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SCHOOL DOCUMENT NO. 6—1940  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1940



BOSTON  
PRINTING DEPARTMENT  
1940

BOSTON, April 21, 1941.

*To the School Committee:*

I respectfully submit the fifty-eighth annual report of the Superintendent of Public Schools.

The report covers the school year ending August 31, 1940.

Respectfully submitted,

ARTHUR L. GOULD,  
*Superintendent of Public Schools.*

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IN SCHOOL COMMITTEE, April 21, 1941.

*Ordered,* That this Committee hereby adopts as its annual report for the year 1940, the Annual Report of the Superintendent, being School Document No. 6, 1940.







FREDERICK R. SULLIVAN  
Term expires January 1942



Chairman  
JOSEPH C. WHITE  
Term expires January 1944



JOSEPH LEE  
Term expires January 1942



DANIEL J. McDEVITT  
Term expires January 1944



ARTHUR E. GOULD  
Superintendent of Public Schools



CLEMENT A. NORTON  
Term expires January 1944

# ORGANIZATION OF THE SCHOOL COMMITTEE, 1940

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## SCHOOL COMMITTEE

(as of August 31, 1940)

JOSEPH C. WHITE, *Chairman*

JOSEPH LEE

CLEMENT A. NORTON

DANIEL J. McDEVITT

FREDERICK R. SULLIVAN

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## OFFICERS OF THE SCHOOL COMMITTEE

*Superintendent*

ARTHUR L. GOULD

*Assistant Superintendents*

MARY C. MELLYN

EDWARD J. MULDOON

MICHAEL J. DOWNEY

FREDERICK J. GILLIS

*Secretary*

ELLEN M. CRONIN

*Business Manager*

ALEXANDER M. SULLIVAN

*Schoolhouse Custodian*

PATRICK F. X. NAGLE

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*Engineer*

\* JAMES J. MAHAR

---

\* On leave of absence since March 5, 1938, to act as temporary superintendent of construction.

# EDUCATIONAL ORGANIZATION

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## BOARD OF EXAMINERS

PHILIP J. BOND, *Chief Examiner*

## DEPARTMENTS

### *Attendance and Licensed Minors*

JOSEPH W. HOBBS, *Head Supervisor of Attendance*

TIMOTHY F. REGAN, *Supervisor of Licensed Minors*

### *Evening Schools, Day School for Immigrants, and Summer Review Schools*

JOSEPH F. GOULD, *Director*

### *Extended Use of Public Schools*

JAMES T. MULROY, *Director*

### *Household Science and Arts*

MARY W. CAULEY, *Director*

### *Kindergartens*

PAULINE F. SMITH, *Director*

### *Manual Arts*

HELEN E. CLEAVES, *Director*

EDWARD C. EMERSON, *Associate Director*

### *Music*

JAMES A. ECKER, *Director*

### *Physical Education*

NATHANIEL J. YOUNG, *Director*

JOSEPH MCKENNEY, *Associate Director*

### *Practice and Training*

MERCEDES E. O'BRIEN, *Director*

### *School Hygiene*

JAMES A. KEENAN, M. D., *Director*

### *Special Classes*

KATHERINE C. COVENEY, *Director*

### *Vocational Guidance*

SUSAN J. GINN, *Director*

## EDUCATIONAL ORGANIZATION

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### SPECIALIZED INSTRUCTION

*Boston Disciplinary Day School*

M. GERTRUDE GODVIN, *Principal*

*Classes for Conservation of Eyesight*

A. HARRIET HALEY, *Assistant in Charge*

*Commercial Education*

LOUIS J. FISH, *Director*

*Educational Investigation and Measurement*

ELLA L. BRESNEHEN, *Director*

*Elementary Supervisors*

TERESA R. FLAHERTY, *Director*

FRANCES G. KEYES

BERTHA C. QUINNAM

HELEN S. S. WILKINSON

*Modern Foreign Languages*

MARIE A. SOLANO, *Director*

*Penmanship*

KATHARINE O'BRIEN, *Acting Director*

*Salesmanship*

EDWARD J. ROWSE, *Commercial Coordinator*

*Speech Improvement Classes*

THERESA A. DACEY, *Director*

*Lip Reading Classes*

MABEL F. DUNN, *Assistant in Charge*

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### ADMINISTRATION LIBRARY

ELIZABETH BURRAGE, *Librarian*

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## ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS

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### INTRODUCTION

The final meeting of the School Committee in the calendar year 1939 was held on December 26. The meeting marked the termination of the services of Chairman Henry J. Smith and of Dr. Patrick J. Foley. As a tribute to the retiring Chairman, his fellow-members presented to him a block and gavel made from a segment of the historic Eliot Oak, fanned in the early annals of Boston. Mr. Joseph Lee made the presentation. Mr. Lee concluded his verbal tribute with the following statement:

“Personally and in behalf of my colleagues I hope your retirement from this Committee will not mean your permanent retirement or indefinite abstention from elective public service. In behalf of the Committee, I would like to present to you a memento of our esteem.”

Mr. Smith responded as follows:

“I am very grateful for this expression of confidence from you members and, referring to the words of Mr. Lee expressing that sentiment, whatever was accomplished in the past two years had to be accomplished and could only be accomplished by the united efforts of every one of us here.

“I had the honor of heading up this Committee as its Chairman, for which I will always be very grateful. I say, as I have said on many occasions publicly, that this is undoubtedly the finest School Committee that Boston has had in many years. I feel that sincerely. I think that is proved by the sentiment upstairs tonight where, in a long, arduous conference, practically the entire docket was cleaned up. While we had many differences of opinion, it was a most pleasant meeting. Everybody was serious about the problems that we discussed but there was a feeling of friendliness that permeated the whole evening.





A Physical Education Class

"I want to take this occasion to thank you gentlemen for your very splendid cooperation for the past two years. I also want to thank the members of the school service, - the Board of Superintendents, the Secretary, the Business Manager, the teachers and members of the supervisory staff, the clerical force, the Schoolhouse Custodian and the custodians, and particularly I wish to thank the Superintendent.

"Before I close I wish to pay tribute to the press of Boston. I feel rather personal about the press because, with the cooperation of Mr. Frederick R. Sullivan and Doctor Lyons, it was at my instigation, nearly four years ago that for the first time in the history of the Boston School Department, the press were allowed into the conferences as well as the public meetings of the School Committee. Through the press, the public of Boston has known everything that has gone on in the school system in the past four years. Having the press in at these conferences has done more to re-establish public confidence in the School Committee than anything else that I can imagine could happen. I personally want to thank the members of the press for their fair and impartial handling of the news of the school system, and it is my hope and thought that in this new reorganization of departments which I am very glad to say is well on its way now, headed by a very able man in the school system, in that department we will establish for the first time a public relations individual who will see that the public of Boston is informed of the many splendid things that are being accomplished in the school system. Heretofore that side of it has been somewhat neglected, I think, through no fault of anyone.

"With these few words I want to thank you all sincerely."

On January 3, 1941, at the initial meeting of the new year, Mr. Daniel J. McDevitt, Mr. Joseph C. White, and Mr. Clement A. Norton were certified as having been elected to School Committee membership. The Committee then elected Mr. White as Chairman.

Mr. White, in his speech of acceptance, defined the problems with which the Committee would be confronted, as follows:

"My first thought on assuming the office of Chairman of the Boston School Committee is to express my deep

sense of gratitude to my colleagues for the high honor they have conferred upon me. I desire at this time to assure the members of the School Committee and to convey through them to the school service and to the citizens of Boston the assurance that I sincerely appreciate the responsibility devolving upon me as Chairman. I pledge my best efforts to fulfill the obligations of my office faithfully and in such wise as will reflect credit upon the School Committee and the School Department I am privileged to serve.

"I take this occasion also to welcome to the Committee the two newly elected members, Mr. McDevitt and Mr. Norton, and to express to them the hope that their service on the Committee, though it is of necessity a service of serious importance and grave responsibility, may at the same time prove as great a source of pleasure and satisfaction as it has been to me during the past two years.

"The responsibility of the School Committee for the conduct of the school system, viewed only from the material or physical standpoint, or regarded solely in its financial aspects, is certainly no sinecure. Control of the annual expenditure of approximately \$16,000,000, with administrative oversight of approximately 6,000 employees and approximately 300 school buildings valued at over \$70,000,000 will demand much time and energy.

"Naturally one of the major problems confronting the Committee this year is the matter of economy. In this connection it is well to remember that for nearly a decade successive School Committees in Boston have engaged in a program of retrenchment. During the two years I served as a member of this Committee the amount of money certified by the School Committee as necessary to be raised by taxation was each year less than the preceding year, and in 1939 over \$800,000 less than in 1937. It goes without saying that the program of economy must continue to receive the utmost consideration. Every dollar appropriated and expended must be justified, and must bring a full dollar's return. On the other hand, it should not be forgotten that the schools exist for the benefit of the pupils. Care must be exercised lest zeal for economy be carried to the point where the law of diminishing returns begins to operate. The good of the system as a

whole should be paramount and the welfare of the pupils should supersede all other considerations. For example, in any future building program it would appear that the city can no longer expect a grant from the Federal government through the Public Works Administration, and consequently any new construction such as the replacement of obsolete wooden buildings, or completion of an intermediate school building program, will necessarily require an appropriation from the tax levy.

“This is perhaps an opportune time to mention the fundamental question as to whether public school expenditures should be separate and distinct from the finances for other municipal purposes which are directly under the control of the Mayor. Various groups and individuals have from time to time suggested that school appropriations and expenditures should be subjected to the control of the chief executive of the city and that the authority of the School Committee in this regard should be subordinate to his authority. This opinion I believe to be contrary to sound public policy as well as to the express mandate of the Legislature. Any such change would not, in my opinion, prove satisfactory or to the advantage of the public schools. Despite the appropriating powers with which the School Committee has been invested by the Legislature, it has not been unmindful of the demands for other municipal purposes. On the contrary, it has cooperated with the Mayor of the city and has refrained from appropriating large amounts which might legally have been appropriated for school purposes. It has endeavored to maintain the school system in a manner acceptable to the people of Boston and has exercised every possible economy that could be effected without unduly curtailing the important public service over which it has been placed in control.

“In addition to the material, physical, and financial aspects of school administration for which the School Committee is responsible, far more important are the purely educational curricula. The Committee is prepared to assume the trust placed upon it for the proper conduct of all functions of the system.

“Casting about for a concise statement of the purpose of public schools, I came across the following paragraph

in the 1922 report of Dr. Jeremiah E. Burke, former Superintendent of Schools in Boston, which expresses admirably what might be a text for each new School Committee to ponder as it begins its work:

*“ It is the right of children and youth to grow and develop; to acquire correct habits, physical, intellectual and spiritual; and under the most competent guidance to be educated to the highest possible extent compatible with their capacities and endowments, to the end that as individuals and as members of society they may occupy those stations in life for which they are best qualified by nature and by training, and that therein they may discharge duties, perform services, and enjoy the blessings of liberty more abundantly than they could in any other place or sphere in life.”*

“Training for citizenship, as so well epitomized by Doctor Burke, is the ultimate aim and the sole justification of the expenditure for public education of the money raised by taxation of all the people.

“ I wish to refer briefly to two factors in the training for worthy citizenship in a democracy, which the Boston Public Schools have especially emphasized in recent years, namely, moral training and occupational training.

“Boston has long been in the vanguard of educational systems in recognizing the imperative need of moral training. For fifteen years a course of study in citizenship training through character development has been prescribed for use in Boston schools. Intellectual training of itself does not necessarily make for good citizenship; knowledge alone may neither kindle an aspiration for virtuous living nor exemplify it. Training of the emotions and of the will is indispensable. Of supreme importance is spiritual development. Although most of our citizens believe, as George Washington believed, that religion is the basis of morality, the public schools as non-sectarian institutions cannot teach creed or religion. They do, however, seek to impart to every child sound ethical judgment and a wholesome philosophy of life in keeping with the ancient statutory mandate of the Commonwealth, that:

*“ Instructors of youth shall exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice*



*and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded.'*

“While schools have cooperated with the home and the Church in developing moral character, it required the experience of recent years to show that moral training is inextricably woven into the fabric of economic independence, which includes the means of livelihood and the ability to maintain a home, rear a family, and participate happily in community activities. Perhaps the saddest picture in the present unemployment situation is the plight of youth. Statistics show that among young men of 18, 19, and 20 years of age, many of whom have completed their school life, an extremely large proportion, more than one-quarter, are either totally unemployed and in search of employment, or are working in the C. C. C., or N. Y. A. projects, or in other emergency work. ‘*In general,*’ states the Biggers’ Report on Unemployment, ‘*the problem of the unemployment of youth is not one of income alone. Instead, it is one of saving or building morale, of utilizing and developing potential abilities.*’ It is not without significance that the frequency of crime corresponds very closely to the struggle for economic independence. Following is a quotation from a speech delivered on November 2, 1939, by Ex-President Herbert Hoover:

“‘*At no point is free government more on trial today than in the opportunity and faith in the future that it offers to youth. And it is the frustrated and disappointed youth who cannot get a chance who has the greatest right to complain of our civilization. Until that is solved we have not demonstrated that our system is the best in the world.*’

“It is a pleasure to note that Boston has accomplished much in occupational training. The day and evening classes of the Trade Schools, and the cooperative courses in the various high schools have contributed greatly to the training of persons who seek instruction in what are known as the unit trades. Of like value are the recently established courses for apprentices and journeymen.

“One of the fields hitherto unexplored has been that of training for those destined to serve in the semi-skilled and

unskilled occupations. The newly established Vocational High and Opportunity School is one of the first institutions to offer what promises to be a fertile field for such training. The new survey of occupational opportunities and the recent reorganization of various departments to establish a Bureau of Child Accounting seem to offer unprecedented opportunities for help in the solution of the unemployment problem. In this connection the Bureau should furnish an answer to the greatly increased demand for vocational guidance. It is not too much to expect that with the Bureau completely organized provision will be made for at least one full-time teacher of guidance in each high school. The central employment and statistics office should function effectively in surveys, statistics, publicity, and curriculum revision, looking toward better occupational training for the youth of Boston.

“The changing social and economic order offers a constant challenge to the schools to make continuing and progressive adjustments in educational objectives, methods, and courses of study. The schools that you and I attended would be hopelessly inadequate to provide for the needs of the children of today. The schools of today are prepared to accept the challenge of the changing social order. Even now they are making the necessary re-examinations and readjustments in their program for citizenship training to ensure a better social order in the days to come when every pupil of today, after the fullest possible development of his ability and personality, will find his proper place in the world.

“In conclusion I desire to express again to the members of the Committee my grateful appreciation of the confidence they have reposed in me. My every effort shall be to justify this confidence by conscientious, painstaking, whole-hearted service. The year that faces us is not without its problems. The solution of these problems will require united effort upon the part of all. Confident of the unfailing support of my associates on the School Committee, I would appeal at this time for the utmost cooperation on the part of the Officers of the Board, Directors, Supervisors, Principals and Teachers, to the end that Boston schools may continue to maintain their leadership in the march of educational progress.”

## SCHOOL POPULATION

The following tabulation shows the total registration, the average membership, and the average attendance of pupils in the Boston public schools during the school years 1937-38, 1938-39, and 1939-40.

(A pupil who has been absent for ten consecutive sessions is dropped from membership until he resumes attendance.)

	TOTAL REGISTRATION			AVERAGE MEMBERSHIP			AVERAGE ATTENDANCE		
	SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30		
	1938	1939	1940	1938	1939	1940	1938	1939	1940
Teachers College of the City of Boston.	507	426	284	495	420	280	479	401	270
High and Latin.....	32,715	33,528	33,158	30,263	30,735	30,741	28,140	28,244	28,393
Intermediate (Grades VII, VIII, IX).	28,092	27,745	27,240	26,648	26,356	25,746	24,974	24,467	24,068
Elementary (Grades I-VI).	64,650	62,788	57,729	59,821	58,178	53,541	55,476	53,316	49,685
Kindergartens.....	11,013	6,191	7,741	9,682	5,498	7,091	8,082	4,479	6,031
Totals.....	136,977	130,678	126,152	126,909	121,187	117,399	117,151	110,907	108,447
Special Schools.....	3,961	4,475	5,197	3,047	3,467	4,020	2,804	3,158	3,667
All Day Schools (except Continuation and Day School for Immigrants)	140,938	135,153	131,349	129,956	124,654	121,419	119,955	114,055	112,114
Evening High.....	8,566	9,036	8,463	4,781	4,961	4,608	3,669	3,801	3,595
Evening Elementary....	4,148	4,649	4,748	2,420	2,662	2,768	1,980	2,132	2,254
Boston Trade School (Evening Classes).	2,286	2,320	2,632	1,474	1,524	1,682	1,248	1,301	1,423
Totals, Evening Schools.	15,000	16,005	15,843	8,675	9,147	9,058	6,897	7,234	7,272
Continuation School *....	1,006	787	253	258	248	21	226	212	20
Day School for Immigrants.	751	898	966	575	639	672	462	552	574
Totals of all Schools.	157,695	152,843	148,411	139,464	134,688	131,170	127,540	122,063	119,980

\* Number between the ages of fourteen and sixteen who are not enrolled in any regular day school.

In the tabulation of school population the classification "*Intermediate (Grades VII, VIII, IX)*" includes also the pupils of grades VII and VIII in the few remaining elementary schools which are still carrying one or both of these two intermediate grades, but it does not include the pupils of grades VII, VIII, and IX in the two Latin schools and in the Vocational High and Opportunity School, nor the pupils of grade IX in the other special schools and in the general high schools.

### Membership

For the school year ending June 30, 1940, the total average membership in all types of schools was 131,170, which was 3,518 less than for the school year 1938-39.

In all types of day schools, exclusive of the Continuation School and the Day School for Immigrants, the total was 121,419, which was 3,235 less than for 1938-39. Three groups of these schools showed gains: kindergarten, 1,593; special schools, 553; high and Latin schools, 6. The others showed losses: Teachers College, 140; intermediate grades (VII, VIII, and IX), 610; elementary grades (I-VI), 4,637.

In the evening schools there was a loss of 89; in the Continuation School a loss of 227; in the Day School for Immigrants a gain of 33.

#### 1. THE TEACHERS COLLEGE OF THE CITY OF BOSTON

The total average membership for 1937-38, 1938-39, and 1939-40 was 495, 420, and 280, respectively. In the spring of 1938 the School Committee ordered that, beginning in September and continuing until otherwise ordered, the freshman class would be limited annually to the highest sixty; that no candidate receiving less than sixty per cent would be admitted; that an average of seventy per cent in the examinations conducted by the Board of Examiners would be required of candidates for admission to the Master of Education courses. In June 1939 the School Committee ordered that there would be no freshman class at all in the school year 1939-40.

#### 2. HIGH AND LATIN SCHOOLS

In 1937-38 this group, for the first time, showed a decrease in membership (151 pupils), but in 1938-39 there was again an increase (472 pupils). In 1939-40 the total membership

remained practically the same as during the previous year, for there was only a slight increase (6 pupils).

### 3. INTERMEDIATE (GRADES VII, VIII, AND IX)

The total average membership of this group as of June 30, 1940, was 25,746, a decrease of 610, which was more than twice as great as the decrease in 1938-39.

### 4. ELEMENTARY (GRADES I-VI)

The decrease in membership for 1939-40 was 4,637, making a total shrinkage of 6,950 in three years. The total average membership during 1936-37 was 60,491. In 1937-38 there was a loss of 670; in 1938-39, a loss of 1,643. It is seen, therefore, that the further loss of 4,637 in 1939-40 was more than twice the total loss for the previous two years. However, this excessive shrinkage was to be expected in view of the fact that the total average membership in the kindergarten in 1938-39 was, for the reasons stated below, 4,184 less than in the previous year.

### 5. KINDERGARTEN

As was pointed out in the 1939 Annual Report of the Superintendent, the decrease of 4,184 in the kindergarten average membership in 1938-39 was the result of School Committee action in June 1938, establishing the minimum entrance age at four years and six months, as of October 1, 1938. (The regulation that had previously been in effect, after November 24, 1937, was that no child who had not reached the age of four years by December 1 would be admitted.) In June 1939 the regulation which had been in effect during the school year 1938-39 was amended, to establish the minimum entrance age at four years and six months as of the opening day of school in September 1939. As a result of this change, the total average membership increased from 5,498 (in 1938-39) to 7,091 (in 1939-40), a gain of 1,593.

### 6. SPECIAL SCHOOLS

This group comprises the Boston Trade School (for boys), the Trade School for Girls, the Horace Mann School for the Deaf, the Boston Disciplinary Day School, and the newly organized Vocational High and Opportunity School, which opened in September 1939. The total average membership in

the six schools comprised in the group during 1939-40 was 4,020. The total for 1938-39 (five schools) was 3,467.

#### 7. EVENING SCHOOLS

In the evening high schools there was a loss of 353; in the evening elementary schools, a gain of 106; in the Boston Trade School (evening classes), a gain of 158. In all three types of school combined, there was a net loss of 89.

#### 8. CONTINUATION SCHOOL

The recently revised Compulsory School statute, prohibiting boys and girls under sixteen years of age from entering employment and attending the Continuation School on a part-time basis without the recommendation of the Supervisor of Licensed Minors and the written consent of the Superintendent of Public Schools, has almost entirely eliminated the need for this school. The revised statute became operative during the past school year, with the result that out of a total registration of 253 the total average membership as of June 30 was only 21. In 1938-39 the registration was 787; the total average membership, 248.

#### 9. DAY SCHOOL FOR IMMIGRANTS

The desire of foreign-born adults to qualify for citizenship and for participation in the "Old Age" and "Social Security" benefits continues to attract increasing numbers to the Day School for Immigrants classes. The total registration in 1939-40 was 966. The total average membership was 672, an increase of 33 over the 1938-39 total.

## CHANGES IN ENROLLMENT SINCE 1933

## I. GENERAL SUMMARY

(Figures as of September 30, 1933, 1937, 1939, and 1940)

	1933	1937	Change	1939	Change	1940	Change
The Teachers College of the City of Boston.....	590	502	Decrease, 88	* 283	Decrease, 219	* 156	Decrease, 127
High and Latin Schools.....	† 30,618	† 31,589	Increase, 971	32,153	Increase, 564	31,332	Decrease, 821
Intermediate and Elementary Schools.....	102,991	96,253	Decrease, 6,738	83,895	Decrease, 9,358	83,949	Decrease, 2,946
Special Schools.....	3,253	3,183	Decrease, 70	4,593	Increase, 1,410	5,010	Increase, 417
Totals.....	137,452	131,527	Decrease, 5,925	123,924	Decrease, 7,603	120,447	Decrease, 3,477

\* No freshman class.

† Including pupils in Grades X and XI of South End Opportunity Classes.

## II. HIGH AND LATIN SCHOOLS

(Figures as of September 30, 1933, 1937, 1939, and 1940)

SCHOOL	1933	1937	Change	1939	Change	1940	Change
Public Latin.....	2,239	2,326	Increase	2,205	Decrease	2,102	Decrease
Girls' Latin.....	1,149	1,021	Decrease	925	Decrease	938	Increase
Brighton High.....	1,524	1,618	Increase	1,730	Increase	1,669	Decrease
Charlestown High.....	897	824	Decrease	881	Increase	867	Decrease
Dorchester High School for Boys.....	1,913	1,496	Decrease	1,531	Increase	1,498	Decrease
Dorchester High School for Girls.....	2,591	2,234	Decrease	1,860	Decrease	1,777	Decrease
East Boston High.....	1,903	1,964	Increase	2,033	Increase	1,915	Decrease
English High.....	3,183	3,245	Increase	3,175	Decrease	2,981	Decrease
Girls' High.....	2,480	2,397	Decrease	2,462	Increase	2,448	Decrease
High School of Commerce.....	1,258	1,334	Increase	1,356	Increase	1,196	Decrease
High School of Practical Arts.....	931	882	Decrease	982	Increase	976	Decrease
Hyde Park High.....	1,556	1,330	Decrease	1,406	Increase	1,512	Increase
Jamaica Plain High.....	1,647	1,235	Decrease	1,195	Decrease	1,106	Decrease
Jeremiah E. Burke High School for Girls.....	.....	1,720	Newly organized	1,933	Increase	1,975	Increase
Mechanic Arts High.....	1,454	1,391	Decrease	1,522	Increase	1,569	Increase
Roslindale High.....	.....	1,682	Newly organized	1,764	Increase	1,696	Decrease
Roxbury Memorial High School (Boys).....	1,700	1,703	Increase	1,696	Decrease	1,628	Decrease
Roxbury Memorial High School (Girls).....	2,972	1,691	*Decrease	1,764	Increase	1,728	Decrease
South Boston High.....	1,221	1,496	Increase	1,733	Increase	1,751	Increase
Totals.....	30,618	31,589	Increase, 971	32,153	Increase, 564	31,332	Decrease, 821

\* Decrease due to transfer of pupils to Jeremiah E. Burke High School for Girls (newly organized).



III. DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS  
 TABULATED BY SCHOOL DISTRICTS AND THE VARIOUS SECTIONS OF THE CITY  
 (Figures as of September 30, 1933, 1937, 1939, and 1940)

	Grade	1933	1937	Change	1939	Change	1940	Change
<b>EAST BOSTON</b>								
Blackinton.....	Grades I-VIII	734	631	Decrease	528	Decrease	497	Decrease
Chapman.....	Elementary	1,286	1,177	Decrease	1,083	Decrease	1,052	Decrease
Donald McKay.....	Intermediate	1,222	1,193	Decrease	1,121	Decrease	1,062	Decrease
Emerson.....	Elementary	1,507	1,309	Decrease	1,145	Decrease	1,113	Decrease
John Cheverus.....	Grades I-VIII	977	690	Decrease	554	Decrease	478	Decrease
Joseph H. Barnes.....	Intermediate	1,477	1,379	Decrease	1,370	Decrease	1,308	Decrease
Samuel Adams.....	Elementary	2,068	1,554	Decrease	1,248	Decrease	1,104	Decrease
Theodore Lyman.....	Elementary	1,182	1,012	Decrease	{.....}	*		
Ulysses S. Grant.....	Elementary	1,219	1,066	Decrease	1,722	Decrease	1,620	Decrease
Totals.....		11,672	10,011	Decrease, 1,661	8,771	Decrease, 1,240	8,234	Decrease, 537
<b>CHARLESTOWN</b>								
Clarence R. Edwards.....	Intermediate	1,010	1,001	Decrease	909	Decrease	900	Decrease
Harvard.....	Elementary	1,187	1,087	Decrease	619	Decrease	582	Decrease
Warren.....	Elementary	1,119	1,023	Decrease	984	Decrease	982	Decrease
Totals.....		3,316	3,111	Decrease, 205	2,542	Decrease, 569	2,464	Decrease, 78

\* Districts combined.

## DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS — Continued

	Grade	1933	1937	Change	1939	Change	1940	Change
<b>NORTH END</b>								
Eliot.....	Elementary	1,458	1,119	Decrease	975	Decrease	864	Decrease
Hancock.....	Elementary	1,431	1,128	Decrease	821	Decrease	808	Decrease
Michangelo.....	Intermediate	1,039	853	Decrease	803	Decrease	770	Decrease
Totals.....		3,928	3,100	Decrease, 828	2,599	Decrease, 501	2,442	Decrease, 157
<b>WEST END</b>								
Washington.....	Intermediate	933		Discontinued				
Wells.....	Elementary	1,182	770	Decrease		*		
Wendell Phillips.....	Elementary	1,214	1,133	Decrease	1,664	Decrease	1,626	Decrease
William Blackstone.....	Intermediate		774	Newly organized	695	Decrease	689	Decrease
Totals.....		3,329	2,677	Decrease, 652	2,359	Decrease, 318	2,315	Decrease, 44
<b>CITY PROPER</b>								
Abraham Lincoln.....	Elementary and Intermediate	1,091	960	Decrease	953	Decrease	957	Increase
Prince.....	Grades I-VIII	1,112	1,157	Increase	1,072	Decrease	1,151	Increase
Quincy.....	Elementary	821	638	Decrease	627	Decrease	601	Decrease
Totals.....		3,024	2,755	Decrease, 269	2,652	Decrease, 103	2,709	Increase, 57

\* Districts combined.

SOUTH END												
Dwight.....	Grades I-VIII	773	677	Decrease	2,602	646	Decrease	635	Decrease	2,501	635	Decrease
Everett.....	Grades I-VIII	701	652	Decrease		559	Decrease	541	Decrease		541	Decrease
Franklin.....	Grades I-VIII	888	699	Decrease		572	Decrease	529	Decrease		529	Decrease
Rice.....	Grades I-VIII	892	820	Decrease		825	Increase	796	Decrease		796	Decrease
South End.....	Intermediate	235	232	Decrease			Discontinued					
South End.....	Opportunity Classes	210	110	Newly organized			Discontinued					
Totals.....		3,699	3,190	Decrease, 509	2,602	2,602	Decrease, 588	2,501	Decrease, 101		2,501	Decrease, 101
SOUTH BOSTON												
Bigelow.....	Elementary and Intermediate	1,330	1,299	Decrease		1,224	Decrease	1,158	Decrease		1,158	Decrease
Guston.....	Elementary and Intermediate	1,053	669	Six grades		569	Decrease	530	Decrease		530	Decrease
John A. Andrew.....	Grades I-VIII	1,031	1,055	Increase		1,084	Increase	1,006	Decrease		1,006	Decrease
Norcross.....	Elementary and Intermediate	1,218	1,105	Six grades		967	Decrease	942	Decrease		942	Decrease
Oliver Hazard Perry.....	Grades I-VIII	784	648	Grades VII and VIII for boys only		612	Decrease	620	Increase		620	Increase
Patrick F. Gavin.....	Intermediate		1,111	Newly organized		1,098	Decrease	1,021	Decrease		1,021	Decrease
Shurtleff.....	Elementary and Intermediate	1,230		Discontinued								
Thomas N. Hart.....	Elementary and Intermediate	1,483	1,375	Decrease		1,263	Decrease	1,239	Decrease		1,239	Decrease
Totals.....		8,129	7,262	Decrease, 867	6,817	6,817	Decrease, 445	6,516	Decrease, 301		6,516	Decrease, 301

DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS — *Continued*

	Grade	1933	1937	Change	1939	Change	1940	Change
<b>ROXBURY</b>								
Dearborn.....	Grades I-VIII	1,518	1,386	Decrease	1,350	Decrease	1,339	Decrease
Dillaway.....	Grades I-VIII	1,296	968	Six grades	895	Decrease	891	Decrease
Dudley.....	Grades I-VIII	1,224	948	Six grades	838	Decrease	823	Decrease
Henry L. Higginson.....	Elementary	1,485	1,385	Decrease	1,282	Decrease	1,185	Decrease
Hugh O'Brien.....	Grades I-VIII	1,736	1,667	Decrease	1,616	Decrease	1,613	Decrease
Hyde.....	Grades I-VIII	675	654	Decrease	691	Decrease	544	Decrease
James P. Timilty.....	Intermediate	.....	923	Newly organized	965	Increase	982	Increase
Jefferson.....	Grades I-VIII	1,339	1,094	Six grades	1,023	Decrease	943	Decrease
Julia Ward Howe.....	Elementary	1,315	1,337	Increase	1,190	Decrease	1,160	Decrease
Lewis.....	Intermediate	1,926	976	Decrease	953	Decrease	929	Decrease
Martin.....	Grades I-VIII	784	780	Decrease	596	Decrease	538	Decrease
Sherwin.....	Grades I-VIII	1,051	1,022	Decrease	976	Decrease	921	Decrease
Theodore Roosevelt.....	Intermediate	1,421	1,447	Increase	1,348	Decrease	1,285	Decrease
William Lloyd Garrison.....	Elementary	1,286	1,162	Decrease	1,046	Decrease	1,033	Decrease
Totals.....	.....	16,156	15,749	Decrease, 407	14,679	Decrease, 1,070	14,186	Decrease, 493

<b>BRIGHTON</b>										
Bennett.....	Elementary	2,096	2,162	Increase	1,151	Decrease	1,129	Decrease *	1,129	Decrease *
James A. Garfield.....	Elementary				814	Newly organized	802	Decrease	802	Decrease
Thomas A. Edison.....	Intermediate	783	896	Increase	872	Decrease	865	Decrease	865	Decrease
Thomas Gardner.....	Elementary	1,192	1,138	Decrease	1,013	Decrease	933	Decrease	933	Decrease
Washington Allston.....	Elementary	1,430	1,503	Increase	1,362	Decrease	1,323	Decrease	1,323	Decrease
William Howard Taft.....	Intermediate	1,012	996	Decrease	989	Decrease	963	Decrease	963	Decrease
Totals.....		6,513	6,695	Increase, 182	6,201	Decrease, 404	6,015	Decrease, 186	6,015	Decrease, 186
<b>ROSLINDALE</b>										
Charles Sumner.....	Elementary	1,669	1,548	Decrease	1,283	Decrease	1,235	Decrease	1,235	Decrease
Longfellow.....	Elementary	1,659	1,484	Decrease	1,303	Decrease	1,268	Decrease	1,268	Decrease
Washington Irving.....	Intermediate	1,356	1,367	Increase	1,330	Decrease	1,316	Decrease	1,316	Decrease
Totals.....		4,684	4,399	Decrease, 285	3,916	Decrease, 483	3,819	Decrease, 97	3,819	Decrease, 97
<b>JAMAICA PLAIN</b>										
Akassiz.....	Elementary	1,549	1,706	Increase	1,568	Decrease	1,476	Decrease	1,476	Decrease
Francis Parkman.....	Grades I-VIII	1,089	1,037	Decrease	976	Decrease	947	Decrease	947	Decrease
Lowell.....	Elementary	961	933	Decrease	836	Decrease	724	Decrease	724	Decrease
Mary E. Curley.....	Intermediate	1,172	1,177	Increase	1,065	Decrease	1,088	Increase	1,088	Increase
Totals.....		4,771	4,853	Increase, 82	4,445	Decrease, 408	4,235	Decrease, 210	4,235	Decrease, 210

\* Some classes transferred to James A. Garfield District.

DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS — *Continued*

	Grade	1933	1937	Change	1939	Change	1940	Change
<b>WEST ROXBURY</b>								
Beethoven.....	Elementary	1,211	1,287	Increase	1,127	Decrease	1,122	Decrease
Patrick F. Lyndon.....	Elementary	.....	.....	.....	1,208	Newly organized	1,151	Decrease
Robert Gould Shaw.....	Elementary and Intermediate.	2,102	2,288	Increase	911	Decrease *	934	Increase
Totals.....	.....	3,313	3,575	Increase, 262	3,246	Decrease, 329	3,207	Decrease, 39
<b>DORCHESTER</b>								
Christopher Gibson.....	Grades I-VIII	1,332	923	Six grades	859	Decrease	854	Decrease
Edmund P. Tileston.....	Elementary	1,390	1,024	Decrease	804	Decrease	765	Decrease
Edward Everett.....	Grades I-VIII	1,463	1,371	Decrease	1,277	Decrease	1,218	Decrease
Frank V. Thompson.....	Intermediate	944	864	Decrease	832	Decrease	834	Increase
Gilbert Stuart.....	Elementary	1,140	1,061	Decrease	895	Decrease	887	Decrease
Grover Cleveland.....	Intermediate	961	926	Decrease	962	Increase	904	Decrease
Henry L. Pierce.....	Elementary	1,457	1,236	Decrease	1,010	Decrease	1,041	Increase
John Marshall.....	Elementary	1,596	1,702	Increase	1,541	Decrease	1,500	Decrease
John Winthrop.....	Elementary and Intermediate	1,711	1,381	Six grades	1,282	Decrease	1,244	Decrease
Mary Hemenway.....	Elementary	1,449	1,588	Decrease	1,174	Decrease	1,114	Decrease
Mather.....	Grades I-VIII	2,275	2,274	Decrease	1,967	Decrease	1,921	Decrease
Minot.....	Elementary	1,000	1,001	Grade VII added	748	Decrease	717	Decrease

Oliver Wendell Holmes	Intermediate	880	828	Decrease	776	Decrease	755	Decrease	
Patrick T. Campbell	Intermediate	1,444	1,444	Newly organized	1,457	Increase	1,322	Decrease	
Phillips Brooks	Grades I-VIII	1,513	1,030	Six grades	987	Decrease	990	Increase	
Robert Treat Paine	Elementary	938	814	Decrease	699	Decrease	663	Decrease	
Roger Wolcott	Elementary	1,869	1,596	Decrease	1,249	Decrease	1,221	Decrease	
Solomon Lewenberg	Intermediate	975	871	Decrease	802	Decrease	817	Increase	
William E. Endicott	Elementary	1,471	1,310	Decrease	1,116	Decrease	1,067	Decrease	
William E. Russell	Grades I-VIII	1,044	1,001	Decrease	1,149	Increase	1,184	Increase	
Woodrow Wilson	Intermediate	1,227	1,143	Decrease	1,177	Increase	1,074	Decrease	
Totals		26,635	25,188	Decrease, 1,447	22,763	Decrease, 2,425	22,092	Decrease, 671	
HYDE PARK									
Elihu Greenwood	Elementary	1,625	892	District divided	780	Decrease	763	Decrease	
Henry Grew	Elementary	1,087	929	Decrease	738	Decrease	695	Decrease	
James J. Chittick	Elementary		742	New district	667	Decrease	636	Decrease	
William Barton Rogers	Intermediate	1,110	1,125	Increase	1,118	Decrease	1,120	Increase	
Totals		3,822	3,688	Decrease, 134	3,303	Decrease, 385	3,214	Decrease, 89	

\* Grades I-VI transferred to Patrick F. Lyndon District.

## SUMMARY

SECTION	1933	1937	Change	1939	Change	1940	Change
East Boston	11,672	10,011	Decrease, 1,661	8,771	Decrease, 1,240	8,234	Decrease, 537.
Charlestown	3,316	3,111	Decrease, 205	2,542	Decrease, 569	2,464	Decrease, 78
North End	3,928	3,100	Decrease, 828	2,599	Decrease, 501	2,442	Decrease, 157
West End	3,329	2,677	Decrease, 652	2,359	Decrease, 318	2,315	Decrease, 44
City Proper	3,024	2,755	Decrease, 269	2,652	Decrease, 103	2,709	Increase, 57
South End	3,699	3,190	Decrease, 509	2,602	Decrease, 588	2,501	Decrease, 101
South Boston	8,129	7,262	Decrease, 867	6,817	Decrease, 445	6,516	Decrease, 301
Roxbury	16,156	15,749	Decrease, 407	14,679	Decrease, 1,070	14,186	Decrease, 493
Brighton	6,513	6,695	Increase, 182	6,201	Decrease, 494	6,015	Decrease, 186
Roslindale	4,684	4,399	Decrease, 285	3,916	Decrease, 483	3,819	Decrease, 97
Jamaica Plain	4,771	4,853	Increase, 82	4,445	Decrease, 408	4,235	Decrease, 210
West Roxbury	3,313	3,575	Increase, 262	3,246	Decrease, 329	3,207	Decrease, 39
Dorchester	26,635	25,188	Decrease, 1,447	22,763	Decrease, 2,425	22,092	Decrease, 671
Hyde Park	3,822	3,688	Decrease, 134	3,303	Decrease, 385	3,214	Decrease, 89
Totals	102,991	96,253	Decrease, 6,738	86,895	Decrease, 9,358	83,949	Decrease, 2,946



## IV. SPECIAL SCHOOLS

(Figures as of September 30, 1933, 1937, 1939, and 1940)

SCHOOL	1933	1937	Change	1939	Change	1940	Change
Boston Trade School	1,190	1,280	Increase	1,416	Increase	1,515	Increase
Trade School for Girls	541	561	Increase	724	Increase	723	Decrease
Horace Mann School for the Deaf	181	184	Increase	150	Decrease	137	Decrease
Boston Clerical School	1,226	1,038	Decrease	1,590	Increase	1,549	Decrease
Boston Disciplinary Day School	115	120	Increase	138	Increase	129	Decrease
Vocational High and Opportunity School	.....	.....	.....	575	Newly organized	937	Increase
Totals	3,253	3,183	Decrease, 70	4,563	Increase, 1,410	5,010	Increase, 417

## FINANCES

**Appropriation for the Fiscal Year 1940 is \$4,163,200.72  
Less Than for 1929**

In the 1939 Annual Report of the Superintendent (School Document No. 10 — 1939) it was stated that, despite drastic economies effected in school expenditures during recent years, much adverse criticism was being directed against mounting school costs in the face of the decreasing school enrollment, and that certain figures covering school costs during the past decade had been given newspaper publicity and had evoked editorial comment which seemed to give the School Committee little or no credit for its efforts and accomplishments in reducing school expenditures.

In reply to such criticisms the Superintendent's Report pointed out that the claim that the decline in school population was not sufficiently reflected in the reduced appropriations for operating expenses directly under School Committee control (the operations not included under plant maintenance and new construction) was clearly unjustified by the facts. For, although there had been a substantial decrease in grades I to VIII and in the kindergarten, this decrease had been more than offset by the increase in grade IX, in the high and Latin schools, and in the special schools. The net cost per pupil in the high and Latin schools is approximately forty per cent higher than the net cost in elementary and intermediate schools, and the net cost per pupil in the special schools is even higher.

For the fiscal year 1929 the appropriation for general school purposes exclusive of plant maintenance and new construction was \$15,407,891.75. For the year 1939 the appropriation for this item was \$15,742,602.68, an increase of only \$334,710.93, or slightly more than two per cent, despite the fact that the enrollment in the high and Latin schools had increased approximately thirty per cent, and the enrollment in the special schools and in grade IX had almost doubled. The School Committee's policy of saving wherever possible without serious detriment to the system is further evidenced by the fact that, for the fiscal year 1940, the appropriation for this same item was \$96,470.33 less than for 1939. True, there have been slight decreases in the enrollment in the high and Latin schools and in grade IX, but the enrollment in the special schools was approximately twenty-five per cent greater than during the school year 1938-39.





Bookkeeping Machine Unit

With regard to alterations and repairs the School Committee has continued its policy, adopted several years ago, of refraining from appropriating the full amount which the law allows for this item and of taking advantage of Work Projects Administration funds, as far as possible, for the performance of necessary work of this nature. For the fiscal year 1940 the appropriation for this item was \$760,333.00, which was \$16,080.00 more than for 1939 but \$977,089.32 less than for 1929.

The School Committee has likewise continued to refrain from using for new construction any portion of the amount authorized by law for new school buildings, lands, yards, etc. During recent years there has been practically no new school-house construction except that financed by Federal funds under the Public Works Administration, supplemented by bond issues and accumulated balances. For the fiscal year 1940 the appropriation (for administration expenses of the Department of School Buildings) was \$75,648.00, which was \$1,105.00 less than for 1939 and \$3,424,352.00 less than for 1929.

#### Appropriations for 1929, 1930, 1937, 1938, 1939, 1940

YEAR	Maintenance Exclusive of Alterations and Repairs	Land and Buildings (Exclusive of P. W. A. and Sale of School Property)	Alterations and Repairs	Total
1929.....	\$15,407,891 75	\$3,500,000 00	\$1,737,422 32	\$20,645,314 07
1930.....	15,889,879 47	4,735,750 00	1,773,328 87	22,398,958 34
1937.....	16,137,356 65	93,539 25	1,008,275 00	17,239,170 90
1938.....	16,017,018 25	81,816 00	811,915 14	16,910,749 39
1939.....	15,742,602 68	76,753 00	744,253 00	16,563,608 68
1940.....	15,646,132 35	75,648 00	760,333 00	16,482,113 35
	* 96,470 33	* 1,105 00	† 16,080 00	* 81,495 33

\* Less than 1939.

† More than 1939.

#### Economies in Expenditures for General School Purposes

For "*General School Purposes*" the estimated amounts available in the fiscal years 1938, 1939, and 1940, the amounts appropriated, and the amounts unappropriated are shown in the following table:

YEAR	Available	Appropriated	Unappropriated
1938.....	\$16,320,020 84	\$16,017,018 25	\$303,002 59
1939.....	16,298,761 85	15,742,602 68	556,159 17
1940.....	16,130,093 27	15,646,132 35	483,960 92

Of the total amount available for the three years, the School Committee refrained from appropriating \$1,343,122.68. In the Superintendent's Annual Report for the school year 1938-39 the scope and nature of the means taken to effect savings during the fiscal years 1938 and 1939 were set forth in a detailed list covering the various fields in which the savings were effected. For the present report the list of additional savings is as follows:

Reorganization of West End school districts.

Combination of Theodore Lyman and Ulysses S. Grant districts.

Combination of Wells and Wendell Phillips districts.

Combination of small groups into mixed grades.

Vacancies in elementary schools not filled by new appointments because of excess teachers in some districts.

Discontinuance of temporary physicians.

Reduction of appropriations for reserves.

In addition to the above are the following economies, which will not go into effect until September 1940:

Transfer of kindergarten teachers from two sessions to one session when the enrollment warrants.

Transfer of nutrition class attendants to cafeterias when vacancies occur.

### **Alterations, Furniture, and Equipment for Special Educational Needs in 1940 (Not included among Work Projects Administration Projects)**

The Board of Apportionment approved for this work the sum of \$30,000, which was appropriated by the School Committee to provide for special educational needs, as follows:

#### Charlestown High School:

Install 15 standard typewriting tables for office practice room . . . . .	\$450 00
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#### English High School:

Change telephone system . . . . .	2,000 00
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#### High School of Practical Arts:

Furnish and install electric stove . . . . .	275 00
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#### Mechanic Arts High School:

1. Furnish forge repair parts . . . . .	210 00
2. Furnish and install grinders . . . . .	150 00
3. Furnish electric refrigerator . . . . .	300 00

<i>Carried forward</i> . . . . .	\$3,385 00
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<i>Brought forward</i> . . . . .	\$3,385 00
South Boston High School:	
Furnish and install lockers . . . . .	800 00
Vocational High and Opportunity School:	
Alterations and equipment for cafeteria and serving room; alterations and equipment for cooking room; provide lockers and bookroom . . . . .	10,000 00
Boston Trade School:	
Installation of equipment for welding shop, including wiring,	2,500 00
Trade School for Girls:	
1. Furnish and install heat control on oven . . . . .	65 00
2. Furnish and install equipment for course in care of skin and scalp . . . . .	1,030 00
3. Replace shaft-driven motors with individual switch control . . . . .	500 00
Oliver Wendell Holmes District:	
Equip sewing room, Old Gibson School . . . . .	200 00
Theodore Roosevelt Intermediate District:	
Alterations and equipment for cafeteria and serving room; equipment for science room . . . . .	5,000 00
Furnish and install welding equipment, Brighton High School and East Boston High School . . . . .	3,000 00
Department of Manual Arts:	
New equipment and replacements . . . . .	3,520 00
Total . . . . .	<u>\$30,000 00</u>

Later it was found necessary to provide for two additional undertakings: the remodeling of the Bowdoin School building for use by the Bureau of Child Accounting, and the performance of work in connection with the reorganization of the West End school districts.

