

SCHOOL DOCUMENT NO. 11—1941
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1941



BOSTON
PRINTING DEPARTMENT
1941

BOSTON, April 16, 1942.

To the School Committee:

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

The report covers the school year ending August 31, 1941.

Respectfully submitted,

ARTHUR L. GOULD,
Superintendent of Public Schools.

IN SCHOOL COMMITTEE, April 16, 1942.

Ordered, That this Committee hereby adopts as its annual report for the year 1941, the Annual Report of the Superintendent, being School Document No. 11, 1941.

Attest:

ELLEN M. CRONIN,
Secretary.



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 L. GOULD
Superintendent of Public Schools



CLEMENT A. NORTON
Term expires January 1944

ORGANIZATION OF THE SCHOOL COMMITTEE, 1941

SCHOOL COMMITTEE

(as of August 31, 1941)

JOSEPH C. WHITE, *Chairman*

JOSEPH LEE

CLEMENT A. NORTON

DANIEL J. McDEVITT

FREDERICK R. SULLIVAN

OFFICERS OF THE SCHOOL COMMITTEE

Superintendent

ARTHUR L. GOULD

Assistant Superintendents

MARY C. MELLYN

EDWARD J. MULDOON

MICHAEL J. DOWNEY

FREDERICK J. GILLIS

*DENNIS C. HALEY

Secretary

ELLEN M. CRONIN

Business Manager

ALEXANDER M. SULLIVAN

Schoolhouse Custodian

PATRICK F. X. NAGLE

Engineer

† JAMES J. MAHAR

* Appointed acting assistant superintendent of schools January 2, 1941.

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

EDUCATIONAL ORGANIZATION

BOARD OF EXAMINERS

PHILIP J. BOND, *Chief Examiner*

BUREAU OF CHILD ACCOUNTING

PAUL V. DONOVAN, *Chief of Bureau*

JOSEPH W. HOBBS, *Head Supervisor, Attendance*

ELLA L. BRESNEHEN, *Director, Educational Investigation and Measurement*

SUSAN J. GINN, *Director, Vocational Guidance*

THOMAS D. GINN, *Head, Division of Employment*

JOHN P. SULLIVAN, *Head, Division of Statistics and Publicity*

TIMOTHY F. REGAN, *Supervisor, Licensed Minors*

DEPARTMENTS

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*

† DANIEL D. TIERNEY, JR., *Director*

Physical Education

NATHANIEL J. YOUNG, *Director*

JOSEPH MCKENNEY, *Associate Director*

Practice and Training

MERCEDES E. O'BRIEN, *Director*

* Died March 27, 1941.

† Appointed director April 9, 1941.

EDUCATIONAL ORGANIZATION

School Hygiene

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

Special Classes

KATHERINE C. COVENEY, *Director*

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*

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*

Visual Education

JOSEPH A. HENNESSEY, *Supervisor*

ADMINISTRATION LIBRARY

ELIZABETH BURRAGE, *Librarian*

* On leave of absence, January 27, 1941, to June 26, 1941.

TABLE OF CONTENTS

	PAGE
Introduction	9
School Population	12
Finances	24
Work Projects Administration Program:	
Alterations and Repairs to School Buildings	29
Nursery Schools	32
School Luncheons	42
Federal Security Agency:	
Student Work Program of the National Youth Administration	45
Department of School Buildings	51
Board of Examiners	52
Educational Investigation and Measurement	54
Practice and Training	55
Vocational Guidance	60
Commercial Education	68
Elementary Supervision	75
Kindergarten	82
School Hygiene	86
Physical Education	94
Learn to Swim Campaign	103
Junior Red Cross	104
Music	108
Household Science and Arts	110
Manual Arts:	
Fine Arts	111
Mechanic Arts	117
Modern Foreign Languages	121
Penmanship	125
Merchandising	126
Conservation of Eyesight	128
Special Classes	132
Speech Improvement	136
Lip Reading	142
Supervision of Attendance	144
Supervision of Licensed Minors	156
Boston Disciplinary Day School	158
Home Instruction of Physically Handicapped Children	174
Department of Evening Schools	176
Evening Schools	176
Day School for Immigrants and Mothers' Classes	185
Extended Use of Public Schools	186
Administration Library	197
Visual Aids	199

	PAGE
Appendix:	
Report of Assistant Superintendent Michael J. Downey . . .	207
Report of School Service by Boston Council of Social Agencies . . .	241
Highlights in Proceedings of School Committee, 1940-41 . . .	253
Boston Home and School Association	256
Greater Boston 1941 Community Fund Campaign, Public Employee Division, Boston Public School Employee Group	257
Department of Vocational Guidance, Nine-Year Follow-up Study, Class of 1932, Mechanic Arts High School	260
National Education Association	276
Index	277

ILLUSTRATIONS

	PAGE
Members of the Boston School Committee and Superintendent of Public Schools	Frontispiece
Hot Luncheon — Elementary School	Between page 42 and page 43
Hot Luncheon — Satisfied	Between page 44 and page 45
Hot Luncheon — Five-year old	Between page 46 and page 47
Laboratory Assistant	Between page 48 and page 49
The Modern Trend — enjoying the use of the bird exhibit lent by the Children's Museum	Between page 76 and page 77
Recreation	Between page 84 and page 85
Elementary School Orchestra	Between page 108 and page 109
Boston Public School Art Exhibit (high school)—"Lovely enough to grace any home," was the opinion of this visiting teacher	Between page 112 and page 113
Religious stories become clear through art appreciation	Between page 114 and page 115
Color is one of our greatest delights — a part of art appreciation	Between page 116 and page 117
High School Poster Work — Boston Public School Art Exhibit	Between page 118 and page 119
Cutting with Acetylene Torch at Welding Shop	Between page 120 and page 121
General Metal Shop	Between page 122 and page 123
Presswork	Between page 124 and page 125
Woodworking — Intermediate School, Yard Exercises — Boston Disciplinary Day School	Between page 126 and page 127
Preparing Luncheon — Boston Disciplinary Day School	Between page 160 and page 161
Chairman Joseph C. White presents diploma to home instruction pupil, Pupil Activities — Home and school association	Between page 166 and page 167
Model Yachts — Elementary School	Between page 174 and page 175
Final Touches on "Blest America," — Elementary School	Between page 186 and page 187
Rigging a 36-inch Model Yacht — Elementary School	Between page 200 and page 201
	Between page 204 and page 205
	Between page 206 and page 207

CHART

	PAGE
School Service	240-241

ANNUAL REPORT OF SUPERINTENDENT OF PUBLIC SCHOOLS

INTRODUCTION

This report deals with some of the efforts made in carrying out the policy of the School Committee to provide for each child the opportunity to develop and make the most of himself, whether he be normal, accelerant, mentally slow, unfortunate, or misunderstood.

It attempts to sketch in brief outline some of the principal activities that make possible a humane type of education based upon the recognition of the individual as a person entitled to respect, and worthy of the opportunity to develop in accordance with his abilities and endowments.

The education of youth is generally regarded as one of the most fundamental responsibilities of society. People may differ widely in what they think education should accomplish and may criticize the schools for what they consider shortcomings, but there is general agreement that schools now as always must be concerned with the basic training in the skills necessary to daily living.

Regardless of the importance of training for vocational needs, it is likewise essential that youth be provided with the opportunity to develop and appreciate the spiritual and moral qualities which are the distinctive characteristics of the highest type of citizen. It is important that all major agencies of society, the home, the church, the school, industry, touching as they do all children, must share in the important task of developing a system of education adequate to prepare youth to lead happy, useful, moral, reverential, and religious lives as effective contributing members of society.

However, it is to the teacher in the school that the great majority of people look for a solution of the many problems growing out of an increasingly complex and ever changing society. Good teaching demands the finest type of preparation for those who assume responsibility for the education of youth. The school, if it is to justify the confidence of the public, must be a vital agency in molding and developing the character of

our citizenry. It is evident, therefore, that teacher preparatory institutions must offer a type of training which will give assurance of high intellectual power and worthy personal character of those who aspire to teach, for since the training and education of youth is a prime requisite for the life of our democracy our teachers must be selected with the utmost care, both in regard to essential intellectual and personal qualifications and in demonstrated ability to teach with a high degree of success.

Moreover, it is vitally important that teachers recognize the need of continued growth after admission to the teaching profession. Wide reading and study should be just as much a part of the teacher's equipment as a knowledge and use of improved mechanical devices are to the industrialist, the business man, the farmer, or the doctor. Nor should reading and study be confined solely to professional and teaching problems, for the successful teacher of today must know something about all the influences that bear upon the child and affect his development. The scope of education has been broadened to include many functions formerly assumed by other agencies. Education of today is concerned with the problems growing out of a centralization of population and the ever increasing complexity of modern life.

It is becoming increasingly difficult for the individual to find his way in the present trend of our social life. His well being becomes more and more dependent upon the competence of teachers and others to guide him in the development of habits, skills, and attitudes which will enable him to comprehend the world in which he lives, and to participate intelligently as a citizen in the planning and control of his environment. Teachers must keep constantly in mind that real teaching means the broadening and deepening of the physical, intellectual, moral, and spiritual natures to the end that the pupils entrusted to their care may become more competent and willing to serve, more sensitive to the finer things of life, and more deeply appreciative of the spiritual.

The many new responsibilities that have been placed upon teachers have required continuous revision of curricula. Modification of existing curricula and new courses of study have been made in order to provide youth with an intelligent understanding of the American life of today. At no time in our history has it been so important as today that our children shall understand clearly the principles of American democracy.

To meet this need a handbook* for teachers was prepared, in order that pupils in the schools shall be taught the story of the rise of democracy and thus learn to appreciate their privileges and responsibilities as citizens of the United States of America. This handbook is especially timely since we are in the midst of a world-wide struggle, which threatens to destroy the very foundations upon which our government was established. The dangerous ideologies existing in the world today can be recognized and combated only as our children learn that our glorious heritage of freedom gave us political liberty, economic opportunity, and a belief in the dignity and worth of human personality. We sometimes fail to grasp the idea that the material progress we have made is the direct result of that freedom under law which is basic to civilization as we know it.

This report is submitted in the knowledge of tremendous obligations that must be fulfilled in the years that are immediately before us.

Many new requirements will be made of teachers in order that they may be prepared to discharge well their responsibilities for the preservation of the cultural, political, and spiritual traditions of our country. Our teachers will meet the challenge by devoted service to the pupils in our schools.

The interest and support given to the schools by the School Committee, by civic bodies, by parent-teacher organizations, and by other groups and individuals are deeply appreciated.

* School Document No. 4, 1941. A Handbook for Teachers on the Principles of American Democracy.

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 1938-39, 1939-40, and 1940-41:

(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		
	1939	1940	1941	1939	1940	1941	1939	1940	1941
Teachers College of the City of Boston.	426	284	154	420	280	154	401	270	147
High and Latin.....	33,528	33,158	32,430	30,735	30,741	29,606	28,244	28,393	27,169
Intermediate (Grades VII, VIII, IX).	27,745	27,240	26,397	26,356	25,746	24,882	24,467	24,068	23,088
Elementary (Grades I-VD). Kindergartens.....	62,788	57,729	55,238	58,178	53,541	50,879	53,316	49,685	46,704
	6,191	7,741	8,180	5,498	7,091	7,423	4,479	6,031	6,104
Totals.....	139,678	126,152	122,399	121,187	117,399	112,944	110,907	108,447	103,212
Special Schools.....	4,475	5,197	5,996	3,467	4,020	4,074	3,158	3,667	3,640
All Day Schools (except Continuation and Day School for Immigrants).	135,153	131,349	128,395	124,654	121,419	117,018	114,065	112,114	106,852
Evening High.....	9,036	8,463	7,426	4,961	4,608	3,856	3,801	3,595	2,927
Evening Elementary....	4,649	4,748	4,443	2,662	2,768	2,640	2,132	2,254	2,087
Boston Trade School (Evening Classes).	2,320	2,632	2,659	1,524	1,682	1,553	1,301	1,423	1,315
Evening Opportunity School.			391			224			192
Totals, Evening Schools.	16,005	15,843	14,919	9,147	9,058	8,273	7,234	7,272	6,521
Continuation School*	787	253	222	248	21	12	212	20	10
Day School for Immigrants.	898	966	892	639	672	628	552	574	522
Totals of all Schools.	152,843	148,411	144,128	134,688	131,170	125,931	122,063	119,980	113,905

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

CHANGES IN ENROLLMENT SINCE 1933

I. GENERAL SUMMARY

(Figures as of September 30, 1933, 1938, 1939, 1940, and 1941)

	1933	1938	Change	1939	Change	1940	Change	1941	Change
The Teachers College of the City of Boston.....	590	422	Decrease, 168	* 283	Decrease, 139	* 156	Decrease, 127	* 123	Decrease, 33
High and Latin Schools.....	30,618	32,169	Increase, 1,551	32,153	Decrease, 16	31,332	Decrease, 821	28,755	Decrease, 2,577
Intermediate and Elementary Schools.....	102,991	90,547	Decrease, 12,444	86,895	Decrease, 3,652	83,949	Decrease, 2,946	80,532	Decrease, 3,417
Special Schools.....	3,253	3,734	Increase, 481	4,593	Increase, 859	5,010	Increase, 417	4,324	Decrease, 686
Totals.....	137,452	126,872	Decrease, 10,580	123,924	Decrease, 2,948	120,447	Decrease, 3,477	113,734	Decrease, 6,713

* No freshman class.

II. HIGH AND LATIN SCHOOLS

(Figures as of September 30, 1933, 1938, 1939, 1940, and 1941)

SCHOOL	1933	1938	Change	1939	Change	1940	Change	1941	Change
Public Latin.....	2,239	2,247	Increase	2,205	Decrease	2,102	Decrease	1,918	Decrease
Girls' Latin.....	1,149	1,016	Decrease	925	Decrease	938	Increase	891	Decrease
Brighton High.....	1,524	1,721	Increase	1,730	Increase	1,669	Decrease	1,563	Decrease
Charlestown High.....	897	846	Decrease	881	Increase	867	Decrease	836	Decrease
Dorchester High School for Boys.....	1,913	1,541	Decrease	1,531	Decrease	1,498	Decrease	1,288	Decrease
Dorchester High School for Girls.....	2,591	2,076	Decrease	1,860	Decrease	1,777	Decrease	1,620	Decrease
East Boston High.....	1,903	2,072	Increase	2,033	Decrease	1,915	Decrease	1,645	Decrease
English High.....	3,183	3,219	Increase	3,175	Decrease	2,981	Decrease	2,770	Decrease
Girls' High.....	2,480	2,398	Decrease	2,462	Increase	2,448	Decrease	2,307	Decrease
High School of Commerce.....	1,258	1,329	Increase	1,356	Increase	1,196	Decrease	978	Decrease
High School of Practical Arts.....	931	919	Decrease	982	Increase	976	Decrease	904	Decrease
Hyde Park High.....	1,556	1,373	Decrease	1,406	Increase	1,512	Increase	1,522	Increase
Jamaica Plain High.....	1,647	1,264	Decrease	1,195	Decrease	1,106	Decrease	907	Decrease
Jeremiah E. Burke High School for Girls.....	.....	1,739	Newly organized	1,933	Increase	1,975	Increase	1,954	Decrease
Mechanic Arts High.....	1,454	1,501	Increase	1,522	Increase	1,569	Increase	1,630	Increase
Rosindale High.....	.....	1,778	Newly organized	1,764	Decrease	1,696	Decrease	1,537	Decrease
Roxbury Memorial High School (Boys).....	1,700	1,743	Increase	1,696	Decrease	1,628	Decrease	1,272	Decrease
Roxbury Memorial High School (Girls).....	2,972	1,708	*Decrease	1,764	Increase	1,728	Decrease	1,645	Decrease
South Boston High.....	1,221	1,659	Increase	1,733	Increase	1,751	Increase	1,568	Decrease
Totals.....	30,618	32,169	Increase, 1,551	32,153	Decrease, 16	31,332	Decrease, 821	28,755	Decrease, 2,577

* 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 are as of September 30, 1933, 1938, 1939, 1940, and 1941)

	Grade	1933	1938	Change	1939	Change	1940	Change	1941	Change
EAST BOSTON										
Blackinton.....	Grades I-VIII	734	582	Decrease	528	Decrease	497	Decrease	454	Decrease
Chapman.....	Elementary	1,286	1,106	Decrease	1,083	Decrease	1,052	Decrease	970	Decrease
Donald McKay.....	Intermediate	1,222	1,158	Decrease	1,121	Decrease	1,062	Decrease	913	Decrease
Emerson.....	Elementary	1,507	1,268	Decrease	1,145	Decrease	1,113	Decrease	996	Decrease
John Cheverus.....	Grades I-VIII	977	603	Decrease	554	Decrease	478	Decrease	439	Decrease
Joseph H. Barnes.....	Intermediate	1,477	1,359	Decrease	1,370	Increase	1,308	Decrease	1,245	Decrease
Samuel Adams.....	Elementary	2,068	1,364	Decrease	1,248	Decrease	1,104	Decrease	1,051	Decrease
Theodore Lyman.....	Elementary	1,182	912	Decrease	*					
Ulysses S. Grant.....	Elementary	1,219	924	Decrease	{ 1,722 }					
Totals.....		11,672	9,276	Decrease, 2,396	8,771	Decrease, 505	8,234	Decrease, 537	7,307	Decrease, 867
CHARLESTOWN										
Clarence R. Edwards.....	Intermediate	1,010	984	Decrease	909	Decrease	900	Decrease	943	Increase
Harvard.....	Elementary	1,187	981	Decrease	619	Decrease	582	Decrease	1,007	Increase
Warren.....	Elementary	1,119	994	Decrease	984	Decrease	982	Decrease	914	Decrease
Totals.....		3,316	2,959	Decrease, 357	2,512	Decrease, 447	2,464	Decrease, 78	2,864	Increase, 400

* Districts combined.

DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS — Continued

	Grade	1933	1938	Change	1939	Change	1940	Change	1941	Change
NORTH END										
Eliot	Elementary	1,458	1,022	Decrease	975	Decrease	864	Decrease	734	Decrease
Hancock	Elementary	1,431	968	Decrease	821	Decrease	808	Decrease	722	Decrease
Michelangelo	Intermediate	1,039	819	Decrease	803	Decrease	770	Decrease	720	Decrease
Totals		3,928	2,809	Decrease, 1,119	2,599	Decrease, 210	2,442	Decrease, 157	2,176	Decrease, 266
WEST END										
Washington	Intermediate	933		Discontinued						
Wells	Elementary	1,182	653	Decrease	*					
Wendell Phillips	Elementary	1,214	1,067	Decrease	1,664	Decrease	1,626	Decrease	1,490	Decrease
William Blackstone	Intermediate		735	Newly organized	695	Decrease	689	Decrease	634	Decrease
Totals		3,329	2,455	Decrease, 874	2,359	Decrease, 96	2,315	Decrease, 44	2,124	Decrease, 191
CITY PROPER										
Abraham Lincoln	Elementary and Intermediate	1,091	872	Decrease	953	Increase	957	Increase	839	Decrease
Prince	Grades I-VIII	1,112	1,139	Increase	1,072	Decrease	1,151	Increase	1,127	Decrease
Quincy	Elementary	821	605	Decrease	627	Increase	601	Decrease	571	Decrease
Totals		3,024	2,616	Decrease, 408	2,652	Increase, 36	2,709	Increase, 57	2,537	Decrease, 172

SOUTH END										
Dwight.....	Grades I-VIII	773	650	Decrease	646	Decrease	635	Decrease	611	Decrease
Everett.....	Grades I-VIII	701	607	Decrease	559	Decrease	541	Decrease	546	Increase
Franklin.....	Grades I-VIII	888	601	Decrease	572	Decrease	529	Decrease	503	Decrease
Rice.....	Grades I-VIII	802	800	Decrease	825	Increase	796	Decrease	706	Decrease
South End.....	Intermediate	235	226	Decrease		Discontinued				
South End.....	Opportunity Classes	210	93	Newly organized		Discontinued				
Totals.....		3,699	2,980	Decrease, 719	2,602	Decrease, 378	2,501	Decrease, 101	2,366	Decrease, 135
SOUTH BOSTON										
Bigelow.....	Elementary and Intermediate	1,330	1,241	Decrease	1,224	Decrease	1,158	Decrease	1,007	Decrease
Gaston.....	Elementary and Intermediate	1,053	647	Six grades	569	Decrease	530	Decrease	497	Decrease
John A. Andrew.....	Grades I-VIII	1,031	1,196	Increase	1,084	Decrease	1,006	Decrease	1,269	Increase
Norcross.....	Elementary and Intermediate	1,218	993	Six grades	967	Decrease	942	Decrease	846	Decrease
Oliver Hazard Perry.....	Grade I-VIII	784	616	Grade VII and VIII for boys only	612	Decrease	620	Increase	580	Decrease
Patrick F. Gavin.....	Intermediate		1,104	Newly organized	1,098	Decrease	1,021	Decrease	1,026	Increase
Shurtleff.....	Elementary and Intermediate	1,230		Discontinued						
Thomas N. Hart.....	Elementary and Intermediate	1,483	1,311	Decrease	1,263	Decrease	1,239	Decrease	1,144	Decrease
Totals.....		8,129	7,108	Decrease, 1,021	6,817	Decrease, 291	6,516	Decrease, 301	6,369	Decrease, 147

* Districts combined.

DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS — Continued

	Grade	1933	Change	1939	Change	1940	Change	1941	Change
ROXBURY									
Dearborn	Grades I-VIII	1,518	Decrease	1,350	Increase	1,339	Decrease	1,069	Decrease
Dillaway	Grades I-VIII	1,296	Six grades	895	Decrease	891	Decrease	842	Decrease
Dudley	Grades I-VIII	1,224	Six grades	838	Decrease	823	Decrease	801	Decrease
Henry L. Higginson	Elementary	1,485	Decrease	1,282	Increase	1,185	Decrease	1,160	Decrease
Hugh O'Brien	Grades I-VIII	1,736	Decrease	1,616	Decrease	1,613	Decrease	1,515	Decrease
Hyde	Grades I-VIII	675	Decrease	601	Decrease	544	Decrease	508	Decrease
James P. Timilty	Intermediate	.....	Newly organized	965	Decrease	982	Increase	961	Decrease
Jefferson	Grades I-VIII	1,339	Six grades	1,023	Decrease	943	Decrease	849	Decrease
Julia Ward Howe	Elementary	1,315	Decrease	1,190	Decrease	1,160	Decrease	1,169	Increase
Lewis	Intermediate	1,026	Decrease	953	Decrease	929	Decrease	870	Decrease
Martin	Grades I-VIII	784	Decrease	596	Decrease	538	Decrease	805	Increase
Sherwin	Grades I-VIII	1,051	Decrease	976	Decrease	921	Decrease	965	Increase
Theodore Roosevelt	Intermediate	1,421	Decrease	1,348	Decrease	1,285	Decrease	1,228	Decrease
William Lloyd Garrison	Elementary	1,286	Decrease	1,046	Decrease	1,033	Decrease	1,006	Decrease
Totals	.....	16,156	Decrease, 1,070	14,679	Decrease, 407	14,186	Decrease, 493	13,748	Decrease, 438
BRIGHTON									
Bennett	Elementary	2,096	Decrease	1,151	Decrease *	1,129	Decrease	1,098	Decrease
James A. Garfield	Elementary	.....	.....	814	Newly organized	802	Decrease	728	Decrease
Thomas A. Edison	Intermediate	783	Increase	872	Increase	865	Decrease	906	Increase
Thomas Gardner	Elementary	1,192	Decrease	1,013	Decrease	983	Decrease	848	Decrease
Washington Allston	Elementary	1,430	Decrease	1,362	No change	1,323	Decrease	1,264	Decrease
William Howard Taft	Intermediate	1,012	Decrease	989	Increase	963	Decrease	978	Increase
Totals	.....	6,513	Decrease, 290	6,201	Decrease, 22	6,015	Decrease, 186	5,822	Decrease, 193

ROSLINDALE									
Charles Sumner.....	1,069	1,344	Decrease	1,283	Decrease	1,235	Decrease	1,216	Decrease
Longfellow.....	1,659	1,335	Decrease	1,303	Decrease	1,208	Decrease	1,208	Decrease
Washington Irving.....	1,356	1,352	Decrease	1,330	Decrease	1,316	Decrease	1,228	Decrease
Totals.....	4,084	4,031	Decrease, 53	3,916	Decrease, 115	3,819	Decrease, 97	3,672	Decrease, 167
JAMAICA PLAIN									
Agassiz.....	1,549	1,590	Increase	1,568	Decrease	1,476	Decrease	1,454	Decrease
Francis Parkman.....	1,089	1,016	Decrease	976	Decrease	947	Decrease	908	Decrease
Lowell.....	961	839	Decrease	836	Decrease	724	Decrease	697	Decrease
Mary E. Curley.....	1,172	1,176	Increase	1,065	Decrease	1,088	Increase	1,077	Decrease
Totals.....	4,771	4,621	Decrease, 150	4,445	Decrease, 176	4,235	Decrease, 210	4,046	Decrease, 189
WEST ROXBURY									
Beethoven.....	1,211	1,176	Decrease	1,127	Decrease	1,122	Decrease	1,118	Decrease
Patrick F. Lyndon.....	.....	.....	.....	1,208	Newly organized	1,151	Decrease	1,107	Decrease
Robert Gould Shaw.....	2,102	2,196	Increase	911	Decrease†	934	Increase	894	Decrease
Totals.....	3,313	3,372	Increase, 59	3,246	Decrease, 126	3,207	Decrease, 39	3,119	Decrease, 88

* Some classes transferred to James A. Garfield District.
† Grades I-VI transferred to Patrick F. Lyndon District.

DAY INTERMEDIATE AND DAY ELEMENTARY SCHOOL DISTRICTS - *Continued*

	Grade	1933	1938	Change	1939	Change	1940	Change	1941	Change
DORCHESTER										
Christopher Gibson.....	Grades I-VIII	1,332	884	Six grades	859	Decrease	854	Decrease	849	Decrease
Edmund P. Tibston.....	Elementary	1,390	895	Decrease	804	Decrease	765	Decrease	723	Decrease
Edward Everett.....	Grades I-VIII	1,463	1,320	Decrease	1,277	Decrease	1,218	Decrease	1,162	Decrease
Frank V. Thompson.....	Intermediate	944	878	Decrease	832	Decrease	834	Increase	780	Decrease
Gilbert Stuart.....	Elementary	1,140	956	Decrease	895	Decrease	887	Decrease	795	Decrease
Grover Cleveland.....	Intermediate	961	920	Decrease	962	Increase	904	Decrease	880	Decrease
Henry L. Pierce.....	Elementary	1,457	1,043	Decrease	1,010	Decrease	1,041	Increase	954	Decrease
John Marshall.....	Elementary	1,596	1,598	Increase	1,541	Decrease	1,500	Decrease	1,501	Increase
John Winthrop.....	Elementary and In- termediate	1,711	1,313	Six grades	1,282	Decrease	1,244	Decrease	1,204	Decrease
Mary Heuneway.....	Elementary	1,449	1,248	Decrease	1,174	Decrease	1,114	Decrease	1,064	Decrease
Mather.....	Grades I-VIII	2,275	2,119	Decrease	1,967	Decrease	1,921	Decrease	1,799	Decrease
Mimot.....	Elementary	1,000	967	Decrease	748	Decrease	717	Decrease	702	Decrease
Oliver Wendell Holmes.....	Intermediate	880	802	Decrease	776	Decrease	755	Decrease	724	Decrease
Patrick T. Campbell.....	Intermediate	.....	1,437	*	1,457	Increase	1,322	Decrease	1,358	Increase
Phillips Brooks.....	Grades I-VIII	1,513	990	Six grades	987	Decrease	990	Increase	976	Decrease
Robert Treat Paine.....	Elementary	938	753	Decrease	699	Decrease	663	Decrease	617	Decrease
Roger Wolcott.....	Elementary	1,869	1,370	Decrease	1,249	Decrease	1,221	Decrease	1,132	Decrease
Solomon Lewenberg.....	Intermediate	975	852	Decrease	802	Decrease	817	Increase	775	Decrease

William E. Endicott.....	Elementary	1,471	1,141	Decrease	1,116	Decrease	1,067	Decrease	1,012	Decrease
William E. Russell.....	Grades I VIII	1,044	1,032	Decrease	1,149	Increase	1,184	Increase	1,173	Decrease
Woodrow Wilson.....	Intermediate	1,227	1,118	Decrease	1,177	Increase	1,074	Decrease	1,110	Increase
Totals.....		26,635	23,576	Decrease, 3,059	22,763	Decrease, 813	22,092	Decrease, 671	21,290	Decrease, 802
HYDE PARK										
Elihu Greenwood.....	Elementary	1,625	816	District divided	780	Decrease	763	Decrease	724	Decrease
Henry Grew.....	Elementary	1,087	824	Decrease	738	Decrease	695	Decrease	682	Decrease
James J. Chittick.....	Elementary	.....	682	New district	667	Decrease	636	Decrease	594	Decrease
William Barton Rogers.....	Intermediate	1,110	1,113	Increase	1,118	Increase	1,129	Increase	1,052	Decrease
Totals.....		3,822	3,435	Decrease, 387	3,363	Decrease, 132	3,214	Decrease, 89	3,052	Decrease, 162

* Established 1937.

SUMMARY

SECTION	1933	1938	Change	1939	Change	1940	Change	1941	Change
East Boston.....	11,672	9,276	Decrease, 2,396	8,771	Decrease, 505	8,234	Decrease, 537	7,367	Decrease, 867
Charlestown.....	3,316	2,959	Decrease, 357	2,542	Decrease, 417	2,464	Decrease, 78	2,864	Increase, 400
North End.....	3,928	2,809	Decrease, 1,119	2,599	Decrease, 210	2,442	Decrease, 157	2,176	Decrease, 266
West End.....	3,329	2,455	Decrease, 874	2,359	Decrease, 96	2,315	Decrease, 44	2,124	Decrease, 191
City Proper.....	3,024	2,616	Decrease, 408	2,652	Increase, 36	2,709	Increase, 57	2,537	Decrease, 172
South End.....	3,699	2,980	Decrease, 719	2,602	Decrease, 378	2,501	Decrease, 101	2,366	Decrease, 135
South Boston.....	8,129	7,108	Decrease, 1,021	6,817	Decrease, 291	6,516	Decrease, 301	6,369	Decrease, 147
Roxbury.....	16,156	15,086	Decrease, 1,070	14,679	Decrease, 407	14,186	Decrease, 483	13,748	Decrease, 438
Brighton.....	6,513	6,223	Decrease, 290	6,201	Decrease, 22	6,015	Decrease, 186	5,822	Decrease, 193
Roslindale.....	1,684	4,031	Decrease, 653	3,916	Decrease, 115	3,819	Decrease, 97	3,652	Decrease, 167
Jamaica Plain.....	4,771	4,621	Decrease, 150	4,445	Decrease, 176	4,235	Decrease, 210	4,046	Decrease, 189
West Roxbury.....	3,313	3,372	Increase, 59	3,246	Decrease, 126	3,207	Decrease, 39	3,119	Decrease, 88
Dorchester.....	26,635	23,576	Decrease, 3,059	22,763	Decrease, 813	22,092	Decrease, 671	21,290	Decrease, 802
Hyde Park.....	3,822	3,435	Decrease, 387	3,303	Decrease, 132	3,214	Decrease, 89	3,052	Decrease, 162
Totals.....	102,991	90,547	Decrease, 12,444	86,895	Decrease, 3,652	83,949	Decrease, 2,946	80,532	Decrease, 3,417

IV. SPECIAL SCHOOLS

(Figures are as of September 30, 1933, 1938, 1939, 1940, and 1941)

School	1933	1938	Change	1939	Change	1940	Change	1941	Change
Boston Trade School.....	1,190	1,351	Increase	1,416	Increase	1,515	Increase	1,658	Increase
Trade School for Girls.....	511	635	Increase	724	Increase	723	Decrease	602	Decrease
Horace Mann School for the Deaf.....	181	151	Decrease	150	Decrease	137	Decrease	121	Decrease
Boston Clerical School.....	1,226	1,487	Increase	1,590	Increase	1,549	Decrease	852	Decrease
Boston Disciplinary Day School.....	115	110	Decrease	138	Increase	129	Decrease	130	Increase
Vocational High and Opportunity School.....				575	.....	957	Increase	961	Increase
Totals.....	3,253	3,734	Increase, 481	4,593	Increase, 859	5,010	Increase, 417	4,324	Decrease, 686

FINANCES

Appropriation for the Fiscal Year 1941 is \$4,376,257.62 less than for 1929

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 1940 the appropriation for this item was \$15,646,132.35, an increase of \$238,240.60, or less than two per cent, despite the fact that enrollment in high and Latin schools had increased during this period approximately twenty per cent.

For the year 1941 the decrease in appropriation over 1940 is \$196,668.49.

In the following table the details of appropriations for Maintenance, Lands and Buildings, Alterations and Repairs for the peak years 1929 and 1930, and for the years 1937, 1938, 1939, 1940, and 1941 show a steady decline. The total appropriation for these items for the peak year 1930 was \$22,398,958.34 as compared with the 1941 appropriation for the same items of \$16,269,083.45, or a difference of \$6,129,874.89.

Appropriations for 1929, 1930, 1937, 1938, 1939, 1940, 1941

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
1941.....	15,449,463 86	76,823 00	742,796 59	16,269,083 45
	* 196,668 49	† 1,175 00	* 17,536 41	* 213,029 90

* Less than 1940.

† More than 1940.

Decline in Appropriations for General School Purposes

The following table for the years 1939, 1940, and 1941 shows the amounts actually appropriated. The trend shows a steady decline in the amounts appropriated.

YEAR	Available	Appropriated	Unappropriated
1939.....	\$16,298,761 85	\$15,712,602 68	\$556,159 17
1940.....	16,130,093 27	15,616,132 35	483,960 92
1941.....	16,375,133 03	15,449,463 86	925,669 17

Of the total amount available for the three years, 1939, 1940, and 1941, the School Committee refrained from appropriating \$1,965,789.26. In the Superintendent's Annual Report for the school year 1939-40 the scope and nature of the means taken to effect savings during the fiscal years 1939 and 1940 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:

Director of Penmanship: Vacancy not filled.

Supervising school physicians: Not appointed when vacancies occur.

School physicians: Vacancies not filled through reorganization of department, or filled by transfer of supervising school physicians without change of salary.

Nutrition class attendants: Transferred to cafeterias.

First assistant, kindergarten: No promotions to this rank.

Buildings closed: Emerson District, Noble School; Hancock District, Cushman School.

The Teachers College of the City of Boston: Tuition: Students, \$60 a year; 30-hour course, \$10.

National Youth Administration workers.

Work Projects Administration.

Alterations, Furniture, and Equipment for Special Educational Needs in 1941 (Not Included among Work Projects Administration Projects)

The Board of Apportionment approved for this work the sum of \$38,114, which was appropriated by the School Committee to provide for special educational needs, as follows:

Charlestown High School:

Remodel and re-equip school lunchroom \$6,100 00

Dorchester High School for Girls:

Furnish and install 100 single lockers 800 00

Carried forward \$6,900 00

<i>Brought forward</i>	\$6,900 00
English High School:	
Provide standard equipment in art room — forty-five drawing tables and chairs necessary	650 00
High School of Practical Arts:	
Five gas stoves and one electric stove	700 00
Jamaica Plain High School:	
Replace 100 lockers	800 00
Roxbury Memorial High School (Boys):	
Transfer to this school a woodworking shop in which boys may have some practical training in a subject other than printing	1,000 00
Vocational High and Opportunity School:	
Miscellaneous alterations and equipment	12,075 00
Boston Trade School:	
Supply 30 stools 30 inches high for drawing classes; supply 70 stools 26 inches high for drawing classes; two hand routers; one wire stitching machine	1,000 00
Trade School for Girls:	
Miscellaneous equipment	2,000 00
Washington Allston District:	
Harriet A. Baldwin School, accommodations for wood-working shop	600 00
Department of Manual Arts:	
New equipment and replacements	5,664 00
Administration Building:	
Transfer of telephone room	800 00
Annex: Furniture	1,000 00
Equipment for five new cafeterias	1,911 00
Reserve	3,014 00
Total	<u>\$38,114 00</u>

Amounts Raised by Taxation, 1937 to 1941

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
1937	\$93,470 67	\$16,069,496 59	\$16,162,967 26
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
1941	74,996 32	14,957,592 12	15,032,588 44

* The item "Maintenance" includes the following amounts for tools, materials, and trucking, which were raised by bond issue in connection with Work Projects Administration program: 1939, \$240,000; 1940, \$240,000; 1941, \$217,768.59.

The decrease in the amount raised by taxation in 1941 over 1930 is shown in the following table:

YEAR	Lands and Buildings	Maintenance	Totals
1930.....	\$3,415,750 00	\$16,622,522 28	\$20,038,272 28
1941.....	74,996 32	14,957,592 12	15,032,588 44
Decrease.....	\$3,340,753 68	\$1,664,930 16	\$5,005,683 84

For "*Land and Buildings*" the amount to be raised in 1941 was \$18,474.35 less than in 1937. For "*Maintenance*" in 1941 the amount was \$1,111,904.47 less than in 1937. For both items the decrease totaled \$1,130,378.82.

The comparison between the figures for 1930 and for 1941 shows even more conclusively the decrease in the amounts raised by taxation over a period of eleven years, 1930 to 1941.

