2,081	740	142	4,118
1929-30.....	208	996	1,787	628	129	3,748
1928-29.....	193	883	1,502	628	105	3,311
Total.....	960	4,973	9,435	3,383	610	19,361
Per cent.....	5	26	49	17	3	100%

MATHEMATICS
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	99	283	599	282	118	1,381
1931-32.....	90	317	735	329	81	1,552
1930-31.....	122	294	639	241	102	1,398
1929-30.....	127	351	585	252	86	1,401
1928-29.....	99	313	586	223	80	1,301
Total.....	537	1,558	3,144	1,327	467	7,033
Per cent.....	7	22	45	19	7	100%

GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	116	462	719	360	98	1,755
1931-32.....	199	616	1,031	432	119	2,397
1930-31.....	208	644	955	408	144	2,359
1929-30.....	199	565	877	309	121	2,071
1928-29.....	213	539	794	362	133	2,041
Total.....	935	2,826	4,376	1,871	615	10,623
Per cent.....	9	27	41	17	6	100%

FRENCH
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	116	451	844	433	116	1,957
1931-32.....	135	450	784	394	103	1,866
1930-31.....	142	452	699	352	63	1,708
1929-30.....	163	503	703	291	63	1,723
1928-29.....	158	357	596	299	65	1,475
Total.....	711	2,213	3,626	1,769	410	8,729
Per cent.....	8	25	42	20	5	100%

GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	137	502	813	406	108	1,966
1931-32.....	224	614	979	505	74	2,396
1930-31.....	181	557	851	437	90	2,116
1929-30.....	195	557	807	427	84	2,070
1928-29.....	149	482	727	356	99	1,813
Total.....	886	2,712	4,177	2,131	455	10,361
Per cent.....	9	26	40	21	4	100%

A study of these subject tables, as, for instance, English, indicates that but 5 per cent of the pupils in both groups attained the mark of A as compared with the city-wide average of 8 per cent when all subjects are taken into consideration. Other variations become immediately apparent when comparative studies are made of the individual tables. These variations may be caused by substantial differences in the number of pupils electing the subject, by the varying standards

of marking in different schools, by the preponderance of a certain type of pupil electing a given subject, by the different methods of instruction, and by the varying emphasis on certain phases of instruction by different subject teachers.

As a final step in the study all marks are distributed according to the individual school in which the pupils completed their Grade IX instruction. In the following tables the percentages of A's, B's, C's, D's, and E's are given for three intermediate schools and for three high schools over the five-year period from 1928 to 1932, inclusive. For convenient reference the city-wide percentage for the same period is given for each type of school.

FIVE-YEAR PERIOD
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Per Cent
School No. 1.....	6	21	49	20	4	100
School No. 2.....	8	28	44	17	3	100
School No. 3.....	9	32	45	12	2	100
City-wide.....	8	27	44	17	4	100

FIVE-YEAR PERIOD
GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Per Cent
School No. 1.....	7	20	48	22	3	100
School No. 2.....	9	30	42	18	1	100
School No. 3.....	11	34	42	12	1	100
City-wide.....	8	28	43	17	4	100

This study of nearly 200,000 marks over a period of five years, making due allowance for minor variations, indicates that the type of work carried on in Grade IX, whether under high school or intermediate school auspices, is of about equal value as a preparation for successful achievement in Grade X. Such an outcome was to be expected, for in the gradual development of our intermediate schools emphasis has always been placed upon adequate teacher preparation, thoroughgoing revision of curricula by councils composed of teachers from both types of school, and constant study by conference committees of principals and headmasters of the problems common to both types of school.

REPORT ON CITY-WIDE TEST IN COMMERCIAL EDUCATION

Important changes in our business and economic life during the past few years have made necessary many readjustments in the commercial curriculum. In 1930 a committee of teachers was appointed by the Superintendent to study the field of commercial education in the Boston schools. After nearly three years of intensive study, the findings of the committee were reported in the form of a tentative course of study for the commercial department in Grades X, XI, and XII. This tentative course was printed, distributed to all the commercial teachers, and used as a reasonable guide in the teaching of commercial subjects. It is understood by all the teachers that the report of this committee is tentative and that after a trial it will be subject to revision.

The tentative course of study of the commercial department in Grades X, XI, and XII is a clear statement of the general and the specific aims and objectives of all the commercial subjects. The minimum essentials are definitely stated. It is considered, even in its tentative form, to be an outstanding contribution to commercial education, and the basis of a thorough, functional, and foundational study of commercial subjects.

Pupils more than ever before are now making a more specialized selection of the commercial subjects in which they seek training. Consequently, it has been felt that the content of the individual courses in commercial education should be more closely directed, supervised, and evaluated. In order to accomplish this a constructive testing program must be developed. With the tentative course of study delimiting objectives and outcomes in commercial education, and with the development of a thorough means of observation and of a constructive testing program, commercial teachers will develop a keener interest and a greater pride in the accomplishment of a definite task.

Early in the school year the Superintendent called on the Director of Commercial Education to formulate a plan of city-wide testing. A committee, consisting of all the heads of commercial departments and of two classroom teachers from each school, was appointed by the Superintendent to cooperate

with the Director of Commercial Education to the end that the classroom teachers themselves might be parties to whatever testing scheme was developed and adopted. It should be noted here that no city-wide test would be successful without the cooperation of the teachers themselves.

Since Bookkeeping I (Grade X) is fundamental and required of all pupils taking the commercial course, it was natural that that subject be selected for the first city-wide test. At a later date, it is planned to extend city-wide testing to all the commercial subjects.

It has always been felt that the method of approach in the teaching of formal bookkeeping might be left to the individual preference of the classroom teacher and to the head of the commercial department in each high school. The order of presentation of subject matter is also a matter of local concern. General and specific aims in the study of Bookkeeping I (Grade X) had been agreed on, as had the completion of minimum essentials upon which to base the examination. The method of approach and the order of presentation of subject-matter, therefore, were not material in a city-wide examination in bookkeeping given at the end of the school year when the objectives had been attained.

CITY-WIDE EXAMINATION IN BOOKKEEPING

The plan of city-wide examination was carried on by the Director of Commercial Education under the supervision of Assistant Superintendent Edward J. Muldoon in the following manner: Two bookkeeping teachers and the head of the commercial department in each high school were invited to participate in a conference to plan the forthcoming examination. Every high school giving commercial courses was invited to submit forty questions in bookkeeping. These questions were to conform to the "new type" tests, and were to be arranged so as to test appropriately the work of first-year bookkeeping as outlined in the tentative course of study of the commercial department in Grade X.

From the questions submitted the Director of Commercial Education and the Assistant Superintendent in charge selected an examination consisting of 100 items to test the fundamentals of Bookkeeping I under the following headings:

1. Simple booking phraseology.
2. Ability to journalize.

- 3 and 4. Simple functions of accounts.
5. Simple questions on statements.

During the first school period on June 5 all pupils in the Boston schools taking Bookkeeping I (Grade X) were examined in the following manner:

Temporary teachers selected by the Department of Practice and Training left the Administration Building with a sufficient number of sealed, printed examinations and arrived at the high schools fifteen minutes before the opening of classes. These teachers were assigned to the different classrooms, conducted the examination, collected the papers, returned to headquarters, corrected the papers, and assembled the marks. The correction of the papers was done under the supervision of the Department of Educational Investigation and Measurement. The papers were then returned to the high schools and distributed to the teachers of Bookkeeping I. The teachers distributed and discussed the papers, calling attention to any outstanding weakness in the pupils' papers. Opportunity was given the pupils and the teacher for rectifying any errors made in the correction of the papers. Further opportunity was given during the month of June to do remedial teaching based on the test.

The purpose of city-wide examinations in Bookkeeping is an attempt to establish minimum standards of achievement for that subject in all high schools giving commercial courses. The test aims to disclose the strength or weakness in the teaching of bookkeeping. It is expected that the results will lead to remedial teaching wherever weaknesses are discovered, and develop in the bookkeeping teacher a keener interest and greater pride in accomplishment. It is hoped that it will result in a better and more uniformly effective teaching of bookkeeping in our high schools.

The city-wide examination in bookkeeping has already established the fact that it is welcomed by the bookkeeping teachers. This examination will, in time, establish a definite teaching objective, clearly defined, reasonable in difficulty, and possible of achievement by the pupils.

REPORT ON WORK OF SUMMER REVIEW SCHOOLS ESTABLISHMENT

The summer review schools were established in 1914 to enable pupils who failed in one or two subjects during the regular school year to receive in those subjects intensive training that would result in making up deficiencies, secure certificates of promotion and thereby re-establish themselves in the higher grades. Results have proved fully the foresight and wisdom of those responsible for this branch of public education.

ADMINISTRATION

From 1914 and 1926 the summer schools were administered under the specific but alternating direction of the assistant superintendents. In 1926, these schools were assigned to the Department of Evening Schools for administration by the director of evening schools who is directly responsible to the assistant superintendent in charge of summer schools.

GROWTH AND DEVELOPMENT

In the year of their inception, the summer schools consisted of one review high school with an enrollment of 424 pupils taught by sixteen teachers, and six summer review elementary schools with an enrollment of 4,193 pupils taught by 123 teachers. In 1933 there were in operation two review high schools with an enrollment of 3,083 pupils taught by 98 teachers, thirteen intermediate and elementary schools containing 7,428 pupils taught by 217 teachers. This remarkable growth is convincing proof of the value of these schools.

PURPOSE

The purpose of the schools has been broadened to be of more universal assistance to the day pupils so that the pupil body includes three groups:

1. Those who have failed in one or two subjects and who must pass in these subjects in summer school to earn promotion in September.

2. Those pupils of superability who desire to anticipate and accelerate in a progressive subject, thus shortening the time required for graduation and materially reducing the cost of their education.

3. Those desirous of reviewing one or two subjects in order to improve their rating for a specific purpose, such as entry into a Latin school or meeting college entrance requirements.

CONDITIONS OF ENROLLMENT

Only those pupils who are recommended by the summer review counselor of the district and principal of the school as having a reasonable expectation of success, may attend summer review school for review work. The hopelessly delinquent are not permitted admission.

Only those whose average in all subjects is B or better are permitted to enter for accelerant work.

The schools are not disciplinary schools nor corrective institutions but schools of serious-minded students desirous of receiving intensive review or accelerant instruction for the specific purpose of reducing non-promotion or the time required for graduation.

TEACHING FORCE

Principals of the regular day schools recognize the summer review schools as supplementing the work of their own schools. This viewpoint is further strengthened by the recommendation that some teachers from their day schools be assigned to the review schools serving the needs of the particular day schools concerned.

As a result, appointment of teachers to summer review schools is restricted to those teachers who have served at least two years under permanent appointment and who are teaching the same grade and subject that is to be reviewed in the summer schools. Also each contributing day school is represented on the teaching force of the review school that receives that day school's pupils. This plan has worked out very successfully.

SESSIONS

Schools are open for thirty-four consecutive days, Saturdays, Sundays and legal holidays excepted, beginning usually on the Monday following the close of the regular day schools. Sessions are from 8.30 a. m. to 12 m. in the summer intermediate and elementary schools and from 8 a. m. to 12 m. in the summer review high schools. The session is divided into two periods, each of which is devoted to teaching, recitation, supervised study and individual instruction.

SUCCESS

The summer review schools have experienced remarkable success that has justified fully their addition to the educational program of the city. Their popularity has extended beyond the city limits throughout suburban Boston as attested by the enrollment of tuition students from private and public schools in Arlington, Belmont, Revere, Milton, and other localities. Credit for work accomplished is usually granted in the respective communities without examination, so strong is the confidence in the work of the review schools.

STATISTICS FOR 1933

The following figures were compiled from the principals' reports for the summer of 1933:

SUMMER REVIEW HIGH SCHOOLS

ENROLLMENT	Average Membership	Average Attendance	Per Cent of Attendance	Average Number of Teachers
3,083	2,821	2,770	98	98

INTERMEDIATE AND ELEMENTARY REVIEW SCHOOLS

7,428	6,863	6,611	96	219
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TOTAL FOR ALL SCHOOLS

10,511	9,684	9,381	97	317
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The above figures represent an increase in 1933 over 1932 of 937 in enrollment, 804 in membership, and 820 in average attendance.

The following tables indicate the success of pupils in the summer review high schools according to the subjects chosen and according to related subjects of a group.