The item of \$3,000, providing for the installation of welding equipment at East Boston High School and at Brighton High School, was spent for such equipment at the East Boston High School alone.

### Amounts Raised by Taxation, 1936 to 1940

The following amounts have been raised by taxation for all school purposes, exclusive of interest and sinking fund charges, during the past five-year period:

FISCAL YEAR	Lands and Buildings	Maintenance	Totals
1936 . . . . .	\$97,228 38	\$16,074,603 65	\$16,171,832 03
1937 . . . . .	93,470 67	16,069,496 59	16,162,967 25
1938 . . . . .	81,294 30	15,667,255 92	15,748,550 22
1939 . . . . .	70,079 83	15,285,860 54	15,355,940 37
1940 . . . . .	72,190 84	15,389,380 63	15,461,571 47

There has been a progressive decrease in the amounts raised by taxation during the five-year period. For "*Land and Buildings*" the amount to be raised in 1940 was \$25,037.54 less than in 1936. For "*Maintenance*" in 1940, the amount was \$685,223.02 less than in 1936. For both items combined the decrease totaled \$710,260.56.

Still more striking is the comparison between the figures for 1930 and those for 1940, as shown below:

YEAR	Lands and Buildings	Maintenance	Totals
1930.....	\$3,415,750 00	\$16,622,522 28	\$20,038,272 28
1940.....	72,190 84	15,389,380 63	15,461,571 47
Decrease.....	\$3,343,559 16	\$1,233,141 65	\$4,576,700 81

### Per Capita Cost of Maintenance

The 1939 per capita cost of "*Maintenance*" (General School Purposes and Repairs, Alterations, etc.) was \$129.19, which was 37 cents less than for 1938 and only 2 cents more than for 1930, despite the increased expenditures that have been necessitated by the recent growth of the upper and more expensive levels.

### Appropriations, 1939 and 1940, for "General School Purposes" (not including Alterations, Repairs, etc.)

1939 . . . . .	\$15,742,602 68
1940 . . . . .	15,646,132 35
Decrease . . . . .	<u>\$96,470 33</u>

The estimated amount available for appropriation for this item in 1939 was \$16,298,761.85. The amount unappropriated was \$556,159.17. In 1940 the estimated amount available was \$16,130,093.27. The amount unappropriated was \$483,960.92.

### Appropriations, 1939 and 1940, for "Alterations, Repairs, etc."

1939 . . . . .	\$744,253 00
1940 . . . . .	760,333 00
Increase . . . . .	<u>\$16,080 00</u>



The estimated amount available for this item in 1939 was \$1,397,628.96. The amount unappropriated in 1939 was \$653,375.96. In 1940 the estimated amount available was \$1,359,060.74. The amount unappropriated was \$598,727.74.

### Appropriations, 1939 and 1940, for "Lands and Buildings"

1939 . . . . .	\$76,753 00
1940 . . . . .	75,648 00
	<hr/>
Decrease . . . . .	<u>\$1,105 00</u>

The estimated amount available for this item in 1939 was \$792,200.03. The amount unappropriated was \$715,447.03. In 1940 the estimated amount available was \$775,262.63. The amount unappropriated was \$699,614.63. The appropriation for each of the two years was for administration costs only (salaries, office expenses, and rent of hired accommodations).

### Expenditures for "Maintenance" in 1939

The details of the expenditures for "*Maintenance*" in 1939 are as follows:

#### General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance, and other employees . . . . .	\$436,388 99
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,434,159 14
Salaries of custodians . . . . .	953,272 43
Salaries of matrons . . . . .	24,137 53
Fuel and light, including electric current for power . . . . .	448,095 13
Supplies, equipment, and incidentals . . . . .	674,063 85
Pensions to veterans . . . . .	*7,143 06
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	28,321 05
Vocational guidance . . . . .	49,790 48
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds . . . . .	245,952 35
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	219,679 72
Extended use of the public schools (salaries and supplies and incidentals) . . . . .	73,225 06
Pensions to teachers . . . . .	*143,461 49

*Carried forward* . . . . . \$15,737,690 28

\* Expenditures for non-contributory pensions established prior to the adoption of the contributory retirement system.

<i>Brought forward</i> . . . . .	\$15,737,690 28
Alterations 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 schoolyards . . . . .	694,425 00
Total expenditures . . . . .	<u>\$16,432,115 28</u>

### Balance at End of Year 1939

The details of the "*Maintenance*" balances at the end of the year 1939 are as follows:

#### General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance, and other employees . . . . .	\$7,239 05
Salaries of principals, teachers, members of the supervising staff and others . . . . .	18,012 47
Salaries of custodians . . . . .	6,482 79
Salaries of matrons . . . . .	848 87
Fuel and light, including electric current for power . . . . .	8,111 87
Supplies, equipment and incidentals . . . . .	48,341 15
Pensions to supervisors of attendance and pensions to custodians . . . . .	360 00
Pensions to veterans . . . . .	853 94
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	2,118 95
Vocational guidance . . . . .	1,215 19
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day school and playgrounds) . . . . .	9,109 07
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	2,998 68
Extended use of the public schools (salaries and supplies and incidentals) . . . . .	1,681 86
Pension to teachers . . . . .	8,028 80
Alterations 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 schoolyards . . . . .	46,991 45
Total . . . . .	<u>\$162,394 14</u>

### WORK PROJECTS ADMINISTRATION PROGRAM

#### Alterations and Repairs

At a meeting of the School Committee held on February 9, 1940, the Department of School Buildings submitted the 1940 budget for *Alterations and Repairs*. The sum of \$760,333 was requested by the department and approved by the School





Calculator Battery

Committee. On February 21 it was approved by the Mayor. Out of part of this appropriation the material for approved W. P. A. projects was provided by the Department of School Buildings. The labor cost was defrayed out of W. P. A. funds.

The following is a brief description of the most important results accomplished under the various projects:

### 1. REMODELING AND ENLARGING

Under this heading were three projects of major importance.

The remodeling of the Bowdoin School building, making it suitable for an office building to house various departments as directed by the Superintendent of Public Schools, involved the construction of new partitions, removal of blackboards, replacement of them by plastered walls, laying new floors, and painting the interior of the entire building. A large force of men has been engaged upon the project, and, while the work may not be completed before the opening of school in September, the greater part of the building will probably be ready for use.

The new gymnasium to be added to the Theodore Roosevelt School has been approved and work is getting under way.

The new shop for sheet metal and auto fender work at the South Boston High School has been completed and will be ready for the opening of school in September. In connection with this work a masonry wall was built along the lot line, to retain the high embankment at the rear of the lot. This wall is an excellent piece of work and greatly improves the site.

### 2. YARD WORK

The program for resurfacing school yards included twenty-nine projects, many of them being of major proportions, but the work will be practically completed by September. The list of schools thus benefited is as follows: Abraham Lincoln, Anne Hutchinson, Asa Gray, Blackinton, Bunker Hill, Choate Burnham, Clarence R. Edwards, Curtis Guild, Dwight, Emerson, English High, Farragut, Francis Parkman, Frederic A. Whitney, Harriet A. Baldwin, Henry Grew, John J. Williams, Lewis, Lowell, Mary Lyon, Nathan Hale, Norcross, Oliver Wendell Holmes, Philip H. Sheridan, Thomas Gardner, Washington Allston, William H. Kent, William Lloyd Garrison, Wyman.

In addition to the asphalt surfacing, each of these projects involved more or less preparatory and supplementary work, such as the making of proper grades, the rebuilding of drains and catch-basins, the repairing or rebuilding of walls and fences. The projects involving the greatest amount of this additional work were as follows:

At the Anne Hutchinson it was necessary to construct a heavy reinforced retaining wall between the yard and the site of the adjoining Charles Sumner, which is situated on a higher level.

At the Curtis Guild it was necessary to erect a high retaining wall and a chain-link fence between the yard and the Blackinton School premises.

At the Bunker Hill, additional space was made available by including a large area of unused land and the site of the old Thomas Starr King School. All of this land had to be surrounded with concrete retaining walls capped with a chain-link fence. Also, filling was necessary in order to bring the area up to the proper grade. An excellent play space for the children of this section has been thus provided.

Construction of new walls, or fences, or both, was also necessary at the Frederic A. Whitney, the Choate Burnham, the Thomas Gardner, the Harriet A. Baldwin, the Wyman, the Francis Parkman, and the Emerson.

The twenty-nine yards, added to the fifty-three repaired since Mr. Mahar has been serving as the Acting Superintendent of Construction, make a total of eighty-two. One evidence of the value of all this work is seen in the greatly reduced number of requests for patch paving.

### 3. PAINTING

Painting has been carried on throughout the year in approximately sixty buildings in the various sections of the city. Among the projects of major importance was the work done at the following high schools: East Boston, Hyde Park, Jamaica Plain, Roslindale, Roxbury Memorial (Boys), Roxbury Memorial (Girls).

### 4. FLOORING

Practically all the poor floors throughout the system have been replaced, during the past few years, with new maple

flooring. Whatever poor floors still remain are, for the most part, in shops that have heavy machines distributed over the floors.

#### 5. SASHES

Throughout the city many old window sashes have been replaced by new ones. During this year, so far, approximately two hundred have been replaced.

#### 6. ROOFING

A great deal of work was done in the renewal of roofs, flashing, gutters, etc. Besides the many W. P. A. projects, much was done independently by the Department of School Buildings. The major W. P. A. projects were at the following schools: Blackinton, Bowdoin, Frederic A. Whitney, Lewis, South Boston High (shops), Washington Allston, William Lloyd Garrison.

#### 7. PLUMBING AND DRAINAGE

The work of modernizing plumbing was continued. There were two major projects completed this year — one at the John Marshall School, and one at the W. L. P. Boardman School. Another, at the Charles C. Perkins School, was started. Many minor projects of this type were completed during the year.

In connection with the work on yards a great deal of trenching, building of manholes and catch-basins, and laying of pipes to connect with main drainage systems was necessary.

#### 8. CURTAINS

The curtain project has been moved from the Bowdoin School building to the Elizabeth Peabody. The greater part of the work has been completed, with the result that the heavy demand for curtains has ceased and the department now receives little more than the normal number of requisitions for repairs, which are promptly attended to. There are some black curtains yet to be installed, but this work is well under way and will soon be completed.

#### 9. HEATING AND VENTILATING

A new boiler and heating plant has been installed at the Roger Clap School, and there have been various projects pertaining to heating and ventilating throughout the school system.

### Adult Education and Summer Remedial Classes

The Boston Opportunity School for Adults, a Work Projects Administration project conducted at the Continuation School building under the joint auspices of the Boston School Department and the State Department of Education, opened the fall session on October 23, 1939, after a seven-week intermission. Part of this extended vacation was mandatory under the W. P. A. requirement that after eighteen months of employment each worker must be given a furlough of thirty days. The delay in reopening after the expiration of the furlough period was due to slowness of the W. P. A. in recertifying the teachers.

The teaching force has been considerably reduced. At the close of the school year 1938-39 there were 29 teachers in active service. During part of the year 1939-40 there were only 18. Necessarily, therefore, the number of pupils enrolled has diminished. The total for 1938-39 was 2,561. For 1939-40 it was 1,957, a decrease of 604. The average attendance per period has fallen from 210 to 165. Several teachers have had to be laid off for a period of thirty days or more during the year, with the result that continuous conduct of certain classes has been difficult, for it is usually impossible to replace competent teachers, and when they do return to the project their classes have disintegrated and the task of building up a new class must be again undertaken. It should be noted, however, that while the teaching force has been reduced by about 32 per cent and the consequent falling off in enrollment was 24 per cent, the decrease in average attendance was only 21 per cent. This indicates a more regular attendance of those who registered, and larger classes per teacher.

In general, the work of the school has been similar to that of other years, providing instruction in the following fields: Commercial, home-making, vocational, music and the arts, academic, general, and elementary. The project also comprises sewing units, located at the Army Base and municipal buildings, and summer remedial classes, at the Continuation School building, for pupils of grades XI and XII of the public and parochial high schools and for high school graduates who may wish to prepare themselves more thoroughly for college entrance examinations or for vocational pursuits. The project was first organized in February 1934. Mr. Edward J. Rowse,



commercial coordinator of the Boston public schools, has been in direct charge from the start.

During the past year, for the first time, a class was conducted for boys and girls who had been "special class" pupils in day school and had been discharged therefrom upon reaching their sixteenth birthday. At the Opportunity School for Adults they were cared for in a small group. Because of a lack of the necessary equipment the results were not entirely satisfactory, but the pupils have at least been occupied and off the streets.

Also, during the greater part of the year, evening classes for Jewish refugees were conducted. There were eight of these classes, housed mostly in Jewish tabernacles in various sections of the city. Most of these people had had advanced education in their native country and many of them had studied English quite extensively. Among the group were lawyers, dentists, physicians, and doctors of philosophy, and their chief concern was to improve their pronunciation of the language.

The total registration for the summer session of the Opportunity School for Adults, as of August 12, 1940, was 1,031. Of this total, 233 were high school pupils or graduates registered for remedial or review work. The others (798) registered for the regular classes for adults. Included in this latter group were 90 Boston high school graduates who desired further training in commercial subjects. The total average daily attendance, by periods, was as follows: Period I, 321; Period II, 390; Period III, 380; Period IV, 258. Total daily average, 337.

The registration of remedial and review high school courses was distributed as follows:

Boston public high schools:	
Grade XI . . . . .	110
Grade XII . . . . .	63
Boston parochial high schools . . . . .	17
College preparatory and others . . . . .	43
Total . . . . .	<u>233</u>

The following table indicates the results accomplished by the Boston high school pupils, grades XI and XII, who registered for remedial work:

	GRADE XI					GRADE XII				
	Number of Students Attended Regularly.	Number of Subjects Studied.	Number of Subjects Passed at Home School.	Number of Subjects Failed.	No Examination Given.	Number of Students Attended Regularly.	Number of Subjects Studied.	Number of Subjects Passed at Home School.	Number of Subjects Failed.	No Examination Given.
Public Latin School . . . . .	2	3	2	1	—	1	2	2	—	—
Girls' Latin School . . . . .	1	1	1	—	—	—	—	—	—	—
Brighton High School . . . . .	8	11	4	7	—	4	7	6	1	—
Dorchester High School for Boys . . . . .	2	3	1	1	1	3	4	4	—	—
Dorchester High School for Girls . . . . .	7	8	1	5	2	2	2	—	—	2
East Boston High School . . . . .	3	3	3	—	—	6	9	2	6	1
English High School . . . . .	8	9	3	3	3	8	8	4	3	1
Girls' High School . . . . .	18	25	10	13	2	5	7	4	3	—
High School of Commerce . . . . .	—	—	—	—	—	1	2	2	—	—
High School of Practical Arts . . . . .	2	2	—	1	1	—	—	—	—	—
Hyde Park High School . . . . .	1	1	—	—	1	3	3	3	—	—
Jamaica Plain High School . . . . .	8	10	4	5	1	5	9	2	7	—
Jeremiah E. Burke High School for Girls . . . . .	5	5	2	3	—	1	1	1	—	—
Mechanic Arts High School . . . . .	16	25	20	5	—	2	4	2	2	—
Roslindale High School . . . . .	7	10	5	2	3	7	10	6	3	1
Roxbury Memorial High School (Boys) . . . . .	13	18	5	12	1	5	7	3	3	1
Roxbury Memorial High School (Girls) . . . . .	5	6	2	4	—	—	—	—	—	—
South Boston High School . . . . .	1	1	—	—	1	3	4	4	—	—
Boston College High School . . . . .	3	4	3	1	—	—	—	—	—	—
Parochial Schools . . . . .	4	8	6	2	—	1	2	2	—	—
Totals . . . . .	114	153	72	65	16	57	81	47	28	6

The Federal contribution this year for the maintenance of the entire project was \$62,712.67, for salaries of teachers.

A new system has been devised by the W. P. A. for determining the sponsor's contribution for light, heat, etc. It is now definitely based upon the amount of floor space used. The sponsor's credit for this item for the fiscal year will be

approximately \$6,150. In addition, the School Department has expended \$42.33 for supplies and \$288 for supervision.

### Student Aid Program of the National Youth Administration

The Student Aid Program, administered by the National Youth Administration, under the general program of the Work Projects Administration, provides funds for part-time employment of needy college and graduate students and of needy school students. Dr. Frederick J. Gillis, Assistant Superintendent of the Boston Public Schools, has been in direct charge of the project in Boston since the funds became available in the fall of 1935.

All schools participating in the program must be non-profit making and tax-exempt. None but full-time students, at least sixteen years of age, and having a record of good character and of sufficient mental ability to keep up to grade in their studies, are eligible to receive aid. The hourly rate of pay is thirty cents, the maximum monthly amount allowable is six dollars, and no payments may be made except for work actually performed. The type of work is designated by the head of the school, with the understanding that in no instance shall a paid workman be displaced.

The beneficiaries render various services in and about the schools, at settlement houses, community centers, and for the Red Cross. On the list of workers during the year were undergraduate and post-graduate students at The Teachers College of the City of Boston, pupils of the public high, Latin, and intermediate schools, parochial high and elementary, and the Wentworth Institute.

The total number aided in each of the above-named groups during the year 1939-40 (October to June, inclusive) was as follows:

	Number Aided
The Teachers College of the City of Boston:	
Undergraduate . . . . .	60
Post-graduate . . . . .	12
	—
	72
Public high, Latin, and special schools . . . . .	3,153
Public intermediate grades . . . . .	62
Parochial schools . . . . .	308
Wentworth Institute . . . . .	25
	<hr/>
Total . . . . .	<u>3,620</u>

The total disbursement for the year to each of these groups was as follows:

The Teachers College of the City of Boston:		
Undergraduate . . . . .	\$5,040 56	
Post-graduate . . . . .	805 00	
		\$5,845 56
Public high, Latin, and special schools . . . . .		102,700 95
Public intermediate grades . . . . .		1,833 58
Parochial schools . . . . .		12,423 49
Wentworth Institute . . . . .		996 60
		<hr/>
Total . . . . .		<u>\$123,800 18</u>

### Nursery Schools

The seven W. P. A. nursery schools, sponsored by the Boston School Committee and conducted under the supervision of the School Department and the Massachusetts Department of Education, are located in the solaria of the George R. White Health Units in the various sections of the city: Charlestown, East Boston, the North End, Roxbury (2), South Boston, and the West End. The schools were established in May 1935, and have been under the immediate direction of Miss Susan J. Ginn, Director of Vocational Guidance in Boston.

#### 1. REOPENING OF FIVE SCHOOLS DELAYED

At the beginning of the school year in September 1939, five of the nursery schools remained closed as a result of the law passed by Congress providing that W. P. A. workers who had been on the pay roll for eighteen consecutive months must be laid off for a period of thirty days. As the necessary staff members became reinstated, the five closed schools were reopened, one by one, in the interval between October 16, 1939, and January 29, 1940. Many of the former teachers did not return to the work and new appointees were assigned to fill the vacancies.

Because of the many changes in the staff personnel and the long delay in reinstating cooks and teachers, it was difficult to maintain continuously the same degree of effectiveness as during the previous years. The results, nevertheless, have been worth while and many children have benefited by their attendance.

The director in charge has been in daily contact, either personally or by telephone, with the supervisor. She has made occasional visits to the schools for inspection or for

discussion of special problems. She has also conferred with parents, with doctors in charge or their assistants, with the State Department of Education, and with the W. P. A. officials.

## 2. DAILY PROGRAM

The daily program of the seven schools has been the same this year as formerly, and past experience has proved the value of dividing the thirty to thirty-five children in each school into the "older" group and the "younger" group. In this way more intensive work in music and handwork is possible. The members of the younger group have simpler music and handwork, while the older children can have the needed material presented to them properly. In the free play period each group can use all the available material. It is interesting to note the different ways in which blocks, dolls, etc. are used by each group. An itemized program follows:

### Group I — Younger Children

#### *Morning*

- 8.30- 9.00 Arrival of children.  
Inspection by nurses.
- 9.00- 9.15 Free play.
- 9.15-10.00 Organized activities: Music or handwork; Stories.
- 10.00-10.30 Wash; mid-morning luncheon; rest on rugs.
- 10.30-11.50 Outdoor free play.
- 11.50-12.00 Preparation for luncheon: Wash, rest on cots.

#### *Afternoon*

- 12.00-12.45 Luncheon period.
- 12.45- 1.00 Preparation for nap.
- 1.00- 2.30 Rest period.
- 2.30- 3.00 Preparation for dismissal.
- 3.00- 3.30 Dismissal.

### Group II — Older Children

#### *Morning*

- 8.30- 9.00 Arrival of children.  
Inspection by nurses.
- 9.00-10.30 Outdoor free play period.
- 10.30-11.00 Mid-morning luncheon; rest on rugs.
- 11.00-11.40 Organized activities: Music or handwork; Stories.
- 11.40-12.00 Preparation for luncheon: Rest on cots.

*Afternoon*

12.00-12.45	Luncheon period.
12.45- 1.00	Preparation for nap.
1.00- 2.30	Rest period.
2.30- 3.00	Preparation for dismissal.
3.00- 3.30	Dismissal.

## 3. HEALTH PROGRAM

This year, as in previous years, each child who entered the nursery schools was vaccinated against smallpox and immunized against diphtheria. Teeth were examined and necessary repairs and cleaning done by the dental clinics in the Health Units. Many children had tonsils and adenoids removed.

Through careful daily examination by the City Health Department doctors and nurses, and the nursery school teachers, contagious diseases were held in check. During vacations, however, many children contracted scarlet fever, whooping cough, etc.

From time to time certain children who seemed in need of help were taken to the Habit Clinic. Through the studies made there, "problem children" were greatly benefited.

Height and weight charts of the nursery school children in general showed gratifying gains made during the year.

## 4. HOME AND SCHOOL RELATIONSHIPS

This year the parent education program included classes in knitting and sewing for mothers. They enjoyed learning how to make mittens and caps for their children to wear to school. The nursery school teachers acted as instructors. Sewing classes were started to teach mothers to use simple patterns for children's clothing.

At monthly meetings of the mothers, teachers explained the nursery school program and its aims, and sought to win the cooperation of the parents. This year evening meetings were held so that fathers also might attend. Many fathers showed their interest by repairing toys or making new ones for the children's use in the schools.

In addition, the teachers have continued their home visiting. Each child's home was visited by the teachers at least six times during the year.

At one of the parent meetings the topic was "Food for the Nursery School Child." At this meeting a trained dietitian

explained the daily food needs of a three-year-old child. Detailed charts and illustrative materials were used to show how much of the daily needs was supplied by the nursery school and how much had to be given at home. Pamphlets and recipe books were distributed to the parents. Visits were made to homes at evening meal time to see if help could be given. In some schools mothers were invited to spend a morning in the nursery school kitchen to see how the food was prepared.

### 5. FOOD

The Welfare Department of the City of Boston has continued to bear the greater expense for food used by the nursery schools in giving the children a hot noon luncheon, a mid-morning luncheon of fruit juice and cod liver oil, and a mid-afternoon luncheon of milk and crackers. The Junior Red Cross has continued to pay for the milk purchased at reduced cost from the Surplus Commodities Division of the W. P. A. Besides this, various local contributions have been received and the Surplus Commodities Division has continued to supply the schools with various food products. An itemized list of the supplies received from this source concludes this report. The Charles M. Cox Fund also contributed generously to the support of the Whittier Street Nursery School.

A typical menu for one week follows:

Monday:	Goldenrod eggs, baked potato, buttered beets. Toast, milk. Fruit cup.
Tuesday:	Hamburg loaf, mashed potato, buttered carrots. Lettuce sandwiches, milk. Peach tapioca.
Wednesday:	Vegetable soup. Peanut butter sandwiches, milk. Rice pudding.
Thursday:	Macaroni and cheese, carrot relish, fresh string beans. Bread and butter, milk. Prunes and apricots.
Friday:	Creamed salmon, cubed potato, buttered peas. Cabbage sandwiches, milk. Apple wedges.
Mid-morning:	Fruit juice and cod liver oil.
Mid-afternoon:	Milk and crackers.

## 6. NATIONAL YOUTH ADMINISTRATION

The staff members of the nursery schools have continued this year to train National Youth Administration workers in the preparation of food and the care of children. An average of eight workers has been trained in each school. Regular meetings of these workers, with their supervisor, are held with the teachers in order to make their training more intensive.

## 7. VISITORS

In May 1940, the W. P. A. held an "Open House Week" during which time visitors were invited to become acquainted with the work being done in the nursery schools. Each school had at least forty visitors. Most of them represented the local communities. During the year the staffs of various other W. P. A. nursery schools throughout the state have been welcomed as visitors.

## 8. STATISTICS

Each of the seven schools has a staff of at least two teachers, one cook, eight National Youth Administration workers, a supervisor, and a parent education specialist.

From September 1939 to June 1940 the average active membership for each school was 37; the average registration 44; the average attendance per session 29.

The Public Welfare Department of the City of Boston paid \$1,242.14 for food for the children. The Junior Red Cross paid \$494.83 for milk. The Charles M. Cox Fund contributed \$149.99 for food for the children of the Whittier Street Nursery School. Local contributions in the various communities totaled \$1,073.26 value, in the following supplies: Food, \$595.14; Household supplies (soap, disinfectant, paper napkins, matches, etc.), \$253.35; Educational supplies (scissors, drawings materials, chalk, plants, toys, etc.), \$224.77. It is estimated that the City of Boston Health Department has contributed to the nursery schools a total of \$6,392.75 each year, distributed as follows:

Water . . . . .	\$126 00
Heat . . . . .	1,225 00
Wear and tear on building . . . . .	350 00
Gas . . . . .	1,610 00
Electricity . . . . .	385 00
Janitor service . . . . .	2,157 40
Nurse service . . . . .	539 35
Total . . . . .	<u>\$6,392 75</u>



The contributions from the Surplus Commodities Division of the W. P. A., from September 1932 through June 1940, were as follows:

Dairy products:

Butter . . . . .	1,013 pounds.
Eggs . . . . .	180 dozen.
Evaporated milk . . . . .	312 cans.
Fish . . . . .	1 box.

Cereal:

Corn meal . . . . .	506 pounds.
Rolled oats . . . . .	750 pounds.
Wheat flour . . . . .	245 pounds.

Fruit and vegetables:

Fresh:

Apples . . . . .	7,260 pounds.
Oranges . . . . .	3,570 pounds.
Carrots . . . . .	90 pounds
String beans . . . . .	50 pounds
Sweet potatoes . . . . .	180 pounds.
Squash . . . . .	1 box.
Tomatoes . . . . .	36 pounds.

Canned:

Apples . . . . .	96 cans.
Applesauce . . . . .	72 cans.
Grapefruit juice . . . . .	5,178 cans.
Peaches . . . . .	822 cans.

Dried:

Prunes . . . . .	250 pounds.
Raisins . . . . .	175 pounds.

The Surplus Commodities Division contributed, also, 300 empty prune boxes, for the making of toys, cupboards, etc.

The W. P. A. contribution for salaries from September 1, 1939, to August 31, 1940, was \$26,116.14.

### Cataloging Scientific Apparatus

The W. P. A. cataloging of scientific apparatus in the laboratories of the Boston public high schools was begun on June 30, 1939, in order to supplement the library cataloging and various other library services performed under a project which had its inception in December 1933 and was terminated in June 1939.

The results accomplished during 1939-40 in the cataloging of scientific apparatus were as follows:

### 1. COMPLETELY CATALOGED

SCHOOL	Laboratory
Brighton High School . . . . .	Physics.
Dorchester High School for Boys . . . . .	Physics.
Jeremiah E. Burke High School for Girls . . . . .	Physics, chemistry, biology.
Roxbury Memorial High School (Boys) . . . . .	Physics, chemistry.

### 2. PARTIALLY CATALOGED

Public Latin School . . . . .	Physics, chemistry.
Girls' Latin School . . . . .	Physics.
Brighton High School . . . . .	Chemistry.
Charlestown High School . . . . .	Physics, chemistry.
Dorchester High School for Boys . . . . .	Chemistry.
Girls' High School . . . . .	Physics, chemistry.
High School of Commerce . . . . .	Physics.
Roxbury Memorial High School (Boys) . . . . .	Biology.
Roxbury Memorial High School (Girls) . . . . .	Physics, chemistry.
South Boston High School . . . . .	Physics, chemistry.

The total Federal disbursement, for wages, from June 30, 1939, to August 31, 1940, was \$31,689.

The project was under the direction of Mr. Robert J. Higgins, who had also been in charge of the library project until its termination in June 1939.

### School Record Forms, Authorized Textbooks and Reference Books, Streets, and Residences of Pupils

This project was begun on November 27, 1939, for the purpose of preparing the following compilations for each elementary and intermediate school district:

1. Loose-leaf albums of all the record forms (approximately 450 in number) officially devised for use in the schools. The forms were pasted on the loose leaves and assembled, in numerical order, in the albums.
2. Uniform card indexes of the record forms. The cards were typed from the original forms and arranged in accordance with the numerical order of the forms.
3. Card indexes of all the authorized textbooks and reference books.
4. Card indexes of all the streets included in the school district, and of the residences of the pupils.





Class in Office Filing

The albums and card indexes of the record forms were made at the school administration building. The other two phases of the project have been conducted at the various schools.

The Federal contribution for it during 1939-40 was approximately \$36,000, for wages.

### **Serving of Noonday Meals at John A. Andrew School**

This project was started in the spring of 1940. Noonday meals were served from May 4 to June 20 (a total of 37 school days) to a group of 114 children selected on the basis of being: (a) ten per cent or more underweight; (b) tuberculosis contacts. The total Federal expenditure, for wages, was \$936.14. Detailed information with regard to the selection of the children, the gains or losses in weight, and the attendance, appear in the report on School Hygiene (pp. 96, 97).

## **NEW CONSTRUCTION**

### **New Sheet Metal Shop, South Boston High School**

Erected in the rear of the high school, this building was built in 1940, with the financial assistance of the Federal Work Projects Administration.

It is a one-story building thirty-two feet wide and forty-two feet long. The purpose of the building is to provide a shelter for the repair of automobiles; in particular to hammer out the dents in automobile fenders, under the direction of the instructors.

The gravel bank in the rear of the building toward the monument was partly removed to provide the required area and the rear wall of the building is constructed of reinforced concrete to act also as a retaining wall against this bank.

The building is of brick that matches the main school building. The front has two roll-up doors, eight feet wide, and also a three-foot main entrance door. One service roll-up door is provided in the rear and a driveway has been constructed from this rear door to Thomas Park. The existing driveway provides the entrance to the front of the building.

The walls are of solid brick with outside pilasters at beam locations. The concrete floor has a granolithic surface and the roof is constructed of reinforced concrete with the beams spanning the clear width of the building without columns. Four large windows with steel sash and a large skylight eight feet by twenty feet make the building very lightsome. The

finished roof surface is tar and gravel with copper flashing at the parapets and with two interior down-spouts to drain the roof. A concrete cap is built on the entire length of the exterior walls.

The steel sashes of the windows are provided with pivot ventilating sections and the building is heated by two speed heaters. The heating and electric work is connected to the high school building, which is ten feet distant from this new shop.

The building was designed and constructed under the direction of the Department of School Buildings and is proving a valuable asset to this plant.

### **New Elementary School to be Erected in the Agassiz District**

This building, to be erected in the Moss Hill section of Jamaica Plain, in the Agassiz District, will comprise four classrooms, a kindergarten, playrooms, and toilet facilities. It is so planned that it can be easily enlarged in order to provide additional accommodations for increased numbers of pupils.

The final plans and specifications were approved by the Superintendent of Public Schools on August 6, 1940, and the work of construction will start in September 1940. The contract figure is \$59,900, to be defrayed out of unexpended balances from previous appropriations for lands and buildings.

## **BOARD OF EXAMINERS**

### **Examinations and Classroom Demonstrations**

The certificate examinations of August-September 1939 attracted five hundred eighty-one candidates, seeking regular teaching certificates. This number was ninety-three below that of 1938-39. It is probable that the decrease was caused by the limiting of admissions to The Teachers College of the City of Boston and also by the fact that college graduates are now seeking other fields, largely social service and civil service.

In June 1940, three hundred eighty-five (sixty-six per cent) of the original candidates were certificated. This percentage of success was slightly higher than the 1938 figure (sixty-three per cent). The increase was probably due to the fact that many repeated the examinations and that few appointments were made. Fifty-nine candidates failed to improve marks

attained in previous examinations. Three candidates were appointed from prior lists. One hundred thirty-four candidates failed.

Each successful candidate was visited in a classroom demonstration for teaching ability by a member of the Board of Examiners. The Board of Examiners of the Boston public school system is, we believe, the only examining board in the United States that visits each certificate candidate in a classroom-teaching demonstration.

No examinations for temporary service were offered in 1939-40, because investigation disclosed the fact that the demands of the temporary service could be easily met by the large numbers on the permanent list willing to do temporary work. It was agreed that the examinations for temporary service would be given in 1941 if the needs of the service so required.

Only eight candidates presented themselves for examination, in May 1940, for admission to the Graduate Department of the Teachers College. The eight were successful. This was the smallest number ever to appear at these examinations. For examination for admission to the Training School for Teachers of Mechanic Arts there were only sixteen candidates, the smallest number ever to appear at these examinations.

### Ratings for Promotion

During the year two hundred forty-three teachers in service were rated for higher positions, as follows:

Elementary Principal . . . . .	92
Head of Department:	
Ancient Languages . . . . .	14
English . . . . .	55
History . . . . .	21
Mathematics . . . . .	21
Assistant Director, Manual Arts . . . . .	40

The Board of Examiners assisted the Board of Superintendents in the classroom visitations of all these candidates with the exception of those rated for Elementary Principal.

### Statistical Summary of the Year's Work

The Board of Examiners:

1. Supervised the preparation of two hundred twenty-eight different examination papers, majors and minors.

2. Witnessed approximately five hundred teaching demonstrations of candidates for regular certificates and of teachers in the service.
3. Collected fees to the amount of \$3,010.
4. Gave constructive advice to more than five hundred permanently appointed teachers seeking opportunities for advancement.
5. Gave personal interviews to approximately one thousand prospective teachers.
6. Answered one thousand letters from all parts of the United States requesting information of all kinds, mainly as to opportunities for teaching in the Boston public schools.
7. Was responsible for the listing of eight hundred forty-eight candidates, including
  - a. Those seeking regular teaching certificates.
  - b. Those seeking admission to special schools.
  - c. Those in the service who were rated for higher positions.

The number of credentials filed by these candidates ran well up into the thousands, each one of which was carefully scrutinized by the Board of Examiners.

## EDUCATIONAL INVESTIGATION AND MEASUREMENT

### Testing

The Department of Educational Investigation and Measurement administered, as in previous years, the required program of testing. This consisted of diagnostic achievement tests, given in September in grades II to VIII, inclusive, and of group intelligence tests given in grade VI and in the last year previous to entrance to high school.

In response to requests from headmasters and principals, approximately 200,000 additional tests were given throughout the school system. Intelligence tests were requested for pupils in all grades and in the Boston Clerical School. Requests for achievement tests were mostly for elementary and intermediate school pupils.

The annual city-wide reading test (*New Stanford Paragraph Reading Test*) given on April 10, 1940, to grade IX pupils, was administered and corrected by students from The Teachers



College of the City of Boston. Studies of the results were made by the Department of Educational Investigation and Measurement. The names of all pupils who scored six months or more below grade were sent to the school which they were planning to attend as grade X pupils.

### **Individual Case Studies**

More than 1,500 requests for case studies were received. While the requests were formally made by headmasters or principals, many originated with parents, social workers, or doctors. It was necessary to refuse requests after the first week of May. About 1,300 of the referred cases were studied and a follow-up of approximately 1,600 cases which had been previously studied was made.

### **Study of College Grades During First Semester**

As in previous years, the headmasters of all the high schools reported upon the first semester freshmen grades received from the colleges which graduates of the high schools were attending. Copies of the detailed study of these reports were sent to members of the Board of Superintendents. The study showed that there were 771 students distributed among 100 colleges, 7 of which were teachers colleges. These students received 4,845 grades, of which 15 per cent were A (honor), 36 per cent B (honor), 33 per cent C (passing), 12 per cent D (passing), and 4 per cent failure.

## **PRACTICE AND TRAINING**

### **Change in Method of Making Assignments**

During 1939-40 the Department of Practice and Training made a radical change in its method of making assignments. From the time of the inception of the department, in 1906, teachers available for substitute or temporary work reported daily to the Administration Building of the School Committee, at eight o'clock in the morning, at which time the principals of schools telephoned their requests for emergency service. The substitutes were thereupon chosen in accordance with definite rules and sent to the schools at once. From time to time, as need arose, certain minor refinements in the method of choosing the substitutes and in the safeguarding of the lists were introduced.

Other large metropolitan cities changed their methods, but Boston retained its original system. This was not due solely to conservation. From the standpoint of administration, the established system had many advantages. In the first place, the Administration Building is in the heart of the city, close to rapid transit stations, from which it is easy to reach intown and outlying schools. Moreover, since all assignments were openly made, there could be no question among the substitutes present as to which ones were receiving work. It was also possible for the department to check the approximate time required for a substitute to arrive at the school.

Its point of greatest strength, however, was the daily contact it made possible between the department and the temporary teachers, and the opportunity it afforded the department to discuss teaching procedures and educational aims. This was extremely important, since by far the greater number of emergency substitutes are seldom on any one assignment sufficiently long to be visited by the assistant directors of the department. There was also a financial consideration. The system was fairly inexpensive. It required the services of but two persons — one to receive the telephone calls and another to assign the substitutes.

While it imposed certain hardships upon the substitutes by requiring them to report early in the morning, to spend car fare to come to the Administration Building, and to wait day after day for work which did not come, it was extremely satisfactory from the standpoint of the schools. It was by far the best plan educationally because the substitutes were constantly confronted with pedagogic problems, and they could readily avail themselves of the facilities of the Administration Library for professional help and information.

For some years, off and on, the question of modifying the system was considered. The substitutes, favoring a change, pointed to the procedures that other school systems had adopted. Finally the School Committee, in order to determine whether or not the proposed procedure would be workable in Boston without prejudice to the merit list, made some gradual changes. Beginning in April 1940, the high school substitutes were called by telephone. This procedure was later extended to include the intermediate and elementary, and finally all other groups. No changes were made in the duties of the office personnel other than to use the supervisors as clerks on





Office Practice

the days when the burden of calls was heavy. No addition to the telephone equipment was needed because from April to June the demands for substitutes are not so heavy as in the earlier months of the school year.

The experiment worked so satisfactorily that the new procedure was adopted as permanent, even though additional expense to the department would be incurred thereby, and it will be put into general operation in September 1940, with additional clerical help and telephone equipment. By relieving the department of the swarms of candidates for substitute work each morning, it will facilitate the work of answering telephone calls from schools and of making assignments. In the case of many of the candidates, however, it will impose upon them the expense of installing telephones in their homes in order to keep in contact with the department. Moreover, the new system will not provide any opportunity for daily discussions of educational problems. After-school meetings can, of course, be arranged, but the problems discussed at such meetings must be so general that the benefit to be derived will not be comparable to those which resulted from the former daily discussions.

**Calls for Substitutes, by Months, 1937-38, 1938-39, 1939-40**

MONTH	1937-38	1938-39	1939-40
September.....	1,210	1,091	1,139
October.....	671	734	646
November.....	602	623	592
December.....	607	632	532
January.....	1,067	1,101	911
February.....	614	905	631
March.....	1,005	1,289	814
April.....	541	560	557
May.....	692	773	650
June.....	377	311	279
Totals.....	7,386	8,019	6,751

## Calls, by Fields of Service, 1937-38, 1938-39, 1939-40

	1937-38	1938-39	1939-40
High.....	1,430	1,773	1,482
Intermediate.....	1,480	1,622	1,425
Elementary.....	3,111	3,468	2,781
Kindergarten.....	723	364	410
Special classes.....	265	304	219
Sewing.....	193	291	230
Cooking.....	106	134	128
Miscellaneous.....	78	63	76
Totals.....	7,386	8,019	6,751

## Depletion of Lists by National Defense

The demands of national defense are increasing the acuteness of a situation which, even under normal conditions, was tending to become a very serious problem. This is especially true with regard to the men's lists. The number of men in the present class at The Teachers College of the City of Boston is far too small to replace the number of men teachers who will be called to military service. Moreover, those who are now in the college may sooner or later be drafted. Some effective steps must soon be taken, therefore, toward overcoming the shortage by opening to young men new avenues of entrance into the Boston school service.

Nor are the inroads of national defense confined to the men's lists. The women's lists are being reduced by appointments to Civil Service positions. However, this shrinkage is not so alarming as that of the men's lists, for we are still receiving yearly some additional women graduates from the Teachers College.

For the past ten years the supply of men entering our teaching service, whether on a temporary or permanent basis, has been mostly from Teachers College. The number of male applicants from other colleges has been rapidly decreasing and it has been confined, for the most part, to teachers in the commercial field (for which Teachers College does not prepare men), and in art, music, physical education, and military drill.

Likewise, the number of women teachers entering from colleges other than The Teachers College of the City of Boston

has been rapidly decreasing. During the past five years the number of "non-Teacher College" women entrants, in fields other than domestic science, physical education, art, and music, was less than twenty each year. When it is borne in mind that the school system normally requires, in addition to approximately 50 substitutes, a force of approximately 350 temporary teachers, the seriousness of the situation is clearly seen.

The Department of Practice and Training feels that the situation demands either the continuance of Teachers College as such, or conversion of it into a training school, of some sort, which would admit enough students to insure an adequate supply for our needs. The only other solution would be the elimination of the residence requirement.

## VOCATIONAL GUIDANCE

### **Organization and Financing**

The Department of Vocational Guidance was established twenty-five years ago, with a director and two assistants (one man and one woman). The work of the department steadily expanded until in 1930 the number of assistants was seventeen: six men (vocational instructors) and eleven women (vocational assistants). During the past ten years, however, the number has been reduced to twelve (five men and seven women) despite the fact that the need for guidance has greatly increased. The raising of the compulsory school age to sixteen years has added to the already greatly increased high school enrollment, with the result that the need of more and more guidance has become evident. The appointment, within the past year, of a State Director of Vocational Guidance, whose salary is paid out of Federal funds, is significant of the trend.

The reduction, since 1930, in the personnel of the Department of Vocational Guidance of the Boston school system was a part of the general policy of retrenchment in expenditures which was necessary because of the decrease in the assessed property valuation of the city, upon which is based the amount of money available for school purposes. In 1929 and 1930 the cost of the Department of Vocational Guidance already exceeded the sum available annually (three cents on each thousand dollars of assessed valuation) under the then existing law. In 1936 the tax limit appropriations were eliminated (Chapter

224, Acts of 1936). Since then the appropriation for this department, as for all other activities in the school system, has come from the general school fund and has been determined each year by the School Committee.

The expenditures, amounts available, and the balances in each of the past ten years were as follows:

YEAR	Expenditures	Available	Balance
1930.....	\$62,874 53	\$58,461 39	—
1931.....	57,477 74	59,192 73	\$1,714 99
1932.....	53,722 47	56,897 66	3,175 19
1933.....	46,885 55	48,155 46	1,269 91
1934.....	44,721 68	46,492 06	1,770 38
1935.....	52,460 46	55,074 16	2,613 70
1936.....	48,507 01	50,559 33	2,052 32
1937.....	49,328 04	51,214 17	1,886 13
1938.....	48,970 56	51,195 17	2,224 61
1939.....	50,706 54	51,095 67	299 13

The program of the department, from its earliest beginnings, has been considered to have three phases: guidance, placement, and follow-up. We are convinced that this is the right point of view and that any attempt to dissociate these would be a step in the wrong direction.

### Guidance

This covers both educational and vocational guidance and any other type of guidance which proves necessary in the furtherance of these two functions: *e. g.*, health guidance.

In 1928 the Board of Superintendents recognized guidance (educational and vocational) as an integral part of the program of the intermediate schools and arranged for one period each week for this subject (School Document No. 4 — 1928).

In 1930 a committee, representing the Intermediate School Principals Association and the Department of Vocational Guidance, prepared a course of study which has been in use since that time. Perhaps ten years are enough to test a tentative plan. The director, therefore, suggests that a new committee of similar composition be appointed by the Superintendent to check this plan and make recommendations for any desired changes.



In 1932 the Department of Vocational Guidance prepared a course of study for high schools, but up to the present time this has not been included in the regular curricula of these schools. At the suggestion of the Director of Vocational Guidance, the late Superintendent Campbell appointed a committee of high and intermediate school principals to consider guidance as a group subject in the high schools. Individual counseling has been carried on in the high schools since the beginning, but the group or class work has been more or less sporadic. Here and in the intermediate schools at least one period each week should be assigned for guidance work, and a definite program outlined for grades X, XI, and XII. (This was recommended by the Educational Guidance Committee in 1937.) There should be study periods sometime in the course of the week for individual counseling. The full-time representative from the Department of Vocational Guidance should have the rating of head of department, and a group of teachers with guidance preparation selected to do the classroom instruction and assist in some of the individual counseling. This plan is working successfully at the Mechanic Arts High School.

### **Placement**

Unless placement is closely related to guidance and to follow-up, it should not be a function of a public school system. Placement, pure and simple, without the above relationships, might be done by any other organization. Guidance, if it is to function properly, must be related to placement in order that the counselors may have first-hand and current information as to the demands of business and industry. Only in this way can the young people of our schools be advised properly. The follow-up studies give additional information on the type of opportunities filled by those who have recently left school and by those who have been out of school for certain periods. In other words, all three functions are closely interrelated and cannot be separated without damage to any one of the three. The Department of Vocational Guidance, since its earliest days, has insisted that all members of its staff share in all three functions. This gives each member a breadth of view that cannot be equalled in any other way.