Appropriations, 1940 and 1941, for "General School Purposes" (not including Alterations, Repairs, etc.)

1940	\$15,646,132 35
1941	15,449,463 86
Decrease	<u>\$196,668 49</u>

The estimated amount available for appropriation for this item in 1940 was \$16,130,093.27. The amount unappropriated was \$483,960.92. In 1941 the estimated amount available was \$16,375,133.03. The amount unappropriated was \$925,669.17.

Appropriations, 1940 and 1941, for "Alterations, Repairs, etc."

1940	\$760,333 00
1941	742,796 59
Decrease	<u>\$17,536 41</u>

The estimated amount available for this item in 1940 was \$1,359,060.74. The amount unappropriated in 1940 was \$598,727.74. In 1941 the estimated amount available was \$1,307,240.82. The amount unappropriated was \$564,444.23.

Appropriations, 1940 and 1941, for "Lands and Buildings"

1940	\$75,648 00
1941	76,823 00
Increase	<u>\$1,175 00</u>

The estimated amount available for this item in 1940 was \$775,262.63. The amount unappropriated was \$699,614.63. In 1941 the estimated amount available was \$759,300.52. The amount unappropriated was \$682,477.52. 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 1940

The details of the expenditures for "*Maintenance*" in 1940 are as follows:
General school purposes:

Salaries of administrative officers, clerks, stenographers, and other employees	\$341,463 57
Salaries of supervisors of attendance	93,397 39
Salaries of principals, teachers, members of the supervising staff and others	12,171,510 96
Salaries of cafeteria employees, nutrition class attendants, and school lunch attendants	58,620 25
Salaries of custodians	947,634 84
Salaries of matrons	23,708 35
Fuel and light, including electric current for power	473,077 00
Supplies, equipment, and incidentals	671,450 87
Pensions to veterans	*9,058 71
Promoting the Americanization and better training for citizenship of foreign-born persons	27,178 82
Vocational guidance	49,192 03
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals) — day schools and playgrounds	246,688 33
Salaries of school physicians, salaries of school nurses, and care of teeth	215,917 74
Extended use of the public schools (salaries and supplies and incidentals)	73,356 32
Pensions to teachers	*149,013 61
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	723,282 24
Total expenditures	<u>\$16,274,551 03</u>

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

Balance at End of Year 1940

The details of the "*Maintenance*" balances at the end of the year 1940 are as follows:

General school purposes:

Salaries of administrative officers, clerks, stenographers, and other employees	\$8,233 58
Salaries of supervisors of attendance	1,291 61
Salaries of principals, teachers, members of the supervising staff and others	101,566 38
Salaries of cafeteria employees, nutrition class attendants, and school lunch attendants	7,275 55
Salaries of custodians	8,333 78
Salaries of matrons	1,360 45
Fuel and light, including electric current for power	6,881 00
Supplies, equipment and incidentals	55,977 63
Pensions to veterans	888 29
Promoting the Americanization and better training for citizenship of foreign-born persons	5,545 48
Vocational guidance	2,569 30
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals) — day school and playgrounds	7,042 60
Salaries of school physicians, salaries of school nurses, and care of teeth	5,407 26
Extended use of the public schools (salaries and supplies and incidentals)	1,504 26
Pensions to teachers	4,595 19
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	37,050 76
Total	<u>\$255,523 12</u>

WORK PROJECTS ADMINISTRATION PROGRAM**Alterations and Repairs**

At the meeting of the School Committee held on February 3, 1941, the Department of School Buildings submitted its annual budget for "*Alterations and Repairs.*" The sum of \$765,028 was requested by the department, and was approved by the School Committee on February 8, 1941. Of this, \$742,796.59 was subsequently approved by the Mayor. Out of this net allowance the department furnished the material for all the approved Work Projects Administration projects. The labor cost was defrayed out of Work Projects Administration funds.

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

1. REMODELING AND ENLARGING

The new gymnasium at the Theodore Roosevelt School was completed before the closing of school in June.

2. YARD WORK

Commencement of the yard work was unavoidably delayed, principally because of a necessary shifting of experienced labor, and the demands of National Defense work. However, fifteen yards will be completed before the opening of school in September. They are located at the following schools: Benjamin Pope, Christopher Columbus, Christopher Gibson, Dillaway, Dudley, Edward Southworth, Ellis Mendell, Everett, George Putnam, Gilbert Stuart, Hyde, Lyceum Hall, Mather, Patrick F. Lyndon, and Phillips Brooks. Other yards will be completed during the fall. All of this work is of major proportions inasmuch as it involves extensive related projects such as grading and the construction of retaining walls and of fences.

An exceptionally large and important project was carried out at the Supply Room. The road leading from Brookline avenue through to the street at the rear of the building was entirely rebuilt, with a heavy concrete walk, retaining walls with fences built around the basement entrance, and the grade of the driveway changed to conform with new road. The entrance for trucks was widened, and the entire lot graded and surrounded with six-foot chain link fence.

3. DEFENSE WORK

At the East Boston High School a great portion of the basement has been converted into shops for various kinds of defense work. This, added to shops prepared last year, places a large area in adequate condition for shop work, especially welding.

At the Ellis Mendell School it was necessary to remove the entire parapet wall because of a dangerous structural condition. This was difficult, requiring extensive stage work around the entire building; also, besides an asphalt yard, extensive walls were built and a new concrete driveway laid.

4. ROOFING

Four large roofing and cornice projects were completed, under this heading, at the following schools: Aaron Davis, Christopher Columbus, Frothingham, and John A. Andrew. There were also many minor jobs of roofing and sheet metal work completed.

5. PAINTING

Painting, some exterior, some interior, was carried on in many buildings throughout the city. Among the most important projects were the following:

Administration Building.

Entire inside and outside. This work was carried on during the summer with very little interference with departmental work in the building.

Supply Room.

Inside and out.

Roxbury Memorial High School (Boys) (Girls).

Memorial Branch Library of the Boston Public Library redecorated and greatly beautified. This work was completed before the convention of the National Education Association which was held in Boston during the early summer.

Boston Trade School.

Donald McKay School.

This was a complete interior job and fifty per cent exterior job.

Also many small schools, including in most cases the outside fence.

6. NUTRITION CLASSES

Throughout the city, rooms have been fitted up for the feeding of undernourished children. This requires various kinds of work, including carpentry, electricity, painting, plumbing and necessary fittings,—furniture, stoves, etc.

The following is the list of schools where new rooms are located: Dante Alighieri, Dearborn, Everett, Lucretia Crocker, Mather, Norcross, Prescott, Samuel Adams, and Vocational High and Opportunity School.

7. LUNCH ROOMS

It was necessary to make preparation in various lunch rooms to have food properly prepared and served. This

required storage space, new ranges, and other equipment. The lunch rooms affected by this work were at the Grover Cleveland Intermediate School, Lewis Intermediate School, Solomon Lewenberg Intermediate School, Boston Clerical School, and the Annex of the Girls' High School. The Charlestown High School will have an almost entirely new lunch room.

Nursery Schools

The seven W. P. A. nursery schools, sponsored by the Boston School Committee and conducted under the supervision of the School Committee 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. SUMMER SESSION, 1940

The seven nursery schools reopened on July 8, 1940, after a week of conference and a week of vacation. The teachers attended the Childhood Education Association Conference, which was held at Wellesley College the last week in June. The formal addresses and the group discussions were of interest and value to the teachers and served as an inspiration to do better work.

The summer program of the nursery schools was planned to include play activities of a quiet nature, and during the extremely hot weather the children were given cooling shower baths. Stories and hand work were substituted for other more vigorous activities. Menus were planned to include food that would appeal to the children in the hot weather. Careful daily inspection by the Health Department nurses prevented the spreading of contagious diseases. Some of the children were fortunate enough to be sent away to camps for a two-week period by the various social agencies.

The average daily attendance of each unit for July and August was 28 children. The average active membership was 33, and the active registration per school was 60.

The Junior Red Cross paid \$116.46 for milk for the nursery schools during the summer. The Public Welfare Department contributed \$318.43 for food. Local contributions to the schools

were as follows: Food, \$194.36; household supplies, \$100.64; teaching supplies, \$51.83; total, \$346.83.

The following articles were received from the Surplus Commodities Division:

Dairy products:

Butter	104 pounds.
Cheese	494 pounds.
Eggs	210 dozen.

Cereal:

Wheat flour	87½ pounds.
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Fruit and vegetables:

Fresh:

Cabbage	315 pounds.
Oranges	21 crates.
Potatoes	1,400 pounds.

Canned:

Apples	960 cans.
Carrots	960 cans.

Dried:

Prunes	175 pounds.
Raisins	175 pounds.

2. SEPTEMBER TO JUNE

The nursery schools have reached the stage in their development where their objectives may be clearly formulated, as follows:

- a. To safeguard the health of the children.
- b. To provide a proper diet for a group of children many of whom are undernourished.
- c. To provide a flexible daily program.
- d. To provide proper play facilities.
- e. To assist in preventing and eliminating behavior problems and thus provide for the social adjustment of the individual child.
- f. To create better home and school relationships by supplementing rather than by trying to supplant the home.

Through the accomplishments of these aims the health and happiness of the children will be advanced and good habits will be established. In other words, the objective is: Health, habits, and happiness.

Various types of nursery school programs have been tried, but the two-group program is the most flexible and the best suited to the needs of the children. As developed, the program separates the group of 36 children into a younger and older group. Each group is under the same teacher so far as is possible for the entire nursery school day. By this method it has become evident that much greater progress can be made by each group in hand work, music, eating, free play, resting, and all the other activities. It is interesting to note the different ways in which play materials are used by each group. A detailed daily program follows; with a special program for rainy days when the children must remain indoors.

Group I — Younger Children

Morning

- 8.30- 9.00 Arrival of children.
 Drink of water.
 Inspection by nurse.
- 9.00- 9.15 Free play in playroom.
 Sandbox, slide, jungle gym.
- 9.15-10.00 Organized activities: Music, hand work, stories.
- 10.00-10.30 Wash; mid-morning luncheon; rest on rugs or cots.
- 10.30-11.30 Outdoor play period; free play.
- 11.30-12.00 Preparation for luncheon; wash; rest on cots.

Afternoon

- 12.00-12.45 Luncheon period.
- 12.45- 1.00 Preparation for nap; wash.
- 1.00- 2.30 Rest period.
- 2.30- 3.00 Preparation for home; wash; mid-afternoon luncheon.
- 3.00- 3.30 Dismissal.

Group II — Older Children

Morning

- 8.30- 9.00 Arrival of children.
 Drink of water.
 Inspection by nurses.
- 9.00-10.30 Outdoor play period; free play.
- 10.30-11.00 Wash; mid-morning luncheon; rest on rugs or cots.

- 11.00-11.40 Organized activities: Music, handwork, stories.
 11.40-12.00 Preparation for luncheon; wash; rest on cots.

Afternoon

- 12.00-12.45 Luncheon period.
 12.45- 1.00 Preparation for nap; wash.
 1.00- 2.30 Rest period.
 2.30- 3.00 Preparation for home; wash; mid-afternoon
 luncheon.
 3.00- 3.30 Dismissal.

RAINY DAY PROGRAM.

Group I — Younger Children

Morning

- 8.30- 9.00 Arrival of children.
 Drink of water.
 Inspection by nurses.
 9.00-10.00 Free play period in playroom; music.
 10.00-10.30 Wash; mid-morning luncheon; rest on rugs in
 playroom.
 10.30-11.30 Organized activities in small room; handwork;
 stories.
 11.30-12.00 Preparation for luncheon; wash; rest on cots.

Afternoon

- 12.00-12.45 Luncheon period.
 12.45- 1.00 Preparation for nap; wash.
 1.00- 2.30 Rest period.
 2.30- 3.00 Preparation for home; wash; mid-afternoon
 luncheon.
 3.00- 3.30 Dismissal.

Group II — Older Children

Morning

- 8.30- 9.00 Arrival of children.
 Drink of water.
 Inspection by nurse.
 9.00-10.00 Organized activities in small room; hand work;
 stories.
 10.00-10.30 Wash; mid-morning luncheon; rest on rugs in
 small room.
 10.30-11.30 Free play period in playroom; music.
 11.30-12.00 Preparation for luncheon; wash; rest on cots.

Afternoon

- 12.00-12.45 Luncheon period.
 12.45- 1.00 Preparation for nap; wash.
 1.00- 2.30 Rest period.
 2.30- 3.00 Preparation for home; wash; mid-afternoon luncheon.
 3.00- 3.30 Dismissal.

3. THE NURSERY SCHOOL SHOULD SAFEGUARD THE HEALTH OF OUR CHILDREN.

As in previous years, the health of the children has received a great deal of attention. The resources of the Health Unit have been of great value. Each child received a complete physical examination upon entrance to the nursery school by the doctor in charge of the Health Unit. Each child who entered was vaccinated against smallpox and immunized against diphtheria. Teeth were examined and the necessary cleaning and repairing done in the dental clinics in the Health Unit. The public health nurse of the Unit examined each child carefully each day and promptly excluded any child showing signs of contagious disease. Many children had their tonsils and adenoids removed on recommendation of the doctor.

4. THE NURSERY SCHOOL SHOULD PROVIDE A PROPER DIET FOR OUR CHILDREN.

In order to provide a proper diet for the children, many of whom come from underprivileged homes, the dietitian planned a well-balanced noon meal. In addition, a mid-morning luncheon of cod liver oil and fruit juice and a mid-afternoon luncheon of milk and crackers helped to provide one half of the child's daily food requirements. Conferences with the parents on food problems resulted in better feeding at home. In one school, where the children seemed to lack vitality in the morning, breakfast was served during the winter. The experiment proved a success.

Each school keeps a record of the height and weight of the children. These records show consistent gains in weight.

The Public Welfare Department continued to bear the greater part of the expense of food. The Junior Red Cross continued to pay for the milk purchased at a reduced price from the Surplus Commodities Division. In addition, various local

contributions have been received. The Surplus Commodities Division has continued to contribute many valuable food-stuffs, which helps to keep the cost of food at a lower level. The Charles M. Cox Fund has contributed generously to the support of the Whittier Street Nursery School.

A typical menu for one week follows:

- Monday: Liver loaf, baked potato, buttered carrots.
Toast, milk.
Chocolate pudding.
- Tuesday: Macaroni and cheese, string beans, cabbage salad.
Bread and butter sandwiches, milk.
Fruit cup.
- Wednesday: Stuffed eggs, baked potato, spinach.
Lettuce sandwiches, milk.
Fruit gelatin.
- Thursday: Creamed potatoes, buttered beets, buttered string beans.
Egg sandwiches, milk.
Peaches in custard sauce.
- Friday: Fish cakes, cole slaw, stewed tomatoes.
Bread and butter sandwiches, milk.
Ginger cookies, applesauce.
- Mid-morning: Cod liver oil and fruit juice.
- Mid-afternoon: Milk and crackers.

Perhaps the following case studies on food problems will show what has been accomplished:

Kevin, one of seven children of a family on welfare, came to the school a small, undersized, anemic youngster with no desire to play or move about at all, and little or no appetite. He drank no whole milk unless camouflaged with chocolate or fruit flavoring. His brothers, twins, had attended our nursery school and were helped so much that the mother had faith that the nursery school would help Kevin in establishing good eating habits.

Kevin's mother provided for her family's limited, monotonous diet, but desired help in preparing meals that would be better balanced and more varied. She joined the food class at school and received help from the teacher and the cook.

Each week she selected menus and recipes which she could try at home. She soon noticed a change in the amount that the children ate and a real interest displayed in what was to be served at each meal.

Kevin's appetite increased slowly as his acquaintance with different foods increased. He began to drink milk, little by little, until now he drinks his cup of milk without leaving any and also often eats two or three servings. Color is now in his cheeks; he laughs and plays with other youngsters; he sleeps after dinner the full hour and a half; and has shown a gain in weight. His mother is most grateful.

Ellen was a thin child and her parents were much concerned about her eating habits, which were poor. She had no physical disability. Ellen was aware of her parents' concern and used this as a means of getting her own way. She would tell them that she wanted to eat, and when food was prepared she would decide not to eat. Her mother would often spank her or force her to eat. They knew that this was the wrong procedure, but could not bring themselves to let her go hungry. They talked about her habits when she was present. In school there were chores that the children liked to help with, and Ellen was anxious to help. It was explained to her that only when one had eaten all the dinner was she strong enough to help. She was given small portions in the beginning, and no comment was made whether she ate her dinner or not. If she ate, she took her turn in helping. The dessert, which was served only to those who had eaten their dinner, was also a big incentive. Finally, her father and mother agreed to serve her the food which was good for her, and if she did not eat it to let her go hungry and to see that she got nothing between meals. They stopped discussing her eating habits in her presence. She was given some responsibility about the home so that she achieved a feeling of importance, which substituted a legitimate satisfaction for the satisfaction she had previously felt in dominating her parents. Ellen is now a good eater, has gained weight, and is full of energy.

5. HOME AND SCHOOL RELATIONSHIPS

The staff of each nursery school gives much time and thought to parent education. Contact with the parents is made by means of informal discussions between teacher and mother when the child is taken to school or called for, by formal con-

ferences at the school when the child is registered, by formal group meetings at the school, and by home visiting.

Some schools are fortunate enough to have an extra room in which parents may meet at any time. They may come to this room to read, to work as a group, or just to sit and talk with the teacher for a few minutes about some problem. The records of the general progress of the children are posted in this room for the parents to study.

This year a class in cooking was organized in one of the schools. The Community Health Nutritionist acted as the instructor in a series of lessons in the preparation of food on a low-income budget. A group of twenty mothers attended each week and were enthusiastic about the class. Plans were made to continue the class next winter. Other classes in knitting and sewing were held in the other schools. The nursery school teachers acted as the instructors and the parents were proud of the articles they made for their children. At these meetings home problems were discussed by the mothers as they worked. Sometimes interesting articles on child care were read to the group.

Regular parent meetings were held at the schools every month. The teachers felt that these meetings provided an excellent opportunity to increase the mother's understanding of the child's day in the nursery school. The daily program was discussed and suggestions were made to establish in the home good habits of play, eating, sleeping, and self-dependence. From time to time outside speakers were invited to address the parents on child hygiene, habit formation, and psychology. Each school held several evening meetings so that both parents could attend. These meetings were more like social gatherings than the day meetings and were thoroughly enjoyed.

Each school has a well-organized mothers' club, which was formed by the mothers to work in the interests of the school. During the course of the year, each mother is invited to spend an entire day at the nursery school. Thus she can observe her own child's behavior as the member of a group. She also has luncheon with the children. In the afternoon, while the children are asleep, she has opportunity to discuss the day's activities with the teacher. Throughout the year the teachers visited the homes of the children. This enables the teacher to have a complete picture of the child's environment and also gives her an opportunity to give individual instruction to the mother.

6. STATISTICS AND ADDITIONAL REMARKS

The nursery schools follow the regular vacation periods of the Boston public schools, and the hours of each session are from 8.30 a. m. to 3.30 p. m. daily. Each of the seven schools has a staff of at least two teachers, one cook, and eight National Youth Administration workers. In addition, there is a supervisor.

Because of the eighteen-month ruling, which necessitated the release of teachers or cooks who had served that length of time, it became necessary to close two of the schools in May 1941, for a short period.

During the year, June 1940 to June 1941, the W. P. A. paid the Boston nursery school teachers approximately \$20,000 in salaries. This was 5.2 per cent of the total project cost of the state.

From September 1940 to June 1941:

Average active membership for each school	36
Average registration in each school	51
Average attendance per session in each school	29

From September 1940 to June 1941, inclusive, the Public Welfare Department of the City of Boston paid \$1,535.91 for food for the children. During this same period the Junior Red Cross paid \$503.26 for milk. The Charles M. Cox Fund contributed \$150 for food for the children of the Whittier Street Health Unit Nursery School. Local contributions in the various sections of the city totaled \$1,283.98 in value in the following supplies:

Food	\$647 55
Household supplies	367 45
Teaching supplies	268 98

The Surplus Commodities Division contributed the articles listed below:

Dairy products:

Butter	708 pounds.
Eggs	180 dozen.
Evaporated milk	5,376 cans.

Meats:

Bacon	275 pounds.
Ham	392 pounds.

Cereals:

Cornmeal	50 pounds.
Rice	350 pounds.
Wheat cereal	100 pounds.
Wheat flour	350 pounds.

Fruits and vegetables:

Fresh:

Apples	48 baskets.
Cabbage	560 pounds.
Carrots	1,165 pounds.
Grapefruit	21 crates.
Oranges	14 crates.
Potatoes	2,100 pounds.

Canned:

Apples	1,512 cans.
Beets	504 cans.
Carrots	840 cans.
Grapefruit	504 cans.
Grapefruit juice	1,344 cans.
Peaches	294 cans.
Tomatoes	504 cans.

Dried:

Peaches	700 pounds.
Prunes	875 pounds.
Raisins	425 pounds.

Junior Red Cross

This year the Junior Red Cross, in addition to paying for the milk consumed by the nursery schools, has again supplied much play material, which has helped to enrich the program. Rag dolls, composition dolls, stuffed animals, scrap books, clothing, toys, and many other useful articles were received.

National Youth Administration

The schools continued to train the National Youth Administration girls in the preparation of food and the care of children. The services of these girls have been most valuable and help in no small way to make a school run efficiently. The girls have been carefully selected by their supervisor. In emergencies they have carried on their work by themselves. Regular meetings with their supervisor and the teachers have helped to make their training more practical and intensive.

Future Plans

Plans are being discussed by the director and the Federal Works Agency for the establishment of a training school at one of our centers. Under this plan, teachers new to the W. P. A. nursery school program will be in training under one of our experienced teachers for a period of time.

The nursery schools expect to keep open during the summer of 1941. As in the past, there will be a state-wide conference of W. P. A. nursery school staffs. This should offer opportunity for an exchange of ideas and new teaching techniques.

The sympathetic cooperation and advice of the officials of the Boston Health Department, the Boston School Department, the State Department of Education, as well as the officials of the Federal Works Agency, have been most encouraging and helpful during the year.

SCHOOL LUNCHEONS

Since the beginning of the project, school luncheons have been under the direction of Dr. Frederick J. Gillis, Assistant Superintendent.

SCHOOL LUNCH PROGRAM

In 1933 the School Committee decided that the school luncheon program should be under the immediate direction of school authorities. The program began in 1934 with the cafeteria in the Jeremiah E. Burke High School for Girls. In 1936 the Roslindale High School cafeteria was organized and in 1937 cafeterias were organized in the James P. Timilty, Patrick F. Gavin, and Patrick T. Campbell schools. In the fall of 1940 the plan of the School Committee to take over the cafeterias operated by the Women's Educational and Industrial Union was begun, and the cafeterias in the Theodore Roosevelt School, Vocational High School, and Charlestown High School were included in the School Committee program. In June 1941 the Women's Educational and Industrial Union relinquished the cafeterias in the Grover Cleveland School, Solomon Lewenberg School, Lewis School, Girls' High School Annex, and Boston Clerical School.

Within a few years all the cafeterias in the Boston school system operated by the Women's Educational and Industrial Union will be included in the School Committee program. The present status of luncheon service is:



Hot Luncheon
Elementary School



Cafeterias Operated by the School Committee

Charlestown High School	James P. Timilty School
Jeremiah E. Burke High School for Girls	Patrick F. Gavin School
Roslindale High School	Patrick T. Campbell School
Vocational High and Opportunity School	Theodore Roosevelt School

Cafeterias to be Opened in September 1941

Girls' High School Annex	Lewis School
Boston Clerical School	Solomon Lewenberg School
Grover Cleveland School	

School Luncheons Taken Care of by Lunch Room Attendants Appointed from Civil Service Lists (through the Superintendent)

Charlestown High School (Frothingham)	Trade School for Girls
Dorchester High School for Girls (Annex)	Donald McKay School
	Prince School
	William McKinley School

School Luncheons Taken Care of by Concessionnaires

Frank V. Thompson School	Thomas A. Edison School
Oliver Wendell Holmes School	Washington Irving School
Robert Gould Shaw School	Woodrow Wilson School

Schools Served by Women's Educational and Industrial Union

Public Latin School	Roxbury Memorial High School (Boys)
Girls' Latin School	
Brighton High School	Roxbury Memorial High School (Girls)
Dorchester High School for Boys	
Dorchester High School for Girls	South Boston High School
East Boston High School	Boston Trade School
English High School	Clarence R. Edwards School
Girls' High School	Joseph H. Barnes School
High School of Commerce	Mary E. Curley School
Hyde Park High School	William Barton Rogers School
Jamaica Plain High School	William Howard Taft School
Mechanic Arts High School	

As the School Lunch Program is becoming a more specialized function, there is still much to be done to concentrate the several types under one head.

Adequate protective "dishes" have been and are provided, consisting of properly balanced, attractive, and palatable combinations, prepared by skilled workers who are carefully super-

vised by the trained managers. All foods, with the exception of fresh vegetables, fresh fish, and fresh meats, which are secured daily by the managers in charge, are purchased by the Business Manager of the School Committee.

A school lunch room functions primarily to give children a maximum of nutritious food at low cost. In February 1941, the Surplus Commodities Corporation agreed to allow surplus commodities to be distributed to the pupils through the school lunch program.

The appointment of a temporary cafeteria supervisor during the past school year was necessary and was of great assistance to the managers and attendants. The duties require training in planning menus, quantity buying, quantity cooking, and the institution of accurate records.

The Civil Service Commission has been asked to hold an examination and certify a list of supervisors for September 1941.

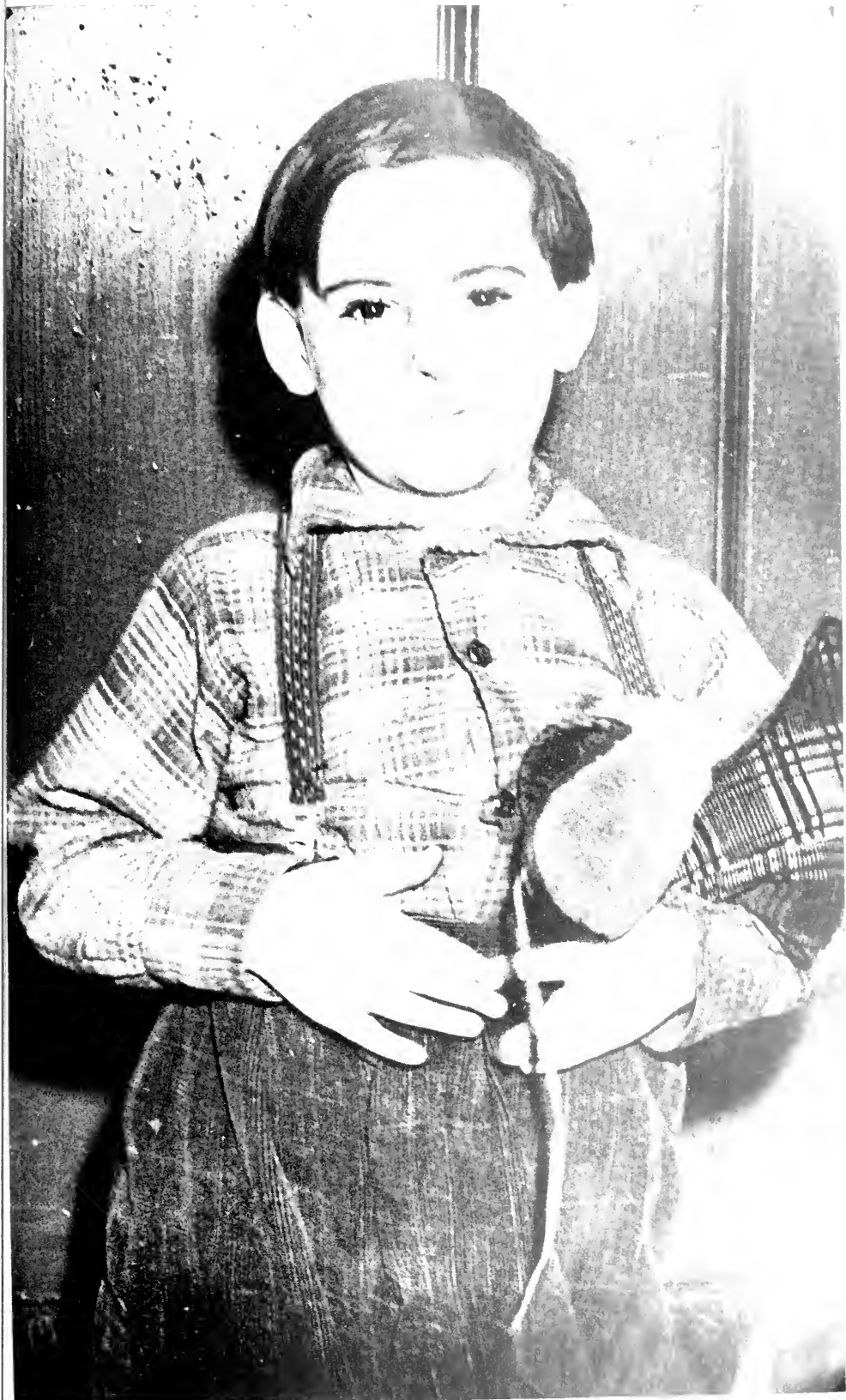
HOT LUNCHEON PROGRAM

The Work Projects Administration Hot Luncheon Program is a valuable contribution to the health and well-being of the Boston school children participating in this project.

The Federal Government has made the hot luncheon for children program a phase of National Defense.

Hot luncheon units are established for needy children in grades I to VI and provide a well-rounded luncheon of nourishing foods to supplement the inadequate diet received at home. It is hoped that these projects will bring about better attendance, improved scholarship, and better health. Children are admitted to the hot luncheon program after physical examination by the school physician and investigation of the home by the school nurse. The parents must give written permission before a child is allowed to participate. Since the beginning of the project, the menus have been made out by Dr. James A. Keenan, Director of School Hygiene, and Dr. Carl F. Maraldi, Supervisor of Nutrition Classes.

Before entering the dining room the children must wash and pass inspection for cleanliness. Before each meal is served, the children recite a simple grace: "Heavenly Father we thank Thee for these gifts which we are about to receive." The children then sing a verse of a patriotic song, and are seated. Attendants serve food to the children. Each unit cares for one hundred children.



Hot Luncheon—Satisfied



The first Work Projects Administration Hot Luncheon Program was opened on April 29, 1940, in the John A. Andrew School with the approval of the School Committee. Between that date and June 20, 1940, 3,999 meals had been served. During the school year 1940-41 this program was extended to four other schools, and five units operated during the year:

Unit	
November 6, 1940,	John A. Andrew School, reopened
December 18, 1940,	Dudley School, opened
January 14, 1941,	Dearborn School, opened
January 21, 1941,	Everett School, opened
January 27, 1941,	Dante Alighieri School, opened

In these five units a total of 58,222 hot luncheons were served from November 6, 1940, to July 1, 1941.

Most of the food is received from the Surplus Commodities Division, Department of Public Welfare, Commonwealth of Massachusetts. Cooks, servers, and supervisors are supplied by the Work Projects Administration. Kitchens are prepared by the Department of School Buildings. Dishes and utensils are supplied through the Business Manager. Money for dietetic items such as meat and milk, not generally supplied through Surplus Commodities but necessary in child diet, has been supplied by elementary teachers, junior elementary teachers, Mayor Maurice J. Tobin, and the Mayor's Charity Fund through Police Commissioner Joseph P. Timilty.

The following six new units are being prepared to open in September 1941:

Hancock Annex	McDonald-Prescott
Lucretia Crocker	Norcross
Mather	Samuel Adams

During the summer of 1941 hot luncheons were served at the following units:

Dante Alighieri School	Dudley School
Dearborn School	Everett School
John A. Andrew School	

FEDERAL SECURITY AGENCY

The Student Work Program, administered by the National Youth Administration, under the general program of the Federal Security Agency, provides funds for part-time employment of needy college and graduate students and of needy school students.

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.

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. Since March 1, 1941, Mr. Edward J. Wall has served as supervisor and coordinating agent in the Boston school area.

During the school year 1940-41, the Boston School Department and the National Youth Administration approved the applications of 3,608 public high and intermediate school students. Two hundred eighty-five Boston parochial high school students and 18 Wentworth Institute students were also approved. The total number of Boston students of high and intermediate school level approved for participation during the year was 3,911.

The all-Boston Student Work Program allotment for the school year 1940-41 was \$104,170.03.

The Boston public high and intermediate schools were originally allotted the sum of \$81,606.00. There were subsequent grants throughout the year as needs developed. These additional grants amounted to \$11,462.09. Especially during the last few months of the school year a flexible school-to-school balance transfer system aided materially the effectiveness of the program.

The total number of students participating at The Teachers College of the City of Boston during the school year 1940-41 was 46, and the total expenditure was \$3,304.88.



Hot Luncheon—Five-year-old

REVISED FINAL ALLOTMENT TOTALS

Boston public schools (including The Teachers College of the City of Boston)	\$96,372 97
Boston parochial schools	10,482 74
Wentworth Institute	619 20
Total	<u>\$107,474 91</u>

SUMMARY OF APPROVALS
(1940-41)

The Teachers College of the City of Boston	46
Boston public high schools	3,546
Boston public elementary and intermediate schools	62
Boston parochial high schools	285
Wentworth Institute	18
Total	<u>3,957</u>
Number of boys approved	1,672
Number of girls approved	2,285
Total	<u>3,957</u>

All students approved for participation in the National Youth Administration Student Work Program were not necessarily continuously eligible or continuously employed. Eligibility and employment are, of course, affected by scholastic standing, the individual student's desire to continue on the program and the availability of work projects.

As the National Youth Administration In-School Program has developed, emphasis has been placed more and more on finding not any job, but rather the right job for every student participant in the Student Work Program, and the work experience objective has replaced the earlier temporary expedient of providing time service in return for financial relief. Recognition of additional supervisory responsibility on the part of school administrators has correspondingly increased.

At the present time in-school services, many of which are rated as indispensable, are being rendered by student workers, who act as agricultural and horticultural assistants; art and decoration assistants; attendance recorders; auxiliary workers in social services; corridor, locker room, and bicycle room patrols; elevator operators; emergency crews; gymnasium and athletic assistants; assistants in health service activities; home economics and household science assistants; laboratory assist-

ants; library, book room, and supply room aids; lost and found agents; lunch room assistants; assistants in national defense service; Red Cross service aids; school publication assistants; secretaries and office clerks; shop assistants; switch-board operators; timekeepers; tutors; and assistants to visually-handicapped pupils.

It is possible that the effectiveness of the Student Work Program may be increased by a further expansion of activities. Recreational, agricultural, landscaping, and national defense projects offer great possibilities, especially at this time. Under proper supervision valuable community services may be conducted not only on school days during out-of-school hours, but on Saturdays and during vacation periods.

A good student work program should (1) be socially and economically useful; (2) be adequately supervised; (3) be adaptable to part-time work; (4) have necessary elements for efficient performance; (5) provide work experience of educational value; (6) provide work which tends to develop respect for labor and for its place in society; (7) provide conditions of labor that invite respect of schoolmates; (8) provide for intelligent matching of youth and job; and (9) provide opportunity for determining vocational interests and aptitudes.

The school program should be so flexible as to provide opportunity for transfer from one assignment to another as the student's interests and aptitudes are determined. "The right boy or girl on the right job." Group organization is frequently most effective, with groups captained by boys and girls who display outstanding qualities of leadership. The better the project and the better the leadership, the better the student's work response. National Youth Administration regulations provide that students shall not be assigned to regular classroom instruction or to any work which comes within the regular budget of the institution.

Scholarship attainments of student workers should not be overlooked. The following awards or similar recognitions were made in June 1941, to public high school students participating in the student work program:

All "A" average in high school (only pupil):

Hyde Park High School	1
Art scholarship:	
High School of Practical Arts	1



Laboratory Assistant

Athletic awards:	
Mechanic Arts High School	7
Boston University Scholarship:	
Roslindale High School	1
Campbell Medal (Ideals of Latin School Boy):	
Public Latin School	1
Chandler Tuition Grant:	
Girls' Latin School	1
Class Song (words):	
English High School	1
Colonel of Regiment:	
Mechanic Arts High School	1
Derby Medal (Latin translation):	
Public Latin School	1
Emmanuel College Dramatic Scholarship:	
Girls' Latin School	1
East Boston Women's Club Scholarship:	
East Boston High School	1
English High School Alumni Scholarships:	
English High School	9
Faculty Scholarship:	
East Boston High School	1
Franklin Medal:	
Public Latin School	1
English High School	5
High School of Commerce	1
	— 7
Highest (second) Average in Class (4 years):	
High School of Practical Arts	1
Highest Honors:	
Roxbury Memorial High School (Girls)	2
Highest Ranking in History:	
South Boston High School	1
Highest Ranking in Science:	
South Boston High School	1
Highest Ranking in cooperative industrial work:	
South Boston High School	1
Honor Awards:	
Roxbury Memorial High School (Girls)	7
Honor Roll:	
Girls' High School (4 years)	19
Jeremiah E. Burke High School for Girls (4 years)	12
	— 31
Honor Roll Average:	
Hyde Park High School:	
4 years	2
5 years	1
6 years	3
	— 6

Honor Society Awards:		
Jeremiah E. Burke High School for Girls		16
Honorable Mention (conduct above criticism):		
Public Latin School		3
Jeremiah E. Burke Scholarship:		
Jeremiah E. Burke High School for Girls		1
John Bouvé Clapp Prize in English (divided):		
English High School		2
Laurel Award:		
Roxbury Memorial High School (Girls)		1
Lawrence Prizes:		
English High School:		
For fidelity	12	
For excellence in scholarship	16	
	—	28
Manual of Arms Award:		
Mechanic Arts High School		1
Metropolitan Scholarship to Boston University:		
Jeremiah E. Burke High School for Girls		1
Military Drill Prize:		
Public Latin School		1
Musical Organization Letters:		
Mechanic Arts High School		6
Perfect Attendance:		
Girls' High School (4 years)	2	
High School of Practical Arts	4	
Hyde Park High School	1	
	—	7
Price Scholarship:		
Hyde Park High School		1
Prizes:		
Public Latin School:		
Excellence in modern studies	1	
Excellence in reading	1	
	—	2
Public Commendation for Excellence in Scholarship:		
Charlestown High School	13	
Dorchester High School for Boys	5	
	—	18
Scholarship:		
Girls' High School		1
Spelling Contest Winner (Grade XII):		
Jeremiah E. Burke High School for Girls		1
Washington and Franklin Medal:		
Dorchester High School for Boys	1	
English High School	1	
South Boston High School	1	
	—	3

A recent article in "The Noddler," the East Boston High School magazine, attracted considerable attention. It was written by a National Youth Administration student and con-

earned the Student Work Program. "School Life," a national educational publication, has requested pictures of the project to be published with a feature story in a later issue of their magazine.