TABLE I
SUMMARY OF MARKS RECEIVED IN INDIVIDUAL SUBJECTS

	A	B	C	D	E	Passed	Failed	Total
Biology.....	4	21	74	8	0	99	8	107
Bookkeeping.....	10	37	144	15	0	191	15	206
Chemistry.....	3	18	69	9	4	90	13	103
Clerical Practice.....	0	9	53	18	0	62	18	80
Commercial Arithmetic.....	1	0	4	0	0	5	0	5
Commercial Geography.....	1	10	41	4	1	52	5	57
Commercial Law.....	0	5	5	0	0	10	0	10
English.....	5	92	760	132	18	857	150	1,007
French.....	24	86	197	41	6	307	47	354
General Science.....	2	6	50	5	0	58	5	63
German.....	1	18	25	3	7	44	10	54
Greek.....	0	1	6	0	0	7	0	7
History.....	17	90	285	19	1	392	20	412
Italian.....	1	0	1	1	0	2	1	3
Latin.....	8	67	274	100	12	349	112	461
Mathematics.....	30	139	463	98	10	632	108	740
Merchandising.....	0	4	2	0	0	6	0	6
Office Practice.....	0	0	1	0	0	1	0	1
Phonography.....	6	42	120	9	3	168	12	180
Physics.....	13	22	57	11	0	92	11	103
Salesmanship.....	1	4	8	1	0	13	1	14
Spanish.....	6	13	44	10	0	63	10	73
Typewriting.....	3	31	109	2	1	143	3	146
Total.....	136	715	2,792	486	63	3,643	549	4,192

TABLE II
SUMMARY OF MARKS RECEIVED IN GROUPS OF RELATED SUBJECTS

SUBJECT	Passed	Failed	Total	Per Cent of Success
Commercial Subjects:				
Central	365	36	401	91
Dorchester	286	18	304	94
Total	651	54	705	92
English:				
Central	549	125	674	81
Dorchester	308	25	333	92
Total	857	150	1,007	85
Foreign Languages:				
Central	289	83	372	78
Dorchester	67	29	96	71
Total	356	112	468	76
Mathematics:				
Central	463	89	552	84
Dorchester	169	19	188	89
Total	632	108	740	85
Modern Foreign Language:				
Central	288	67	355	81
Dorchester	128	1	129	99
Total	416	68	484	86
Science:				
Central	220	30	250	88
Dorchester	119	7	126	94
Total	339	37	376	90
Social Science:				
Central	283	20	303	93
Dorchester	109	0	109	100
Total	392	20	412	95

The following table indicates the success in the courses taken by summer review high school pupils grouped according to the contributing day schools:

SCHOOL	COURSES TAKEN FOR CREDIT		Courses Finished Without Credit
	Passed	Failed	
Public Latin.....	395	47	16
Girls' Latin.....	218	5	25
Brighton.....	189	29	31
Charlestown.....	73	10	1
Dorchester (boys).....	180	19	10
Dorchester (girls).....	259	2	11
East Boston.....	108	20	2
English.....	266	114	12
Girls.....	283	23	37
High School of Commerce.....	29	9	—
High School of Practical Arts.....	83	19	—
Hyde Park.....	41	4	2
Jamaica Plain.....	151	19	1
Mechanic Arts.....	176	48	2
Roxbury Memorial (boys).....	137	35	16
Roxbury Memorial (girls).....	523	56	9
South Boston.....	95	6	2
Boston Clerical.....	5	—	9
Continuation.....	4	—	—
Boston Trade.....	65	5	—
Junior High Schools.....	68	12	1
Outside Highs.....	271	68	11
Resident Miscellaneous Pupils in High School Courses.....	10	2	10
Teachers College.....	2	—	9

The above tabulation indicates that in the regular high schools 3,253 courses taken for credit were successfully passed and 482 courses resulted in failure. This represents a success of 87 per cent. In addition, 187 courses were taken for reasons other than credit, such as to meet a college entrance requirement, to raise a passing mark or to review a subject for a specific purpose other than credit. Two hundred and eighty-three courses were carried on successfully and credit received by

a miscellaneous group, including tuition students, private school students, and others, and seventy courses resulted in failures. Eighty per cent were successful.

Totaling all figures for courses taken for credit, 86 per cent of the courses pursued were successfully completed. This success must of necessity result in a great financial saving to the city in the cost of high school education in that it materially reduces the time required for graduation. The moral effect upon the pupils and the encouragement to continue their education in addition to the financial saving to the individual homes in carfares, lunches, etc., makes these review high schools a worthwhile addition to the city's educational program.

SUMMER REVIEW INTERMEDIATE AND ELEMENTARY SCHOOLS

The summer review intermediate and elementary schools enrolled 7,418 students, distributed through Grades IV to IX, as indicated in the following tabulation, which also reveals:

- a. The number belonging at the end of the term.
- b. The number receiving credit in one or two subjects.
- c. The number actually receiving promotion as a result of successful accomplishment in review work.

This tabulation indicates a success of 89 per cent.

SUMMARY OF INTERMEDIATE AND ELEMENTARY SUMMER REVIEW SCHOOLS

GRADES.	PUPILS ENROLLED		Total	PUPILS BELONGING AT END OF TERM		Total	PUPILS RECEIVING CREDIT		Pupils Promoted as a Result of Summer Review Schools
	One Subject	Two Subjects		One Subject	Two Subjects		One Subject	Two Subjects	
IV.....	26	1,280	1,306	24	1,144	1,168	175	939	793
V.....	33	1,386	1,419	32	1,226	1,258	163	1,039	862
VI.....	44	1,463	1,507	35	1,230	1,265	152	1,082	886
VII.....	370	1,313	1,683	321	1,121	1,442	459	893	547
VIII.....	295	756	1,051	253	674	927	340	541	345
IX.....	133	319	452	207	246	453	242	176	167
	901	6,517	7,418	872	5,641	6,513	* 1,531	4,670	3,600

* This figure, 1,531, includes pupils enrolling for two subjects who successfully completed *one*.

The following table reveals the kind of subjects elected for review in the different grades of the summer review intermediate and elementary schools and the success received therein:

SUBJECT	IV		V		VI		VII		VIII		IX		Total	
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed
English.....	1,007	72	910	57	780	47	752	87	424	67	274	35	4,147	365
Mathematics.....	746	217	859	135	806	95	861	170	583	81	182	28	4,037	726
Geography.....	299	27	443	37	430	27	311	23	172	8	.....	.....	1,655	122
History.....	6	.....	27	10	281	13	282	37	215	10	14	3	825	73
French.....	.....	.....	.....	.....	.....	.....	33	4	40	11	74	22	147	37
Penmanship.....	18	2	18	.....	12	.....	.....	.....	4	.....	.....	.....	52	2
Clerical Practice.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59	3	59	3
	2,076	318	2,257	239	2,309	182	2,239	321	1,438	177	603	91	10,922	1,328

Rearranging the above records in terms of success, the following table indicates the per cent of success by grade and subject:

PER CENT OF SUCCESS BY GRADES IN ALL SUBJECTS ELECTED

GRADES	IV	V	VI	VII	VIII	IX
Per cent.....	87	90	93	91	89	87

PER CENT OF SUCCESS IN ALL GRADES BY SUBJECTS

English	92	French	80
Mathematics	85	Penmanship	96
Geography	93	Clerical Practice	95
History	92		

It will be noted that while mathematics and English are the most generally elected subjects they have a very high per cent of success.

The remarkable success that pupils generally have experienced in summer review schools is due to the following reasons:

1. The employment of experienced day school teachers entirely familiar with the work to be accomplished due to appointment on a subject for subject basis (teaching the same subject in summer review school that they teach in regular day school).

2. The careful selection by day school teachers and counselors of only those pupils who have a reasonable expectation of success.

3. The small classes and the two-subject-period organization which provides sufficient time for class teaching and individual instruction on a diagnostic, remedial basis.

4. The cooperation of the parents who fully realize how much these schools are assisting their children towards promotion and graduation.

EDUCATIONAL VALUE

The summer review schools are and have been of material assistance to the day school pupil body in effectively preventing retardation and pupil mortality. Many pupils in every grade from the fourth to the twelfth have been promoted as a direct result of the review work pursued in the summer review schools.

If the present accepted theory of individual differences in children is a true one, the other theory that some children require more time and additional aids to accomplish standardized amounts of work called for in the course of study, must of necessity follow. This means that additional opportunity should be provided for at least two groups of our pupils, namely,

a. Those capable of doing more than the average amount of work in a year of ten months.

b. Those unable to accomplish the average amount of work during the school-year.

The former should be given opportunities to live up to their capabilities through rapid advancement and accelerant summer school work. The latter group should not be penalized by non-promotion on account of inherent physical and mental limitations, but should be granted the additional time in summer review school that is required for their promotion.

When the low comparative cost and the educational value of the summer review schools are taken into consideration it cannot be denied that they form a vital, necessary part of any system of public education that prides itself on being progressive and considerate of the welfare of all its pupils. If promotion means anything to pupils and their parents the aid which the summer review schools give to promotion justifies their existence. Certainly it is more important to salvage the educational human side of education than it is the material side.

True democracy in education provides opportunity for all its pupils according to their separate ability. Those physically and mentally handicapped, those whom nature has endowed with a mentality that requires more time and review to accomplish a standard school-year's work required for promotion, should not be penalized by denying them the assistance needed, whether the assistance required be physical or mental in its nature.

REPORT OF THE READING CLINIC, 1932-1933
REMEDIAL WORK IN READING

For some years the Department of Educational Investigation and Measurement has been studying the problem children in our schools. In many cases of children with normal intelligence, the basis of the behavior difficulty has been found to be a reading disability which makes the child seem different from his classmates.

A study of these children has revealed strong, physical differences in eye, ear and hand which prevent the normal adjustments and bring about a mental confusion so that the child cannot read. This means that the teaching of reading must be individual in method and approach for these children.

One of the members of the faculty of Teachers College, Miss Wilkinson, has made a special study of this problem of Remedial Reading and she has been asked to help in the work with these children.

After the Department of Educational Investigation and Measurement finds that the difficulty with the problem child is a reading disability, the child is sent to Teachers College for a certain number of days each week. Here he works with individual tutors—students in Miss Wilkinson's course. The work of these tutors is carefully directed by Miss Wilkinson.

So successful has this work been in restoring children to their normal activities that we hope to establish centers in individual school districts where teachers, trained by Miss Wilkinson, can more easily and readily solve this pressing problem.

MARY C. MELLYN,
Assistant Superintendent.

THE REPORT

The Department of Educational Investigation and Measurement referred seventy-three children to the Reading Clinic at The Teachers College during the current school year, 1932-33. Of these, sixty were boys, and thirteen were girls. Such a preponderance of boys coincided with what is usual in reading clinics.

The Teachers College Clinic was able to admit thirty-five, twenty-seven boys and eight girls. Nineteen more came for examination and were placed upon the waiting list to be admitted when vacancies occurred. Nineteen did not come. Principals reported removal, sickness, distance, and lack of parental cooperation as reasons.

Twenty-seven school districts, whose names appear in the following list, were represented by those referred. The children actually admitted came from the first nineteen.

Minot.	William E. Endicott.
Christopher Gibson.	Longfellow.
Robert Gould Shaw.	Bigelow.
Mather.	Thomas Gardner.
Edmund P. Tileston.	Martin.
Robert Treat Paine.	Oliver Hazard Perry.
Henry L. Higginson.	Washington Allston.
Henry L. Pierce.	Richard Olney.
William Barton Rogers.	John Winthrop.
William Lloyd Garrison.	Hancock.
Norcross.	
Elihu Greenwood.	
Hugh O'Brien.	
Eliot.	
Dillaway.	
Hyde.	
Bennett.	
Francis Parkman.	
Quincy.	

The ages of those who attended ranged from six years and ten months to thirteen years and two months:

- One between six and seven.
- Two between seven and eight.
- Four between eight and nine.
- Eight between nine and ten.
- Four between ten and eleven.
- Eleven between eleven and twelve.
- Three between twelve and thirteen.
- Two between thirteen and fourteen.

The youngest were brought by parents and friends, some of whom waited for them during the hour-and-a-half sessions.

Magazines, books, and the hospitality of The Teachers College Library were offered to those who desired to make use of them while waiting. Most of the parents were urged to teach the children to come alone. This was deemed a part of the remedial work with those boys and girls whose prolonged immaturity, evidenced by over-dependence and lack of self-confidence, was a factor in the total personality, which was closely related to the reading difficulty.

Remedial work with the younger group was comparatively easy, because bad habits were not rooted and other maladjustments, due to repeated failure and discouragement, had not developed. The older children were more discouraging problems. Repeated failure and confusion with no hope of ever being able to learn to read had led to stubborn personality difficulties. There were serious inhibitions toward the reading situation, as well as apathy (real and apparent), discouragement, bluffing, and many bad reading habits. Fifty per cent of all of the members of the clinic were reported as behavior problems, but only 14 per cent of these were nine years old or younger. For years the older children had been barred from most of the legitimate classroom activities, because of their reading disability, and it is not surprising to find that they had endeavored to gain that amount of success and attention which every normal child seeks and needs, through illegitimate activities.

The following table shows the grade placement:

NUMBER REFERRED	Grade Placement	Number Admitted
3	I	0
8	II	3
24	III	10
14	IV	7
15	V	11
5	VI	2
1	VII	0
3	VIII	2

It was impossible for twelve of the Primary School children to come to us because of age and distance. Ten of them are on the waiting list, and it is hoped that they may be admitted during the fall of 1933. It will be seen that the largest number was referred from Grade III. In this grade teachers begin

to realize the severity of the reading handicap under which some boys and girls labor. They find those who have become so far retarded that it is impossible to help them within any third grade group. They need that amount of individual attention which most teachers of large classes are unable to give, and which no teacher can give entirely within the bounds of the school day.

At least five, who were sent from the Intermediate Grades, had been fair readers in the Primary School. We have incomplete records of the others. The difficulty of these five was probably partly due to the fact that they were suddenly confronted, in the fourth grade, with a great deal of the "work-type" or "informational" reading for which they had been inadequately prepared. Almost all of the reading material of the first three grades is of the narrative type. The sudden plunge into the "work-type" brings serious trouble for some children. They need a more gradual introduction, in the third and fourth grades, to the new techniques which this reading demands.

Three of the children in Grade V were doing satisfactory work in every subject except reading. The main reason for sending them to the clinic was to prepare them, in reading, for the greater demands of the Junior High School.

It will be seen from the previous table that very few children were sent from the Junior High School. It is felt that the cause of the backwardness of some of the children in these grades is not properly diagnosed as "reading disability." They have made passing grades during previous years owing to their general intelligence and ability to remember what is presented orally by the teacher and their classmates. It becomes more and more difficult for them to get on as independent reading assignments become more numerous and difficult.