The placement statistics as reported by the department do not give a true picture of the situation. They tell the story only of those who are employed immediately and who

so report. It often happens, however, that the extra candidates sent make a very good impression upon the employer and are sent for two or three months thence when another vacancy presents itself. The department sometimes does not hear of it until the follow-up is made in the next spring, or until the employer calls. When no specific call has been received the department sometimes gives applicants cards of introduction to employers who are likely to be interested in a particular type of applicant. Frequently this results in employment. Young men like to call at the office to discuss jobs they have received through other agencies. They welcome advice as to its opportunities and the need for further training.

The department sometimes has jobs which it cannot fill and candidates whom it cannot place. It sometimes refuses to fill certain jobs and to place certain candidates. Each job and each candidate is an individual study, for the educational point of view permeates the methods of the department. In that respect it differs from the ordinary employment agency.

### **Follow-up**

It was recognized from the beginning of the department that both guidance and placement would be incomplete without a definite plan of "follow-up." So far as we know, Boston was the first city in the country to have successfully demonstrated that plan. The department has received frequent requests from all parts of the country, and even from foreign lands, for information relative to our system. The department has been making follow-up studies, since 1916, of all graduates of the general high schools and Mechanic Arts High School.

The high school drop-outs have not been included in these studies, but it is hoped that as time goes on the follow-up may include every high school registrant.

The special schools have not been included. This is due to the fact that the state requires a follow-up of its own for all state-aided classes. The High School of Practical Arts and the High School of Commerce have had counselors of their own giving full time to this problem.

If the plan for follow-up as done by the Department of Vocational Guidance is satisfactory to the Board of Superintendents, the director suggests that the other schools be asked to be consistent and file with the department their

statistics for inclusion in its report. The department will be glad to adapt its plan if changes are thought wise. The United States census has been its standard for defining jobs. This is in order that our studies may be comparable with those of other cities in the country.

### Need of Training Counselors

First of all, counselors should qualify by temperament and interest. Because of the many strange notions about guidance, as well as much false guidance which is given, all candidates should be trained carefully. All teachers should be grounded in the fundamental principles. The director suggests, therefore, that a course be established in The Teachers College of the City of Boston, perhaps in connection with social studies. A course should be offered regularly to teachers in service. Counselors themselves should be constantly in training. The department is anxious to serve in these capacities in addition to the excellent courses offered at various universities. The courses offered by the department should be of a practical rather than theoretical nature, but the latter is necessary as well. One well-trained counselor in a school, with the support of the principal, can go far in making the other teachers guidance-minded.

### Statistics

#### 1. SUMMARY OF EMPLOYERS' CALLS AND OF PLACEMENTS MADE BY THE DEPARTMENT (SEPTEMBER 1939-JUNE 1940)

Total Employers' Calls . . . . .	790
For boys . . . . .	382
For girls . . . . .	408
Total Placements . . . . .	660
Boys . . . . .	308
Girls . . . . .	352
Of these 660 Placements the following were:	
Permanent . . . . .	319
Boys . . . . .	182
Girls . . . . .	137
Temporary . . . . .	235
Boys . . . . .	111
Girls . . . . .	124
Part-time . . . . .	106
Boys . . . . .	15
Girls . . . . .	91

## 2. SUMMARY OF FOLLOW-UP STUDY OF GRADUATES OF CLASS OF 1939, BOSTON PUBLIC HIGH SCHOOLS, ONE YEAR AFTER GRADUATION, JUNE 1940

The follow-up does not include the Public Latin School, Girls' Latin School, High School of Commerce, High School of Practical Arts, Boston Trade School, or Trade School for Girls.

Graduates followed up . . . . .		5,879
Boys . . . . .	2,633	
Girls . . . . .	3,246	
Pursuing further education in day schools and colleges . . . . .		1,722
Boys . . . . .	669	
Girls . . . . .	1,053	
Working . . . . .		2,707
Boys . . . . .	1,452	
Girls . . . . .	1,255	
Wanting work . . . . .		1,169
Boys . . . . .	412	
Girls . . . . .	757	
Miscellaneous . . . . .		281
(Ill, deceased, at home, no report, etc.)		
Boys . . . . .	100	
Girls . . . . .	181	

## 3. SUMMARY OF SUMMER WORK OF THE DEPARTMENT

Number of interviews at central office . . . . .		2,901
Boys . . . . .	1,728	
Girls . . . . .	1,173	
(Many of these boys and girls called for advice on further education and on opportunities that they were considering.)		
Number of applicants referred to employers . . . . .		338
Boys . . . . .	168	
Girls . . . . .	170	
Number of placements . . . . .		62
Boys . . . . .	25	
Girls . . . . .	37	

## Educational and Vocational Guidance at Mechanic Arts High School During 1939-40

The guidance program is comprehensive. All students are interviewed at least once a year, at which time educational and vocational plans are discussed. Each student who leaves during the year to go to work is personally urged to secure further training in evening courses. Those who cannot meet the rigorous requirements of a technical training are helped in the making of plans for fitting themselves to earn a living.

This is a valuable part of the vocational instructor's work, as many boys try the technical work only to find that they are not fitted for it by their previous schooling or by aptitude. No student has been allowed to go to the Vocational High and Opportunity School without a definite educational plan worked out. In many cases parents have cooperated and appreciate the service rendered by the department.

*Grade IX.*— At this level a course in vocational guidance is required. It carries one diploma point credit. "*Occupations*" by Brewer is used as a textbook. This year a new plan was adopted. "Guidance I" was taught five periods a week for ten weeks, instead of one period a week for the entire year. The instructors felt that the students' work was much more effective than under the former plan. There were eight divisions of "Guidance I" handled by four instructors. One of the instructors also acted as vocational instructor and did the personal interviewing for the entire freshman class. The "entrance interview" is important, and it would be well if the vocational instructor could meet all the boys before the second report cards are distributed in January.

*Grade X.*— The vocational instructor in charge of the guidance program personally interviews the pupils of this grade, the largest in the school, as the students are entering from the intermediate schools. A great deal of educational guidance is done at this level. As the entering students have most hazy ideas as to the scope and objectives of the training given in a technical high school, it is the hope of the department that a course in vocational and educational guidance may be provided for them.

*Grade XI.*— A part-time vocational instructor handles the personal interviewing at this level. He also teaches one of the elective classes in occupations at the grade XII level. This part-time vocational instructor is one of the regular Mechanic Arts High School instructors, who gives part time to the guidance program.

*Grade XII.*— An elective course in occupations is offered at this level. This year sixty students elected the course, which met three times a week from September until the Thanksgiving vacation. Each student prepares a lengthy report on a vocation of his own choosing. In reporting to the class the case conference method is used. The various groups meet with the vocational instructor at least three times before presenting the

vocation to the class. The "exit interviews" are a great help to the outgoing students. More and more parents are calling at the office of the vocational instructor to go over in detail the educational plans of their sons. Over six hundred school and college catalogs were lent to students this year. The school library contains a small but well chosen reference section on occupations. There is also a file of the New England school and college catalogs.

*Bulletin Boards.*— Five are maintained by the guidance department and there is no excuse for a student's not being informed. On the senior floor the board is nine feet long, divided into four sections: Technical schools, evening schools, colleges, scholarships.

*Scholarships.*— The vocational instructor has spent much time in assisting needy worthy students to continue their education. He has cooperated with many private agencies that assist young men. During this past year he administered the psychological test for Tufts College and the mechanical drawing test for the Anthony Scholarship.

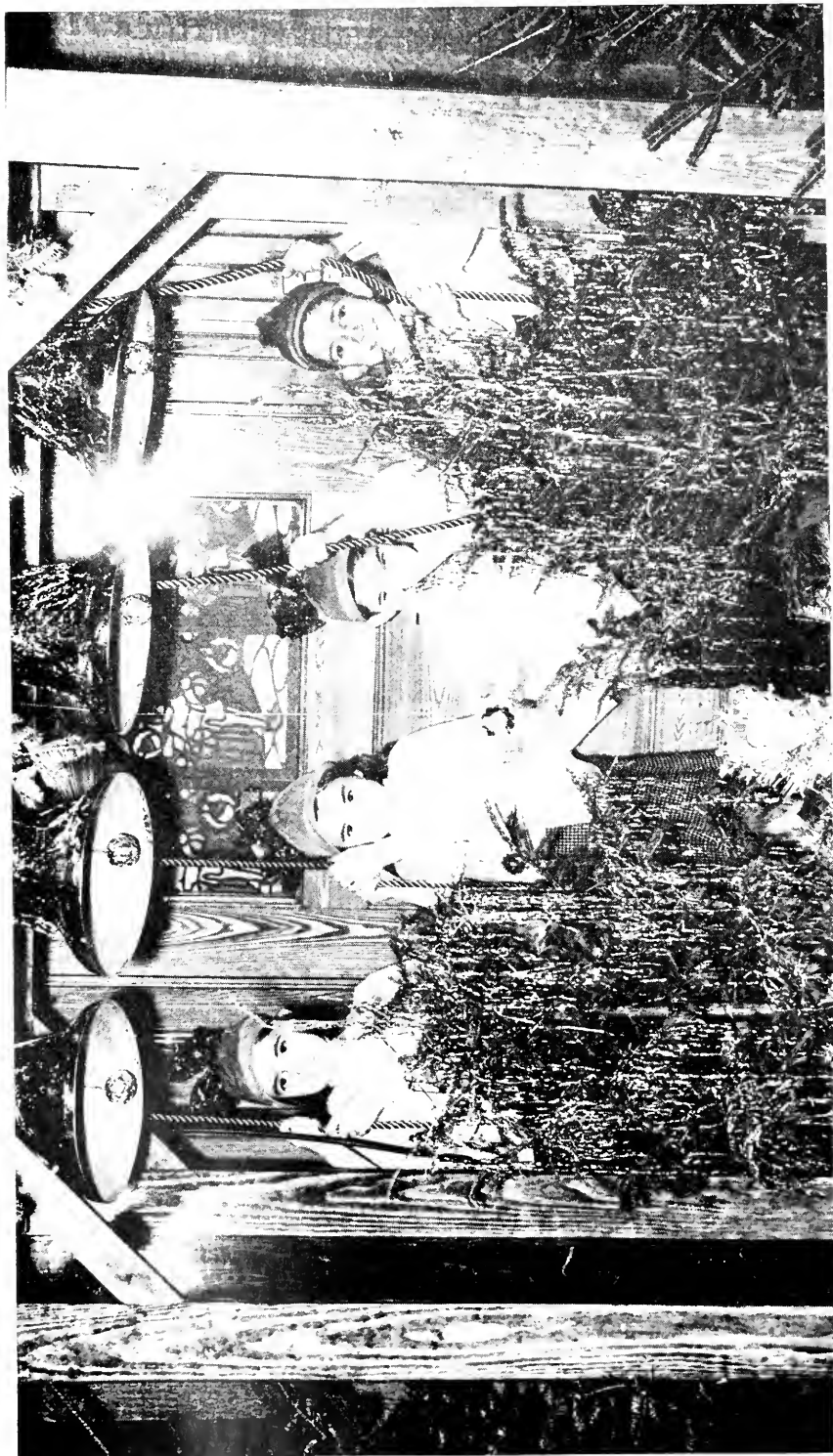
*Placement.*— The vocational instructor places many of the graduates and some of the undergraduates in part-time work. Many cases are handled by the central office.

*Follow-up.*— In June of the year following graduation the status of the members of the class is studied by the vocational instructor. The students have done well both in college and technical schools, and also in industry. The class of 1939 had thirty-two per cent honor roll grades, and fifty-two students were engaged in machine work. Some further statistics gathered in this study appear below.

Total number of graduates followed up . . . . .	254
Pursuing further studies in day schools or colleges . . . . .	50
Pursuing further studies in evening schools or colleges, or by correspondence . . . . . (67)	
Working . . . . .	168
Wanting work . . . . .	35
(Of these, 11 have had no work at all since graduation.)	
Moved out of state . . . . .	1

One full-time vocational instructor is assigned to the Mechanic Arts High School from the Department of Vocational Guidance. In addition, five part-time instructors are assigned for this work from the regular school faculty. The two instructors who assist in the counseling have taken graduate work at both Boston University and Harvard University.





Carol Singers



## VOCATIONAL HIGH AND OPPORTUNITY SCHOOL

With the establishment of the Vocational High and Opportunity School in September 1939, in the Continuation School building, the following groups, which had been located there since their establishment in 1932, were discontinued:

1. South End Intermediate School. (Grade IX only, comprised of pupils who had completed grade VIII in the Dwight, Everett, Franklin, and Rice elementary schools.)
2. Opportunity Classes for High School Pupils. (Failures in grades IX, X, and XI, in two or more subjects, in various high schools throughout the city. They reported in January and returned to their home schools in June.)
3. South End Opportunity Classes. (Grades IX, X, and XI. Maladjusted pupils transferred from schools in the various sections of the city, to obtain a greater proportion of industrial training at the Continuation School building. These pupils usually remained there through grade XI. A few, each year, asked to be transferred back to the school from which they had come.)

During the school year 1939-40 the newly organized Vocational High and Opportunity School was comprised of grades VII, VIII, IX, and X, and several groups of pupils who were sixteen years of age or older. Grades IX and X belonged to the Vocational High School. The opening of grades XI and XII of the high school was deferred until September 1940 and September 1941, respectively. Grades VII and VIII, together with the groups of pupils who were sixteen years of age or older, constituted the Opportunity School.

The pupils of grades VII and VIII came from elementary schools in the various sections of the city, having been transferred with the approval of the parents.

The pupils who were sixteen years or older were divided into two groups, one attending the classes in business practice, the other attending the classes in power machine operating. In both groups there were a few pupils who had not progressed beyond grade X of the high schools which they had attended. The power machine group was composed entirely of girls or women, and there were only three or four young men in the business practice group.

The members of the business practice classes had studied commercial subjects in a business college, a public or parochial high school, the Boston Clerical School, The Teachers College of the City of Boston, or some other college. The members of the power machine classes were of varying degrees of education and ranged in age from sixteen to thirty or older.

### **Purpose of the School**

As was set forth in the 1939 Annual Report of the Superintendent, the school is planned to present to those boys and girls who, through lack of aptitude or interest, are unable to derive practical benefit from any of the established courses of training for the various fields of work, an opportunity for occupational and social adjustment through specific training for employment in occupations below the skilled labor level.

It also provides an opportunity for those who, after having dropped out of school and gone to work, find themselves in the ranks of those who are unemployed and who have had no specific training for any occupation. Circumstances generally make it impossible or impracticable for them to reënter the regular school. The Vocational High and Opportunity School admits boys and girls of this type for short unit courses and permits them to reënter, as often as they may lose their jobs, for further training.

The school is not planned to receive truants, disciplinary cases, juvenile delinquents, or the physically handicapped. It aims to send to employers for their unskilled jobs trained workers who are imbued with an earnest and intelligent spirit toward employment; to raise the educational standards of the school system as a whole by helping to readjust pupils who would otherwise be maladjustment problems in the other high schools; to salvage the neglected child from an unsatisfactory environment and to help him to become a self-supporting and useful citizen.

### **Steps Taken Toward Accomplishment of Aims**

1. *Girls' Division.*—A survey of the field of placement possibilities for Boston girls from sixteen to twenty-one years of age was made by the teachers in the Girls' Division during 1939-40. It covered the following points: The working hours; the type of work (skilled, semi-skilled, unskilled,

clerical); the number employed in each field; the state of the business (steady, seasonal, busy, dull); the wages, opportunities for advancement, and the probable number of placements.

From the survey it was found that, in order fully to meet the demands of business, the following additional equipment would be necessary: A punch press machine, a standard cash register, a ruffling machine for curtains, sleeve machines, and blind hemming machines.

A course of study was made by the teachers. In addition to the required courses, the following short unit courses have been introduced: Cafeteria work, tea room service, catering, salad making, sandwich making, duties of a store girl, gift wrapping, speech training, personality, occupations, posters, menus, greeting cards, and the making of application blanks related to obtaining a job.

Through contacts with the various social agencies and the departments of Vocational Guidance, Attendance, and Educational Investigation and Measurement much helpful information concerning individual pupils has been gathered.

A "Home Project" teacher has been appointed to visit homes for the purpose of inquiring as to how the school instruction in cookery and dressmaking has carried over in the home. The information gathered is used as a guide in the vitalizing of instruction and in improving the standards of the home. Among the home projects were the following: Housing, preparation of meals, laundering, care of children, home management, health, consumer buying, and selection, care, and making of clothing.

2. *Boys' Division.*—A circular letter with return postal card was sent to about a thousand employers. Approximately six hundred replies were received, giving figures with regard to the distribution of male and female workers between the ages of sixteen and twenty-one. These replies will be the basis of initial visits to employers by the investigator of opportunities. Upon the completion of this survey, the shop activities in the school will be increased to fill the indicated needs. For instance, a Factory Training Unit will be established in September as a result of information obtained.

In the Boys' Division, as in the Girls' Division, contacts with certain departments in the school system and with the various social agencies have been established.

### Daily Program

The school day is six clock hours in length, with eight teaching periods—four in practical shop work, two in related work, and two in academic and cultural subjects.

### Certificates and Diplomas

A certificate is awarded upon the completion of each short unit course. Each pupil who thus accumulates a sufficient number of credits will be awarded a diploma upon his completion of the work of grade XII.

### Courses

#### 1. BOYS' DIVISION

Auto mechanics	General factory work
Business practice	Machine shop
Electricity	Printing
	Woodworking

#### 2. GIRLS' DIVISION

Domestic science	Millinery and handicrafts
Dressmaking	Power machine

### Vocational High School Enrollment, by Months and Grades

MONTH	GRADE IX		GRADE X		TOTALS		
	Boys	Girls	Boys	Girls	Boys	Girls	Totals
September.....	147	40	132	54	279	94	373
October.....	140	60	141	65	281	125	406
November.....	144	44	156	81	300	125	425
December.....	139	53	147	73	286	126	412
January.....	173	54	187	84	360	138	498
February.....	174	59	192	88	366	147	513
March.....	164	57	178	80	342	137	479
April.....	162	48	172	75	334	123	457
May.....	152	47	159	70	311	117	428
June.....	151	46	157	70	308	116	424

## Opportunity Classes Enrollment, by Months and Grades

MONTH	GRADE VII		GRADE VIII		ABOVE GRADE X		TOTALS		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Totals
September.....	30	15	72	28	0	39	102	82	184
October.....	26	20	63	26	0	52	89	98	187
November.....	21	16	58	18	0	79	79	113	192
December.....	21	25	57	27	9	38	87	90	177
January.....	23	28	52	35	* 13	47	88	110	198
February.....	23	19	53	31	11	48	87	98	185
March.....	22	22	52	30	9	45	83	97	180
April.....	21	25	50	33	8	48	79	106	185
May.....	21	16	48	29	7	41	76	86	162
June.....	21	15	46	27	7	40	74	82	156

\* Distributive Occupations class began this month.

## TABULATION OF GRADUATES OF DAY INDUSTRIAL AND PART-TIME COOPERATIVE CLASSES

## 1. BOYS' DAY INDUSTRIAL SCHOOLS, 1939-40

DEPARTMENT	Number of Graduates	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations Not Related to Trade	Continuing Training in School or Not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
		Number	Per Cent					
Airplane.....	23	19	83	\$18 82	3	1	—	—
Automobile.....	12	9	75	14 72	3	—	—	—
Cabinet.....	11	9	82	14 56	2	—	—	—
Carpentry.....	2	2	100	41 00	—	—	—	—
Drafting (Machine).....	10	4	40	12 00	5	1	—	—
Electrical.....	25	20	80	16 93	5	—	—	—
Machine.....	24	23	96	16 53	1	—	—	—
Plumbing.....	6	4	67	18 00	2	—	—	—
Printing.....	11	5	45	15 20	4	2	—	—
Radio.....	11	8	73	14 63	3	—	—	—
Sheet Metal.....	9	9	100	16 44	—	—	—	—
Welding.....	1	1	100	15 00	—	—	—	—
Totals.....	145	113	78	\$16 80	28	4	—	—

## 2. PART-TIME COOPERATIVE (WEEK-ABOUT) CLASSES FOR BOYS, 1939-40

NAME OF SCHOOL AND DEPARTMENT	Number of Graduates		GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations Not Related to Trade	Continuing Training in School or Not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
	Number	Per Cent	Number	Per Cent					
Brighton: Automobile.....	34	25	74		\$20 31	5	2	2	—
Charlestown: Electrical.....	27	23	85		13 53	1	—	—	3
Dorchester: Cabinet.....	12	9	75		15 89	2	—	—	1
East Boston: Machine.....	29	23	79		18 40	6	—	—	—
Hyde Park: Machine.....	51	50	98		20 42	1	—	—	—
Roxbury Memorial: Printing.....	30	26	87		12 30	—	—	—	4
South Boston: Automobile*.....	—	—	—		—	—	—	—	—
Sheet Metal.....	19	18	95		19 88	1	—	—	—
Totals.....	202	174	86		\$17 72	16	2	2	8

\* No graduates—organized in 1940.

## 3. GIRLS' DAY INDUSTRIAL SCHOOLS, 1939-40

NAME OF SCHOOL AND DEPARTMENT	Number of Graduates		GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations Not Related to Trade	Continuing Training in School or Not Desiring Employment	Unemployed But Desiring Employment	Unaccounted for
	Number	Per Cent	Number	Per Cent					
Trade School for Girls:									
Catering.....	13	13	100		*\$15 00	—	—	—	—
Dressmaking.....	74	66	89		14 34	3	4	—	1
Millinery.....	10	9	90		14 86	1	—	—	—
Power Stitching.....	29	27	93		12 16	2	—	—	—
Scientific Care of Hair and Skin.....	15	15	100		† 14 70	—	—	—	—
Totals.....	141	130	92		\$14 03	6	4	—	1

\* Value of board and room, or meals, has been estimated in this figure.

† In some instances, girls' wages have been reported on a commission basis with no actual figure given.





Washington at Valley Forge



#### 4. GRADUATE EMPLOYMENT FOR FOURTEEN-YEAR PERIOD 1926-27 — 1939-40

	Number of Graduates	ENTERED TRADE TRAINED FOR		Average Initial Weekly Wage of Those in Trade
		Number	Per Cent	
<b>1. BOYS' DAY INDUSTRIAL</b>				
Boston Trade School.....	1,489	919	62	\$15 55
Totals.....	1,489	919	62	\$15 55
<b>2. BOYS' PART-TIME COOPERATIVE</b>				
Brighton.....	275	193	70	\$17 31
Charlestown.....	480	279	58	15 51
Dorchester.....	156	112	72	16 12
East Boston.....	262	183	70	15 08
Hyde Park.....	442	376	85	18 02
Roxbury.....	300	235	78	12 23
South Boston.....	120	100	83	16 76
Totals.....	2,035	1,478	73	\$15 94
Grand total for both types.....	3,524	2,397	68	\$15 79
<b>3. GIRLS' DAY INDUSTRIAL</b>				
Trade School for Girls.....	1,569	1,155	74	\$11 20
Totals.....	1,569	1,155	74	\$11 20

### COMMERCIAL EDUCATION

#### Committee to be Appointed for Study of Problems

The most serious problems confronting the teachers and administrators of commercial education at present are: (1) The future of machine instruction in the high schools; (2) The raising of our educational standards in order to meet the increased degree of efficiency demanded of beginners in the business world; (3) Establishment in general high schools throughout the city of the "General Course, Grade XII," which has been conducted experimentally in three selected schools; (4) Determination of the relative validity of opposing opinions as to objectives; (5) Establishment of closer contacts with business; (6) Achievement *vs.* methodology.

During the year 1940-41, the Superintendent will appoint a committee of headmasters and commercial teachers to study these problems, which were set forth in some detail, as follows, in his Annual Report for 1938-39.

### **Future of Machine Instruction in the High Schools**

Two distinct teaching processes have been kept in mind in office machine instruction. One process aims to form an acquaintanceship with the machine and its functions in the business office. The other process aims to provide a source of instruction which will develop a marketable operating skill. The results achieved in this latter phase of the work have not been fully satisfactory. Standards in business have become more and more rigorous and competition with private manufacturers' schools has not been successfully met by the public high school. It is hoped that in the future an intensive course comparable to that of the manufacturers' schools will be given in the fourth year.

### **Our Standards Must be Raised**

Business in general has raised its standards of efficiency and has demanded so much more general background that the high school course is vocationally inadequate for an increasing number of its graduates. This means that there must be more specialization in the third and fourth years of the commercial courses. It brings up the question of deferred vocational choice. Along with the demand for a broader, fundamental background in grades IX and X, pupils would be expected to specialize almost exclusively in the third and fourth years. The commercially trained high school graduate is immediately faced with the task of making good on the job. His course of training, therefore, should be intensive and adequate to insure his immediate competency. Those pupils who are not satisfactorily equipped at the time of graduation should have an opportunity for further training before entering into employment.

In typewriting, for example, some means will have to be developed to raise our standards in order to meet the present demand of business (at least fifty words a minute), which exceeds our present requirements for graduation. This is just one example of the increased efficiency demanded by business. In shorthand, bookkeeping, and general necessary background, the standards are almost of collegiate grade.

### **General Commercial Course**

A few years ago, with Assistant Superintendent Mary C. Mellyn in charge, three high schools organized a parallel commercial course in grade XII, to which students not qualified by ability or capacity to pursue secretarial or accounting courses might be transferred. This general commercial course is mostly clerical, consisting of arithmetic, typewriting, English grammar, and office machines, with emphasis on filing. It enables a student to prepare for the civil service examination for general clerk. It appears to be a solution for the unwise overcrowding in the shorthand and accounting courses. It opens up a broad field of employment in both Federal and state civil service. It is hoped that other high schools will provide this opportunity.

### **Opposing Opinions as to Objectives**

Some educators insist that commercial training should be socialized. By this is meant that commercial instruction should have as its primary purpose not the vocational but the social-value and personal-use viewpoint. The socializing and personal-use group of commercial educators contends that because such a small percentage of bookkeeping students ever get jobs as bookkeepers, and so few shorthand pupils become stenographers, it is better to socialize all our commercial courses.

Other commercial educators believe that the course should be intensified and be strictly vocational in grades XI and XII. They believe that employment in the future will be given only to those who have specialized definitely in one commercial occupation. It is certain that the demands of business are for this specialized training. Many cities, accordingly, now postpone commercial training until grade XI. Grades XI and XII are devoted to intensive training similar to that in business colleges.

### **Closer Contacts with Business**

Commercial teachers should use every possible means of forming closer contacts with business. Many of the larger firms welcome teachers and extend to them opportunities to visit and to inspect their offices. It has been found that such visitations are often very effective in coordinating classroom theory and business practice. Many of our teachers are

members of commercial organizations existing in the city. This practice is to be encouraged.

### **Achievement vs. Methodology**

A great deal has been accomplished in accepting sounder teaching methods during the last decade, but it appears to many commercial educators that this emphasis has probably detracted from our achievement standards. While teaching methods are important, such intensive concentration on methodology may lead to the neglect of basic achievement. It is well to bear in mind that our primary basic effort should be to have the student attain vocational competency, and nothing should be done to detract from this goal.

### ELEMENTARY SUPERVISION

The Department of Elementary Supervision comprises a director and three elementary supervisors, who are jointly responsible for the improvement of instruction in grades I to VI, in the following fields of education: Arithmetic, elementary science, geography, health and safety, history, the language arts, literature and reading.

Since the department is completing the first year of its present organization it seems timely that this report should deal with the sequence of events which were basic to the consolidation of the offices of primary and elementary supervisors, and with the increased possibilities of the new organization in effecting a more unified elementary school.

The ensuing part of the report, therefore, outlines in brief the past and future efforts toward unification of the so-called "primary" and "grammar" schools under the designation "elementary school." It will consider the gap existing between grades III and IV from the following standpoints:

1. The traditional separation of the "primary" and "grammar" school, and past efforts at unification.
2. Recent impetus toward unification.
3. Plans for bridging the gap.
4. Focus of supervisory activities toward unification.
5. Recommendations.

A regrettable gap between grades III and IV still persists despite constant efforts to bridge it. A brief study of the his-





Classroom Dramatization as a Summary of a Unit of Work  
Knighthood and Chivalry in the Middle Ages

tory of supervision in the Boston public schools reveals the causes of this gap and points the way toward future unification of these grades.

### **Traditional Separation of the "Primary" and "Grammar" Schools**

Until their recent unification as a department the offices of the primary and the elementary supervisors existed as two distinct units, each responsible for its own particular grade divisions. Such a status was the natural outgrowth of a tradition which had always accepted the so-called "primary" and "grammar" schools as two distinct, almost unrelated, entities. Their present unification is the realization of a long cherished hope, as the following brief sketch reveals.

School records indicate that administrators have always recognized the desirability of supervision as a factor in improving instruction in the primary grades. Thus records reveal that a century ago (1818) a Primary School Committee was appointed exclusively for direction of the first three grades. Individual committeemen supervised particular primary schools, as a result of which we note "*there was everywhere incoherence and lack of unity.*" Sixty years later (1878) the appointment of a director of primary education was proposed, but it was not until some forty years afterward (1920) that two primary supervisors were actually appointed in accord with the recommendation of a then functioning survey committee. Meanwhile, however, there were supervisors of the so-called special subjects. But the primary teachers, while not unappreciative of the estimable service performed by these supervisors of special subjects, frequently expressed regret that no similar supervisory assistance was available in the so-called major subjects. The appointment of "primary supervisors" provided this help and made for close articulation of the first three grades.

Concurrently with the appointment of the primary supervisors, the administrative officers manifested unremitting interest in the unification of the entire school system. They foresaw the possibilities and potentialities of closely articulating grade activities in order that the child's education might continue as an unbroken unit from grade I through grade XII. They appreciated the fact that certain traditional divisions had weakened some of the links and that these must be rein-

forced in order to give increased strength to the whole. One of the weakest of these links lay between the primary grades and grades IV, V, and VI. It was accordingly recommended that the first six grades be welded together to comprise the "elementary school."

As a step toward this unification, two elementary supervisors were appointed in 1929 to improve instruction in grades IV, V, and VI. They pioneered in a field then significantly characterized as "No-Man's-Land." They and their two successors accomplished much toward bridging the gap between grades III and IV. Through informal discussions and the sharing of ideas, the primary and elementary supervisors developed a common philosophy which shaped common viewpoints and procedures.

These informal conferences, coupled with the able guidance of the assistant superintendent in charge of supervision, Miss Mary C. Mellyn, and the cooperation of all concerned, have made for steady growth in unified objectives, improved procedures, and the provision of more appropriate textbooks and educational equipment.

But voluntary adjustments to change, although eventually the most effective, are slow in gaining momentum. Despite the supervisors' efforts to effect unification, and notwithstanding the repeated assertions of successive administrators to the effect that the elementary school comprises the first six grades, its traditional division into the primary and elementary grades still persists, although in lessened measure.

### **Recent Impetus Toward Unification**

New impetus has now been given to the movement toward unification by the recent discontinuance of the title "primary supervisor" and the adoption of the title "elementary supervisor." The new title eliminates the connotation of a division, and emphasizes the recognition of a sequential unity.

Another definite move toward unification came with the recent organization of the two groups, formerly the primary and elementary supervisors, into a department under the leadership of a director whose responsibilities include that of effecting common points of view concerning curricula and instruction in harmony with an accepted basic philosophy. It is generally acknowledged that incidental or casual activity is never so effective nor so economical as that which is organized



and directed toward preconceived objectives. By the combining of the two offices into a department it is hoped to increase the opportunities for conserving and promoting those curricular policies and procedures which have been developed by the personnel and approved by the administration. Through organized conferences the supervisors can capitalize, share, and project those practices which will most effectively and economically promote the achievement of specific objectives through uniform points of view and thus unified build up respect and morale among the teachers, even as discordant points of view will break it down.

Moreover, it is hoped that the present personnel of the department may be of more importance than was formerly possible when a majority of the newly appointed supervisors were prospective candidates for appointment as principals. The anticipated stability of the personnel will not only make for a more extensive and richer supervisory experience, but it will also obviate the problem of adjustments which, because of varying educational experience and supervisory standards, have been incident to changes in personnel. During the past ten years teachers have had to adjust themselves to the shifting viewpoints and the varied personalities of nine different supervisors.

Because of the outlined changes in organization and personnel of the department, and also because this was a year when biennial ratings were due, it was decided to make no changes in supervisory plans or assignments during the current year. Each supervisor, therefore, assumed the helping and rating visits of her predecessor in office. In addition, a member of the department supervised the six reading centers which had been assigned to her when she was a member of the faculty of The Teachers College of the City of Boston.

### **Plans for Further Unification**

For further unification of the gap between grades III and IV it is proposed to redistribute supervisory assignments beginning in September 1940. Thereafter, instead of two supervisors assuming responsibility for grades I to III, and two others assisting in grades IV to VI, each elementary supervisor will assume the supervision of an approximately equal number of elementary districts, supervising therein all grades from the first through the sixth.

Such a plan will enable the supervisors to reach a sympathetic understanding of all the local factors that enter into the child's school experience, and it will thereby increase their opportunities for related help toward improving instruction and coordinating activities.

Since each supervisor will thus be able to concentrate on a smaller number of schools, a rotation on a biennial instead of a quadrennial basis will be advisable.

### Focus of Supervisory Activities

Essential as is the work of evaluating teaching, it is of minor importance in comparison with certain other phases of education which seriously affect the child's life. Knowledge, habits, skills, attitudes, and appreciations have become general and trite terms. The main problems upon which the supervisors will concentrate are as follows:

Focus on the gap between grades III and IV.

Improvement of reading, particularly as it functions in the so-called subjects of study.

Early recognition of individual difficulties.

Prevention of failure.

Assistance in interpreting and applying the results of tests.

Adequate use of educative resources in the environment.

Increased respect for private and school property.

#### 1. FOCUS ON THE GAP BETWEEN GRADES III AND IV

Supervisors, by centering their activities around this long-existing gap, will endeavor to correct, throughout the system, the misunderstandings arising from the traditional separation of the "primary" and "grammar" schools. Grade IV teachers, facing the requirements of their courses of study, have regarded many of the children admitted to that grade as being unprepared and have worriedly goaded themselves and the children on to their difficult task. The grade III teachers have worriedly anticipated the mature vocabulary and constructions which the pupil would encounter in the grade IV readers and other texts. Recently, thanks to the vigilance and demands of the Council on Elementary Textbooks, publishers have been meeting our requests for a simpler vocabulary burden and for less involved constructions.

In the future, supervisors will recommend and foster increased opportunities for visiting and for conferences between the grade III and the grade IV teachers in order that they may mutually build up a more sympathetic understanding and appreciation of the child's grade experiences and requirements. This will obviate such commonplace criticisms as the following: "*The children do not know their tables.*" (These have been generally replaced by an accepted order of difficulty and specific learnings in grade III) . . . "*Miss Blank is developing certain facts about Holland, all of which I taught last year.*" . . . "*My pupils cannot read their geographies.*"

## 2. IMPROVEMENT OF READING

Supervisors will continue as in past years to focus activity around the further improvement of reading, particularly as it functions in related fields, especially those of arithmetic, geography, and history. Failure in these fields is often due to lack of ability to read appropriate meaning into the unfamiliar and difficult vocabulary, constructions, and concepts of the new subject matter. This is particularly true in grade IV, which is almost as crucial to the child's success as is his grade I experience.

Since the new concepts to be developed in this advance subject matter are highly important, difficulties of recognition and meaning must be removed prior to the reading of geography, history, or other text material. A mistaken notion still prevails that the period assigned to reading must be devoted to the reading of literature. The elementary supervisors will unite in awakening teachers to the need and value of frequently devoting the regular reading period to development of and drill upon the recognition and meaning of difficult phrases in the subject matter texts whenever interpretation requires it. Thus, in any class, individuals or groups will receive such instruction while the remaining groups read for enrichment at their own particular reading levels or needs.

Supervisors will accordingly help to effect improvement of reading, not by observing the "reading lesson," but the reading as it functions in the various subjects of study.

Provisions for individual opportunities in reading are made, as always, by flexible groupings within the class and in other classrooms as need requires. The latter grouping is easily

managed in schools where the program is so arranged that all classes are simultaneously engaged in reading.

### 3. EARLY RECOGNITION OF INDIVIDUAL DIFFICULTIES

Experience indicates that many of the failures not only in reading but in all other subjects might have been prevented by anticipating and removing possible difficulties. Just as the alert parent obviates the need of a physician's service by detecting symptoms of a sickness and preventing its further development, so also does the capable teacher scrutinize the child's responses, for symptoms that might develop into difficulties. It is agreed that many a child might never have needed the service of a reading center or clinic, nor have developed handicaps in the various skills, if initial teaching were of a higher order — in other words, if the child's difficulties had been anticipated and prevented.

### 4. PREVENTION OF FAILURE

The supervisors' greatest helpfulness, therefore, must be in the field of preventive rather than of remedial teaching. This viewpoint was set forth in detail in a report on Primary Supervision submitted last year and included in the "*Annual Report of the Superintendent.*" (School Document No. 10 — 1939.) The slogans therein announced were as follows: "*Anticipate and prevent failure.*" "*Not more remedial centers, but every teacher a remedial teacher.*"

### 5. INTERPRETATION AND APPLICATION OF TESTING RESULTS

Too often the test, whether it be an informal or a published one, fails to achieve its purpose, because the teacher neglects to analyze adequately its results in the light of individual and group needs and to apply the appropriate type of remedial practice.

The supervisors are assisting in this field by helping teachers to interpret their results, by suggesting the application of specific remedial measures, and by arousing an attitude of self-help on the part of both the teacher and the children.

### 6. USE OF AVAILABLE COMMUNITY RESOURCES

The elementary supervisors have taken an active interest in developing, among teachers and children, an appreciation of the resources that are available in the community. In this





Washington Crossing the Delaware

connection, the supervisors have received hearty cooperation and valuable help from such agencies as the Children's Museum, the Boston Museum of Fine Arts, the New England Museum of Natural History, and the Boston Public Library. As a result, more appropriate material, equipment, and opportunities than ever before have been made available to the children.

#### 7. INCREASED RESPECT FOR PRIVATE AND PUBLIC PROPERTY

Those attitudes, appreciations, and habits which will function in increased respect for private and public property should develop around the home and school, which typify to the child the larger community of which he will become a part in later years.

Supervisors and principals, in cooperation with the home and school associations, must bend their combined efforts toward directing the child into active participation in the preservation of order and beauty in his own home and school environments. The pride developed in caring for his own property will engender in him a respect for the property of his neighbor and an appreciation of beauty and order in the community that will carry over into related situations of adult life. The need is great and the results will be far-reaching in the child's life. The elementary supervisors, therefore, will strive to give impetus to such a program.

#### Recommendations for Further Unification

In the interest of further unification, the department suggests that the terms "primary" and "middle" grades be dropped in all future references, and that "grades I to VI," or "the elementary grades" be substituted.

It is further recommended that the courses of study for grades IV, V, and VI be revised. The present courses do not express the philosophy now accepted as basic to the school system; neither are they in accord with some of the better practices in the field.

### KINDERGARTEN

#### Effects of Raising Entrance Age

In September 1938, the entrance age for admission to kindergarten was raised from four years to four years and six months, at the opening of the school year. This raise in age resulted

in a loss in membership of several thousand children, necessitating a two-year period of reorganization and adjustment toward a normal teacher-pupil ratio. During this period kindergarten teachers have been assigned part-time in grades I and II, doing remedial work with retarded children, and teaching the cultural subjects of the curriculum: Art, music, literature, and some science. Many warm expressions of appreciation of the benefits accruing to the children from this plan, and of the high quality of professional service rendered by the kindergartners, have been received from masters and primary teachers.

The age requirement for entrance to kindergarten was advanced primarily to prevent the admission of immature children to grade I, with resultant problems in maladjustment and retardation. The more professional basis of entering children at the beginning of the kindergarten year, offering, as it does, opportunity for a full year of consecutive and well rounded development under expert guidance, together with the older chronological age, is being reflected in the kindergarten in the improved adjustments which come with greater maturity, in more rapid relative progress of the older children, and in enriched experiences and broader understandings. These factors make new demands on the curriculum, and program changes are evolving to meet current needs.

It is expected, and there are many definite indications, that promotion to grade I of children of greater maturity, with enriched backgrounds of experience and understanding, will substantially reduce the number of maladjusted children and failures. As long, however, as all children are advanced from kindergarten to grade I on a chronological basis and regardless of readiness, there will continue to be cases of maladjustment and failure. If admission to grade I should be not automatic but by promotion as in all other grades, it would be of great benefit to the small percentage of children who mature slowly and are now forced into situations of failure, with many detrimental results.

### **Retrenchments**

In line with the decreased enrollment, retrenchment has been effected by closing six kindergartens (lowering the total number of units from 276 to 270) and by reducing the per-



sonnel of the department from 317 to 296. Twenty-one vacancies caused by death, resignation, and retirement have been filled by consolidation of kindergartens and transfer of teachers. In two years there have been no new appointments, and there has been but one promotion to first assistant within the department.

### Conferences

The director has held monthly conferences with the teachers of the department, for instruction and discussion of matters of policy, with addresses on topics of professional interest; also monthly conferences with cadet teachers on program development and practices, with opportunity for the discussion of individual problems and the exchange of experiences.

Among the subjects and speakers during the past two years were the following:

#### *Reading Readiness:*

Miss Lucille Harrison, Associate Professor of Kindergarten-Primary Education, Colorado State College of Education.

Dr. Laura Hooper, Supervisor of Kindergarten-Elementary Education, Newton, Massachusetts.

#### *Integration — Kindergarten and Grade I:*

Miss Sarah A. Marble, Supervisor of Kindergarten-Primary Education, Worcester, Massachusetts.

Miss Teresa R. Flaherty, Director of Elementary Supervisors, Boston Public Schools.

#### *Art and Music:*

Miss Helen E. Cleaves, Director of Manual Arts, Boston Public Schools.

Miss Agnes F. McCarthy, Assistant, Music Department, Boston Public Schools.

#### *Speech Improvement:*

Miss Theresa A. Dacey, Director of Speech Improvement, Boston Public Schools.

#### *Kindergartens Around the World:*

Miss Beulah S. Cone, First Assistant, Kindergarten, Boston Public Schools.

(Given after a world tour.)

*May Festival:*

Songs, rhythms, games, and folk dances, by a group of kindergarten teachers, directed by Miss F. Ethel Crowninshield, First Assistant, Kindergarten, Boston Public Schools.

(At a joint meeting of the Special Class and Kindergarten Departments.)

*Children's Museum, Jamaica Plain:*

Meeting held at the museum. Welcome — Miss Mildred Manter, Director. Discussion, by members of the museum staff, of the resources of the museum in exhibits and loan collections. Museum open for inspection.

**Home Visits**

During 1939-40 the teachers of the department made 17,911 home visits and had an attendance of 20,694 persons at mothers' meetings which they conducted.

**Miscellaneous Services**

Following an annual custom, each kindergartner at Christmas time contributed a child's gift, attractively tied in holiday wrappings, to the Welfare Club of The Teachers College of the City of Boston, to be distributed to children in need or in hospitals.

At Easter the children and teachers continued the yearly custom of making Easter boxes and toys. This year there were two hundred boxes, festively bedecked in spring array and filled to overflowing with toys, picture books, and games. These were sent to the Junior Red Cross to be distributed to the following hospitals and agencies:

- Boston Floating Hospital.
- Carney Hospital.
- Children's Hospital.
- Community Health.
- House of the Good Samaritan.
- Little Wanderers Home.
- Long Island Hospital.
- Massachusetts Eye and Ear Infirmary.
- Massachusetts General Hospital.
- Massachusetts Memorial Hospitals.
- South Department of the Boston City Hospital.
- Wellesley Convalescent Home.

Children in these hospitals received the boxes on Easter morning. They were of such appeal that one of our kindergarten children planned beforehand very carefully to be in the hospital for necessary treatment on Easter morning.

The following are a few selections from the letters of appreciation received:

*"Never were there lovelier Easter boxes than those which you sent to us this year. I wished, as I always do, that some of the children who send the gifts could get the fun of seeing the happiness with which they are received."*

*"We had boxes for our children on the wards and for children ill in bed at home. I gave one to a little boy in the clinic who had long hours to wait while his mother was talking with the doctor. It was great fun to watch his face. He certainly enjoyed the bright colored paper toys."*

*"The gifts you sent show you have much understanding of the things which please small children. \* \* \* Your gifts are always so unexpected and such wonderful surprises that they are even more enjoyable than something which has been definitely planned and is known to the children."*

*"Everything sent in was original and charming. You certainly have reason to be proud of your staff of kindergartners."*

*"I had occasion to take some of the boxes to the hospitals myself, and I wish you could have seen the pleasure they gave. The workers assured me they depend upon these boxes to brighten the spring days for the small children under their care."*

*"We wish we could extend to every Junior member of the Red Cross who had a part in these lovely gifts the greetings and sincere thanks of our children. Red Cross friendship is the kind of friendship which endures."*

Under the direction of Mrs. Reginald S. Parker, Director of the Junior Red Cross in Boston, a permanent record was made

last spring, through a moving picture in color, of the cycle of activities built around the Easter boxes:

Making a box in an East Boston kindergarten.

Children from a city kindergarten delivering their box to Red Cross headquarters, and then enjoying the gay collection of boxes.

The motor corps delivering boxes to the hospitals.

A child receiving a box on Easter morning.

Three hundred dollars was added to the Laura Fisher Taussig Memorial Fund this year by a gift from the Boston Kindergarten Association. The interest accruing from this fund has been used to purchase books of poetry and stories for the kindergartens of the city.

At the *Childhood Education Regional Conference*, sponsored by the *Massachusetts Association for Childhood Education*, held at Wellesley College from June 24 to June 29, 1940, inclusive, the department was well represented. Many Boston kindergartners were among the five hundred fifty registrants, and the director and a large group of the Boston teachers were active as administrative officers and as participants in both the educational and recreational programs, thus contributing appreciably to the success of the first regional conference.

## SCHOOL HYGIENE

### Advisory Board

The Advisory Board of the Department of School Hygiene consists of Dr. George C. Shattuck, Chairman, Professor Murray P. Horwood, Roy Cushman, Professor Claire E. Turner, Doctors Edwin H. Place, Frederic T. Lord, Timothy Leary, David L. Belding, Richard M. Smith, John W. Bartol, Percy R. Howe, Charles H. Bradford, and Miss Blanche F. Dimond.