It is always interesting to get youth reactions to whatever we are trying to do for them. An English High School boy, reporting on the student work projects in that school, points out that "the value of work experience to the pupil often outweighs the money consideration and the benefits derived by the school from the services rendered."

The interest and enthusiasm of the teacher assigned to the general supervision and control of the Student Work Program are essential to its success. An adequate allotment of time is necessary for the many administrative and supervisory responsibilities entailed by an assignment of this kind. Opportunities for service in administering the Student Work Program are almost limitless, particularly in the field of personal guidance.

DEPARTMENT OF SCHOOL BUILDINGS

Items of Construction and Methods of Financing

In addition to the annual appropriation for Alterations and Repairs, the School Committee is authorized to appropriate annually under Chapter 224, Section 24 of the Acts of 1936, an amount for land, plans, and construction of new school buildings.

During the last four years the School Committee made no appropriation for new construction as authorized by law, but confined its appropriations solely, as authorized under this Act, to Administration Expenses and Rental of Hired School Accommodations. While no money was appropriated as authorized under the provisions of this Act, many items of large construction were completed by the Department of School Buildings without increasing the tax levy.

Financed by Work Projects Administration Funds and Work Projects Administration Appropriation

The Teachers College of the City of Boston	One machine shop
Brighton High School	Available space provided for welding and machine shop
East Boston High School	Three shops

South Boston High School	One automobile machine shop
Frank V. Thompson School	One gymnasium; addition to existing lunchroom
Patrick T. Campbell School	Three classrooms
Theodore Roosevelt School	One gymnasium; addition to existing lunchroom
Beethoven District:	
Joyce Kilmer School	Six classrooms

Financed by Federal Grants and City Bond Issues

High School of Practical Arts	Eleven rooms
Boston Trade School	Nine classrooms
Robert G. Shaw School	New gymnasium and assembly hall
William Howard Taft School	Sixteen classrooms; new lunchroom

Financed by Existing Balances from Former Land and Building Appropriations

Agassiz District:	
Louder's Lane	Elementary School

Financed by Federal Works Agency

John A. Andrew District:	Plans have been prepared for a six-room addition to the Michael J. Perkins School, which is in the center of a new housing project in South Boston
Michael J. Perkins School	

If the cost of the construction were paid for out of the Land and Buildings appropriation, the School Committee would have been required to appropriate the sum of \$1,250,000 for plans and construction of the items listed in this report.

It is to be noted that the Superintendent of Construction, James J. Mahar, mindful of the necessity of keeping expenditures at as low a level as possible, has been able to complete this comprehensive program of building construction without increasing the tax levy. Such careful foresight and planning is worthy of the highest commendation, particularly in these times when taxes on real estate constitute such a serious problem in Boston.

BOARD OF EXAMINERS

Diminishing Number of Candidates for Certificates

The certificate examinations of August 1940 attracted 553 candidates. This was 28 less than the number in 1939, and 111 less than the number in 1938. The limiting of the size of the entering classes at the Teachers College of the City of Boston, the increasing opportunities for employment of college graduates in other fields of endeavor, and the discouraging

outlook for permanent appointment to a teaching position in the Boston public school system due to the diminishing school population are undoubtedly the causes of the steady decline in the number of candidates for certification.

Three hundred forty-one candidates (61 per cent) were certified in June 1941. In 1940 the percentage of certification was 66. In 1939 it was 63. Fifty-five candidates failed to better their prior ratings. Fifteen were appointed from the prior list. One hundred forty-four candidates failed.

In May 1941 examinations for Temporary Service were offered, attracting only 274 candidates. One hundred seventy-eight (65 per cent) passed. Of the 178 successful candidates, 101 were graduates of the Teachers College. Twenty-four from Boston University were successful, as were 11 from Boston College, 14 from the State Teachers College at Framingham, and 8 from the Massachusetts School of Art. The period of eligibility this year is four years. If further examinations are held, the period of eligibility will be less each year until, beginning in 1943, it will be two years, thus guaranteeing active lists.

Entrance Examinations

Eight candidates sought admission to the graduate department of the Teachers College and seven were successful. Eight were admitted in 1940.

In June 1941 examinations were held for admission to the Teachers College. Seventy-four candidates presented themselves for examination. Fifty-five were successful in attaining the required average, 60 per cent, or 240 points.

Twenty-two candidates were examined for admission to the Training School for Teachers of Mechanic Arts. Thirteen were admitted.

Ratings for Promotion

During the year 76 teachers were rated for promotion, as follows:

Master, Boston Trade School	6
Head of Department:	
Science	28
Women's Wear	4
Coordinator (Electricity)	6
Shop Foreman	32
	<hr/>
Total	76
	<hr/>

The Board of Examiners assisted the Board of Superintendents in the classroom visitations of these teachers with the exception of those rated for master, Boston Trade School.

Statistics

During the year the Board of Examiners:

1. Supervised the preparation of 296 examination papers, majors and minors.
2. Witnessed approximately 500 teaching demonstrations.
3. Collected fees to the amount of \$3,069.

EDUCATIONAL INVESTIGATION AND MEASUREMENT

A specific aim of the department over a series of years has been to assist school administrators and teachers to appraise school achievement in relation to each pupil's mental endowment. Obviously this must be the basic procedure in any sincere attempt at individualization.

Teachers' judgments are fairly accurate in regard to the mental status and the educational achievement of many children. There is, however, a large group of pupils whose ability and achievement are seriously misjudged by teachers who trust to their own subjective judgment or to that of others.

To assist school administrators and teachers to employ scientific means of appraising the work and diagnosing the individual needs of pupils, the department each year conducts a prescribed program of standardized testing. Under this program during the past year approximately 20,000 group intelligence tests and 80,000 group achievement tests were administered. This was followed by requests from the schools for approximately 8,000 additional intelligence tests and 190,000 achievement tests.

Boston schools are graded with grade requirements that are based on mental maturity. These requirements, even though flexible, are presumably basic. Standardized achievement tests are designed to measure each pupil's readiness to meet these requirements. The teacher who attempts to adapt intelligently her instruction to the individual needs of pupils must know whether lack of achievement is due to low men-

tality, to immaturity, or to a disability which will yield to remedial instruction. Intelligence test results give the most definite and dependable information.

Individual Case Studies

The Department of Educational Investigation and Measurement acts in the capacity of a school clinic. Three research assistants spend practically full time in individually testing and studying pupils who are referred by school administrators or outside clinics as children with problems. During the past year more than 1,200 children were studied as individual cases by the department while approximately 1,500 open cases of previous years were followed. These cases involved all sorts of maladjustments. Among them were pupils with low mentality, superior mentality, emotional instability, physical handicaps, social and home problems.

Because of the divergence in type and in seriousness of the problems presented, it is impossible to evaluate adequately the results of this work in statistical terms. In the annual follow-ups hundreds of these children are reported well adjusted and successful in their school work after the department recommendations have been carried out. These cases are closed by the department and only an exceptional case has to be reopened.

There are, however, many cases which cannot be closed and which accumulate as failure situations from year to year.

Between the years 1931 and 1941 the department has studied more than 13,000 individual cases.

PRACTICE AND TRAINING

The Department of Practice and Training is composed of one director and five assistant directors. The function of the department is two-fold:

1. The assignment of substitutes and temporary teachers to cover classes in the day schools.
2. The supervision of their work in order to develop power in the teacher and improve the quality of instruction.

The scope of the department can best be stated by quoting from the opening paragraphs of "Standards for Temporary

Teachers," in which the department sets forth the aims and the goals of its work with young beginning teachers. This is as follows:

1. The Department of Practice and Training has for its objective the training of good teachers for the Boston schools.

2. It sets up as the goal of all good teaching the development of power in pupils. This power is many sided.

There are powers over tangibles, which include mastery of essential tools, mastery of essential facts, and mastery of essential skills.

There are powers over intangibles, which among other things include evaluation of information, application of knowledge, and appreciation of persons and conditions.

3. The good teacher grows. She moves upward from level to level. The outstanding teacher is able to use all the activities of the classroom, the routine, the tools, the materials, and the course of study, to develop power in pupils.

While at first glance it may seem as though the department were trying to combine within itself two separate, unrelated functions, the assignment of teachers and the development of power in pupils, the two are phases of one process. The assignment of a teacher to a class is more than a mechanical procedure. It requires an understanding by the department of the demands of the particular class, its opportunities, its limitations, its peculiar needs, the background of the school of which it is a component part, the attitude of the master toward beginning teachers, and the degree of cooperation which the department may expect from the teachers of its faculty. It requires a knowledge of the beginning teacher herself, her powers, her lacks, her needs, and the peculiar type of training which will best develop her. It requires a knowledge of the situations in which she has previously taught, and the amount of training which she has absorbed from those situations. The work is so arranged that the supervisors who visit the schools are in a position to bring back the information necessary to build up the background, and to make recommendations as to the best type of situation for the individual teacher.

Temporary and substitute work is of two types: The long term work, which extends from several weeks to a year, and the emergency, or day-by-day work. This latter work is for the most part performed by the teacher just entering upon her educational experience. From this type of work, the beginning teacher learns several important things:

1. The necessity of good order and discipline in the classroom.
2. Readiness and ingenuity.
3. Poise and control under unusual conditions.
4. The ability to adjust herself instantly to the demands of a new situation.

The day-by-day work has also certain disadvantages. It does not require the careful preparation of daily work, since the teacher seldom, if ever, knows the situation in which she will find herself the next day. It may develop a tendency in the teacher to consider good order as the outstanding characteristic of classroom work. Principals are apt to rate a day-by-day teacher upon her ability to discipline since because of the circumstances he cannot rate her upon her ability to teach.

Once a teacher has secured for herself a fairly stable place upon a list, she enters into the zone of long assignment work. It is in such situations that supervisors are able to reach her to help her develop power in herself, and power in her class. The supervisors do this through classroom observation and a conference following each period of observation. The conference is an extremely important part of the teacher-training process, because it is a discussion period in which the supervisor and the teacher can analyze all the factors that have entered into the lesson. It is really the supervisor's teaching period.

One of the most vital parts of the training process is the Progress Book, which is a daily record of the teacher's preparation and her class accomplishments. Much emphasis is placed upon this book by the department. The book consists of two sections: The so-called unit planning, and the daily lesson plan. The unit plan is no more or less than the breaking of the course of study into units of usable size, upon which an approximate time limit is set. The teacher then deter-

mines what will be her particular purpose in the unit under her hand, what technique will be employed in accomplishing that end, and what materials she will need. The unit planning is really long distance planning, and the beginning teacher is taught to work her way up the scale of planning until she reaches what the department considers excellent unit planning; *i. e.*, the breaking down of the course of study in the light of definite aims into usable blocks. With this in mind, the teacher is able to set tentative time limits, to select techniques, aids, supplementary reading, and all the other subject matter aids to further her work.

The daily planning is a more minute procedure. It allows the teacher to set up a specific objective, which need not always be an academic one. It teaches her to select the material suitable for the specific objective of the daily lesson. The record of this daily planning is kept in the Progress Book, which then becomes a record of the daily activity of the classroom, the working plan of the teacher's school day, covering all the activities from the opening to the close of the school day. It indicates not only the particular topic which she sets up for her day's work, but her technique as well; *i. e.*, the review needed for the background of the day's work, the drills to fix mechanical processes, the appreciation lessons which are so difficult to teach, the results of which are so intangible that the teacher can but do her best and hope that she has accomplished her end.

The Progress Book, in spite of its minute detail, need not be a tremendous burden upon any teacher. It does entail a certain definite amount of time taken by the teacher from her free time outside of school to plan through her next day's work, but this is no more than is required of any other professional person — the lawyer, the doctor, the architect. This planning allows her to foresee the difficulties that may occur in the lesson. It requires her to prepare for them. It compels her to select only such material as will focus upon the point she wants to make. It prevents the discursiveness that is such a waste of class time. It foresees the possible tangents which may turn a lesson from its appointed course. It selects only such drill as bears upon the actual process of the day.

Once the beginning teacher understands that the Progress Book is not a task imposed upon her needlessly, and that it is one of the most vital tools at a teacher's command, it begins to assume a great deal of importance. Through it a super-

visor may watch a process of growth. In the beginning it is seldom more than a series of disconnected lesson plans, such as a student who is yet in the stage of practice teaching might use, plans more or less complete in themselves but with little, if any, bearing upon the whole. As the teacher develops, as her experience deepens, as her vision widens, the book begins to be a vivid, vital thing, bearing the same relation to the teaching whole that an artist's preliminary sketches bear to his finished work.

It is the hope of the department that the teachers under its supervision will become so dependent upon a Progress Book that they will not abandon its use after appointment, since it is the conviction of the department that all good teachers, young or old, are known by adequate planning.

Now that the system of assigning substitutes has begun to function almost mechanically, and since the department has worked out for itself certain levels of teacher progress, it aims to translate these levels into certain tangible standards which the teacher herself may apply to her classroom procedure. Some progress has already been made in certain subjects of the elementary school and the intermediate school. In the high school also some quite definite progress has been made. It is impossible to say at the present time whether the end of the school year will find us in a position to put these standards into the hands of our young teachers, or whether it will require another year or more of work. It is slow, hard, pioneer work.

Side by side with the establishment of tangible standards runs another piece of constructive work — the improvement of the conference hour; *i. e.*, the period in which the supervisor and teacher work out together the problems of the individual classroom. At present the conference period is dependent upon the sympathy which exists between the supervisor and the teacher. It is valuable only so far as the teacher has confidence in the supervisor. It is effective only so far as the same words mean the same things to both — a very rare thing at any time, and all too rare in education. Sometime in the not too distant future, when our department standards have been expressed in tangibles, when classroom activities can be measured against a clearly expressed norm, we shall turn to the refashioning of our conference period, knowing that already we have gone a long way toward building outstanding teachers for our schools.

VOCATIONAL GUIDANCE

During the past year the School Committee discussed the problem of youth guidance at many of its weekly conferences.

Studies of employment possibilities in the city were made and adjustments of curricula proposed. It was recognized that economic and social changes had placed new responsibilities on the schools and that the pupils leaving the school could no longer by their own efforts alone secure a place for themselves in the economic structure of the community. Accordingly the Superintendent was authorized to assign one teacher to each high school to devote his entire time to guidance work and to have assistance part time from other qualified teachers. This plan, when in full operation, will unify the entire guidance work in the schools and make immediately available the resources of the department in the interpretation of employer demands, and likewise will prevent too narrow specialization in vocational fields.

It has been encouraging to note that many teachers have recognized that education cannot be restricted to the four walls of the school. Teachers are conducting classes on trips to the industrial plants, stores, banking institutions, post office, to mention but a few places of possible future employment. This work is a step in the realization of the responsibility of the school in helping the pupil to make adjustment to life in the world of work outside the classroom. No school can consider its work done by leading the pupil to the threshold of his life of work, and then leave him with only a certificate or diploma to face his first real crisis. The school may not be held responsible for the fact that in the recent past thousands of youth could find no opportunities for work, but it is a responsibility of the school to know what opportunities are available, what preparation youth needs for employment, and what steps must be taken to secure work. In short, the schools must provide the guidance, training, placement, and follow-up of youth offering their services for the first time in the world of work.

During the past year a division of employment was established in the Department of Vocational Guidance. This will eventually make possible the centralization of all placement through the office of the department and likewise make possible an effective program of follow-up and adjustment. Occupational adjustment is one of the most important activities of the

department. Mere placement is not an educational problem for this could be done as well or better by a public employment office. But placement based on an awareness of pupil qualifications, training, and prospects of happiness and success in his life work is an important educational problem.

It needs little argument to conclude that since the school has been held responsible for the growth and development of youth from age 5 to 16 or 18 years, and since during this period the school has learned of youth's abilities, talents, and needs, it should continue to work with and for him as he leaves the school to face his first major test in the earning of a living. Certainly at this critical time youth should have the benefit of the advice and guidance of teachers trained to use all available information to help him find his place in the world of work. Placement, as an educational problem, presupposes information concerning opportunities that are available and knowledge of the requirements in special fields of work. The teacher who would be successful in this kind of placement must know his pupils and know the work for which he is to recommend them. Moreover, the school should be on the alert to keep in contact with community employment agencies and be ready at all times to cooperate whole-heartedly in the important task of guiding youth to a place in the various occupational fields.

SURVEY OF 1932 GRADUATES

BY DEPARTMENT OF VOCATIONAL GUIDANCE AND OTHERS

In 1941 the School Committee decided to make a survey of the present status of the graduates of the Boston public high schools of the Class of 1932.

A committee representing various departments of the school system and a specialist from a nearby college prepared a questionnaire, which was sent to the 1932 graduates, concerning the courses and activities which were pursued in the schools, present employment status, home and family life, present leisure time activities, and the relation of the current needs of graduates to what the schools had given them in the way of preparation for their life work. Ample opportunity was provided for an expression of opinion concerning problems now facing them. They were encouraged to give a frank expression concerning the advantages and the shortcomings of their education while members of the school system.

It was felt that the graduates of the class of 1932, now mature men and women, had been out of school long enough to acquire considerable perspective and to appraise the values and deficiencies of their schooling.

Three district studies were made. The first was on a city-wide basis. The second was an intensive study of the graduates of a general or comprehensive high school — the English High School. The third was a similar intensive study of a technical high school — the Mechanic Arts High School. Between six and seven hundred replies were received from the city-wide questionnaire. While a more generous response was desirable, the replies gave a cross section sampling, which was decidedly helpful in determining what the schools should offer in preparation for the occupation and interests of graduates of later years.

The answers to the questions arranged statistically tell one part of the story, and an important part. Yet here and there in frank statements we are able to gain a deeper insight into the thoughts and feelings of these graduates about their educational preparation.

A few quoted statements, both favorable and unfavorable, will serve to make clear what these young men and women are thinking about the relation of their educational preparation to the problems now confronting them.

“The choice of a high school was left to us.”

“But, graduating from grammar school, one seemed to find it bewildering to choose a high school suited to one's needs. This was especially true if parents were unaware of various schools and the courses they offered.”

“Had a competent vocational guidance teacher been able to convince my parents of this (the desirability of another course) I feel sure I would never have found myself in a career in which I fit like the proverbial square peg in a round hole.”

“What I needed was some sensible advice on the courses I should have studied, with a view to the economic situation and finances in my own home.”

“I believe that too many of us choose heedlessly, without actually knowing whether there is an entirely different course that would be far more adapted to our particular make-up.”

“Those who fell by the wayside often left with a feeling of frustration or failure in life rather than with the belief that they had directed their intentions to the wrong sort of endeavor

and that they had opportunity for success in a field more suited to their capabilities."

On the other side of the picture we have graduates who tell with satisfaction of their choice of schools and later success.

"I am, on the whole, very grateful for the education and training received at the Public Latin School. Habits of study were inculcated making for a comparatively easy time of it in college."

"My training at the Trade School for Girls helped me very much in power machines."

"Secondary education received at the Roxbury Memorial High School (Boys) was most adequate in preparing me for the rigorous courses of study at the Massachusetts Institute of Technology."

"I don't think that there is a finer course given in Boston than the course at the Boston Clerical School."

"I believe that the Boston public schools offer a very satisfactory system of education. There is plenty of valuable material placed before the student for him to absorb or ignore. Too many students idle away the most precious moments of their lives and when it is too late wring their hands in despair and regret."

"If the system at English High School were present in *all* other schools, I think the city as a whole would benefit."

These statements, favorable and unfavorable, tell us what the students are thinking. Those who have a definite objective and know what they want, and where to get it, are on the whole satisfied. On the other hand, the study indicates strongly the need for more and better guidance. This is significant in view of the fact that there was no mention of guidance in the questionnaire, and furthermore that these men and women, out of high school for nine years, felt that competent guidance would have aided them in preparation for their life work.

In response to the question as to influences in choice of high school course, the principal reasons included desire for college preparation, for business preparation, personal likes or inclinations, and advice of parents or friends.

The questionnaire reveals that 187 men chose the college or technical preparatory course in high school, and 150 of these men entered college; 105 out of the 150 who entered college completed at least four years of collegiate study; and 51 men

finished at least one year of graduate study. Forty-five other men went to college for three years or less.

The questionnaire also reveals that 106 women took the college preparatory course, and 79 of these women went to college. Sixty-one completed four years of collegiate study, while 16 of this group completed at least one year of graduate study. Eighteen women completed three years or less at college.

The employment status of these graduates is well worth brief consideration. It is to be remembered that the respondents to the questionnaire entered high school in 1928 during a period of comparative prosperity. They left high school in 1932 in the early stages of the depression.

In June 1940, according to the survey, 257 men were employed and 45 unemployed; 161 women were employed and 21 unemployed. The men reported employment as follows: 76 in manufacturing and mechanical work; 61 in trade, wholesale and retail; 55 in professional work; 37 in clerical work; 14 in public service; 11 in communications; and the remainder in personal service or in semi-professional work.

The women reported employment as follows: 63 in clerical positions; 45 in professional work; 23 in manufacturing or mechanical work; 12 in semi-professional occupations; 12 in trade; 10 in domestic and personal service occupations; and the remainder in public service.

The percentage of unemployed men (14.9 per cent) is considerably less than the 21.9 per cent in the age group 20-24, as reported in the Federal Unemployment Census of 1937.

Most of the men and women are not engaged in professional pursuits that require collegiate training. They evidently acquired necessary training on the job or from the experience gained through sampling various kinds of work experience.

The following tables give the employment status according to the courses pursued in high schools:

EMPLOYMENT STATUS ACCORDING TO HIGH SCHOOL COURSE

	Employed	Unemployed	Part-Time Employment	Percentage Full-Time Employment
MEN				
High school course:				
College	109	19	4	83
Technical	17	1	.....	94
Commercial	61	9	3	84
Cooperative	38	12	1	75
Mechanical and trade	23	4	.....	81
General	9	.....	.....	100
Total	257	45	8	.....
WOMEN				
High school course:				
College	49	1	4	91
Teachers College	22	2	11	92
Commercial	74	15	5	97
Household arts	9	3	.....	75
Practical arts	5	.....	.....	100
General	2	.....	.....	100
Total	161	21	20	.....

Two hundred six of the 250 men, and 132 out of 161 women, who reported employment, answered the question about their present salary.

Both tables which follow show that the average salaries of graduates who followed the college course are higher than those who followed other courses. The salaries reported by these graduates were approximately \$30 per week for men and \$25 per week for women.

In response to the question concerning chances for promotion the answer "Bad" is greater than the total for any other of the classifications; viz., Very Good, Good, Fair, Bad. The importance of promotion in the lives of these men and women is shown in the answers to the question: "What is your big problem?" The most common problems listed were

those connected with getting a job and making progress on the job. In other words, their chief concern. Many feel that emphasis in school should be shifted from white-collar job training to specific training in the mechanical trades and where manipulative skill is a necessity.

In answer to questions concerning most helpful and least helpful courses there was wide variation in the replies. Almost every subject was listed in both categories; *e. g.*, we find frequent mention as the most helpful subjects, English, mathematics, Latin, physics, history, and chemistry. We also find listed with considerable frequency as the least helpful subjects, Latin, history, and modern languages.

An analysis of the answers to all the questions reveals the need for a more fully developed personality, expressed in a total of 212 answers that mentioned personality development, home training, marriage training, speech, and discussion groups.

Approximately one-third of the graduates wrote in one form or another of the need of a more personal, a more human touch in the classroom. In all of the answers the need of vocational guidance was mentioned 156 times. The importance of guidance to these graduates is more readily understood when one realizes that no mention of vocational guidance was made in the questionnaire. It is probable that the frequency of this item would have been much higher if some question concerning guidance had been asked. It is evident that these graduates feel that a comprehensive course in vocational guidance would have been of great assistance to them in choosing and preparing for a life career that would provide an opportunity for success and happiness.

Present Salary — Men Graduates — Class of 1932

SALARY RANGE	College	Technical	Commercial	Cooperative Mechanical	General	Total
\$10-14.....	—	—	2	—	—	2
15-19.....	8	—	6	5	—	19
20-24.....	19	3	16	11	3	52
25-29.....	13	4	10	15	2	44
30-34.....	15	2	5	9	2	33
35-39.....	11	4	7	6	—	28
40-44.....	6	1	2	4	—	13
45-49.....	3	—	2	1	—	6
50-54.....	3	—	1	—	—	4
55-59.....	1	—	1	—	—	2
60-64.....	1	—	—	—	—	1
65-69.....	2	—	—	—	—	2
Average salary.....	\$31.60	\$30.50	\$27.90	\$28.60	\$26.30	206

The average salary for the 206 men who reported on this question was \$29.20.

Present Salary — Women Graduates — Class of 1932

SALARY RANGE	College	Teachers College	Commercial	Household	General	Total
\$10-14.....	2	—	12	—	—	14
15-19.....	4	3	22	6	1	36
20-24.....	16	3	14	3	—	36
25-29.....	13	6	8	1	1	29
30-34.....	11	2	3	—	—	16
35-39.....	—	—	—	—	—	—
41-44.....	—	—	—	—	—	—
45-49.....	—	—	—	—	—	—
50-54.....	—	1	—	—	—	1
Average salary.....	\$24.90	\$26.30	\$20.90	\$19.50	\$22.00	132

The average salary of the 132 women reporting on this question was \$22.90.

The detailed study of 1932 graduates of Mechanic Arts High School is included in the appendix of this report (pp. 260-275). It has not seemed necessary to include the detailed study

of English High School graduates of 1932, which is on file in the Department of Vocational Guidance. The results of the two studies are strikingly similar.

COMMERCIAL EDUCATION

Future Outlook

This year Commercial Education in Boston has made a greater effort to contribute more practical and more specific training for high school pupils. Studies were made to assure that training for specific jobs took into consideration changing job requirements and the danger of offering training for jobs which today do not exist. A wider diversification in business and background offerings was recommended; *e. g.*, more consideration was given to the length of time required for the mastery of each office machine and device, and to determine whether the goal was its mastery on a vocational level or merely an acquaintanceship with the simple functions and purposes of the machine in business.

Commercial education today must be considered from a wider point of view than that of training stenographers and bookkeepers. There can be no simple single objective. Many factors are involved, all of which must be taken into account and a unified program developed which is practical, educationally sound, and efficient.

The trends in labor legislation and employment procedures indicate a rising age level for initial employment. A program of this kind is in line with the current development of junior colleges and of other post-high school training programs and tends to serve better both students and employers. However, the war emergency may change this.

Boston has for some years offered post-graduate commercial courses and many graduates have returned to high school for additional training. The High School of Commerce has an authorized fifth-year post-graduate course for boys. The secretarial course of the Boston Clerical School (girls) is limited to high school graduates. Pupils who receive a diploma from this school are practically assured of employment even in normal times due to the excellence of the training and the maturity of the students. It is highly desirable that the commercial departments assume the responsibility for giving the student actual work experience either within the school organization, as is done in many high school offices, or in

cooperation with business. Probably the most feasible plan for this cooperative training is on the post-secondary school level. A fifth year would permit an excellent opportunity for development of skills to a higher degree, and provide time to study some of the background courses which would make a boy or girl a better informed and a more capable employee.

From a summary of surveys national in scope there seems to appear a composite opinion that the future of the commercial course will shape as follows: The first three years in high school will be devoted to a general, informative background; personality development; factual and fundamental development. Business and advancement in business seem to demand this procedure. One more year will have to be added to the business course to accomplish this result. The fourth year should be devoted only to try-out commercial courses on a large scale.

In grade XII specialization would begin with try-out courses. These try-out courses and a searching evaluation of the pupil's ability and capacity to pursue them advantageously should be made the basis of these trials. A large number of skills should be taught and the reactions closely observed. The apparent success of the pupils in any one of these skills should enable the teacher to advise students as to future intensive training in a fifth year. Intensive methods, such as are used in business colleges and private commercial schools based on information gathered in grade XII try-out courses, should enable the high schools to fulfill their definite obligation to train pupils for a specific job, and, moreover, to develop in them ability and experience to fill successfully the initial job. Training of this kind would, of course, increase school costs.

It is important to note that, while this program conceives specialized commercial education as closely correlated with a general education program for all students, it would be possible to plan a program in which the vocational elements were considered as constituting the core. A wide variety of cultural socio-economic and personal learnings could be developed.

Recognition and Acceptance of Trends

During the past year many high school commercial departments seized opportunities to meet challenging conditions of the day. Each school directed its efforts toward goals and standards which stimulated the work in the classroom.

During the Eastern Commercial Teachers' Convention, held in Boston in April 1941, Boston high school pupils demonstrated office machines in the exhibition room. Praise from the manufacturers, regarding the excellence of this training, was followed by placement of pupils in desirable positions. In fact, nearly every school reported unusually large numbers of placements.

One girls' school prepared a worthwhile study on "Ability Grouping According to Individual Differences on Lower and Higher Levels." This study is strongly recommended for discussion in the Commercial Council and the benefits from this report undoubtedly will prove highly valuable to all commercial departments throughout the city.

Because the student body of every high school today is cosmopolitan in character; because the home background does not always assist the pupil in presenting herself or himself favorably as a candidate for a position; because some pupils of splendid ability in skills have in past years shown little knowledge of business requirements in dress, in manners, and in social procedure, some schools this year have initiated a series of assembly talks to help the pupils to build a better social background, and to attempt to overcome deficiencies that might prove detrimental to their progress in the business world.

During the past year commercial teachers proved their alertness in anticipating new demands by pioneering in a subject which has seldom, if ever, been offered in secondary schools. Teletypewriting was introduced on an experimental basis and proved highly successful. Fourteen pupils were trained by teachers in one of the high schools and the entire group was placed in positions using this skill. The teachers who trained these pupils gave up a part of their vacation to learn the operations of the teletypewriter and methods of teaching this machine. It is planned to extend this course to a second school, a girls' school, during the school year 1941-42.

It was a source of gratification to learn that special typewriting classes were formed, and training offered to ambitious pupils, after school hours. Such generous cooperation among the teachers in conducting this extra after-school-work is commendable.

Marketable Education Survey

A survey covering a period of more than three years among business establishments in Boston and vicinity has provided

much interesting information. Inasmuch as the report is quite long a few of the conclusions stated briefly may be pertinent.

Up to June 1941, too many bookkeepers and stenographers were being trained. Business was unable to absorb them. A smaller group segregated in an accelerated division during the senior year where intensive training should be given is recommended. The personnel of this group should be selected on a basis which would include personality and outstanding ability.

It is the employer who makes the decision as to whom he will hire. No matter how much the teacher thinks of the student's ability, the employment director makes the decision. His standards are the basis for the employment of boys and girls. Teachers must get his point of view and find out what he looks for in new applicants. If this is neglected there is little in the way of hope for a high percentage of placements in normal times.

Many personnel directors prefer to satisfy themselves as to the preliminary fitness of candidates by using their own tests, rather than by accepting a high school diploma as *prima facie* evidence of training. These tests in some cases were made up especially for their own establishments, while other concerns continued to use standard employment tests, such as the Thurstone Employment Tests, the Minnesota Test, and the Detroit Test.

Business men who were interviewed stated that the qualities they looked for in a new applicant were: (1) Personality, (2) Training, (3) Experience, (4) Adaptability. This last quality is one to which more and more emphasis must be given. It is described as the ability to adapt one's self to the job at hand and to the people with whom one comes in daily contact. It is considered of prime importance. Important from this viewpoint is the fact that, under conditions where friction is lacking and where there is a clear understanding of the job to be done, harmony prevails, resulting ultimately to the benefit of employer and employee alike.

Most business men today are giving great consideration to the Selective Service Act in hiring new male employees. The company these business men represent expends on the average several hundred dollars breaking in each new employee. Therefore, they wish to be reasonably sure that such money will be properly invested.

Many other interesting facts were gathered during these personal interviews with almost one hundred personnel directors. A special report could be made from this material. However, one statement, which was common among these men, concerned the thought that they appreciate this cooperation between business men and educational leaders. This cooperation is necessary if the students of business are to enter their work with the proper qualifications and equipment to meet the daily problems of today's business life.

Merchandising

The field of merchandising offers more opportunities for employment than any other, and if more students were prepared for work in this field a greater number of our graduates could find employment. There is definite evidence that opportunity for preparation in this field should be expanded.

Employment Prospects for 1942

A higher percentage of employment for members of the 1942 graduating classes is assured, but the post-war period must also be kept in mind. However, conditions existing now must be met now, and this will require many adjustments to meet this challenge.

Business Education in a World at War

President Roosevelt has called upon American industry through the national defense program to streamline its production plans and speed up its output to the point where it would be building an airplane every four minutes, a tank every seven minutes, and two ocean-going merchant ships every day. Immediately commercial education was confronted with the most serious challenge in its history. Behind this great arms-production program industry is swiftly mobilizing its army of executives, engineers, and department heads, who are all dependent upon an even larger army of thoroughly trained, competent secretaries, clerical workers, typists, machine calculators, and accountants.

Commercial teachers face the tremendous responsibility of reappraising traditional subject matter in the light of the terrific demands so suddenly developing. Undoubtedly, as the conflict develops, many modifications and adaptations will have to be made to meet these emergency needs.

Mechanization of office work is rapidly increasing in tempo. Demands for stenographers, typists, and office workers are increasing daily. This is the time to remember that never was sound intensive training in the fundamental skills of the three R's more essential.

An important contribution of commercial education to defense is training in these basic subjects. Business can ill afford the time to train office workers. Its war function is production. In 1917 and 1918 both public and private schools were frantically striving to train and retrain vast numbers of office workers in the briefest possible time. In the present national crisis the army of commercial students must be geared to peak condition.

It is clear that a great shortage of clerical personnel will be upon this country before the year is over. This shortage arises from two causes: (1) The tremendous volume of record-keeping and figure work in all types of office has risen sharply; (2) Fewer trained office workers are available due to Selective Service, enlistments in the armed forces, and better-paying jobs elsewhere.

Unfortunately, as trained office workers shift to other activities, the vacancies created are likely to be filled by inexperienced, untrained employees. Here lies the real opportunity for the commercial departments to meet an important war-time need in business education. It is recognized that not all schools can meet emergency demands equally well, but a real attempt must be made because business will have to complete the job in its offices, at the expense of vital man-hours, to the extent that the school does not or cannot.

In any event, the aim of our commercial departments is to relieve business of the largest possible share of this training function, so that it will be free to concentrate upon one important goal — production. We must do our job better than it has ever been done before. In the words of our President, "Organized education must do its full part to keep America strong; the shape of things to come is ominous only to those who lack resolution."

Recommendations for the Next School Year

1. Development of a keen appreciation of the war conditions as they affect our commercial training program, and immediate adjustment to these conditions.

2. Appointment of an advisory board consisting of aggressive, substantial, and successful business men to assist in shaping our courses and content to meet the needs of business today.

3. More intensified work on fundamentals of English grammar (in cooperation with departments of English) and common business arithmetical problems. More oral work, particularly speech training.

4. Inasmuch as some teachers of commercial subjects have never had any practical business experience in a modern business office, it would seem advisable that group meetings be held to which commercial teachers are invited and at which outstanding business executives tell of the standards and prerequisites for employment. This could be accomplished with the cooperation of the Department of Vocational Guidance, whose objectives are similar to those of the commercial departments.

5. Development of personality, among the juniors and seniors particularly, far beyond anything we have ever undertaken.

6. Appointment of a committee to study economics which could be practiced by both pupils and teachers in the operation of commercial departments, in view of the certain shortages of paper and equipment due to war conditions and priorities.

7. Special accelerated classes for highly skilled students to fit the increased demands of employment. Probably some part-time employment on a cooperative basis in business offices might be made available.

8. Provision for some business training for students in our college courses and who are not going to college, so that these students will have something tangible to offer to a business man when making application for employment.

9. Establish a committee, whose job it would be to compile the latest ideas emanating from business, the latest factual information pertaining to business trends, and progressive ideas in commercial education. This material can be secured from recognized sources, such as newspapers, trade journals, house-organs, magazines about business, conventions, and the like. These reports should

be summarized, condensed, mimeographed, and distributed to commercial teachers, in order that they may be kept abreast of the times.