Two of the children who came from Grade VIII were well-recognized and stubborn reading disability cases. They had attended private clinics where they had made slow progress. They will gradually emerge because their attitude, powers of application, and their understanding of their handicap are mature and helpful. The third eighth grader had been dragging along through the grades with desultory help at home. Had there been a public school clinic available, before this year, she would have been brought for help.

The aggregate number of years of retardation among the thirty-five who attended the clinic is thirty-eight plus:

- 9 had been promoted every year.
- 13 had been retarded one year.
- 8 had been retarded two years.
- 3 had been retarded three years.
- 2 had incomplete school records.

Had it been possible to complete the records of all who were referred the result would have been even more appalling.

Each child who was admitted to the clinic came to The Teachers College three times a week, for one hour and a half each time. Each was assigned to a student in the senior year of the college who had had the course in the teaching of reading and language, designated as "Ed. IIA," and who was studying "Remedial Work with Children Having Special Reading Disabilities" for either major or minor credit. This student became the child's tutor.

The hours of tutoring were accommodated to the programs of the children and the tutors. This meant that the children came at different hours on different days, which was a fortunate arrangement, because, in this way, they did not lose the same classroom subjects each week. Tutoring was going on between the hours of nine and twelve-thirty and one and three-thirty every day except Thursday. Thursday was used for group conference with the tutors, for examination of new children, and for interviews with parents. The following are typical programs:

- * Frank: Monday, 9-10:30.
Wednesday, 1-2:30.
Friday, 11-12:30.
- Henry: Tuesday, 10:30-12.
Wednesday, 2-3:30.
Friday, 1:30-3.

Before, or soon after, each child was admitted, reports were sent to the clinic from other departments showing the results of his mental and physical tests, and of interviews with parents and teachers. The mental or psychological tests were given by the Department of Educational Investigation and Measurement. This department also visited the homes and made possible the cooperation of the home, school, and clinic in the

* The names used in this report are fictitious.

interests of the child. Physical tests were given by the Department of Hygiene and included special eye and ear examinations.

The first time that the child came to The Teachers College he was accompanied, upon request, by the mother, father, or other responsible member of the family. This resulted in a better understanding of each child and in an attitude of mutual helpfulness.

During the first days further tests for eye and hand dominance was given by the Director, and Standardized Oral and Silent Reading Tests by the Director, or by tutors, under the supervision of the Director. These tests are listed below:

For Eye Dominance, to determine which eye is preferred for sighting:

“The Miles Cone.”

“The Peep-hole.”

“The Card and Ring.”

For Hand Dominance, to determine which is the natural and which the trained hand preference:

Writing and drawing.

Erasing.

Cutting.

Tapping.

“Ball-placing.”

“Peg-setting.”

Throwing and kicking.

Pushing buttons.

Pointing.

For the Reading Age and Grade:

“The Gray Oral Reading Check Tests.”

“The Gates Primary Reading Tests.”

“The Gates Silent Reading Tests for Grades III to VIII.”

This testing program, including all the mental and physical tests, in addition to interviews with parents, made possible a more intelligent diagnosis of each case and served as the basis for the remedial work. The following summary discloses a situation similar to that in clinics throughout the country.

SUMMARY OF DIAGNOSES CONTAINING PROBABLE CAUSATIVE
FACTORS OF READING DISABILITY*Hand and Eye Dominance*

Twenty-one, or 60 per cent of the children attending, had developed a lateral dominance, *i. e.*, they were definitely right-eyed and right-handed or left-eyed and left-handed.

Sixteen, or 45 per cent, were right-eyed and right-handed and had less trouble than the others in developing the left-to-right direction of eye-movement required in reading, and of the hand and eye movement required in writing.

Five, or 15 per cent, were left-eyed and left-handed. All of these had been trained in school to use the right hand, which added to their confusion when learning to read and write. They reversed and inverted letters, reading "b's" as "d's" or "p's." They reversed the order of letters in words, reading "nor" for "run" and "more" for "come," and they reversed the order of words in sentences. Many times they found it easier to move from the end of one line to the beginning of the next, the right-to-left direction, than to move along the line, in the left-to-right direction. Two made many letters and figures in the reverse form. These tendencies to reversals are called "mirror tendencies." The last two children mentioned would have learned mirror writing and reading quite easily, no doubt.

Such right-to-left movements are frequent in children who are born with strong tendencies to left eye and hand dominance. They may be an advantage to children who are learning to read and write Hebrew or Chinese but are a distinct handicap to those who must master English. Moreover, when attempts are made to change the natural development of hand and eye, there is an added handicap, and, frequently, a consequent nervous instability, which appears, sooner or later, to cause a serious problem. Such has been the case with the five children who were referred to The Teachers College from schools where their handedness had been changed. In the light of this evidence, added to similar evidence from other reading clinics, it would seem that the rule in the Boston public schools that the change of hands shall not be made is a wise one.

Fourteen, or 50 per cent, were lacking in lateral dominance. They either used the right hand and left eye, or *vice versa*, or they were either ambi-eyed or ambidextrous or both. Neither

the left-to-right nor the right-to-left direction in reading or writing was strongly dominant. They were slow, uncertain, had many periods of confusion and habits of regression in reading.

In summarizing the foregoing cases, it will be seen that 19, or 54 per cent, were at a distinct disadvantage because they lacked lateral dominance of the right side. This is a somewhat smaller proportion than is found in larger groups of non-readers.

Sight

Ten appeared with very faulty eye refraction. All of these were supplied with glasses and made to wear them.

Eight brought reports of muscular imbalance. It was thought wise to give glasses to some of these.

This made a total of eighteen, or slightly over 51 per cent, who had recognized eye difficulties.

Speech

No child had a major speech defect. None was referred, because the speech improvement classes look out for such.

8, or 23 per cent, were handicapped by minor speech defects. 3 of these showed signs of lingering baby talk.

1 was overcoming a lisp.

1 was a mumblor.

2 had been successfully helped at private clinics before attendance at The Teachers College.

1 had attended a speech improvement class before coming to The Teachers College.

27, or 77 per cent, had no recognizable speech handicap.

Hearing

6 had partial loss of hearing.

10 were bothered, more or less, with wax in the ears.

This made a total of 16, or 46 per cent, who had ear difficulties.

19, or 54 per cent, had no apparent hearing difficulties.

Other Organic or Functional Data

1 had been in a tuberculosis sanatorium during his year in the second grade. The disease had been arrested.

1 had a serious cardiac trouble and was attending the Children's Hospital Out-Patient Department.

- 2 had deviated septums, which interfered with hearing and speech. It was reported that these must wait for relief, through an operation, until they had reached the ages of sixteen or seventeen.
- 10 came with defective teeth or tonsils or both.
- 3 at least, had been suffering from malnutrition.
- 2 had had chorea.
- 1 was handicapped by glandular trouble.
- 1 had a bad postural defect and was asked to go regularly to the Massachusetts General Hospital for help.
- 4 had been seriously ill with children's diseases before or during their early school years.

This made a total of 25, or 71 per cent, who had organic or functional difficulties, exclusive of those of the eyes and ears, which caused a lowering of the physical tone. Including children who had eye and ear defects but no other physical handicap, there were 30, or 85— per cent, on the physical disability list.

Health Habits

- 8, or 23 per cent, were known to have poor eating and sleeping habits.
- 3, or 8 per cent, had very poor sleeping quarters.
- 24, or 7 per cent, had formed fairly good health habits.

This information was obtained from the children, their parents, and the Department of Educational Investigation and Measurement.

Constant checks were kept upon the health habits, with a view to giving the children an insight into the correlation between their own physical and mental development.

Emotional

- 15 evidenced inferior feelings and nervous instability in nail-biting, twitching, and enuresis.
- 11 were behavior problems in schools.
- 1 was a juvenile court case.
- 27 in all, or 77 per cent, were handicapped by serious emotional conflicts and maladjustments. These difficulties were, more or less, both cause and effect of the reading disability.

This left 8, or 23 per cent, who, in spite of discouragements in school, were apparently well-adjusted. Their attitudes and powers of application were helpful, from the beginning, in solving their problems.

Home Environment

- 7 came from homes where a foreign language is spoken entirely.
3 came from broken homes.
6 came from homes where there was continual emotional conflict.
4 came from homes where there was chronic illness.
9 came from homes where they were "spoiled" by too much attention so that they had not developed that courage, independence of thought, and persistence necessary to the carrying through of so difficult a task as reading, without individual help.
7 came from homes where they were "spoiled" by too little attention, so that they were in poor mental or physical condition, or both.

This showed that the home condition of at least 22, or 63 per cent, added to the reading difficulties of the children. This estimate is probably conservative as it is hard to get accurate information in this field of inquiry.

Another factor, in the larger number of homes, is the lack of helpful and interesting reading matter.

Maturity

Twenty children, or 57 per cent, were immature. They had been introduced, prematurely, to printed symbols which had no meaning for them. The task of learning to read, as far as they were concerned, was that of learning a remarkable number of signs which they did not understand, and of reciting them glibly. They had had too few of the experiences which build up reading readiness, and they lacked the vocabulary with which to express, and thus make more vital those experiences which they did have.

The other 15, or 43 per cent, had sufficient breadth of experience, and a vocabulary to make them desirous of knowing what the printed page contained, and to help them to understand that meaning readily.

Change of Schools

In only 6, or 17 per cent, of the cases, had there been changes of schools sufficient to interfere with school progress.

Absence

At least 10, or 28 per cent, were absent, in the early grades, a sufficient number of times to have caused retardation, confusion, and the wrong mental set toward reading.

Intelligence

The range of the Intelligence Quotients, according to the results of the Stanford Revision of the Binet-Simon Intelligence Tests, was from 80 to 103. The highest Intelligence Quotient recorded on the waiting list is 132. The children making these scores are designated as "low normal," "normal," and "superior." It is fair to assume, from studies of the scores of large numbers of school children, that this group has the capacity to go ahead in school, provided their powers are released through a more favorable environment, by personality adjustment, and by the use of special means to overcome special handicaps.

REMEDIAL WORK

Aim

The aim of the remedial work was high because it was similar to the aim of the work with children who learn to read normally, and was threefold, namely, the development of,

1. Facility in all types of reading.
2. Desire to enter into the activities of our complex civilization in which reading functions.
3. The habit of going to books for pleasure and information.

It was felt that the fulfillment of this aim was possible if accompanied with faith and patience, the use of methods, new and old, suited to individual needs.

Method

The method was much more varied than it is in a regular classroom. Everything possible was tried until ways were found which brought the greatest amount of success and courage to each child. As previously indicated the work was based upon the diagnoses revealed by the testing program, by the reports sent from the Departments of Educational Investigation and Measurement, and of Hygiene, by interviews with parents, teachers, and other friends, and by the everyday performances of the children.

A program of activities was mapped out by the Director and tutors, in conference, which was adapted to meet individual needs and interests. This program follows in brief outline form:

- I. Oral Reading of easy material, sometimes called "sight reading" — 15 minutes.
- II. Studied Oral Reading — 20 minutes.
- III. Drills in response to needs realized by the children and tutors — 20 minutes.
- IV. Silent Reading — 35 minutes.
- V. Oral Reading, in an audience situation, once a week.

The order of the above activities and the time allotments were merely suggestive.

It was necessary for the Director to talk over the possibilities of each of these types of work with the tutors, to assign readings which would lead to a more helpful understanding of their functions in a remedial program with children having special reading disabilities, and to help to decide upon adaptations, in individual conferences, after supervision of each child's responses.

Oral, Sight Reading Period

The purposes of this period were the development of interest, confidence, and proper eye-movements.

The scores on the Standardized Reading Tests revealed the reading grade and, therefore, the reading material that might be easily read. With the exception of one boy from the second grade, every child was able to read at least some of a primer, after two or three days at the clinic. Materials of reading in the classrooms had been so difficult and discouraging for so long that most of the children hesitated to attempt anything at first. It was a pleasant and salutary surprise when they discovered that there were books in which they could read.

In October, Charles, from Grade VI, began this period with a primer. In June his sight reading was from a Fourth Reader. Material more suited to his maturity was also furnished in original stories composed by himself and his tutor. But Charles and others of his age were pleased to go back to the primer in order to measure their progress in terms of readers. They were also intrigued by some of the simple, well-told tales of the primer.

John, from Grade II, revealed no reading vocabulary. He first learned words connected with objects, pictures, and his

own experiences. After this came short phrases and sentences, then longer ones. These were all printed or typed by his tutor while John watched. After all this he read in a book, a process which became an experience of interest, and joy, rather than a task to be feared.

The Studied Oral Reading

The aims of this period were the enlargement of experience and vocabulary, and the development of confidence through conscious progress.

The content was harder to understand, and the mechanical difficulties greater; therefore the units of reading were shorter.

Informal conversation, picture study, and word and phrase development preceded the reading to build up a background which would insure a reasonable amount of success. The material was then studied silently, and help given when asked. Finally, it was read aloud to tutor and Director. The result was success, in a difficult situation, through study and persistent effort.

The Drill Period

The aims of this period were the development of automatic responses to an increasing number of phonetic elements, syllables, words, and phrases, and the development of efficient reading habits.

The drills and practice exercises of this period were in response to needs which the children were led to recognize. Sometimes they were formulated by the teacher and sometimes by the child. Daily successes were recorded on graphs to show individual growth. There was no devastating group competition.

Tests, teacher-made and standardized, record achievement, and give some clues as to the way in which the individual learns, but they are only partially diagnostic. The individual learning process is revealed, from day to day, through all of the reading activities, and suggests the types of drill which are most helpful.

Much of the work of this period is similar to that undertaken in many regular classrooms. More of it is unique because suited to singularity in the learning process of handicapped children. One boy learned words best, and most quickly, when he spelled them orally. He was allowed to build his reading vocabulary in that way. Another was helped by

emphasizing visual cues. Several made little headway with new words until they were taught to use the Keller-Fernald Method, a tracing method, which makes use of the kinaesthetic help. Success with this method gave them confidence and courage, and they discarded it sooner or later, in favor of the more short-cut visual and auditory methods.