The Board held numerous meetings during the year and contributed greatly toward the formulation of a more extended program of school hygiene. Reports and recommendations were made by committees which had studied the following problems:

Improvement of school luncheons.

The health education program, especially with regard to nutrition and the teaching of facts relating to tuberculosis and its prevention.

Orthopedic cases and crippled children.





The Nativity

Dr. Frederick T. Lord has been largely responsible for the allocation of Federal funds for the tuberculosis case-finding program.

### **Tuberculosis Case-Finding Program**

A great deal of effort and painstaking care has been put into this work, which has been carried on among the high schools. The Department of School Hygiene is indebted to the Massachusetts Department of Public Health, and especially to Dr. David Zacks, Chief of Clinics, Division of Tuberculosis, of that department, for counsel and assistance. During 1938-39 over 10,000 high school pupils were skin-tested and the cases showing positive reactions were X-rayed. Of these, the cases which were then diagnosed as childhood-type or pulmonary tuberculosis were again X-rayed. Several were recommended for sanatorium treatment; all were placed under the care of some hospital or clinic, or of a private physician. Home visits were made in all cases.

The follow-up work on the cases found to be positive showed that, of the 291 childhood-type cases, 204 were receiving treatment (75 under the Boston Department of Public Health, 25 in hospital out-patient departments, 104 under private physicians). Forty-eight were known not to be under treatment. Seventy-five were known to have been exposed to tuberculosis. Of these, 66 had been exposed to pulmonary tuberculosis. Cases of tuberculosis of the hip or of the spine were found in members of some of the families. These facts indicate that there is need for much health-work among the families of these children.

It has not been felt advisable to report the cases of childhood-type tuberculosis to the Department of Public Health inasmuch as cases of this sort have not been reported to local health authorities by agencies working along our lines in other parts of the Commonwealth.

### **Other Communicable Diseases**

The department has continued to devote much time and effort to the work of preventing the spread of communicable diseases. Among the cases reported during 1939-40, chicken pox was the most frequent, measles was second, mumps was third, and scarlet fever was fourth.

More attention is paid to scarlet fever than to any other disease because of its comparatively widespread occurrence. The pupils affected this year were, to a large extent, in an age group that included boys and girls having many out-of-school interests, such as neighborhood clubs and church activities. The redistribution of elementary and intermediate school pupils engaged in these activities is a very considerable factor in the spreading of this disease. However, the department, with the cooperation of the teaching force, has continued to be successful in curbing incipient epidemics.

For the prevention of diphtheria approximately seventy per cent of all school children are immunized by school physicians, and nearly ninety per cent of all grade I and kindergarten children were immune to the disease. The expense to the city each year is very little because the toxoid is furnished free by the State, and the immunization done by the school physicians is a part of their required services.

Pneumonia is a common disease among school children, and, although it is not always detected in its early stages, only five pupils died from it this school year. The small number of fatal cases among school children may be largely attributed to the fact that, in the examination of all suspected cases, a clinical thermometer is used, thus eliminating guesswork.

The following table indicates the *reportable* diseases and the number of cases of each that were reported during the year:

REPORTABLE DISEASE	Number of Cases
Anterior poliomyelitis . . . . .	4
Chicken pox . . . . .	1,431
Diphtheria . . . . .	5
German measles . . . . .	22
Lobar pneumonia . . . . .	41
Measles . . . . .	855
Meningitis (Meningococcus) . . . . .	2
Mumps . . . . .	552
Pulmonary tuberculosis . . . . .	1
Childhood-type tuberculosis . . . . .	2
Scarlet fever . . . . .	436
Septic sore throat . . . . .	15
Sonne dysentery . . . . .	2
Typhoid fever . . . . .	1
Whooping cough . . . . .	483
Total . . . . .	<u>3,852</u>



There were 9,692 cases of *non-reportable* communicable conditions or diseases, as follows:

NON-REPORTABLE CONDITION OR DISEASE	Number of Cases
Pediculosis . . . . .	8,064
Impetigo . . . . .	1,222
Ringworm . . . . .	209
Scabies . . . . .	197
Total . . . . .	<u>9,692</u>

### Causes of Death Among School Children

Forty-one of our school children died during the year—thirteen as the result of accident, seven after a surgical operation, eight from a cardiac condition, and five from pneumonia. The complete list of causes and the number of deaths resulting from each are as follows:

CAUSES	Number of Deaths
Accidents . . . . .	13
Automobile . . . . .	5
Burns . . . . .	2
Drowning . . . . .	5
Osteomyelitis (following accident) . . . . .	1
Cardiac . . . . .	8
Epilepsy . . . . .	1
Kidney disease . . . . .	1
Meningitis (tubercular) . . . . .	1
Operative cases . . . . .	7
Pneumonia . . . . .	5
Pulmonary tuberculosis . . . . .	2
Rheumatic fever . . . . .	1
Scarlet fever . . . . .	1
Septicemia . . . . .	1
Total . . . . .	<u>41</u>

### Distribution of Milk

The number of children who received free, or purchased, milk for mid-morning luncheons was 10,634. This service was, for the most part, supported by the Women's Civic Federation of Massachusetts, Inc., the American Junior Red Cross, the Agnew Milk Fund, School Physicians' Association, and contributions from teachers. Other associations contributing are: Aid to Dependent Children, Catholic Charitable Bureau, Department of Public Welfare, Family Welfare Society, Provident Association, Roxbury Catholic Women's Club.

## Nutrition Groups

### 1. NUMBER, LOCATION, AND ATTENDANCE

There were twenty nutrition groups, located in the following schools:

Abraham Lincoln	Nathan Hale
Dearborn	Norcross
Franklin	Phillips Brooks
George Frisbie Hoar	Plummer
Harvard	Sarah Greenwood
Henry Vane	Sherwin
Lawrence	Thomas Gardner
Mary E. Curley	Thomas N. Hart
Mather	Ulysses S. Grant
Mayhew	Winchell

The number of pupils attending in June 1940 was 591. The new admissions during the year totaled 403. Of the total number of those who were in attendance at some time during the year, 294 had attended in 1938-39.

### 2. MEDICAL DEFECTS

DEFECTS	Number of Children
Anæmia . . . . .	1
Asthma . . . . .	4
Bronchitis . . . . .	1
Cardiac . . . . .	35
Convalescent . . . . .	5
Defective tonsils . . . . .	4
Diabetes . . . . .	1
Malnutrition . . . . .	219
Malnutrition and underweight . . . . .	152
Nephritis . . . . .	2
Neurosis . . . . .	1
Orthopedic . . . . .	7
Tuberculosis:	
Contacts . . . . .	114
Contacts and cardiac . . . . .	1
Hilum . . . . .	5
Spine . . . . .	1
<b>Total . . . . .</b>	<b><u>553</u></b>

## 3. SOURCES OF SUPPORT

	Number of Children
Family . . . . .	438
Public Welfare . . . . .	214
School fund . . . . .	6
Junior Red Cross . . . . .	6
Cox Fund for Negroes . . . . .	21
West Roxbury Catholic Club . . . . .	1
Kiwanis . . . . .	2
Parent-Teacher Association . . . . .	3
Private individual . . . . .	6
Total . . . . .	<u>697</u>

## 4. GAINS OR LOSSES IN WEIGHT

Average gain of classes . . . . .	5.42 pounds.
Greatest gain . . . . .	12.62 pounds.
Least gain . . . . .	1.17 pounds.
Loss of weight: six pupils, total loss . . . . .	9.0 pounds

## 5. AVERAGE NUMBER OF DAYS IN ATTENDANCE PER PUPIL

Pupils	Days Attending
4 . . . . .	180-190
59 . . . . .	170-179
99 . . . . .	160-169
53 . . . . .	150-159
67 . . . . .	140-149
58 . . . . .	130-139
56 . . . . .	120-129
35 . . . . .	110-119
25 . . . . .	100-109
31 . . . . .	90- 99
24 . . . . .	80- 89
23 . . . . .	70- 79
28 . . . . .	60- 69
17 . . . . .	50- 59
17 . . . . .	40- 49
15 . . . . .	30- 39
86 . . . . .	Less than 30

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Total, 697

## 6. DISCHARGED FROM GROUPS

One hundred six pupils were discharged during the year. The reasons were as follows:

	Number of Children
Discharged from district . . . . .	27
Admitted to:	
Sanatorium . . . . .	1
Preventorium . . . . .	1
Pupils refused to continue . . . . .	15
Behavior problems . . . . .	3
Welfare aid discontinued . . . . .	14
Request of parents . . . . .	27
Temporarily discharged (ill at home) . . . . .	3
Discharged by the supervisor . . . . .	7
Insufficient funds . . . . .	7
Deceased . . . . .	1
Total . . . . .	<u>106</u>

## W. P. A. Noonday Meal Project, John A. Andrew District

The parents were interviewed by the school nurse concerning the project either through home visits or conferences at school, and written permission for the children's participation in the project was obtained.

## 1. GAINS OR LOSSES IN WEIGHT

	Boys	Girls	Total
Greatest gain — 7½ pounds . . . . .	—	1	1
Gain in pounds:			
6 . . . . .	—	1	1
5 . . . . .	1	—	1
2½-3 . . . . .	11	11	22
1½-2 . . . . .	9	11	20
¾-1 . . . . .	12	19	31
No gain made . . . . .	8	10	18
Totals . . . . .	41	53	94
Loss in pounds:			
2 . . . . .	1	2	3
1-1½ . . . . .	2	2	4
¾-1 . . . . .	8	5	13
Totals . . . . .	11	9	20
Totals . . . . .	52	62	114

## 2. ATTENDANCE RECORD

NUMBER OF DAYS	Boys	Girls	Total
37.....	19	24	43
36.....	7	9	16
35.....	3	8	11
34.....	3	6	9
33.....	4	3	7
32.....	3	4	7
31.....	1	—	1
30.....	2	—	2
29.....	3	—	3
28.....	2	1	3
27.....	1	—	1
26.....	—	2	2
25.....	1	—	1
24.....	2	—	2
Totals.....	51	57	108

The reasons for absence were: an infected finger, colds, chicken pox contact, food rash, and truancy.

**Special Work Performed by School Nurses**

Semiannual weighing and measuring (fall and spring) all children in elementary and intermediate districts.

Monthly weighing and measuring all malnutrition cases and the members of the nutrition groups.

Re-testing all defective vision and hearing cases.

Assisting school physicians with physical examinations, daily inspections, and diphtheria preventive work.

Assisting school physicians in examinations and re-examinations of cardiac and other special cases.

Assisting in the Tuberculosis Case Finding program.

Making special reports on tuberculosis contacts.

Addressing parents' meetings.

Making special reports on Rest and Nutrition groups.

**Social Work Performed by School Nurses**

Securing social histories on all cases referred to welfare organizations.

Referring pupils for vacations to various organizations.

Distributing food, including Christmas and Thanksgiving baskets, to needy children and their families.

Collecting and distributing clothing to needy families.  
 Arranging for free admission to dental and other clinics,  
 and for car fares.

### Physical Defects Discovered by School Physicians among Elementary and Intermediate School Pupils

The total number of elementary and intermediate school pupils examined by the department during 1939-40 was 88,756 (45,721 boys, 43,035 girls). The total number of defects was 11,565, classified as follows:

DEFECTS	Boys	Girls	Total
Defective nasal breathing.....	819	733	1,552
Defective tonsils.....	2,935	2,649	5,584
Heart:			
Endocarditis.....	284	340	624
Other conditions.....	69	64	133
Skin.....	125	96	221
Malnutrition.....	1,015	1,586	2,601
Orthopedic defects.....	233	152	385
Respiratory defects.....	77	40	117
Other defects.....	172	176	348
Totals.....	5,729	5,836	11,565

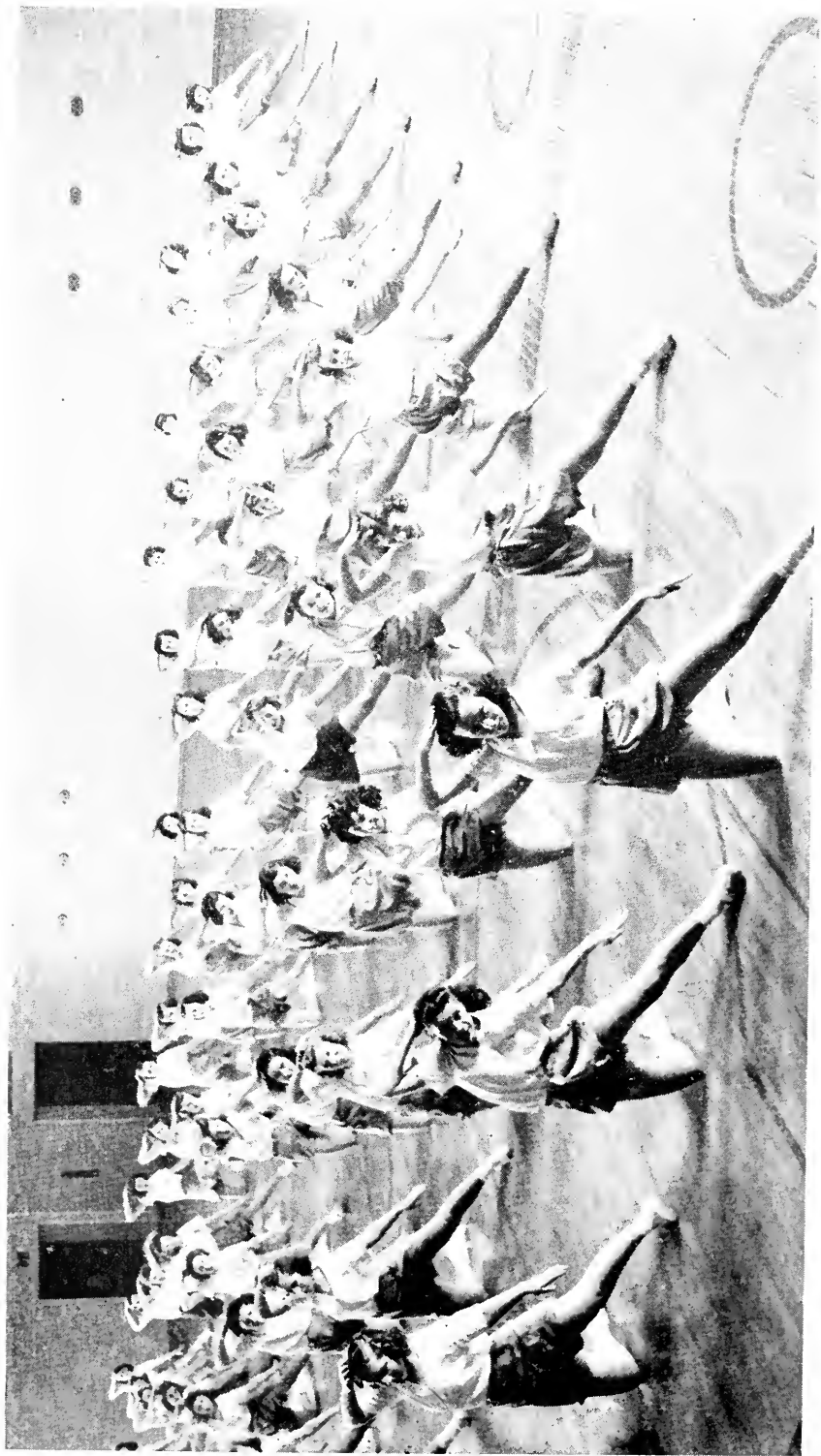
### Follow-Up-Work on Physical Defects Recommended for Treatment (Elementary and Intermediate School Pupils)

The total number of cases recommended for treatment was 5,540, classified as follows:

#### 1. TREATED BY FAMILY PHYSICIAN

DEFECTS	Boys	Girls	Total
Heart:			
Endocarditis.....	69	93	162
Other conditions.....	14	17	31
Skin.....	44	35	79
Malnutrition.....	268	381	649
Orthopedic.....	38	28	66
Respiratory.....	24	13	37
Other defects.....	46	53	99
Totals.....	503	620	1,123





Physical Education



## 2. TREATED BY HOSPITAL

DEFECTS	Boys	Girls	Total
Heart:			
Endocarditis .....	206	229	435
Other conditions .....	35	32	67
Skin .....	56	48	104
Malnutrition .....	330	440	770
Orthopedic .....	124	90	214
Respiratory .....	47	25	72
Other defects .....	52	57	109
Totals .....	850	921	1,771

## 3. NUMBER OF OPERATIONS

DEFECTS	Boys	Girls	Total
Defective nasal breathing .....	260	250	510
Defective tonsils .....	688	643	1,331
Totals .....	948	893	1,841

## 4. NUMBER OF OPERATIONS NOT ADVISED

DEFECTS	Boys	Girls	Total
Defective nasal breathing .....	71	52	123
Defective tonsils .....	341	341	682
Totals .....	412	393	805

## Summary of School Nurses' Daily Reports

Visits to homes . . . . .	20,553
Classroom talks on hygiene . . . . .	6,957
Consultations with teachers . . . . .	72,878
Consultations with pupils . . . . .	129,185
Inspections of hair . . . . .	430,285
Inspections of teeth . . . . .	319,086

### Pupils Escorted to Clinics by Nurses

CLINIC	Number	Re-Visits
Eye.....	283	259
Ear.....	75	13
Nose and throat.....	134	7
Medical.....	164	40
Surgical.....	34	—
Totals.....	690	319

### Dental Work

#### I. SUMMARY

Number of pupils having dental work completed . . . . .	29,172
Cared for by private dentists . . . . .	11,886
Cared for at clinics . . . . .	17,286
Number of pupils escorted for dental treatment . . . . .	10,822
Re-visits . . . . .	22,184
Prophylaxis treatments . . . . .	17,234
Classroom toothbrush drills . . . . .	5,486

#### 2. WORK COMPLETED

GRADE	Dental Clinics	Family Dentists	Total
IX.....	1,096	1,481	2,577
VIII.....	1,437	1,378	2,815
VII.....	1,656	1,363	3,019
VI.....	3,034	1,416	4,450
V.....	2,409	1,336	3,745
IV.....	2,363	1,163	3,526
III.....	2,056	1,106	3,162
II.....	1,367	971	2,338
I.....	956	694	1,650
Kindergarten.....	389	611	1,000
Special.....	350	176	526
Others.....	173	191	364
Totals.....	17,286	11,886	29,172

### Correction of Defective Vision (Intermediate and Elementary Schools)

Cases reported by teachers, after testing . . . . .		6,908
Examined:		
By oculist . . . . .	1,010	
At hospital . . . . .	4,103	
By optometrist . . . . .	866	
	—	5,979
Corrected:		
Glasses advised . . . . .	4,625	
Glasses not advised . . . . .	600	
No change of glasses advised . . . . .	636	
	—	5,861
Glasses obtained . . . . .		4,515
Strabismus cases . . . . .		1,228
Under treatment . . . . .	1,111	
Not under treatment . . . . .	117	
	—	

### Correction of Defective Hearing (Elementary and Intermediate Schools)

Cases reported by teachers, after testing . . . . .		610
Corrected:		
By family physician . . . . .	25	
At hospital . . . . .	89	
	—	114
Under treatment:		
By family physician . . . . .	72	
At hospital . . . . .	366	
	—	438
		<u>552</u>
Total number of cases treated . . . . .		<u>552</u>

### Report of Expenditures by School Nurses of Funds Raised at the Bridge Party held in October 1939

Total amount of money in fund . . . . .		\$2,403 77
Distributed by school nurses . . . . .	\$2,246 27	
Distributed in high schools . . . . .	157 50	
	—	
Expenditures made by school nurses:		
399 pairs of eyeglasses . . . . .		\$1,663 85
93 pairs of eyeglasses (part payment) . . . . .		186 09
57 pairs of eyeglasses repaired . . . . .		58 85
44 pairs of shoes . . . . .		89 17
4 pairs of rubbers . . . . .		1 10
6 pairs of overshoes . . . . .		5 60
Clothing for pupils . . . . .		45 85
Milk for pupils . . . . .		43 88
		<u>2,097 99</u>
Carried forward . . . . .		\$2,097 99

<i>Brought forward</i> . . . . .	\$2,097 99
Straws for milk . . . . .	75
Food for pupils in Rest and Nutrition classes . . . . .	4 39
Food for needy families (emergency) . . . . .	10 30
Admissions to hospital and dental clinics . . . . .	20 45
Hospital fees for treatments and medicines . . . . .	29 20
Car fares for pupils attending clinics . . . . .	15 35
Derbac combs and soap . . . . .	19 38
Toothbrushes . . . . .	5 00
Haircuts . . . . .	1 25
Taxi fees for ill pupils . . . . .	2 27
Fuel for needy family (emergency) . . . . .	2 00
	\$2,208 33
Unexpended balance:	
Bigelow School . . . . .	\$5 45
Henry Grew School . . . . .	11 34
Longfellow School . . . . .	4 50
Patrick F. Gavin School . . . . .	1 15
Wendell Phillips School . . . . .	9 75
Trade School for Girls . . . . .	5 75
	37 94
	\$2,246 27
Checks sent to high schools:	
Charlestown High School . . . . .	\$33 00
Dorchester High School for Girls . . . . .	23 00
East Boston High School . . . . .	53 00
Hyde Park High School . . . . .	26 00
Jeremiah E. Burke High School for Girls . . . . .	22 50
	157 50
	\$2,403 77

### Sanitation of School Buildings

This phase of the work of the Department of School Hygiene is under the immediate direction of the Sanitary Engineer, whose duty it is to see that the heating, ventilation, and maintenance of sanitary conditions in school buildings be in accordance with the requirements of the School Committee, as specified in the Rules and Regulations. Recommendations are made with regard to ventilation, room temperature, heating systems, lighting, accident prevention measures, and all nuisances, or potential causes of disease.

### Health Education and Safety Education

The safety education program and accomplishments are described in the following section of this report.

As in previous years, the health education program included talks by the supervisor at parent-teacher association meetings; papers read before professional and community gatherings; cooperation with approved outside agencies working for the improvement of public health; teachers' meetings and conferences; talks, accompanied by films, slides, and projectors, to school assemblies.

## SAFETY EDUCATION

### School Safety Patrols

In September 1938 a manual entitled "*Suggestions for School Safety Patrols*" was issued in mimeograph form as a Board of Superintendents circular to all elementary and intermediate school principals. Later in the school year it was issued to them in print. In February 1940 the Superintendent issued a questionnaire as to the extent to which school patrols had been organized, their practicability, and other details. The replies from the 139 school buildings (114 elementary and 25 intermediate) showed that a total of 125 buildings had in operation a regularly organized school safety patrol, under the direction of a patrol supervisor who is a member of the faculty and who is appointed by the principal to perform that duty. Although five intermediate and nine elementary school principals reported no patrol organization, they did stress the fact that they had adequate supervision by teachers. In a few instances, moreover, it was stated that the schools were so located that there were no serious menaces to the pupils' safety. There were 1,000 boy and 296 girl patrol members, covering 550 stations at dismissal time. The many commendatory remarks by business men, police, parents, citizens, and newspaper editors on the efficiency of the patrol members attest to the value of this phase of the safety program.

Slightly more than half (64) of the schools with safety patrols reported that the members were equipped with Sam Browne belts. Sixty-two schools reported that their patrol members wore no insignia. In order to facilitate the equipping of patrol members with the Sam Browne belts in accordance with the suggestion in the manual, they have been made available by requisition to the Business Manager, their cost to be defrayed from the school's per capita allowance.

### Cooperation of Police

Need for additional supervision at street crossings during regular dismissals was reported by only 20 schools. These needs have been reported to the Police Commissioner, who, in turn, has referred them to the local division captains. On the whole, the present situation shows a very considerable improvement over that of four years ago. In 1936 there were 248 police officers assigned to school crossings. This number increased to 296 in 1940.

The Police Safety Car, manned by two selected officers, visited the school buildings in accordance with a schedule prepared by the Supervisor of Health Education and Safety Education. All schools were visited at least twice. Safety talks and demonstrations constituted the major part of the program.

### Fire Drill Procedures

The Safety Council Committee appointed by the Superintendent has completed a *Manual of Fire Drill Procedures*. The manual, which will be printed and ready for distribution at the opening of school in September 1940, has been reviewed and endorsed by the Fire Commissioner of the City of Boston, by the General Manager of the National Fire Prevention Association, and the Committee on Fire Prevention of the Boston Chamber of Commerce.

During the past school year every school principal has appointed in each building under his jurisdiction a member of his faculty to serve as Fire Councilor. In addition each classroom teacher appointed two pupils to serve as Student Fire Marshals. The duties of the Councilor and the Student Fire Marshals are outlined in the *Manual of Fire Drill Procedures*. This organization marks a further step in the cooperation between the school department and the fire department in the field of fire prevention.

The Fire Drill Record for each school, together with the number of exits, has been recorded on individual cards for the years 1936-37, 1937-38, and 1938-39. The source of this information is the Fire Drill Time recorded by officials of the Boston Fire Department during Fire Prevention Week.

### Vacation Safety

The Supervisor of Health Education and Safety Education collaborated with the Safety Council in the preparation of a

bulletin on *Vacation Safety*, which was distributed to all schools as a Board of Superintendents circular.

### **Radio**

Radio broadcasts, prepared by schools, in cooperation with safety officials, were given on Saturday mornings during the school year over a local station. A broadcast from the Oliver Wendell Holmes Intermediate School on December 9, 1939, was the first radio program originating in a Boston public school building.

### **Pedestrian Accidents, 1932 to 1939**

In cooperation with the Boston Traffic Division, all pedestrian accidents on Boston streets during 1932 to 1939, inclusive, have been recorded on 300 individual cards. This information is valuable for the preparation of special studies of safety problems affecting school children.

### **Accidents to School Children**

Duplicate copies of police reports of motor vehicle accidents to school children have been received since January 1940 and summaries of them have been compiled.

Monthly summaries of all pupil accidents have been compiled for the Board of Superintendents and directors of departments.

Studies of coasting and bicycle accidents have been made for the Safety Council Committee, to assist in the preparation of special bulletins.

### **Annual Tabulation of Pupil Accidents**

For purposes of comparison with the number and place of occurrence of pupil accidents during previous years the accidents reported by masters during the school year 1939-40 have been analyzed and tabulated. In 1937-38 there were 762 accidents reported. Among them there was one fatality. A kindergarten child was killed by a motor vehicle. In 1938-39 the total number of reported accidents was 906, an increase of 144. As in the previous year, one child (a grade II pupil) was killed by a motor vehicle. In 1939-40 the total number of reported accidents was 761, which was 73 less than the average for the previous two years. However, there were two fatalities. A grade II pupil and a grade IX pupil were killed by motor vehicles.

The following is a comparison of the summaries of the reported accidents during the past three school years:

PLACE OF OCCURRENCE	1937-38	1938-39	1939-40
School buildings .....	463	503	413
School grounds .....	204	261	221
Motor vehicles .....	45	36	49
Others, outside school grounds .....	50	106	78
Totals .....	762	906	761

The following is a detailed tabulation of accidents by places of occurrence and by grades:



PLACE OF OCCURRENCE OF PUPIL ACCIDENTS BY GRADES  
September 1939-June 1940

CLASSIFICATION	Totals	KINDER-GARTEN		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII		SPECIAL CLASSES				
		K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.	K.	I.			
																														Totals		Totals
1 Classrooms.....	104	9	15	5	4	6	10	12	33	32	47	54	53	42	19	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1		
2 Auditorium.....	3																															
3 Cafeteria.....	7																															
4 Laboratories.....	5																															
5 Vocational Shops.....	77																															
6 Domestic Science Department.....	32																															
7 Gymnasium.....	35																															
8 Dressing rooms and lockers.....	15																															
9 Corridors.....	43																															
10 Stairs and stairways.....	57																															
11 Lavatories.....	3																															
12 Basement.....	21																															
13 Special schools.....	10																															
14 Special type class.....	1																															
School Buildings Total.....	413	12	19	14	12	18	33	32	47	54	53	42	19	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
15 Outdoor recess.....	109																															
16 Other school grounds.....	112																															
School Grounds Total.....	221																															
17 Motor vehicles.....	49																															
18 Other causes.....	78																															
Total (17-18).....	127																															
All Accidents Total.....	791	23	56	52	49	51	48	44	55	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65

K.—Killed. I.—Injured.

## PHYSICAL EDUCATION

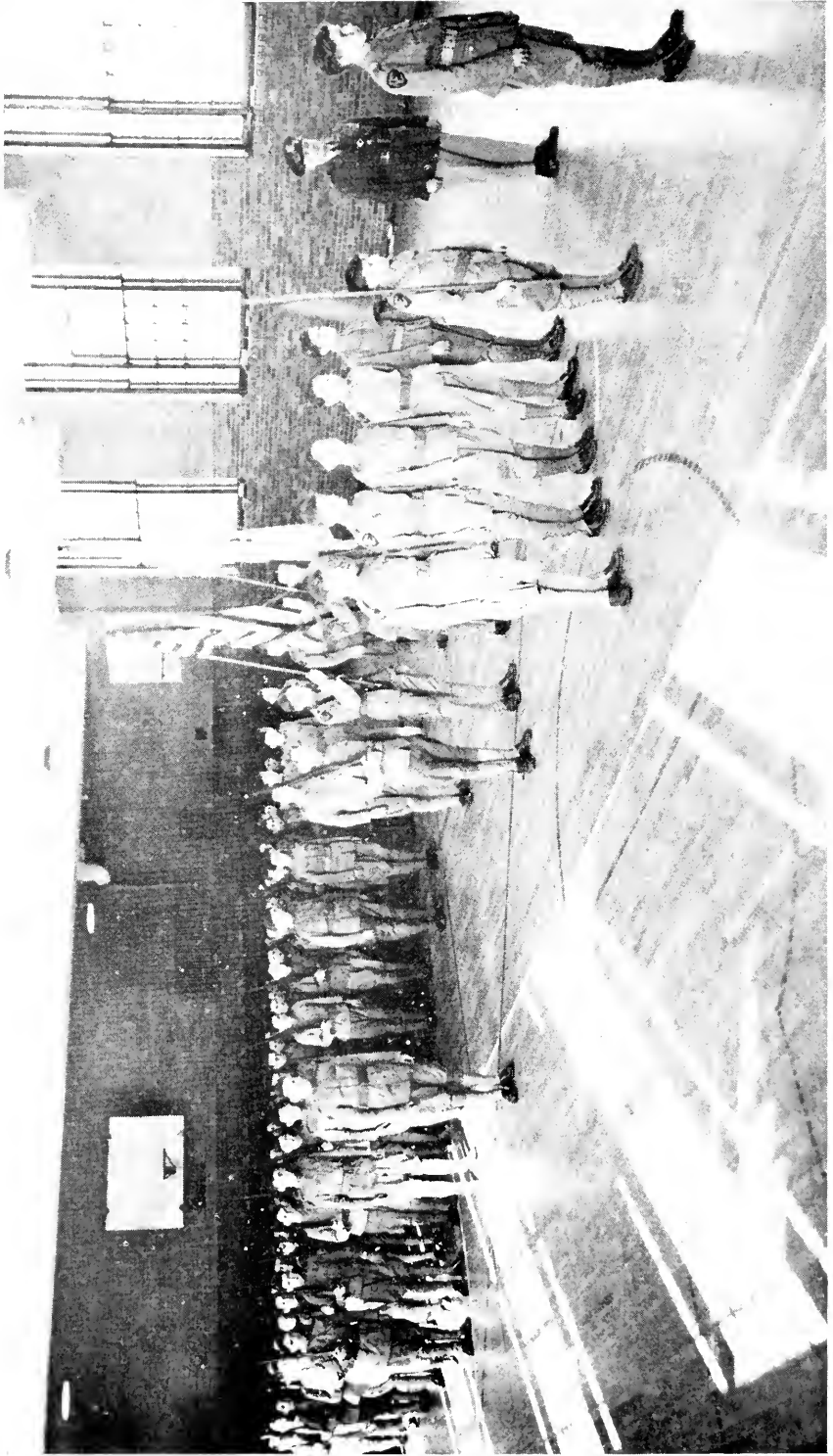
**Scope of Activities**

In the elementary schools the program of work consists of classroom exercises; of special exercises for the correction of faulty posture; of classroom and yard games; and, in many districts, a growing number of organized group games during the recess period. The activities in these grades are conducted by classroom teachers under the supervision of four visiting instructors specially assigned to this work by the director.

The program of activities for boys and girls in grades VII and VIII and for girls of grade IX in intermediate schools having gymnasium facilities consists of two forty-minute periods per week of marching, gymnastics, special corrective exercises, dancing, games, stunts, tumbling, and apparatus work in the gymnasium, under the direction of a teacher of physical education. In the schools where there are no gymnasium facilities, the boys and girls of grades VII and VIII have a daily period of classroom gymnastics and games, taught by the classroom teachers, while the boys of grade IX are given two periods a week of military drill under an instructor of military drill, and the girls of grade IX are given two periods per week of gymnastics, games, and dances in the school hall or any space available for that work, under the direction of a classroom teacher assigned by the principal of the school.

In the Latin, high, and trade schools the boys are required to take two forty-minute periods per week of military drill, under the direction of the instructor of military drill, and a ten-minute daily setting-up drill in the classroom, conducted by pupil leaders under the supervision of classroom teachers and the direction of the instructor of military drill assigned to the school. School companies are organized in these schools and in grade IX of intermediate schools. Competitive drills between companies in individual schools are held in the spring, and from the results of these competitions the colonels, lieutenant colonels, and majors are selected to head their respective regiments and battalions in the annual street parade. After-school activities, conducted by teacher coaches, are open to all high school boys who are able to qualify under the student eligibility rules. The list of major sports open to boys in high schools includes football, track, hockey, and baseball. Inter-





Military Drill

scholastic games and meets are arranged throughout the year and played off according to season. There are also minor sports, such as tennis and golf, open to boys. These latter are not under the direction of the regularly appointed teacher coaches, but under the direction of the department director, and are supervised by a teacher chosen and assigned by the headmaster of the school.

The following table of events, covering this school year, will give an idea of the number of boys interested in the sports activities, as participants and spectators:

	Number of Games or Meets	Number of Boys Participating	Estimated Attendance
Major sports:			
Hockey.....	6	840	3,000
Track and field.....	8	4,200	5,000
Baseball.....	—	1,080	—
Football.....	—	1,120	60,000
Minor sports:			
Tennis.....	—	140	—
Golf.....	—	100	—

The girls of grades X, XI, and XII are required to take two forty-minute periods a week in the gymnasium under the direction of a regularly appointed teacher of physical education, and a ten-minute daily setting-up drill in the classroom, conducted by pupil leaders under the supervision of classroom teachers, and the direction of the physical education teachers assigned to the school.

After-school activities for girls are voluntary and are open to all students. The schedule of games and sports offered is dependent upon the facilities available in the individual schools. There are no interscholastic games or competitive meets for girls in high schools.

The physical education activities of The Teachers College of the City of Boston follow the same general program as that of the high schools, with the addition of specific instruction in the teaching of the required physical education activities of elementary and intermediate grades and in the organization of recess activities in school yards and in playground leadership.

### **Playgrounds**

During July and August the department opened and supervised the play activities of 160 playgrounds, comprising 108 school yards, 40 parks, and 12 "special" playgrounds. These play activities were under the supervision of the annually assigned group of supervisors, and in each playground two teachers were in charge. The supervisors were eight in number, four serving during the first half of the season, and four during the latter half. Seven of the supervisors are members of the regular staff of the physical education department, and one is a regularly appointed assistant in the elementary grades. The usual program of games, both team and individual, active and quiet, and of dances and other activities, was offered.

On July 28, 1939, all of the playgrounds throughout the city united in celebrating "Joseph Lee Day," in honor of the originator of the playground movement. Every playground offered a splendid program of events and paid fitting tribute to the memory of Mr. Lee.

### **New Courses**

A new course in physical education for grades IV, V, and VI has been distributed to the teachers of these grades, and a new program of activities for grades I, II, and III has been compiled and tested in some school districts so that it may be perfected and made ready for distribution to all teachers of these grades by the end of the next school year.

### **Cooperative Services**

With the increasing growth of home and school associations in the elementary and intermediate districts under their supervision, the visiting instructors have been frequently called upon to cooperate with the school faculty and the instructors of other special subjects in preparing programs for the meetings of the associations.

In the high schools, also, the teachers of physical education have assisted in the preparation of special programs for entertainments and in the graduation exercises of their respective schools.

The boys of the intermediate and high schools have done their part in this cooperative service of the department. School cadets are called upon throughout the year to act as ushers, as honor guards, as student guides, and to participate in civic

and patriotic celebrations of the state and city governments, such as Flag Day, Columbus Day, Evacuation Day, Bunker Hill Day, and on many other occasions.

### **Physical Education Demonstration**

In March 1940 the *Eastern District of the American Association for Health, Physical Education, and Recreation* held its convention in Boston. The Associate Director of Physical Education was chairman of the convention. The program meetings were held at the Hotel Statler and were very well attended. The convention had a fitting climax in the Demonstration of Physical Education Activities of the Boston Public Schools, held in the Boston Arena, on March 27. This was a most successful and inspiring occasion, one which will be long remembered for the efficiency of its organization and the finished and stirring quality of the performance. The success of this undertaking was due, first of all, to the vision and planning of the director and the very capable committee of chairmen in charge of the program. About fifteen hundred girls and four hundred boys took part in the demonstration. The program covered all phases of the physical education activities taught in the intermediate and high schools of the city, and there was an excellent demonstration of military drill exercises, given by a company of high school cadets. It seems fitting to express the deep appreciation and gratitude of the department to those who did so much to make this demonstration such a unique event — to the Police Department of the city of Boston for its magnificent cooperation, to the Boston Elevated Railway Company for the capable and efficient handling of the transportation problems of such a large crowd, to the School Committee of the city of Boston, and to the Board of Superintendents for its encouragement and for its practical and generous help in carrying out the details of the program.

### **Annual Street Parade**

As is the custom, the year's work in military drill culminated in the annual street parade, held this year on Tuesday, June 4. There were about 16,000 school cadets marching in this parade, comprising pupils from fourteen high schools, and the grade IX boys from twenty-three intermediate schools. There were also many musical organizations in the line of march:

twelve high school bands, thirteen intermediate school bands, fifteen high school drum and bugle corps, and three high school fife and drum corps. These musical organizations are a part of the regular school cadet organization and are taught under the direction of the director of music. They have as instructors men who are of high proficiency in their special fields of music. The bands, both in performance and in appearance, were a great credit to their instructors.

## MUSIC

### **Benefits Derived from Eastern Music Educators Conference, March 1939**

The school year 1939-40, while somewhat less eventful for the Music Department than the year previous, was noteworthy for solid growth and consistent development in music classes, for keen interest and earnest effort of the pupils, and for improved methods and practices in the teaching.

The Eastern Music Educators Conference, which was held in Boston in March 1939, obviously fulfilled one of its major objectives; viz., that of giving fresh inspiration and practical assistance to teachers in all branches of the the music profession. Undoubtedly, much of the successful work which was accomplished during the past year can be attributed to this influence of this great educational event.

Marked improvements were noticeable in vocal tone quality, interest in and mastery of theory, sight reading skill, part singing ability, and in expressive singing and interpretation of the many songs studied in regular class work. Many obsolete and outmoded practices and procedures were replaced by newer and more effective methods which had been thoroughly tested and successfully proved in other cities.

Every effort was made to make the study of music a most pleasurable as well as a most profitable experience through a better selection of song material, a more balanced lesson, and a more interesting presentation of all music problems. Youthful talent, when discovered, was given every possible aid and encouragement, and many opportunities were provided for its development by experience in public performance at school and civic functions.

### **Additional Piano Classes Organized**

Several new piano classes were organized. These classes offered rich advantages to ambitious music loving students







Knitting for the Red Cross

who were not only taught to play this most popular of home instruments, but, through theoretical study, to expand their musical knowledge and improve their sight reading ability. These classes were organized and taught by the music supervisors and were supplemented by daily practice periods, before or after school hours, under the personal direction of the regular grade teachers. The benefits of this piano class instruction were also evidenced by the increased sight reading ability in vocal class work and by a keener appreciation and understanding of all musical compositions, vocal or instrumental.

### **Increased Interest in Eurythmics**

In many of the schools the study of eurythmics is fast becoming one of the most popular of music activities. This subject, which is rapidly becoming one of the "musts" in music education, aims to thoroughly familiarize the students with all varieties of rhythms, and, through bodily motions, to interpret them correctly at sight. Rhythm is one of the fundamental elements of music and its early mastery goes a long way toward making participation in music a thoroughly pleasurable experience. Therefore, eurythmic study and practice constitute a valuable aid toward musical mastery. In addition to the development of a keen rhythmic sense these classes increase the listening power of the students, improve the power of mental concentration, and lead to an appreciation of music style and form.

### **Glee Clubs**

This year, as in other years, the highest degree of vocal attainment was found in the work of the school glee clubs. Their excellent performance of fine vocal compositions contributed very effectively to the interest and success of school assemblies, parent-teacher programs, operettas, concerts, and many other school activities. The fine quality of music performed, beauty of vocal tone, balance, diction, and expressive interpretation in singing evoked high praise from all who heard the concerts. Many high school glee clubs now include a fine scholastic and deportment record as one of the requirements for membership. In this way, glee club membership is a source of pride to all who earn it and serves as an incentive for increased effort in other studies. Many fine programs, including folk music, opera music, art songs, liturgical music, and modern music were given by the glee clubs.

Some of the main objectives in this work are to develop skill and beauty in the use of the singing voice, to broaden the acquaintance of the students with fine vocal compositions, to develop music appreciation, and to provide much valuable experience in public singing, both solo and in groups. Many talented students in the high school glee clubs were recipients of valuable scholarships to conservatories of music and music schools that are among the best in the country. These scholarships were awarded on the basis of musical talent, scholastic standing, and personal worthiness. The fortunate pupils who received scholarships were selected and recommended to the school principals by the music instructors and supervisors. The fact that a surprisingly large number of high school students are constantly expressing a desire to study music subjects not yet included in the curriculum gives further evidence of the strong appeal of music in all its phases. It is to be hoped that the continued shrinkage of pupil numbers in the Boston public schools may make possible the operation of some plan whereby these requested subjects, which are so essential to the well rounded musical education of students, especially for those who pursue music as a profession, may be added to the present course of study. In 1939-40 there were twenty-one high school glee clubs with a total enrollment of 1,310 students, trained and conducted by the assistant directors of music. In addition to the high school glee clubs, there were glee clubs in practically every intermediate school. These were trained, for the most part, by the school music teachers under the direction and supervision of the department's assistants in music.

### **Orchestras, Bands, and Other Instrumental Units**

Today no school assembly is complete without some selections by the school orchestra, band, or other instrumental unit. This most profitable experience in public performance, which must be regarded as a regular and essential part of the instrumental training received in the schools, gives inspiration and enjoyment to players and audiences alike. Such student participation also offers to talented instrumental students an opportunity for solo experience, and through this source many promising young talents are discovered, encouraged, and assisted. During 1939-40, twenty-one high school orchestras with a total enrollment of 579 students received rare educational advantages in the study, practice, and public performance of instrumental compositions of high standard under





Red Cross Knitting and Toy Making Activity

skilled leadership. Included in this work were theory, music history, music appreciation, and other studies so essential to good musicianship. Intermediate schools were also active in this field, having a total registration of 631 students in twenty-eight orchestras. These high and intermediate school orchestras were all conducted under the personal direction of the assistant directors of music (instrumental) and by the supervisors of bands and orchestras. Eight orchestras in the six-grade schools demonstrated most convincingly the possibilities of instrumental accomplishment in elementary school music.

Two splendid spring concerts were given by the Boston Public School Symphony Orchestra. They were attended by large and enthusiastic audiences composed of parents and friends of the orchestra members. Both programs were of excellent quality, the first emphasizing classics for strings and the second including an entire piano concerto composed by the conductor of the orchestra, Mr. Joseph F. Wagner, and most effectively performed by the two orchestra pianists, each of whom played one or two movements. At the second concert, the anniversaries of the great composers Strauss and Tchaikowsky were fittingly commemorated by surprisingly well performed excerpts from some of their better known works. Besides the regular spring concerts, the Boston Public School Symphony Orchestra gave a concert exclusively for the students in intermediate schools of Dorchester and Roxbury for the purpose of arousing a greater interest in instruments and instrumental compositions, especially in string music. The concert also aimed to acquaint the intermediate school students with the accomplishments which are possible in an organization which they soon would be eligible to join. It is to be hoped that this concert, which was conducted as an experiment and which was attended by over 1,500 pupils, will result in an active and enthusiastic response in the fall, when new members are to be recruited.

In the field of band practice and study much was done to make the work of the students more attractive and profitable. Many of the larger high school bands were divided into junior and senior groups in order to make possible more practical courses of instruction for both beginners and advanced students. Theoretical study and sight reading practice were emphasized in the training of the junior band groups, many members of which had never played with other band instru-

mentalists before entering high school. The adoption of such improvements and constructive adjustments has already effected much improvement in the quality and character of band performance. Band programs, which formerly were limited to military and patriotic types of music, now include selections in a variety of forms and types. This offers to band students opportunities for the development of musical knowledge and appreciation similar to those advantages secured through orchestra study and practice. Obviously, this is but fair to the many players of brass, wood-wind, and percussion instruments who have been deprived of orchestra membership because of the necessity of maintaining instrumental balance. As in the case of the orchestras, the school bands were active at school functions, and in addition participated most effectively in such exercises as the military drill competitions, the cadet parade, patriotic observances, class day exercises, and concerts. During 1939-40 there were thirteen high school bands with a membership of 818 students, sixteen intermediate school bands with a membership of 577 students, fifteen high school bugle corps with a membership of 727 students, four intermediate school bugle corps with a membership of 240 students, and three high school fife corps with a membership of 139 students. In the annual street parade of the Boston school cadets, 2,366 students participated in the marching-playing demonstration, which was given by twelve high school and thirteen intermediate school bands, fifteen high school and four intermediate school bugle corps, and three high school fife corps. The appearance, deportment, and performance of the marching musical units were the subject of much favorable comment.