10. Revive the Committee on Advanced Bookkeeping course of study. Textbooks now in use do not include provisions required by law relative to accounting procedures concerning Unemployment Insurance and Old Age Assistance Taxes. These factors were not in existence at the time the course of study was written.

11. Consideration of Consumer Education. Higher prices make consumer education more important now than ever. Newspaper headlines tell the story of constantly rising living costs. Never before has the need for consumer education been more sorely felt. Only by practicing good buymanship can the consumer stretch the purchasing power of his dollar.

ELEMENTARY SUPERVISION

Expansion of Supervisory Activities

Elementary supervision covers the following fields of education: Arithmetic, geography, health and safety, history, the language arts and literature, and reading.

The recent decrease in the number of elementary classes has provided the supervisors with increased opportunity for the adequate performance of their duties. These are no longer limited to the improvement of instruction. They have been broadened to include improvement of all those factors which affect the child's growth, with special attention to improvement in textbooks, educational material, the curriculum, unification of grade activities, teaching techniques, and preventive and remedial practices.

Guidance in the Selection of Textbooks

The supervisors have representation on the Council on Elementary Textbooks. Membership necessitates the intensive study and evaluation of all textbooks presented for use in the first six grades. This experience provides the supervisors with an intimate understanding of the comparative merits of authorized textbooks and makes it possible for the supervisors to advise and assist teachers and principals in the discriminating choice of books. The supervisors receive con-

stant requests for this service. It is their custom to meet such requests with the recommendation of not one but several books which fill the particular need, thus avoiding any appearance of partiality toward a particular book or publisher.

Copies of all elementary texts submitted by publishers for examination, and later authorized for use, are available in the director's office, and teachers and principals are encouraged to browse among them at their convenience. Thus the selection of books becomes a cooperative activity under the leadership and guidance of the supervisors.

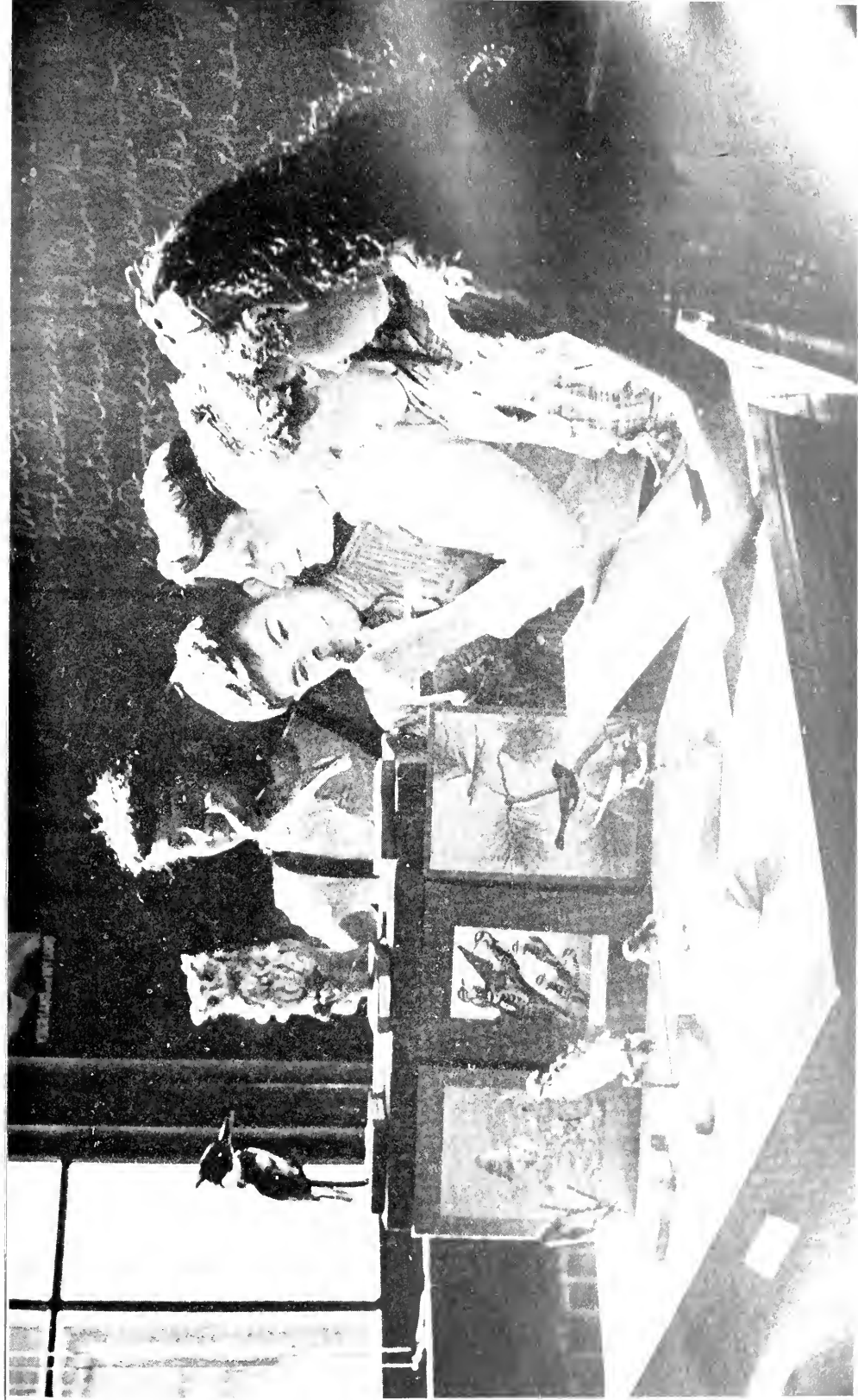
Responsibility for Selection of Educational Material

The supervisors also have representation on the Council on Educational Material for Grades I, II, and III, and on the Council for Grades IV, V, and VI. The supervisors assume the leadership and guidance of the councils in evaluating educational material. Only those materials which are, relatively speaking, the most meaningful in themselves, or which render more meaningful the children's learning experiences, are recommended for authorization. Samples of authorized educational material are sent to the Administration Library, where they are available for critical examination not only by appointed teachers but also by teachers in training.

During the current year the *List of Educational Material for Grades I, II, and III* (Board of Superintendents' Circular No. 7, 1936-37) has been revised and reprinted with eliminations and additions through November 1, 1940. (Board of Superintendents' Circular No. 1, 1940-41.)

Curricular Activities

Improvement of the curriculum is today a cooperative responsibility of administrators, principals, teachers, and supervisors, as well as of related educational agencies outside the school system. The supervisors, however, are in a position to make the most effective contributions toward this end. The very nature of their work demands intensive study and discriminating evaluation of curricular trends, in the light of an accepted basic philosophy and of scientific conclusions. Recognition and appreciation of the supervisors' function in improving the curriculum are evident in the number of requests received from within and outside the school system to answer



The Modern Trend
Enjoying the Use of the Bird Exhibit Lent by the Children's Museum

questionnaires, to address teacher groups, and to participate in the deliberations of curriculum committees and study groups.

Special tribute is due the Boston Elementary Principals' Association for its cooperation and its interest in supervisory experience and viewpoints concerning curricular adjustment. The repeated requests of the association for presentation of supervisory points of view have made it possible for the supervisors to recommend to the consideration of the principals and the teachers improvements suggested by the supervisors' broader experience. During the past school year the following specific recommendations have been made:

- (1) Clarification of the principle of integrated teaching.
- (2) Bridging the traditional gap between grades III and IV.
- (3) Increased attention to word recognition techniques in grades IV, V, and VI.
- (4) Increased oral practice in fundamental facts and processes, and in the interpretation of problems in arithmetic.
- (5) Greater assistance in interpreting and applying the results of educational tests.
- (6) Directing teaching activity toward anticipation and prevention of probable difficulties and errors in learning.
- (7) Allotment of less time to the study of Old World Background.
- (8) Stress on principles basic to the present geographic and economic conditions.

Improving Teaching Techniques and Practice

In the final analysis the classroom teacher is recognized as the instrument through which improved instructional practice is effected. The elementary supervisors are subject to the teacher's call whenever and wherever their assistance is needed, to act as guides and consultants, and to direct and counsel the teacher until she becomes entirely self-directive. The supervisors effect such guidance by observing and evaluating classroom activities, conferring with individuals or groups, encouraging professional clubs, recommending specific professional reading, and demonstrating teaching.

Demonstration Discussion Groups

Among these supervisory techniques, none is more satisfying nor more productive of improved cooperation than demonstration teaching. A particularly effective application of this technique was initiated during the past year and was authorized by the Superintendent, under the name of Demonstration-Discussion Meetings. The following excerpt from Superintendents' Circular No. 111, 1940-41, sets forth the nature and purpose of these meetings:

DEMONSTRATION-DISCUSSION: FOURTH-GRADE GEOGRAPHY

"To Principals of Elementary Schools:

"In order to provide opportunity for teachers to observe some of the typically fine procedures which are being used in our schools, we hope, from time to time, to set up Demonstration-Discussions in various schools, at different grade levels.

"These demonstration lessons will be held during school hours, under normal school conditions. They will be followed by discussion periods under the direction of the Director of Elementary Supervisors. During these conference periods an opportunity will be provided for informal discussion, in order to assist teachers to a fuller appreciation of underlying principles and a more discriminating evaluation of the particular technique used.

"Each elementary school principal is invited to select a fourth-grade teacher to represent his school in this Demonstration-Discussion group. It is expected that each principal will make adjustments within his school which will take care of the pupils of the visiting teacher; and that she, in turn, will report to her fellow-teachers the observations and viewpoints presented during the conference.

"The first of these meetings will take place on Wednesday, May 21, at 2.00 p. m., at the Robert Treat Paine School. . . ."

The demonstration took the form of a Summarization Lesson, during which a fourth grade presented a summary of its study of Japan as a typical island-country to a parallel fourth grade which was about to undertake a similar study. It was the repetition of a lesson which the director had chanced to observe during a regular supervisory visit. Every effort

was made to present the lesson with the sincerity and spontaneity that had been apparent in the original presentation and to encourage frank, informal questioning and discussion on the part of the teacher audience.

The method of achieving these objectives and of effecting the related guidance in teaching are indicated in the following excerpts from the mimeographed:

GUIDE TO OBSERVATION AND DISCUSSION

Technique illustrated — Summarization Exercise in Geography.

Form — A Radio-Television Broadcast of Life and Customs in Japan.

Presentation — By Fourth-Grade Pupils under the leadership of the principal and the fourth-grade teachers.

1. Objectives.

What specific objectives did the teacher have in mind when (a) undertaking the study of Japan, and (b) organizing this broadcast?

2. Procedure.

How did the teacher organize activities in order to effect these objectives?

3. Purposes of the children.

What motives led the children (a) to gather information about Japan, and (b) to prepare the broadcast?

4. Outcomes.

Check the outcomes with the objectives outlined in your course of study, in terms of informations, skills, habits, attitudes and appreciations, noting particularly the following references:

Geography: Pages 75, 86-89, 98-100.

Reading: Pages 60-64, 66.

Oral and written composition: Pages 33, 37, 44.

5. Note the following salient points:

(a) The number of children actively participating.

(b) The opportunities provided for the maximum growth of each child at his particular level.

(c) The economy of time and effectiveness of learning made possible by the integration of the related geography, reading, and language.

(d) The favorable reactions of both the active participants and the pupil audience.

(e) The repetition of this exercise before several school audiences accounts for the effect of its having been memorized, which — under normal conditions — would be undesirable.

6. Questions.

Submit *unsigned* at the close of the demonstration any question or detail which you would like to have discussed. Question, comment, or challenge will be welcome throughout the discussion period.

7. Annotated Bibliography.

Each classroom has its own card catalog, listing all materials available for use in connection with particular centers of interest. The catalog is organized for easy and effective use; *e. g.*, note how effectively this organization has served the various reading levels of the class in their study of Japan.

Number copies.	Author.	Title.	Reading assignment.
45	Perdue.—	Child Life in Other Lands. For studied reading and gathering information on the following topics: People.— Appearance, clothes, dress. Homes.— Outside, inside, furnishings, heating, etc., food, sleep, gardens, doll festival, kite festival, games.	Groups B and C
12	Carpenter.—	Japanese Twins. Extra silent reading and audience reading.	Group A
10	Hedrick-Van Noy.—	Kites and Kimonos. Supplementary reading during library hour.	Groups A, B, and C
3	Carpenter.—	Around the World with Children. Audience reading with a discussion of these topics: Climate, language, dress, babies, homes, dinner time, rice, landscape, tea, schools, jinrickishas, holidays.	
12	Wade.—	Our Little Japanese Cousin. Group B — Silent reading to find information on assigned topics. Group C — To find new information to share with others.	Groups B and C
3	Lincoln.—	Fourth Reader (Selections). More able readers read and discuss the topics "Homes" and "Manners."	

SUPPLEMENTARY BOOKS AND MATERIALS USED

Copies owned by individual children:

- Individuals read to supplement information gathered by other children.
- Individual contributions made from reading done outside school hours.
- Materials for display: Miscellaneous post cards, pamphlets, pictures, and photographs.

ADDITIONAL READING REFERENCES

Copies available in parallel fourth grade.

- 6 Chamberlain.— How We Are Fed — A Rice Field.
- 6 Chamberlain.— How We Are Sheltered — Where the Chrysanthemum Grows.
- 6 Chamberlain.— How We Travel — A Journey in a Jimrickisha.
- 45 Carpenter.— The Clothes We Wear — Silk.
- 45 Carpenter.— The Foods We Eat — Rice, Tea.

The demonstration was followed by an informal report by the teacher of the parallel fourth grade, describing summarization exercises which her class had previously presented to the fourth grade that had just presented the program. She stressed the advantages of such summarization exercises for motivating learning on the part of the group presenting the program, and for giving direction to the auditor group's future study of the subject.

The outcomes of the demonstration were most gratifying. Approximately thirty unsigned questions were submitted. These were answered by the two teachers participating, by the principal, and by the Director of Elementary Supervisors.

The principals arranged to have the experience shared with those teachers who for obvious reasons could not be invited. In several instances the principals, being in a better position to select and stress those details which were most needed by their particular groups, assisted teachers in organizing their reports, and the Elementary Principals' Association has invited the director to discuss the organization of activities around vital centers of interest or units of work.

It is difficult to plan a program of Demonstration-Discussion meetings in advance. The supervisor must be free to catch in process a sincere piece of work exemplifying a needed technique or a newer trend; *e. g.*, the fourth grade was deliberately selected because of the obvious general need of a closer co-ordination of activities between grades III and IV, and the manifest misunderstanding of the meaning of "unit of work."

Redistribution of Supervisory Assignments

To promote a closer coordination between grades III and IV, the Superintendent authorized a new distribution of supervisory assignments to take effect in September 1940. Instead of two supervisors being assigned to grades I, II and III, and two others to grades IV, V, and VI, as was the previous practice, each supervisor was assigned to grades I-VI, inclusive.

The new assignments were made on a city-wide basis in order that each supervisor might have an inclusive view of the entire field, which would enable her to make recommendations of common concern to all. The plan makes each supervisor familiar with all the local factors which affect the teaching-learning situation. Moreover, it conserves time, thereby increasing the number of possible visits.

Education for Defense

Does not the present emphasis upon education for defense imply a more deliberate organization of related activities in the elementary school? Right attitudes are the outgrowth of well-grounded appreciations and desirable emotional reactions. Children of elementary school age are very sensitive to such appeals. Might they not, profitably, be exposed to an organized program of pictures, movies, of stories (read and told), and of participation in activities for social and civic betterment which would stimulate desirable appreciations and attitudes?

KINDERGARTEN

Forum discussions dealing with organization and with curriculum problems have been conducted by the Director.

The kindergarten is accepted as an essential part of the school system. Its purpose is to provide a type of education based upon the needs of children at a time when they are not sufficiently mature for the more formal instruction of the grades.

Children entering the kindergarten vary greatly in language power, background, interests, and experience. They differ in ability to listen, to understand, to work or play with others, and to care for themselves or their possessions. They differ in ability to distinguish form, size, color, number. They differ in muscular coordination and emotional control.

The kindergarten teacher must know the limitations of each child, must meet him on his own age level, and must pro-

ceed to determine a program for his growth and development. By observation and trial the teacher establishes ability groups and plans procedures designed to challenge the interest and effort of the individual and of the group as a whole.

As the work progresses the teacher soon discovers what at first appears to be serious deviation from the normal among the individuals who comprise the groups. These include the self-centered, selfish child, the timid, retiring child, the aggressive, destructive child, the inactive, listless, non-participating child. It is necessary for the teacher to know how to discover and satisfy the needs of each child for she must gradually mold them into little societies where each will realize the duty of participation and cooperation, and will understand that freedom to act is restricted by similar rights in others and that all must be obedient to the rules of the group.

The intelligent, progressive teacher will be reluctant to classify these varying individuals as "problem children" for her task is to build an understanding relationship with all. This is a difficult task, requiring infinite patience, kindness, and tact, but it is well worth all the energy and effort the teacher can muster for it is establishing early in the minds of these children the elements of good citizenship.

Consolidation of Departments

As a result of raising the entrance age to four years and six months at the beginning of the school year, the enrollment in the kindergarten was approximately 3,000 less than for the year 1939-40. The educational advantages to be derived from the change in entrance age were fully outlined in the 1940 annual report of the Superintendent.

The administrative problems resulting from the decreased enrollment have necessitated a long range problem of adjustment and reorganization. Kindergarten classes in districts throughout the city have been consolidated. Permanent teachers have been transferred to vacancies caused by resignations and retirements. Temporary absences within the department have been covered by excess permanent teachers. Many permanent teachers have been reduced temporarily from a two-session to a one-session basis with resultant loss of pay, and this policy must continue over the next few years before it will be possible to restore status and salary of teachers adversely affected by reorganization.

Reorganization Policy

Kindergarten classes will be divided into two groups, one group attending the morning session, and the other group attending the afternoon session. A single teacher will be in charge of both groups and her teaching schedule will be on the same basis as the elementary teacher. While this plan will result in substantial financial savings, it presents other serious difficulties. It may necessitate the curtailment of community activities, which have long been considered a vital part of kindergarten education, but no matter how great the difficulty it should not result in restricting the important work of home visitation and the conduct of mothers' meetings.

Departmental Activities

At the monthly conferences of the director the teachers have studied and discussed the improvement of teaching procedures and the relation of theory to actual classroom experiences. Prominent educators, who are specialists in certain fields of work applicable to kindergarten instruction, have addressed the groups at various meetings.

Community Work

Following the annual custom of the department, the teachers at Christmas contributed gifts of toys, attractively packaged, to the Welfare Club of Teachers College to be distributed by them to children in hospitals on the holiday. Again, just before Easter, 185 gay Easter boxes, filled to overflowing with gala packets made by the children in the kindergartens, were contributed to the Junior Red Cross for distribution to twelve metropolitan hospitals.

The greatest progress in kindergarten activity in recent years has been the development of manipulative skill. Teachers and children have acquired dexterity in the technique of constructing interesting objects, and the stimulus gained from exhibits of children's work has permeated every kindergarten and made of it an attractive workshop where children learn by doing. Group planning, resulting in the production of attractive articles, provides a wealth of genuine educational experience.



Recreation



The following comments are from letters of appreciation received:

Junior Red Cross Spring Report for 1941:

"During Holy Week the kindergarten teachers brought in boxes to be sent to twelve hospitals for Easter. There were 185 boxes of all kinds, and the quality, workmanship, and ingenuity were never higher."

To the teachers:

"We want all of your teachers to know how much we appreciate the work they do, and how increasingly good the quality has been each year. The friendly attitude of the teachers is valuable to us, and we are most grateful to them for their continued interest and cooperation."

To the children:

"Thank you for the gay Easter gifts you sent us. Some of the little girls are wearing bright cardboard bonnets and playing with little doll carriages or yellow chickens. We all admire the skill and care displayed in making these articles, and I know the children who made them will be pleased to know how much their gifts brighten other children's lives in the hospitals."

Laura Fisher Taussig Memorial Fund

The members of the Laura Fisher Taussig Memorial Committee met this year and chose a series of attractive inlay puzzles to be distributed to the kindergartens during the next few years from the interest of the Laura Fisher Taussig Memorial Fund.

Peter De Grand Fund

The interest from the Peter De Grand Fund is available this year for purchase of picture books for the kindergartens of the city. A committee of teachers, in conjunction with the director, made a selection of fourteen gay picture books, many illustrated in color, which will be appreciated and greatly enjoyed over a period of years by the thousands of children in our kindergartens.

Pictorial Record of Activities

Through the cooperation of the Department of Visual Education and the teachers of the Kindergarten Department, a

pictorial record of kindergarten activities was assembled this year. The collection includes moving pictures in color, colored slides, and photographs of excursions, and various phases of activity in the kindergartens.

Survey Course in Kindergarten Education

Members of the department, with the guidance of the director, have formulated a survey course in kindergarten education to be given during the school year 1941-42 at The Teachers College of the City of Boston. Teachers participating have specialized in the various fields of teaching, and it is felt that the course will be valuable to both kindergarten and primary teachers.

National Education Association Meeting of 1941

Kindergarten teachers participated in many ways at the recent Boston meeting of the National Education Association. The Glee Club provided entertainment for visiting members. Teachers made artistic display posters, served as hostesses at department headquarters, planned historic and sightseeing trips, served at information centers, and on numerous committees.

Statistical Data

Number of teachers in the department	288
Number of cadet teachers who came under the direction of the department	7
Number of kindergarten equipments	166
Number of equipments used for both morning and afternoon classes	70
Total number of kindergarten classes	236
Total enrollment	7,810
Visits to homes by kindergartners	17,408
Attendance at mothers' meetings	20,898
Conferences of director with teachers of the department, September to May	8
Monthly conferences of director with cadet teachers	7

SCHOOL HYGIENE

During the school year 1940-41 the health of the school children in general appears to have been good. Less than six thousand school children were diagnosed by school physicians as suffering from malnutrition. Many of these children were

border-line cases and in only a few instances were they neglected by their parents or guardians. It was not necessary during the school year to exclude any child from school because of malnutrition. There were 10,632 children known to be underweight, but this number cannot be taken for granted as suffering from malnutrition. What are considered the right foods as taught by research nutritionists are stressed to all pupils from the kindergarten through the grades with effective results. Hardly a pupil is not aware of the foods and health habits associated with nutrition necessary for perfect health. Milk was widely sold at cost to all elementary school pupils. The availability of the United States Surplus Food Commodities has improved the menu of our school luncheons and nutrition classes to a remarkable degree, with a consequent rise in the pupils' health and a notably increased desire and ability for hard school work.

The free lunch room at the John A. Andrew School has been a success from the start and the quality and quantity of the food served compares favorably with the table set in the houses of people who have a large sum of money available for the purpose. It is planned to expand this program soon to provide for children in need of a better-balanced diet, and who also need to be educated to new (to them) valuable foods.

The annual examination of school children by the school physicians indicates that there is very little change in the type of defects found from year to year.

Defective vision is still a problem among school children. Every effort by the use of the candle-foot meter as a detector is made to correct any structural defect of school buildings and bring up the lighting at least to the minimum standards required by the State Department of Public Safety. Practically every schoolroom in the city has been repainted in recent years, and it is extremely rare to find a dingy, unattractive, and ill-lighted classroom. The teachers and nurses accomplish incomparable results in correcting defective vision by the procurement of lenses. The school service connected with the Community Fund has capably corrected all cases unable financially to secure spectacles. The public clinic of the city and the Work Projects Administration Eye Clinics, two in number, refract these children free. It is felt that only in rare instances are children handicapped by defective vision to

such an extent as to deny them a full education. However, we still feel that provision should be made for Conservation of Eyesight Class children to obtain a high school education.

Defective hearing presents many difficulties for individual children in their efforts to secure a well-rounded education, but everything possible is being done for children with severe pathological defects.

Thousands of children have defective teeth. Boston has perhaps the best dental facilities for corrective work in the United States. We use these facilities to their capacity. However, facilities for the adolescent and high school pupils are totally inadequate, and there seems to be no way under the present arrangement to preserve the teeth of this group of children.

Tuberculosis is evidently not a problem among Boston school children as determined by the survey of thousands of high school children in 1939.

Less than one per cent of our school children have organic heart disease, and in some instances the tendency disappears after adolescence.

More than ninety per cent of the children enrolled in the kindergarten and first grade have been immunized against diphtheria.

Contagious diseases had an extremely low incidence during the school year. Only 855 cases of measles were reported. Anterior poliomyelitis was reported only on four occasions. No epidemic or semi-epidemic of this disease has existed in our schools since 1935. Scarlet fever was unusually mild in its course, and few known complications developed.

Causes of Death Among Elementary and Intermediate School Children

CAUSES	Number of Deaths
Accidents	11
Automobile	5
Burns	1
Drowning	1
Punctured skull	1
Skull fracture	1
Stabbing	1
Struck by ball	1
Brain tumor	2
Carcinoma	1
Cardiac	8

CAUSES	Number of Deaths
Electrocution	1
Leukemia	4
Meningitis	1
Operations	4
Appendectomy	3
Mastoid	1
Pneumonia	6
Result of anesthetic	1
Streptococcus	1
Total	40

Distribution of Milk

1. Approximate number of families on relief	7,766
2. Number paying for milk:	
Bottles, 9,540 cost, per bottle, 3½ cents	
Cups, 1,798 cost, per cup, 2½ cents	
3. Number receiving free milk as of June 1941	3,331
4. Approximate number receiving "penny milk" as of June 1941	5,000
5. Approximate number recommended for "penny milk" as of September 1941	40,117

Special Work Performed by School Nurses

Semi-annual weighing and measuring all children in elementary and intermediate districts.

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

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.

Making special reports on tuberculosis contacts.

Addressing parents' meetings.

Social Work Performed by School Nurses

Securing social histories on all cases referred to welfare organizations.

Referring pupils for vacations to various organizations.

Obtaining vacations for pupils at summer camps.

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

Collecting and distributing clothing to needy families.

Selecting groups of needy children eligible for free milk.

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 1940-41 was 85,420 (43,906 boys, 41,514 girls). The total number of discovered defects was 11,082, distributed as follows:

DEFECTS	Boys	Girls	Total
Defective nasal breathing.....	694	663	1,357
Defective tonsils.....	2,465	2,344	4,809
Heart:			
Endocarditis.....	291	372	663
Other conditions.....	90	96	186
Skin.....	123	108	231
Malnutrition.....	1,161	1,630	2,791
Orthopedic defects.....	173	148	321
Respiratory defects.....	99	52	151
Other defects.....	295	278	573
Totals.....	5,391	5,691	11,082

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

The total number of cases recommended for treatment was 5,557, classified as follows:

1. TREATED BY FAMILY PHYSICIAN

DEFECTS	Boys	Girls	Total
Heart:			
Endocarditis.....	57	89	146
Other conditions.....	27	20	47
Skin.....	29	37	66
Malnutrition.....	284	422	706
Orthopedic defects.....	27	39	66
Respiratory defects.....	28	13	41
Other defects.....	64	46	110
Totals.....	516	666	1,182

2. TREATED BY HOSPITAL

DEFECTS	Boys	Girls	Totals
Heart:			
Endocarditis.....	226	258	484
Other conditions.....	30	38	68
Skin.....	54	63	117
Malnutrition.....	337	551	888
Orthopedic defects.....	117	84	201
Respiratory defects.....	65	40	105
Other defects.....	111	183	294
Totals.....	940	1,217	2,157

3. NUMBER OF OPERATIONS

DEFECTS	Boys	Girls	Totals
Defective nasal breathing.....	194	193	387
Defective tonsils.....	539	556	1,095
Totals.....	733	749	1,482

4. EXAMINED AT HOSPITAL OUT-PATIENT DEPARTMENTS,
BUT NO TREATMENT RECOMMENDED

DEFECTS	Boys	Girls	Totals
Defective nasal breathing.....	71	66	137
Defective tonsils.....	286	313	599
Totals.....	357	379	736
Grand Totals.....	2,546	3,011	5,557

Summary of School Nurses' Daily Report

Visits to homes	26,618
Classroom talks on hygiene	9,625
Consultations with teachers	98,262
Consultations with pupils	173,553
Inspections of hair	434,185
Inspections of teeth	360,362
Treatments	57,964

Pupils Escorted to Clinics by Nurses

CLINIC	Number	Re-Visits
Eye.....	465	245
Ear.....	57	16
Nose and throat.....	156	21
Medical.....	164	40
Surgical.....	99	14
Skin.....	44	10
Totals.....	985	346

Operations for Removal of Tonsils and Adenoids

Tonsils.....	1,789
Adenoids.....	1,536
Total.....	<u>3,325</u>

Dental Work**I. SUMMARY**

Number of pupils having dental work completed.....	29,737
Cared for by private dentists.....	12,663
Cared for at clinics.....	17,074
Number of pupils escorted for dental treatment.....	9,207
Re-visits.....	22,886
Prophylaxis treatments.....	17,489
Classroom toothbrush drills.....	4,600

2. WORK COMPLETED

Number of pupils having dental work completed.....	29,737
--	--------

GRADE	Dental Clinics	Family Dentists	Total
IX.....	795	1,356	2,151
VIII.....	1,087	1,490	2,577
VII.....	1,170	1,248	2,418
VI.....	2,957	1,669	4,626
V.....	2,344	1,546	3,890
IV.....	1,733	1,373	3,106
III.....	1,373	1,201	2,574
II.....	1,246	798	2,044
I.....	3,522	1,110	4,632
Kindergarten.....	386	683	1,069
Special.....	367	101	468
Others.....	94	88	182
Totals.....	17,074	12,663	29,737

Correction of Defective Vision (Intermediate and Elementary Schools)

Cases reported by teachers, after testing		6,732
Examined:		
By oculist	832	
At hospital	3,977	
By optometrist	1,024	
	—	5,833
Corrected:		
Glasses advised	4,593	
Glasses not advised	636	
No change of glasses advised	601	
	—	5,830
Glasses obtained		4,367
Strabismus cases		1,196
Under treatment	1,079	
Not under treatment	117	
	—	

Correction of Defective Hearing (Elementary and Intermediate Schools)

Cases reported by teachers, after testing		666
Corrected:		
By family physician	31	
At hospital	131	
	—	162
Under treatment:		
By family physician	63	
At hospital	367	
	—	430
Total		592

Report of Expenditures by School Nurses of Funds Raised at the Bridge Party Held in October 1940

Total amount of money in fund		\$2,217 45
Distributed by school nurses	\$2,042 40	
Distributed in high schools	175 05	
	—	
Expenditures made by school nurses:		
354 pairs of eyeglasses	\$1,440 49	
103 pairs of eyeglasses (part payment)	263 58	
57 pairs of eyeglasses repaired	75 15	
30 pairs of shoes	67 34	
3 pairs of rubbers	2 81	
Clothing for pupils	40 53	
Food for pupils	24 61	
Milk for pupils	12 27	
	—	
Carried forward	\$1,926 78	

<i>Brought forward</i>	\$1,926 78	
Straws for milk	20	
Food for pupils in rest and nutrition classes	6 10	
Medication	14 70	
Admissions to hospital and dental clinics	15 30	
Car fares for pupils attending clinics	21 70	
Derbac combs	13 09	
Toothbrushes	2 59	
Haircuts	50	
Cleansing articles in health room	1 25	
Thermometer	1 00	
		\$2,003 21
Unexpended balance:		
Bennett	\$6 03	
James A. Garfield	10 40	
John Cheverus	1 25	
Thomas A. Edison	4 51	
Trade School for Girls	17 00	
		39 19
		<u>\$2,042 40</u>
Checks sent to high schools:		
Charlestown High School	\$29 00	
Dorchester High School for Girls	22 00	
East Boston High School	54 00	
Girls' High School	15 00	
Hyde Park High School	33 00	
Jeremiah E. Burke High School for Girls	22 05	
		175 05
		<u><u>\$2,217 45</u></u>

PHYSICAL EDUCATION

Elementary Schools (Grades I=VI) and Elementary Schools with Intermediate Grades (Grades I=VIII)

Four assistants, high school (physical education), are assigned to the supervision of physical education in the elementary schools, each supervising instructor covering about fifteen school districts and visiting 400 teachers about three times during the school year.

The course in physical education for these schools consists of grade and progressive classroom exercises, group posture exercises, games, and dances. These activities are all taught by the classroom teachers, under the direction and supervision of the visiting instructors. In the first six grades, the time

allotted to physical education is divided into morning and afternoon periods — a morning period of eight minutes, and an afternoon period of seven minutes. In grades VII and VIII there is one daily fifteen-minute period, assigned to the afternoon session.

The program of physical education activities is organized as follows: Grades I-VI, inclusive — two morning periods a week, group posture exercises; three morning periods, regular classroom exercises of the grade; afternoon periods, games, rhythms, and dances. Grades VII and VIII — two afternoon periods are assigned to group posture exercises, two to regular classroom exercises of the grade, and one to games or dances. The teaching of games and dances in the elementary districts is more or less restricted because of building regulations, and may be carried on only where building facilities permit of such activities.

The "*Course in Physical Education for Grades IV, V, and VI*" (School Document No. 9, 1939) offers a suggestion for a new time allotment of afternoon periods in those grades, and this new arrangement has been adopted in many districts, resulting in a gratifying increase in the number of districts having organized play at recess time. The games are taught during the play period, by the classroom teachers, and are then organized, with group leaders, during the regular morning recess period, in order that every pupil in the yard may participate in some form of organized play. In a few districts, where the recess period for grades I, II, and III is coincident with that of grades IV, V, and VI, games for these grades have been taught in grade VI, and leaders have been chosen to organize and conduct such games for this group. It has been a most interesting and profitable experiment and has added much to the safety of the yard at recess by keeping these little people busy in their own group and particular area. It is the hope of the director and of the department, and of the visiting instructors, to see this plan of organized recess put into action in every school district of the city.

There has been an increase this year in the requests for the teaching of rhythm and dances in the first six grades, and the visiting instructors have been called upon to cooperate with other departments of the school system in arranging and executing programs demonstrating the many activities of the school curriculum. These programs have been presented to

visiting parents and officials and at special meetings of the home and school association.

The group posture program is an important phase of the work in physical education in the elementary schools. It consists of special exercises for the correction of faults of posture, taught in groups to which pupils are assigned according to their posture habits. Every pupil in the elementary school is examined and marked for posture at the beginning of the school year by the visiting instructor. The pupils are then assigned to groups according to school grades and posture marks, and assemble in these groups for special group exercises two mornings a week in grade I-VI, inclusive, and two afternoons a week in grades VII and VIII.

Pupils are again examined and graded for posture by the visiting instructor at the end of the school year, to note progress. In those districts where the group posture program has been followed regularly, there is always a marked improvement in the posture of the pupils at the end of the year. The members of the department experience pleasant and constructive cooperation with another school department, that of School Hygiene. All cases of faulty posture which seem to indicate orthopedic defects are referred, through the school nurse, to the school doctor, who examines the pupils and prescribes according to his diagnosis. In some cases the pupil is referred by the doctor to special orthopedic clinics; in others, to the special group exercises conducted in the school. In grades VII and VIII the regular exercises in the course in physical education for these grades are taught in the classrooms on two afternoons a week, the group posture exercises on two afternoons, and the fifth afternoon is reserved for games, rhythms, and dances, wherever the building facilities and restrictions permit of such activities. In many buildings, corridors and basement rooms are pressed into service for these activities, to arouse and stimulate an interest in the recreational and social phases of physical education. The response of both teachers and pupils of these grades to this plan of the work has been most satisfactory and it is hoped that more adequate facilities may be provided in the future, to insure a greater scope of activity.

Intermediate School Districts

This group of school districts comprises fifteen schools equipped with gymnasium facilities having a full-time instructor

of physical education assigned to them, and nine schools, without such facilities, in which the program of the department is conducted by classroom teachers assigned to this work by the master of the school.

In this latter group, two of which are boys' schools, the boys of grade IX have two forty-minute periods a week of military drill under a regularly appointed instructor of military drill, and the girls of grade IX have two forty-minute periods a week of physical education activities, which include marching, gymnastic exercises, dancing, stunts, and games. These activities for boys and girls in grade IX are conducted in the hall of the school, or in the best available space.

The boys and girls in grades VII and VIII in this group follow the prescribed course in physical education for these grades, having fifteen minutes daily assigned to classroom exercises, games, or dances.

In the group of schools having gymnasium facilities, boys and girls of grades VII and VIII and girls of grade IX have two forty-minute periods a week in the gymnasium, participating in physical education activities which include marching, gymnastics, dances, games, stunts, tumbling, and apparatus work. The boys of grade IX in this group, as in the other, have two forty-minute periods a week of military drill.

The posture program in intermediate schools is conducted more intensively than in the elementary grades. Most schools having gymnasium facilities are provided with a special room for corrective and remedial exercises, and, since these rooms are fully equipped with the best and latest apparatus for this type of work, pupils receive more individual attention and instruction than it is possible to give in the limited facilities of the elementary schools.

Girls' Latin School

The basic principles of the program of physical education activities in Girls' Latin School follow closely those outlined in the course in physical education for intermediate and high schools, and this school has been chosen as a good working model of these principles. The Girls' Latin School houses six school grades and, therefore, incorporates in its curriculum the work of both intermediate and senior high school grades.