Those who had difficulty in keeping the place and habits of regression were given special exercises for the development of the left-to-right habit of eye-movement. The typewriter, and stereoscope were used for this work.

Longer eye-spans were encouraged through the use of flash-cards on which words and phrases were printed in slightly larger type than that in the book, by means of "shutters," used in the book, and through drill with the tachistoscope.

When auditory acuity and memory were weak, visual acuity and memory were enlisted in the drills and *vice versa*, but drills to develop the weaker powers were also used.

Spelling and diary writing, in limited amounts, helped some children to understand the reading process better.

Word families, containing similar phonetic elements, were grouped, as suggested by Harry Grove Wheat in the chapter on reading in his book, "The Psychology of the Elementary Schools Subjects." Children who were uncertain and over-habituated to detailed phonetic attack used these in the drill period.

Children who felt hurried and read along inaccurately in a vain effort to make a good impression, and those who could be taught to use the phonetic attack, more often and more helpfully, were encouraged to develop the habit of more careful analysis by pointing to sounds, syllable and words, on practice sheets and while reading in the books. The pointing was omitted as the analytic habit was strengthened.

Habits of guessing from insufficient cues, lack of interest, fatigue, word-calling and slovenly speech were other handicaps to be overcome by appropriate drill. Individual differences are more conspicuous in this type of class, and the needs are more singular and varied than in a group which has learned to read normally. For this reason much thought and study of books dealing with the problem of reading disability as well as study of the children preceded the preparation of a great amount of practice material.

The Silent Reading Period

This longest period was for the purpose of helping the children to develop ability to engage in four types of silent reading activities, efficiently. These types are explained in "The Improvement of Reading" by Arthur I. Gates, and are used in "The Gates Silent Reading Tests for Grades III and VIII." They are:

"Type A — Reading to Get the General Significance."

"Type B — Reading to Predict Outcomes."

"Type C — Reading to Understand Precise Directions."

"Type D — Reading to Note Details."

The Work Books published for use with the various readers, The Gates-Peardon "Practice Exercises in Reading," the McCall-Crabbs "Standard Test Lessons in Reading," and much home-made seat-work were used during this period, which usually came at the end of the session. The use of the hands in writing, drawing, coloring, and cutting, in response to many suggestions in the silent reading material, renewed the interest, and made possible a check on the understanding of content.

"Audience" Reading

This period was to increase confidence so that courage to read in the classroom might accompany the development of ability.

Once each week the children gathered for a "reading party." Each read to the others something which he had selected and studied. Suggestions for choice of reading materials were printed or written, upon the board, at the beginning of the week and resulted in the "audience reading" of riddles, descriptions of pictures, "talkies," stories, and poems. The riddles and pictures were guessed by the audience, and comments were made upon the other selections so that the understanding and appreciation of both audience and reader were tested.

This period was most enjoyable because children who had not been able to take part in any of the oral reading activities of the classroom for a long time, some of them for years, were now doing what had seemed impossible of attainment.

Growth in interest, poise and improvement in oral expression were an encouragement and stimulus to their tutors as well as to the children.

PROGRESS

The amount of accomplishment in the readers is set down because that is best understood by the teachers and children, and that is what is noted in deciding promotion. This, however, tells but a small part of the story. Albert, from Grade VI, may have learned to read the primer during three months' attendance. Ethel, from Grade II, may have begun with the primer, and read through the first and second readers, thus reaching her grade level in the same time. Actually, Albert's accomplishment was greater because the number and severity of his handicaps were so much greater and his asocial attitudes more firmly intrenched and discouraging.

Children from Grade II:

One had a reading vocabulary of a dozen words. He attended the clinic for two months, and in that time finished the primer.

Two were discharged, one because he had been brought up to grade, the other because of removal.

Children from Grade III:

None of these were able to read a primer through when they came.

Four read primers and first readers.

One read primers, first and second readers.

Five were brought up to grade, having read primers, first, second, and third readers.

Children from Grade IV:

One admitted in April was not able to read more than three or four pages in any primer. In his one month of attendance he finished the primer.

One who came in March finished a primer and first reader.

Two who were in attendance for eight months read primers, and first and second readers.

Two were able to start with the first reader, and went through the second and third readers in eight months.

One admitted in February and absent three weeks, was able to finish second and third readers.

Children from Grade V:

Two who came in April learned to read the first parts of primers with a fair degree of facility.

Two admitted in October began with the primer and went through first, second, and third readers during the year.

Two began with the first reader, and one went through the third, and the other the fourth reader.

Two began with the second reader. Both of these went through the fourth.

Two, who were admitted late, began with the third reader and went through the fourth.

One began with the fourth and was brought up to grade and discharged after four months.

Children from Grade VI:

One, who came in March, with severe handicaps, learned to read the primer.

One read through the third and fourth readers.

Children from Grade VIII:

One began with a fourth reader and read through the seventh reader.

One began with a fourth and read through the sixth.

The foregoing accounts of progress may appear discouraging, at first, because of the number of children who are still below their grade levels. The further study of individual cases which appears at the end of this report, and comparisons of the progress of these same children in the classroom and in the clinic make them much more encouraging and make evident the contribution of a reading clinic.

CONTACTS WITH THE CLASSROOM

Several classroom teachers began to see and report immediate improvement. Children were glad to bring such reports to the clinic, and the clinic felt that this type of contact was very helpful. Other teachers did not see any improvement, and the work of the clinic needed explanation. For these reasons reports were sent, at regular intervals, to Masters and teachers. These indicated progress, explained plateaux of learning, which are so frequent with children who have met with failure, and attempted to make clear the necessity of testing progress by the use of materials on the level of the child's achievement, rather than through the too difficult readers in the classrooms.

The judgment of the clinic regarding promotion was asked and gratefully received by many schools.

The following are samples of the June reports sent to the schools:

June 14, 1933

Mr. _____, Master.
 _____ School.

My dear Mr. _____:

The following is our report on _____ of Grade V.

Teacher _____

Date of Admission — Oct. 24, 1932.

Times Absent — 6

Times Tardy — 0

Weeks of Attendance — 27

Attitude and Application — Excellent.

Tests.

The Gates Primary and Intermediate Reading Tests.

Approximate gain — one year.

Present Reading Grade — 3.6

The Gray Oral Reading Check Tests.

Approximate gain — one year.

Present Reading Grade — 3.

Probable Causes of Reading Difficulty.

Absence during most of the second school year.

Reading reversals due to left-handedness, and inadequate help to overcome these in early reading stage.

Changing of handedness so that he now writes with his right hand, thus upsetting lateral dominance. Neither hand is very efficient.

Prognosis:

Slow progress at first because of the difficulty in overcoming bad habits.

This boy ought to be able to work with Grade VI after another year's work in the Clinic.

Very sincerely,

June 14, 1933.

Miss _____, Master.
 _____, School.

My dear Miss _____:

The following is our report on _____ of Grade IV of the _____ School.

Teacher _____

Date of Admission — Jan. 3, 1933.

Times Absent — 5.

Times Tardy — 0.

Weeks of Attendance — 17.

Attitude — Very good.

Application — Good.

Tests:

The Gates Tests, Primary and Intermediate.

Approximate gain — one grade, and seven months.

Present reading grade — 3.2.

The Gray Oral Reading Check Tests.

Approximate gain — two grades.

Present reading grade — 4.2

Probable Causes of Reading Difficulty:

Low physical tone especially during initial reading stage.

Faulty eye refraction.

Defective tonsils.

Prognosis:

This girl has good learning ability. If her physical tone improves she will probably have little further difficulty.

We are discharging her from the clinic but if she needs further help at any time we shall be glad to give it.

Very sincerely yours,

CHILDREN DISCHARGED

18 were discharged for the following reasons:

11 were brought up to grade.

1 moved away.

1 failed to receive parental cooperation.

2 were ill.

3 were to try work in the classroom temporarily.

Children were returned to their classrooms when they had passed the Standardized Reading Tests at their grade levels. Their subsequent success will depend, somewhat, upon the achievement of the classes to which they go, and upon the encouragement and understanding which they receive. If the average class standing is above the grade level, as indicated in the Standardized Tests, the child will feel that he is still far behind. If he is not understood and encouraged he may lose much that he has gained.

Fred, with physical, emotional, and environmental handicaps made excellent progress with his tutor but never learned to read for the Director or the group without going to pieces. He is a promising boy but may be rendered helpless, as far as reading is concerned, if he is not given sympathetic help when he is returned.

Those who were temporarily discharged to try work in the classrooms had attended other clinics. Plateaux of learning were coming more frequent, and it was felt that the children

were growing too dependent upon the individual help which they had been receiving over a period of years. This was explained to them, and they were urged to make use of all the help that they could in the classroom and return to us for a part of another year.

PRIVATE CASES

The total number of private cases was sixteen. These were examined by the Director and taught, outside of school hours, by tutors connected with the clinic. They were referred by the Children's Hospital, the Judge Baker Foundation, the Little Wanderers Home, the Psychopathic Hospital, the Boston Dispensary, the Brookline schools, pediatricians, and friends.

THE EXTENSION COURSE

The following topics were treated in the work with teachers in the service:

1. Preventive Measures to lessen the amount of Remedial Work Necessary.
In the kindergarten and the primary school.
2. Diagnosis of Causes of Difficulties.
Mental, physical, environmental, personality.
3. A Testing Program.
Standardized Tests: Intelligence and Achievement.
Teacher-made Tests.
4. Analysis of Reading Difficulties.
5. Remedial Programs.
Class organization to make possible.
Materials.
Method.
6. Bibliography of the most helpful material for teachers.
7. Keeping records.
8. Case Studies.

The Nature of the Study Requirements.

1. Reports on Assigned Readings:
Gates "The Improvement of Reading," one other book from the list, and five magazine articles from the list.
2. Giving, scoring, graphing, and using Tests, with at least two children.
An Intelligence Test at the beginning of the year, and at the end.

Oral and silent reading tests at the beginning of the year and at the end.

Standardized and teacher made check tests at intervals.

3. Special papers (for those having special problems and not able to give the test) on
 - Speech Improvement and Reading Difficulties.
 - Remedial Work with hospital cases.
 - Two extra Books.
4. Two Case Reports: giving
 - Diagnosis, analysis of difficulties, Remedial Work, Results.

SUMMARY OF CASE STUDIES

Explanatory Notes

The abbreviations used in these studies are:

C. A.—Chronological Age.

I. Q.—Intelligence Quotient.

R. G.—Reading Grade.

9-2 may mean 9 years and 2 months, or the 9th grade, 2d month. 7-8 may mean 7 years and 8 months, or the 7th grade, 8th month. The context will determine the proper meaning.

It has been necessary to disguise identities in order to present facts which are personal but which should help to a more sympathetic understanding of retarded children.

I

A boy. C. A., 10-2. I. Q., normal. Grade III

- Physical Record: Arrested tuberculosis.
- Home: Father and mother divorced and family separated.
The boy is kept neat and clean, and is well clothed and fed, but receives little affection.
- School: Bld. has attended three different schools. He entered Grade I at the age of 5-2. He repeated Grades I and II. He entered Grade III at the age of 9-2 but spent most of that year in the hospital. He is repeating Grade III.
- Clinic: His teachers report poor work and very bad conduct.
Date of admission—Sept. 30.
Attendance—Irregular because of lack of cooperation.
Weeks of attendance—28.
Attitude—Interested and cooperative at first. Later he became bored. He is self-sufficient and an extreme non-conformist. It is not surprising, in view of his physical and environmental record, that this boy has developed this type of personality, which is a defense mechanism.

Application—Short attention span.

Test results—Erratic, due to emotional instability.

Probable gain at the clinic, eight months. Present R. G., 3-2.

Diagnosis—This is not a case of special reading disability. Retardation is mainly due to low physical tone during initial stages of reading. Changes of school, absence, and emotional conflicts due to environmental conditions.

Prognosis—This boy will have no difficulty in learning to read when he wants to learn. His progress is rapid whenever his interest is held.

Remarks—The Department of Educational Investigation and Measurement is making an effort to place Bld. in an environment more favorable to the development of a happier and more wholesome personality. He is to be returned to the clinic for one more year of individual help with reading. It has been felt to be worth while to put forth every effort to save this boy for society. He will be a great help or a serious menace.

II

A boy. C. A., 10-5. I. Q., low normal, which is probably an unfair estimate owing to his language handicap. Grade IV

Physical Record: Very faulty eye refraction and muscular imbalance of the eyes. He has been unwilling to wear his glasses. There is a history of malnutrition. He is twitchy, and jumps at slight noises.

Home: Bob is the only child and is reported by his mother as being overbearing in the home. She shouts at him and chases him out of the house when she cannot stand his actions. A foreign language is spoken.

School: The boy has attended the same school since he started. He was admitted to Grade I at the age of 5-5 and has been kept back in Grades I and II. His teachers have reported him as being unable to do the school work. They consider him to be of low mentality.

Clinic: *Date of admission*—Sept. 26.

Times absent—25.

Times tardy—10.

Excuses given for the above record were:

"I forgot to come." "I was going to the movies after school." "We had a party in school."

Weeks of attendance—24.

Attitude—Excellent while in attendance, but, as the above record indicates, "Out of sight (often), out of mind."

Application—Immature but improving.

Test Results—Gain, about two grades. Present R. G., 3-6.

Diagnosis—Faulty eye refraction and need of glasses.