Much credit for the fine work which was done by the school bands and orchestras must be given to the temporary instrumental instructors who laid the musical foundation in the instrumental class instruction. Following is a tabulation of the instrumental classes during 1939-40:

Number of Classes	Kind of Instrument	Number of Students
56	Stringed	567
73	Wood-wind	831
105	Brass	1,589
99	Drum	1,576



### Work Projects Administration Concerts

The importance and value of a broad listening experience for the young music students have been amply considered. During the past year, through the generosity of the Work Projects Administration officials in charge of music, many fine concerts were given in the various Boston schools. These concerts were a valuable supplement to the regular course of music instruction. All programs were selected on the basis of their educational value, their entertaining aspects, and their adaptability to the age and grade of the pupils who were to hear them. The following is a summary of the Work Projects Administration concerts given during 1939-40:

	Choral	Orchestra	Band
High Schools.....	2	11	1
Intermediate Schools.....	41	47	3
Elementary Schools.....	22	35	2

### Youth Symphony Concerts

The second season of Youth Symphony Concerts given for the express benefit of school students was another outstanding and inspirational experience. Over 650 Boston public school students enjoyed the benefits of this rare treat, which has been acclaimed as one of the greatest sources of inspiration ever offered for the cultural benefit of the young. It is to be hoped that this great educational project may be attended with every success for many years to come.

### Consolidation of Work of "Assistants in Music"

The Music Department now consists of a director, nine assistant directors, eleven assistants in music, five supervisors of bands and orchestras, one supervisor of drum and bugle corps, and twenty-one temporary instrumental instructors. Because of the shrinkage in pupil numbers which has occurred in the Boston public schools during the past several years, the work of music supervision which is done by the assistants in music has been consolidated to such an extent that eleven assistants in music now cover the territory and duties that were cared for a year ago by twelve. Any further reduction in the personnel of this branch of the department at this time would seriously impair the efficiency of the school service. However, in the interest of economy every effort is being

made to operate the department at the lowest possible cost to the city without curtailing essential educational advantages to school students.

### HOUSEHOLD SCIENCE AND ARTS

Sewing is a required subject in grades IV, V, and VI; cookery, in grades VII and VIII. The time allotted to each of these subjects is two periods a week. Dressmaking and household science, in grades IX to XII, are elective subjects.

#### **Sewing and Dressmaking**

In September 1939 a course in dressmaking was established in Charlestown High School and about one-half of the girls elected the subject. It is now taught in every high school attended by girls, except the Girls' Latin School.

In the sewing classes of grades IV, V, and VI, and in the dressmaking classes of grades IX to XII, a total of more than 76,000 articles were made during the year. Included among them were sewing bags, underwear, dresses, suits, coats, hats, cooking outfits, gymnasium uniforms, and Red Cross garments. Over 300 costumes were made for the Physical Education Demonstration that was held in the Boston Arena in March 1940.

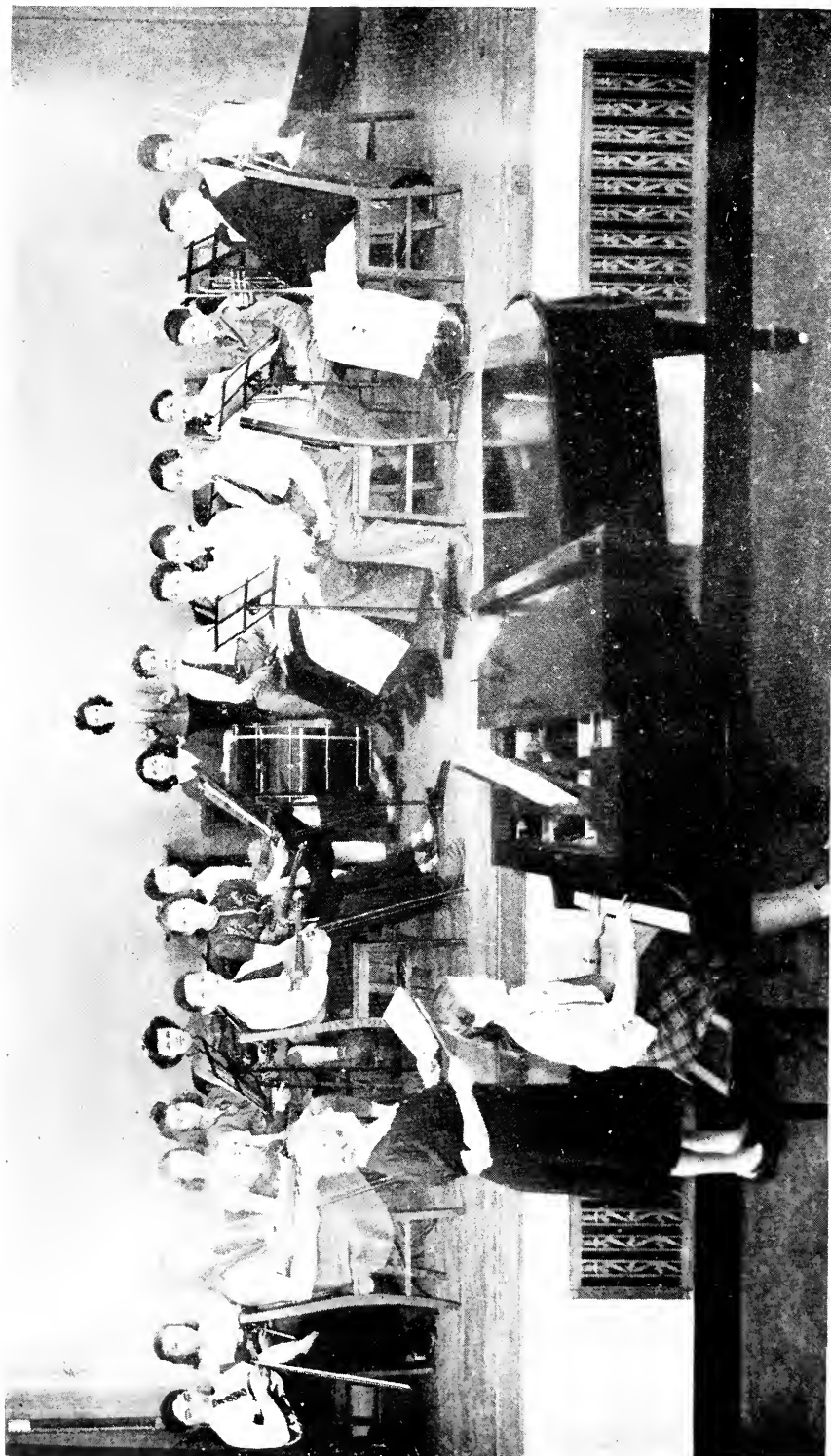
#### **Cookery and Household Science**

In the elementary cookery classes about 30,000 projects, to be taken home by the pupils, were prepared. Household science is now offered in every high school attended by girls, except the Jamaica Plain High School and the Girls' Latin School. During this year the household science classes prepared and served more than 19,000 luncheons for teachers and 25,000 for pupils.

#### **Flexible Courses of Study**

In order that the instruction given by the Department of Household Science and Arts may provide for the needs of girls of varying abilities and with different home backgrounds, the courses of study have been made sufficiently flexible. In all grades emphasis is placed upon the development of skill rather than upon the accumulation of information. By stressing the training in technical skill and by developing





An Intermediate School Orchestra

powers of judgment through the understanding of general principles, practical results are achieved.

### **Preparation for Good Home-Building**

The building of character for the preservation of family life is a fundamental objective. In every lesson, throughout all grades, opportunities are afforded for the teaching of habits of social conduct that are desirable at home, at school, and at play.

Since the task of the home-maker is to maintain a dwelling wherein each member of the family group finds comfort of spirit, as well as of mind and body, girls cannot be directed too early in preparation for building a worthy home life. Moreover, girls are trained to assume increasing responsibilities in their present homes and to form habits of right living that will be reflected in the homes they will direct in the future.

There is real cause for regret that, with all the mechanical improvements in the American home, there has not been an increase in family unity and contentment. In view of this, every effort is made in the home economics classes to stimulate pupils to be more thrifty, industrious, and forbearing within the family circle.

One of the most important aims is to give girls the impression of the lasting satisfaction of living in a home that is economically sound, socially secure, and spiritually satisfying. To make this impression of worthy home membership broad and enduring, it is necessary to have that aim included in the teaching of almost all other subjects. Many of the great works of art and literature are rich in the delineation of family life. Biography, history, geography, civics, and economics also afford opportunities for showing the far-reaching influence of the home on the individual and the community. In its truest sense, home economics has a distinctive place in the school program and as years go on it will find a fuller meaning in its ramifications throughout the school curriculum.

## MANUAL ARTS

### 1. FINE ARTS DIVISION

#### **Relationship of Art to Everyday Life**

The aim of art education is to cultivate taste. The producer needs taste in the designing and making of goods; the distributor, in displaying and advertising them; the consumer, in

selecting them and putting them to satisfactory use. Thus, art education has a direct and important bearing on the whole environment of daily living. It has to do with the appearance of things which we make and use, the things we wear, the homes we live in, the cars we drive, and the streets through which we move.

The art program first of all exercises the pupil's creative ability, for it is the duty and privilege of human beings to create their own environment within the world of nature. Art emphasizes quality and excellence as special needs in this era of quantity production. Things must be both adequate and attractive to give full satisfaction. From grade I through high school, therefore, our art education program presents problems in creative design — problems in the organization of colors, line, shapes, and forms, for only through many choices, many experiments, many judgments, can anyone become sensitive and skilful in creating or enjoying pleasing effects. The basic laws of sequence and balance must be understood through thoughtful experiences if our world is to become orderly and beautiful.

It has been said that we are a clean nation but not a tidy nation. We glory in hygiene as a way to health but we still throw refuse out of the car window with utter disregard for the beauty which we thus mar. Art education attempts to bring order out of chaos in our environment. This is largely a matter of substituting thought for heedlessness in daily living, and is certainly a basic part of education.

### **Syllabus in Art Education for High Schools**

The writing and publishing of a new syllabus entitled "*Art Education in High Schools, Boston*" stands out as the event of the year. While all members of the Fine Arts Council shared the responsibility and satisfaction of building the program, the actual writing was done by a committee of eight, working with the Director of Manual Arts.

The sixty-seven pages of printed material are bound in a loose-leaf folder to permit additions or changes without the expense of reprinting the entire volume. Persons who are interested in the philosophy and methods of art education in the Boston public schools are invited to secure a copy from the office of the Superintendent of Public Schools. A charge is made to cover the cost of printing and mailing.





Thomas A. Edison School Band



Favorable comments from the teachers indicate that the syllabus is stimulating and helpful in the classroom work.

Art education in other cities and editors of art education magazines have welcomed the Boston syllabus with professional commendation, assuring us that it marks a definite step forward in this field.

### **Art Week**

Art Week continues to be a high spot in the year's work. Since there are more than three hundred "*weeks*" in the American year dedicated to various good causes, we believe that Art Week should be one of them. The Boston Chamber of Commerce initiated the celebration of Art Week and generously sponsored it for several years. When this support was discontinued the Art Department of the Boston public schools decided to celebrate National Art Week during the first week of November in conjunction with the American Artists Professional League. National Education Week comes at about the same time, so that art education shares the interest of the general school program.

### **Exhibit of Pupils' Work**

The exhibit of pupils' work, held in the Jordan Marsh galleries, attracted more than two thousand interested visitors. This is one of many Art Week activities. The store management invited us to hold an annual exhibit of creative art work in drawing, painting, sculpture, and handiercrafts — one year a pupils' exhibit, and the next year an exhibit of the teachers' work.

### **Exhibit of High School Posters**

The exhibit of high school posters, hung at 15 Beacon street for a week in May, attracted much favorable comment. The posters were "visual invitations" for the National Education Association to hold its 1941 convention in Boston. Pupils studied the attractions of the city, chose significant buildings or symbols, invented slogans, and proceeded to design posters advertising Boston and New England. Of the more than 200 posters submitted, 188 were sent to Milwaukee (63 large ones and 125 small ones) for display during the July convention of the National Education Association. The ideas, colors, and designs were original, effective, and in many cases strikingly

beautiful. The pupils who made the posters must now know their city better and feel increased pride in the Capital of Massachusetts.

### **New Emphasis on Modeling and Sculpture in Grade V, Boys' Classes**

A new emphasis on modeling and sculpture in grade V, boys' classes, is developing much creative energy and producing some very active little figures in clay. This is a fundamental hand-and-brain education, which is second to none in three-dimensional thinking. It deserves increased attention and support. Several high school groups are also doing notable work of this kind.

### **Continued Cooperation of Museum of Fine Arts**

The Museum of Fine Arts continues its generous cooperation in every possible way. Its Department of Instruction invites pupils and teachers to the museum and offers expert guidance through the galleries. The Department of Museum Extension reaches out into the high school classes with illustrated lectures to enrich the study of English, history, foreign languages, and art.

The Art Judgment Contest was of unusual interest this year as the pupils were invited to write essays on home arts as illustrated in the period rooms in the museum.

The Art Scholarship Class at the museum improves annually in its fine spirit and distinguished achievements. Four out of five scholarships offered by the museum were won this year by students of this class.

### **Junior Red Cross**

As chairman of the Metropolitan Chapter of the Junior Red Cross, the Director of Manual Arts attended the National Convention in Washington, D. C., this year. The junior members from Boston and all other parts of the country conducted themselves with such high purpose and ability that we can recommend the Red Cross as a part of the educational program, especially for character and citizenship training. The creative art work is definitely motivated by the making of hundreds of menu covers, gift cards, and Braille book covers. It is hoped that each pupil of every grade may complete at

least one worthy project each year, thus making the Red Cross service continuous and progressive.

### **Federal Art Project**

The Federal Art Project, under the Work Projects Administration, is of increasing benefit to the schools. The quality of work shows great improvement. A new regulation requiring a sponsor's contribution makes the projects more expensive, but even so the schools pay only about 25 per cent of the cost. Many fine objects and pictures are in the schools, where children may see and enjoy them as original works of art.

Art education is a practical and cultural part of the school curriculum. We appreciate the continued support of the authorities of the Boston public schools for our program of creative experience which we believe essential to civilized life. It definitely helps to offset the destructive forces which threaten the world today.

## 2. MECHANIC ARTS DIVISION

### **Assignment of Foremen to Supervisory Work**

The experiment of assigning foremen to supervisory duties was continued throughout the year, and was, on the whole, quite successful. Experience seems to show, however, that if at any future time this method of supervision were to continue it should be confined to a smaller number of foremen, supervising perhaps a specific shop course, and covering a larger area.

### **Training School for Teachers of Mechanic Arts**

The conducting of academic work in the Teachers College building has proved satisfactory from every point of view and it should be continued through the next school year.

### **High Schools**

Through action of the School Committee it has become possible to appoint shop instructors to high schools. This is a distinct advantage because formerly, in some schools, we were obliged to retain temporary teachers for several years before a proper certificate holder was available. The new policy gives an opportunity for appointment on a lower rank and thus obviates the necessity of employing a temporary teacher.

The increased industrial activity has made possible the placement of a larger number of boys during the past two years. In June 1939 there were 176 certificate holders in employment. The number in June 1940 was 142. The employment figures for Brighton, East Boston, and Hyde Park high schools have shown the greatest increase.

The associate director, in charge of the Mechanic Arts Division, recommends that some effort should be made toward converting the mechanic arts courses into trade courses of some kind. He feels that this would be advantageous to the pupils and that it would help to solve the problems engendered by the present industrial emergency.

### **Elementary and Intermediate Schools**

Because of the curtailment of Teachers College courses it has seemed wise to discontinue the assignment of a temporary supervisor in grades IV and V and to experiment with having the work carried on by the one appointed assistant. The next school year will show how successful this change will be.

### **Home and School Gardening**

An additional school garden plot has been made available on the grounds of the Robert Gould Shaw School in West Roxbury, which makes it possible to conduct both home and school gardening activities in this district.

## MODERN FOREIGN LANGUAGES

### **First Year's Trial of New Courses in French and Spanish**

For one complete year, 1939-40, the new courses of study in French and Spanish have been in the hands of the teachers of these subjects in the public schools of Boston. These new courses stress, for the first two years especially:

1. The teaching of the oral side of the language, exacting constant use of a practical everyday vocabulary.
2. The use of this vocabulary in easy conversational sentences.
3. The teaching inductively of the most necessary grammatical rules as the need arises in sentence forming and in the reading material.





Clothing

4. The gradual increase of the vocabulary and the constant use of the language in the classroom, both on the part of the teacher and of the pupil, until in the upper grades the foreign language should be the language of the class.

5. The study of maps and the teaching of important geographical facts about the country, its industries and products, as well as the highlights in the history of the nation or nations whose languages are being studied.

6. The memorizing of folk songs and of easy poems, the dramatizing of anecdotes, the use of pictures, photographs, and of any other interesting material which will enliven the instruction.

In the first two years, pupils, if properly taught, should acquire an appreciation of the language and a desire to continue its study. They should feel a sense of pride and achievement in the fact that they are able, at this stage of the work, to express simple thoughts even if only to a limited extent. The tiresome memorizing of unnecessary verbs and grammatical rules has been eliminated, as far as possible, from the course of study.

Later, in the third and fourth years, when the practical foundation of the language has given the student a basis on which to build, and a comprehension of the foreign tongue aurally, orally, visually, and psychologically, comes the study of the more technical part, which is absorbed with greater ease than if it had been given at the beginning. Such teaching should result in a solid knowledge of the subject and a firmer hold on the memory of the student.

### **Examinations Given to All First-Year French and Spanish Classes**

Between May 20 and June 12 of 1940, after a full year of use of the new syllabus, examinations were given under the guidance of the heads of department in the high schools, or of the senior teacher in charge in the intermediate schools, to all the first-year classes in French and Spanish. In general, it may be said that wherever the course of study had been faithfully followed, the marks were higher and the percentage of failures lower.

## Distribution of Enrollment as of October 2, 1940

LATIN AND DAY HIGH SCHOOLS	French	German	Italian	Spanish	Total
Public Latin School.....	1,394	623	—	—	2,017
Girls' Latin School.....	440	82	—	—	522
Brighton High School.....	457	72	81	190	800
Charlestown High School.....	109	—	—	176	285
Dorchester High School for Boys..	481	158	—	225	864
Dorchester High School for Girls...	569	26	—	207	802
East Boston High School.....	320	—	324	161	805
English High School.....	1,854	366	187	659	3,066
Girls' High School.....	714	18	271	241	1,244
High School of Commerce.....	251	—	—	348	599
High School of Practical Arts.....	34	—	—	—	34
Hyde Park High School.....	362	28	69	158	617
Jamaica Plain High School.....	279	52	—	109	440
Jeremiah E. Burke High School for Girls.....	651	—	—	170	821
Mechanic Arts High School.....	195	129	—	—	324
Roslindale High School.....	630	117	63	305	1,115
Roxbury Memorial High School (Boys).....	476	152	—	138	766
Roxbury Memorial High School (Girls).....	364	—	—	113	477
South Boston High School.....	327	—	—	221	548
Totals.....	9,907	1,823	995	3,421	16,146

ELEMENTARY AND INTERMEDIATE SCHOOLS	French	German	Italian	Spanish	Total
Abraham Lincoln.....	251	—	—	—	251
Bigelow.....	91	—	—	—	91
Blackinton.....	73	—	—	—	73
Clarence R. Edwards.....	139	—	—	129	268
Dearborn.....	152	—	—	—	152
Donald McKay.....	204	—	272	—	476
Edward Everett.....	—	—	—	132	132
Everett.....	—	—	—	28	28
Francis Parkman.....	120	—	—	—	120
Frank V. Thompson.....	462	—	—	—	462
Grover Cleveland.....	370	—	—	—	370
Hugh O'Brien.....	145	—	—	—	145



ELEMENTARY AND INTERMEDIATE SCHOOLS (continued)	French	German	Italian	Spanish	Total
Hyde.....	—	—	—	54	54
James P. Timilty.....	183	—	—	—	183
John Cheverus.....	58	—	—	—	58
Joseph H. Barnes.....	309	—	—	—	309
Lewis.....	287	—	—	—	287
Mary E. Curley.....	50	199	—	164	323
Mather.....	133	—	—	—	133
Michelangelo.....	74	—	246	—	320
Oliver Hazard Perry.....	—	—	—	55	55
Oliver Wendell Holmes.....	496	—	—	—	496
Patrick F. Gavin.....	280	—	—	124	404
Patrick T. Campbell.....	419	—	—	245	664
Prince.....	97	—	—	—	97
Rice.....	118	—	—	—	118
Robert Gould Shaw.....	408	—	—	—	408
Solomon Lewenberg.....	393	—	—	—	393
Theodore Roosevelt.....	293	—	—	—	293
Thomas A. Edison.....	344	—	—	—	344
Thomas N. Hart.....	—	—	—	95	95
Washington Irving.....	393	—	—	—	393
William Barton Rogers.....	449	—	—	—	449
William Blackstone.....	226	—	—	—	226
William E. Russell.....	72	—	—	—	72
William Howard Taft.....	388	—	—	—	388
Woodrow Wilson.....	431	—	—	—	431
Totals.....	7,908	199	518	1,926	9,561
Grand Totals.....	17,815	1,932	1,513	4,447	25,707

**Total Enrollment as of October 2, 1937=38, 1938=39,  
1939=40**

	French	German	Italian	Spanish	Total
<b>1937-38:</b>					
Latin and Day High Schools . . .	10,273	1,842	857	3,319	16,291
Elementary and Intermediate Schools . . . . .	7,801	246	532	1,153	9,732
Totals . . . . .	18,074	2,088	1,389	4,472	26,023
<b>1938-39:</b>					
Latin and Day High Schools . .	10,139	1,799	928	3,428	16,294
Elementary and Intermediate Schools . . . . .	7,974	141	475	1,012	9,602
Totals . . . . .	18,113	1,940	1,403	4,440	25,896
<b>1939-40:</b>					
Latin and Day High Schools . .	9,907	1,823	995	3,421	16,146
Elementary and Intermediate Schools . . . . .	7,908	109	518	1,026	9,561
Totals . . . . .	17,815	1,932	1,513	4,447	25,707

### PENMANSHIP

The object of the Department of Penmanship is to develop and maintain standards of instruction by supervising the handwriting in the elementary and intermediate grades; by qualifying newly appointed teachers who are not graduates of The Teachers College of the City of Boston; by teaching the subject at the college; by rating penmanship examinations and "progress papers."

This year about 1,400 supervisory visits were made. There were 51 teachers, not graduates of the Teachers College, who qualified in penmanship. The instruction in the subject at the college is twofold: All students in their sophomore year are required to attain the proficiency demanded of prospective teachers; the seniors receive instruction in the pedagogy of the subject. To each graduating student who meets these requirements a Penmanship Certificate is awarded. There were 137 certificates awarded to graduates in 1939 and 91 in 1940. The increase in the number of certificates awarded in the high and intermediate schools within the past few years has been about 33 per cent.

#### **Emphasis upon Form and Posture**

Handwriting instruction begins in grade I and is continued through successive grades with special requirements in each





A Dressmaking Class

grade. In grades I and II the emphasis is placed upon form and posture; in grade III the same forms are taught but the emphasis is upon correct easy penholding with some arm movement; in the higher elementary and intermediate grades more control is obtained. Since much written work is required in all subjects, pupils should develop ease in the writing process. Since all written work is intended to be read and is worthless if illegible, the plan of instruction aims to produce well controlled muscular power, with a reasonable amount of speed. It is not how fast one writes, but how well, that is important.

### **New Penmanship Books for Grades III, IV, and V**

The following new penmanship books were authorized this year by the Board of Superintendents: *Writing Lessons for Grade III*, *Writing Lessons for Grade IV*, *Writing Lessons for Grade V*. They were compiled by the director, in collaboration with a representative of the A. N. Palmer Company. The words and sentences were carefully selected on the basis of their suitability for pupils in the respective grades.

### **MERCHANDISING**

Merchandising is taught in fifteen high schools — in four as a one-year course and in eleven as a two-year course. In the classes for girls the emphasis is on Retailing, while in the classes for boys Retailing, Outside Selling, and Advertising receive about equal attention. There have been no major changes in the organization and conduct of the work during the past year.

### **Increased Registration and Opportunities for Practice Work**

There was an increase of 10 per cent in the registration in these classes, necessitating the employment of an additional temporary teacher. Business conditions were favorable for obtaining more practice work for pupils at Christmas time than has been available for several years. More pupils were employed and their earnings were 30 per cent greater than last year. In fact, the earnings during December 1939 were the largest that they have been in any December since 1929.

## CONSERVATION OF EYESIGHT

**Purpose**

The purpose of the Conservation of Eyesight Classes is twofold: first, to conserve what eyesight the children have; second, to give them the education afforded their normally sighted classmates.

**Location, Grading, and Size of Classes**

There are sixteen classes. The following table indicates the location of the classes, the grading, and the number of pupils in each, as of September 21, 1940.

SCHOOL	I	II	III	IV	V	VI	VII	VIII	IX	Number of Pupils
Christopher Columbus . . . . .	—	1	1	2	1	5	3	—	—	13
Farragut . . . . .	—	—	3	4	3	—	—	—	—	10
George Frisbie Hoar . . . . .	2	2	1	1	2	1	—	—	—	9
John J. Williams . . . . .	—	1	1	4	—	3	—	12	—	21
Paul Jones . . . . .	—	—	—	—	—	—	4	7	—	11
Pauline Agassiz Shaw . . . . .	—	—	2	—	2	—	4	—	—	8
Rochambeau . . . . .	—	—	2	2	4	2	—	—	—	10
Sarah J. Baker . . . . .	—	2	1	—	4	5	5	7	—	24
Theodore Lyman . . . . .	1	2	1	—	1	6	—	—	—	11
Washington Irving . . . . .	—	1	1	2	4	2	3	1	14	28
William Bacon . . . . .	—	—	—	—	—	4	6	—	—	10
William Blackstone . . . . .	—	—	—	—	—	—	—	1	13	14
Winchell . . . . .	2	3	2	1	2	3	—	—	—	13
Totals . . . . .	5	12	15	16	23	31	25	28	27	182

**Selection of Pupils**

After the examination of all pupils by classroom teachers at the beginning of the school year, the cases of defective vision are retested by the school nurses. The parents of a pupil whose vision is found to be below the 20/40 standard are notified to have him examined by a private oculist or at a hospital eye-clinic. Many of these cases, after refraction, have normal vision and return to the regular classes. Those who, after refraction, continue to have 20/50, or less, of normal vision, or to be victims of some progressive eye disease, are referred

to the State Department of Education, Division of the Blind, and again investigated. Those found eligible for admission to a Conservation of Eyesight Class are referred to the assistant-in-charge, for placement.

With each new pupil is sent a card giving the following information: Cause of eye trouble, amount of vision before and after refraction, and the oculist's prescription. For the teachers' further guidance pupils must have a yearly check-up and the teachers are required to see to it that each of their pupils shall return for the re-examination on the specified date.

### **Course of Lectures for New Teachers**

Conservation of Eyesight teachers must have a knowledge of eye diseases and their prognosis, and of how to interpret an oculist's prescription. Since some of the teachers who are engaged in the work in Boston have but recently entered upon it, steps are being taken to conduct for them, during the coming year, a course of lectures on "*The Eye and Eye Diseases.*" The new teachers are so keenly interested in the work which they have undertaken that they are willing to bear a part, or all, of the expense involved.

### **Special Aids**

The rooms occupied by these handicapped children have been selected with a view to proper natural lighting and improved artificial lighting. Special furnishings and instruction material are used. In seven of the sixteen rooms the latest "Better Sight Desks" have been installed, and it is expected that several more of the rooms will be similarly equipped during the coming year. These desks help to improve the posture of the pupils and permit a correct adjustment for focusing the pupil's work to his particular eye difficulties.

The program is so arranged that a period of close eye work is followed by a "listening" period. All notes are typewritten in large bulletin-type, which eliminates the eye strain that would be caused by a constant changing of focus in copying notes from the blackboard or a book. By means of clear-type books and spelling cards the regular course of study for each grade is carried on so successfully that the pupils keep pace with their normally sighted classmates, pass from grade to

grade, and are graduated. Three pupils will be able to return to their regular classes in September as a result of the care given their eyes.

Several regular high school students participating in the National Youth Administration student-aid program were engaged to read to some of the pupils in the Conservation of Eyesight Classes, and expressions of appreciation for this additional help have been received from the pupils thus benefited and from their parents.

### **Progress of Pupils**

During 1939-40 there were two classes in intermediate schools (one in the Washington Irving School, the other in the William Blackstone School), with a total enrollment of 29 pupils. Of these, 27 were in grade IX and were graduated. With the exception of one girl, who plans to remain at home, the graduates will go on to high school. It is particularly gratifying to note that these pupils have been outstanding in their cooperation in all school activities and that many of them have attained high scholastic records.

In the classes located in eight-grade elementary schools there were 26 grade VIII pupils. Three of these will enter trade school, one will go to work, and the others will go on to grade IX.

### **SPECIAL CLASSES**

In 1939-40 there was an enrollment of 2,235 pupils in special classes in 50 districts. There are 11 elementary districts in which there are no special classes.

### **Psychometric Testing**

During the year five of the six master's assistants in the department were assigned to part-time psychometric testing, and 434 examinations were given. Twenty-eight of the children tested were found to be mentally too low grade (less than 4 years mental age) to profit at present by formal school instruction. Later some of these children can be admitted to special classes, but others are definitely institutional cases. The parents of this latter group have been informed as to the advantages of the training given in our state schools and have been assisted in making out the necessary application papers.







Cooking and Serving

### **Basis of Special Class Instruction**

"*The Boston Way*," which is the course of study for teaching special class children, a "*Syllabus for Character Training in Special Classes*," and a "*Reading List*" useful to teachers of special classes are the basis of instruction in all of the Boston special classes. Hand work is the most important activity for both boys and girls and it varies from year to year and from group to group. In the past year cobbling (which had previously been discontinued), the making of lantern slides, and gardening were introduced in the special class centers, and silver was added to the list of metals already being used in metal working. Lunch room activities, which are conducted in most of the centers, have proved the most truly vocational of the various activities. As a result of the training received in the lunch room, many of the boys have obtained jobs as cooks, kitchen helpers, waiters on boats, in restaurants, and hotels.

### **Departmental Meetings**

Meetings of the director and the teachers are held monthly. Among the speakers during the past year were the late Dr. Leta Hollingsworth of Columbia University, Miss Kathryn Quealey, Probation Officer of the Roxbury District Court, and Mr. Charles M. Lamprey, Director of the Model School.

### **Teacher Training**

Since 1933, The Teachers College of the City of Boston has offered to its students an opportunity to prepare to be special class teachers. Membership in this course is limited to ten students, and forty-three have taken advantage of the opportunity. During the year 1939-40, eight seniors, as part of their training, visited a nursery school, the Horace Mann School for the Deaf, Conservation of Eyesight classes, the Children's Hospital, the Boston State Hospital, and the Judge Baker Guidance Center.

### **Follow-Up**

The department has one follow-up worker. Her office is in the Lucy Stone Special Class Center, where are filed complete records of all pupils who have received special class instruction.

These records give essential data on family and environmental background and a full school history with yearly summaries by the teachers.

Ten years ago a study was made of the occupations of all those former special class pupils who had been out of school from five to ten years, and it proved extremely informative as to the ability and staying power of these mental retardates.

Since that study was made we have had ten years of business depression, during which the boys and girls who have been discharged from special classes have been handicapped, even more than other youths, through lack of opportunities for employment. Yet a survey covering this period reveals the following facts with regard to the boys:

1. Those boys who had attended a special class previous to obtaining work were invariably the last to be discharged.

2. Those who left school during this period have had to accept jobs lower on the scale than did the boys between 1920 and 1930; *e. g.*, transportation jobs and jobs as helpers on trucks are evidently being given to others, to the exclusion of the mental retardates.

3. The mental retardates, however, are still employed as general helpers in repair shops, gasoline stations, and with men who were formerly employed by large companies but are now trying to do a little on their own. The boys are also still working as helpers in markets and stores. More are in the messenger service than in 1930. A number have gone to the Civilian Conservation Corps camps and have returned with excellent recommendations. They apparently fit well into such routine. Some have obtained excavation jobs on the W. P. A. projects. Just as was shown in the previous study, the mental retardates still remain in the lowest employment brackets.

As for the girls, their opportunities are also more limited. Some of them still work in curtain, apron, and dress factories, but even in such places the power machines limit the girls, for some who could run the old type machines lack ability to manage the power machines. Moreover, this work is seasonal and of short duration.

More of the girls are seeking housework, but caution must be exercised in placing retardates in this type of employment.

Among the avenues formerly open to the brighter girls were the bundle and cash jobs in department stores, but these are now closed because of stricter requirements on the part of employers.

REPORT OF FOLLOW-UP WORKER OF SPECIAL CLASSES, SCHOOL YEAR  
1939-40

Total number of referrals :		
New cases . . . . .	107	
Old cases . . . . .	18	
	—	125
Home visits . . . . .		114
School visits . . . . .		31
Number of cases referred from Special Class Centers:		
Elizabeth Peabody . . . . .	7	
Frances E. Willard . . . . .	8	
George T. Angell . . . . .	0	
John B. Cashman . . . . .	12	
Lucy Stone (including old cases continued) . . . . .	42	
Samuel G. Howe . . . . .	8	
	—	77

Four visits were made to the State Clinic of the Walter E. Fernald State School. Two boys were admitted to the Walter E. Fernald State School and one girl was returned to the Wrentham State School.

Conferences and interviews were with parents, masters, teachers, social workers, and probation officers.

The usual filing and care of records was carried on during the year. The yearly turn-over of records is between 500 and 510. In the record office at the Lucy Stone Special Class Center there are 8,997 complete records of former special class pupils.

## SPEECH IMPROVEMENT

### Speech Centers

During 1939-40, speech improvement classes were conducted in forty schools, including high, intermediate, and elementary schools in the various sections of the city, in order to accommodate the greatest number of pupils conveniently. If, in any case, the "speech center" is not within reasonable walking distance to and from a pupil's regular school, the city provides car-checks for free transportation. Each pupil in a speech improvement class is allowed to attend three hours a week. For the intermediate and high school pupils this allot-

ment is usually divided into two periods of one and one-half hours each. For the younger children it is divided into three one-hour periods.

### **Selection of Pupils**

At the beginning of each school year a circular containing a descriptive list of the speech defects to be looked for among the pupils is sent to all principals and headmasters. Pupils who are observed by the teachers to be afflicted with any of the recognized defects are recommended for admission to the nearest speech center.

In several of the large hospitals of Boston there are clinics for the diagnosis of speech defects, but there are no provisions for adequate correction of them. Consequently, many children are sent from these clinics for treatment in our public school speech improvement classes. Private doctors, psychiatrists, nurses, and social workers also send children either directly or after consultation with the parents.

### **Corrective Work**

In general, all speech defectives are taught the underlying principles of correct posture, voice, articulation, and resonance. They are given a complete course in the mechanics of speech, in its rhythm, and in its relation to school work and to everyday activities. They receive a comprehensive phonetic training, which not only aids them in their speech difficulties but also in reading and spelling. They are given definite rules of good speech, and as each child is taught to analyze his own defects, he realizes which rule he is violating.

In addition to the general corrective work for all pupils, each receives the specific treatment required by the nature of his individual disability. Among the defects the following are the most serious: Stuttering, backward speech, infantile speech, lisping, cleft palate, mutism, aphonia, aphasia, voice disorders, and hard-of-hearing speech. The average child in the speech improvement classes has more than one type of defect.

### **Discharged Pupils**

The director of the department visits each speech improvement class and examines those pupils whose defects have been satisfactorily corrected and who are accordingly recommended





Modeling in Grade V  
A Colonial Horseman



for discharge. If a child passes the test he is officially discharged, with the understanding that he will be allowed to return if, at some later time, he should suffer a recurrence of the speech defect. Teachers and parents are invited to cooperate by being watchful for signs of such lapses.

### Statistics for 1939-40

1. Registration . . . . .	5,089
2. Average membership . . . . .	3,887
3. Average attendance . . . . .	3,635
4. Number of classes . . . . .	199
5. Discharged (cases corrected) . . . . .	1,476
6. Membership on June 30 . . . . .	3,613
7. Sources of pupils:	
A. Boston public schools:	
a. Elementary schools . . . . .	3,315
b. Intermediate schools . . . . .	766
c. High schools . . . . .	733
d. Special schools . . . . .	135
B. Home . . . . .	15
C. Private school, Boston residents . . . . .	97
D. Home, Boston residents . . . . .	15
E. Non-residents . . . . .	28

## LIP READING CLASSES

### Classification of Acoustically Handicapped Children

Pupils with an acoustic loss may be classified as follows: (a) Totally deaf; (b) Severely hard-of-hearing; (c) Slightly hard-of-hearing. The education of the totally deaf child is provided for in the Horace Mann School for the Deaf. For the slightly hard-of-hearing child, lip reading instruction, supplementing the ordinary class work of the regular day school, is sufficient. The severely hard-of-hearing child may, at present, attend either the Horace Mann School or a regular school. It is generally conceded, however, that this type of pupil properly belongs in a regular school and that a special program should be provided to meet his needs. The assistant-in-charge of Lip Reading Classes looks forward, therefore, to the time when Boston will so prescribe in order to insure proper placement of all such cases.

### Organization of Lip Reading Instruction

For hard-of-hearing pupils of grades I, II, and III, lip reading instruction is provided in their own schools by a visiting

teacher, two one-hour periods each week. Pupils of grades IV to XII, inclusive, report to Lip Reading Centers, for instruction. (Pupils of grades IV to VIII, two periods weekly — an hour, and an hour and a half. Pupils of grades IX to XII, one period weekly — two hours.) The periods of instruction are so arranged that a minimum of school time is used in traveling to the centers, before and after school time and during recess.

The instruction of the pupils of grades I, II, and III is mostly individual or in small groups since corrective work in speech, voice quality, and vocabulary is usually necessary. Classes attending the centers are organized according to school grade and lip reading ability. The program is correlated with the regular course of study.

### Scope of the Work

During the past year there was a total of thirty Lip Reading Classes, located in seven centers, as indicated in the following table:

LOCATION OF CENTER	Number of Classes
* Christopher Columbus School . . . . .	2
Emerson School . . . . .	8
* Frederic W. Lincoln School . . . . .	3
Horace Mann School for the Deaf . . . . .	8
* Thomas Dwight School . . . . .	4
* Warren School . . . . .	3
* Winship School . . . . .	2
Total . . . . .	30

The total enrollment as of June 1940 was 251 pupils: grades I, II, and III, 29; grades IV to VIII, 137; special classes, 14; high schools, 71. Upon recommendation of the Department of School Hygiene, 48 new pupils were enrolled during the year, and 8 pupils were discharged.

Of the total enrollment, 17 pupils were non-residents and received 712½ hours of instruction. They came from Quincy (10); Norwood (3); Randolph (1); Woburn (1); Brookline (1); and Dedham (1).

### Selection of Pupils

The whisper test is supplemented by the audiometer test, under the supervision of the Department of School Hygiene.

Pupils who are found to have a hearing loss of 12 decibels are referred to the otologist for diagnosis and recommendation. Loss of hearing is not a visible handicap. For this reason its progress is insidious and often too advanced for medical treatment. Cases of established hearing loss and of progressive deafness are recommended for lip reading instruction.

The Lip Reading Department cooperates with the Social Service Department of the Boston Guild for the Hard of Hearing, the Boston City Hospital, the Massachusetts Eye and Ear Infirmary, and Beth Israel Hospital in their follow-up of progress of pupils.

### **Home and School Contacts**

The classroom teacher and the home are contacted so that the limitations of the hard-of-hearing pupil may be understood. In the classroom, the pupil should have a front seat, his back should be to the light, and in class recitation he should be allowed to turn so that he can see the faces of other pupils as they recite. The teacher should always face a hard-of-hearing pupil when speaking to him.

The pupil with a hearing handicap is an individual problem and needs an individualized program which would include educational and vocational guidance and adjustment so that he may be best fitted to overcome his handicap. Particularly is there this need for the high school pupil, who, too late, realizes that his selection of courses and occupation has been ill-advised.

## SUPERVISION OF ATTENDANCE

### **Reassignment of Supervisors**

The assignment of supervisors was carefully studied during the year, and due to the steady decrease in school enrollment, especially in East Boston and the North and West Ends, a reassignment has been planned for the opening of school in September 1940. This reassignment will efficiently cover the entire city with one less supervisor than theretofore. (The reduction of the number to thirty-one supervisors is due to the retirement on pension of one member of the staff as of June 30, 1940.)

### Elimination of Temporary Supervisors

A careful study was also made with a view to eliminating the employment of temporary supervisors to fill vacancies caused by illnesses of members of the staff. The study was made principally because of the fact that in former years it was found difficult, if not impossible, to obtain the services of temporary supervisors who could carry on the work effectively for short periods of time. Districts are, therefore, rearranged during absences, and are covered by the regular supervisors. (Only eleven supervisors were absent during the school year 1939-40. The total absence was 234 days.)

### Scope of Work and Services

The original reason for the organization of the Attendance Department was the enforcement of the compulsory school attendance law. Later the work grew to include the "*diligent search for neglected children.*" Still later, inspection of places of employment of children between fourteen and sixteen years of age was added.

The greater part of the work of the supervisors is carried on in the homes by convincing parents and children, through tactful explanation and persuasion, that the law must be observed. The efficacy of the work of the department is evidenced by the fact that, while the total number of investigations for 1939-40 was 79,009 for non-attendance of children of all ages, only thirty-two parents or guardians had to be complained of in court for failure to cause children between the ages of seven and sixteen years to attend school. Other families in which children were persisting in not attending school regularly were reported to the Massachusetts Society for the Prevention of Cruelty to Children, with the result that the parental neglect, leading to the children's absence from school, was investigated and corrected.

The service rendered to the schools by the attendance staff is not confined to absent pupils. A supervisor's knowledge of the families, agencies, haunts, and general conditions in a district enables the department to meet difficulties in the early stages. This is an important factor in the prevention of unhappiness or maladjustment in school or at home.



Modeling in Grade V  
Cowboy Astride His Horse



## Number and Distribution of Investigations

The following is a report of the number and distribution of investigations by the supervisors during 1939-40 and 1938-39:

INVESTIGATIONS	1939-40	1938-39
Total number of investigations . . . . .	79,009	84,292
Day intermediate and day elementary schools . . . . .	* 44,502	46,575
Latin, day high, and trade schools . . . . .	20,448	21,593
Boston Disciplinary Day School . . . . .	1,471	1,311
Parochial schools . . . . .	2,482	2,825
Vocational High and Opportunity School . . . . .	1,531	2,322
Evening schools (illiterate minors) † . . . . .	616	648
Employment cases of children between the ages of 14 and 16 years, referred by Certificating Office for investigation . . . . .	470	780
Monthly follow-up investigations of children having home permits (girls between the ages of 14 and 16 years) . . . . .	386	558
Domiciles of teachers . . . . .	191	180
Domiciles of pupils (tuition cases) . . . . .	431	700
Immigration cases referred by the United States Department of Immigration . . . . .	27	86
Transfers of pupils to and within the city of Boston . . . . .	5,200	5,457
Inspection of factories, workshops, etc., employing minors 16 to 21 years of age and children between 14 and 16 years of age . . . . .	801	843
Inspection of theatres, to apprehend children illegally performing or attending performances . . . . .	453	414

\* 1,393 of these visits were made on Sundays or during evenings.

† There were 327 illiterate minors enrolled in evening schools in 1939-40, and 373 in 1938-39.

## Truancy

This school year has shown an increase of eleven per cent in truancy. Throughout the years there has been a variance in the extent of truancy, but it is possible that the increase here noted was due to the change in the law which prevents children between 14 and 16 years of age from leaving school to enter employment in factories, mercantile establishments, etc., except upon the specific approval of the Superintendent of Public Schools, who acts after receiving a report of the investigation by the supervisor of attendance. The employment outlet was thus decreased for this group of children, only eight pupils being discharged to employment, compared with two hundred forty-two for the school year 1938-39.

## INCREASE, DECREASE, AND PEAK OF TRUANCY

	1939-40	1938-39
Individual truants in day elementary and day intermediate schools:		
Boys .....	1,548	1,431
Girls .....	362	289
Totals.....	1,910	1,720

Increase in boy truants: 117.

Increase in girl truants: 73.

	1939-40	1938-39	DECREASE OR INCREASE
Individual truants in day high, Latin, and trade schools:			
Boys .....	379	316	63
Girls .....	132	139	7
Totals.....	511	455	
Peak of truancy in day elementary and intermediate schools:			
Boys.....	October	October	
Girls.....	May	May	
Peak of truancy in high, Latin, and trade schools:			
Boys.....	October	October	
Girls.....	January	May	

**Court Complaints Against Pupils**

It is not always possible to enroll boy truants in the Boston Disciplinary Day School. In some cases, they cannot be apprehended. In other cases, enrollment may be impossible for other reasons. Boys from special classes, for instance, are not eligible. In all such cases, therefore, and in cases of truancy from the Boston Disciplinary Day School, it is necessary to make complaints in the local courts, from the regular day school last attended. The same course is pursued in the case of incorrigible girl truants.