The indoor work in the gymnasium classes consists of a progressively graded six-year program of marching, drill,

dancing, and games. The marching stresses quick response and posture training; the drill corrects bodily defects and develops coordination; the dancing develops poise, grace, and creative ability; the games emphasize the recreational and social phases of the work. The indoor program culminates annually, during the first week of May, in an interclass gymnastic meet, with all six classes competing in the four branches of the work. This meet is open to parents and friends of the pupils.

The physical education program is supplemented by a course in first aid instruction, to prepare pupils to act efficiently in all common emergencies. At the close of the school year, the *American Red Cross Junior First Aid Certificate* is awarded to those passing an examination in first aid procedures.

An optional program of after-school sports is open to all pupils in the school, and more than fifty per cent of the student body avail themselves of the opportunities offered. The list of sports is as follows:

Outdoor (seasonal)	{ <ul style="list-style-type: none"> Baseball Basket ball Field hockey Riding Tennis
Indoor	{ <ul style="list-style-type: none"> Badminton Bowling Deck tennis Swimming

The outdoor sports are held on available play areas in the neighborhood of the school; swimming is conducted at the Y. W. C. A. pool; bowling, in approved alleys within easy transportation distance from the building.

At the end of the season in each sport, a tournament and class games are held. At the end of the school year, school letters are awarded for active participation in three or more sports.

Occasionally the pupils of Girls' Latin School have had opportunity to participate in play days, where several schools gather and play together without competition. These trips bring about many pleasant contacts, provide opportunities for the making of new acquaintances, and impart a social spirit to the games taught and played. The Jeremiah E.

Burke High School for Girls and the Girls' High School also have cooperated in this interesting project, together with schools in Danvers, Newton, Brookline, and other places. Transportation to these affairs has been taken care of by mothers of the pupils, who are glad to cooperate in this way. The pupils find enjoyment in the work offered them by the department, and, through the wide scope and variety of its activities, learn much that will be remembered and found useful long after school days are over.

Military Drill

Military drill has been a required subject for all boys of high school grades in Boston public schools since 1863. Every boy in grades IX, X, XI, and XII throughout the city is required to have two forty-minute periods a week of military drill under a regularly appointed instructor of military drill. The course in military drill is modeled on the most recently issued manuals of the War Department, Infantry Training Regulations, and the Basic Field Manual. These regulations are adhered to as strictly as possible and all the latest drill and marching formations are adopted as soon as they are accepted and authorized.

The Public Latin School, as one of the oldest secondary schools in the city, has a long and noteworthy record of achievement in this phase of the work of the Department of Physical Education, and, therefore, it has seemed fitting to have the aims and ideals of the military instructors in all our schools expressed by a member of its faculty.

It was during the Civil War, in 1863, that Edward Everett and other distinguished citizens of Boston suggested that the School Committee introduce into the high schools military drill for boys. A petition to that effect was presented to the School Committee bearing the signature of citizens from every calling and profession, and emphasizing the value of military training for boys, not only as a physical exercise, but also as a means of "*inculcating a more manly spirit, and of making them more alert, intelligent, graceful and gentlemanly in their bearing.*" For over seventy years, since its adoption as a required subject of the school curriculum, military drill has grown constantly in popular favor, has justified its place in the curriculum, and has established itself as a desirable educational factor.

From the beginning, military drill has been under the exclusive control of the School Committee and has never been identified with any state or federal organization. It has been preeminently designed as an educational measure to equip boys for worthy, wholesome citizenship and to fortify them against unpreparedness if called to military service.

Military drill is now a part of the Department of Physical Education, with a total personnel of fourteen instructors and two armorers. The instructors are commissioned officers of the Army, the Marine Corps, the Army Reserve Corps, and the National Guard, and are appointed from rated lists based upon examinations conducted by the Board of Examiners.

Military drill is an inexpensive, as well as effective, form of physical education. The School Committee furnishes the rifles and belts, and each cadet furnishes his own uniform. The regulation school cadet uniform consists of a blouse, breeches, leggings, and "over-seas" cap, all of olive drab cotton, and costs approximately seven dollars.

At the beginning of the school year the cadets are organized into companies consisting of from forty to fifty boys. Commissioned officers are selected from the senior class, as far as possible; sergeants and corporals, from the lower classes. The regulations of the War Department are systematically followed in the formation and leadership of squad, platoon, and company. Throughout the school year, lectures are given the cadets on leadership, military discipline, courtesy, hygiene, sanitation, citizenship and patriotism, the Colors, insignia of rank, the salute, map-reading, and the duties of commissioned and non-commissioned officers. After June first, a systematic course of instruction in first aid procedures is given to boys in grades IX, X, XI, and XII by the military instructors.

Competitive drills, including all intermediate and secondary schools, are conducted in the spring of the year, and help to hold the interest of the boys throughout the year and to maintain a high standard of performance. From the results of these competitions the colonels, lieutenant-colonels, and majors are selected to lead their respective regiments and battalions in the annual street parade, which takes place early in June. This parade of 17,000 school boys, led by their own officers, with their own bands and drum and bugle corps, has always been an inspiring sight. The "mass formation" now in use in Boston schools has received favorable comment from officers

of the Army, from parents of the boys participating, and from citizens in general who have witnessed it.

Every school cadet who has worked his way from the ranks to be made a commissioned officer receives a military diploma with the high school diploma, which signifies that he has completed four years of military drill and is entitled to four diploma points in the subject.

It is interesting, and timely, to note that five of the regularly appointed instructors of military drill in Boston schools have been called and have reported for military service in different branches of the army. Their places have been temporarily filled by permanent teachers holding commissions, who have not yet been called, and who have volunteered their services to the department in this emergency.

Athletics

Contests for boys in the Latin, trade, and day high schools are arranged in four major sports: Football, hockey, track, and baseball. Since there are fourteen schools, few contests are played with outside cities and towns.

Football games are played at the National League Field on weekdays, usually as double-headers. Hockey games are played on weekday afternoons or Saturday mornings in either one of the two enclosed ice areas in Boston. Track meets are held in one of the armories through the cooperation of the Commonwealth of Massachusetts. Baseball games are played on public playgrounds which are under the control of the City of Boston Park Department.

Admission prices for all games are kept at a minimum. Football prices range from fifteen cents for the weekday games to fifty cents for the Thanksgiving Day double-header. Hockey admission is twenty-five cents, track is ten cents, and no admission is charged for baseball.

All teams are coached by teacher coaches, most of whom have the rank of master or junior master. Practice, except for track, is held away from the school on the playgrounds or public ice ponds. Where necessary, transportation on chartered buses is provided to and from the practice field.

At football and hockey games and at track meets a doctor is in attendance. His is the final say as to the removal of any contestant from the game for physical reasons. All boys are taped before the game by a special trainer. These all-

important ounces of prevention, in addition to adequate protective equipment, have kept the injury list at a minimum.

A feature of the track program which has tended to prevent excessive fatigue is the division of all boys into four age groups, regardless of height or weight. Each group is strictly limited as to the distance which any boy may run. Boys are also allowed to run in only one event and one relay.

One reason that the protective equipment is so good is that sufficient can be bought for each school at exceptionally low prices. All fourteen schools submit requisitions, bids are asked for, and contracts awarded to the lowest qualified bidders. This wholesale buying makes for a tremendous saving in the initial price of equipment and allows money for cleaning, sterilizing, and reconditioning.

The chief feature upon which the boys' sports program is conducted in the Boston high schools under the direction of the School Committee and under the supervision of the Director and Assistant Director of Physical Education is the insistence upon de-emphasis rather than over-emphasis.

Night contests upon flood-lighted gridirons are taboo, since they are not considered conducive to the production of a sound mind in a sound body. The few contests which are scheduled for Saturdays and holidays are usually arranged to suit the convenience of schools outside of the City of Boston. Contests involving absence of the boys from home over night are forbidden except by very special and very rare permission. No post-season games are held, no championships are awarded, and no prizes or sweaters are awarded for any contest held under the supervision of the Boston School Committee.

There is in force in each school a standard and strictly enforced code of eligibility, requiring among other things that the contestant shall not have attained his nineteenth birthday on the September first of the current school year, and that he shall have earned in the previous bi-monthly marking period at least twelve points in work creditable toward a high school diploma.

That this sound and sane program is financially feasible is due in a large measure to the wisdom of the School Committee, which considers and always has considered sports as part of the educational program and, therefore, entitled to and given adequate support in the annual school budget.

Playgrounds

In addition to the above varied list of activities under the direction and administration of the Department of Physical Education, in the schools of the city, there is another phase of work under its jurisdiction, that of the city playgrounds. The playground season begins in July and ends with the last week of August. There are 155 playgrounds distributed throughout the city — 113 in school yards, 31 athletic fields and parks, equipped with a children's corner, and 11 special playgrounds. The department assigns about 400 playground teachers for this work during the season, two teachers being allotted to each playground. The playground teachers are under the immediate supervision of one permanent supervisor of playgrounds and an annually appointed group of supervisors, chosen from the regular staff of the physical education department. All playgrounds are equipped with bean bags, bean bag boards, jump ropes, rope quoits, volley balls, paddle tennis balls and bats, and other material for games and sports for children of school age. Sand tables and play corners are provided for the smaller children, and some playgrounds have swings, tilts, and game tables. The athletic fields are supplied with baseball materials and, where facilities allow, with tennis equipment.

A regular program of active and quiet games, dramatics, story-telling, and dancing is carried out, under the direction of the department and, in addition, there are special activities, such as inter-yard games and contests, played usually on specified mornings.

Safety education is emphasized strongly in the playground program, and the Massachusetts Council of Safety and the Boston Police Department have been most helpful and cooperative in the organization and execution of this part of the program.

LEARN TO SWIM CAMPAIGN

In cooperation with the Boston City Wide Boys Workers Conference the second annual Learn to Swim Campaign was conducted from April 14 to 18, 1941.

Swimming instruction was thus made available to all boys in the high and intermediate schools. It is gratifying to note that 410 boys availed themselves of the opportunity. Of this number 184 actually passed the test for beginners. It is

felt by the instructors that many of the remainder, having been given the fundamentals, would become swimmers in a comparatively short time by persistent practice and conscientious effort.

Statistics

	Individuals Enrolled	Taught to Swim	Attendance Totals
Bunker Hill Clubhouse.....	9	4	20
Cabot Street.....	5	5	15
City Square Young Men's Christian Association.....	33	27	116
Curtis Hall.....	15	14	30
Roxbury Clubhouse.....	74	13	161
Huntington Young Men's Christian Association.....	128	45	405
Hyde Park Young Men's Christian Association.....	146	76	893
Plus girls.....	78	—	—
Totals for 1941.....	488	184	1,640
Totals for 1940.....	346	171	1,020

JUNIOR RED CROSS REPORT

This report, which closes the 1940-41 school year calls attention first of all to work done recently in high schools by boys, not because it is any more important than that which has been done by girls and boys of all ages, but new opportunities for service have developed and the results have been gratifying.

In the Charlestown High School the electrical class produced a telegraph instrument which has provided unusual entertainment for patients in the Chelsea Naval Hospital. The following is quoted from a letter from the Red Cross representative:

"The Morse keyboard you gave us has created a great deal of interest here at the hospital particularly among the patients who are in the Signal Corps of the Navy, and it so happens that we have several of these patients at the present time.

"We were literally assailed with questions as to where it came from, who made it, how did they happen to send it to us, etc. These questions gave us an opportunity to inter-

pret Junior Red Cross service in general to them and in particular the interest of the Boston Metropolitan Council in this hospital.

"Special thanks go to the Red Cross Juniors of the Charlestown High School who made the Morse keyboard. Our Navy patients are getting a great deal of fun and practice playing with it."

At the High School of Commerce and the South Boston High School the names of the three hundred outside working groups engaged in War Relief production were printed by hand in Old English on the certificate for each.

One hundred bed trays were completed at the Dorchester High School for Boys and sent to the hospital at Camp Edwards. The Captain of the Volunteer Motor Corps arranged a trip to the hospital for the coordinator of the cooperative industrial course, and a group of the boys who made the trays. As a result plans for next year's work include a tray for patients who must lie flat.

The Junior Red Cross at the Roslindale High School has raised enough money to buy more posture chairs for the Boston Home for Incurables. This will complete the number required for all of the ward patients.

An exhibition of war relief garments was held in the Roslindale High School Annex in conjunction with the annual dress making exhibit.

Art classes in the Ulysses S. Grant District and Donald McKay School made 24 covers for Brailled stories for the Perkins Institute for the Blind.

During May and June the fourth and fifth grades in the Boston public schools send in their finished scrap books. The work has been very well done. Neatness and originality are improving. Furthermore, so strict an account has been kept of the paper, which has been paid for from Junior Red Cross funds, that not a sheet is unaccounted for. This is economy and efficiency of which the Junior Red Cross may be proud.

During the convention of the National Education Association there was an exhibition in the windows of the Singer Sewing Machine Company of sewing done in the Boston public schools for the Red Cross. It was arranged by the Director of Household Science and Arts and her assistant. The work was well displayed, and included knitting and weaving garments for

war relief, as well as for local distribution, and some toys. It is most gratifying to have the cooperation of the Department of Household Science and Arts.

Recently letters have been sent to all sewing teachers in our Chapter asking for their help during the summer months. Several teachers gave valuable service to the Red Cross last summer and with the increased need for help it is hoped that more will volunteer this year.

Many schools which filled and sent Christmas boxes to England last year have received letters of thanks from the English boys and girls who received the presents.

Pupils in our schools have been in friendly correspondence with children in schools of other cities and countries:

High School of Practical Arts, Capiz Trade School, Capiz, Philippines.
 South Boston High School, Bulacan High School, Malolos, Philippines.
 Edward Everett School, Jose de Diego School, Yabucoa, Puerto Rico.
 Frank V. Thompson Intermediate School, Navajo Indian School, Crowpoint, New Mexico.
 Hyde School, San Anton Second Unit, Carolina, Puerto Rico.
 Horace Mann School for the Deaf, School for the Deaf, Trondjem, Norway.
 James J. Chittick School, Poland (closed).
 Joseph H. Barnes Intermediate School, Scotch Village School, Nova Scotia.
 Lowell School, Mt. Herbert Orphanage School, Prince Edward Island;
 Lowell School, Salt Lake City, Utah.
 Martin School, Hamilton School, LaCrosse, Wisconsin.
 Prince School, Lincoln School, Great Falls, Montana.
 Roger Wolcott, Hamilton School, LaCrosse, Wisconsin.

Many schools responded to the appeal for service this year, and as a result old arts have been revived and new projects started.

At the Patrick F. Gavin School rugs have been woven from bits of material left from the cutting of garments. This school had a large exhibit of all of its Junior Red Cross work. Besides the rugs there was knitting and sewing of unusual quality and quantity.

Another exhibit was held at the Theodore Lyman School of the Ulysses S. Grant District. The work was beautifully done, and a most helpful idea was carried out by the boys, who made knitting needles from wooden dowels. These needles will be used by the children during the summer playground season.

September 22, 1941.

RÉSUMÉ OF JUNIOR RED CROSS WORK
done in the
BOSTON SCHOOLS
September 1940 — August 1941

Playgrounds.— 5,163 articles were made during the summer under the supervision of Miss Julia A. Murphy.

October Greeting Boxes.— 492 gift boxes (9 by 4 by 3) were filled in 21 district schools and 2 high schools. These boxes were sent to children in other countries.

Printing.— 7,000 copies of "We Serve," the annual publication of the J. R. C. of the Boston Chapter, were printed in the Roxbury Memorial High School (Boys) under the supervision of Mr. Patrick J. Smith and Mr. Edward Terrenzi.

Christmas Gifts.— 3,102 articles — including the dressing of 362 china dolls; 779 wooden and metal toys, 1,625 Christmas cards and calendars, and 199 games and toys were made in classes and club periods. Practically every school in the city took part in this project. 137 miscellaneous articles were also made. Social workers in 70 welfare agencies distributed these toys to children.

Christmas Light.— An illuminated Red Cross was made in the Boston Trade School under the direction of Mr. Henry C. Fellman.

Christmas Candy.— 118 pounds of candy and stuffed dates were made in the cooking classes under the supervision of the Director of Household Science and Arts and sent to the men at the Harbor Forts, Camp Devens, and disabled ex-service men through the Red Cross.

Christmas Carols.— 1,400 Carols were printed in the Mary E. Curley School under the direction of Mr. Francis V. Reardon, for the veterans at Bedford Hospital.

Christmas Menu Covers.— 1,003 covers were made in intermediate schools under the direction of Miss Paulina V. Burns. These were made for the men in the United States Navy.

Menu Covers.— 1,733 covers were made for the veterans at the Chelsea and Bedford hospitals: for Christmas 527, Thanksgiving 457, March 17 124, Easter 462, July 4 163. These covers were made in the following high schools:

Roslindale — Dorchester (Girls) — Girls' — East Boston — Jeremiah E. Burke — Charlestown — Hyde Park.

Miscellaneous Gifts.— 2,688 gifts: Oil cloth and soft animals, dolls, bean, and marble bags, checker boards, pocket toys, scrapbooks, knitting needles, sunbonnets, May baskets, wooden, and metal toys, woven rugs, etc., were made in classes and club periods.

Easter Favors.— 203 booklets and favors were made in the Dorchester High School for Girls under the direction of Miss Adalena R. Farmer and in the Robert Gould Shaw School under the direction of Miss Dorothy Halnan.

Easter Boxes.— 185 attractively filled kindergarten boxes and baskets of every description and color were made under the supervision of the Director of Kindergartens. These were distributed among children in 12 hospitals.

Cookies.— 516 cookies (43 dozen) were made in the following schools for the Cookie Jar at the Chelsea Naval Hospital:

Roslindale High — Hyde Park — Dorehester — Charlestown.

Scrapbooks.— 417 scrapbooks were made under the direction of Miss Bertha A. Pettee in the fourth and fifth grades for children in hospitals.

Sewing.— 424 garments — baby clothes and dresses — were made under the supervision of the Director of Household Science and Arts. These garments were distributed through the following agencies:

Catholic Charitable Bureau — Family Welfare Society — Boston Provident — Red Cross Home Service — Jewish Family Welfare.

Telegraph Set.— Morse Key Board was made in the Charlestown High School under the direction of Mr. Martin E. Keane.

Perkins Institute.— 30 covers for Brailled stories were made under Miss Paulina V. Burns' direction in the Ulysses S. Grant and Donald McKay Schools.

War Work.— 310 knitted garments — sweaters — face cloths — toddler suits, beanies and afghans and pocket toys; 1,325 baby garments, dresses, skirts, blouses, blankets, and quilts; 197 air raid shelter suits.

This work was done in the following schools:

Charlestown High	Patrick F. Gavin
Dorchester High	William Barton Rogers
Girls' High	Dearborn
High School of Practical Arts	Hancock
Roslindale High	John Marshall
Roxbury Memorial High	Martin
Vocational High	Robert Treat Paine
Trade School for Girls	Rochambeau
Donald McKay	Sarah Greenwood
James P. Timilty	Theodore Lyman
Joseph H. Barnes	Winship

MUSIC

Orchestras, Bands, and Choral Groups

The year 1940-41 was outstanding in respect to the excellent concerts given by the orchestras, bands, and choral groups of the various schools. These concerts were a source of inspiration to those children who participated, and the members of the capacity audiences were greatly appreciative of the opportunities given the children to develop their musical talents.

The annual street parade of the Boston school cadets gave the military music organizations in high and intermediate schools an opportunity to display their accomplishments to



Elementary School Orchestra

the general public. The forty-seven units (approximately 2,535 pupils) participating in the parade were divided into the following groups: 12 high school bands; 15 high school bugle and drum corps; 3 high school fife and drum corps; 14 intermediate school bands; 3 intermediate school bugle and drum corps.

This year the various music groups were judged by army band leaders assigned for this purpose, at the request of the Director of Music, by the commanding officer at Fort Devens.

In addition to the above-mentioned groups, there are bands and drum corps in several elementary schools. There are also a few all-girl bands. These groups are not eligible to participate in the street parade, but they have given very good concerts in their respective schools.

Orchestras in the various schools showed decided improvement during the year, as did the three Boston public school symphony organizations. Each of these organizations presented one or more concerts to the general public. Two high school glee clubs participated in the final concert of the Boston Public School Symphony Orchestra and many favorable comments were received. Many of the students playing in these organizations received their entire musical education in our instrumental classes.

This year, for the first time, members of the symphony organizations were granted diploma credit for their work in this field. The granting of credit should assist in building better organizations.

Concerts to Pupils by Adult Groups

During the school year many of the masters invited various Work Projects Administration music units to give concerts to the children and interesting programs were presented. The programs were submitted to the Director of Music for approval.

For the past three years the Boston Symphony Orchestra, conducted by Mr. Wheeler Beckett, has given special concerts to the school children of Boston and surrounding cities and towns. Last year approximately 650 tickets were allotted for sale to the Boston public schools and were fully subscribed.

Through the efforts of Mr. James A. Ecker, a concert by the Bowdoin College Glee Club, under the direction of Mr. Frederic Tillotson, was presented to the students of the Public Latin School and was greatly enjoyed by participants and listeners.

Improvements Needed in Course of Study for High Schools

There is a definite need for a progressive course of study for high school music. However, in many of our high schools, seniors and freshmen are together for the music period and in many cases the same books are used all four years. It is unjust to criticize an instructor working under such handicaps, and obviously the director can outline no satisfactory course of study until these faults have been corrected. Also, a course in music appreciation is very much needed. The average high school pupil knows very little about the popular works of the great masters.

HOUSEHOLD SCIENCE AND ARTS

Training in Social Relationships

During the past school year emphasis has been placed upon training in social relationships along lines indicated by the daily experiences, the interests, and the immediate needs of the pupils. With this end in view a program was planned by the teachers in the department.

The household science and arts classes, constituted entirely of girls, are generally organized in smaller units than the academic classes, and the nature of the work is such that, for many projects, group activity is required. Situations continually occur, therefore, in which the teachers may help the pupils to establish habits of correct social attitudes, conduct, and manners in school, at home, and in their relationships with playmates and other members of their community. The total membership of the classes was approximately 29,000. The benefits derived from training of this sort, given to so large a group of future homemakers, are inestimable.

Contributions to Junior Red Cross Work

The sewing classes contributed over 1,500 garments to the Junior Red Cross. Beginning with grade VI, where the girls first learn to operate the sewing machine, and continuing through grade XII, the making of articles for the Red Cross has been a part of the classroom work.

This work in sewing is planned according to the competency of the different pupils and it ranges from the hemming of towels and soft flannel dresses for layettes to the more difficult air raid shelter suits, women's dresses, and hospital robes

for men. In quality and workmanship the finished articles had to meet the standard set by the Red Cross for adult work, in order to be accepted. In the performance of this work the pupils derived the satisfaction that comes from giving service, as well as the stimulation that results from good workmanship.

In a circular addressed to the members of the Home Economics Division of the National Education Association by the Metropolitan Chapter of the Red Cross, the following statement was made: "*Among the many activities of the Junior Red Cross in the schools there is none that is of greater value to the community and to those in distress in the world at large than the work produced by the sewing classes.*"

When the Red Cross received a sudden order for air raid shelter suits for English children, to be filled between December 1 and December 20, 1940, the Boston schools were asked to give special assistance, and during that period 177 of these suits were made at the Dorchester High School for Girls and the High School of Practical Arts. Earlier in the year the pupils of the High School of Practical Arts had designed and made shirts and overalls which were sent to the Fourth Pan-American Red Cross Conference, and the schools received special commendation.

Surplus Commodities

This year, for the first time, surplus commodities, distributed by the Federal government, were made available to classes in household science. The allotment of large quantities of these supplies afforded the cookery classes an opportunity to prepare and serve food in family amounts, which would not have been possible otherwise.

MANUAL ARTS

1. FINE ARTS DIVISION

Scope of Work and Services Rendered

The year 1940-41 stands out as a difficult but successful year in Art Education. Teachers, supervisors, and the director have worked together to improve the quality and human value of the program and its interpretation. It is gratifying that, during a year of increasing national peril, the normal program of education appropriate to child welfare in a democracy could be continued.

While the personnel and the organization have remained practically the same, the activities of the Fine Arts Division have reached out more and more to serve the school and the community. Visual alertness, imagination, and taste developed in the art classes are directed toward art problems of school, home, and neighborhood.

Two spacious art work rooms in the Administration Annex at 45 Myrtle street have made it possible to hold committee meetings, organize material, and mount exhibits with ease and efficiency heretofore impossible. When fully equipped, these rooms will be of great service.

Revision of the elementary and intermediate syllabus, with emphasis on simpler, more human problems, is in process. In addition to regular teachers' meetings to illustrate and explain the year's work, the nine art supervisors have held eighteen conferences on teaching methods in grades I-VI. Attendance was voluntary and enthusiastic. An average of eighty-eight teachers in service went to each meeting and a marked improvement has been notable in classroom procedures and results. This is a wholesome response to the Superintendent's appeal for emphasis on "better teaching."

A survey of pupil numbers in Boston high school art classes was made by Miss Grace N. Aznive of Roslindale High School. It shows that over ninety per cent of the pupils in grades X, XI, and XII take no art courses whatever. A democracy depends partly upon the cultivated taste and art judgment of all its citizens. Art appreciation or consumer art should, therefore, be a required part of every high school pupil's experience. Those who fail to elect it are probably those who need it most. Likewise, the elective system is reducing the art experience of pupils in grades VII, VIII, and IX.

The comparatively few pupils who elect art courses are well rewarded through experiences in observation, creative expression, and appreciation. Not only drawing and painting, but sculpture and handcrafts are offered at all school levels, wherever equipment and time permit. Experiences in color, shape, texture, and in three dimensional thinking, are quite necessary in a world of space and light.

In most schools "*every week is art week.*" Pupils are encouraged to form art committees to help in school house-keeping. In the Robert Gould Shaw School, pupil juries give commendation each week to the class whose home room is

TEXTURE IN NATURE AND IN COMMON OBJECTS

SCHOOL

STU



Boston Public School Art Exhibit
High School

"Lovely Enough to Grace Any Home," was the opinion of this Visiting Teacher

most orderly and beautiful. Pupils in many schools share responsibility for appearance of school rooms and school grounds.

Renewed effort has been made this year to relate pupils' designs to sewing and homemaking activities, with the hearty cooperation of the Department of Household Science and Arts.

High School Art Scholarship Classes

The High School Art Scholarship Classes continue to offer rich opportunities for pupils with special interest and talent. In connection with the National Education Association convention held in Boston in 1941, the Museum of Fine Arts organized a graphic exhibit of educational activities of American museums. The following brief, interesting history of the Art Scholarship Classes was compiled for this exhibit:

"During the school year 1913-14, Dr. Franklin B. Dyer, Superintendent of the Boston Public Schools, proposed to Dr. Fairbanks, Director of the Boston Museum of Fine Arts, that the Museum cooperate with the School Committee in giving to those pupils of the high schools who had a more than average aptitude in drawing — *a course of study similar to that offered by the school of the museum.*

"These Vocational Drawing Classes were inaugurated in September 1914. Eight scholarships of \$25 each were offered by the School Committee and eight by a friend of the museum. The instruction was given by the regular staff of the Art Museum School — Mr. Elliott, Mr. Clark, and Mr. McLellan.

"The course planned by Mr. Elliott, Supervisor of Educational Work, and Mr. Dillaway, Director of Manual Arts in the Boston Public Schools, was:

3 afternoons of charcoal drawing from the east in the Classical Court in the Museum.

1 afternoon of Theory of Design and Color.

1 afternoon of freehand pencil drawing.

"These two classes were held in the Department of Design in the Museum School. Pupils worked from two to four o'clock during the museum school year; *i. e.*, 33 weeks. A maximum of five points, toward a diploma for high school, was allowed for the year's work.

"In the second and third years the School Committee found it had no authority to appropriate money for these scholarships, but expressed the belief that an appropriation would eventually be made.

"This first calamity was *bridged by the generosity of a friend of the museum who provided forty scholarships.*

"Fifteen students of the first year class were given scholarships to continue and twenty-five students who were to enter high school were selected by competition.

"In the fourth year (1917-18) the School Committee voted to pay the salaries of three teachers and an assistant: Mr. McLellan, Miss Morse, Miss Brink, and Miss LeBrecht as assistant.

"In 1918 the Museum School offered a scholarship for one year in the school to a student of the Vocational Class, who was graduating from high school. In 1919 it was increased to two scholarships. In 1926 it was increased to three scholarships.

"In recent years Museum School scholarships have been open to competition throughout the United States. In 1940 four out of five scholarships were taken by students of the Art Scholarship Class.

"Graduates of the Art Scholarship Class are represented in museums at home and abroad. Some are teachers of art in the Boston public schools and throughout the country. Others are designers of glass, murals, table ware, and dresses for specialty shops and department stores.

"In 1924-25 a three-hour Saturday morning class was added, under Miss LeBrecht's instruction.

"In 1932, due to a change in the organization of the faculty at the Museum School, and to the fact that the School Committee found it was not feasible to finance the work, classes were to be discontinued. It was finally voted to allow classes to continue *since Miss LeBrecht bridged the second calamity by offering to serve as instructor without pay* for three instead of five afternoons a week from 2 to 5 o'clock, thus reducing the number of points from five to three.

"In 1933-34 the Museum of Fine Arts financed the class, with Miss LeBrecht in charge, for three afternoons a week. Miss Helen E. Cleaves, Director of Manual Arts, appointed Miss Grace Reed supervisor in charge of the class with duties of organization and consultant on courses.

"In 1934-35 the Museum of Fine Arts found it necessary to withdraw its support and the School Committee did not feel it was possible to finance the work. That summer the persistent efforts of the students, inspired by the live interest of the graduates of the class, resulted in their decision to appoint a committee of students to call on the School Committee to express personally their concern at the discontinuance of the class, which was to them a vital part of their education.

"The third calamity was averted when the School Committee reconsidered the situation and again financed the class.

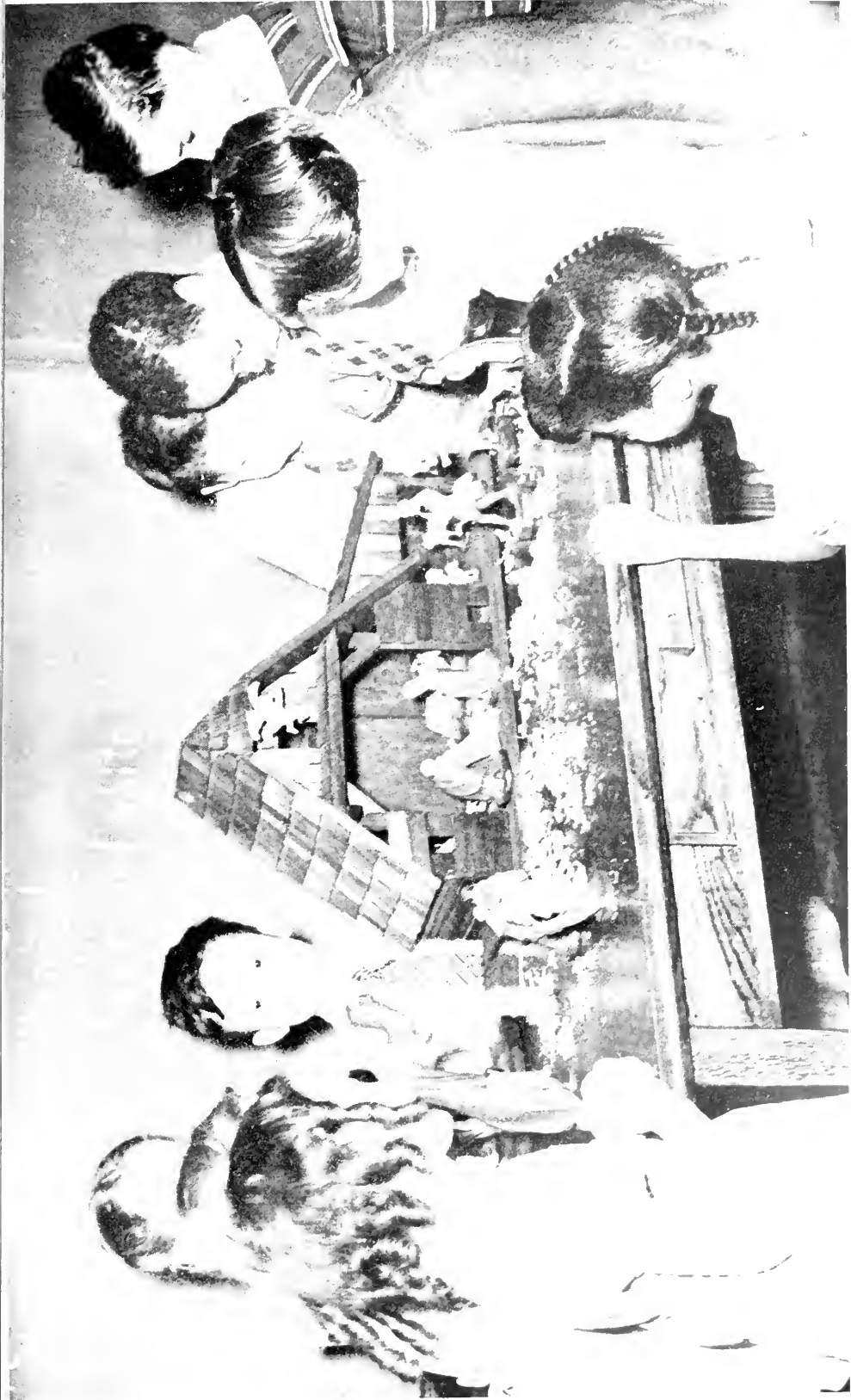
"An alumni society was then organized to promote mutual interest in the boys and girls of the future *for whom they wished the same opportunities which had started them in their chosen profession.*

"On May 2, 1941, in appreciation of the value of the Museum of Fine Arts, the Alumni Association of the Art Scholarship Class presented to Mr. Edgell fifty dollars, their entire fund, to be used for the museum.

"The organization of recent years has been:

Miss Alma LeBrecht, instructor.

Voluntary assistants from the Museum of Fine Arts School, the Massachusetts School of Art, and the Federal Art Project.



Religious Stories Become Clear Through Art Appreciation

Miss Grace Reed, Assistant in Manual Arts, supervisor in charge.

"In April 1941 The School Committee, convinced of the growing importance of the class, voted to appoint Mr. Ralph Rosenthal to serve as temporary teacher to assist Miss LeBrecht.

"It is expected that still further support will be available soon, since this enterprise serves the purpose of a fine arts high school for Boston's especially interested pupils."

This is but one of the many ways in which the museum has continued to serve.

It speaks for itself as a story of generous cooperation of the Museum of Fine Arts with the school art program.

During the winter an exhibit at the Boston City Club, showing work by these high school pupils, attracted much interest and praise for originality and high quality.

Federal Art Project

The Federal Art Project continued to enrich the schools with original works of paintings, craft work, and sculpture until the quota was cut 75 per cent in June 1941. The Work Projects Administration Picture Cleaning Project closed entirely in June, stopping many valuable services which we have learned to depend upon for needed care of pictures, sculpture, and art objects in the schools. It is hoped that some way can be found to renew the work under the direction of Mr. Adrian Eckberg, who has managed it very ably for seven years.

Civic Art Posters

In addition to the many school posters and signs made by every art class, for publicizing school activities, the pupils of intermediate and high schools have helped this year to dramatize several civic enterprises. Fire Commissioner William Arthur Reilly asked the Manual Arts Department to make fire prevention posters and the pupils responded with imagination and skill. The Massachusetts Safety Council invited the department to make posters illustrating dangers of carelessness at home and on streets. Large numbers of these posters were shown at Symphony Hall during the Pop Concert season and the National Education Association convention.