A foreign language spoken entirely at home. A tendency to left-handedness causing reading reversals, and inadequate help in overcoming these in initial reading stages. Low resistance to fatigue. Emotional instability due to poor physical condition, a discouraging environment, and continued failure.

Prognosis—Slow progress at first, because of desire to make a favorable impression and continual fear of failure, and because of the difficulty of removing certain bad reading habits. This boy needs much special help which his interest, effort, and learning capacity warrant giving him. He has been asked to return to the clinic for another year, and attempts are being made to remove certain environmental handicaps.

III

A boy. C. A., 9-9. I. Q., low normal, which is probably an unfair estimate because of his reading handicap. Grade III

Physical Record: Muscular imbalance of the eyes which it has not been thought wise to correct with glasses. Just before and during his early school years he had scarlet fever, measles, pneumonia, and a broken arm. He has had a lisp which he is overcoming. His tonsils are defective.

Home: The parents and brothers are cooperating to help this boy. His home environment is apparently favorable.

School: Cmj. entered Grade I at the age of seven years. He is now repeating Grade II. His teacher reports that he is repressed, shy, and subject to day-dreaming.

Clinic: *Date of admission*—Feb. 13.

Attendance—Regular.

Attitude—Good.

Application—Immature.

Test results—Gain, five months. Present R. G., 2-9.

Diagnosis—Low physical tone because of children's diseases and defective tonsils. Slight eye and speech defect. Personality difficulty (day-dreamer).

Prognosis—Cmj. will probably be slow for some time. The classroom offers too many distractions to a boy of this type and it will be difficult for him to make the proper adjustment. His physical resistance to fatigue will be until his physical record is improved. He should have at least one more year in the clinic.

IV

A boy. C. A., 10-3. I. Q., normal. Grade V

- Physical Record:** Left-handed and left eye dominant. No apparent physical disability and a negative history of disease.
- Home:** One parent is chronic invalid. The other is over-worked. The five children get along well together. They help as much as they can. One is working for pay. Ckb. worries over conditions at home.
- School:** The boy went to a public kindergarten when he was four years of age. He entered the first grade of a private school at the age of five. He repeated Grade II. His teachers say that he is a good boy and think that he is of normal intelligence although he has not learned to read.
- Clinic:** *Date of admission*—Oct. 24.
Attendance—Regular.
Weeks of attendance—27.
Attitude and application—Excellent.
Test Results—Gain, one grade. Present R. G., III.
Diagnosis—Absence during his second school year. Reading reversals due to left-handedness, with inadequate help to overcome these. Changing of handedness so that he now writes with his right hand, thus upsetting lateral dominance and adding to his confusion.
Prognosis—Slow gain, at first, because of the difficulty of removing bad reading habits and of overcoming the fear of failure.
 This boy has good learning capacity and should be able to work up to grade after another year at the clinic.

V

A boy. C. A., 10-10. I. Q., normal. Grade V

- Physical Record:** This boy has been given glasses because of muscular imbalance. He has a 15 per cent hearing loss resulting from a mastoid operation, and the beginning of chronic catarrhal middle ear. He has defective tonsils.
- Home:** A clean, attractive home. The father has a seasonal job which causes periodic economic stress. The mother finds it hard to control her three children. She says that she cannot do anything with this boy. The two older brothers have made fair progress in school. A foreign language is spoken in the home.
- School:** Hdb. entered the kindergarten at the age of 4-6, and Grade I at 5-6. He repeated Grade I. His teachers report low ability, lack of application, and home conditions as probable causes of retardation. They

say that they have sent books home so that the boy might be helped at home and that the books have been destroyed.

Clinic:

Date of admission—Oct. 3.

Times absent—3.

Times tardy—10.

The explanation of the above is the slowness of the child. He walks slowly and is a day-dreamer.

Attitude—Excellent.

Attention—Short attention span at first but a steady improvement.

Test Results—Gain, one grade. Present R. G., 3-8.

Diagnosis—Partial loss of hearing. Eye difficulty.

Left-handed tendencies and left eye dominance leading to reading reversals with no adequate help to overcome these during beginning reading. Immaturity or insufficient background which constitute reading readiness when he began to learn to read. Emotional conflicts. Hbd. has a greater learning capacity and more knowledge than other members of his family, which results in friction. A foreign language is spoken in the home.

Prognosis—Slow progress in the beginning, as this boy has many serious handicaps. He has become uncertain of himself because of repeated failure. His gains will probably be more rapid next year if allowed to come to the clinic again.

VI

A boy. C. A., 8-10. I. Q., normal. Grade III

Physical Record: Near vision, good. A slight muscular imbalance, for which it has not been thought necessary to prescribe glasses. Had an operation for spinal trouble during the summer. He was absent a short time from school in the third grade, because of this.

Home: This boy is the youngest of three boys. His grandmother, who was at home to be interviewed, said that he was delicate and never showed much force or vim. His mother said, later, that he was perfectly well. The other children have had no trouble in school.

School: This boy's record is incomplete but it is known that he has repeated Grade III. His teacher reports him as unable to do the work of the grade. She says, "He is lazy, easily influenced, and uninterested in school work." She believes that he should have been "kept back" earlier in his career, as he is immature and under-age for the grade.

- Clinic: *Date of admission*—Oct. 14.
Discharged—Feb. 3.
Attendance—Regular.
Weeks of attendance—15.
Attitude and application—Excellent.
Test Results—Gain, five months. R. G., 3-10.
Diagnosis—Slight eye difficulty. Had been accustomed to too much attention at home. Was immature and over-dependent when he started to learn to read. Was unaccustomed to exercising the amount of effort required to learn to read and unused to being left alone to solve his own problems.
Prognosis—This boy has such excellent learning ability, was so much interested in the reading which he learned to do in the clinic, and made such good progress that he reached his grade level and will probably keep up with his class without further help.

VII

A boy. C. A., 9-11. I. Q., normal. Grade V

- Physical Record: Serious children's diseases, and defective tonsils and adenoids had resulted in low resistance to fatigue.
- Home: The mother had been an invalid for a number of years and had died of tuberculosis just before the boy came to the clinic. The father and three older brothers kept house. Hhf. has been somewhat "spoiled" and greatly mourned the death of his mother.
- School: This boy entered the first grade at the age of 5-11. He was "kept back" in the third grade. His teachers say that he is hard to manage in the room and schoolyard. They believe that the illness of the mother and poor home control are responsible, in large measure, for his poor conduct in school. He has found silent reading very difficult. His comprehension is poor.
- Clinic: *Date of admission*—Feb. 6.
Attendance—Regular.
Weeks of attendance—14.
Attitude and application—Excellent.
Test Results—Gain, two grades. Present R. G., 4.
Diagnosis—Low resistance to fatigue. Emotional conflict because of home conditions and failure in school. Insufficient backgrounds to build up reading readiness when he began to learn to read.
Prognosis—This boy made such rapid gains that he should be able to work up to his grade without further help. If his interest and confidence should again wane he will fall behind, and, if this happens, he should be returned to the clinic for another period.

VIII

A boy. C. A., 9-1. I. Q., normal. Grade III

- Physical Record: Observation suggests chorea. Tonsils hypertrophied. Inflation of the Eustachian tube recommended.
- Home: The mother is an invalid. This boy is the oldest of three children and assumes control of things at home. His father rewards him by allowing him to go to the movies very often.
- School: Joj. entered Grade I at 5-1. He was retarded in Grades II and III. His teacher reported him as "excitable, responsive, and courteous." She says that he possesses a great deal of common sense and is quite intelligent but most impulsive and uncontrolled.
- Clinic: *Date of admission*—Feb. 8.
Attendance—Regular.
Weeks of attendance—13.
Attitude—Excellent.
Application—Immature. Easily fatigued.
Test Results—Gain, nine months. R. G., 3-3.
Diagnosis—Low resistance to fatigue. Environment too full of excitement.
Prognosis—Good learning ability. This boy should be able to work with his grade next year if physical and environmental handicaps are removed as far as possible. He is discharged but if he needs more help later he will be readmitted.

IX

A boy. C. A., 6-10. I. Q., low normal, which is probably an unfair estimate, owing to the reading handicap. Grade II.

- Physical Record: Defective teeth, faulty eye refraction, left eye dominant and right hand.
- Home: This boy is the fourth of six children. The older brothers and sisters have had no trouble in school. The others have not entered. The father has had a serious illness for the last two years and is not able to work. The mother has been much upset by this. She knew that the boy was doing poor work in reading and had tried to help him at home. She found that he had poor concentration, and did not care to stay at any task very long. She was very glad to be assured that her boy had normal intelligence and will follow suggestions for training him at home in good work habits.
- School: Nhp. went to the kindergarten when he was 4-6 and to the first grade when he was 5-6. He was not kept back, but, when referred to the clinic was doing very poor second grade work. His teachers report him as being excitable, fearful, self-distrustful, and easily influenced.

- Clinic: *Date of admission*—May 2.
Attendance—Regular.
Weeks of attendance—4.
Attitude—Excellent.
Application—Immature but improving.
Test Results—Gain, three months. R. G., 1-8.
Diagnosis—Eye difficulty. Immaturity. Emotional instability due to distressing home conditions and failure in school.
Prognosis—This boy has good learning ability and should be able to go ahead with his class after a year's work at the clinic, provided there is some relief from his physical disabilities and the nervous tension at home and in school.

X

- A boy. C. A., 11-5. I. Q., very superior. Grade V
- Physical Record: Defective tonsils. Had diphtheria while in the second grade, and measles and mumps during his year in the third grade.
- Home: This boy is an only child. His father has been out of work for some time. The mother explained that the boy had not had his tonsils removed because they had been in reduced circumstances. She had not been aware of any difficulty in school until Qib. reached the third grade.
- School: Qib. entered the kindergarten of a Boston public school at the age of five, and Grade I, in the same school, at six. He went to a private school in another city during his years in the second and third grades. He attended two different schools while in Grade IV. His Grade IV teacher reports "excellent" in conduct and in all subjects except reading and spelling. Each of these latter two subjects was rated as "very poor."
- Clinic: *Date of admission*—Feb. 28.
Attendance—Regular.
Weeks of attendance—14.
Attitude—Excellent.
Application—Immature, at first, but a great improvement.
Test Results—Gain, five months. R. G., 3-8.
Diagnosis—Low physical resistance to fatigue. Defective tonsils. Left-handed tendencies. This is a left-handed boy who has been trained to use his right hand, thus causing much confusion. Reading reversals inadequately dealt with in initial reading stages. Absence in the lower grades and three changes of schools.

Prognosis—This boy has excellent learning capacity. His progress will be slow until his physical record is improved, as well as his uncertainty due to repeated failure. He will probably work up to grade during another semester in the clinic.

XI

C. A., 9-7. I. Q., normal. Grade III

- Physical Record: Adenoids and defective tonsils and teeth. Had measles, chicken pox, mumps, and whooping-cough during his early school years. When he was in the third grade he was run down by an automobile and his leg was broken.
- Home: There are four children. The father is out of work frequently. A brother, two years older, has a more serious reading disability and is shy. This boy is quick and capable, and works for a grocer every afternoon and evening and on Saturdays.
- School: Thp. entered Grade I at the age of five. He repeated Grades I and III. His teacher reports him as responsive, courteous, and reliable but with a serious reading difficulty. She says that he appears very intelligent to talk with, but most unintelligent in attacking his reading problem. She is not sure whether this is due to low ability or to lack of application.
- Clinic: *Date of admission*—Feb. 8.
Attendance—Regular.
Weeks of attendance—14.
Attitude—Excellent.
Application—Attention span is short, but there has been an improvement.
Diagnosis—Immaturity when he began to learn to read at the age of five. Lowered resistance to fatigue due to defective tonsils and teeth and too much work outside of school.
Prognosis—There will be a slow gain. If the causes of physical disability are removed the boy should be able to work up to grade during one more semester in the clinic.

XII

A boy. C. A., 10-11. I. Q., low normal. Grade IV

- Physical Record: Adenoids and defective tonsils and teeth.
- Home: The father is not able to get steady work and there is a large family. Both parents are upset over this boy's inability to get along in school. They were very anxious to have him admitted to the clinic.

- School: This boy entered Grade I at the age of 5-11. He was retarded in Grades II and III. He is now doing very poor work in Grade IV. His teacher reports him as friendly and conversational, cooperative, courteous, and obedient. She states that he has absolutely no ability to read. He has no phonetic sense, as he cannot put the sounds together to form a word.
- Clinic: *Date of admission*—March 8.
Attendance—Regular.
Weeks of attendance—12.
Attitude and application—Excellent.
Test Results—Gain, about nine months. Present R. G., 3.
Diagnosis—Low resistance to fatigue, partly due to defective tonsils and teeth. Immaturity when he first began to learn to read. Great discouragement because of repeated failure.
Prognosis—Slow progress until physical disabilities are removed and bad reading habits are replaced by efficient ones. This boy will probably work up to grade in another year if causes of failure are removed as far as possible, and he receives individual remedial work.

XIII

- A boy. C. A., 12-10. I. Q., Normal. Grade VIII
- Physical Record: Muscular imbalance of the eyes for which glasses have been given. He is left-eye dominant and ambidextrous. He has just overcome a serious lisp.
- Home: There are five children in this family and the father is not working. One sister is older and the three brothers are younger. The sister and one brother had difficulty in learning to read and spell. A brother and an uncle had lisping habits which they found difficult to overcome.
- School: Txj. entered Grade I at the age of five. He was promoted each year. The first teacher who reported his reading disability said that he was very intelligent. She believes that he was too immature when he began to learn to read, that he became more and more confused and insecure as he was promoted to classes far in advance of him in ability to read, that he was babied at home, and not habituated to independent attack upon hard problems. "He tries hard to please," she said, "but is not self-reliant."
- Clinic: *Date of admission*—Sept. 26.
Date of discharge—Jan. 15.
Weeks of attendance—14.
Attitude and application—Excellent.