The following is a statistical report of the number and distribution of all such court complaints during each of the years 1939-40 and 1938-39:

## BOYS (TRUANCY)

COURT	REGULAR DAY SCHOOLS		BOSTON DISCIPLINARY DAY SCHOOL		SPECIAL CLASSES	
	1939-40	1938-39	1939-40	1938-39	1939-40	1938-39
Brighton . . . . .	5	—	—	—	—	1
Central Juvenile . . . . .	3	6	—	—	1	1
Dorchester . . . . .	4	3	—	—	—	3
East Boston . . . . .	2	1	—	—	8	2
Roxbury . . . . .	2	3	18	24	2	6
South Boston . . . . .	1	4	—	—	1	3
West Roxbury . . . . .	1	—	—	—	—	—
Total complaints . . . . .	18	17	18	24	12	16
Disposition as follows:						
Committed to Middlesex County Training School . . . . .	4	5	10	6	1	6
Returned to Middlesex County Training School for violation of terms of parole . . . . .	1	1	—	—	—	1
Suspended sentence to Middlesex County Training School . . . . .	3	2	3	13	1	3
Probation . . . . .	8	5	3	1	6	4
Outstanding suspended sentence to Lyman Industrial School revoked, boy committed, and truancy complaint filed . . . . .	1	2	—	2	2	—
Defendant defaulted. Court issued default warrant . . . . .	—	1	—	—	—	—
Defendant returned by court to relatives in another city . . . . .	1	—	—	—	—	—
Case continued and boy placed in custody of Catholic Charitable Bureau for foster home placement . . . . .	—	1	—	—	—	—
Case continued. Court ordered parents to make stubborn child complaint . . . . .	—	—	2	—	—	—
Files . . . . .	—	—	—	2	2	2
Totals . . . . .	18	17	18	24	12	16

## GIRLS (TRUANCY)

COURT	REGULAR DAY SCHOOLS		SPECIAL CLASSES	
	1939-40	1938-39	1939-40	1938-39
Brighton . . . . .	2	—	—	—
Central Juvenile . . . . .	4	10	2	—
Dorchester . . . . .	4	2	1	—
East Boston . . . . .	6	3	—	1
Roxbury . . . . .	15	5	—	1
South Boston . . . . .	—	3	—	—
Total complaints . . . . .	31	23	3	2
Disposition as follows:				
Committed to Institutions Department, City of Boston, Child Welfare Division . . . . .	3	* 5	—	—
Committed to Massachusetts Department of Public Welfare, Child Guardianship Division . . . . .	1	1	—	—
Suspended sentence to Institutions Department, City of Boston, Child Welfare Division . . . . .	2	4	1	—
Continued, and temporarily placed with Massachusetts Society for the Prevention of Cruelty to Children, for further study . . . . .	1	—	—	—
Probation . . . . .	13	7	1	1
Filed . . . . .	11	6	1	1
Totals . . . . .	31	23	3	2

\* Two appealed and final disposition was:

Probation . . . . .	1
Filed because child had communicable disease . . . . .	1

## MISCELLANEOUS (BOYS AND GIRLS)

	1939-40	1938-39
Boys complained of as habitual absentees:		
Roxbury Court.....	2	1
West Roxbury Court.....	—	1
Disposition:		
Committed to Middlesex County Training School.....	1	1
Suspended sentence to Middlesex County Training School.....	1	—
Girls complained of as school offenders:		
Roxbury Court.....	—	2
Disposition:		
Probation.....	—	1
Filed.....	—	1
Boys complained of for violation of street trades (complaints made by supervisor of attendance assigned to street trades).....	8	—
Disposition:		
Probation.....	8	—
Illiterate minors (16 to 21 years) complained of as truants from evening schools.....	4	1
Disposition:		
Probation.....	2	1
Filed.....	2	—

The statistics show an increase in the number of boys committed to Middlesex County Training School on truancy and habitual absentee complaints: 15 in 1939-40; 11 in 1938-39. But in three of the cases for 1939-40, the boys were at the time of the school complaint on a suspended sentence to one of the industrial schools (Lyman or Shirley). The courts, in these cases, chose to file the industrial school sentences and commit instead to the Middlesex County Training School.

At the close of school in June 1940, a total of thirty-one Boston boys were in Middlesex County Training School. This was two less than the total at the close of the previous school year.

## Miscellaneous Statistics

	1939-40	1938-39
Number of immigrants located and entered in school.....	26	80
Number of transfer cards sent from Boston to other cities and towns..	3,428	3,271
Total enrollment of boys in the Boston Disciplinary Day School.....	356	360
Total enrollment Boston Disciplinary Day School, as of June 20.....	151	160
Violations reported by supervisor of attendance assigned to street trades:		
In various sections of the city.....	753	775
In market district on Saturdays.....	166	288

## Certificating Office Statistics

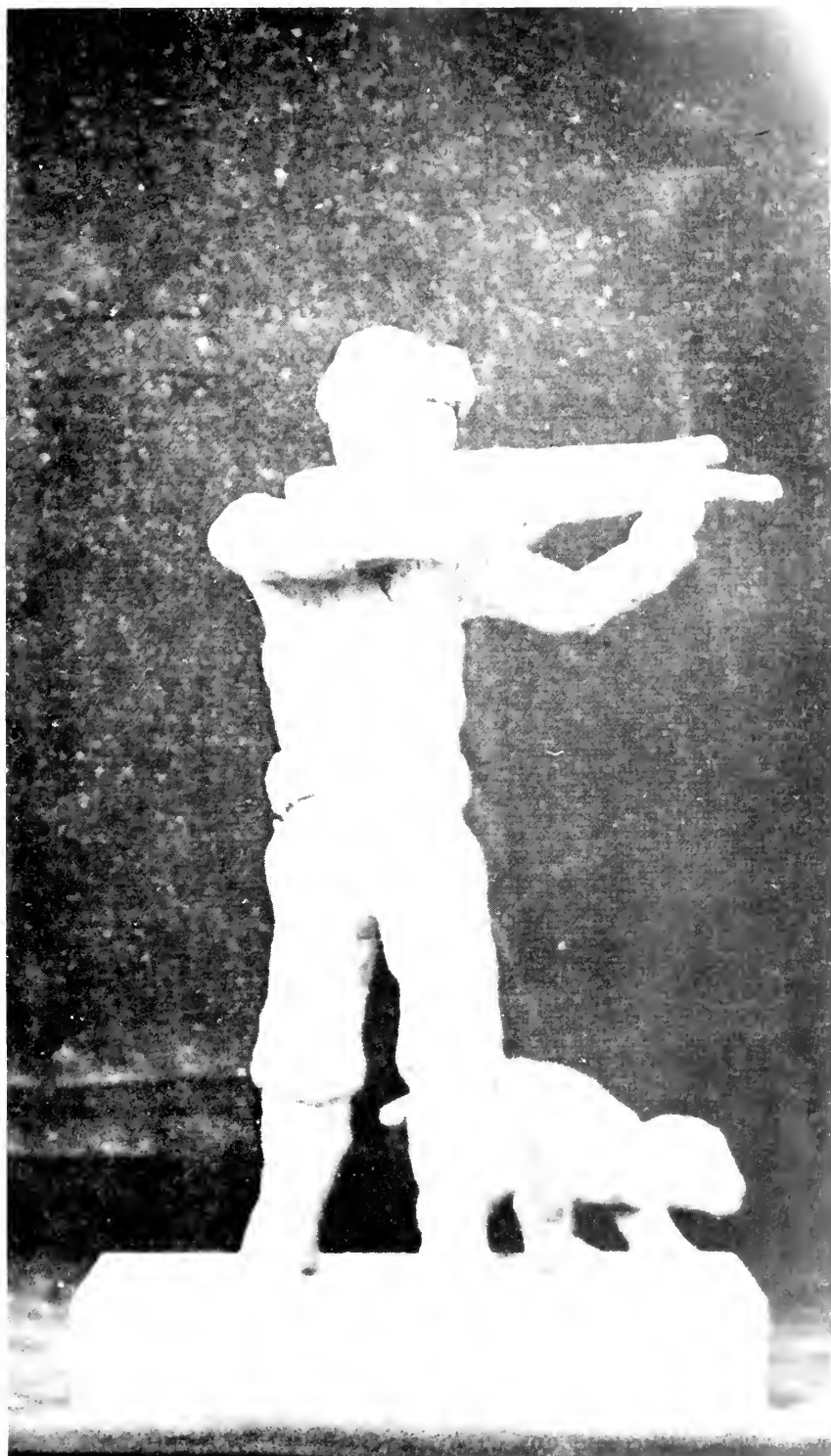
	September 1, 1939 to June 30, 1940	September 1, 1938 to August 31, 1939
Educational certificates issued (16 to 21 years — literate and illiterate).....	12,529	14,912
Special home permits issued (girls and boys — 14 to 16 years)....	91	156
Employment certificates issued — (boys and girls — 14 to 16 years).....	* 276	616

\* This includes 8 children discharged from school to enter employment under the provisions of the present law; domestic certificates; and certificates for after-school and vacation employment of children not discharged from school.

## Social Services

The following social services rendered by the supervisors of attendance will give an idea of the variety of means used to better the school attendance of our children. Because the supervisors, who perform such services in an unostentatious manner, do not always record the facts in writing, the report herein submitted is far from being complete.

High school girl, 15 years of age, found living in one room with her father. Father stated they were living and sleeping in one room because of his lack of work. Girl was complained of as truant and placed temporarily with the Massachusetts Society for the Prevention of Cruelty to Children. Supervisor of attendance contacted the League of Women for Community Service. This organization placed the girl and is contributing toward her support. Girl returned to school.



Modeling in Grade V  
The Hunter and His Dog



Supervisor found a seven-year-old boy taking care of two younger children in their basement home while mother was ill in hospital. Supervisor procured services of adult to look after children. It was later found that seven-year-old boy was ill (symptoms of pneumonia). Medical assistance furnished by local dispensary. Normal conditions in the home were reestablished upon return of mother from hospital.

With police detail, supervisor visited house where girls were being harbored day and night. Situation corrected.

Supervisor visited stores in district where cigarettes were being sold to small children. Proprietors warned.

Supervisor conferred with a tuberculosis clinic at a hospital relative to a boy who was fast developing into a problem child. Mother was in a sanatorium. It was found that the boy's physical condition was one of the underlying causes of his behavior, and he was placed in the Prendergast Preventorium.

Supervisor made arrangements with four married brothers of a truant boy to contribute \$1.00 each, weekly, toward his support and to supply him with proper clothing. His school attendance was regular thereafter.

Supervisor found a boy (grade VIII) absenting himself from school to care for mother and five-year-old brother, both of whom were ill. With cooperation of school nurse, arrangements were made with a private organization to have a housekeeper go to the home every day. The boy, relieved of his household duties, returned to school at once.

Supervisor found boy living with mother in high-class rooming house. He was sick from hunger. Mother, unemployed, was too proud to ask for assistance. Conditions brought to attention of church (after temporary aid was given by the supervisor). Family rehabilitated through church, and school furnished free noonday luncheon.

Supervisor found family of five children (three of school age) who were not enrolled in any school. Mother appeared to be mentally ill. Supervisor reported matter to Massachusetts Society for the Prevention of Cruelty to Children. Neglect complaint obtained. Mother and children arraigned. Mother sent to Psychopathic Hospital, children to temporary home of the society. Mother later sent to a state hospital and children were taken by relative and enrolled in school.

Supervisor found family of ten (parents and eight children) in four-room flat. Children not attending school regularly and were without food and clothing. Through relative and supervisor, five of the children were accepted for voluntary admission to the Home for Destitute Catholic Children. Before children were taken, supervisor went with relative of family to W. P. A. project, where father was employed, to take him home to accompany children. He was under the influence of liquor while at work, but went home. Later in day he was taken (at his request) to a court where he was on a suspended sentence. He was placed in custody of police for court appearance next day. Children then taken to Home and next day father went to House of Correction. Other children (16, 14, and 1½ years) remained at home with mother until she went to the hospital for confinement, at which time relatives took the three children. Family is still in process of rehabilitation.

Supervisor found fifteen-year-old girl in a house of questionable repute. She was not attending any school and actually had no home. Supervisor contacted a relative outside of Boston who agreed to take the girl pending court action against the mother. Mother located by police at request of supervisor, arraigned in court, sent to Psychopathic Hospital, and later committed to a state hospital. Girl was permanently taken by the relative.

Supervisor influenced family to remove family of five small children to a better house as conditions under which they were living were detrimental to the health of the children and the school attendance of three of school age was necessarily irregular.

On request of officials in Pennsylvania, supervisor investigated a home. Found three families (twelve persons) living in six rooms. Pennsylvania officials provided funds for return of one family (mother and three children). Supervisor notified Massachusetts Society for the Prevention of Cruelty to Children and a neglect complaint was made against the third family.

Supervisor arranged to have father take his twelve-year-old son from grandmother's house where he was being neglected. This was done promptly and boy transferred to a school near his new address.

Supervisor cooperated with Boston police and United States postal inspectors and located a boy under 16 years of age who had been stealing mail from private mail boxes.

Supervisor influenced two children to return money they had stolen from their teacher.

At request of Massachusetts Society for the Prevention of Cruelty to Children, supervisor located a high school boy, 15 years of age, who was found to be illegally in the United States and who was attending the Boston schools under an assumed name. Case is now pending before the United States Immigration Service.

Supervisor aided police in apprehending five truant boys who were stealing from railroad yards.

Supervisors reported six runaway girls and three runaway boys to the police when the parents refused or neglected to do so. As a result of police broadcasts, seven were returned to their homes, one returned voluntarily, and one is still missing.

Supervisors obtained employment for seven boys over sixteen years of age; a father of a large family; two women; part-time employment for three men (fathers of families).

Supervisors collected, at homes of pupils, 1,420 school books, seven high school locker keys, and \$4.26 for school books lost by pupils.

Supervisors recommended to social agencies aiding families by the temporary assignment of a housekeeper where mother was ill. Children were then returned to school.

Emergency financial assistance given 89 families at request of supervisors by public and private agencies pending investigation for regular aid.

Supervisors have transported sick or injured pupils to homes or hospitals; have rendered first-aid; have called dispensary or hospital physicians giving home service where there was no family physician; have notified



the Health Department of cases of suspected communicable diseases where there was no family physician; and have recommended to agencies having vacation facilities a great number of children for two weeks' or more vacation.

Supervisors reported to masters of schools various clothing and other needs which prevented regular school attendance of children. These cases were referred to the Council of Social Agencies (Community Federation — School Service) and the following is a partial list of aid given by organizations to which the School Service referred the cases:

398 pairs of shoes and stockings.	15 pairs overshoes or rubbers.
17 complete outfits for boys and girls.	7 dresses.
12 pairs boys' trousers.	2 hats.
18 overcoats.	\$550 for 138 families to be spent by them for clothing, etc.
1 boy's suit.	Fuel, medicines, and car fares.

Supervisors reported that they distributed the following clothing and food given by teachers, friends, and themselves:

38 pairs of shoes and stockings.	3 suits for boys.
3 pairs of overshoes or rubbers.	9 shirts for boys.
15 pairs of sneakers.	5 dresses.
249 pairs of stockings.	459 miscellaneous pieces of clothing.
15 overcoats.	Food, medicines, and car fares.

Supervisors reported that they delivered for various agencies at Thanksgiving and Christmas time 196 complete dinners, 258 orders for groceries in varying amounts, and cartons of toys.

## SUPERVISION OF LICENSED MINORS

For a detailed description of the organization, activities, and procedures in connection with the supervision of licensed minors the reader is referred to the 1939 Annual Report of the Superintendent. (School Document No. 10 — 1939.)

### Trial Board Cases, 1939=40

The Boston Newsboys Trial Board, maintained by the School Committee and conducted by the Supervisor of Licensed Minors, is a sort of preliminary juvenile court for school children who are charged with committing violations against the regulations of the School Committee governing licensed minors. It is composed of an adult judge, three schoolboy judges, and a clerk. A supervisor of attendance, assigned to act as Supervisor of Licensed Minors, serves as the adult judge. The three schoolboy judges are elected for a term of one year, from among the licensed minors attending the public schools. Th

election is by Australian ballot and only boys holding badges are entitled to vote. The clerk is chosen by the newsboy judges, from the newsboy ranks. The schoolboy judges and the clerk receive as compensation seventy-five cents weekly.

The Supervisor of Licensed Minors serves in the capacity of prosecuting attorney, setting forth the nature of the complaint against the defendant minor, in the presence of his parent, and giving such facts as have been ascertained by the supervisor through his own findings upon the street, investigation at school, or inquiries with regard to the boy's conduct at home. The boy is penalized by the judges in accordance with the seriousness of the offense committed. The parent is instructed by the supervisor as to the correct method to be used for the boy's future welfare — educationally, morally, and physically.

During the past school year the Trial Board heard a total of 576 cases, distributed as follows:

(1) *Unlicensed Minors:*

(a) For violation of the regulations with regard to:

Selling newspapers . . . . .	130	
Shining shoes . . . . .	42	
Peddling fruit and vegetables . . . . .	39	
Peddling merchandise . . . . .	29	
	—	240

(b) For soliciting money on the streets . . . . .

1  
—  
1

Total (1) . . . . . 241

(2) *Licensed Minors:*

For violation of the regulations with regard to:

Selling newspapers . . . . .	69	
Shining shoes . . . . .	23	
Peddling fruit and vegetables . . . . .	3	
Peddling flowers . . . . .	2	
	—	97

(3) *Badge Holders who have become sixteen years of age and have failed to surrender badge when notified to do so . . . . .*

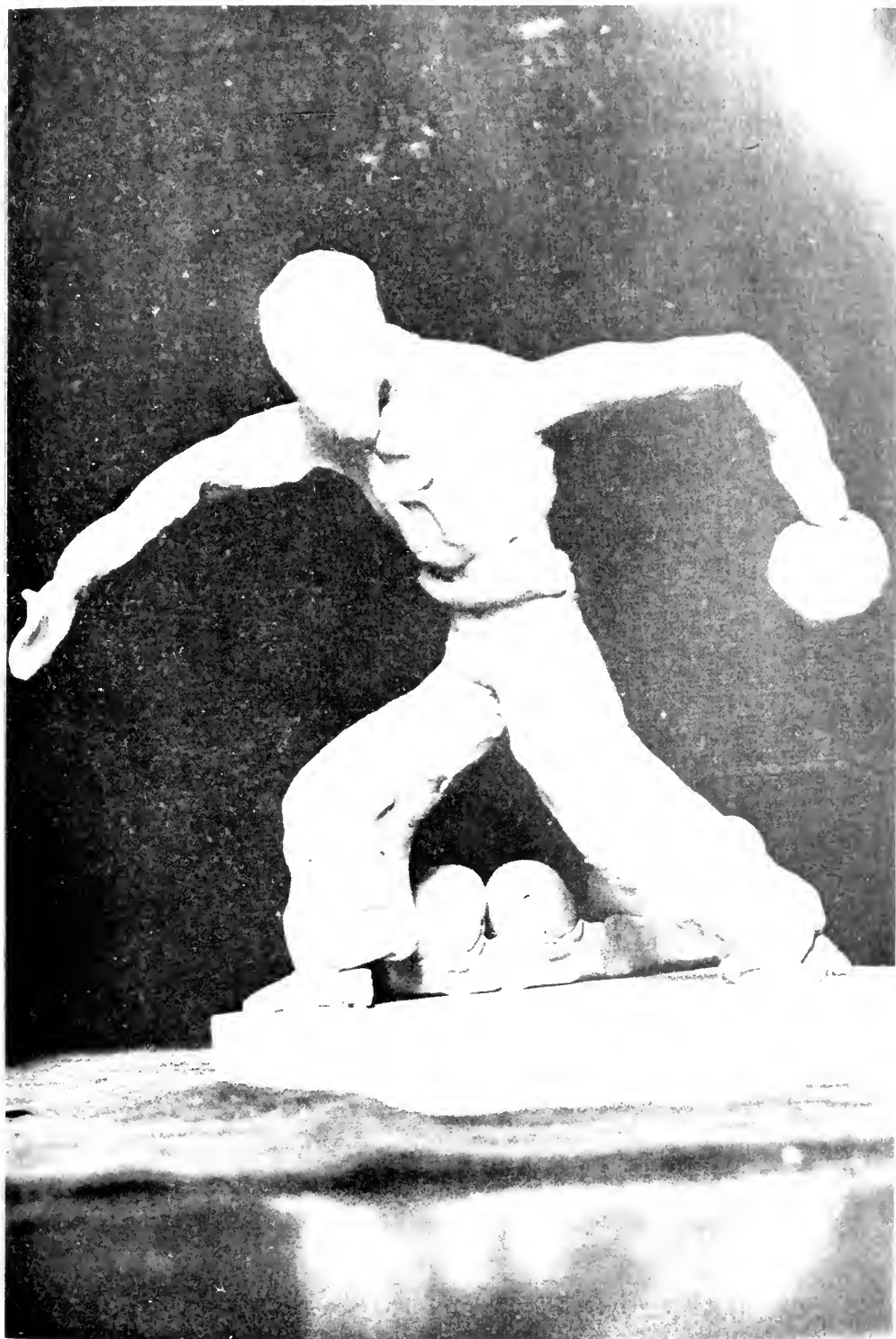
233  
—  
233

(4) *Youths over sixteen years and adults, who have induced unlicensed boys to engage in street trades . . . . .*

5  
—  
5

Total (2), (3), (4) . . . . . 335

Grand Total . . . . . 576



Modeling in Grade V  
The Left-handed Bowler



The disposition of the 576 cases was as follows:

Cases filed . . . . .	516	(Boy warned: parent instructed in law)
Cases discharged . . . . .	10	
Probation for 1 week . . . . .	11	(and badge suspended — 5)
2 weeks . . . . .	15	(and badge suspended — 4)
3 weeks . . . . .	9	(and badge suspended — 2)
4 weeks . . . . .	7	(and badge suspended — 1)
8 weeks . . . . .	4	(and badge suspended — 1, for 4 weeks)
Badge surrendered by parent, . . . . .	3	
Case referred to Juvenile Court, . . . . .	1	
Total . . . . .	<u>576</u>	

A total of thirty written notices, other than Trial Board Summonses, were sent to parents, informing them as to their children's violations of the street trades regulations.

### Cooperation of Police

The Police Commissioner of the city of Boston has actively enlisted the cooperation of the police department in the enforcement of the street trades laws. Such violations as were reported by the police captains to the Police Commissioner were promptly forwarded to the office of the Supervisor of Licensed Minors. In each case the boy involved was required to appear with his parent before the Newsboys Trial Board for a hearing on the charge. In this manner correction of the violation was effected without the boy's incurring either a police record or a Juvenile Court record. The number of violations reported by the police this year was thirteen.

### Juvenile Court Cases

Peddling flowers without a license, in the Restricted Business District on another day than Saturday and after 8.00 p. m. . . . .	1
Peddling papers without a license and after 8.00 p. m. . . . .	1

The offenders in both cases were found to be delinquent. One case was filed and the parent was notified. In the other case, "Costs of Court" were imposed (\$3.00) but suspended.

### Number of Licenses and Badges

The School Committee has not issued any licenses or badges to girls. The number of licenses issued to boys during the year was as follows: Newsboys, 613; Bootblacks, 345; Peddlars,

21, Total, 979. The number reissued for each trade, respectively, was: 16, 18, and 0, making a grand total of 1,013.

The number of badges in force August 31, 1940, possessed by boys between twelve and sixteen years of age engaged in their respective street trades and attending either elementary, intermediate, or high school, was: Newsboys, 1,757; Bootblacks, 1,114; Pedlars, 66; Total, 2,937.

The Supervisor of Licensed Minors has jurisdiction also over the parochial and other private school boys who are engaged in street trades. The number of such pupils who were licensed and granted badges this year was: Newsboys, 79; Bootblacks, 42; Pedlars, 4; Total, 125.

## HOME INSTRUCTION OF PHYSICALLY HANDI-CAPPED CHILDREN

### Growth of the Work

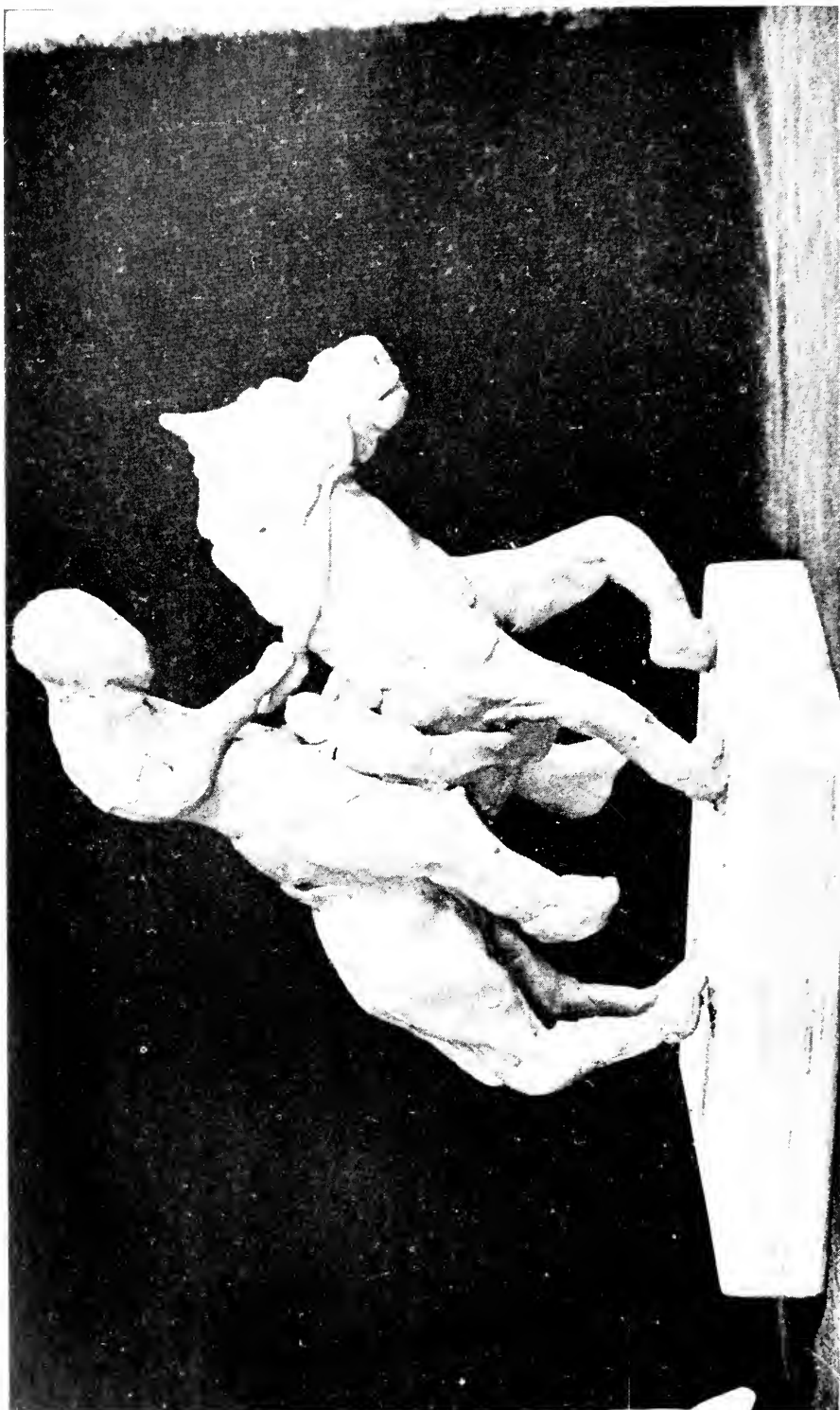
Seventy-eight teachers were employed during 1939-40 to provide instruction for almost nine hundred fifty physically handicapped children at their homes or at such institutions as the Children's Hospital, the Floating Hospital, and the Home for Incurables. The progressive increase in personnel, from only five teachers at the time when the work was begun, in February 1931, to seventy-eight during the past year, has been due to the fact that more and more social agencies, doctors, hospitals, and school principals are realizing how effectively such children can be helped through this service.

No radical changes have been made in the organization of the work of instruction, but the supervising departments of the state (Department of Education and Department of Public Welfare) have ruled that no child may begin to receive instruction unless a doctor's certificate has been obtained, and that epileptics, as such, are not physically handicapped and are not eligible. Moreover, it has been suggested by the state authorities that only such teachers as have had at least three years' experience as appointed teachers in regular day school service should be assigned to the work among the physically handicapped children. In Boston there is a growing tendency among high school headmasters to allow these pupils to take only three subjects for credit in any one year.

### Resident and Non-Resident Pupils

One of the most interesting events in connection with the work during the past year was the graduation at the Boston





Modeling in Grade V  
The Last Mile



Sanatorium, in June. Five high school pupils were graduated, each from a different school, and their headmasters attended the exercises so that each might personally award the diploma to the pupil from his school. One of the graduates was not a resident of Boston.

In the hospitals, particularly in the Boston Sanatorium, an increasing number of patients are receiving instruction as "auditors." They are over twenty-one years of age but they were unable, because of physical disability, to continue their attendance at school and complete their education. Although they cannot be awarded credits, they are welcomed as pupils by the teachers of the physically handicapped, and several of them have succeeded in completing courses which have helped them to obtain employment after their discharge from the hospital as cured.

In order to provide for Boston children who are in convalescent homes which are located in cities or towns outside Boston, some adjustments should be made. The local school committees do not allow instruction to be given to these pupils, although instruction is provided in Boston for children from outside who are confined in Boston hospitals.

## DEPARTMENT OF EVENING SCHOOLS

This department comprises the evening schools (high, elementary, and trade), the Day School for Immigrants and Mothers' Classes, the Apprentice and Journeymen Classes, a class in Airplane Rigging, a class in Plan Reading and Estimating (for master electricians), and the Distributive Occupations Classes.

### Enrollment for 1939-40

Evening High Schools (10)	8,463
Evening Elementary Schools (13 and 3 branches)	4,748
Evening Trade School (and 4 branches)	2,632
Day School for Immigrants (1)	207
Mothers' Classes (29)	759
Apprentice Classes (7)	186
Journeymen Classes (9)	236
Airplane Rigging Class (1)	19
Plan Reading and Estimating Class for Master Electricians (1),	32
Distributive Occupations Classes (6)	113
Total	<u>17,395</u>

### Evening High Schools

Nine of the evening high schools are commercial. The other (Central Evening High School) is both academic and commercial.

The majority of the student body is composed of those who for one reason or another in past years were compelled to leave day high school before graduation. Many others come for some specific purpose, such as advanced training in a specialized course — office practice, commercial law, chemistry, etc. — because they have found that such training will not only increase their earning power but will lead directly to promotion. This group is composed mainly of high school and college graduates. A third group, including some Boston day school teachers, attend from cultural motives or from a desire to make profitable use of their leisure time.

The evening high school membership is, for the most part, comprised of adults, the greater number of the students being between twenty-five and thirty-five years of age.

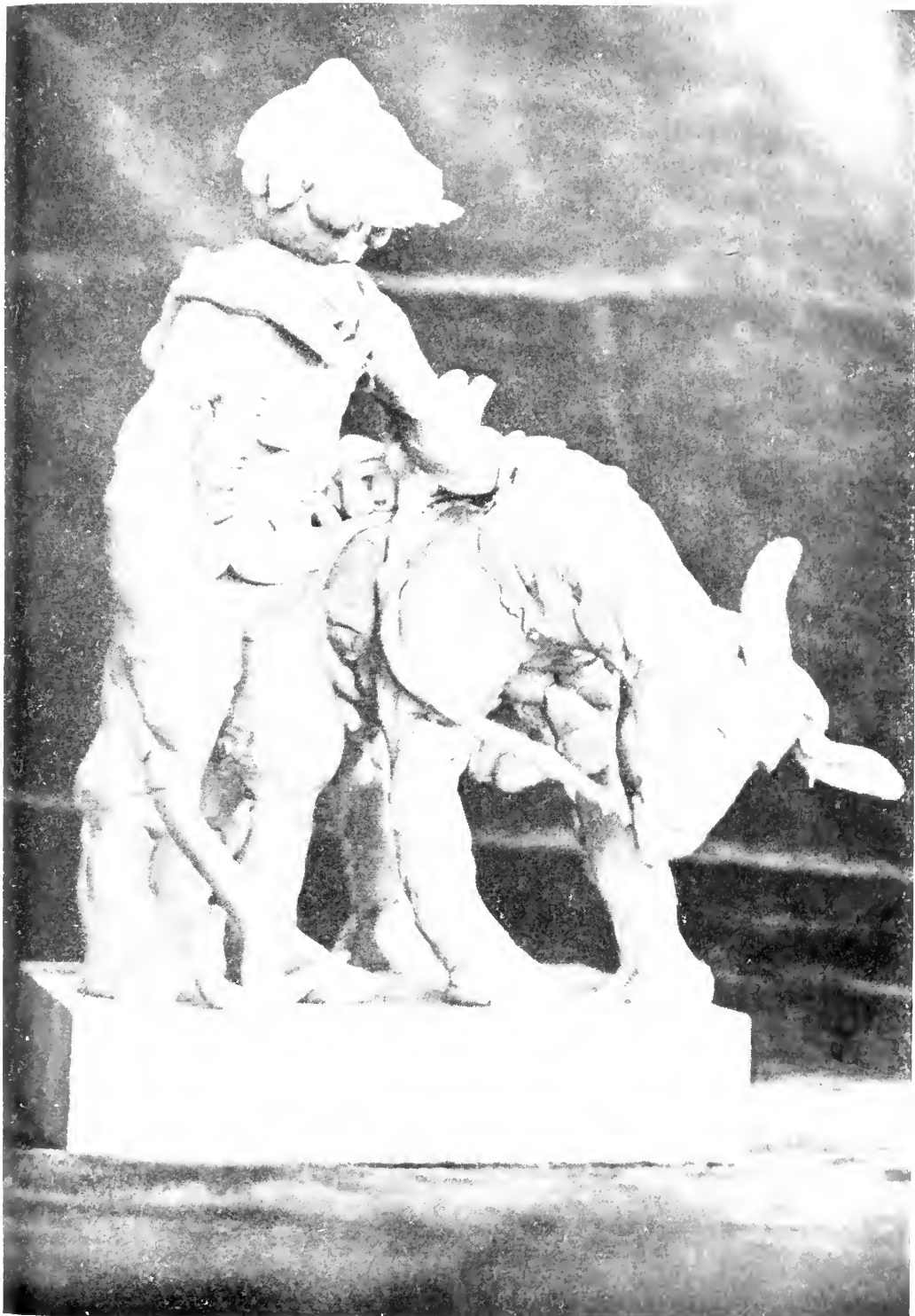
The total number of certificates awarded was 6,101. Failures, in many instances, were due to lack of sufficient attendance. Others, recorded as failures, were successful while in school, but came for the specific purpose of attending only until the date of the January civil service examinations or until their proficiency in certain subjects, such as phonography or typewriting, had been sufficiently increased to meet their needs. Since they had already been graduated from day or evening high school, the members of this group were not working for certificates or a diploma. Likewise, about four hundred of the students who successfully completed evening high school courses this year did not receive certificates because they were merely reviewing subjects in which they had been previously certificated in either day or evening schools.

The distribution of the 1939-40 enrollment, by courses and schools, is indicated in the following table:



DISTRIBUTION OF ENROLLMENT, BY COURSES AND SCHOOLS — *Concluded*

SUBJECT	Brighton.	Charlestown.	Dorchester.	East Boston.	Girls' High.	Hyde Park.	Roslindale.	Roxbury.	South Boston.	Central.	Total.
History IV										40	40
Italian I				18						43	61
Italian II				13						23	36
Italian III										11	11
Latin I										44	44
Latin II										18	18
Latin III										6	6
Literature I										39	39
Literature II										14	14
Lowell School Mathematics										56	56
Merchandising	23		47					44	25	33	172
Office Practice	65	48	150	53	48	41	39	113	58	66	681
Photography I	49	19	47	33	49	17	31	109	31	67	452
Photography II	45	9	28	24	19	17	24	17	24	34	241
Photography III	45	26	102	14	37	13	44	190	36	58	565
Physics										27	27
Science (General)										43	43
Spanish I										25	25
Spanish II										25	25
Spanish III										3	3
Trigonometry										70	70
Typewriting I	87	39	106	51	70	30	72	150	65	163	833
Typewriting II	76	39	139	70	73	48	55	212	82	100	894
Totals	657	272	1,045	543	468	270	459	1,376	576	2,511	8,177



Modeling in Grade V  
The Miner and His Donkey



### Evening Elementary Schools

The threefold program of the evening elementary schools provides opportunity for the following groups:

1. Those desiring graduation and a diploma in order that they may be admitted to evening high school.
2. Those desiring to learn to read, write, and speak English or to become naturalized citizens of the United States.
3. Women desiring instruction in cooking, dress-making, home decoration, millinery, and home nursing.

During the last three years there has been an increase of several hundred in the attendance of the foreign-born group. This may be a part of a nation-wide movement for naturalization in order to benefit from social security and old age pensions or to avoid compulsory military service under foreign flags. Many of this group have lived in this country for years and are, to all intents and purposes, American citizens but have neglected to take the necessary legal steps required for naturalization.

The benefits to be derived from attending the home economics classes have been greatly appreciated by the women of Boston, many of whom have learned to cook, sew, embroider, crochet, make curtains and table linen, and to clothe themselves and their children at a great saving in financial costs.

The enrollment in these classes was as follows: Dressmaking, 1,192; Decoration, 296; Cooking, 355; Home Nursing, 203. Total, 2,046.

The estimated value of the finished products of the dressmaking classes was \$25,659.14; decoration classes, \$7,056.90; cookery classes, \$2,500. Total, \$35,216.04.

While it is impossible to reckon in dollars and cents the value of the home nursing classes, it is safe to assume that the instruction received has in many instances been put to practical use in relieving pain and possibly saving lives, for not only care of the sick and treatment of cuts, burns, etc., are taught but also the best approved first-aid methods of resuscitation.

The Commonwealth reimburses the city for one-half the cost of instruction in all the home economics classes. The materials used in the dressmaking classes are furnished by the students themselves. The materials used in the cooking classes are furnished by the school department on the basis of

a maximum of \$2.00 per class, per session. The actual cost of cookery supplies per pupil per session for 1939-40 averaged twelve cents.

### **Evening Trade School**

The Evening Trade School has had one of the most successful years since its establishment. The enrollment reached a new high (2,632), with a waiting list of several hundred applicants who desired instruction in welding especially, but who were refused admission due to lack of accommodations. Twelve new electric welding machines have been added to the Boston Trade School equipment and will be ready for operation in 1940-41. Branches of the Evening Trade School have been established in Brighton, East Boston, Hyde Park, and South Boston for training in automobile mechanics, machine shop practice, wood working, sheet metal work, welding, and cabinet making.

At present, however, admission to a trade extension course is restricted in accordance with the requirement by the State that, in order to receive reimbursement for instruction, the city of Boston must restrict enrollment to those who are in the same or a closely allied trade.

It may be possible in the near future, through some financial arrangement, that provision will be made to permit those not in a trade to receive trade training. This would be a great step forward for civic betterment because it would offer new hope and incentives to those who are unemployed or employed at some job that is either temporary or offers no opportunity for advancement.

### **Day School for Immigrants — Mothers' Classes**

For those foreign-born men and women unable to attend evening classes the school department maintains the Day School for Immigrants, at 25 Warrenton street, and the Mothers' Classes, in all sections of the city. The Day School for Immigrants is in session daily, both morning and afternoon. The Mothers' Classes hold two two-hour sessions during the week at such times and places as are convenient for the mothers. These classes are growing in number, for reasons similar to those which have occasioned the increase in the evening elementary schools.



### Apprentice Classes. Journeymen Classes. Additional Classes

Under a Federal grant to the Commonwealth of Massachusetts for distribution to the various cities and towns, Boston has established eighteen trade extension groups known as apprentice and journeymen classes. These classes are formed, and the students selected, through a cooperative arrangement among the school department, the unions, the employers, and the students themselves whereby additional training may be given to increase the efficiency of the individual in his present job either through making him more proficient in his specific task or broadening his knowledge to include other branches of his trade. For instance, a man working on a machine lathe may get instruction on a drill press or a milling machine. An apprentice, through the training offered, may so increase his knowledge and training that he may become a journeyman, with increased compensation.

Two other classes, attended by neither apprentices nor journeymen, have been in operation: A class in airplane rigging and a class in plan reading and estimating, for master electricians.

The following table indicates the trades taught, the location of the classes, and the enrollment in each:

APPRENTICE CLASSES	Location	Enrollment
Electricity.....	Charlestown High School.....	53
Fireproofing and Metal Lathing.....	Continuation School.....	15
Ornamental Iron.....	South Boston High School.....	27
Plumbing.....	Boston Trade School.....	38
Printing—Linotype.....	Boston Trade School.....	13
Sheet Metal.....	South Boston High School.....	40
JOURNEYMEN CLASSES		
Electricity.....	Charlestown High School.....	24
Machine Shop.....	Boston Trade School.....	55
Welding for:		
General Machinists.....	Boston Trade School.....	21
Metal Trades.....	South Boston High School.....	41
Plumbers and Pipefitters.....	Boston Trade School.....	26
Sheet Metal.....	South Boston High School.....	34
Sheet Metal (advanced).....	South Boston High School.....	12
Steamfitters.....	Boston Trade School.....	23

ADDITIONAL CLASSES	Location	Enrollment
Airplane rigging.....	Boston Trade School.....	19
Plan reading and estimating for master electricians.	English High School.....	32

### Distributive Occupations Classes

The distributive occupations classes were added to the Evening School Department two years ago. Their purpose is to train and develop those persons engaged in retail selling and store management. Attendance is restricted to those employed in selling. The expense of instruction, like that of the apprentice and journeymen classes, is partly supported by the State through distribution of Federal funds. These classes, at present in an experimental stage, have very great possibilities for future development. The following classes were conducted, in the evening, during 1939-40, at the English High School building:

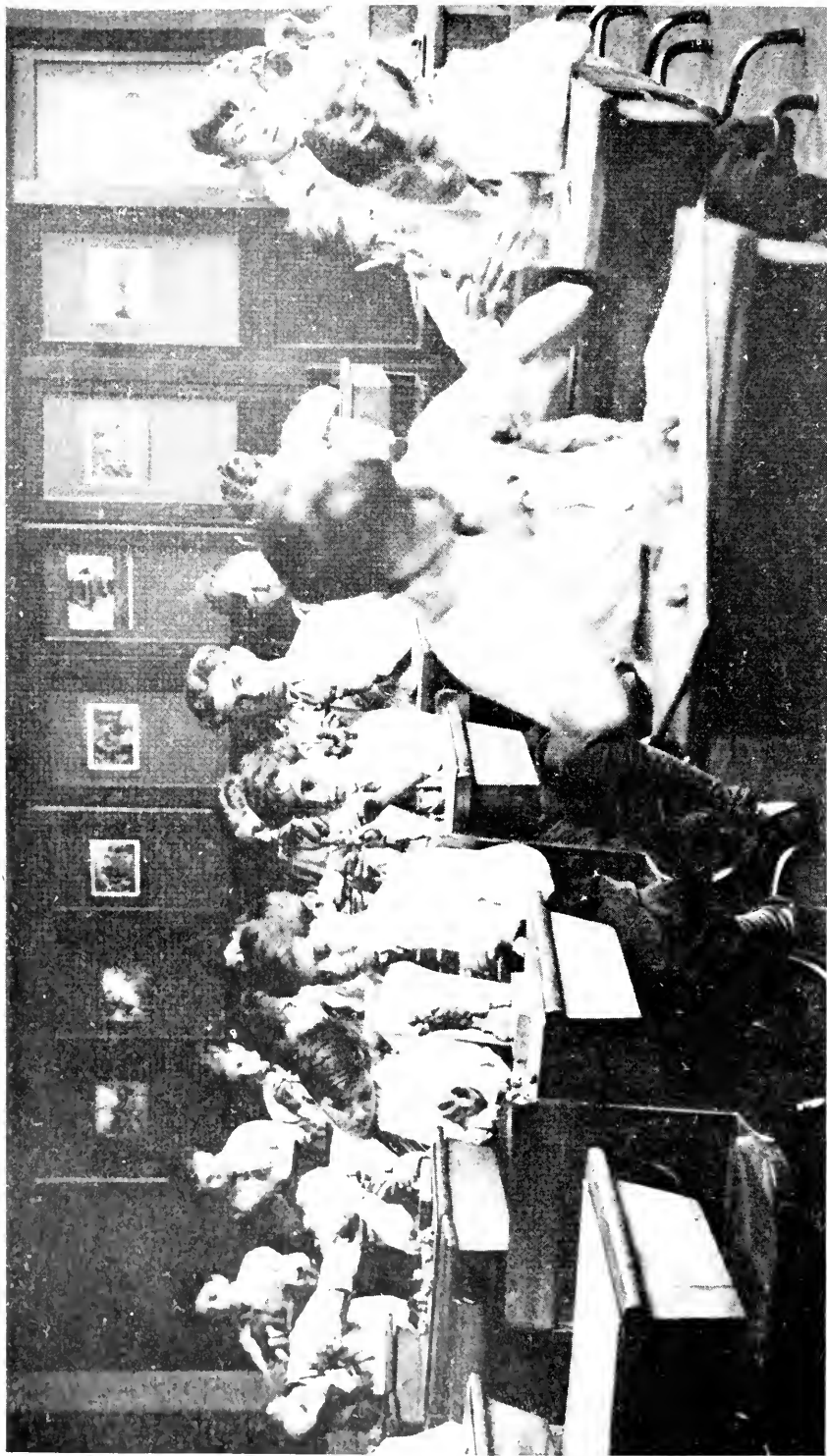
CLASS	Enrollment.
Buyer's Mathematics . . . . .	17
Grocery Store Management . . . . .	19
Meat Merchandising . . . . .	19
Retail Store Organization . . . . .	24
Economics of Retailing . . . . .	25
Sales Promotion through Window Display . . . . .	9

### Departmental Recommendations

1. An evening high school course, for which a diploma equivalent to that of the day school may be granted to those who have not completed day school. This is especially essential for those adults who are denied consideration for employment by those business firms which require a day high school diploma or its equivalent. This extension must eventually come or else no hope for advancement can be held out to those citizens who, through financial or other reasons, were compelled to leave day school.

2. Reopening of the Evening Opportunity School, where men in dead-end jobs might receive sufficient training to qualify them for employment in a trade. As a result of entering upon such employment, they would be





Grade V Boys Modeling Figures in Action

eligible for enrollment in the Evening Trade School. The Evening Opportunity School could be a finding-school that would offer training preliminary to that of the Evening Trade School and justify its existence from prevocational trade standpoints.

3. Additional courses, not necessarily found in the curricula of the day high school, that would benefit adult students by equipping them to engage more successfully in the professional, business, industrial, and political life of the community and nation.

#### EXTENSION COURSES FOR TEACHERS IN SERVICE, CONDUCTED AT THE TEACHERS COLLEGE OF THE CITY OF BOSTON

These courses, for teachers in the Boston public school service, are conducted in the late afternoon and on Saturday mornings. A description of their development, from their beginning in 1923 through the school year 1937-38, was incorporated in the 1938 Annual Report of the Superintendent of Public Schools. The present report covers the past two school years, 1938-39 and 1939-40.

#### **Preponderance of Number Receiving Master's Degree**

At each Commencement, from 1934 through 1938, degrees were awarded to approximately one hundred teachers. In June 1939 the number of degrees awarded was 108. But, whereas in former years the disparity between the number receiving the Master of Education degree and the number receiving the Bachelor of Science in Education degree was not great, in 1939 the number of master's degrees awarded was more than twice the number of bachelor's degrees. The numbers were 75 and 33, respectively.