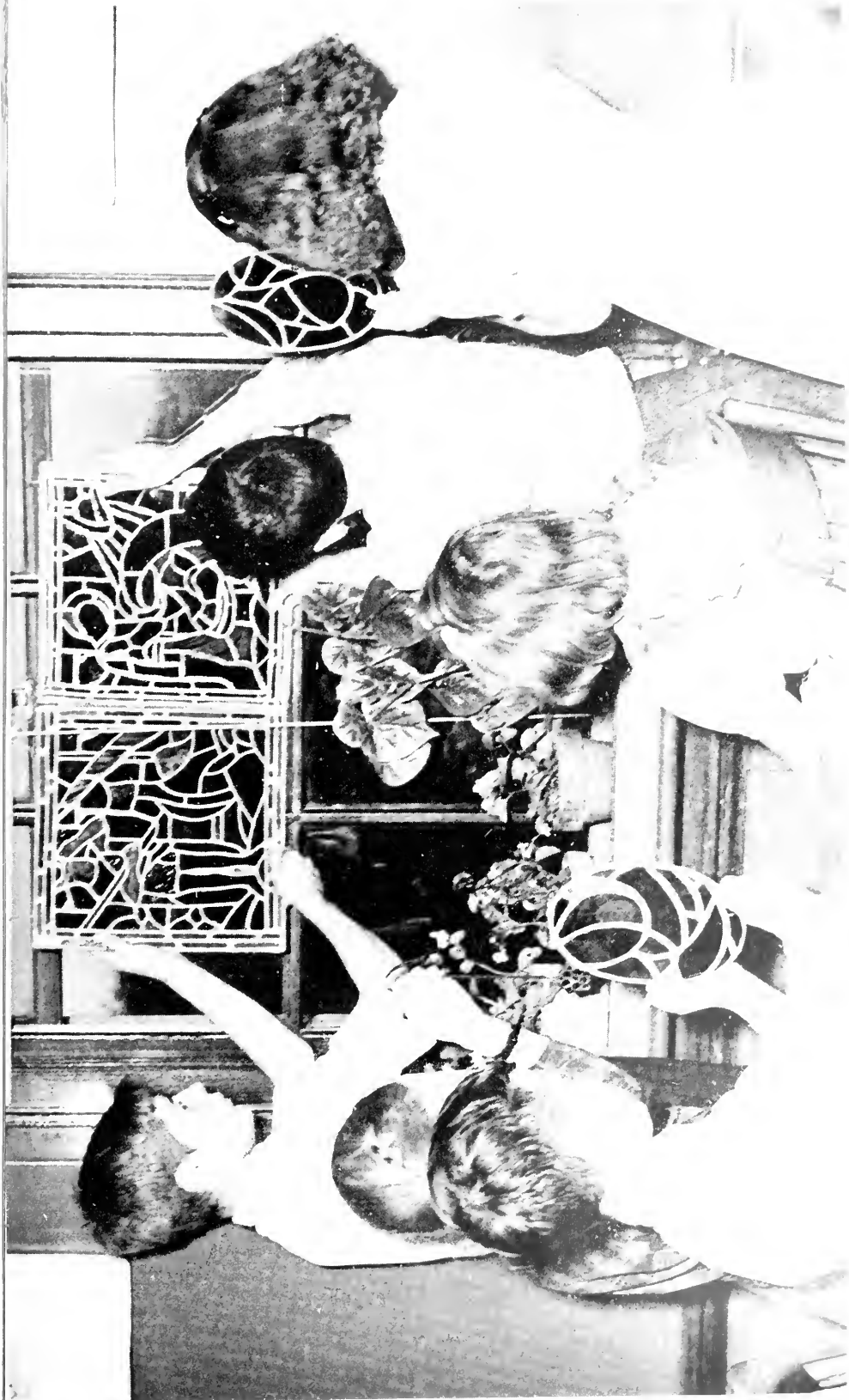
The National Education Association was welcomed to the city by scores of posters, well lettered and designed, to show

the points of interest in Boston. New England states were invited to send posters about their attractions and many of these were shown in store windows and hotel headquarters. Rhode Island and Massachusetts did outstanding work. Two new air brush machines made possible some unprecedented Boston high school work, showing how design control and imagination can utilize new tools in advanced art work.

Art Week

Community arts, as well as individual and school interests, were featured during the celebration of Art Week, the first week of November 1940. Art teachers of intermediate and high schools organized as regional groups to study the art interests of their section of the city. Local papers, public libraries, clubs, stores, and citizens enlisted in a campaign for community interest in neighborhood tradition and contemporary art values. Pupils gathered stories, pictures, and sketches of local buildings, statues, and objects of interest. The "Do You Know" questionnaire in Roxbury stirred the whole region to a study of local art features.

The Art Week Exhibit of Creative Work by Teachers, shown at the Jordan Marsh galleries, proved to the public that teachers can practice what they teach. The Visual Education Department of The Teachers College of the City of Boston cooperated in making a motion picture in color showing pupils of all age levels making original designs and in upper grades applying their knowledge to objects of use and beauty for the Junior Red Cross and for the homes. This film was shown in New York at the annual meeting of the American Artists' Professional League, where it helped to win for Boston and Massachusetts the National Medal for distinguished Art Week activities in schools and communities. The film was also shown to the Department of Art and Industrial Arts of the National Education Association. It received high commendation. Cleveland and other cities asked if it could be borrowed, but it will first be shown to Boston pupils and teachers as an incentive for further effort and as a means of clarifying the progressive character of our art program as it develops power from grade to grade. Much credit for the success of the film is due Miss Paulina V. Burns of the department, who supervised the making of the film, and to the masters, teachers and pupils, who cooperated in every possible way.



Color is One of Our Greatest Delights—A Part of Art Appreciation

Kodachrome records were also made of the best posters produced during the year. These slides can be shown to teachers and pupils to inspire even better design and workmanship.

2. MECHANIC ARTS DIVISION

High Schools

There has been a steady increase in the enrollment in mechanic arts classes in the high schools. In 1936 there were 757 boys enrolled, while in 1941 there were 1,331, or an increase of 75.8 per cent. The increase has been steady with no apparent lessening of interest from year to year.

In some of our high schools provision has been made for the boys to acquire a working knowledge of several trades. In the Hyde Park High School there are facilities for training in sheet metal, woodworking, and printing, in addition to the basic machine shop practice.

South Boston High School has, in addition to sheet metal, its basic trade, courses in machine shop, welding, and automobile body repairing and painting.

East Boston High School has woodworking in addition to the basic trade, machine shop, while Dorchester High School for Boys has upholstery in addition to its basic trade, woodworking. Experience in these schools would seem to indicate the advisability of providing at least three opportunities in high schools for training in different trades.

Training School for Teachers of Mechanic Arts

Twelve men, the largest number in recent years, were graduated from this school in 1941. Arrangements were made so that the assistant director in charge of the work could be relieved of some of his teaching duties in order to give him more time for supervisory work in the schools. This plan proved so satisfactory that the plan will be continued in the future.

Students in the training school obtain their instruction in printing, sheet metal, and electrical work by being sent to different high schools.

From the standpoint of economy this plan has certain advantages, but from the point of view of efficient instruction it leaves much to be desired. Plans are being arranged so that more group instruction in these trades can be offered in the

training school where essential skill training can be combined with effective teacher training procedure.

Substitute and Temporary Teachers

The substitute and temporary work this year has been unusually large. During the year it was necessary to use students in the graduating class for emergency work as substitutes. There were apparently fifty men available for this service, but of this total a substantial number were in the army, appointed elsewhere, or working in industry. Another year this problem may be met in part by assignment in the high schools of state-approved men now working in intermediate schools. Places vacated in the intermediate schools will be taken by men now serving in elementary schools, while the positions in the elementary schools will be filled by women who have had training in shop work. If necessary, a special course of instruction will be offered for women to meet emergency needs.

Jamaica Plain High School

The enrollment of this school for the last five years has been nearly static. In 1936 it was 132; since then it has not been less than 160, or greater than 165.

There have been changes in the organization which have much improved the efficiency of instruction. With the elimination of grade IX in September 1941, there will be a temporary shrinkage in this course.

This school depends in large measure on the interest which is aroused in gardening and in agriculture in the lower grades. When it was possible to do intensive home gardening this interest was easily stimulated. With the curtailment of this activity there are undoubtedly a large number of boys lost to this field who might be interested in pursuing agriculture as a life work. Care must be taken to develop an effective guidance program concerning it. Except in general science courses there is now no opportunity for those who are interested to take any of this work in grade IX. If this course, which for the last twenty years has been most effective and efficient, is to continue its usefulness, some guidance policy should be adopted. Information guidance alone is not effective. There are two courses which may be followed: (1) To establish industrial arts courses in gardening in some of our intermediate schools; (2) To revive supervised home gardens with some appointed



High School Poster Work
Boston Public School Art Exhibit

local teacher, who is interested and qualified, in charge. This would involve certain extra pay for overtime, as in the past, but it is well worth the extra cost involved. Both these steps, should be taken in order to prepare for the intensive three-year course in Jamaica Plain High School.

Home and School Gardening

Home and school gardening, because of a greatly restricted budget allowance, has of necessity been largely confined to the maintenance of existing school gardens, of which there are eighteen. The school garden on the grounds of the Morrison Estate has been about doubled in size for the children of that congested neighborhood. School-supervised home gardening is now carried on only in the Jamaica Plain, Roslindale, and West Roxbury districts, where the local Kiwanis Clubs have given considerable financial assistance, and have encouraged the pupils of that section of the city to exhibit their garden products at local meetings. At the annual exhibit of products of the children's gardens, sponsored by the Massachusetts Horticultural Society and held in late August at Horticultural Hall, Boston, home and school garden exhibitors won about seventy per cent of the prizes awarded.

The financial assistance of the Women's Municipal League has been continued in the North and West End sections of the city. In addition to meeting much of the maintenance cost of two school gardens for these children in the city, this league finances the transportation of over four hundred school garden children to the ideally located garden plots on the Cummings Estate in a very famous and thriving garden section of outlying Woburn, where the children of the most congested districts in the city become acquainted for the first time with some of the real wonders of nature.

The high price and uncertain quality of tulip bulbs, because of European conditions, caused their omission from our gardening program. All the other usual bulb and plant growing materials were distributed for use by the garden clubs in some fifty of our school districts. The bulbous materials consisted largely of paper white narcissi, which are grown and flowered in the classroom.

Moving Picture Records of Shop Activities

This year moving picture records in color were taken of certain of our shop activities. There has been completed a

film of the fifth and sixth grade work, sheet metal, wood-working, printing, and the general shop in intermediate schools. This will be continued next year, and films will include the work of grade IV, electrical work for intermediate schools, and the work in grades X, XI, and XII in high schools. These films will be used at teachers' meetings, and will be available for other purposes, including home and school association meetings, conventions, and other interested groups. The photography has been done by the department. Films were shown at the meeting of the American Industrial Arts Association during the recent convention of the National Education Association, and were highly commended. When completed they will be a source of information to parents and will be of considerable help in guiding pupils in the selection of courses which they desire to follow.

Statistics

OCTOBER SHOP ENROLLMENT

	1936	1937	1938	1939	1940
Grade VI:					
Major (Mechanic Arts)	820	472	636	498	625
Minor (Manual Training)	4,970	5,256	4,322	4,909	4,525
Totals	5,790	5,728	4,958	5,407	5,150
Grades VII, VIII:					
Major (Mechanic Arts)	4,294	4,198	3,793	4,171	3,750
Minor (Manual Training)	6,558	6,217	5,885	6,031	5,461
Totals	10,852	10,415	9,678	10,202	9,211
Grade IX, Intermediate:					
Major (Mechanic Arts)	2,000	1,991	1,720	1,971	1,928
Minor (Manual Training) (including drawing),	510	547	401	862	567
Grade IX, High School:					
Major (Mechanic Arts)	53	289	167	222	140
Totals	2,563	2,827	2,288	3,055	2,635
Special Class	648	752	684	779	800
Boston Disciplinary Day School	30	141	90	95	105
Clubs	1,267	1,097	757	612	788
Grand totals	21,150	20,960	18,455	20,150	18,689



Cutting with Acetylene Torch at Welding Shop



OCTOBER ENROLLMENT — HIGH SCHOOL MECHANIC
ARTS COURSE

GRADE	1936	1937	1938	1939	1940
X.....	449	449	549	574	683
XI.....	185	240	248	329	394
XII.....	123	114	175	185	254
Totals	757	803	972	1,088	1,331

OCTOBER ENROLLMENT — JAMAICA PLAIN HIGH SCHOOL
AGRICULTURAL COURSE

GRADE	1936	1937	1938	1939	1940
IX.....	24	—	33	35	28
X.....	49	29	64	70	72
XI.....	39	72	65	60	60
XII.....	20	59	—	—	—
Totals.....	132	160	162	165	160

MODERN FOREIGN LANGUAGES

During the past few years much work has been done in modern foreign language classes in helping pupils to acquire facility in oral expression for the purpose of emphasizing practical use of the language.

The courses of study were revised so that in the early years of study the ideas of utility and interest would provide a foundation for the more intensive work of later years. This required a change from the grammatical approach; viz., memorization of verbs by moods and tenses, formal translation into English, and from English into the modern foreign language.

Under the revised course of study pupils are taught to express simple thoughts about the affairs of everyday life. They read stories of the history and civilization of people and thus gain an understanding and appreciation of their ideals and mode of living.

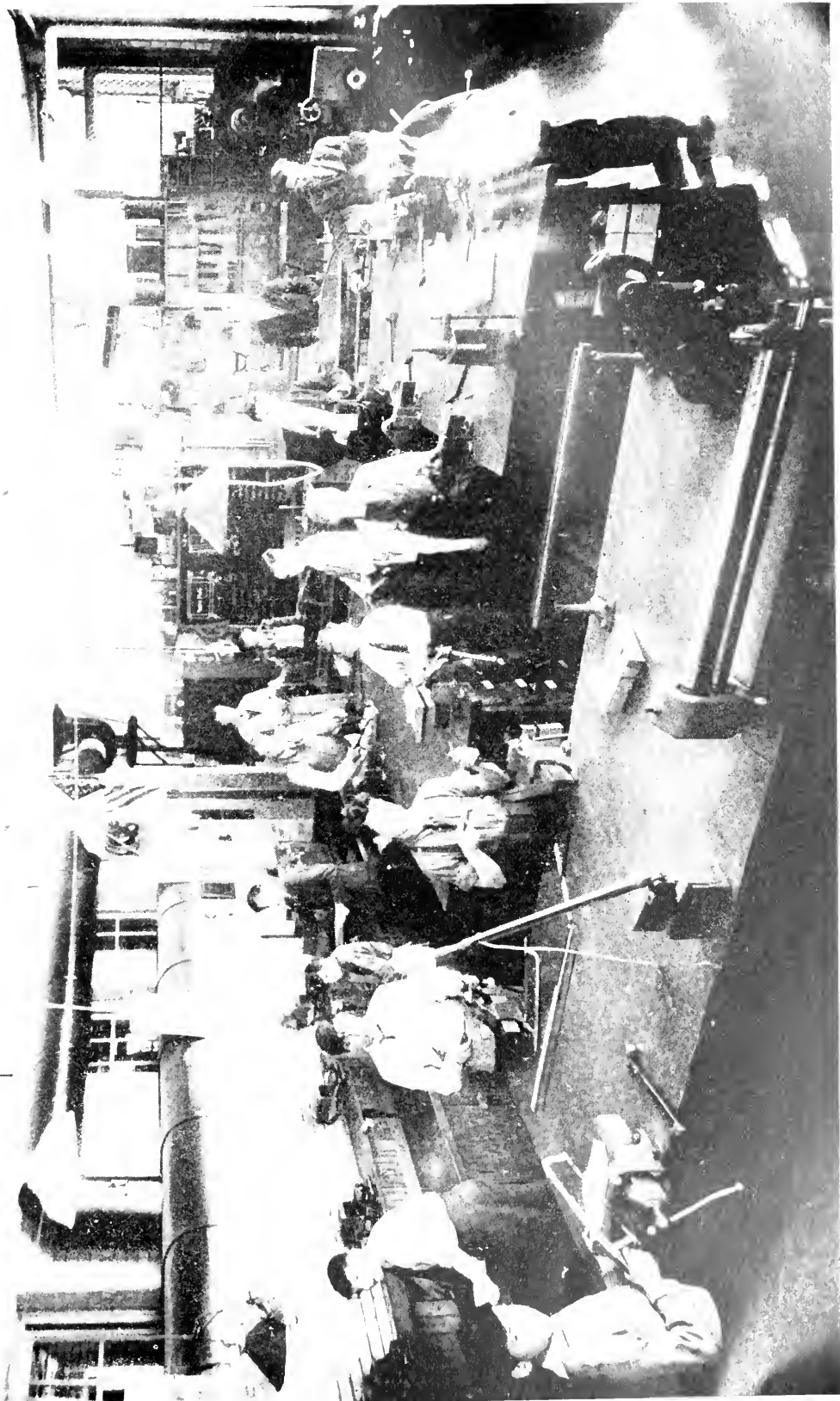
Of all the language skills oral expression creates more interest than any other form of language use. When the ability to speak simple sentences develops into power to participate

in conversation or to understand a lecture or radio broadcast, the pupils are well launched on a career of intensive study. It is then that pupils are ready to acquire precision in the use of language and to study the masterpieces of foreign literature.

Speaking, reading, understanding, and writing are the objectives in our modern language study. All these are of the utmost value where a modern language is essential in the many vocational pursuits, including commerce, business correspondence, interpreting, research, newspaper work, banking, and the like.

Modern language study is of great significance in training pupils in the precise meanings and use of words, and leads to mastery of the most important tool of the educated person — language. Perhaps it is not too much to state that one begins to understand and appreciate his own mother tongue through the study of another language.

Furthermore, we shall understand the civilization and ways of thinking of other nations and peoples only as we learn to speak and understand their language as revealed in their history, literature, art, commerce, and business. This understanding is particularly desirable in the critical times in which we are living.



General Metal Shop

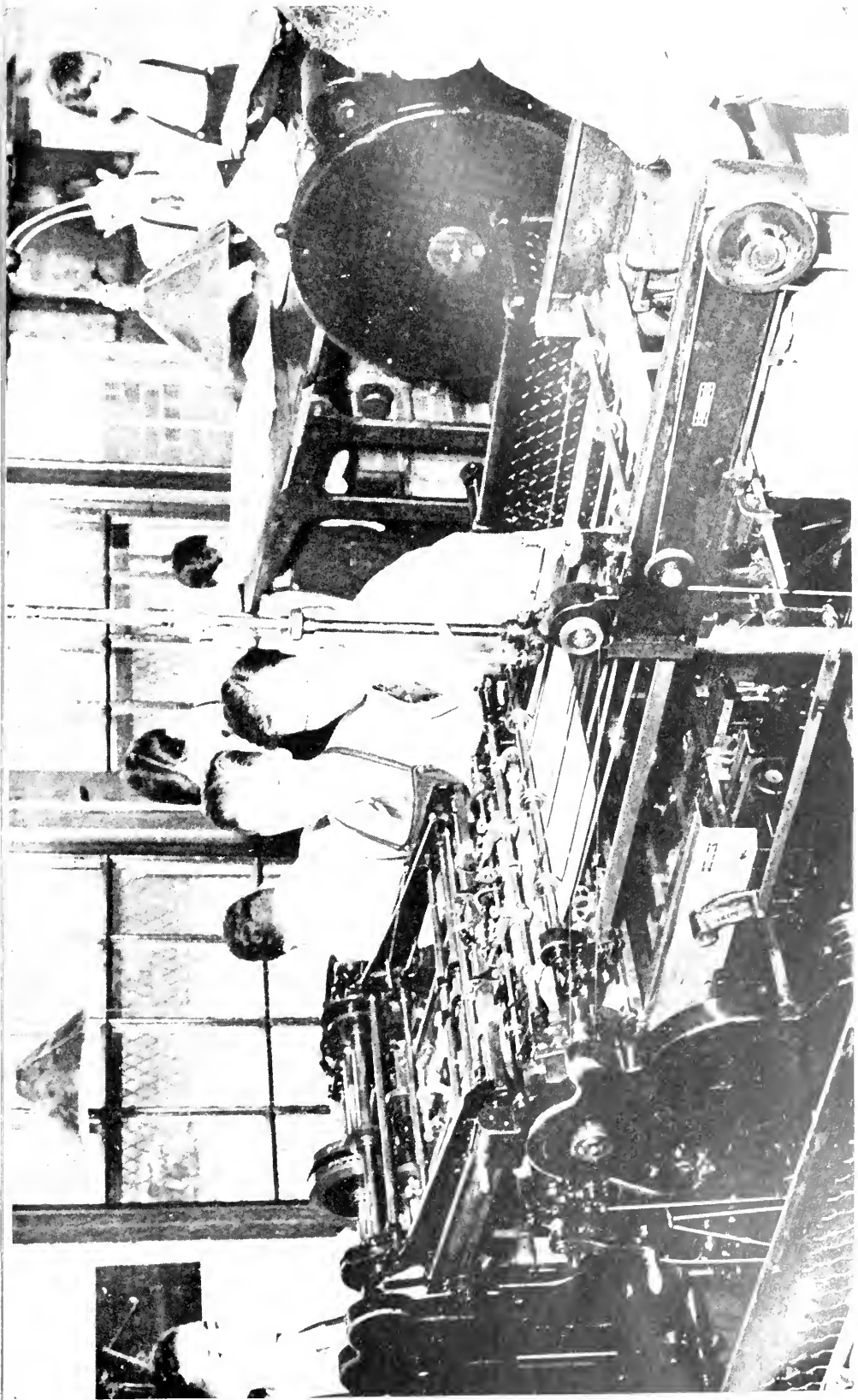
The following tables show that modern foreign language continues to make a strong appeal to intermediate and high school pupils despite the expansion of trade and technical courses in our schools:

Distribution of Enrollment as of October 1, 1940

LATIN AND DAY HIGH SCHOOLS	French	German	Italian	Spanish	Total
Public Latin School	1,289	562	—	—	1,851
Girls' Latin School.....	397	87	—	—	484
Brighton High School.....	471	61	59	174	765
Charlestown High School.....	78	—	—	198	276
Dorchester High School for Boys.....	456	161	—	267	884
Dorchester High School for Girls.....	559	—	—	234	793
East Boston High School.....	258	—	290	189	737
English High School.....	1,727	381	128	616	2,852
Girls' High School.....	657	18	227	271	1,173
High School of Commerce.....	247	—	—	305	552
High School of Practical Arts.....	49	—	—	—	49
Hyde Park High School.....	385	42	68	161	656
Jamaica Plain High School.....	226	44	—	145	415
Jeremiah E. Burke High School for Girls..	626	—	26	169	821
Mechanic Arts High School.....	197	98	—	—	295
Roslindale High School.....	559	81	65	323	1,028
Roxbury Memorial High School (Boys)...	458	149	—	108	715
Roxbury Memorial High School (Girls)...	294	—	—	115	409
South Boston High School.....	292	—	—	293	585
Totals.....	9,225	1,684	863	3,568	15,340

ELEMENTARY AND INTERMEDIATE SCHOOLS	French	German	Italian	Spanish	Total
Abraham Lincoln.....	267	—	—	—	267
Bigelow.....	88	—	—	—	88
Blackinton.....	77	—	—	—	77
Clarence R. Edwards.....	149	—	—	119	268
Dearborn.....	145	—	—	—	145
Donald McKay.....	197	—	244	—	441
Edward Everett.....	—	—	—	123	123
Everett.....	—	—	—	31	31

ELEMENTARY AND INTERMEDIATE SCHOOLS	French	German	Italian	Spanish	Total
Francis Parkman.....	109	—	—	—	109
Frank V. Thompson.....	479	—	—	—	479
Grover Cleveland.....	317	—	—	—	317
Hugh O'Brien.....	146	—	—	—	146
Hyde.....	—	—	—	58	58
James P. Timilty.....	212	—	—	—	212
John Cheverus.....	59	—	—	—	59
Joseph H. Barnes.....	314	—	—	—	314
Lewis.....	254	—	—	—	254
Mary E. Curley.....	114	92	—	198	404
Mather.....	143	—	—	—	143
Michelangelo.....	77	—	279	—	356
Oliver Hazard Perry.....	—	—	—	53	53
Oliver Wendell Holmes.....	393	—	—	—	393
Patrick F. Gavin.....	268	—	—	147	415
Patrick T. Campbell.....	357	—	—	168	525
Prince.....	99	—	—	—	99
Rice.....	106	—	—	—	106
Robert Gould Shaw.....	418	—	—	—	418
Solomon Lewenberg.....	399	—	—	—	399
Theodore Roosevelt.....	249	—	—	—	249
Thomas A. Edison.....	367	—	—	—	367
Thomas N. Hart.....	—	—	—	98	98
Washington Irving.....	350	—	—	—	350
William Barton Rogers.....	396	—	—	—	396
William Blackstone.....	174	—	—	24	198
William E. Russell.....	73	—	—	—	73
William Howard Taft.....	388	—	—	—	388
Woodrow Wilson.....	341	—	—	—	341
Totals.....	7,525	92	523	1,019	9,159
Grand Totals.....	16,750	1,776	1,386	4,587	24,499





Total Enrollment for Each of the Past Three School Years

	French	German	Italian	Spanish	Total
1938-39:					
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
1939-40:					
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
1940-41:					
Latin and Day High Schools.....	9,225	1,684	863	3,568	15,340
Elementary and Intermediate Schools.....	7,525	92	523	1,019	9,159
Totals.....	16,750	1,776	1,386	4,587	24,499

PENMANSHIP

Objective

The purpose of the Department of Penmanship is to train, direct, and supervise teachers in order to develop handwriting ability in all pupils throughout the grades. All written work is intended to be read and, therefore, is worthless if illegible. The teachers have been requested to emphasize letter forms and *not speed*. The results have been most satisfactory. Special attention has also been given to the improvement of the teachers' blackboard writing.

Teacher Training

All newly appointed teachers who enter the Boston service from colleges other than The Teachers College of the City of Boston are required to take a prescribed course in handwriting under the direction of the department, and to qualify within two years after appointment. Some teachers begin this work while serving as temporary teachers, and to assist them to qualify a one-hour class is held at Teachers College on Wednesday, after school hours. During the past two years 62 teachers qualified, and 20 recent appointees are qualifying.

Specimens

Exhibits of regular written lessons, displayed in classrooms and corridors, are a big incentive for teachers as well as pupils.

"Specimens of Yearly Improvement Work" in grades IV to IX, inclusive, are required in October and June.

In June, specimens of applied work are required from every pupil in the first six grades, and these papers are rated by the department during the following September.

Certificates

In the intermediate and high schools certificates are awarded in June for satisfactory completion of the required number of drills. The names on the certificates are written by students at the Teachers College who are participating in the Student Work Program of the National Youth Administration.

Not one mistake was made in copying the names, which showed great efficiency and the meticulous care exercised by the students who qualified in penmanship when sophomores at Teachers College.

Textbooks

Three new textbooks for grades III, IV, and V, respectively, were authorized by the Board of Superintendents, and were sent to the elementary schools in October. The titles are as follows:

Writing Lessons for Grade III.

Writing Lessons for Grade IV.

Writing Lessons for Grade V.

In these books *form* and *not* speed has been stressed, and the words and sentences are appropriate for pupils of these grades.

MERCHANDISING

Continued Increase in Number of Pupils

For the second year in succession there has been an increase in the number of pupils registered in merchandising classes, so that an additional temporary teacher was needed. There was no one on the examined list of teachers eligible for appointment in the Boston system, but fortunately a graduate of The Teachers College of the City of Boston with a master's degree (1939) and of the Prince School for Store Service Education (1940) was available for this assignment.

Lack of Specially Trained Teachers

We now have four temporary teachers who have prepared for this work by attending the Prince School for Store Service



Woodworking
Persepolis School

Education after graduating from The Teachers College of the City of Boston. The combination of these two courses gives excellent training for teaching merchandising, but the commercial coordinator in charge feels that in the near future we must give attention to securing some teachers who have had more experience in the field of retailing. Reimbursement for teachers' salaries under the George-Deen act requires at least three years of practical experience. With our present teaching force of limited practical experience it would be difficult to extend our work under this act beyond the two schools where it is now carried on.

Continued Increase of Practice Work for Pupils

Again this year business conditions have provided a marked increase in the amount of practice work which it has been possible to secure for the pupils in merchandising. December of this year, as compared with the same month two years ago, showed an increase of 46 per cent in the number of students who obtained some practical experience in the stores, and an increase of 70 per cent in the earnings of these pupils.

Post-Graduate Course Substituted for Grade XII Course at High School of Practical Arts

In January 1941, the Advisory Committee on Salesmanship sent the following letter to the Superintendent:

"Since the organization of the cooperative course in store training in 1921, there have been vast changes in employment conditions in retailing. Unemployment has brought about a marked increase in the age requirement in retailing as in all other fields of employment. Increased wages have attracted a far higher type of employee and our high school girls now have to compete with college graduates who enter the department stores in large numbers.

"After extensive consideration the Advisory Committee on Salesmanship is convinced that the time has come for a change in the cooperative plan which is now in operation at the High School of Practical Arts. It believes that merchants would cooperate to a far greater extent if the class were made up of high school graduates rather than of grade XII pupils, and if the course were open to graduates of all high schools rather than to the members of the High School of Practical Arts only. The members of the Advisory Committee are confident that this plan would give the stores a group of girls of a type more desirable for store work, and, therefore, their permanent employment would be more probable. It would also allow a more flexible program both from the standpoint of the store and the school.

"We, therefore, recommend that a cooperative course open to graduates of all high schools be substituted for the alternate-week course now offered at the High School of Practical Arts, the details of the operation to be worked out by the personnel group of the Retail Trade Board and the Commercial Coordinator."

As a result of this request, the School Committee voted to substitute a post-graduate course for the present grade XII cooperative course at the High School of Practical Arts. The personnel group of the Retail Trade Board requested that the new course be put on a 12 o'clock noon to a 4 o'clock afternoon daily schedule rather than as an alternate week-basis, as formerly carried on.

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 at the close of the school year:

DISTRICT AND SCHOOL	I	II	III	IV	V	VI	VII	VIII	IX	Number of Pupils
Dudley:										
William Bacon.....	—	—	—	—	—	—	11	—	—	11
Eliot:										
Christopher Columbus.....	1	—	2	1	2	2	4	—	—	12
Franklin:										
John J. Williams.....	—	2	—	3	4	—	—	12	—	21
John Cheverus:										
Paul Jones.....	—	—	—	—	—	—	8	4	—	12
Julia Ward Howe:										
Sarah J. Baker.....	—	—	6	3	—	5	6	—	—	20
Martin:										
Farragut.....	2	—	—	3	3	2	—	—	—	10
Mary Hemenway:										
Rochambeau.....	—	2	—	3	3	3	—	—	—	11
Norcross:										
George Frisbie Hoar.....	1	—	1	2	1	2	1	—	—	8
Roger Wolcott:										
Pauline Agassiz Shaw.....	—	—	2	2	—	2	2	—	—	8
Ulysses S. Grant:										
Theodore Lyman.....	—	1	3	—	1	—	—	—	—	5
Washington Irving.....	1	1	1	2	4	3	2	5	9	28
Wendell Phillips:										
Winchell.....	—	2	3	1	3	1	—	—	—	10
William Blackstone.....	—	—	—	—	—	—	—	—	13	13
Totals.....	5	8	18	20	21	20	34	21	22	169

Decrease in Numbers

Following the trend in the school system as a whole the number of pupils attending the conservation of eyesight classes during the year has decreased.

The organization figures for September 1941 show that there will be enough pupils for only one class in East Boston. It is planned, therefore, to discontinue the class in the Theodore

Lyman School. Moreover, the class in the William Bacon School in the Dudley District, Roxbury, will have to be discontinued unless during the summer and fall the number of cases of defective vision that would be eligible for admission to the class should prove to be considerably larger than at present. In order to avoid, if possible, the necessity of discontinuing either or both of these classes, the Division of the Blind of the State Department of Education, the Department of School Hygiene of the City of Boston, and Dr. James J. Regan, ophthalmologist, will conduct a survey to ascertain whether or not there is a larger number of school children in these localities who would meet the requirements for admission to a conservation of eyesight class, and who would benefit by the care and instruction given therein.

Because of the general decrease of members no teacher was appointed to fill the vacancy caused by the retirement of a teacher on August 31, 1940. The temporary teacher, assigned to the class in the William Bacon School, had previously had a year's experience in a conservation of eyesight class. A permanent appointment to fill the vacancy will depend upon the number of pupils eligible for entrance to the class in September.

Class for Children with Defective Vision who are now in Special Classes

Many pupils with defective vision have been returned to the Special Classes because of their low mentality. Dr. Regan is of the opinion that there should be a class for this special group, and a plan is being devised to establish such a class. It will be advisable to have this class at the John J. Williams School, but permission of the parents for the children to travel on the street cars or busses will have to be obtained.

In order to solicit the advice of others, who have been concerned with this type of work elsewhere, and to profit by their experience, the assistant in charge of the Boston classes for the conservation of eyesight has conferred with the Director of Special Classes and the National Society for the Prevention of Blindness, and she has also been in communication with schools of this type in several cities.

Course of Lectures for New Teachers

Beginning on Friday, January 17, 1941, and continuing for eight consecutive Fridays, a course of lectures on conservation

of eyesight was given by Dr. Juanita P. Johns under the auspices of the Division of University Extension of the Department of Education.

Thirteen of the Boston teachers, and also a few of our school nurses, were among those who took the course. The lectures were excellent and the course was well attended. The results indicate that a similar course next year would be profitable for new teachers.

Books and Reading Material

As the supply of reading material is limited, it seemed advisable to grade the available books as closely as possible according to the abilities and interests of the pupils.

During the latter half of the school year the teachers of the intermediate classes made definite progress on the survey of clear type books.

Graduates

Twenty-four pupils were graduated in June 1941, fifteen boys and nine girls. Nineteen will enter high school in September.

The following table shows the high schools selected by these pupils:

SCHOOL	Boys	Girls	Total
Charlestown High.....	—	1	1
East Boston High.....	1	—	1
Girls' High.....	—	4	4
Hyde Park High.....	1	—	1
Jamaica Plain High.....	1	1	2
Mechanic Arts High.....	4	—	4
Roxbury Memorial High (Girls).....	—	3	3
South Boston High.....	1	—	1
Vocational High and Opportunity.....	2	—	2
Boston Trade.....	1	—	1
Totals.....	11	9	20
Malden High.....	1	—	1
To work.....	3	—	3
Grand totals.....	15	9	24

Follow-Up Work

Fourteen of these pupils (seven boys and seven girls) are myopes, and following the usual procedure their names will be sent to the Division of the Blind for follow-up work. The eye condition of these pupils is of a progressive nature and consequently they must be checked periodically to make sure that the eye condition does not grow worse. The great danger is that after they cease to be under the care and supervision of these classes, and they have to read fine print books, their myopia will increase.

SPECIAL CLASSES

Transfer of Elizabeth Peabody Center to Wells School Building

New classes were organized for the first time in the Charles Sumner and Warren Districts. The Elizabeth Peabody Special Class Center was transferred to the Wells School building. When this center was housed in the former building a great deal of persuasion was frequently necessary in order to induce parents of prospective pupils from outside sections, especially from Charlestown and Brighton, to attend the center. The parents objected that the building, by reason of its age and its location, was not so attractive as the regular schools which their children were attending. The transfer of the center to the Wells School building has been favorably accepted by the parents.

Psychopathic Testing

During the school year, 532 mental tests were given to children who were being considered for special classes. Two hundred thirty-two of these tests were given by the director, for whom sufficient time for this work became available this year because of the fact that no students at Teachers College were training for special class work. The other 250 tests were given by masters' assistants who were assigned to psychopathic testing.

Junior Red Cross Work

All of the special class centers and many of the classes contributed to the work of the Junior Red Cross. It should be noted particularly that in one of the classes the children made 300 knitting needles. The material was supplied out of private funds, and the needles were afterwards used by the children of

the school in doing their Red Cross knitting. To anyone unacquainted with special class training, observation of this class at work on the various stages of their project — counting, painting, sandpapering, shellacking, and polishing — would have been interesting and enlightening as to the results that can be accomplished by mentally retarded children working under the direction of a specially trained and enthusiastic teacher.

In another class the boys, under the direction of the shop instructor, made 12 doll beds. The girls fitted them out with mattresses, sheets, pillows, blankets, and coverlets — a perfect example of correlation in a center where there are boys and girls.

Other Activities

In addition to the Red Cross activities, some of the classes aid the communities in a practical way; *e. g.*, pupils of a class in one of the outlying centers collected dilapidated and broken toys and mended and repainted them. At Christmas time they were distributed among children in the neighborhood.

In a crowded section of the city, teachers in a school in which there is a special class bring discarded wearing apparel to the school and leave it in the special class room. The pupils in this class sort the apparel, mend it, and put it into bundles for distribution among needy families by the nurse and the follow-up worker of the department. As an expression of appreciation of this service the following letter was sent to the class by the director of a local social agency:

“Dear Friends: May I take this means of expressing our deep gratitude for the many useful articles we received from you. Because of the great variety of articles in the different packages, we were able to equip every member of a large family with a useful and, in many cases, a most necessary garment. May I express my appreciation, especially for the condition in which the garments were received — cleaned and neatly pressed.”

An individual family was also grateful, as this letter shows:

“My dear Miss B.: I appreciate your kindness very much. I can wear the shoes you gave me except the brown pairs, which I gave to young girls, also the suit. The white coat is just my size and with the white shoes they do look lovely. I thank you so much.”

It is interesting to note that in the same special class the attendance was almost perfect during the grippe epidemic. A visitor remarked on it and was told by the pupils: "We think the cod liver oil did it because it builds you up." This teacher has given cod liver oil and orange juice to each pupil daily during the school year.

Exhibit of Hand Work

An exhibit of special class hand work, comprising embroidery, sewing, weaving, woodworking, and metal working, was held in the Administration Library for two weeks. The corner where the freak jewelry made out of combs, macaroni, acorns, peanuts, and even dog biscuits caused much amusement. At the preview for the executives and administrators at 15 Beacon street, tea was prepared and served by the pupils in a single girls' center.

Meetings

The monthly meetings were held as usual by the director with the teachers. Each year some outstanding person outside of the state is invited to speak to the special class teachers at one of the monthly meetings. Dr. Florence Beaman Bok of the Little Red Schoolhouse in New York City was the important out-of-state speaker during the past school year. Her years of experience in teaching special class children and her interest and enthusiasm for the work enabled her to give a talk which for inspiration and practical suggestions was outstanding.

Follow-Up

I. SURVEY OF CHILDREN CERTIFICATED FROM SPECIAL CLASSES, JUNE 1940

Number certificated	127
Number investigated	117
Number not investigated	10
Present Status:	
Number working	30
Not working	62
In army	1
Working under National Youth Administration	1
In care of court officials	1
Returned and still in school	1
Moved to parts unknown	13
Unable to contact	8

Types of work done by boys.

Factory, odd jobs, dish washer, shoe repairer, helper in grocery store, truck drivers.

Types of work done by girls.

Mother's helper, factory worker, married, hospital worker, beauty culture.