Test Results—Gain, three grades. Present R. G., 6-8.

Diagnosis—Speech defect during his early school years.

A slight eye difficulty. Lack of lateral dominance. This boy has strong left-handed tendencies. He was probably made to use his right hand in school. He frequently reverses in reading, and until recently has not received adequate help in overcoming this habit. He was too immature when he began to learn to read.

Prognosis—This boy is now sufficiently mature to understand his handicaps and to work by himself to overcome them. His progress in the clinic was rapid and sufficient to warrant his discharge. If he needs help at a later time he will receive it.

XIV

A boy. C. A., 11-6. I. Q., normal. Grade V

Physical Record: Had a bad tonsil and adenoid condition until he was eleven years old when this was removed. Very faulty eye refraction. Is left eye dominant and right-handed.

Home: This is an only child and is much waited upon at home. One parent is much upset by the boy's inability to read, the other thinks that there is too much fuss made over it and doesn't think the boy should be bothered.

School: Tmb. entered the kindergarten at the age of 5-4, but was soon transferred to Grade I. He was retarded in Grades I and V. During the summer after his first year in Grade V he went to a summer review school but failed to pass because of his inability to read. During two years of his school life this boy went to a rural school.

Clinic: *Date of admission*—Jan. 30.

Attendance—Regular.

Weeks of attendance—15.

Attitude—Didn't like Boston or Boston schools and his mother didn't blame him. He was always wishing to be back in the country. Gradually he became interested in the clinic and his attitude improved.

Application—Good.

Test Results—Gain, seven months. Present R. G., 4.

Diagnosis—Low resistance to fatigue. Serious eye difficulty. Lack of lateral dominance. Reading reversals and inadequate help in overcoming this handicap in early reading stages.

Prognosis—This boy has good learning capacity and will probably be able to work up to grade after another semester in the clinic.

XV

A boy. C. A., 13-2. I. Q., normal. Grade VI

Physical Record: Faulty eye-refraction and strabismus. Has been unwilling to use his glasses. He is left-eyed and ambidextrous. Had whooping-cough and scarlet fever at the age of four. His eyes became crossed at that time. He was admitted to the kindergarten at five and during that year had frequent nervous crying spells. He has been outgrowing lisping habits very slowly.

Home: The mother came to the clinic with the boy. She is intelligent and cooperative. The father is working. There is a sister, two years younger, who has had no trouble in school. She has tried to help Tfe., but, although they get along well, she has not been able to teach him.

School: This boy entered the kindergarten at the age of five but was not in good health. He was admitted to Grade I at the age of six. He has been kept back in three grades. The boy says that he does not like school and that his teachers do not like him; also, that he spends most of his time in the corridor. He has not been able to take part in the regular class activities, and, being an intelligent boy, full of life, he has originated other activities which disturbed the class and brought him his quota of attention.

Clinic: *Date of admission*—Jan. 30.
Attendance—Regular.
Weeks of attendance—15.
Attitude—Excellent. According to his own story he had no interest when he came, but his conduct in the clinic belied his story, and revealed an unfortunate defence mechanism.
Application—Excellent.
Test Results—Gain, eight months. Present R. G., 2-6.
Diagnosis—Low resistance to fatigue, and emotional instability due to his physical difficulties, failure, and increasing confusion in school.
Prognosis—Slow progress at first. This boy has good learning ability but serious handicaps to overcome. He needs much more individual help in the clinic.

XVI

A boy. C. A., 12-7. I. Q., normal. Grade VI

Physical Record: A slight speech defect. Slightly diminished hearing
Overgrown.

Home: Apparently favorable.

- School: Entered the kindergarten at the age of 4-5 and Grade I at 5-6. Was kept back in Grades I and II, then sent to a special class where he remained for three years. He has been placed in Grade VI this year at the recommendation of the Harvard Clinic. Some of his teachers have complained of his disorder and inattention in school. This boy's case has been diagnosed in two private clinics and suggestions for remedial work given to his teacher in the special class. This teacher reports that he could not read at all until he was nine years old. Then, under her tutelage, he made rapid progress at first. When referred to The Teachers College Clinic he had reached what looked to her like a hopeless plateau of learning in both reading and spelling.
- Clinic: *Date of admission*—Oct. 13.
Attendance—Regular.
Attitude and application—Fair, slightly blasé.
Diagnosis—Slight eye, hearing, and speech difficulties. The apparent paucity of handicaps reminds us of what psychologists and psychiatrists know and what Dr. Van Waters has thus expressed: "In searching for causes of maladjustment in school, it should be understood that trifles make children happy or unhappy. These trifles are so easily overlooked that only persons with genuine insight into child life can discover their existence and true rôle. Usually trifles are the slight or fortuitous sources of irritation that arouse the entire personality to pain. They touch off a complex situation, often inbedded in the family drama. The child is defenceless against this attack and responds in the only way he knows, by tantrums, running away, or other emotional release."
Prognosis—This boy has enjoyed being conspicuous as a problem case and is becoming too dependent upon individual help. We have asked him to try to work with his class during one semester, at least, explaining to him ways of trying to overcome his reading difficulties. If he needs further help, later, he may come back to the clinic.

XVII

- A boy. C. A., 8-2. I. Q., normal. Grade III
- Physical Record: Left-handed tendencies but writes and draws with his right hand. This boy's handedness may have been changed. He uses his left eye to "sight."
- Home: Apparently favorable.
- School: Entered Grade I at 4-11. Was retarded in Grade III. His teacher reports him as sensitive and shy, and subject to day-dreaming. She says that he is courteous, cooperative, and obedient.

- Clinic: *Date of admission*—Jan. 30.
Attendance—Regular.
Weeks of attendance—15.
Attitude—Apathy, real or apparent at first, but interest followed success.
Application—Wandering attention at first, but remarkable improvement.
Test Results—Gain, 1-6 grades. Present R. G., 3-3.
Diagnosis—Immaturity when he began to learn to read. Left eye dominance and possible change of handedness. Reading reversals with inadequate help in overcoming these in early reading stages. Emotional instability due to failure.
Prognosis—This boy has excellent learning ability. He has made such rapid progress that he will probably be able to work along with his class. If he needs further help later he may be returned to the clinic.

XVIII

- A boy. C. A., 11-3. I. Q., low normal, which is probably unfair because of a language handicap. Grade III
- Physical Record: Slight muscular imbalance of the eye. Wax in the ears. He had rheumatic fever at the age of five which caused late entrance to school. No heart condition has followed.
- Home: Mother says that she could never learn to read. An only sister who is older is having difficulty, also, The boy gets along happily with his mother but "does not like his father."
- School: The boy entered Grade I, in a public school in a distant city, at 6-3. The two years following he attended a private school near Boston. After having spent three years in school he was entered in Grade II in a Boston public school. He was unable to do the work of that grade but was promoted because of his age and size. His teachers say that he is the helpful big boy of their classes. He is confident, courteous, obedient, self-controlled, and attends school regularly.
- Clinic: *Date of admission*—Oct. 4.
Weeks of attendance—30.
Attitude—Apparent apathy at first.
 Marked docility. Interest grew with success and an individual emerged out of an "automaton."
Application—Good.
Diagnosis—Initial instruction in reading inadequate because of change in schools and low resistance to fatigue. Emotional conflicts due to failure and home condition.

Prognosis—As this boy is gaining in interest and confidence he will make much more rapid gains, but he needs much more individual help in a clinic.

XIX

A boy. C. A., 9-10. I. Q., normal. Grade IV

Physical Record: Faulty eye refraction. The boy had glasses but would not wear them.

Home: This boy is the youngest of eight children. The mother sent him to the first grade in a private school when he was five. The other children got along there so she did not think much about Ekp.'s school work. She says that he is a timid, fearful child and has become so worried over school that she has transferred him to the public school, hoping that he might have the benefit of the help of the Reading Clinic.

School: Entered a private school at five. He has been retarded in Grades I, II, and III.

Clinic: *Date of admission*—March 25.
Attendance—Regular.
Weeks of attendance—7.
Attitude—Too docile.
Application—Good.
Test Results—Gain, uncertain. Present R. G., 2.
Diagnosis—Strong left-handed tendencies accompanied by habits of reversal in reading. Insufficient help in overcoming wrong eye movements when he began to learn to read. Faulty eye refraction. Insecurity and emotional blocking because of repeated failure.
Prognosis—Slow progress at first because of personality difficulty due to failure and bad reading habits. He needs much more clinical help.

XX

A boy. C. A., 11-8. I. Q., normal. Grade V

Physical Record: Left hand and right eye dominance.

Home: The mother died when her boy and girl were very young. The father placed the children in an orphan's home. He has paid toward their support until within two years. He lost his job then and has not communicated with the home or the children since. The children are well cared for and each has a reasonable amount of work to do in the house and on the farm.

- School:** Record incomplete. The boy says that he had double pneumonia and chicken pox when he was in the primary school. He was absent a great deal and was retarded in the first and second grade. The original request for admission came from the Psychopathic Hospital. He had also been diagnosed for "Reading Disability" at the Home for Little Wanderers. Both institutions and the Department of Educational Investigation and Measurement say that this boy has normal intelligence but is a case of "special reading disability."
- Clinic:** *Date of admission*—March 22.
Attendance—Irregular because the home could not send the boy every time.
Weeks of attendance—8.
Attitude and application—Excellent.
Test Results—Gain, about three months. Present R. G., 1-6.
Diagnosis—Lack of lateral dominance. Emotional instability due to environmental conditions. Inadequate help in overcoming improper eye movements when he began to learn to read.
Prognosis—Slow progress at first. As confidence is established his gains should be more rapid. He needs much more clinical help.

XXI

- A boy. C. A., 11-6. I. Q., low normal. This is thought to be an unfair estimate. Grade IV
- Physical Record:** Had pneumonia and measles together when he was two years old and his mother says that this has left him delicate. Defective tonsils.
- Home:** The father, mother, and two sisters, very much older, make a very happy, well-kept home. They are over solicitous concerning the physical welfare of the boy. He does not make sufficient contribution to the work of the home.
- School:** Mbo. entered the kindergarten at the age of 4-1, stayed two years there, and was promoted to Grade I at the age of 6-1. His reading was always poor. From Grade III he was sent to a special class where he remained two years. Just before he was referred to the clinic he was placed in a fourth grade at the age of 11-1.
- Clinic:** *Date of admission*—Feb. 27.
Attendance—Regular.
Attitude—Apathetic, but improving.
Application—Immature, but improving.
Test Results—Gain, one grade. Present R. G., 3-8.

Diagnosis—Low resistance to fatigue due to physical condition. Eye difficulty. Immaturity and over-dependence, which condition is encouraged in the home.

Prognosis—This boy has good learning ability. When his physical and environmental conditions are improved he will probably get along faster. He will come back to the clinic for one more year.

XXII

A boy. C. A., 8-8. I. Q., normal. Grade III

- Physical Record: Had just had tonsils and adenoids removed before he entered the clinic. Slightly faulty refraction, for which he wears glasses.
- Home: Was an only child for five years. His parents said they knew that they had "spoiled" him. They are much disturbed over his reading difficulty and had taken the child to a private clinic for a short time before The Teachers College Clinic was opened.
- School: He entered Grade I at the age of 5-8. He was retarded in Grade III. His teachers report that he is inattentive and troublesome.
- Clinic: *Date of admission*—Sept. 26.
Date of discharge—Jan. 13.
Weeks of attendance—17.
Test Results—Gain, one grade. Present R. G., 3-5.
Diagnosis—Low resistance to fatigue because of physical condition. Immaturity due to over sollicitation at home. Slight eye difficulty.
Prognosis—This boy has made rapid progress. He had no special reading difficulties and his learning capacity is good. He was discharged because it was felt that his short period of special help would be sufficient to put him on his feet. If he needs further help he may return to the clinic at a later time.

XXIII

A boy. C. A., 8. I. Q., normal. Grade III

- Physical Record: Left-eyed and right-handed. Otherwise, negative.
- Home: There are three children, an older and younger sister and a younger brother. The older sister is an invalid. The younger brother and sister never give any trouble anywhere. This boy is stubborn and disobedient.
- School: Psp. entered Grade I at the age of five. He was retarded in Grade II and was then the biggest boy in the room. He is reported as being very stubborn and the worst behavior problem in the school. He is badly retarded in reading.

- Clinic: *Date of admission*—Sept. 27.
Date of discharge—Jan. 13.
Attendance—Regular.
Attitude—Good on the whole. Sometimes emotionally upset and defiant.
Application—Immature. Short attention span but improving.
Diagnosis—Reading reversals due to lack of lateral dominance, and inadequate help in overcoming these. Immaturity when he began to learn to read. Emotional instability perhaps due, in part, to the fact that the mother paid so much attention to the older invalid sister when he was growing out of babyhood and demanding his share of attention. It is also due to failure in school.
Prognosis—This boy's learning capacity and rapid improvement warranted his discharge, and the recommendation that he be allowed to try work in a higher grade with children who are more nearly his own mental and chronological age than are those of Grade III.

XXIV

- A boy. C. A., 9-4. I. Q., normal. This is felt to be an unfair estimate.
 Grade III
- Physical Record: Tonsil and adenoid operation performed two months before he entered the clinic. Left-handed and right-eyed.
- Home: A large, prosperous, and happy family. Very cooperative with the work of the clinic.
- School: Entered Grade I at the age of six. Has been retarded in Grades II and III. His teachers say that he is mischievous and inattentive, but very popular, and that he trades on his personality.
- Clinic: *Date of admission*—Sept. 26.
Date of discharge—April 3.
Attendance—Regular.
Weeks of attendance—25.
Attitude and application—Excellent.
Test Results—Gain, eight months. Present R. G., 3-1.
Diagnosis—Strong mirror tendencies with inadequate help in overcoming these. Immaturity.
Prognosis—Slow progress until mirror tendencies are overcome. This boy should have another year in the clinic.