Although, as was pointed out in the report of two years ago, the relative increase in the number of teachers studying for the master's degree is unmistakable and permanent, the greatly increased preponderance of this group in 1938-39 was due partly to the fact that this year marked the time limit for all teachers who were offering, toward the master's degree, courses taken over a period of more than eight consecutive school years. A certain number of candidates for this degree had completed their courses, but not the required theses. Others among them

had stopped midway in their candidacy with the expectation of later resuming courses. With the announcement, in February 1937, of the new rule accepting only courses taken within a period of eight school years immediately preceding the June in which the degree would be received, most teachers who had acquired credits toward the degree resumed study, with the result that the number of master's degrees granted in June 1939 was extraordinarily large.

### **Decrease in Number of Candidates for Degrees**

The total number of degrees granted (bachelor's and master's) seems to have reached its peak in 1939. In June 1940 only 47 degrees were granted (19 bachelor's and 28 master's). This total was approximately the same as that of 1931, but with an excess of master's degrees, in keeping with the aforementioned trend.

Excluding all teachers who discontinued courses, the registration was 498 in 1938-39 and 356 in 1939-40. The total for the latter year was approximately a third of the number registered in courses ten years ago (1930-31), when permanent appointments to the school system were being made in considerable numbers; when large numbers were graduating each year from the three-year normal school course, with the expectation of securing their degree in part-time study; when elementary teachers were securing degrees to qualify as intermediate school teachers; when many teachers, either in high school or aiming to qualify for high school service, were eager to secure the master's degree. In more recent years, however, promotions within the system have been relatively few. Since the inception of the extension courses in 1923, many teachers have achieved one or both of the degrees. Moreover, because of the School Committee's recent discussions with regard to the proposed closing of The Teachers College of the City of Boston, and because of the suspension of first year classes, many teachers in service have hesitated about enrolling for extension work. They have felt that either the closing of the college would become a fact before they could achieve their degrees, or that they would be holding degrees which might become greatly devaluated if the college were ultimately closed. In view of all these adverse circumstances, the registration in the last two years has been as large as could be expected.

The following is a tabulation of the registration and of the degrees awarded:

YEAR	REGISTRATION				DEGREES AWARDED				
	Total	M. Ed.	B. S. E. Credit	Not Seeking Degree Credits	Total	M. Ed.	B. S. E.		
1938-39 .....	Women	359	280	178	108	Women	46	Women	31
	Men	139				Men	29	Men	2
		498					75		33
1939-40.....	Women	265	191	127	47	Women	13	Women	19
	Men	91				Men	15	Men	0
		356					28		19

### Registration Fees

By vote of the School Committee the fees for in-service courses have been much increased. From 1923 to 1927 the courses were absolutely free. From 1927 to 1931 a registration fee of \$5.00 was required. In 1931 the fee was increased to \$10.00. These fees, however, were only registration fees, and by payment of a single registration fee a teacher might take, toward a degree, courses equalling from one to six semester hours. Cadet teachers, furthermore, were exempt from payment of the registration fee. In 1938, however, beginning with summer school courses, the School Committee abolished the single registration fee and required \$5.00 for each semester hour course (15 lecture hours). As a result, a teacher now taking courses equalling six semester hours must pay \$30.00.

### Discontinuance of Extra Compensation to Instructors

In the last two school years, as in every school year since September 1932, the courses, both late afternoon and Saturday, have been given without extra compensation to instructors. Beginning with the session of 1938, no extra compensation has been paid even for summer session courses. Thus, the summer sessions of 1938, 1939, and 1940 have been conducted by the dean and certain faculty members without extra compensation.

### Summer Sessions Statistics — 1938, 1939, 1940

In each of the summer sessions of 1938 and 1939 ten faculty members conducted courses; in the session of 1940,

eleven members. The attendance at these sessions was as follows:

SESSION	Teachers Registered	Men	Women	M. Ed. Credit	B. S. E. Credit
1938.....	207	59	148	119	88
1939.....	139	48	91	78	61
1940.....	113	36	77	68	45

### School Year 1938-39

In the last two years, however, even more than in the other school years since compensation was withdrawn, courses have been conducted by teachers or supervisors in the Boston public school system other than members of the Teachers College faculty.

In 1938-39, 24 courses were conducted by Teachers College instructors and 6 by the following teachers or supervisors:

COURSE	Instructor
Americanization . . . . .	Mary H. Stroup, Assistant in Charge, Day School for Immigrants.
Beauty in Nature and Art . . . . .	Elizabeth M. P. Bartlett, Grace E. Hackett, Frances L. Nickerson, and Margaret D. Stone, Assistants, Manual Arts Department, under the direction of Helen E. Cleaves, Director of Manual Arts.
Child Welfare . . . . .	Offered with the cooperation of the Home and School Visitors Association under the direction of Marendra E. Prentis, Executive Secretary.
French (Second Year) . . . . .	Joseph G. Green, Master, Head of Department, South Boston High School.
Guidance of Intermediate and High School Students.	Thomas D. Ginn, Vocational Instructor, Department of Vocational Guidance.
Spanish (Intermediate) . . . . .	Andrew R. McCormick, Master, Head of Department, Roxbury Memorial High School (Boys).

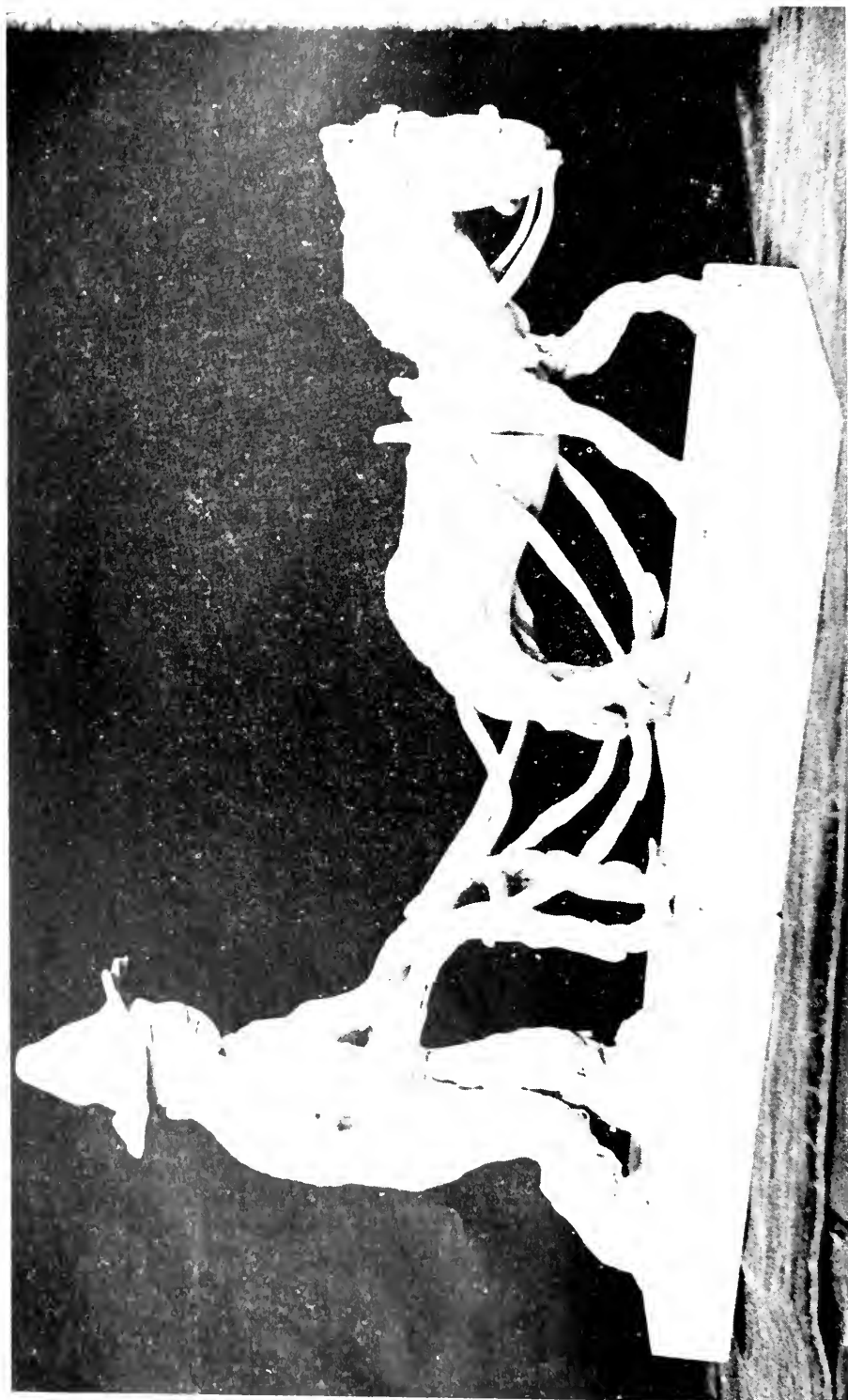
### School Year 1939-40

In 1939-40, 22 courses were offered by Teachers College instructors and 8 by the following teachers or supervisors:

COURSE	Instructor
Appreciation and Literature of Music.	Daniel D. Tierney, Jr., Assistant Director of Music.







Modeling in Grade V  
The Plowman

Art Appreciation . . . . .	Grace E. Hackett, Assistant, Manual Arts, with the cooperation of certain art teachers in the Boston public school system.
Child Welfare . . . . .	Offered with the cooperation of the Home and School Visitors Association under the direction of Marendra E. Prentiss, Executive Secretary.
Design: Study of Order as Related to Beauty.	Paulina V. Burns, Laura W. Cook, Marjorie Loring, and Grace Reed, Assistants, Manual Arts, under the direction of Helen E. Cleaves, Director of Manual Arts.
German (Elementary) . . . . .	Michael S. Donlan, Master, Head of Department, Dorchester High School for Boys.
Reading Course in Spanish . . . . .	George S. Hennessy, Junior Master, Roxbury Memorial High School (Boys).
The Teaching of Civics . . . . .	Richard P. Bonney, Master, Head of Department, Dorchester High School for Boys.
The Teaching of English in the Secondary Schools.	Agnes M. Gallivan, Assistant Director Department of Practice and Training.

By these courses, conducted by cooperating instructors without extra compensation, our in-service program has been greatly enriched. It is hoped that this form of professional cooperation will be extended. With the Teachers College faculty decreasing and with the need of training teachers in certain new or developing educational trends — such, for example, as the improved teaching of the social studies, the expansion of guidance, the preparation of teachers for administrative service — some further increase in the number of cooperating instructors would seem desirable.

### Program of Courses for Summer Session of 1940

Finally, in constructing anew, from year to year and from summer to summer, a program of courses most helpful to teachers in service, it always remains the aim to present a suitable blend of courses — courses increasing academic knowledge, courses enriching teaching techniques, courses explaining educational movements, courses giving more scholarly understanding of the fast moving changes now being felt throughout the world.

To illustrate this blending, the titles of the courses offered for the summer session of 1940 are listed below:

Education:

Guidance in Education.

Health and Safety Education.

The Psychological Significance of Reading Problems.

English:

Early American Literature.

Readings in Representative Drama.

Geography:

Regional Geography.

History:

The Expansion of the Germanic Peoples in Europe.

The History of France to 1815.

Problems in United States History.

Mathematics:

A Survey Course in Mathematics.

Science:

Environmental Biology.

### EXTENDED USE OF PUBLIC SCHOOLS

The department includes school centers, home and school associations, and the additional use of school premises by individuals and associations for educational, recreational, social, civic, philanthropic, and similar purposes.

#### School Centers

Boston, forty-three years ago, was one of the first cities in the country to join the movement for the "wider use of the school plant." Today finds Boston in the forefront with a notable record of "extended use." The department is financed by an annual appropriation from the School Committee, under the provisions of Chapter 195, Acts of 1912, of the Legislature. The appropriation for 1940 is \$74,860.58.

The four original school centers were established in 1912, in Charlestown, East Boston, Roxbury, and South Boston. Ten additional centers have been established in the past twenty-eight years: Dorchester and the West End, 1913; South End, 1914; North End, 1915; Grove Hall, 1920; Brighton and the Fenway, 1922; Roslindale, 1926; Hyde Park, 1929; Jamaica Plain, 1933.

The centers are in session two evenings and one afternoon a week, from October to April, inclusive, a season of twenty-five weeks. The afternoon sessions are for meetings of women's clubs. Up to 1932, centers were in session for a period of twenty-eight weeks, three evenings and one afternoon a week.

It is hoped that with the return of prosperity the department appropriation will be restored to its pre-depression level so that the centers can be placed on their former basis. Also, with a sufficiently increased appropriation, new centers could be opened to good advantage in additional districts where facilities are available. School gymnasiums might be used on late afternoons and Saturdays during the winter months. A center in every populous section where suitable buildings exist is the department's objective.

The purpose of the centers is to develop an intelligent public spirit through the community use of the schoolhouse, for the free discussion of public questions, and for all wholesome civic, educational, social, and recreational activities. Whole families wend their way from the home to the school center — the parents to hall programs and men's and women's clubs; the sons and daughters to the rooms and gymnasium for club meetings and games.

Besides the manager and his local staff, each center has a Citizens' Advisory Committee, appointed by the manager with the approval of the director; a Members' Council and a Staff Conference, which meet regularly with the manager. These local advisory boards, composed of public-spirited business and professional men and women of the district, help establish center policies; interpret the center to the neighborhood; advise the local manager on various problems as they arise; and assist in the arrangement and conduct of some of the hall programs. The Members' Council, composed of club delegates, develops the principle of self-government and puts into action center standards and policies. The Staff Conferences aid the managers in guiding club work and activities and in planning and conducting general meetings, entertainments and social nights of general interest to the clubs and groups within the center. The department has a Citizens' Advisory Board, appointed by the director, with the approval of the Superintendent of Public Schools and the School Committee.

The centers are not standardized; each is fashioned to meet the needs and inclinations of the district in which it is located, with a schedule of activities which the people themselves want. Nothing is imposed on them by the department. Sufficient attendance and interest, proper behavior, and a considerate use of public property are the sole requirements.

The schedule of activities (classified as civic, social-educational, recreational, and industrial) comprises art, band and orchestra training, china and oil painting, choruses, concerts and entertainments, forums and lectures, motion pictures, dances, debating, dramatics, parliamentary law and public speaking, gymnasium games, home-cooking, dressmaking, sewing, embroidery, knitting and crocheting, home hygiene and care of the sick, interior and home decorating, lamp shades, photography, young men's clubs, young women's clubs, women's clubs, arcraft, leathercraft, papercraft, waxcraft, and shop work.

Evening "supervised study" clubs for day school pupils, under unemployed teachers, might well be provided in some of the centers.

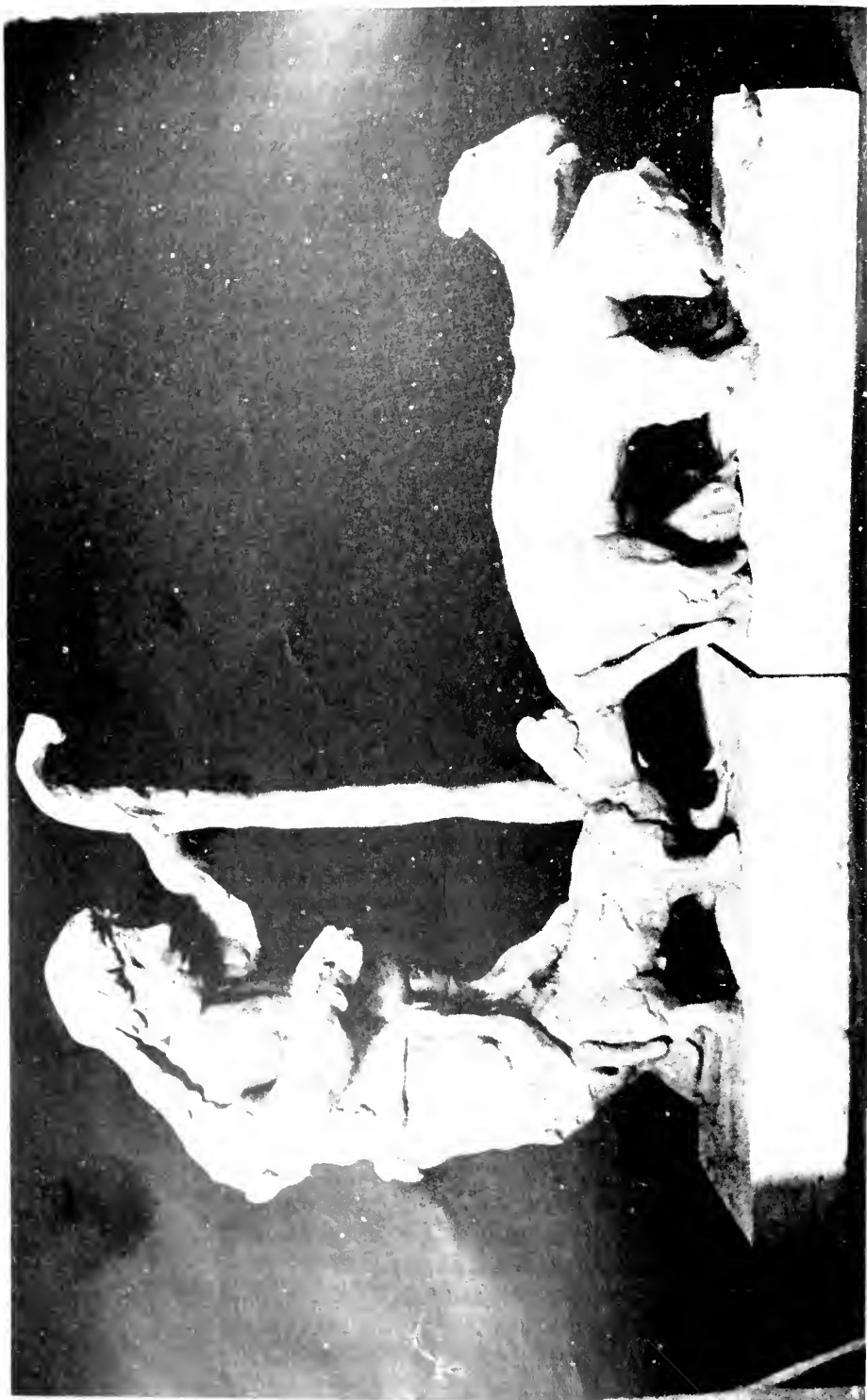
In addition to its regular clubs, each center, from night to night, houses and accommodates various groups representing the different social, fraternal, charitable, benevolent, and civic organizations of the district, thus putting to the fullest community service Boston's commodious school buildings.

The centers are civic assets. Many of Boston's present-day successful business and professional men, educators, and clergymen improved their leisure hours, in their youth by participation in the club life and activities.

Many young people who have been graduated from day school or who, for one reason or another, have dropped out are attracted to the centers by the program of community activities and thus continue to participate in opportunities provided by our school system.

The centers, engaged as they are in a program of informal adult education and recreation, are enrolled in the membership of the American Association for Adult Education, the Adult Education Council of Greater Boston, and the National Recreation Association. The purpose of the American Association for Adult Education is to further the idea of education as a continuing process throughout life; the purpose of the Adult Education Council is to study, stimulate, and coordinate such





Modelling in Grade V  
The Shepherd Feeds His Sheep



present and contemplated educational leisure-time programs for adults as may tend to promote individual development and effectiveness in the social order; the purpose of the National Recreation Association is that everybody in America shall have an opportunity to find the most satisfying and constructive use of leisure time.

For several years, the centers had been sponsoring free weekly programs by unemployed professional actors connected with the Works Progress Administration Vaudeville Unit of the Federal Theatre project and had given many National Youth Administration workers opportunities to assist in center halls and gymnasiums. By such cooperation, the centers enabled these unemployed men and women to earn the maximum allowed on the Works Progress Administration and National Youth Administration pay rolls. In the spring of 1939, the Works Progress Association Vaudeville Unit was totally disbanded and the National Youth Administration workers were transferred from school center and similar community service organizations to daytime vocational and clerical projects in municipal police, fire, and hospital departments where they are now being trained for regular occupations. During the past year, however, Works Progress Administration professional orchestras, bands, and amateur choral and dramatic groups under paid Works Progress Administration workers continued to rehearse and perform in the school centers.

The centers extend similar cooperation to the Junior Police Corps, the Burroughs Newsboys Foundation, the Catholic Youth Organization, and the Park Department of the city of Boston, by sharing with them the use of gymnasiums and rooms for basket ball games and for meetings.

### **Home and School Association Meetings**

The second division of the department's activities comprises the local home and school associations, forty in number. Probably this number will be doubled during the coming year as a result of the recent action of the School Committee that home and school associations be formed in all high, intermediate, and elementary schools.

Previous to 1917 the home and school associations were conducted under the auspices of a private organization — The Boston Home and School Association. In 1917 this association was absorbed by the Department of the Extended Use of

Public Schools and the thirty local parent-teacher organizations were put under its control and supervision, at the request of the association itself, and by the following action of the School Committee, March 22, 1917: "Ordered, That the School Committee hereby approves of the organization of home and school associations in all districts and herewith assigns the Director of the Extended Use of the Public Schools to promote the organization and development of such associations." In 1942, the original organization — The Boston Home and School Association — will fittingly observe its twenty-fifth anniversary.

The purpose of the local associations is to effect a cooperative relationship between the home and the school. They have nothing to do with the administration of the schools; they merely serve as cooperating agencies in ways devised and approved by the School Committee, the Board of Superintendents, and the school principals. They are composed of parents, guardians, and others with children in the schools, and of principals, teachers, and other members of the day school staff.

The local associations elect their own officers and are self-governing, with dues self-imposed. They are federated in a central body — The Boston Home and School Association — with its own set of officers, who, with the presidents of the local associations, constitute an Executive Board in general charge of the business of the central body. There is also a Citizens' Advisory Board, appointed by the director of the department, with the approval of the Superintendent of Public Schools and the School Committee.

During the past year the local associations held monthly, quarterly, or occasional meetings where principals, teachers, and parents exchanged helpful ideas, viewed exhibitions of school work, enjoyed programs presented by the pupils, and were addressed by members of the School Committee, members of the Board of Superintendents, faculty members of outside schools and colleges, and representative business and professional men and women, giving authoritative and timely information on important matters, such as the maintenance and development of the school system, advanced methods and principles of public education, and the preparation and training of pupils for employment in commercial and professional fields.

Some of the local associations conducted benefit entertainments to raise funds for the purchase of clothing, milk, and

other necessities to be distributed among the poorer children, or for the establishment of scholarships, or for the decoration of the school building.

The Boston Home and School Association arranged and conducted the customary two general meetings—the fall meeting in November 1939, and the annual meeting in May 1940. At the latter meeting, the president and other officers were re-elected for 1940-41. The annual dinner, with speaking and entertainment, ever an attractive and popular event, was held in January.

A member of the department staff manages and promotes the home and school association work in general; assists in forming and organizing new associations; helps arrange and conduct the business of the central association; prepares a monthly bulletin of the association for circulation among the local units.

### **Other Uses of School Buildings**

The third phase of the department's work is the control and supervision of the use of schoolhouse accommodations authorized under permit by the Secretary of the School Committee.

Under a School Committee regulation, occupancy of school buildings by individuals and organizations for meetings, political rallies, entertainments, dances, and the like is allowed, following advance payment of light, heat, and the authorized custodian service charges. Whenever a permit is issued for occupancy of a school building, an employee of the Department of Extended Use of Public Schools is assigned by the director to see that the rules governing the use of schoolhouse accommodations are observed and to render general service at the entrance and elsewhere in the building. Whenever socials and dances are held, a woman attendant is also assigned for matron and coatroom service. Fees for such employees and attendants are paid by the holder of the permit.

In addition to the required permit, a license must be obtained in advance from the Licensing Division, Office of the Mayor, and a fee must be paid for any entertainment for which an admission fee is charged.

Proceeds from entertainments and the like must revert to the treasury of the educational, recreative, social, civic, philanthropic, or similar organization in whose name the entertainment is run. No personal financial gain is allowed; conse-

quently, no permit is issued to any person or persons to whom the proceeds from such entertainments are likely to accrue.

The charges for light and heat are intended to cover the actual cost thereof to the city. The charge for custodian service is to compensate custodians for extra service required of them, and which is not included in the regulations prescribing their duties, in accordance with which their regular compensation is determined. This charge does not include the checking of garments, the collection of tickets of admission, door tending, and furniture moving.

This privilege accorded social, benevolent, and fraternal organizations, and the like, by the School Committee, to occupy school premises, enables them to conduct benefit entertainments in aid of their charitable and welfare work. Were it not for our school halls, stages, and gymnasiums, these entertainments at times would be impossible, as in many parts of Boston there is either no suitable public hall at all or else no local hall large enough or properly equipped to accommodate the numbers attending or the dramatic performances presented.

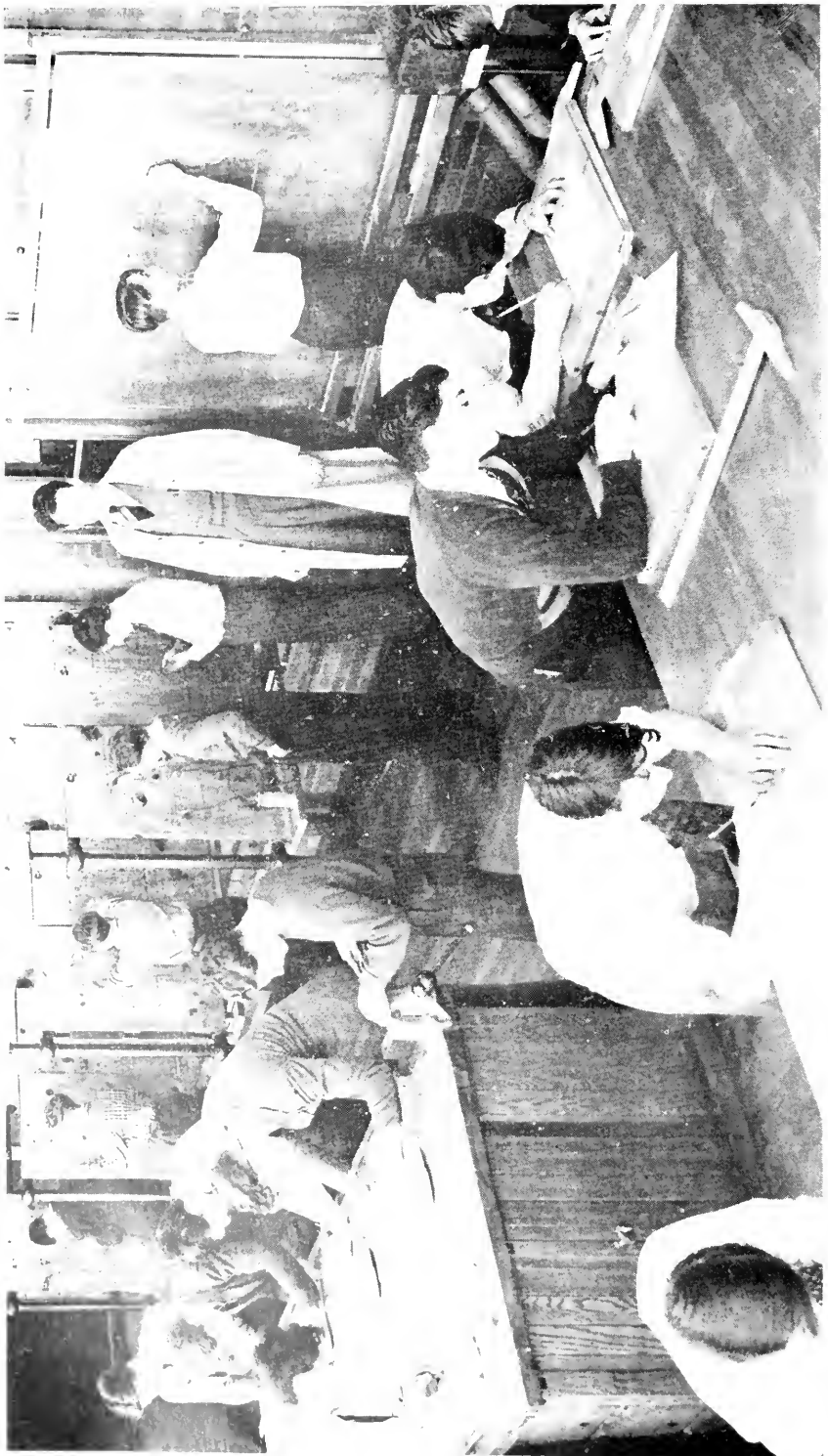
By delegated authority from the Secretary of the School Committee, the department director issues permits to outside organizations for occupancy of school center buildings on school center nights.

### Statistics

The following figures, for 1912-13 and 1939-40, indicate the growth of the department's activities during the past seventeen years:

	1912-13	1939-40
Number of buildings occupied after school hours.....	18	157
Number of openings.....	—	2,188
Total attendance.....	125,000	905,000
Number of school centers.....	4	14
Number of persons served.....	—	18,750
Total attendance.....	53,000	476,000
Number of home and school associations.....	25	40
Number of persons attending meetings.....	—	20,000
Total attendance.....	15,000	29,000
Total attendance at other meetings.....	72,000	260,000





The Electrical Shop

## NATIONAL DEFENSE TRAINING

**For Youths, Eighteen Years of Age or Older to Relieve Labor Shortage**

War conditions abroad have made necessary in this country a preparedness program which is severely taxing industry's production possibilities throughout the nation. Navy yards, arsenals, shipbuilding plants, and heavy industries already have orders which will require from four to seven years to complete, exclusive of large volumes of orders yet to be assigned. The tremendous amount of work involved requires the services of a large army of industrial workers.

The operation of the Selective Service Draft further serves to complicate the man power situation, since so many young men are being inducted into the armed forces of the United States.

Government officials and Congress recognize the seriousness of the labor shortage, and various provisions were made for the purpose of overcoming this difficulty. Among the relief measures passed was one which was signed by the President on June 27, 1940, appropriating fifteen million dollars for opening vocational and engineering schools throughout the country, in order that young men at least 18 years of age might be trained in essential trade subjects so that they might take the places of other workers who had to be released for emergency production or duties in the army and navy.

**" Supplementary " Courses for Apprentices from Navy Yard**

Plans for this instructional program were soon completed by the National Defense Commission and the United States Commissioner of Education and orders were transmitted to the officials of various state boards of education. The latter, in turn, made arrangements with the school committees and officials in the various communities concerned and orders were issued for opening vocational engineering schools where the required types of instruction could be furnished. The work in Boston was organized by Assistant Superintendent Michael J. Downey, and it was conducted under the immediate direction of Mr. Francis L. Bain, Assistant Director, Manual Arts. The shop facilities of the Boston schools were made available for National Defense Training as of July 15, 1940, when the

Mechanic Arts High School, East Boston High School, and Hyde Park High School began the training of over two hundred apprentices from the Charlestown Navy Yard. The officials had for several months been trying to make arrangements for these schools to take over an instruction program for their men, as they did not have proper facilities at the Yard, yet needed the trained men at the earliest possible date.

The program for these men called for instruction in machine shop practice eight hours daily (Monday to Friday, inclusive), and on Saturdays the trainees were expected to devote four hours to the study of industrial drafting, elementary physics, shop mathematics, machines, blue print reading, and metallurgy. The courses in these schools are designated "Supplementary," as they are given to men already employed.

### **Courses for the Unemployed**

Plans were soon completed to accommodate men from the W. P. A. and from the Federal and State Unemployment Service, the latter group not receiving their training opportunity for several weeks after the W. P. A. group had begun their training. The Boston Trade School was opened on July 17 to train W. P. A. men in machine shop work and acetylene welding, and two eight-hour shifts in each subject were soon in operation. The same type of program was provided for trainees from the unemployment service as soon as the opportunity was made available for them.

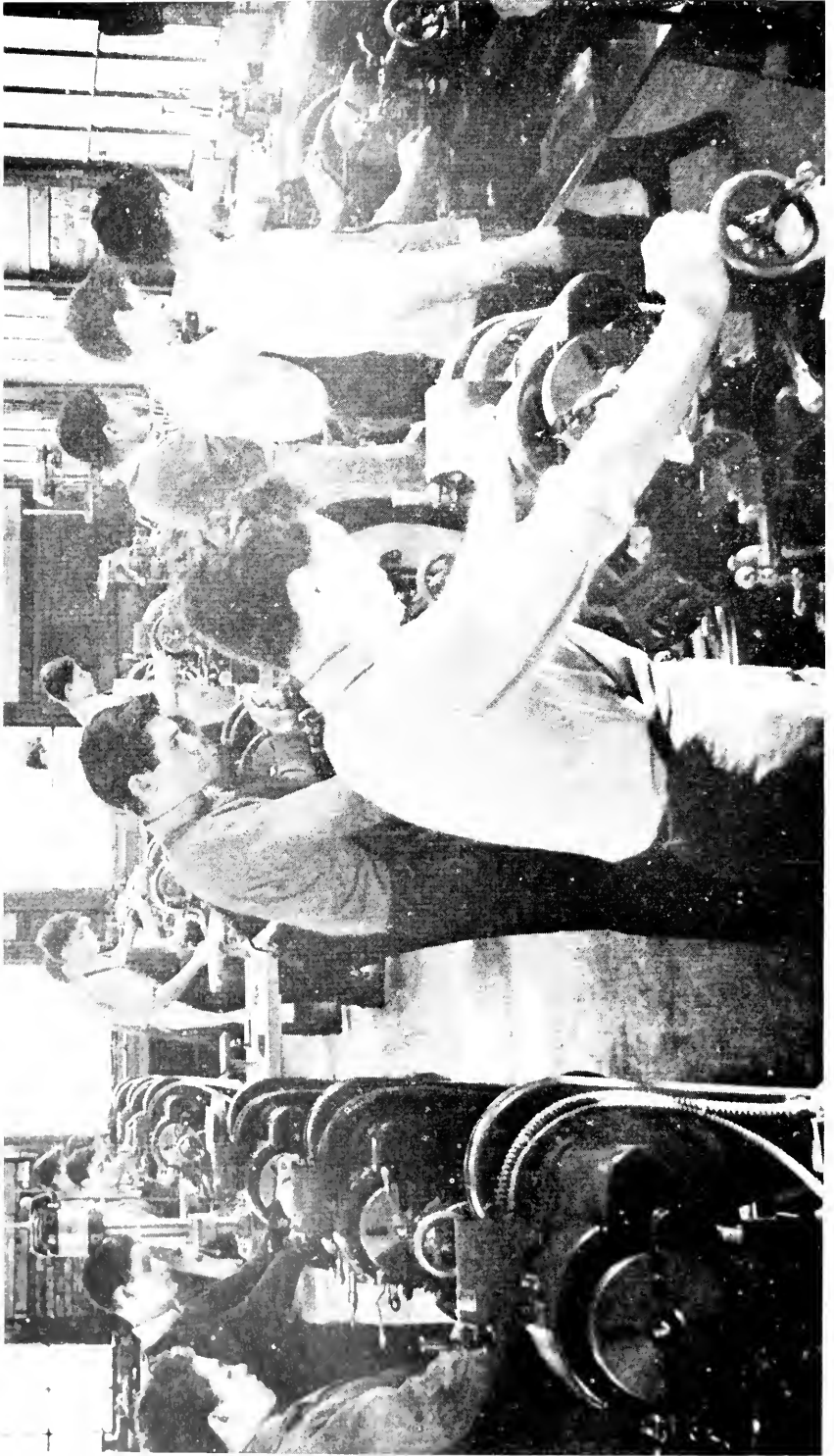
The South Boston High School was opened on August 9. Instruction was furnished in acetylene and electric machine welding and in machine shop practice. This school was operated on the three-shift basis every twenty-four hours from Monday to Friday, inclusive.

### **Instructors**

All instructors who have been or will be used for National Defense Training must be approved by the State Department of Education and must have completed one of the State Teacher Training Courses. The first group of instructors, those who began the work in July, 1940, came from the day personnel of the following schools: East Boston High School, Hyde Park High School, Mechanic Arts High School, Boston Trade School, and three intermediate schools: Grover Cleveland, Joseph H. Barnes, and William Barton Rogers. Since very few welding







Machine Shop

instructors were available in the day school force in Boston, several were hired from industrial plants.

### **Placement**

One of the vitally important phases of the National Defense Training is that of placement of trainees in various industrial plants as soon as they have demonstrated their capabilities sufficiently to warrant such action. When trainees have been thus placed requisitions are sent either to the W. P. A. or the State Employment Service for replacements and in this manner the full facilities of the schools are being used during the training periods.

The average instruction period in these training courses is 480 hours, but trainees who indicate by their proficiency that they are ready for placement before the expiration of such a nominal period are placed whenever opportunities are available. At the present time, trainees have been placed with the following concerns and a number of the trainees have sought placement in other firms when opportunities were not at once available: General Electric Company; George Lawley & Son Corporation; Fall River Shipbuilding Plant; Matthewson Machine Works; S. A. Woods Machine Company; Manning, Maxwell, and Moore; Pratt and Whitney Division; and others. The salaries paid to these trainees are never less than forty cents per hour for a 40-hour week, with time and one-half for all work beyond 40 hours. In some instances trainees are receiving \$35.00 per week, with excellent chances for advancement according to their respective abilities.

### **ADMINISTRATION LIBRARY**

Fewer new books were purchased last year than in former years, partly as a means of economy and partly because the collection is now so large that only the most significant of the new books, in so far as these can be judged in advance, should be added. There is an increasing use of the textbooks now in the library, but most of these have been donated by the publishers.

### **Textbooks, Workbooks, and Other Educational Material for Grades I to VI**

The elementary supervisors, on invitation, transferred to the library their collection of authorized workbooks and other

printed educational material for grades I to VI. A vertical filing case was purchased to house this material, and when it is systematically organized it will be extremely useful to teachers of these grades.

### **Lists of New Books**

Four lists of new books in the series entitled "*Selected List of New and Important Books Added to the Administration Library*" were issued as a Superintendent's circular, to the members of the administration and to principals of schools. The Dean of The Teachers College of the City of Boston has said that this list is the most interesting list of its kind that has come to his attention.

### **Exhibits**

There were several exhibits of children's work shown at the library during the year. There was an exhibit of crayon drawing, illustrating safe conduct on the streets, made by children in grades II and III; an exhibit of decorative plaster plaques made by children in the George T. Angell School; an exhibit of American Education Week posters made in art classes at the Roslindale High School; an exhibit of pictorial history maps drawn by grade VIII boys of the Sherwin School. Another exhibit was the model of a boy's room made in cardboard, which included in its construction all the problems studied in grade IV.

### **Questions Referred to Librarian**

A few samples of the questions referred to the librarian during the year are as follows: Who was Peter DeGrand? Suggestions for a program for the graduation exercises of an evening school. Quotations for character building. Quotations from Greek and Latin writers on education. Material for a unit on dogs for grade III. Detailed rules for school fire drills. The origin of Hallowe'en. References on the grade placement of arithmetic. What was the course of study in the English High School in 1860? References on the correlation of the teaching of English and printing.

### **Fewer Users of Library**

A decreasing number of the members of the administration at 15 Beacon street are using the library and fewer of the



Grade VI Manual Training boys painting fence which they built around school gardens



appointed teachers are among the borrowers than in past years. There are several possible reasons for this. One is that more teachers in service now have their college degrees. They no longer are required to read, and perhaps do not feel an independent urge to read education books. Also, in looking back, one can see that in the 1920's there was almost a "boom" in the study of education. This was accompanied by a very large output of books. The peak year in the circulation of books at the Administration Library was 1931. Since then some of the enthusiasm has slackened and the unappointed teachers constitute the majority of the library's readers.

### Statistics

	1939-40	1938-39
Number of books and magazines circulated for use outside the library.....	7,765	8,403
Number of books purchased and important books acquired by gift.....	110	190
Number of subscriptions to periodicals.....	70	70
Total number of books in the library..... (There is also a large number of pamphlets.)	12,469	10,716

Ten cartons of discarded books were sent to the Harvard College library. About fifty books were given to the Civilian Conservation Corps camp at Bellows Falls, Vermont.



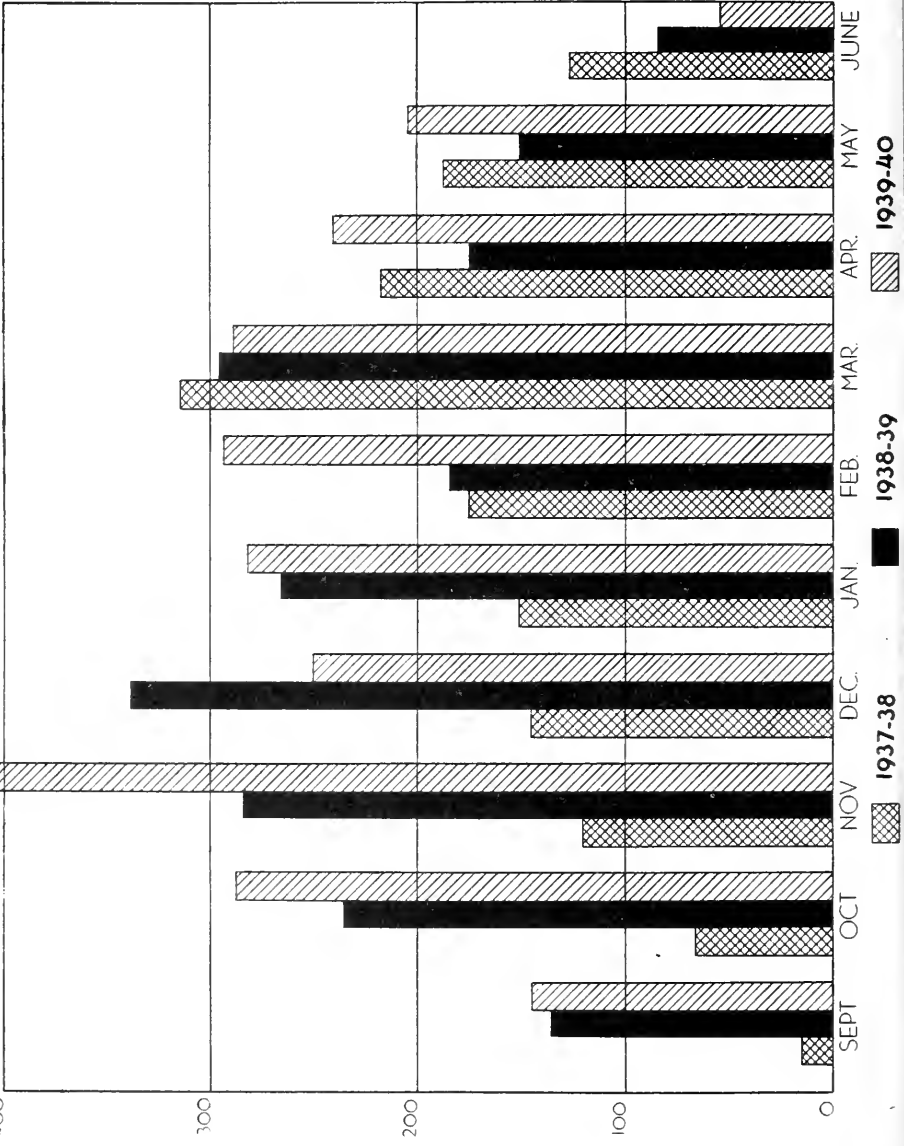


APPENDIX TO REPORT OF  
SUPERINTENDENT ARTHUR L. GOULD

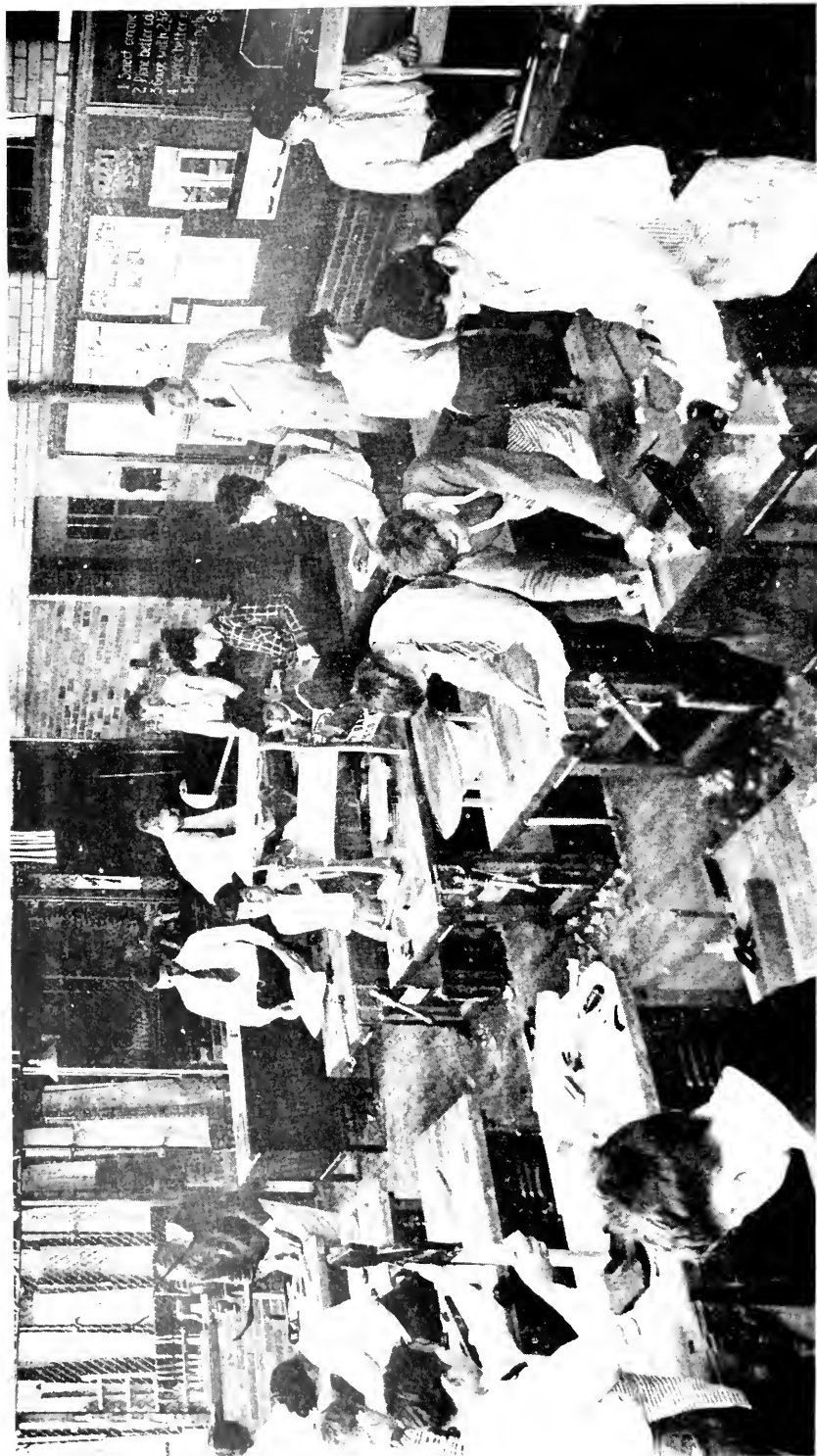
REFERRALS TO SCHOOL SERVICE

1937-38, 1938-39, 1939-40

REFERRALS  
400  
300  
200  
100  
0







A Woodworking Class

## REPORT OF SCHOOL SERVICE BY BOSTON COUNCIL OF SOCIAL AGENCIES

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With the end of the school year in June 1940, the third year of School Service was completed. The reports for the previous years have stated that a growing understanding between schools and social agencies was to be hoped for in a cooperative work such as this. It can now be definitely stated that this mutual understanding has been considerably furthered during the past year.