Further training.

Among the children who are not working there are many who have taken advantage of the opportunity school as well as regular evening schools.

II. SURVEY OF CHILDREN CERTIFICATED FROM SPECIAL CLASSES, JUNE 1935

Number certificated	97
Number contacted	43
Number not contacted	54

(In times of depression families seem to move frequently and it was impossible to locate these children)

Present Status:

Whereabouts unknown	17
(Children were located but families would not give information)	
Working	12
Not working	4
Married (girls)	6
In army	1
In Concord Reformatory	1
Working as janitor (National Youth Administration)	1
Dead (this boy left widow and child)	1
Total number contacted	<u>43</u>

Types of work done by boys.

Plumber's helper, pedlar, driver for milk company, driver of oil truck, factory worker, junk yard helper, bus boy, waiter.

It is interesting to note that one low-grade boy keeps house while his parents go out to work. He is not allowed to use the gas range, but he keeps the apartment immaculately clean.

Types of work done by girls.

Married, factory worker, night club singer (1).

III. FOLLOW-UP OF THE 1940-41 SPECIAL CLASSES	
Number of cases referred	53
Number of cases continued from 1939-40	28
	—
Total number referred	81
Number of school visits	27
Number of home visits	90
	—
Total number of visits	117
Number referred to agencies	2
Number referred to state school clinics	5
Number referred to Psychopathic Hospital Clinic	3
	—
Total number of referrals	10
Number of conferences regarding welfare of pupils:	
Parents	8
Teachers	95
Probation officers	7
Attendance officers	12
Social service clinics	11
	—
Total number of conferences	133
Number of telephone conferences	75

SPEECH IMPROVEMENT

This report includes a brief statement of the scope of work and services rendered, the annual statistical data for the school year, and descriptive material that was not included in the Annual Report of the Superintendent for the school year ending August 31, 1939.

The public schools of the City of Boston, through its Speech Improvement Classes, offer a course in the correction of recognized speech defects. It has a group of teachers trained for this special work under a director, who first organized this corrective branch of teaching in Boston in 1912, and under whose direction it has grown steadily and has functioned with remarkable efficiency and genuine results, under the auspices of the Boston School Committee. Today it numbers thousands of pupils.

Discovery of Difficulties that Require Corrective Teaching

At the beginning of the school year, a brief prepared by the director is sent to the principal of every elementary, intermediate, and high school of the city, who in turn calls it to the attention of every teacher in his school or district.

It contains a comprehensive and instructive list of the varied speech defects. It serves as a guide for teachers in the recognition of speech defects in pupils, and is the basis of recommendation for placement in speech group classes.

There are forty speech centers in the Boston public school system. This makes it possible for every child to attend a nearby center. If the distance is too great for children to walk, the city provides transportation to and from classes. Each pupil is allowed three hours a week in speech class. Usually this allowance is arranged in forty-five minute, one hour, or one and one half hour periods.

In several of the large hospitals of Boston there are clinics for the diagnosis of speech defects, but there is no provision for the adequate correction of these defects. Many children are sent from these clinics for treatment in the speech improvement classes of the Boston public schools. Private doctors, psychiatrists, nurses, and social workers also send pupils. Consequently, the source of the speech improvement classes covers a wide field. The problem is not *if* these pupils have speech defects, but *what* is the nature of these speech defects. While the speech teacher does not enter the medical or psychiatric diagnostic field, she is able to classify individuals because of her experience in dealing with these varied types of defects

Tests Used

The first test given a pupil is the Articulative and Enunciative Test. This test comprises words, sentences, and quotations embracing all the basic vowel and consonant sounds.

To very young children who have not yet learned to read, and to the older children of the "non-reader" type, these tests are given by imitation, by the use of objects and pictures, and by a series of questions and answers relevant to their age experience.

Correction of Difficulties

In many cases pupils from the elementary schools are not greatly disturbed by the knowledge of their defects. Until they are actually sent to a speech improvement class, they do not realize that their speech differs from the normal. The task of the teacher, before she even begins any corrective

program, is to build up in the pupil a desire for correction, and a willingness to work for the gradual lessening of speech defects.

The need for clear speech is apparent even to primary pupils. Much of the work of the lower grades is oral. Stress is placed upon pride of achievement. Speech improvement teachers, enthusiastic for the progress of the children under their training, keep this problem of motivation constantly in mind.

Technics Employed for Various Types of Difficulties

All speech defectives are taught the general principles of posture, voice, articulation, and resonance. They are given a complete re-education in the mechanics of speech, in its rhythm, and its application to school studies and social needs of every day activities. They have a comprehensive phonetic training, which not only aids them in their attack upon speech itself, but also in reading and spelling. They are given definite rules of good speech, and as each child is taught to analyze his own defect, he realizes which rule of speech he violates. The great value of control is stressed, as every speech defective, no matter what the nature of his defect, lacks control.

Many speech defectives are afflicted with stuttering, which is a disturbance in the rhythm of speech. It is not a physical defect, but rather an emotional fear born of previous failure and frustration. All stutterers breathe poorly, and spasmodically, because the muscular system is tense. By illustrated charts, diaphragmatic breathing is explained to them, and exercises in breath control are given. The child is taught to relax, but relaxation exercises are of no avail if the child is frightened, timid, or sensitive because of the attitude of fellow pupils or others. Speech teachers must be sympathetic, tactful, and, above all, happy and enthusiastic.

With relaxed frame of mind and better breathing, the next step is "attack." As the vowels are voice, voice production is attained through vowel drills. Most stutterers, in fact most speech defectives, have monotonic speech. Phonetic analysis and consequent drills form the basis of all speech correction. Pupils are taught vowel and consonant values, and their eyes are trained to seek the vowel content of the words, lengthening and strengthening these vowels, in order to acquire fullness and roundness of voice.

Each stutterer has his special group of consonants concerning which he hesitates. Special corrective drill on vowel and

consonant combinations form a confident habit of correct speech. Many and varied are the drills used for stutterers. Rhythmic phonetics are done in two-step, waltz, and march time. Exercises of the articulatory organs, lips, teeth, tongue, and jaws produce not only ease of use but thorough knowledge of placement. Exercises for calm, controlled speech produce poise, mental confidence, and courage to go on.

The correction of stuttering is a difficult, long, and meticulous task not only on the part of the teacher, but even more so on the part of the pupil. A corrected stutterer is cautious. Under emotional strain, fright, or accident, his stuttering may return, but if he applies the principles he has been taught, and practices them faithfully, he is able again to correct his defect. In every grade the work of speech correction has a desirable effect on other studies. If a child's speech is constantly improving, correlation between speech work and reading, language, and spelling is marked. His reading becomes thoughtful, analytic, and rhythmic; his language is controlled; his spelling is based on analysis of sounds. In the upper grammar grades speech correction enables the pupil to enter discussions in history, to explain problems in arithmetic, to take part in plays, debates, and exercises in the school hall. With confidence gained from training, he is able to take his place with children of normal speech. This improvement is not only one of actual speech, but it has a favorable effect on the whole personality of the child. No one thrives on constant frustration, on shame, and humiliation. But when the actual ability to take one's place in a normal group really creeps into a child's consciousness, he assumes new strength and courage.

The question arises as to when is a child actually corrected. The Director of the Speech Improvement Classes visits each speech improvement class and examines the pupils who are presented to her as correction candidates. Her test is comprehensive, practical, and thorough. If a child passes the test, he is officially "discharged as corrected" from the speech improvement classes. The invitation is always open to return, if the defect should show itself again, and the cooperation of teachers and parents is invited to check up with interest and care any lapse from normal speech.

During the year 1940-41 the Director of Speech Improvement Classes made a survey throughout the country. Many colleagues of the National Association of Teachers of Speech

contributed effectively and generously to this survey, the result of which is on file. The research was made in accordance with the request of the Superintendent at a directors' meeting, but is too long for inclusion in this report.

The Director of Speech Improvement Classes attended the National Association of Teachers of Speech in convention at Washington, D. C., during Christmas week of 1940. She served as a member of the Elementary School Committee of the National Association of Teachers of Speech to assist in the preparation of Suggestions for Speech Improvement for the Use of Teachers in the Elementary Schools. A set of suggestions covering seventy-six pages was presented for use in every classroom, as follows: Exercises for Relieving Muscular Tension, Daily Vocal Drills for Good Speech, Tongue Exercises for Flexibility and Control, General Practice for Articulation, Teaching the Speech Sounds, Games, Class Lessons on English Consonants, Practice Sentences, Consonant Combinations, Speech Exercises for Dialectal Corrections, Exercises in Proper Intonation, Correction of Words Often Mispronounced, Lesson Plans, Correction of Nasality, Lingual Protrusion, Lisp, Lessons in the Use of the Dictionary, Procedure for Correct Choral Speaking, Plans for Oral Reading Improvement, Greater Appreciation and Love of Poetry, and several other speech procedures.

Report of the National Education Association Convention, Boston, 1941

For the 1941 National Education Association convention, which was held in Boston, the Director of the Speech Improvement Classes prepared three distinct programs for two departments of education of the National Education Association and one allied organization. These included the National Association of Teachers of Speech, the Massachusetts State Department of Special Education, the American Association for the Preservation of Spoken Language. It was planned that these programs would be assigned on different days, but unfortunately all were assigned to be presented on Tuesday afternoon, July 2, 1941. The director presided at Emerson College for the National Association of Teachers of Speech, which held the largest department educational meeting. Other teachers from the department presided at two other important sectional meetings.

Many speech improvement class teachers served in other valuable ways. Their services were appreciated and enjoyed by the visiting delegates, who came from all parts of the United States.

The attendance at these meetings indicates the widespread interest in speech improvement throughout the country. Boston may well be proud of its pioneering work in speech education as a public school function.

A Brief of the City-Wide Speech Improvement Class Organization and Accomplishment, 1940-41.

Statistics

1. Total registration (different pupils)	4,807
2. Number of different pupil classes	195
3. Discharges as corrections	1,333
4. Number belonging June 30, exclusive of these discharges	3,474
5. Average membership	3,755
6. Average attendance	3,498
7. Number of different classrooms used	40
8. Anticipatory discharges early during the 1941-42 school year as corrections	510
9. Number of different speech centers	39
10. Number of Boston geographical districts	11
11. Number of Boston schools and school districts represented	107
12. Private schools represented, 26; public schools, 12 (outside of Boston)	38
13. Number of different schools represented	145

The quota of trained teachers for the correction of speech disorders in the speech improvement classes consisted of:

1	Director.
17	Assistants, Speech Improvement Classes.
5	Temporary teachers, Speech Improvement Classes.
<u>23</u>	Total.

(Since January 31, 1941, 16 Assistants.)

The correction of pupils of the speech improvement classes for the school year 1940-41 follows:

1. Completely corrected and greatly improved	3,057
2. Progressively improved	1,492
3. Slightly improved	258
Total	<u>4,807</u>

LIP READING CLASSES

Organization

Lip reading instruction is offered to all hard-of-hearing pupils in the Boston school system. Pupils in the primary grades are given instruction in their own school by a visiting teacher. Intermediate and high school pupils report to lip reading centers for instruction.

The periods of instruction are arranged in such a way that a minimum amount of time is used in traveling to the centers; viz., before and after sessions and at recess.

The instruction of the primary child is mostly individual or in small groups, as corrective work in speech, voice quality, and vocabulary is usually necessary. Classes at the centers are organized according to school grade and lip reading ability. The content is correlated with the school course of study as far as possible.

Objectives

The pupil with a hearing handicap is an individual problem educationally, and needs an individualized program, which should include educational, vocational, and social guidance and adjustments. Too often, however, he is permitted to select a course of training and a trade for which he is not adapted.

Lip reading equips the hard-of-hearing child to compete with his normal hearing classmates. It lessens the nervous tension of trying to hear. Attention and interest in school and in outside activities are restored. It returns to the child the contact of which he has been deprived and which he enjoyed — the ability to understand speech.

The pupil with an acoustic loss belongs in one of the following classifications: 1. Totally deaf; 2. Severely hard-of-hearing; 3. Slightly hard-of-hearing.

The totally deaf child is provided for in the Horace Mann School for the Deaf. Lip reading is sufficient for the slightly hard-of-hearing child. The severely hard-of-hearing child belongs in an environment of normal sound and speech with a program adapted to his needs. The present provision for this child is either the Horace Mann School for the Deaf or a lip reading class.

Hearing Tests

The hard-of-hearing child is a medical as well as an educational problem. Audiometer tests are conducted by the Department of School Hygiene. Hence, the scope of the work and the number of pupils given an opportunity to benefit by lip reading instruction depend greatly on the otological work of the department.

The General Laws of the Commonwealth of Massachusetts require that all pupils in the public schools be tested as to vision and hearing at the beginning of the school year. The whisper test, supplemented by the 4A audiometer, is used in Boston. The whisper test, as given by the classroom teacher, is unsatisfactory because only the obvious cases of hearing loss are discovered. The 4A audiometer is a scientific, uniform, and good screening test. As many as forty pupils may be tested at one time.

Pupils found to have a hearing loss of more than nine sensation units are referred to the otologist for diagnosis and recommendation. Many cases of incipient deafness are detected in the audiometer tests, and preventive measures are recommended. Cases of established hearing loss and progressive deafness are recommended for lip reading instruction.

This year the pupils in grades III to IX in the schools of East Boston were tested by the audiometer with the following results:

Total number tested by the audiometer . . .	5,376
Number examined by the otologist . . .	256
Number recommended for lip reading . . .	50

Annual audiometer tests would discover potentially hard-of-hearing children, in order that their hearing might be conserved, and would provide teaching adjustments for the severely and slightly hard-of-hearing child.

The lip reading department has cooperated with the social service departments of the Boston Guild for the Hard of Hearing, the Boston City Hospital, the Massachusetts Eye and Ear Infirmary, and Beth Israel Hospital in the follow-up work and progress of pupils.

Statistics

Lip reading centers are located in the following schools:

DISTRICT	SCHOOL	Number of Classes
Bennett	Winship	2
Eliot	Christopher Columbus	2
Emerson	Emerson	8
Horace Mann School for the Deaf		8
Martin	Thomas Dwight	3
Thomas N. Hart	Frederic W. Lincoln	4
Warren	Warren	3
Total		30

The visiting teacher gave instruction to thirty-one primary pupils located in eighteen schools.

The total enrollment as of June 1941 was 295 pupils. These pupils were distributed as follows:

	Number of Pupils
Primary	31
Intermediate	167
High	91
Special Classes	6
Total	<u>295</u>

ATTENDANCE

Organization

The attendance staff comprises one head supervisor of attendance and thirty-one supervisors of attendance (23 men and 8 women).

Thirty supervisors are assigned to general work — enforcement of the compulsory school attendance law — and one is assigned to the enforcement of the street trades laws.

In making assignment of the supervisors to the various schools and districts consideration is given to the locality, area, and population. The average school population in each attendance assignment is approximately 4,500 children (public and parochial). Incidentally, in 1898 the school population was 85,320. There were nineteen truant officers (title later changed to supervisor of attendance) and each officer had an average assignment of 4,500 children.

The registration in the regular day schools for the school year 1940-41 is 128,395, which is about equal to that of the school year 1920-21 (127,507), when there were only twenty-five supervisors of attendance, but three of that number were assigned to evening schools. In the reorganization of the department in 1927, because of the steady increase in regular day school registration and the decrease in illiterate minors' registration in the evening schools, the three supervisors assigned to evening school work were assigned to new day school districts.

Today, recognizing the decline in day school registration and the consequent closing of some school buildings, a rearrangement of assignment of supervisors was expedient. This was made possible by the absence from duty of two supervisors of attendance during part of the school year. One supervisor was granted leave of absence for personal illness from October 1940 to June 1941, inclusive, and the other for military service from January to June 1941, inclusive. It is the intention of the supervisor, absent because of illness, to retire on pension on August 31, 1941, and I recommend that no appointment be made to fill the vacancy.

During the present school year supervisors of attendance were absent from duty 301 days on account of personal illness. This includes the long-term leave referred to above. The districts of the absent supervisors were covered by the regular supervisors who were in a position to do the work without inconvenience to the schools, thus eliminating the necessity of employing temporary supervisors.

Twenty-two supervisors use their automobiles in the performance of their duties and receive mileage at the rate of five cents a mile. Other supervisors use their cars intermittently as the work demands, with no allowance for mileage. They are allowed approximately fifty car tickets a month for use in street cars and busses. This arrangement permits covering a given territory without waste of time, thereby rendering more efficient service.

Employment of Minors 14 to 16 Years of Age

In accordance with Section 1, Chapter 76, of the General Laws, as amended by Chapter 461 of the year 1939, employment certificates were issued to 55 minors as compared with 8 minors in 1940. The activities of the Certifying Office will be found in the latter part of this report.

General Statistics

The Rules and Regulations of the School Committee provide for the issuance by the schools of non-attendance investigation cards to the supervisors of attendance. The vigilance and interest of the classroom teachers in referring suspected illegal absences to the supervisors of attendance have made possible the following report of the number of investigations by the department.

INVESTIGATIONS	1940-41	1939-40
Total number of investigations.....	84,115	79,009
Distribution as follows:		
Day intermediate and day elementary schools.....	*47,353	44,502
Latin, day high, and trade schools.....	24,727	21,979
Boston Disciplinary Day School.....	1,467	1,471
Parochial schools.....	2,507	2,482
Evening schools (illiterate minors).....	†466	616
Employment cases of children between the ages of 14 and 16 years referred by the Certificating Office for investigation...	533	470
Monthly follow-up investigations of children having home permits (girls between the ages of 14 and 16 years).....	235	386
Domiciles of teachers.....	162	191
Domiciles of pupils (tuition cases).....	274	431
Immigration cases referred by the United States Department of Immigration.....	61	27
Transfers of pupils to and within the City of Boston.....	5,069	5,200
Inspection of factories, workshops, etc., employing minors 16 to 21 years and children between 14 and 16 years.....	750	801
Inspection of theatres to apprehend children illegally performing or attending performances.....	511	453

* 1,784 of these visits were made on Sundays or during evenings.

† There were 233 illiterate minors enrolled in evening schools in 1940-41, and 327 in 1939-40.

Truancy

From a study of juvenile delinquency in Massachusetts made in 1939 by the Massachusetts Child Council, it was found that broken or poorly managed homes appeared to be the chief cause of delinquency. This is usually the home background of the habitual truant.

That truancy is directly related to conditions which result in more serious delinquency if not discovered and corrected is a well known fact. Truancy is frequently an indication of a

lessening respect for the authority of the parents. As most of the homes of truants are demoralized or broken it is difficult, if not impossible, to interest that type of parent in the value and importance of school attendance without resorting to the law.

With few exceptions, habitual truants are transferred from the public and parochial schools to the Boston Disciplinary Day School. The supervisor of attendance makes application for the transfer to the head supervisor of attendance, who refers the case for approval to the assistant superintendent in charge of the Attendance Department. During the school year approximately 366 transfers were effected. The following are a few of the supervisors' reports, taken at random from a thousand or more application cards on file in the office of the head supervisor:

"This boy has been absent 44 sessions, 26 of which were trauancies. He is a runaway and was arrested last week by the Cambridge police. His home is a good one and his parents cooperate with the supervisors of attendance. He is of a quiet disposition and is no problem in the classroom. He always travels alone, is not a good mixer, and spends his time when trauanting in the vicinity of Washington and Essex streets, where he is well known by the police officers and the merchants. I recommend his transfer to the Boston Disciplinary Day School for study to determine the cause of his truancy and possible correction of it."

"This boy has been out of school 54 sessions, the greater number of which were for truancy. His mother has shielded him by offering excuses of illness. She is very defiant. The home situation is very bad; the mother is in poor health and the father is a heavy drinker. I have found him drunk on several of my visits to the home. It would seem to me that the Boston Disciplinary Day School is the place for the boy."

"This boy was truant from a high school. His mother died of cancer about a year ago. When I first became acquainted with the family and found that the mother was ill, I referred the case to the Family Welfare Society. They did a lot for the family and are still interested in the case. Their visitor believes that the school has done everything possible for the boy. Apparently the Boston Disciplinary Day School is the place for him."

Court Complaints Against Parents or Guardians, and Children

The Rules and Regulations of the School Committee require the Head Supervisor of Attendance to keep a record of the activities of his subordinates. Consequently, in order to regulate court complaints, supervisors submit an application with a report on each case to the head supervisor of attendance for approvals.

The following reports taken from the files in the department office give some idea of the extensive work done by the supervisors before resorting to the law for adjudication:

"The principal of the Boston Disciplinary Day School and the probation officer of the Roxbury Court agree with me that this case should be brought before the court immediately. The boy's parents have absolutely no control over him. He was in the House of the Angel Guardian at West Newbury, but ran away. He has an older brother in the Boston Disciplinary Day school who is on a suspended sentence to the Lyman School and who is to be surrendered by the probation officer of the Roxbury Court this week for commitment."

"This boy attended school but four days since coming from Brewster, Massachusetts, to live in Boston. Upon calling at the home to effect his transfer to the Boston Disciplinary Day School, his mother informed me that he had returned to Brewster to live. A day or two later I saw him on the street. Therefore, I believe the only way to adjust the matter is to take the boy directly to court and have the judge order him to enroll in the Boston Disciplinary Day School."

"This is the case of a Chinese pupil of the Day School for Immigrants who was working during school hours. To be sure that he understood the reason for my visit, I took with me two Chinese students of the school who acted as interpreters. Our visit, however, did not result in his compliance with the law. Therefore, the United States Department of Immigration was requested to see if he was in the country legally. Apparently the visit of their representative impressed him as he now attends school regularly."

The following is a statistical report of the number and distribution of court complaints against parents or guardians for failure to cause attendance of minor children at school:

COURT	SCHOOL YEAR	
	1940-41	1939-40
Brighton.....	1	—
Central Juvenile.....	2	4
Charlestown.....	1	—
Dorchester.....	9	12
East Boston.....	5	1
Roxbury.....	5	12
South Boston.....	1	2
West Roxbury.....	1	1
Total complaints.....	25	32
Disposition as follows:		
On examination, parent found to be insane; committed to a state hospital for the insane.....	1	1
Placed on probation.....	7	15
Court ordered truant complaint entered against boy; complaint against parent filed.....	1	—
School complaints filed; parents entered "stubborn child" complaints on advice of the court.....	* 3	—
School complaint filed; boy ordered by court to live with relatives in another city.....	1	—
Suspended fines imposed by court.....	—	3
Fines imposed by court.....	4	2
Defendants defaulted. Court issued default warrant.....	—	2
Cases filed.....	8	9
Totals.....	25	32

* Daughter given suspended sentence to Industrial School at Lancaster; placed in custody of Catholic Charitable Bureau for placement in a foster home.
 Parent placed daughter in the House of the Good Shepherd.
 Court ordered truant complaint entered against boy. Complaint against parent filed.

Court Complaints Against Pupils Boys (TRUANCY)

COURT	REGULAR DAY SCHOOLS		BOSTON DISCIPLINARY DAY SCHOOL		SPECIAL CLASSES	
	1940-41	1939-40	1940-41	1939-40	1940-41	1939-40
Brighton.....	—	5	—	—	1	—
Central Juvenile.....	3	3	—	—	4	1
Dorchester.....	2	4	—	—	2	—
East Boston.....	2	2	—	—	5	8
Roxbury.....	2	2	29	18	1	2
South Boston.....	3	1	—	—	2	1
West Roxbury.....	—	1	—	—	—	—
Total complaints.....	12	18	29	18	15	12

GIRLS (TRUANCY)

COURT	REGULAR DAY SCHOOLS		SPECIAL CLASSES	
	1940-41	1939-40	1940-41	1939-40
Brighton.....	2	2	—	—
Central Juvenile.....	2	4	2	2
Charlestown.....	1	—	—	—
Dorchester.....	5	4	—	1
East Boston.....	7	6	1	—
Roxbury.....	2	15	1	—
West Roxbury.....	4	—	—	—
Total complaints.....	23	31	4	3

MISCELLANEOUS (BOYS AND GIRLS)

	SCHOOL YEAR	
	1940-41	1939-40
Boys complained of as habitual absentees:		
Roxbury Court.....	—	2
Disposition:		
Committed to Middlesex County Training School.....	—	1
Suspended sentence to Middlesex County Training School.....	—	1
Girls complained of as school offenders:		
Central Juvenile Court.....	1	—
Disposition:		
Filed.....	1	—
Boys complained of for violation of street trades (complaints made by supervisor of attendance assigned to street trades).....	—	8
Central Juvenile Court.....	—	6
Roxbury Court.....	—	2
Disposition:		
Probation.....	—	8
Illiterate minors (16 to 21 years) complained of as truants from evening schools (males):		
Central Juvenile Court.....	2	4
Disposition:		
Probation.....	—	2
Defaulted — default warrant issued.....	1	—
Filed.....	1	2

The statistics show a decrease in the number of boys committed to the Middlesex County Training School on truancy complaints: 10 in 1940-41; 16 in 1939-40. At the close of school in June 1941, a total of thirty Boston boys were in the Middlesex County Training School. The year previous, thirty-one boys were there, — a decrease of one.

INCREASE, DECREASE AND PEAK OF TRUANCY

	1940-41	1939-40
Individual truants in day elementary and day intermediate schools:		
Boys.....	1,735	1,548
Girls.....	371	362
Totals.....	2,106	1,910

Increase in boy truants, 187.

Increase in girl truants, 9.

Total percentage increase in truancy for boys and girls in day elementary and day intermediate schools, 10.3 per cent.

	1940-41	1939-40
Individual truants in day high, Latin, and trade schools:		
Boys.....	359	379
Girls.....	192	132
Totals.....	551	511

Decrease in boy truants, 20.

Increase in girl truants, 60.

Total net percentage increase in truancy for boys and girls in day high, Latin, and trade schools was 7.8 per cent.

	1940-41	1939-40
Peak of truancy in day elementary and day intermediate schools:		
Boys.....	May	October
Girls.....	May	May
Peak of truancy in day high, Latin, and trade schools:		
Boys.....	October	October
Girls.....	October	January

Certificating Office Statistics

	September 1, 1940 to May 31, 1941.	September 1, 1939 to August 31, 1940.
Educational certificates issued (16 to 21 years — literate and illiterate minors)	20,227	15,719
Special home permits issued (girls and boys — 14 to 16 years)	91	91
Employment certificates issued (girls and boys — 14 to 16 years) . . .	*340	345

* This includes 55 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.

Miscellaneous Statistics

	1940-41	1939-40
Number of immigrants located and entered in school	55	26
Number of transfer cards sent from Boston to other cities and towns . . .	3,873	3,428
Total individual enrollment of boys in the Boston Disciplinary Day School	366	356
Total enrollment Boston Disciplinary Day School as of June 30	173	151
Violations reported by supervisor of attendance assigned to street trades:		
In various sections of the city	*627	753
In market district on Saturdays	*117	166
Collected at the homes of pupils:		
School books	1,666	1,420

* As of June 30, 1941.

Social Service

It is a well recognized fact that the germ of delinquency generates in broken or discordant homes because of the lack of parental leadership and family cooperation. As a consequence, society through its public and private social agencies, enters into the situation for the purpose of the possible rehabilitation of the family.

The major part of the work of the supervisor of attendance is in such homes. Because his work is concerned with school attendance, he is usually able to obtain reliable information regarding the economic situation in the home, which some-

times is the cause of poor attendance, and to refer the case to the proper social agency for investigation. The following report is a result of such activities:

"Virginia, age 9-4, is the oldest of five children. Her father is a roofer, but unemployed. The family is on the welfare. When the supervisor of attendance visited the home, he found the house in a filthy condition. Little wonder that the child complained of a sick stomach as the cause of her absence from school. The supervisor of attendance immediately referred the case to the Massachusetts Society for the Prevention of Cruelty to Children. They advised him that the family was well known to them, but at that time was on the inactive list. Later the mother was taken to the Boston City Hospital, where she gave birth to a son. A housekeeper was procured by the Overseers of the Public Welfare. As a result, the home was rehabilitated and the children attended school regularly."

"The aunt of a 14-year-old truant girl, in order to avoid publicity, requested the supervisor to try to find the girl after an absence of two days from her home. She was located by her sister at a friend's house. The pupil claimed that the sister was too severe and made her a household drudge. The sister, however, stated that the girl was angry because she was not permitted to stay out late at night with undesirable companions. The girl was undernourished and a tuberculosis contact. Through the efforts of the supervisor, she went to live at the home of her aunt. Since then her attendance at school has been regular."

"Supervisor arranged with a bank that had foreclosed the mortgage on a house to move the family to rented quarters rather than remove the furniture to a warehouse. There are six children of school age in the family. Arrangements were made by the supervisor to have the father procure a medical certificate so that the family could obtain public aid. Although suffering from a serious ailment, he had previously refused to do this."

Supervisor attended several meetings of the local Young Men's Christian Association. On one occasion he gave an estimate of the number of boys from grade III who might take advantage of the recreational activities. This enabled those in charge of the organization to plan the necessary enlargement of facilities. This supervisor also attended conferences of social agencies, probation officers, etc., to discuss methods of

dealing with the children in that community who were stealing from the local stores. Supervisor made arrangements to send a boy to a summer camp, and his epileptic brother to a hospital in Munson, Massachusetts.

Supervisors had 726 conferences with probation officers and social and charitable organizations, in efforts to improve the habits of certain children or to correct their home conditions.

In cases referred by the supervisors of attendance to the masters, teachers, and school nurses, the following supplies and aid were given by social agencies:

381 pairs of shoes.	2 boys' shirts.
57 pairs of rubbers.	8 sets of underwear.
31 pairs of stockings and socks.	3 sweaters.
38 complete outfits for school children.	1 military drill uniform.
4 overcoats.	3 dresses.
6 pairs of trousers.	3 snow suits.
410 miscellaneous articles of clothing.	
\$811 for 191 families for food (including Thanksgiving and Christmas baskets), fuel, medicine, clothing.	
7 school children were given dental treatment; two of them were provided with false teeth.	
Eye glasses were furnished for 1 parent and 6 school children.	
Medical attendance was provided for 5 families, 1 parent, and 25 school children.	

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

47 pairs of shoes.	1 quilt.
13 pairs of rubbers.	1 baby carriage robe.
16 pairs of stockings and socks.	301 miscellaneous articles of clothing.
1 pair of trousers.	19 bundles of miscellaneous articles of clothing.
12 sweaters.	4 cases of canned goods.
6 boys' shirts.	\$9 for groceries and for candles, and cookies for school children at Christmas.
1 boy's suit.	\$8 for lunches for a poor boy.
1 man's suit.	15 Christmas baskets containing food and turkeys for needy families.
14 articles of underwear.	10 bags of toys.
18 coats and 1 fur coat.	7 dolls.
3 ties.	
51 dresses for school girls.	
3 blouses.	
10 hats.	
3 bath robes.	
1 blanket.	
3 bed spreads.	

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 of Public Schools. (School Document No. 10 — 1939.)

Trial Board Cases, 1940-41

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. The 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 584 cases, distributed as follows:

(1) *Unlicensed Minors:*

(a) For violation of the regulations with regard to:	
Selling newspapers	114
Shining shoes	80
Peddling fruit and vegetables	26
Peddling merchandise	25

(b) For soliciting money on the streets	1	1
(c) For loitering on streets	2	2
Total (1)		248
 (2) <i>Licensed Minors:</i>		
(a) For violation of the regulations with regard to:		
Selling newspapers	41	
Shining shoes	36	
Peddling fruit and vegetables	3	
	—	80
(b) For soliciting money on the streets	1	1
Total		81
 (3) <i>Badge Holders who have become sixteen years of age and have failed to surrender badge when notified to do so</i>		
	244	244
 (4) <i>Youths over sixteen years and adults:</i>		
(a) For inducing unlicensed boys to engage in street trades	10	
(b) For interfering with an officer of the law in the performance of his duty	1	11
Totals (2), (3), (4)		336
Grand Total		<u>584</u>

The disposition of the 584 cases was as follows:

Cases filed	536	(Boy warned; parent instructed in law)
Cases discharged	8	
Probation for 1 week	10	(and badge suspended — 4)
2 weeks	9	(and badge suspended — 2)
3 weeks	6	(and badge suspended — 0)
4 weeks	13	(and badge suspended — 5)
Badges surrendered by parent,	2	
Total	<u>584</u>	

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

Cooperation of Police

The Police Commissioner of the city of Boston has required the cooperation of the police department in the enforcement of the street trades laws. Such violations as were reported to the Police Commissioner by the division captains were forwarded to the Supervisor of Licensed Minors. The total number of violations reported by the police during the year was 13. In each case the boy involved was required to appear, with his parent, at the Boston Newsboys Trial Board for a hearing on the charge. In this manner correction of the violation was effected without the boy's receiving either a police record or a Juvenile Court record.

One Juvenile Court Case

The only case that was taken into the Juvenile Court this school year was for the soliciting of shoe-shining business without wearing the badge in full sight, for obstructing the sidewalk with the shoe-shine box, and for refusing to give requested information to an officer.

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, 731; Bootblacks, 354; Pedlars, 20; Total, 1,105. The number reissued for each trade, respectively, was: 28, 27, and 1, making a grand total of 1,161.

The number of badges in force August 31, 1941, possessed by boys between twelve and sixteen years of age engaged in their respective trades and attending either an elementary, intermediate, high, or special school, was: Newsboys, 1,669; Bootblacks, 1,049; Pedlars, 57; Total, 2,775.

The Supervisor of Licensed Minors has jurisdiction also over the paroehial and other private schoolboys engaged in street trades. The number of such pupils who were licensed and were granted badges this year was: Newsboys, 85; Bootblacks, 36; Pedlars, 1; Total, 122.

BOSTON DISCIPLINARY DAY SCHOOL

During the past few years the School Committee has given much attention to pupils who for one reason or another do not become adjusted readily to the regular school program.

Boys who have become habitual truants or school offenders are sent to the Boston Disciplinary Day School. Miss M. Gertrude Godvin, principal of the school, has made a comprehensive report of the work of this school. The following report deals with the efforts made to care for truants and other school offenders, and describes current procedures as carried on in this school.

The year 1940 marked the twenty-fifth year of the establishment of the Boston Disciplinary Day School . . . "a school for the instruction and training of children who are habitual truants, absentees, or school offenders" . . . established in accordance with the provisions of the Acts of 1914 of the General Laws. The year 1940 also marked the complete demolition of all the buildings of the Boston Parental School in West Roxbury where the city formerly housed the truant children of Boston. It is well to pause on an anniversary and take account of stock — look at the records and determine whether or not we are failing or gaining.

Why have a disciplinary day school, and if there must be one, why call it by that name? These are questions asked frequently by students of child welfare, parents, and educators. Truancy in our city schools has always been and still is a serious and persistent problem.

Our stern New England forefathers enacted the early Colonial Statutes of 1642 and 1647, which taken together constituted a complete system of education, not only securing the means of instruction for all by compelling the unwilling towns to set up schools, but by requiring all children to be taught. Many did not avail themselves of the opportunities extended to them at public expense and truancy became an increasing offense in the schools.

Many years passed between the enactment of the compulsory education law and the compulsory school attendance law and it was not until 1850, over two hundred years later, that the first compulsory attendance law was enacted in Massachusetts for children between six and fifteen years of age. This law, the first of the so-called truant laws, was enforced in Boston by the chief of police, who at the request of the mayor and aldermen annually assigned two or more officers to the work. These officers gave their full time to the enforcement of the laws and reported at a designated police station,

to which the masters of the schools sent their reports of truancy. The schools were visited only to obtain information in special cases.

A law was passed in 1852 making persons in control of children between the ages of eight and fourteen years responsible for their attendance at school. This law was the guide and basis of all subsequent compulsory attendance legislation in the United States. The duty of prosecution was placed upon the city treasurer until 1855, when an exception in the law was made for Boston and truant officers assumed this responsibility. In 1873 a law was enacted by the legislature authorizing the appointment by school committees of two or more truant officers, and the School Committee of Boston organized a truant force from police officers who had been engaged in the work.