XXV

- A boy. C. A., 7-8. I. Q., low normal, which is an unfair estimate because of language handicap. Grade II
- Physical Record: Faulty eye refraction corrected with glasses. Sights

with his right eye and is left-handed. He writes and draws with his right hand because he has been required to do so in school.

- Home: This boy is the youngest of three and his mother says that he has been "spoiled."
- School: He entered Grade I at 5-8 and repeated the grade. He is fond of play and shows no interest in the tasks of the schoolroom. His teachers say that he is disobedient and disorderly.
- Clinic: *Date of admission*—Feb. 10.
Date of discharge—March 6.
Weeks of attendance—3.
Attitude—Good.
Application—A short attention span.
Test Results—Gain, uncertain. Present R. G., 1-6.
Diagnosis—Eye trouble. Emotional instability due to over-dependence and failure in school. Reading reversals due to handedness, and confusion due to change of handedness.
Prognosis—The boy was so short a time at the clinic before his removal to a distant city that it was impossible to make any predictions concerning his growth.

XXVI

A boy. C. A., 11-3. I. Q., Normal. Grade V

- Physical Record: Defective teeth and tonsils.
- Home: This boy is the fifth of six children living at home. Other relatives live with them so that the home is overcrowded. The father died last year. There is a comfortable home atmosphere despite economic stress. The boy worries about his mother who works too hard. They speak a foreign language at home.
- School: The boy lost his school record so that the age of his entrance is not known. He has probably been retarded one year.
- Clinic: *Date of admission*—April 24.
Attendance—Regular.
Weeks of attendance—5.
Attitude—Apparently apathetic, but improving.
Application—Immature, but improving.
Test Results—Gain, uncertain. Present R. G., 3-3.
Diagnosis—Low physical resistance due to fatigue. Language handicap. Excessive street life and attendance at the movies.
Prognosis—Bso. has excellent learning ability and will probably be able to go ahead with his class after another year in the clinic. The physical and environmental handicaps are being removed as far as possible.

XXVII

- A boy. C. A., 11-1. I. Q., low normal. This is unfair because of the language handicap of this boy. Grade V
- Physical Record: Twenty per cent hearing loss. Deviated septum. Operation for this advised at sixteen years of age. Slight speech defect, which is due to nasal trouble.
- Home: A foreign language is spoken. The father and mother both work. They try to do what is recommended to help this boy but are convinced that he is stupid, and will never be able to learn very much.
- School: Mnj. entered Grade I at 5-1 and repeated Grades I and III. He was repeating Grade IV when he entered the clinic. His teachers say that he is aggressive and stubborn, and is inclined to bully on the playground. They say that he does not learn the meaning of English words readily.
- Clinic: *Date of admission*—Sept. 26.
Attendance—Regular.
Weeks of attendance—30.
Attitude and application—Excellent.
Test Results—Gain, one grade. Present R. G., 3-5.
Diagnosis—Physical handicaps, especially difficulty of breathing due to a deviated septum. Partial loss of hearing. Speech difficulty. Language handicap. Emotional instability due to failure and the attitude of parents and teachers.
Prognosis—This boy has been making good progress with individual help. He will probably continue to do so if allowed to come to the clinic for one more year.

XXVIII

- A boy. C. A., 7-3. I. Q., superior. Grade II
- Physical Record: Negative.
- Home: The family consists of the parents, two high school children who are getting along excellently, and this small boy. They were much disturbed by Pop.'s inability to get along in school. The mother said that the boy was shy, and was afraid of his teacher. She knew that he could not read and had tried to teach him during the summer. The teacher gave her the books and she felt that he had made good progress with her. The boy was progressing rapidly with his music, and said that he could play the piano for the children in the clinic.
- School: Pop. entered Grade I at 5-3. He was kept back for one year and had just entered Grade II. His first grade teacher felt that he needed help with his reading in order to keep up with the work in Grade II.

- Clinic: *Date of admission*—Sept. 26.
Date of discharge—Sept. 26.
Weeks of attendance—0.
Attitude and application—Excellent.
Test Results—R. G., 1-9.
Diagnosis—A shy child who had received a great deal of affection and care at home and found it hard to adjust himself to life away from home.
Prognosis—His teachers decided that he had progressed sufficiently during the summer to work with his grade. His test results at the clinic showed no retardation and he will probably never need clinical help.

XXIX

A girl. C. A., 11-6. I. Q. normal. Grade V

- Physical Record: Infection of the middle ear.
- Home: One of seven children. Their parents cannot control them. The mother is disturbed over this girl's reading difficulty, but says that she doesn't know what she can do about it.
- School: Cbv. entered the kindergarten at the age of 5-2. She was not "kept back" until she reached the fourth grade. When referred to the clinic she was doing poor work in Grade V. Her teachers report her as a behavior problem.
- Clinic: *Date of admission*—March 20.
Attendance—Irregular at first, but more regular after she found that her attendance at the clinic was checked.
Weeks of attendance—9.
Attitude—Supercilious at first, but interest soon grew. Good attention until spring weather arrived when the wanderlust seized her.
Application—Good when interest held.
Test Results—Gain, one grade. Present R. G., 4-1.
Diagnosis—Low physical tone when she first began to read. Emotional instability due to lack of control at home and failure in school.
Prognosis—This girl shows no special reading difficulty. She found the transfer from narrative to work-type reading hard. Her gain at the clinic was rapid and will continue so if her interest is held.

XXX

A girl. C. A., 11-10. I. Q., low normal. Grade V

- Physical Record: Left-handed and left-eyed but made to use the right hand in school. A small percentage of hearing loss. Faulty eye-refraction. Organic heart trouble necessitating attendance at a heart clinic in one of the hospitals.

- Home: The father had been divorced. The mother works and is away from home all day.
- School: Gep. entered the first grade at the age of 6-4. She has been "kept back" in both the third and fourth grades. She was doing poor fifth grade work when sent to the clinic although attentive and conscientious.
- Clinic: *Date of admission*—Sept. 26.
Date of discharge—Jan. 3, because of illness.
Attendance—Regular.
Weeks of attendance—13.
Attitude and application—Excellent.
Test Results—Gain, five months. Present R. G., 4.
Diagnosis—Poor health. Reading reversals due to left-handed tendencies. Added confusion through changing handedness and upsetting the development of lateral dominance. Fear of failure and of other things in her environment.
Prognosis—Her attitude and her ability to apply herself are strong assets. If she were well enough to continue at the clinic she would probably reach a R. G. of VI.

XXXI

- A girl. C. A., 14-1. I. Q., low normal. Grade V
- Physical Record: Left-handed and right-eyed. Had defective tonsils until a year ago. Is thin and tall and tires easily.
- Home: Happy, good-natured parents. There are four children. The oldest is in a school "Center." Two get along fairly well in school. This girl is very slow in everything, including reading.
- School: Entered Grade I at 5-11. Has repeated Grades I and III, also IV. Her teachers say that she is attentive and conscientious but cannot do the work of the grade.
- Clinic: *Date of admission*—Feb. 27.
Attendance—Regular.
Weeks of attendance—12.
Attitude and application—Excellent.
Test Results—Gain, six months. Present R. G., 2-6.
Diagnosis—Low physical tone. Reading reversals due to left-handedness and inadequate help in overcoming these in early reading stages. Eye strain. Fear of failure.
Prognosis—Slow progress at first because of insecurity and bad reading habits. This girl needs much more time in the clinic, and with this individual help would probably reach the reading ability of the average sixth grader.

XXXII

A girl. C. A., 11-10. I. Q., normal. Grade V

- Physical Record: Slight eye difficulty, but it was not thought wise to give her glasses. Slight speech defect which has almost disappeared. Left eye dominant and left-handed but has been made to use the right hand in school. Twitching habits.
- Home: This girl is the youngest of three. The family is very intelligent, but has made this child too dependent upon it. Their emotional reactions over her reading difficulties have made these difficulties greater.
- School: The grade record has not been received but Tep.'s C. A. and present grade show that she either entered school very late or has been retarded. The latter is more likely to be the case. Her teachers reported her, because she was a poor reader and a disciplinary problem. They said that she did not obey and wished to be the center of attention.
- Clinic: *Date of admission*—Sept. 26.
Date of discharge—Jan. 13.
Weeks of attendance—17.
Attitude—Was too self-centered at first, but became interested in the reading as she became successful.
Application—A short attention span at first but a gradual improvement.
Test Results—Gain, four months. Present R. G., 4-5.
Diagnosis—Reading reversals due to left hand and eye dominance. Inadequate help in overcoming these during initial reading stages. The changing of handedness upset lateral dominance, added to the confusion, and emphasized a nervous instability. Speech defect. Slight eye difficulty. Over-dependence. Desire for approval and fear of failure which added to the nervous instability.
Prognosis—Good learning ability. The classroom from which this child was referred were below grade in reading. It was felt that she might easily keep up with them after her weeks in the clinic. She will come back later, if she needs further help.

XXXIII

A girl. C. A., 9-4. I. Q., normal. Grade IV

- Physical Record: Slight fault in refraction but it was not thought advisable to give the child glasses.
- Home: The home environment is apparently helpful. There is no history of reading difficulty among the other four children.

- School: Bbo. entered the kindergarten at the age of 4-3, and Grade I at the age of 5-3. She has never been "kept back." Her teachers consider her very intelligent and do not understand her inability to learn to read.
- Clinic: *Date of admission*—Sept. 26.
Attendance—Regular.
Weeks of attendance—30.
Attitude—Likes to do what she is asked to do, but not interested in the reading herself. She is too docile.
Application—Immature, but improving.
Diagnosis—Immaturity when she first began to learn to read. She has become habituated to trying to learn what she does not understand. Her curiosity has been repressed.
Prognosis—This girl has made a fair gain. It will be more rapid when she forms the habit of looking for meaning in the printed page. She needs at least one more year in the clinic.

XXXIV

A girl. C. A., 12-11. I. Q., normal. Grade VIII

- Physical Record: Difficulty with breathing due to a deviated septum, which, it is reported, cannot be operated on until she is sixteen. Defective posture. Corrective exercises were recommended and the girl asked to report to the hospital for periodic examination. This she did not do.
- Home: There has been no retardation of any sort among the other three children. The oldest is a college graduate. The mother says that this girl is a day-dreamer. She is the youngest and the others may have "spoiled" her.
- School: Enb. entered the first grade at the age of 5-11. She has had difficulty with reading and spelling from the beginning, but has not been "kept back." Her teachers say that she has a pleasing personality.
- Clinic: *Date of admission*—Feb. 6.
Date of discharge—April 13, because she broke her leg.
Attendance—Regular.
Weeks of attendance—8.
Attitude—Apathetic, docile.
Application—Fair.
Test Results—Gain, uncertain. R. G., 5-1.
Diagnosis—Low resistance to fatigue because of physical condition. Immaturity when she began to learn to read.

Prognosis—Enb.'s learning capacity is good. Her attitude and effort will improve as she becomes more successful. She will probably be interested and able to overcome her handicaps after another year at the clinic.

XXXV

A girl. C. A., 10-5. I. Q., normal. Grade IV

- Physical Record:** Mixed astigmatism for which she wears glasses. Post-nasal obstruction. Tonsil remnants in each fossa. A history of chorea.
- Home:** Pnb. has a step-father who takes no interest in her. She is well cared for by her mother, has a good well-balanced diet and a good appetite. The mother complains that the girl is withdrawn within herself and has nothing to say at home. The mother is excitable and says that the father is apt to fly off the handle. This is the only child in the home.
- School:** Pnb. entered Grade I, in a private school, at the age of six. She repeated Grade I after which she was placed in Grade II of a Boston public school. She has remained in this school. Her teachers have all found her slow in reading but have never recommended the repeating of a grade. They think that she could do better if she paid attention.
- Clinic:** *Date of admission*—Jan. 3.
Attendance—Regular.
Weeks of attendance—17.
Attitude and application—Good.
Test Results—Gain, 1-8 grades. Present R. G., 3-7.
Diagnosis—Frail health, nervous instability because of poor adjustment to home conditions and failure in school. Eye difficulty.
Prognosis—This girl has excellent learning ability. Her success in the clinic has made her happier and more confident so that she is adjusting better in both home and school. She will probably be able to keep up with her grade now but, if she needs more help later, she may be returned to the clinic.

XXXVI

A girl. C. A., 10-6. I. Q., normal. Grade III

- Physical Record:** Serious speech defect in early childhood. This has been overcome through years of work in a private habit clinic. Faulty eye-refraction.
- Home:** Economic stress although the father works regularly. There is a large family and the mother finds it hard to live within the income. She wishes Enb. to get along, but was careless about getting her to the clinic regularly and on time.

- School: This girl entered Grade I at the age of 6-9. She was severely handicapped in reading, owing to her speech difficulty. She was retarded in Grades I and III. She has changed schools twice.
- Clinic: *Date of admission*—Oct. 11.
Date of discharge—March 24.
Attendance—Irregular.
Weeks of attendance—20.
Attitude and application—Good.
Test Results—Gain, one grade. Present R. G., 3-3.
Diagnosis—Speech difficulty. Eye troubles. Reading reversals with insufficient help in overcoming these. Emotional instability because of home conditions.
Prognosis—This girl has ambition and excellent learning ability. She will probably be able to go on with her grade now; but may be returned if she needs further help.