The number of requests from Boston schools for help for pupils has been somewhat increased during the year, as the attached statistical reports will show. A change in policy, with regard to the method of referral, was introduced and a study was made of the effect of requests in families receiving Aid to Dependent Children. The chart on page 180 gives a picture of the volume of School Service requests, by months, for the past three years. The months in which needs are especially heavy are substantially the same from year to year. It is interesting to note that the number of requests increased greatly in the second year and only slightly in the third year. Table I on pages 184, 185, 186 shows, by months, the types and number of requests and the agencies to which they were referred.

As in previous years, the Family Welfare Society has received the major number of referrals — 1,225 in the past year, 829 in the first year. The Catholic Charitable Bureau received 690 referrals the past year, a great increase over the 368 received two years ago. The Boston Provident Association shows a slight increase, receiving 209 referrals this past year and 170 in the first year. It is interesting to note the increased number of families receiving Aid to Dependent Children. In this group, 66 referrals were made two years ago and 173 in the past year.

A definite change in School Service policy was a result of the action of the School Service Committee. This group of representatives of schools and social agencies decided, in December 1939, that schools might be allowed to refer School Service needs directly to any one of the four family agencies rather than through the central office of the Boston Council of

Social Agencies, and it is hoped that eventually this will be the regular method of procedure.

A summary of the study of School Service requests in families receiving Aid to Dependent Children is presented in Table II, on page 187. As has been explained in previous School Service reports, the meeting of needs in families of this group was at first most difficult, partly because of the agreement among private agencies not to supplement the allowance from Aid to Dependent Children and partly because of the limitations in that public department, due to the inability to give extra aid in certain instances and due also to the heavy case load of the individual workers. Since the spring of 1938, money from the Junior Red Cross Service Fund has been available for definite School Service needs for which no other aid was available. This fund has been used to give supplementary help only after an investigation and authorization by the visitor in the Division of Aid to Dependent Children. As the table shows, the fund was used to supplement the allowance to care for 18 children in nutrition classes through the school year. In these instances it was impossible to increase the allowance in order to have the families themselves pay the nutrition fees. In 14 instances the pupil was cared for in the nutrition class for one month through the Junior Red Cross, with the understanding that the family allowance would be increased after that time. The number of increases in this particular group is most significant. It will be noted that in 64 of the cases arising from requests for shoes and clothing, the visitor felt that the clothing budget for the family was sufficient to take care of the need and supplementary aid was refused.

Although the Division of Aid to Dependent Children agreed to increase allowances to take care of nutrition fees wherever it was possible and also to give extra help for dental care, the requests in the latter group have not required an extra grant because of the opening of the free dental clinic at the Boston Dispensary last fall. One allowance has been increased to take care of a denture need which could not be supplied at that free clinic. These agreements have been most carefully carried out and, as in the case of the private agency, there is a resultant closer relationship between the visitor and the school authorities.

As has already been noted, the private agencies receive a very large proportion of the School Service referrals. It is





A Library Activity



difficult to estimate the constructive benefits accruing to individuals and to families as a result of the requests presented by the schools. The following instances, selected from many hundreds, are typical:

A boy of high school age, who was reported in March to be in need of clothing, car fares, and luncheons, received thereafter continual guidance and help from a worker in a private agency. This boy, who had been involved in some trouble with a gang and was on probation, has responded very well to the interest of his visitor. When his continuance in school was assured through the provision of car fares, money for luncheons, and adequate clothing, he was helped and encouraged by his visitor to become interested in nature lore and in mechanical subjects. An arrangement was made for him to go to camp this summer for the first time in his life. The visitor felt that, because of difficult home conditions, the boy needed a friend and counselor, and she feels sure that the contact with the agency has been most valuable to him.

Another private agency has been able to assist a family with a difficult real estate problem, which was disclosed because of a school request for glasses for one of the children. The father of this family of seven children had recently died, leaving considerable real estate which paid almost nothing and was heavily mortgaged. The agency to which this request was referred has helped the widow to straighten out the matter of the mortgage and to attempt to put her property on a paying basis.

A request for shoes and clothing for a school girl in a family receiving Aid to Dependent Children revealed to the visitor that the girl, who was a problem child, had been placed in a special class because of the interest of a teacher who did not wish her to be transferred to a school for the feeble minded. The teacher felt that the girl, with encouragement, could be led to do better work. The visitor, together with the teacher, the principal, and a worker from a child welfare agency, devised a plan of guidance and encouragement. Through supplementary aid from the Junior Red Cross Fund, the girl was provided with new clothing, and the plan was successfully begun.

It will be noted on Table I on page 186, that 34 requests were made to Social Service by the Soldiers' Relief Department. Although funds are limited in this department, individual

attention has been given to every request and in many instances investigation has led to supplementary aid. One request for orthopedic shoes led to an arrangement for the transfer of the pupil to another orthopedic clinic which was better suited to her needs. The prescribed shoes were paid for through the Soldiers' Relief Department, but investigation revealed that the family was struggling to maintain its standard on a very small income. Considerable clothing was provided through the Work Projects Administration commissary, and the father of the family was transferred to a Work Projects Administration project near his home, in order to save the expense of car fares. The attention of the Soldiers' Relief Department to this need was greatly appreciated by the family and by the principal of the school who made the request.

Although these examples are a small part of a very large number of school referrals, they do represent a type of service which is of great interest to school authorities. This interest and the cooperation of school and social agencies should continue and should increase in the coming years.

## 1. MONTHLY REPORT OF SCHOOL SERVICE

September 1939 - June 1940

### a. TOTAL CASES, TOTAL CHILDREN, TOTAL SCHOOLS

MONTH	Total Cases	Previously Referred	Total Children	SCHOOLS				
				Total	Public	New	Parochial	New
September . . . . .	147	78	289	55	52	0	3	0
October . . . . .	290	160	505	73	68	1	5	1
November . . . . .	409	212	720	85	81	0	4	1
December . . . . .	249	130	433	71	69	0	2	1
January . . . . .	282	152	456	76	73	0	3	0
February . . . . .	294	156	456	75	71	0	4	1
March . . . . .	286	184	481	82	79	0	3	0
April . . . . .	239	136	391	64	61	0	3	0
May . . . . .	201	134	299	74	72	1	2	0
June . . . . .	54	29	85	35	35	0	0	0
Totals . . . . .	2,451	1,371	4,115	690	661	2	29	4





A Youthful Switchboard Operator

## b. SERVICES REQUESTED

MONTH	Glasses	Nutrition	Shoes	Car Fare	Clothing	Dental	Other
September.....	7	40	84	10	65	4	13
October.....	14	64	183	12	115	9	17
November.....	24	52	281	4	177	8	17
December.....	10	12	209	2	109	3	7
January.....	26	27	185	6	115	7	10
February.....	33	17	211	4	93	10	6
March.....	23	12	224	7	96	5	11
April.....	41	11	165	5	63	8	10
May.....	33	2	152	1	45	5	9
June.....	8	1	39	0	13	4	5
Totals.....	219	238	1,733	51	891	63	105

## c. NUMBER REFERRED TO AGENCIES

MONTH	Family Welfare Society	Catholic Charitable Bureau	Jewish Family Welfare Association	Boston Provident Association	Soldiers' Relief Department	Aid to Dependent Children	Boston City Hospital — Social Service	Massachusetts Memorial Hospitals — Social Service	Massachusetts Dispensary — Social Service	Massachusetts Eye and Ear Infirmary — Social Service	Boston Dispensary — Social Service	Medical Social Service — Department of Public Welfare	Supervisor — Parochial Schools (Special Fund for Glasses)	United States Veterans Hospital, Bedford — Social Service	Cambridge Family Welfare Society	Home for Destitute Catholic Children	Beth Israel Hospital — Social Service	Travelers Aid Association	Junior Red Cross Supplementary Aid	Increase in Aid to Dependent (Children Allowance)	
September . . . . .	87	28	1	9	2	19	1	0	0	0	1	0	0	0	0	0	0	0	0	8	10
October . . . . .	157	60	8	17	2	29	5	1	0	0	0	0	1	1	0	0	0	0	0	17	8
November . . . . .	196	123	5	36	8	28	8	2	0	1	2	0	0	0	1	0	0	0	0	18	6
December . . . . .	125	84	4	15	1	18	2	0	0	0	0	0	0	0	0	0	0	0	0	10	7
January . . . . .	129	88	4	31	4	17	10	0	0	0	3	0	0	0	0	1	0	0	4	3	3
February . . . . .	130	96	1	33	5	16	8	2	0	1	2	0	0	0	0	0	1	0	6	2	2
March . . . . .	146	90	1	20	4	16	4	4	0	0	2	0	1	0	0	0	0	0	5	3	3
April . . . . .	117	53	3	24	3	16	18	2	1	0	1	1	0	0	0	0	0	1	10	2	2
May . . . . .	109	47	1	21	3	12	6	2	1	1	0	0	0	0	0	0	2	0	6	0	0
June . . . . .	29	12	1	3	2	2	4	0	0	2	0	0	0	0	0	0	0	0	3	0	0
Totals . . . . .	1,225	690	29	209	34	173	66	13	2	5	11	1	2	1	1	1	3	1	87	41	

## II. REQUESTS IN FAMILIES RECEIVING AID TO DEPENDENT CHILDREN

September 1939 — June 1940

NEEDS REPORTED BY SCHOOLS				DISPOSITION			
TYPE OF NEED	Number of School Pupils	JUNIOR RED CROSS SUPPLEMENTARY AID		Increase in Aid to Dependent Children †	Other Service Given by Aid to Dependent Children	No Aid Given ‡	Aid Through Clinics §
		Specific	Temporary *				
Nutrition . . . . .	60	18	14	31	9	5	0
Dental care . . . . .	6	0	0	1	2	0	4
Car fare . . . . .	9	2	1	2	0	4	0
Shoes and clothing . . . . .	151	74	0	7	20	64	0
Glasses . . . . .	13	0	0	4	0	2	8
Other . . . . .	7	1	0	1	1	3	2
Totals . . . . .	246	95	15	46	32	78	14

\* Supplementary aid given pending increase in Aid to Dependent Children allowance.

† Supplementary payments granted families by Aid to Dependent Children to cover cost of one dental need and four prescriptions for glasses.

‡ No aid given because Aid to Dependent Children visitor considered family allowance adequate to meet need.

§ Aid given through funds allocated to Social Service Department in hospitals.

## III. NUMBER OF REFERRALS BY SCHOOLS

1937-38, 1938-39, 1939-40

SCHOOL	1937-38	1938-39	1939-40
High and Latin:			
Public Latin . . . . .	1	0	5
Girls' Latin . . . . .	0	0	1
Brighton High . . . . .	3	5	3
Charlestown High . . . . .	6	7	21
Dorchester High School for Boys . . . . .	3	12	14
Dorchester High School for Girls . . . . .	11	17	6
East Boston High . . . . .	1	4	10
English High . . . . .	16	19	12
Girls' High . . . . .	9	6	6
High School of Commerce . . . . .	24	8	8
High School of Practical Arts . . . . .	8	6	5
Jamaica Plain High . . . . .	15	26	34

SCHOOL	1937-38	1938-39	1939-40
<b>High and Latin (concluded):</b>			
Jeremiah E. Burke High School for Girls.....	30	40	29
Hyde Park High .....	11	11	11
Mechanic Arts High.....	29	36	37
Rosindale High.....	6	10	6
Roxbury Memorial High School (Boys).....	2	23	13
Roxbury Memorial High School (Girls).....	8	16	14
South Boston High.....	29	29	27
Vocational High and Opportunity..... (Established September 1, 1939.)	—	—	51
Totals.....	212	275	313
<b>Intermediate:</b>			
Abraham Lincoln.....	51	71	76
Bigelow.....	48	88	91
Clarence R. Edwards.....	29	33	55
Donald McKay.....	7	14	23
Frank V. Thompson.....	9	4	11
Grover Cleveland.....	2	4	5
James P. Timilty.....	6	22	14
Joseph H. Barnes.....	5	3	19
Lewis.....	19	23	21
Mary E. Curley.....	19	29	38
Michelangelo.....	15	10	5
Oliver Wendell Holmes.....	2	1	1
Patrick F. Gavin.....	23	32	24
Patrick T. Campbell.....	13	10	14
Solomon Lewenberg.....	0	1	1
Theodore Roosevelt.....	24	23	25
Thomas A. Edison.....	0	2	7
Thomas N. Hart.....	29	45	53
Washington Irving.....	0	3	1
William Barton Rogers.....	28	44	38
William Howard Taft.....	0	1	2
Woodrow Wilson.....	1	4	1
Totals.....	330	467	525
<b>Elementary:</b>			
(I-VIII, inclusive):			
Blackinton.....	3	2	1
Dearborn.....	21	50	61



SCHOOL	1937-38	1938-39	1939-40
Elementary (continued):			
(I-VIII, inclusive):			
Dwight .....	3	4	4
Edward Everett .....	15	17	15
Everett .....	3	5	5
Francis Parkman .....	4	8	2
Franklin .....	28	56	39
Hugh O'Brien .....	26	51	77
Hyde .....	7	17	17
John A. Andrew .....	11	26	29
John Cheverus .....	6	4	5
Martin .....	4	15	7
Mather .....	12	34	47
Oliver Hazard Perry .....	6	10	6
Prince .....	6	8	7
Rice .....	14	26	31
Sherwin .....	12	35	57
William E. Russell .....	25	17	20
Totals .....	206	385	430
Elementary:			
(I-VI, inclusive):			
Agassiz .....	41	53	77
Beethoven .....	0	1	2
Bennett .....	8	7	7
Chapman .....	12	18	28
Charles Sumner .....	10	18	25
Christopher Gilson .....	5	4	14
Dillaway .....	10	43	50
Dudley .....	48	70	58
Edmund P. Tileston .....	5	4	4
Elihu Greenwood .....	13	18	7
Eliot .....	14	11	6
Emerson .....	52	63	43
Gaston .....	10	10	7
Gilbert Stuart .....	0	1	5
Hancock .....	45	20	11
Harvard .....	39	29	33
Henry Grew .....	21	24	14
Henry L. Higginson .....	12	12	14
Henry L. Pierce .....	1	2	7

SCHOOL	1937-38	1938-39	1939-40
Elementary (continued):			
(I-VI, inclusive):			
James A. Garfield .....	0	0	3
(Established September 1, 1939.)			
James J. Chittick .....	3	1	4
Jefferson .....	16	24	40
John Marshall .....	13	8	6
John Winthrop .....	20	30	50
Julia Ward Howe .....	39	66	69
Longfellow .....	1	0	0
Lowell .....	45	33	42
Mary Hemenway .....	23	29	37
Minot .....	1	0	3
Norcross .....	51	57	67
Phillips Brooks .....	14	11	22
Quincy .....	56	78	74
Robert Treat Paine .....	11	3	3
Roger Wolcott .....	2	3	2
Samuel Adams .....	14	46	92
Theodore Lyman .....	8	25	0
(Consolidated with Ulysses S. Grant September 1, 1939.)			
Thomas Gardner .....	9	12	15
Ulysses S. Grant .....	0	15	58
Warren .....	25	41	77
Washington Allston .....	3	6	7
Wells .....	9	12	0
(Consolidated with Wendell Phillips September 1, 1939.)			
Wendell Phillips .....	1	14	18
William E. Endicott .....	0	1	12
Totals .....	710	923	1,113
Special Schools:			
Boston Clerical .....	0	2	1
Boston Disciplinary Day .....	0	4	8
Boston Trade .....	4	6	5
Continuation .....	9	23	0
(Vocational High and Opportunity School es- tablished September 1, 1939.)			
Horace Mann School for the Deaf .....	1	3	1
Trade School for Girls .....	16	8	9
Totals .....	30	46	24

## SUMMARY

SCHOOL	September 1937 to June 1938	September 1938 to June 1939	September 1939 to June 1940
High and Latin.....	212	275	313
Intermediate.....	339	467	525
Elementary:			
I-VIII, inclusive.....	206	385	430
I-VI, inclusive.....	710	923	1,113
	<u>916</u>	<u>1,308</u>	<u>1,543</u>
Special Schools.....	30	46	24
Grand Totals.....	<u>1,488</u>	<u>2,096</u>	<u>2,405</u>

## HIGHLIGHTS IN PROCEEDINGS OF SCHOOL COMMITTEE

### SCHOOL YEAR 1939=40

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*Abbreviations:* S. D.— School Document. S. M.— School Committee Minutes.

1939.— Discussion with regard to relative values of courses in modern foreign languages and courses in economics. (S. M. pages 158-160.)

Reports of final acceptance of addition to Boston Trade School, as of July 2, 1939; addition to Robert Gould Shaw Intermediate School, as of August 1, 1939; addition to William Howard Taft Intermediate School, as of August 19, 1939. (S. M. page 161.)

Syllabus in "Art Education for Grades IV, V, and VI," adopted for printing. (S. M. page 169. S. D. 5, 1939.)

Syllabus in "Art Education, Grades X, XI, and XII," adopted for printing. (S. M. page 169. S. D. 6, 1939.)

Discussion with regard to political activities of certain pupils at Roxbury Memorial High School (Boys). (S. M. pages 127, 172-176, 177.)

Minimum entering age for kindergarten established at four years and six months, as of opening day of school. (S. M. page 177.)

Minimum entering age for grade I established at five years and six months, as of opening day of school. (S. M. page 177.)

Quota of pupils per teacher in grade I reduced from forty to thirty-five, with proviso that an excess of ten pupils will permit appointment of temporary teacher. (S. M. page 219.)

Ordered, That an excess of ten pupils in grades II-VI, inclusive, will permit appointment of temporary teacher. (S. M. page 219.)

Superintendent given authority, for current school year, to continue permanent teachers in excess of number allowed by regulations, until the membership would warrant their retention or their transfer could be effected. (S. M. page 220.)

Assignment of excess kindergarten teachers for employment in remedial work in elementary grades. (S. M. page 220.)

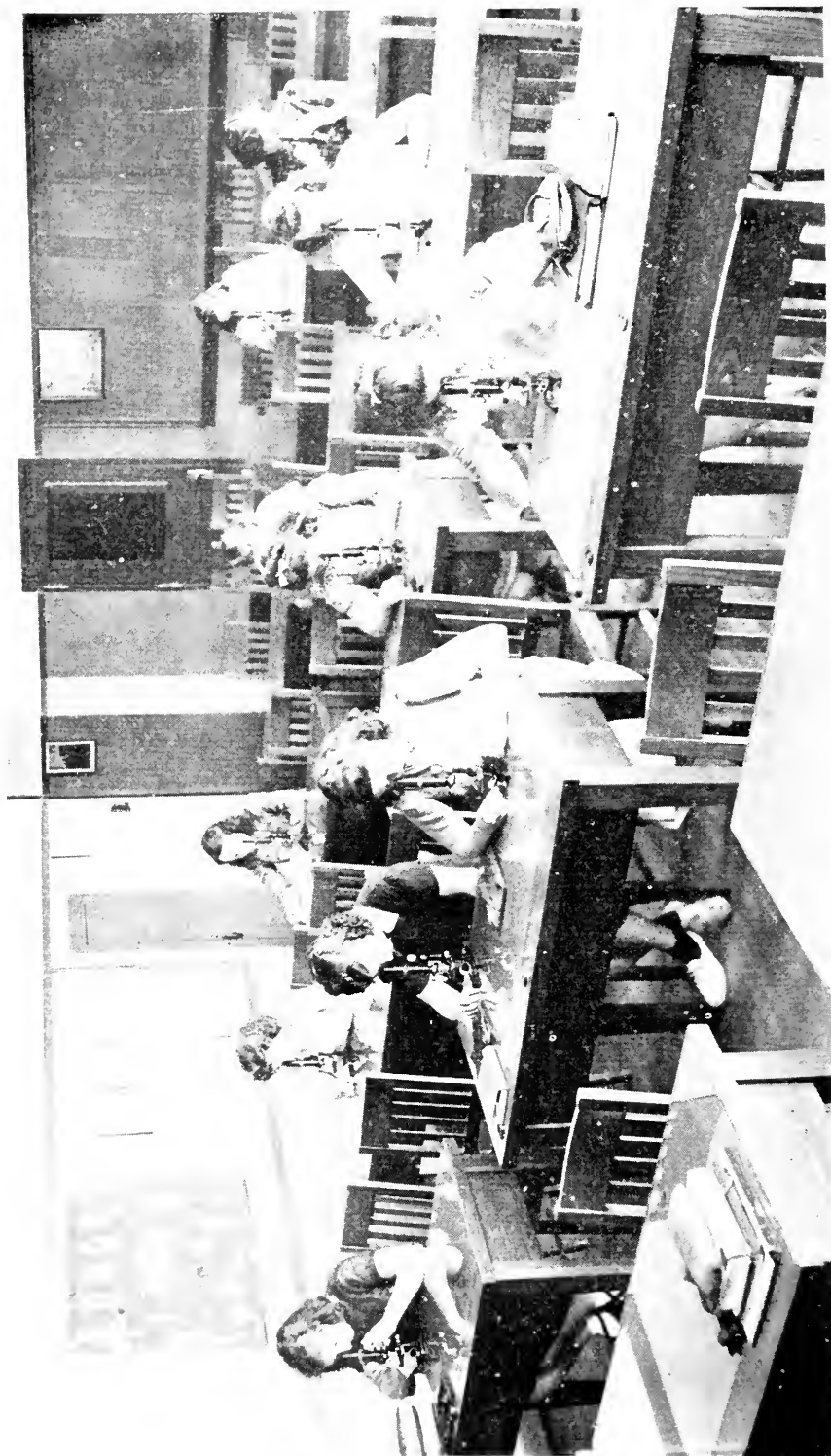
Report of Board of Superintendents on reduction of quota of pupils per teacher in grades I to VI. (S. M. page 220.)

Assignment of Principal of Continuation School, without change of rank or salary, to organize proposed new Bureau of Child Accounting. (S. M. page 221.)

Regulations amended, to provide for adjustments of anniversary and salaries of teachers and others on leaves of absence without pay for a continuous period in excess of two months in any school year. (S. M. page 223.)

Discussion of proposed plan for rerating temporary teachers. (S. M. pages 224-226.)





- "Course in Physical Education, Grades IV, V, and VI," adopted for printing. (S. M. page 233. S. D. 9, 1939.)
- Extension to June 30, 1944, of period of validity of Teachers College Elementary School Class B Certificate, issued from June 1927 to June 1932, inclusive, under which permanent appointments have not been made. (S. M. page 238.)
- 1940.— Discussions with regard to desirability and feasibility of formulating an ideal school system. (S. M. pages 4-6, 37-41, 59, 60.)
- Discussions with regard to feasibility of undertaking a W. P. A. project to care for under-nourished children in the schools. (S. M. pages 13, 31.)
- Proposed addition to Boston Trade School. (S. M. page 26.)
- Discussion with regard to importance of School Committee budget in relation to the financial problems of the city. (S. M. pages 48-51.)
- Manual of Fire Drill Procedure authorized as School Document. (S. M. page 63. S. D. 2, 1940.)
- Hearing on omission of entering class at The Teachers College of the City of Boston during coming school year. (S. M. pages 75-78.)
- Gift of Boston Elementary Teachers Club for benefit of under-nourished pupils. (S. M. page 76.)
- Regulations amended, to provide that children four and one-half years of age on September 15 may be admitted to kindergarten, and that children five and one-half years of age on September 15 may be admitted to grade I. (S. M. page 97.)
- Establishment of eligibility requirements for promotion within the Vocational High and Opportunity School for persons permanently employed in that school on September 1, 1940. (S. M. page 97.)
- Authorization to conduct, during the summer vacation period and in cooperation with the State Department of Education, classes for vocational education of defense workers. (S. M. page 111.)
- Adoption of "Tentative Course of Study in Community Economics for Grades VII to X." (S. M. page 112. S. D. 4, 1940.)
- Adoption of (for trial previous to printing) "Tentative Course of Study in Economics for Grades XI and XII." (S. M. page 113.)
- Proposed modification of salary schedule for new appointees. (S. M. page 125.)
- N. B.— For a chronology of the leading events in the history of the Boston public schools, for the calendar years from 1635 to 1929, the reader is referred to the 1928-29 Annual Report of the then Superintendent of Public Schools, Jeremiah E. Burke. (School Document No. 7, 1929.) For a supplementary chronology, covering the ten calendar years from 1930 to 1939, the reader is referred to the 1939 Annual Report of the present Superintendent of Public Schools, Arthur L. Gould. (School Document No. 10, 1939.)

## BOSTON HOME AND SCHOOL ASSOCIATION

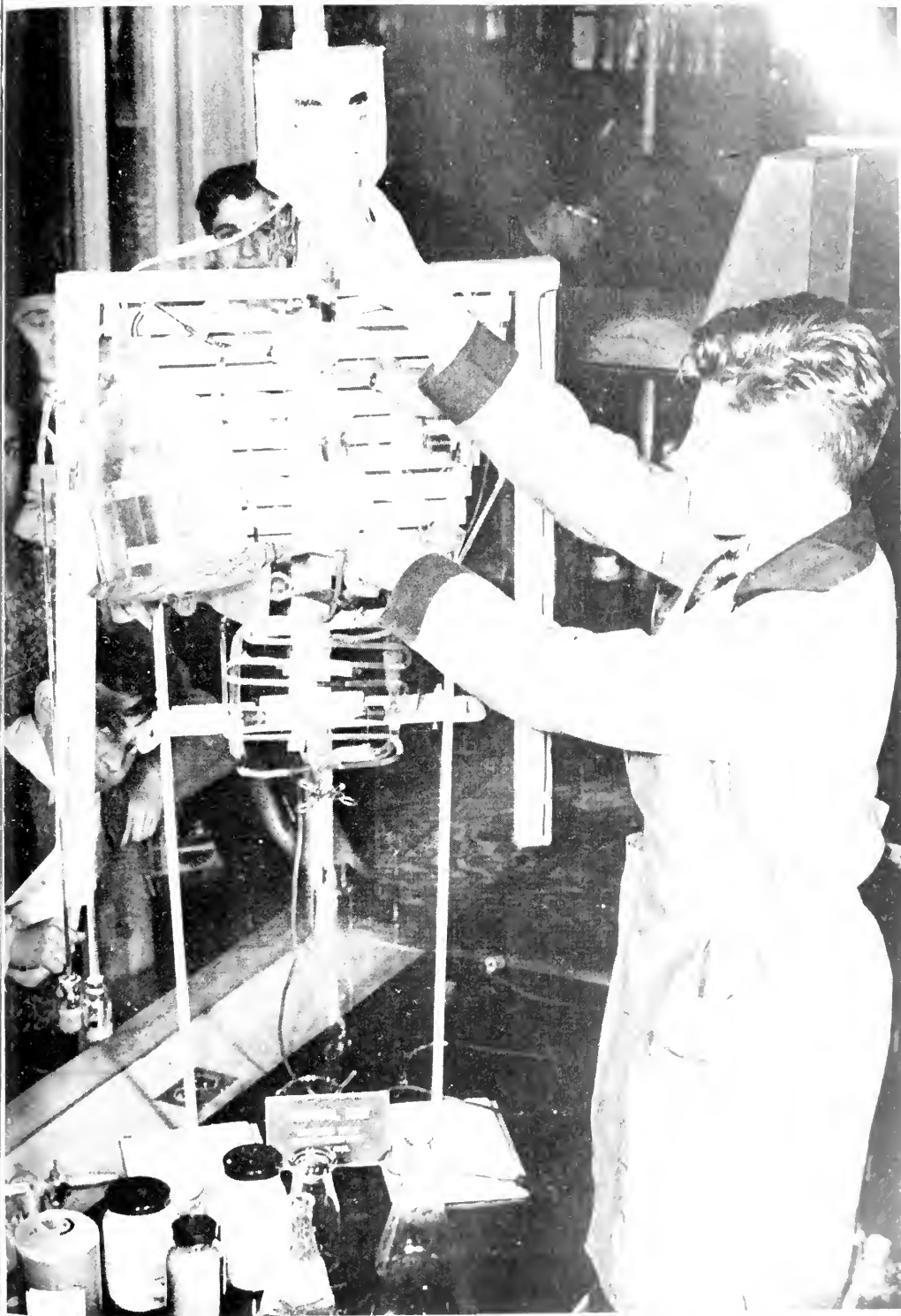
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The home and school association movement was started under private sponsorship and was supported largely by contributions from public-spirited citizens. Later it was taken over by the School Committee on a voluntary basis. In April 1940 it was made compulsory for all school districts, with the exception of the trade schools and the Boston Clerical School, and with permission to combine the associations in districts where such a course would seem desirable. At the beginning of the school year there were forty associations. At present, forty additional associations have completed their organization and are ready for work next fall.

The first and main objective has been to provide opportunities for parents and teachers to meet and talk over the problems of individual children. It is, of course, a part of the regular school routine to summon to the office of the principal the parents of children who are failing in their work or in their social adjustment, but the majority of parents do not, fortunately, belong to this class. That every parent should be welcomed to the school several times during the year has been the goal of the home and school associations. Afternoons, even whole days, have been designated as "Open House" or "Visiting Days" and the parents were urged to visit classes and talk with the teachers. "Acquaintance Teas" have been arranged in some schools so that the parents and teachers might, at the beginning of the school year, have this valuable opportunity to meet. At the close of the school year, also, special groups such as parents of children about to enter kindergarten or to be promoted from the elementary to the intermediate or from the latter to the high school have been invited to meet with the principal and teachers of the new school.

The second objective has been to give parents, through carefully planned assemblies, a better understanding of the aims and methods of the education which their children were receiving. Probably the best medium of such information has been the informal talks of the principals or the addresses of





High School pupil demonstrates the "Chemical Man" at the Students' Science Laboratory, World's Fair, 1940, a project sponsored by the Elizabeth Peabody House



the guest speakers, but the following partial list of items occurring repeatedly on the programs shows the wide range of means employed: Music by orchestra, band, glee club, drum and bugle corps, and by classes in special instruments, such as the violin, flute, or trumpet; "fashion shows," where aprons, dresses, and hats were shown; manual training exhibits, displaying the many useful articles made by the boys in the various shops; choral speaking; drill in the Manual of Arms; exhibits of various phases of physical education for the girls; "safety" programs, many of them built around a re-broadcast of a safety program given over the air during the winter at one of our local stations; patriotic programs, with dramatic representations of events in American history; flag drills, songs, and recitations; character education, illustrated in many ways; exemplifications of classroom work in reading and allied subjects.

The third and last objective has been to give parents an opportunity to show in a material way their appreciation of what the schools are doing for their children. Generous gifts of money, raised by means of modest dues or by special money-raising affairs, have been contributed. Most of the money so raised has been put at the disposal of the school nurse to be used for the purchase of shoes, rubbers, and glasses for needy children, but the following special gifts deserve mention: donations to the nutrition classes; purchase of instruments for orchestras or bands; Christmas parties for the children; generous baskets for needy families at Christmas and Thanksgiving; pictures for schoolroom walls; and iron and ironing-board for a class in sewing; a trip by bus through historic Boston given the members of the graduating class; the purchase of gold buttons as insignia of excellent records in scholarship and behavior. It is especially gratifying to report that this year two more associations have started a Scholarship Fund to help a graduate of the school with his advanced work.

It should be noted, too, that the local associations have been called upon to take part in many community activities. Two scout troops, for example, are sponsored by associations. They have contributed to the Community and Red Cross Relief Funds and their representatives have been named to local Planning Boards and to many committees interested in the improvement of their communities.

The presidents of these local associations, together with five officers elected at large, constitute the Executive Board of the

Boston Home and School Association, which has met four times during the past year at school headquarters to make plans for the three general meetings held as follows: Fall Meeting at the Roger Wolcott School; Dinner at the Mary E. Curley School; Annual Meeting at the High School of Practical Arts. A series of six Discussion Group meetings, under the expert leadership of Miss Marendra Prentis, Executive Secretary of the Massachusetts School Visitors' Association, was held at headquarters, followed by a shorter series of such meetings in four of our school districts. A visit to a local radio station and to the Boston Trade School completed the activities of the central organization. Ten bulletins have been sent out by the Manager to school officials and presidents of local associations, carrying information in regard to activities of these groups and giving notices of coming events.

Since many schools do not wish to make the payment of dues a requisite for membership, it is difficult to obtain complete statistics as to the number of parents and teachers belonging. These have reported that *all* their teachers and parents are members. Also, the attendance at the most popular type of meeting, the afternoon parent-teacher conference, is not reported by the custodian as is the attendance at the evening meetings. Careful computations made a few years ago set the membership figure at approximately 12,000. With the advent of the many new associations, that figure should probably be doubled.

Unlike the National Parent-Teacher Association, the Boston Home and School Association does not engage in any legislative work, neither has it attempted to dictate policies to those in charge of our schools. All of its efforts have been directed toward fostering a friendly cooperation between the home and the school, without any prejudices of race, creed, or politics. Under the able leadership of the President, Archer M. Nickerson, master of the Frank V. Thompson Intermediate School, and the friendly, helpful supervision of Assistant Superintendent Michael J. Downey and of James T. Mulroy, Director of the Department of Extended Use of Public Schools, the association hopes to grow in usefulness commensurate with its increased sphere of influence so that it may justify the confidence placed in it by the School Committee and the Superintendent of Public Schools.



High School pupil performing experiments in soilless agriculture at the Students' Science Laboratory, World's Fair, 1940, a project sponsored by the Elizabeth Peabody House



## GREATER BOSTON 1940 COMMUNITY FUND CAMPAIGN—PUBLIC EMPLOYEE DIVI- SION—BOSTON PUBLIC SCHOOL EM- PLOYEE GROUP

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The Community Fund Campaign began on January 22 and ended on February 6, 1940. In accordance with School Committee authorization, the Superintendent of Public Schools arranged for four general meetings of teachers, preliminary to the campaign, in order that this most worthy community activity and the part which the public school department employees should assume might be presented and thoroughly explained.

The meetings were held at 2.45 p. m. on January 9, 11, 16, and 18, at the following places, respectively: Roslindale High School, Roxbury Memorial High School (Boys), Faneuil Hall, and the Public Latin School.

Mr. Robert Cutler, former chairman of the Greater Boston Community Fund Campaign, and Monsignor Robert P. Barry, chairman of the School Service Committee of the Boston Council of Social Agencies, volunteered to explain in detail the organization, administration, and purposes of the fund, and to answer questions with reference thereto. A moving picture of the various activities benefiting by the Fund was exhibited.

On January 16 the Superintendent of Public Schools sent the following letter to the principals and headmasters:

"During the period between January 22 and February 6, we of the School Department have the opportunity to aid in the Community Fund Campaign of 1940 to secure funds to carry on the activities of approximately 175 Federation Hospitals, Welfare, Social Service, and Charitable agencies.

"Since we know the importance and the necessity of the work done by these agencies we should all be interested to make the Campaign successful and to do our full share to help promote this worthy civic service.

"The charitable work so generously carried on in the past by teachers, supervisors of attendance, nurses, custodians, and other school employees has been administered largely during the last three years by the School Service Division of the Federation.

"The goal set by the Federation is \$4,625,000. The Public Employee Division, of which the Public School Employee Group is an important part, has been established as a separate campaign unit with like status to the Metropolitan, Special Gifts, Districts, and Finance Division of the Campaign.

"The Campaign quota of the Public School Employee Group as a whole has been set at \$69,000. Each unit of this group is asked to raise its proportionate part of this total group quota.

"The quota of your unit is . . . . If each person in your unit (permanent and long-term temporary) subscribes in this year's Campaign two-thirds of one per cent of his annual salary, the quota for your unit should be attained and surpassed.

"It is always true that some individuals cannot give so generously as others because of circumstances for which they are not responsible. It is hoped that every individual in the school service will contribute as generously as his means will allow. If we do this, there is no doubt of the success of our part in the Campaign.

"Principals are requested to assume responsibility for securing subscriptions and pledge cards of all persons appointed or assigned to their schools, with the following exceptions:

"Custodians, Nurses, Physicians, Matrons, Nutrition Class Attendants, Assistant Nutrition Class Attendants, Music Department, Speech Improvement Classes, Classes in Lip Reading.

"Teachers of household science and arts and of manual arts assigned to one or more schools are to be included in the school in which the major portion of time is given.

"Principals, directors, and others responsible for pledges are also requested to make reports as soon as possible to the Community Fund headquarters. Prompt action will aid greatly in the success of the Campaign.

"Unless otherwise requested, the Superintendent will ask the Federation not to publish the amounts of individual contributions."

The total contribution was \$70,113.74, which was 101.6 per cent of the stipulated quota, \$69,000.

The following table indicates the "Public School Employee Group," the amount pledged by public school employees, and the members of schools or departments attaining their quotas:

GROUP	Pledges	Number of Schools or Departments Attaining Quota
I. Latin and day high schools . . . . .	\$20,386 67	12
II. Elementary and intermediate day schools . . . . .	37,409 45	59
III. The Teachers College of the City of Boston . . . . .	842 90	1
IV. Custodians . . . . .	2,435 56	1
V. Administration . . . . .	3,069 72	1
VI. All other school departments . . . . .	5,969 44	5
Totals . . . . .	\$70,113 74	79

Total quota . . . . .	\$69,000 00
Total pledges . . . . .	\$70,113 74
Percentage of quota . . . . .	101.6







Pupils Examine a Working Model of the Quoddy Tidal Power Project at the Students' Science Laboratory, World's Fair, 1940, sponsored by the Elizabeth Peabody House

## REPORT OF AID TO UNDER-NOURISHED CHILDREN BY WOMEN'S CIVIC FEDERATION OF MASSACHUSETTS, INC.

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Beginning in 1917, the Women's Civic Federation of Massachusetts, Inc., then known as the National Civic Federation, Woman's Department, Massachusetts Section, started its work for the under-nourished children in the Boston public schools, through its Food Economy Kitchen.

Acting upon a suggestion from Washington that waste in the dressing of beef for the market was responsible for one phase of the high cost of living, this organization established a Food Economy Kitchen and commenced the successful experiment of salvaging many hundred thousand pounds of meat bones, which were then being wasted in the market district, and of combining them with various vegetables in the preparation of an excellent soup, to be sold to the school children at two cents a cup. All this soup was made under the direction of experts, assisted by an enthusiastic group of 212 volunteers. A motor corps of 20 young women delivered the soup to the schools in two-gallon cans. At first, an average of 600 quarts daily went to 40 Boston schools. By 1921 the Kitchen was sending from 850 to 1,000 quarts of soup a day to both public and parochial schools, the latter having joined the group that year.

If it had not been for the cooperation of the School Committee with its definite recognition of the work in February 1920, by formal vote, this phase of conservation could never have been successfully demonstrated. The School Committee also voted to employ a helper in any new school where the soup was wanted and where there was not already an attendant.

As warm weather advanced and children showed a desire for milk at the mid-morning luncheon, it was added to the menu. From that time the Women's Civic Federation of Massachusetts, Inc., gave its hearty support to the campaign for the introduction of milk among the public schools, and by 1922 milk was being served at the mid-morning luncheon in over 175 schools in Boston.

This continuous interest of the Women's Civic Federation in the under-nourished child has been manifested in various ways, as follows: by subsidizing the cost of special luncheons in certain schools for groups of children found to be improperly

or insufficiently nourished, where pupils were provided with a mid-morning luncheon, rest periods on cots, and a substantial noonday meal, all under the direction of the school doctor and nurse; by aiding the cardiac and tuberculosis contact cases, and by providing luncheons; by giving half-pint bottles of milk with honey graham crackers daily in a large number of schools, the yearly amount varying with the price of the milk. For this latter work the School Committee, in March 1937, passed a vote of approval and thanks to the organization.

Each year, as far as the program would allow, the Women's Civic Federation of Massachusetts, Inc., of which Mrs. Moses Williams is chairman, has continued the distribution of free milk to a group of under-nourished children selected by Dr. James A. Keenan and his corps of school nurses.

In April 1938, by arrangement with the Surplus Commodities Division, the Civic Federation secured milk through that division, the organization paying the Surplus Commodities Division four cents a quart for the milk sent to the schools. In addition, the Civic Federation supplies the straws for the milk.

During the year 1939, 1,153 bottles of milk were given daily to children in 37 schools, or a total of 135,225 bottles, at a cost of \$1,394.78.

The program for the school year 1939-40 provided for 1,000 bottles daily to 35 Roxbury schools at a cost of \$.108 a quart, or two and a half times the price in the previous year. The total cost for 1939-40 was \$3,000. The maintenance of the program would not have been possible except for the generous contributions of many civic-minded women and other friends who appreciate the great need of this valuable work.

The Women's Civic Federation of Massachusetts, Inc. is a charitable organization organized in 1911 and incorporated on March 7, 1938, under the laws of the Commonwealth of Massachusetts. The organization is not a member of the Community Federation of Boston, but receives funds for its work from membership dues, voluntary contributions, and the "*Four Mornings of the Theatre*," carried on for the benefit of the Milk Fund and other Civic Federation activities.

The Public Health Committee in charge of this work consists of Mrs. Bartlett Harwood, Chairman; Mrs. Noel Morss, Co-Chairman; Miss Catherine Donnelly, Mrs. E. Sturgis Hinds, Mrs. Samuel S. Newman, Mrs. Frank Cheever Nichols, Mrs. Patrick A. O'Connell, and Mrs. George H. Shields.

## CHANGES IN BOSTON'S POPULATION DURING TEN-YEAR PERIOD, 1930-1940

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### **United States Census Figures Show Loss of 10,372**

The population of Boston in 1930, according to the United States census for that year, was 781,188. The 1940 census showed a total of 770,816, a loss of 10,372 during the ten-year period. In ten of the city's twenty-two wards there were increases, totaling 22,183, but the decrease in the twelve other wards totaled 32,555.

The increases were, for the most part, confined to the outlying sections on the southern and western fringes of the city: Brighton and Allston, Hyde Park, Mattapan, Roslindale, West Roxbury, and part of Dorchester. A striking exception to this general trend was the increase of 3,240 in Ward 5 (Back Bay). The growth of population in this section is explained by the fact that many of its one-family dwellings have been converted into apartment or rooming houses.

Nearly all of the central sections of the city had heavy losses in population. In Ward 3, for instance, which includes the North End and West End, there was a decrease of 13,008, which was 2,636 more than the total net decrease (10,372) in the entire city. Other wards that showed considerable decreases were Ward 1 (East Boston), Ward 2 (Charlestown), and Ward 6 (part of South Boston).

## Tabulation by Wards and Sections of City

WARD	Section of City	1930	1940	Increase	Decrease
1	East Boston	61,454	59,663	—	1,791
2	Charlestown	31,663	25,587	—	6,076
3	Boston (North End and West End)	66,219	53,211	—	13,008
4	Boston (Back Bay and Fenway)	31,010	30,834	—	176
5	Boston (Back Bay)	30,571	33,811	3,240	—
6	South Boston (North)	34,689	31,127	—	3,562
7	South Boston (South) and Dorchester	32,482	33,206	724	—
8	Roxbury (East) and South End	31,943	29,774	—	2,169
9	Roxbury (Central)	30,362	29,342	—	1,020
10	Roxbury (West)	29,694	27,056	—	2,638
11	Roxbury (South) and Jamaica Plain	30,034	29,959	—	75
12	Roxbury (East) and Franklin Park	36,123	37,626	1,503	—
13	Dorchester (Upham's Corner and Savin Hill)	29,019	28,605	—	414
14	Dorchester (West)	55,914	54,291	—	1,623
15	Dorchester (North Central)	27,729	27,726	—	3
16	Dorchester (South)	31,329	32,891	1,562	—
17	Dorchester (Center)	30,099	32,373	2,274	—
18	Hyde Park (Mattapan, Roslindale, and West Roxbury)	41,152	43,251	2,099	—
19	Jamaica Plain and Roslindale	27,423	28,403	980	—
20	West Roxbury and Roslindale	31,540	34,599	3,059	—
21	Brighton (South)	29,752	34,635	4,883	—
22	Brighton (North)	30,987	32,846	1,859	—
	Totals	781,188	770,816	22,183	32,555
	Total decrease				10,372

## Restricted Immigration an Important Factor

Although it is true that the falling birth rate and the exodus of families to the suburbs have been considerable factors in the decline of the city's population, the downward trend has been largely the result of the almost complete stoppage of immigration from foreign countries, as shown by the following table, which indicates the number of immigrants who arrived in Boston from overseas in certain years, beginning with 1870 and ending with 1935:

YEAR	Number of Immigrants
1860 . . . . .	8,807
1870 . . . . .	23,028
1880 . . . . .	34,062
1890 . . . . .	29,813
1900 . . . . .	15,754
1910 . . . . .	53,617
1920 . . . . .	15,820
1930 . . . . .	9,483
1935 . . . . .	522

From these figures it is seen that the flood of immigration, which in the late nineteenth and early twentieth centuries had annually increased the population of Boston and other cities along the eastern seaboard, has dwindled to a few hundred new arrivals annually. It is reasonable to assume, therefore, that as long as our national policy of restricting immigration is continued, there will be a stationary or declining population in those cities where large numbers of newly arrived immigrants formerly established their homes.





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