REPORT ON POSTURE EDUCATION

In the years just prior to 1929, members of the Department of Physical Education became disturbed by the great amount of poor posture among the school children of the city, and realized that the physical education program needed to be augmented by an intensive course in posture education.

Therefore, in 1929, the Department of Physical Education, with the cooperation of the Department of School Hygiene, of Doctors Joel E. Goldthwait and Robert B. Osgood, and of the Department of Hygiene of Wellesley College, planned and introduced such a course. The method of posture classification used by the Department of Physical Education of Harvard University was adopted.

In accordance with this plan, at the beginning of the school year, every pupil in Grades I to VIII, inclusive, is given a posture rating A, B, C, or D, by the visiting instructor in physical education. Pupils with similar ratings are grouped together, during exercise periods, for posture instruction according to their specific needs. Those marked A or B, that is, those whose posture is excellent or good, are given a relatively small amount of posture work, and a large proportion of regular physical education work.

Those marked C or D, that is, those whose posture is faulty, are given intensive posture instruction, and a lessened amount of regular work. The special corrective exercises are taught by the school room teacher, under the supervision of the instructor in physical education. In many cases cooperative action of the parents is obtained through the agency of the school doctors and nurses.

At the end of the year pupils are again rated, and deserved promotions made.

Since the introduction of this work marked improvement in posture has been noted, both teachers and pupils have become increasingly posture conscious.

Records of ratings have been kept for each school, but it was not until this year that a study of the combined ratings of all schools was made.

In June, 1933, the visiting instructors in physical education, seven in number, brought together all their figures, and compiled the following statement:

POSTURE RATING PERCENTAGES

School Year 1932-1933

Total number examined at beginning of year.....	64,433	$\left\{ \begin{array}{l} A - 39.5\% \\ B - 29.3\% \\ C - 24.7\% \\ D - 6.3\% \end{array} \right.$	
Total number examined at end of year.....	65,407		
			$\left\{ \begin{array}{l} A - 48.3\% \\ B - 27.9\% \\ C - 20.6\% \\ D - 3.1\% \end{array} \right.$

BY GROUPS OF GRADES

I	$\left\{ \begin{array}{l} A - 34.4\% \\ B - 29.8\% \end{array} \right.$	A - 45.3%
II		B - 28.3
III	$\left\{ \begin{array}{l} C - 28.3 \\ D - 7.2 \end{array} \right.$	C - 22.4
		D - 3.7
IV	$\left\{ \begin{array}{l} A - 42.1\% \\ B - 29.0\% \end{array} \right.$	A - 49.8%
V		B - 27.6
VI	$\left\{ \begin{array}{l} C - 23.2 \\ D - 5.3 \end{array} \right.$	C - 19.7
		D - 2.6
VII	$\left\{ \begin{array}{l} A - 45.7\% \\ B - 28.6\% \end{array} \right.$	A - 49.8%
VIII		B - 28.7
	$\left\{ \begin{array}{l} C - 19.4 \\ D - 6.1 \end{array} \right.$	C - 18.6
		D - 2.6

BY GRADES

I	$\left\{ \begin{array}{l} A - 29.5\% \\ B - 30.0\% \\ C - 31.1 \\ D - 9.2 \end{array} \right.$	A - 41.1%
		B - 30.0
		C - 24.7
		D - 4.2
II	$\left\{ \begin{array}{l} A - 35.2\% \\ B - 30.3\% \\ C - 27.8 \\ D - 6.6 \end{array} \right.$	A - 46.3%
		B - 27.8
		C - 22.4
		D - 3.2
III	$\left\{ \begin{array}{l} A - 38.5\% \\ B - 29.1\% \\ C - 26.1 \\ D - 5.9 \end{array} \right.$	A - 48.6%
		B - 27.5
		C - 20.0
		D - 3.6
IV	$\left\{ \begin{array}{l} A - 40.9\% \\ B - 28.1\% \\ C - 24.8 \\ D - 6.0 \end{array} \right.$	A - 45.8%
		B - 26.7
		C - 24.6
		D - 2.6
V	$\left\{ \begin{array}{l} A - 41.9\% \\ B - 29.6\% \\ C - 23.5 \\ D - 4.9 \end{array} \right.$	A - 51.25%
		B - 28.5
		C - 17.8
		D - 2.3
VI	$\left\{ \begin{array}{l} A - 43.6\% \\ B - 29.4\% \\ C - 21.5 \\ D - 5.1 \end{array} \right.$	A - 52.4%
		B - 27.8
		C - 16.7
		D - 2.9
VII	$\left\{ \begin{array}{l} A - 46.4\% \\ B - 28.6\% \\ C - 18.1 \\ D - 6.7 \end{array} \right.$	A - 48.1%
		B - 29.2
		C - 19.6
		D - 3.1
VIII	$\left\{ \begin{array}{l} A - 45.2\% \\ B - 28.6\% \\ C - 20.7 \\ D - 5.5 \end{array} \right.$	A - 51.6%
		B - 28.3
		C - 17.7
		D - 2.3

POSTURE CLASSIFICATION

- | | |
|--|-------------------|
| A - excellent | } normal posture. |
| B - good | |
| C - round shoulders, forward head, abdomen relaxed. | |
| D - very poor posture, all curves exaggerated, abdomen protruding. | |

VISUAL EDUCATION

The common employment of visual materials as teaching aids in Boston public schools is not the result and sudden realization of the instructional value of the methods concerned. Rather, it is the consequence of gradual but constant progress in visual education. Intensive efforts in this field date back more than thirty years when the Boston schools were authorized, by special appropriation, to purchase sets of lantern slides; within a few years most districts were equipped with stereopticons and stereoscopes. As early as 1913, because of the dangers which might accompany the incorrect use of the materials, a committee was appointed to offer assistance to teachers not only in the selection but also the employment of visual aids.

It is interesting to know that in its first report, School Document No. 6, 1913, this committee strongly recommended the motion picture as one of the newer but more powerful supplementary teaching devices. However, because the early machine was difficult to operate, and the inflammable film dangerous to project, no effort was made to introduce the equipment. Later, when, for educational purposes, safety film supplanted the inflammable and portable projectors displaced the professional, schools began to request the installation of projectors. After some experimentation, the 35 mm. portable projector limited to the use of safety film came to be recognized as the most satisfactory kind of equipment; but more recently the 16 mm. machine with its advantages of economy, portability, and ease of operation has also been approved as the equal of the other kind for school use. In Boston, all school districts are now equipped for film showings.

In 1924, because the classroom teachers had by then become convinced of the value of the motion picture, the School Committee began to provide funds annually, by special appropriations, for the purchase and rental of visual materials. Concurrently, the committee recognized the need of centralizing in some manner the work of circulating films, and at first the master of a school was assigned to supervise the distribution. By 1926 the number of schools requesting frequent and regular

film showings had so increased that the Visual Education Department was instituted at Teachers College to control the organization and circulation of films and other materials which may best be distributed from some single source.

Very important among the duties of the department was the establishment and development of a library of educational motion pictures. However, requests for film showings increased so rapidly (within eight years the number of weekly programs jumped from ten to one hundred) that it was impossible to expand the library sufficiently to provide the desired pictures; consequently, many bookings had to be arranged on a rental basis. By 1933 the amount of money required for film rentals had so grown that the School Committee believed desirable for reasons of economy to suspend temporarily all programs which had been scheduled on the rental plan. The savings effected in this way made possible the enlargement of the motion picture library so that at present most films circulating come from this collection. Of course, this new arrangement has resulted in greatly reduced operating costs for the Visual Education Department.

Besides the increase in requested films from schools equipped with 35 mm. machines, another factor made impossible the desirable development of the film library; that was the installation of the newer 16 mm. projectors. Clearly, it was more difficult to provide films of two different sizes than it would have been to furnish the single type. Yet the inclusion of the narrow width equipment among the approved material was undoubtedly wise from the educational point of view, for it has been followed by real classroom use of the moving picture. This procedure has made easier the proper instructional approach and the important follow-up review which are so vital to the beneficial employment of the film; in the auditorium showing, these essential steps were quite difficult.

More and more it is becoming certain, on the basis of the scientific research in visual education, that the value of the motion picture depends greatly upon its correlation with the course of study. In order to make this correlation as close as possible, the Visual Education Department has prepared a catalogue listing about three hundred and fifty reels which are on deposit in the film library. These are the subjects for which the pictures are suggested: Geography, history, health education, general science, and nature study. From

this pamphlet, which also provides a brief description of all pictures listed, teachers are expected to select those films which may, on the basis of the content, be made an integral part of the classroom work in the different subjects. There is no forced prearranged circulation of films; schools receive only those reels which they request because the aim of the department is the careful rather than the frequent use of the motion picture.

The rather complete control which the Visual Education Department exercises over the circulation of moving pictures does not extend to other kinds of aids unless circumstances seem to warrant such treatment. Ordinarily, of course, most materials can best be organized within the school districts. However, so that no school may be deprived of the advantages of the visual methods, plans for the distribution not only of films but also of still pictures, projectors and other materials are sometimes worked out. At present the Art and Health Departments are making rather extensive use of this service. Whenever there is at all a general demand from the school for exhibits, slides, or visual aids of any other kind, the department prepares a satisfactory scheme for providing them. In this work such agencies as the Boston Public Library, the Museum of Fine Arts, the Children's Museum, and the Junior Red Cross have most generously cooperated.

Visual education in Boston has spread gradually but constantly over a period of more than thirty years; the progress has resulted from actual experience rather than from preconceived opinion.

THE RADIO IN EDUCATION

Most extensions of school activity into new fields originate with the people rather than the teachers of the community. In this respect the radio has been no exception, for its educational employment in Boston began on the recommendation of the School Committee, which is the elected agency of the parents and taxpayers. In accordance with this expressed wish of the committee "to unite the public schools with radio activities," the Superintendent in 1930 appointed the Council on Radio Education to plan and arrange a series of broadcasts under the sponsorship of the Boston public schools.

Previously, in other parts of the country, educational programs for classroom reception had been regularly taking place with seeming success. However, among the strong objections which arose to such limited and formal use of the radio in this city were: First, that the proper equipment of school buildings for such reception would at the time be too costly; and second, that the particular function of the radio for this purpose had not been determined at all conclusively. Moreover, much of the power of the radio results from the potential universality of its appeal; consequently to plan broadcasts which would be closely correlated to the classroom work of a relatively small group of pupils in some one grade would be to disregard the important quality of the radio. In time the radio may come to be accepted as an assistant teacher of value to pupils in the classroom. For the present it can without doubt render very important service to education by making closer the cooperation between the home and the school and between the parents and the teachers. Improved relationships here must bring benefit to the children.

So that there could be no doubt of the desire to encourage home listening rather than school listening, all broadcasts have been scheduled in the late afternoon or early evening outside of school hours; since April, 1932, programs have been presented regularly over Station WNAC or Station WAAB.

It is impossible within a brief report like this to present detailed information as to the aims and accomplishments of every one of the broadcasts. But it seems desirable to group together the objectives towards which the whole radio program has been directed. As formulated before the series began they were these:

1. To develop more generally an appreciation of the cultural and practical values of certain school subjects.

2. To promote a more common realization of the significance of public education in modern democratic society.

3. To create a consciousness of the instructional importance of the radio.

Simply stated, the main purpose of the radio series has been to promote confidence in the public schools; doing this consists chiefly in clearing away misconceptions. Some of the talks by school executives have been very frank discussions of the problems that have arisen and the solutions which are being attempted. Others have emphasized the educational opportunities that are available in this city. By demonstrating the methods as well as the subject matter of the curriculum, teachers have made the whole community better acquainted with its school system. Frequently, the broadcasts have direct instructional value because of the current interest in the topic presented. The titles listed below are typical of the series; their objectives are obvious.

The Boston Public Schools.

The Public Evening Schools.

The Value of the Summer School.

The Choice of a Secondary School.

The School Budget.

Unemployed Boys and Girls.

The Educational Triangle.

Concert by the Boston Public School Symphony.

Concert by the Boston Public School Band.

Choral Groups.

Music Appreciations.

Glee Club Program.

Christmas Carols.

The Home Study Hour.

Helping the Timid Child.

Malnutrition.

Means of Preventing Common Diseases.

Conserving the Child's Health During the Summer.

Health Talk.

The Early Boston Schools.

Benjamin Franklin.

Evacuation Day.

The Story of Patriots' Day.

The Significance of Memorial Day.
Flag Day.
Bunker Hill Day.
Armistice Day.
Thanksgiving Day.
Christmas Playlet.
Good Speech Objectives.
Attaining Good Diction.
Selected Readings.
The Music of Verse.
The Magic of Speech.
The Music of Speech.
A Plea for Good Diction.
Geography of Yesterday and Today.
From the Black Sea to the Red.
Egypt and the Nile.
Current Fiction.
Our Literary Heritage.
Stories for Children.
Building Character in the English Class.
Why Teach Art Appreciation?
The Place of Art in Education.
Art Appreciation.
Spelling in the Boston Schools.
Depressions, Past and Present.
A Broader Citizenship.
The Priceless Gift of Science.
Marvels of the Invisible.
Lifting the Horizon.

The radio program seems to be accomplishing the ends for which it was arranged; the public is better informed concerning the activities, achievements, and difficulties of the school system. All of the communications which have been received from the community indicate approval of the broadcasts. The radio Stations WNAC and WAAB, which have freely and generously offered their facilities for the work, have urged more extensive programs and longer periods. However, the members of the Council on Radio Education prefer to be discreet rather than too ambitious in their efforts to use the radio for the benefit of the schools; in Boston, expansion in this field will take place as conservatively as it has in all other new fields.

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