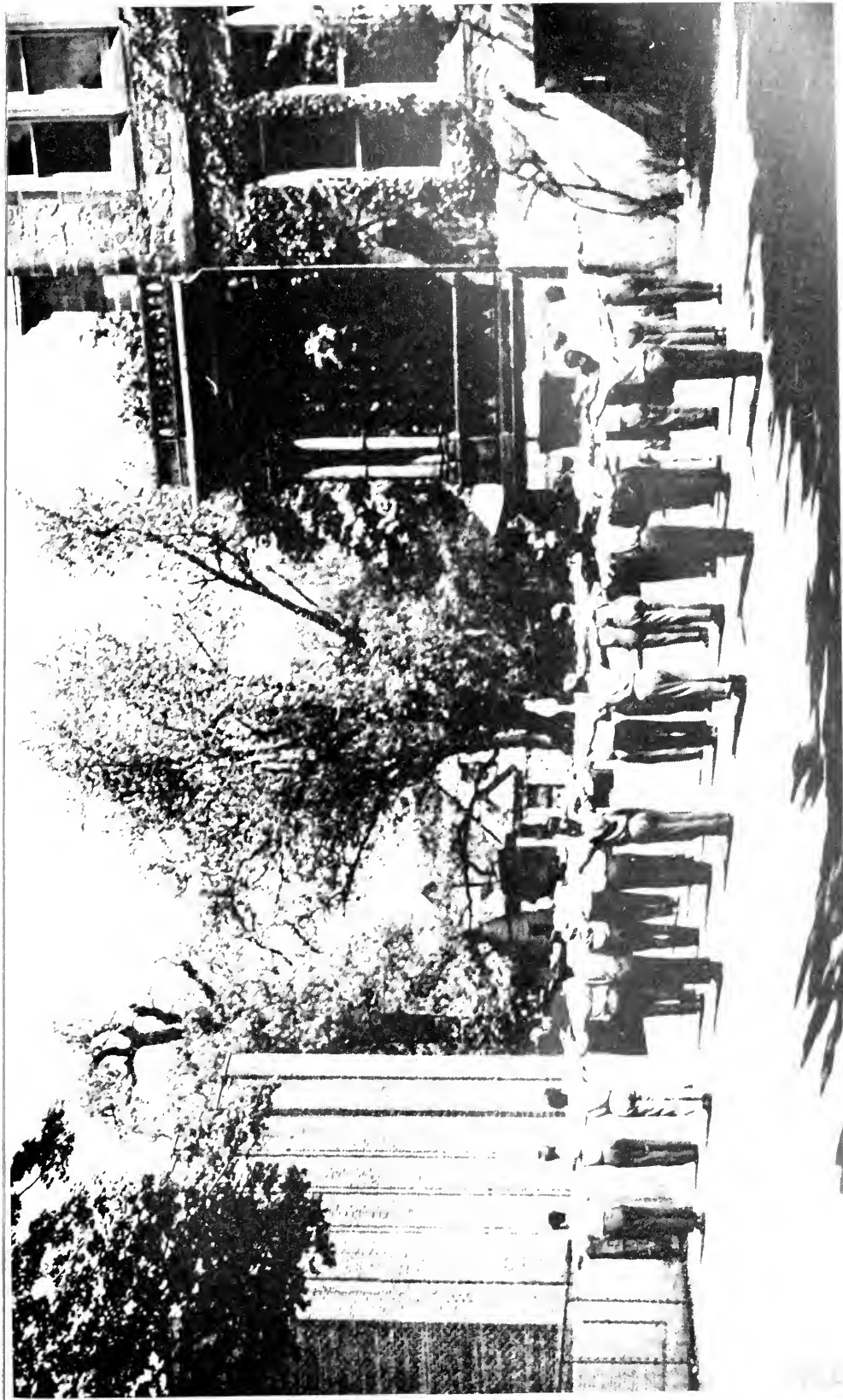
Up to 1895 all truants were sent to Deer Island where they were associated with all the inmates of the Penal Institution. Consequently, the School Committee petitioned for a different type of school for truants. They wanted an institution, other than a reform school, to which the municipal courts could commit a boy. They wanted a parental school to prevent crime, not a reform school to cure crime.

The Parental School

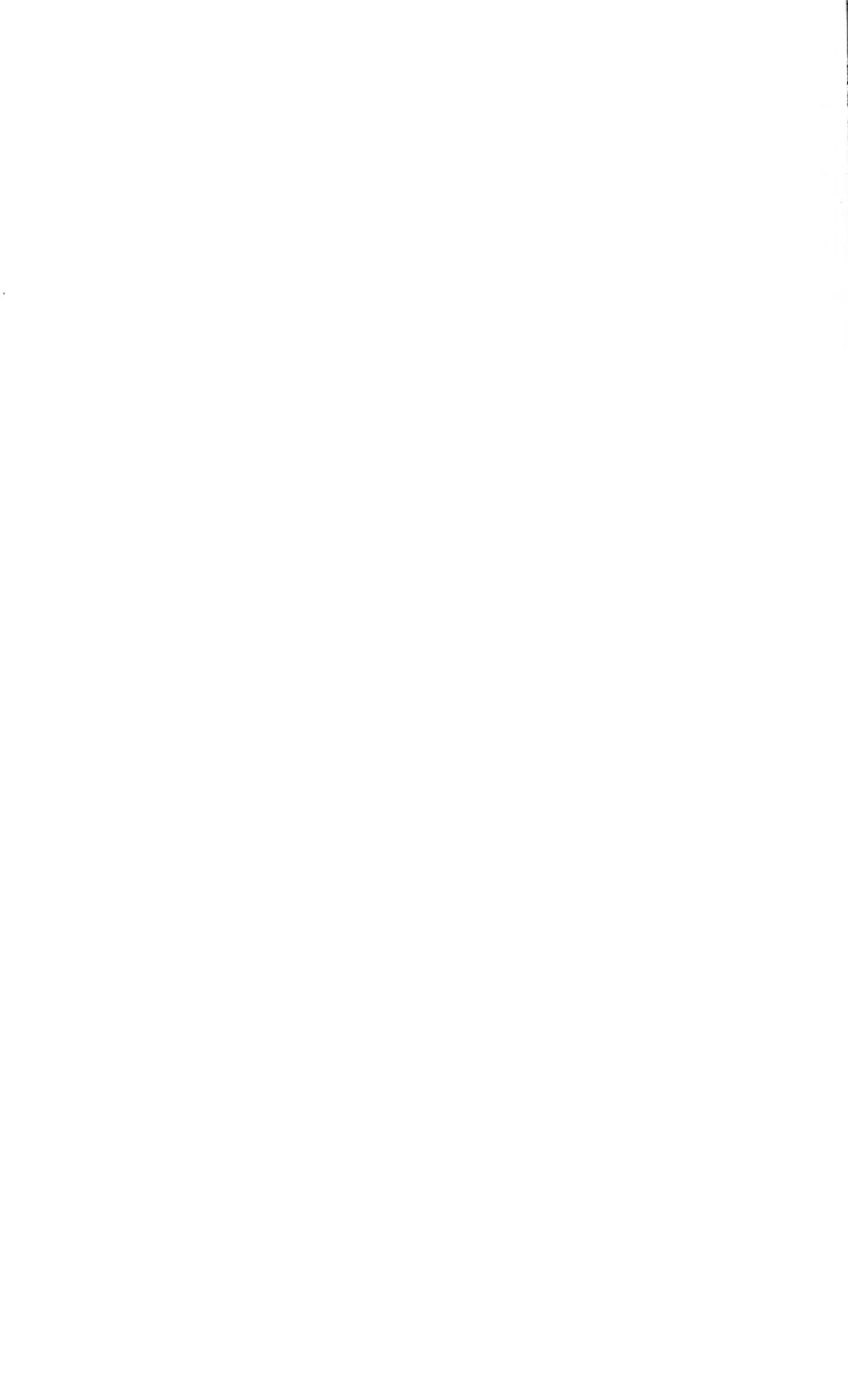
In 1895 a Parental School for truants was established in West Roxbury. This segregated the truants who had formerly been housed with other inmates in the penal institutions at Deer Island and later at Rainsford Island. A new institutional life was begun by the truants committed from the various courts. This institution was in operation for nineteen years (1895-1914), when it was closed as not functioning as originally designed.

Disciplinary Classes

Disciplinary Classes for boys who might otherwise be sent to the Parental School were established in 1906 — eleven years after the opening of the Parental School. The object of such classes was to receive boys who had not proved amenable to ordinary school discipline, and had become a disturbing element to the classes which they attended. It was hoped that “by wise, judicious, and kindly influence they might be prevented from being sent to the Parental School and



Yard Exercises
Boston Disciplinary Day School



retained in the school system without the necessity of recourse to court procedure." After six years, these classes were abandoned, the School Committee apparently believing that some other type of disciplinary control would be preferable.

Thus we find that the measures, employed to prevent truancy in the past by the Municipal Court, the Parental School, and the Disciplinary Classes, established in certain sections of the city proved ineffective because the needs of the individual child were not met in their solution of the problem of truancy.

Juvenile Court

Early in the year 1906 the School Committee became convinced that the methods then employed by the courts in dealing with juvenile offenders of school age were not producing the results which might reasonably be expected, and that a considerable number of children were sent each year to the Parental School and the Suffolk School for Boys with infinite injury to the children themselves. The committee found that, while in the five years from 1900 to 1905 the population of Boston had increased $6\frac{1}{4}$ per cent, the number of boys sentenced to the Suffolk School for Boys had increased over $61\frac{1}{2}$ per cent, and that the number of inmates in the Parental School had increased still more rapidly.

The members of the School Committee stated that these unfortunate results were due partly to defects in the method employed and perhaps still more largely to the very small amount of time which the Central Municipal Court was able to give to the study of each case brought before it.

The School Committee, joined by the Mayor petitioned the legislature in respect to boys and girls under seventeen years of age that their cases might be transferred to a proposed juvenile court, to be presided over at all times by the same judge, who should be selected because of his "Unusual understanding of the nature of children." The legislature passed the act in 1906 and the Governor appointed a judge of the new court.

The Juvenile Court did not begin its work until September 1, 1906, but the results obtained in the first three months of the court's existence demonstrated the wisdom of the School Committee in requesting legislation. It was able to give more time and care to the consideration of the cases brought

before it. It made a more extensive and intelligent use of the probation system, and it sought to secure active and continuous cooperation and help of parents, teachers, and friends of the juvenile offenders.

The functions of the court are: (1) To decide whether or not the child is a delinquent and comes within the jurisdiction of the court; (2) If delinquency is established, to diagnose the causative and contributing factors and prescribe what form of available treatment shall be attempted in order to correct or eliminate delinquent attitudes and behavior; and (3) To supervise through probation officers the social treatment of those delinquents whom it selects as most likely to profit by such treatment.

The courts cannot do the work of the school for they lack knowledge of schools and school programs. The court supports the school in its reasonable rules and regulations and compulsory school laws, but it can only hear the complaint and give the child the choice between attending his own school or being committed to the Middlesex County Training School, which may solve the problem permanently, for a time, or not at all.

The probation officer to whose care he is committed gets a report from the schools concerning the attendance of the child, and if unsatisfactory the officer has the power to summon the child to court again and ask for his surrender to the training school. The whole procedure is based upon the attendance or non-attendance of the child, but the causes of his non-attendance are far deeper than appear on the surface.

Child Guidance Clinics

Many principals, teachers, parents, and neighborhood groups are of the opinion that examination of the truant child in a child guidance clinic will solve the problem of truancy. Diagnosis of the case is a thing the clinic can do, but, like the court, it has not adequate knowledge of schools, school programs, and school law requirements, and is unable to offer constructive solutions to bring about the regular attendance of the child at school in most instances. There are reasons for the boy's truancy and the school rather than the clinic must solve the problem.

Boston Disciplinary Day School and Truancy

During the year hundreds of children sit in classrooms under the instruction of many teachers. The majority of these children adapt themselves to the daily routine of school life, but there are found in the groups children who do not adjust to normal school life and constitute what are called "problem children." These are children who truant from school for some reason or other or who present behavior upsets of a severe nature and are transferred to the Boston Disciplinary Day School. These children should in most instances be called "children with problems" for they are weighed down by the many disturbing problems in their homes.

The average situation in the home is shown in the following table made from a study of the homes:

1940=41	
Total Enrollment	366
Parents living together — father working and mother keeping house	45%

There are disturbing circumstances in 75 per cent of these homes, such as: Emotional instability, alcoholic conditions, immorality, lack of mentality, and economic stress among parents or children or both.

	Per Cent
Broken homes:	
Parents separated	6
Parents divorced	5
Father dead	12
Mother dead	7
Both parents dead	1
Father deserted	2
Mother deserted	1
Parents in institutions	3
Parents disabled because of illness	3
Step-father	3
Step-mother	2
Father living away from home	4
Unemployed father	4
Mother working	5

Many of the boys enrolled in the Boston Disciplinary Day School have in most instances been studied in habit clinics, child guidance clinics, by psychiatrists, psychologists, and social workers and others before coming to the school. They

have struggled in courses far beyond their capacity, due to many reasons, and have sought to understand and to be understood by the many teachers they confront in the daily program. They have not been able to meet the challenge of the pupils in their classes, and all these problems, together with the many problems they encounter in their homes, have been too much for them, and they have tossed them aside and sought consolation for their difficulties with dangerous company on the streets.

The types are many because of physical defects, psychopathic personalities, lazy and disinterested mentalities, emotional instability, language handicaps, opposition to organized authority, undisciplined personalities, disturbing home influences, dull mentalities, and other deviations from normal standards.

The intelligence ratios vary, as may be seen from the study of 1940-41.

Intelligence Rates	Per Cent
110-120	3
90-110	44.6
80-90	28.2
70-80	21.2
56-70	3
	100

It is with this greatly misunderstood and, therefore, misfit group that the Boston Disciplinary Day School is chiefly concerned, for from this group comes the greatest number of future delinquents. For one reason or another, they seem unable to become interested in the regular school program. Bored with the environment of school life, they rebel and truant, and are willing to take any consequences rather than attend school.

The first method used in the school in the solution of the problem of each new pupil is to find out what is the matter with the boy. The child must be studied from the point of his reactions to the particular experiences of his life in his home, community, and church, and to the situations in which he has been placed. Physically, mentally, morally, socially, and religiously he must be studied and helped and saved from prosecution in court and later commitment to an institution.

It has been found that many causes contribute to the problem of truancy which is so closely associated with juvenile delinquency, but they may be summed up under four headings:

1. Maladjustment in school.
2. Maladjustment at home.
3. Maladjustment in the community.
4. Lack of religious training and background.

The outstanding contributing factor to truancy is poor school adjustment for the individual. From a study of truants in the Boston Disciplinary Day School, it has been proved that by an individual study of each child under the guidance of the right teacher and by a proper grade placement with a program fitted to his needs, a boy will attend school notwithstanding the fact that he still lives in the same home and in the same neighborhood as before.

In the program of the Boston Disciplinary Day School there must be allowed the greatest possible liberty (interpreted to mean one's duty to give the pupil his needs if it means saving him) for teacher and pupil. Together with the academic requirements of the grades, there is offered a program of shop work with printing, sheet metal, woodworking, and electricity.

This past year typewriting was introduced and the average per cent of attendance in that particular class remained always above 97 per cent — quite significant since all but two boys were sent because of truancy. A desire to go on into high school or evening high was aroused and from that particular group twelve boys were graduated and are to enter high school in the fall.

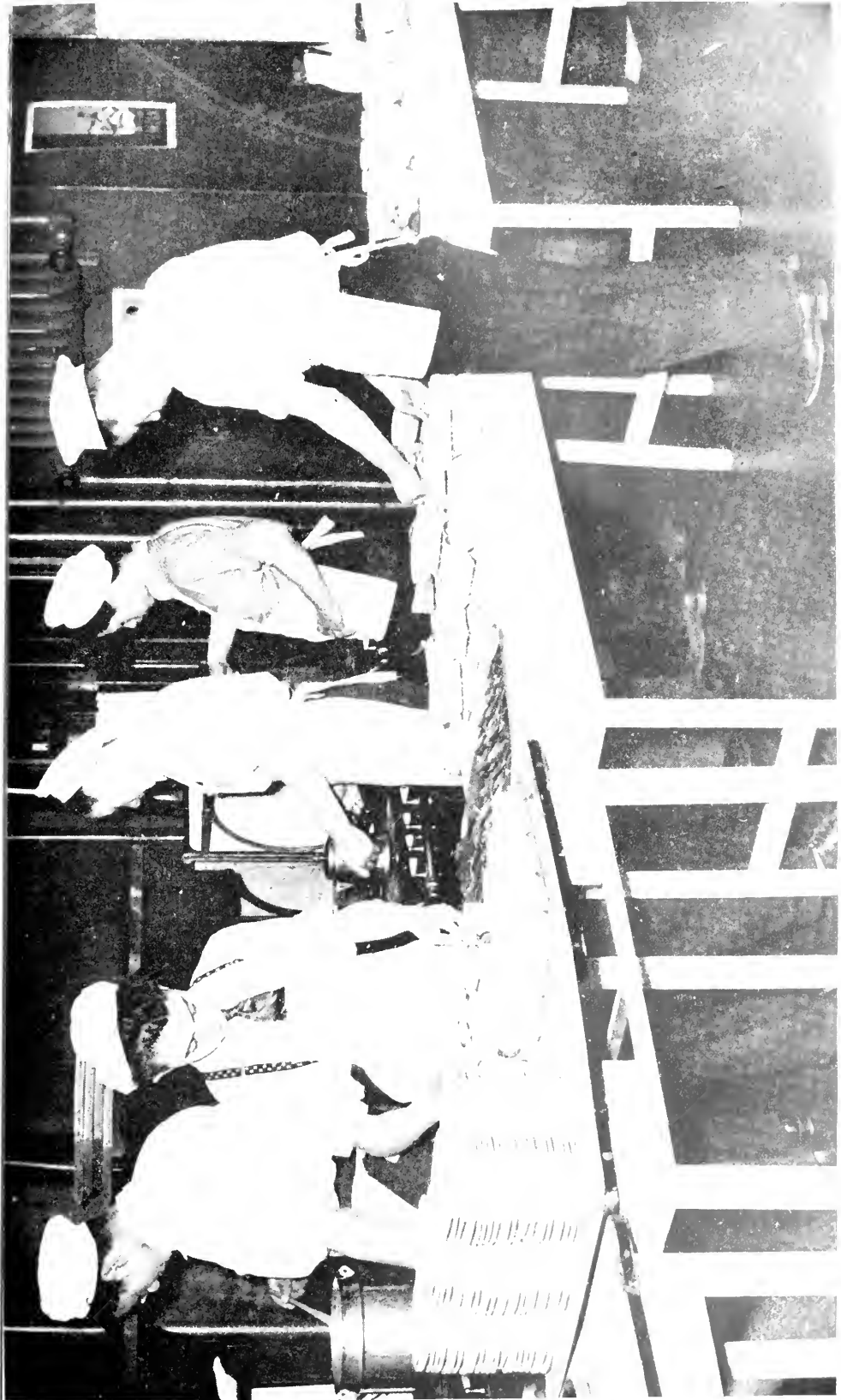
A course in physical education was introduced in the spring term. It is most important to keep school interests aroused in the springtime. Since there is no gymnasium in the school, all physical education exercises are outside whenever possible. To the boy who longs for the open it gave an outlet and satisfied his desires under intelligent training. It is surprising to know how many boys are too lazy to exercise, have no knowledge of wholesome recreation, and belong to no clubs or groups interested in athletics. Rarely is the athlete summoned into court. There is certainly a carry-over into adult life if an interest in athletics can be created, for there is then less time to attend the commercial amusement places, for more whole-

some interests have been aroused. The course this term advanced attendance, particularly with the new spring enrollments.

Courses in special cookery and in cafeteria form are offered, and boys go from the school into many jobs with a definite knowledge of food and food preparation, having become deeply interested in this type of vocational work. These courses have proved the most attractive in the school. The underprivileged boy not only sees a job in the future after his training in the courses, but he sees one that is going to take care of his own food problem. The gnawing stomach has upset the emotions of many boys, and were the child well fed the chances are he would cease to be emotionally unstable in many instances.

Many men make their living in lines of cookery. The Boston Disciplinary Day School was the first school to introduce cookery for boys. The great American roadside stands have proved attractive to boys inclined to truant, and the lessons in cookery and cafeteria work have well prepared them for the cookery needed there and also in jobs on boats, trains, hotels, restaurants, and the many eating places on all the automobile roads.

Through the cooperation of the nurse, the health of the boys has been safeguarded. Underweight, undernourished and underprivileged boys have received extra hot meals for slight services rendered. The surplus commodities sent to the school have been utilized to the fullest extent and well prepared foods have been the result.



Preparing Luncheon
Boston Disciplinary Day School



The following table shows the attendance of a group of grade X boys who became deeply interested in cookery in the Boston Disciplinary Day School.

NAME	Number of Truancies During the Six Months Previous to Enrollment	Number of Truancies During the Six Months Following Enrollment
B. J.	30	2
B. C.	35	3
B. M.	20	—
C. H.	30	3
C. V.	35	1
C. E.	30	1
C. J.	52	2
D. R.	40	2
D. J.	22	2
H. L.	24	—
G. F.	25	1
F. A.	20	1
F. J.	60	—
G. T.	40	15
I. R.	50	2
L. J.	40	2
L. J.	40	5
M. J.	30	—
C. M. W.	21	—
M. W.	50	6
M. T.	40	3
O. M.	20	2
O. R.	10	5
P. J.	40	—
P. J.	20	—
P. J.	60	—
P. T.	30	—
R. C.	40	2

Truancy can be controlled and children can be kept in school. Following is a comparative study in attendance of grade IX boys from September 1940 in home school to date of enrollment in the Boston Disciplinary Day School, compared with the period extending from the date of enrollment in the Boston Disciplinary Day School to the close of school on June 26, 1941:

NAME	Month of Enrollment	Number of Truancies in Home School Before Enrollment.	Number of Truancies from Date of Enrollment to Close of School on June 26, 1941.
A. J.	March 7, 1941	32	—
B. J.	April 4, 1941	56	1
B. K.	December 13, 1940	22	—
B. R.	January 28, 1941	75	11
C. A.	November 22, 1939	8	—
D. J.	March 4, 1940	2	1
G. C.	April 24, 1940	24	8
H. C.	January 20, 1940	22	—
M. W.	November 9, 1939	35	—
N. J.	January 28, 1941	50	—
M. F.	January 27, 1941	23	—
M. L.	May 19, 1941	30	1
M. M.	November 20, 1940	46	—
M. J.	October 28, 1940	33	—
M. G.	January 27, 1941	70	2
M. H.	February 28, 1941	15	—
O. W.	May 14, 1940	32	3
P. A.	November 13, 1939	30	2
P. C.	November 21, 1940	48	—
P. A.	October 8, 1940	9	1
P. D.	October 23, 1940	20	4
Q. F.	November 6, 1939	41	3

MONTHLY ATTENDANCE OF PUPILS FOR SCHOOL YEAR 1940-41

	Per Cent.
September	91.8
October	91.3
November	92.2
December	92.9
January	87.8
February	92.4
March	93.0
April	91.4
May	90.7
June	93.0
Average	91.6

The truants and school offenders transferred to the Boston Disciplinary Day School have proved by the above monthly reports of attendance that they can attend school and conform to school regulations and as pupils of the school take their places among the schools with averages over ninety per cent. Due to the individual study given to each boy by teachers especially adapted for the work of treating and training these maladjusted boys with a program fitted to their needs, a new interest in school life has been aroused.

The School Nurse

About 75 per cent of the excuses given for absence, if not closely checked, is illness. This seems to be the one excuse that is used in a challenging way by the boy who does not want to go to school. It seems to be the one excuse used by him and his parents in many instances that the school can do nothing about and that will give him protection against the school law. At this point the school nurse enters into the problem, and very true are the words of President Hoover that a good nurse is better than ten policemen. She must not only attend to the physical defects as her duties as school nurse require, but she must also supplement the work of the attendance supervisor. Many persons interested in the rehabilitation of these boys enter their homes from many social agencies, courts, and schools, but there is no one more welcome and as generally sought for as is the school nurse.

The Classroom Teacher

Working faithfully and diligently with unbounded patience and zeal is the classroom teacher in this problem of truancy.

There is always competition between classes concerning attendance and the standard is high. The teachers make home visits in problem cases. In this way a deeper understanding of the boy is gained. He is seen in his total environment by the teacher who is studying him every day. All the teacher's work and discipline must be made an aid in moral training. Morality can best be maintained with a good religious foundation, and when the reform of youth is discussed one must take into account the religious life of the child. Our first President expressed his views when he said, "Reason and experience both forbid us to believe that national morality can prevail in the exclusion of religious principles." Families with strong religious ties usually have good sound moral principles easily detected when studying the child.

Many parents have stated when in conference concerning their wayward son that the boy had drifted away from his religious affiliations and had refused to attend to his church duties. In despair they have sought help. Disregard of these obligations has been brought up at the court hearings by the judge and other representatives of child welfare, and an effort has been made to bring the child back to his religious moorings.

Court Records Before Enrollment in the Boston Disciplinary Day School

Many boys enroll in the Boston Disciplinary Day School with previous court records acquired on complaint of police or parents. It can be safely said and rightly proved that, if truancy is checked in its early stages, seventy-five or eighty per cent of these court records could have been avoided because boys have admitted that they committed crimes during the hours they were truants and should have been in school. A very high percentage of delinquents are truants. Truancy is the child's first overt break with the authority of the group and is the first step toward initiation into a career of crime. When a boy has become a truant the very fact of his absence when he knows he should be in school has an undesirable psychological effect. He probably does not intend to do wrong, but his wanderings take him into questionable places. The very freedom from restraint to which he should assent makes him daring, and before he realizes it he has committed crime. Therefore, it is most important to prevent in every way the repetition of truancy, and if the task is too great and

requires too much time from the regular classroom work the child should be removed from his home school environment and be given the special treatment provided to prevent him from receiving a court record and later becoming an inmate of a state institution.

When a child has become a court case, he feels himself a social outcast, seeks those in the groups into which he has now entered, joins in their crimes, and falls into evil ways. In the family group he is constantly upbraided because of it, in the community he becomes a well-known character and is always held in suspicion — singled out as a "court case." A child debased in his own mind is on the way to become a delinquent and a criminal. Therefore, the school should use every means available in the school system to prevent a child from becoming a truant lest later he finds himself in court. If the boy is not subjected to corrective treatment and is not made to realize the gravity of his faults, he will commit more serious offenses as he grows older.

Boys on Parole and on Probation

These boys are in classrooms with other children in our schools. They are on parole from state institutions, on probation from municipal courts and superior courts on complaint of police or parents, and in foster homes by court order. Before commitment the court often places children on probation, or commits them and suspends their sentence under a form of probation, or often continues their case. Children placed in foster homes by the court report weekly to the court, and the close cooperation of school and court is most necessary in the rehabilitation of these pupils.

Commitments to Institutions

It must be remembered that much as the Boston Disciplinary Day School aims to prevent prosecutions and commitments to institutions by its corrective and treatment program, there are individuals whom the state must take under its care for "it belongs to the state to protect the rights of the child itself when the parents are found wanting, either physically or morally in this respect, whether by default, incapacity, or misconduct . . . It is the right and duty of the state to protect, according to the rules of right, reason,

and faith, the moral and religious education of youth, by removing public impediments that stand in the way."

1940-1941

Whole number of pupils enrolled	366
Per cent of boys committed to state institutions on complaint of police or parents	7

Commitments

Many of these commitments might have been avoided had an earlier check been made. Too many chances are dangerous to the well-being of the child, for it teaches him to have an utter disregard for the law, and with his weakened will he soon falls into the hands of the police. The seriousness of truancy has been many times under-rated. For the children who do not conform to normal school life, stress must be given to the development of self-control rather than to the forcing of the child to the conformity of a scholastic pattern. There must be cooperation among the schools, the church, the home, and the community. Of course, we must recognize the fact that no matter how hard we strive, there will be a minority to whom higher motives do not appeal.

Middlesex County Training School

This is the institution to which the truants of Boston schools are committed. It is located in Chelmsford. The number of boys from Boston was thirty on July 31, 1941. Of this number only six boys had been pupils in the Boston Disciplinary Day School in previous years and three boys were committed in 1940-41. The remaining twenty-one boys from Boston had never been pupils in the Boston Disciplinary Day School.

Destinations

Many boys go to work when they reach their sixteenth birthday. They have lost interest in school. The compulsory school law requires their attendance until sixteen years of age. Many boys having fulfilled requirements return to their home school and go on with their education.

Number of boys returned to home schools	39
Number of boys of that group returned to the Boston Disciplinary Day School	4

Has the Boston Disciplinary Day School functioned as it was hoped? Let us look back at a few of the records:

	Number of Boys Enrolled	Per Cent of Boys Committed to Middlesex County Training School because of Truancy
1924-25	158	14
1925-26	187	14
1934-35	414	5
1935-36	420	1
1940-41	365	.008

Boys enter from elementary, intermediate, high, Boston Trade School, Vocational High and Opportunity School, and Continuation School.

Few boys were transferred in the early years of the school, as the records show, but as time went on the services of the Boston Disciplinary Day School have been used by almost all the principals of our schools. They have realized that an individual study of the stubborn truant and of disciplinary cases, such as is given under the fostering care of specially trained teachers with a special program in the Boston Disciplinary Day School, has saved many boys from entering into juvenile delinquency during the hours they should have been in school and later has saved them from entering into a life of crime.

Looking back over the records on the twenty-fifth anniversary of the Boston Disciplinary Day School, "a school for the instruction and training of children who are habitual truants, absentees, and school offenders," they show a gain and not a failure in the rehabilitation of the maladjusted boy.

Name

Boston Disciplinary Day School. Why call it by that name?

This name to many presents a picture of the old type of school so often associated with corporal punishment. The true meaning of the word "discipline" is education; the

development of the faculties by instruction and exercise; training whether physical, mental, or moral. It is with self-discipline that the school is chiefly concerned—the discipline necessary for reconstructing the behavior of the child—the physical discipline, the mental discipline, and the moral discipline.

The boy in a disciplinary school may not be inherently “a bad boy,” but he has certainly grown the wrong way. Those to whom his early training was entrusted did not (for one reason or another) discipline the growing child, and the school finds itself confronted with a problem. The future belongs to the youth of today, and if he is not properly disciplined he is not going to become the good citizen of tomorrow. Thus are the efforts of the Boston Disciplinary Day School given to the training of the child in self-control. He must attain it, for it is necessary for the individual, the family, and the state.

Juvenile Delinquency

While no program will ever eliminate the frailties of human nature, or be sufficiently comprehensive and effective to wipe out juvenile delinquency entirely, the Boston Disciplinary Day School serves as an effective means and is doing its part in the prevention of crime through its control of the problem of truancy, for truancy is a school problem and must be studied, treated, and corrected by the school.

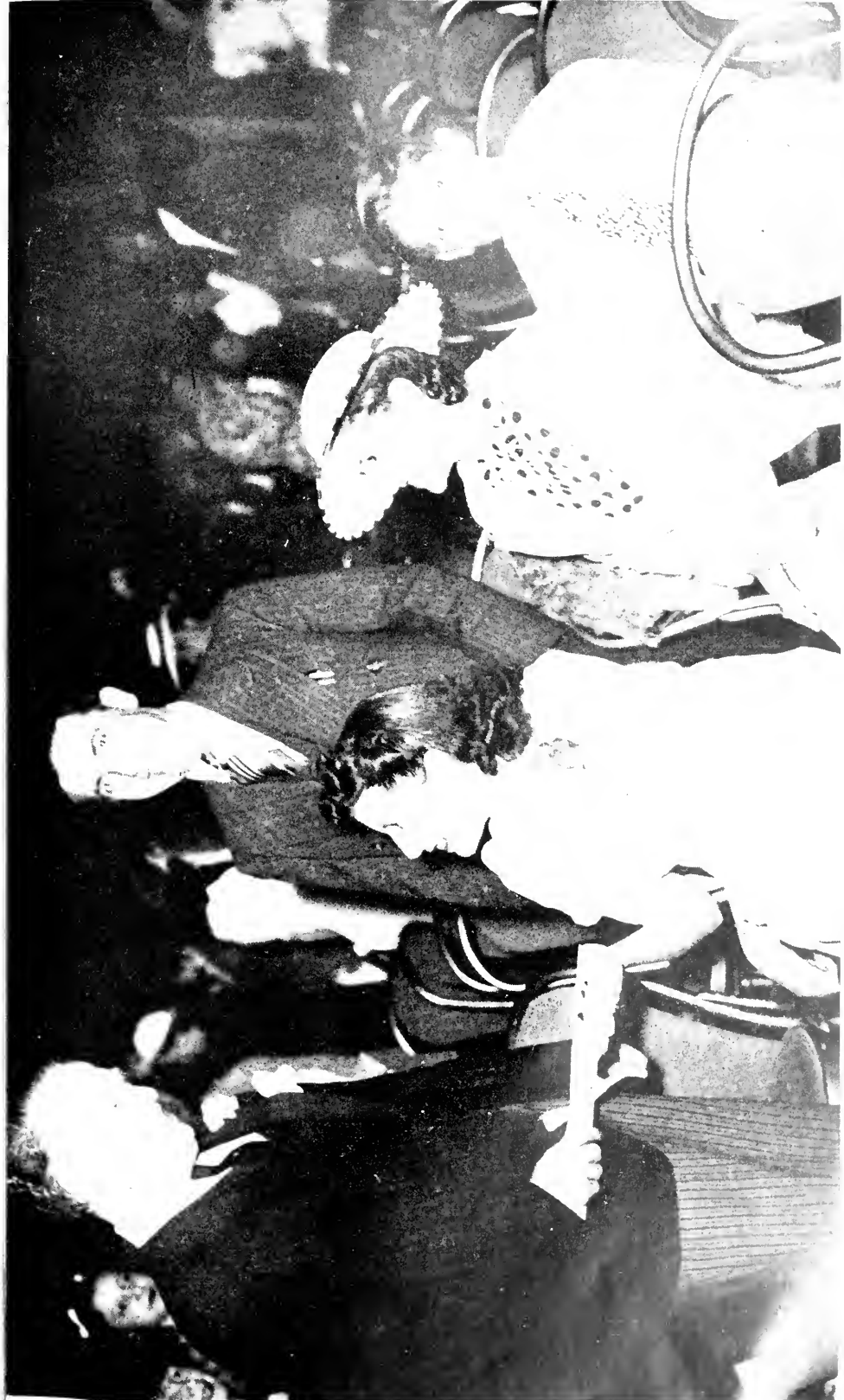
HOME INSTRUCTION OF PHYSICALLY HANDICAPPED CHILDREN

Number of Pupils and Teachers

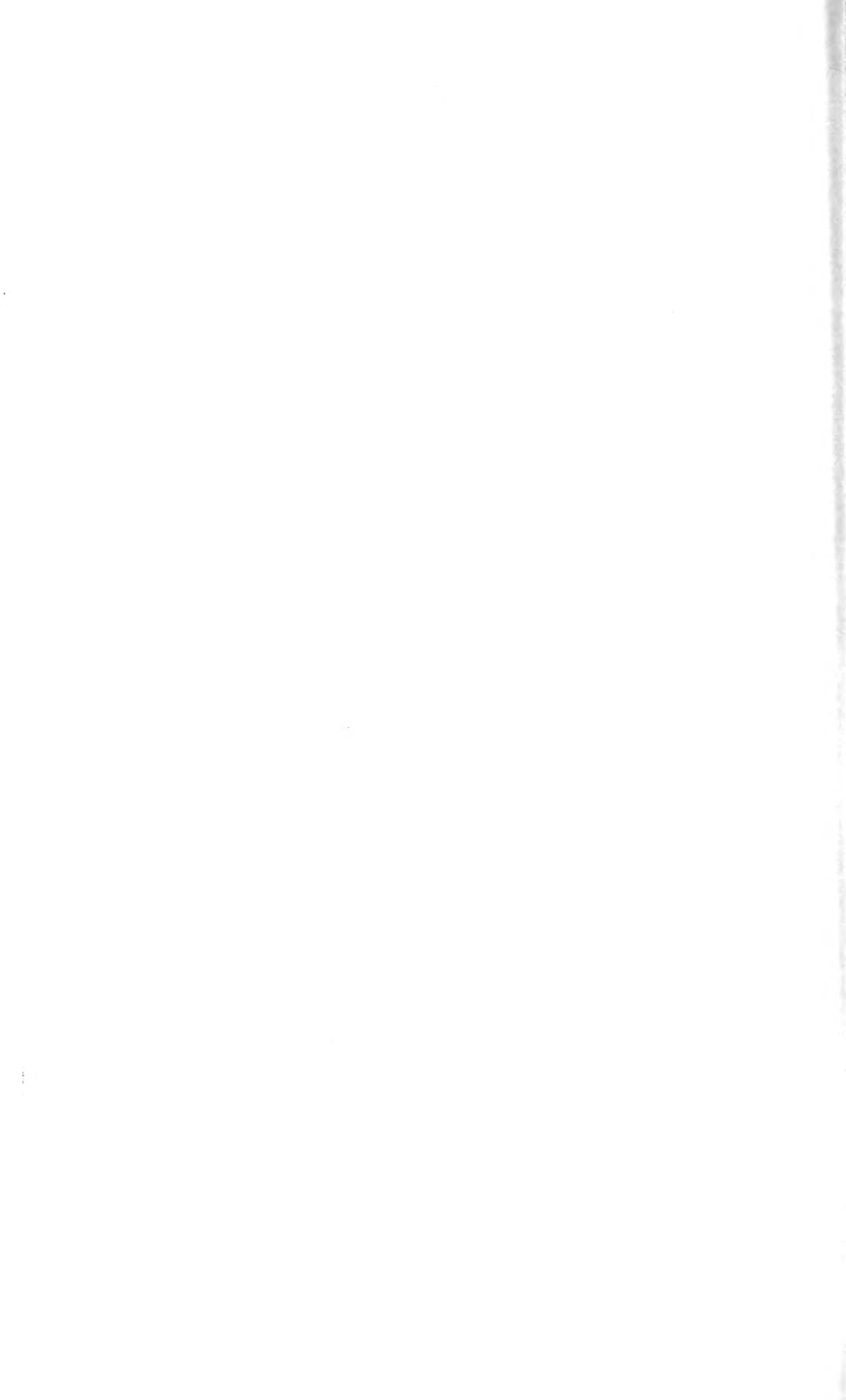
During the school year 1940–41, 79 full-time teachers instructed 1,055 public and parochial school children in their homes. Of the 79 full-time teachers, 25 were high school teachers, and the others taught the elementary and intermediate grade subjects. Every teacher is assigned seven pupils, six of whom receive three hours of instruction a week, and the other receives two hours, making a total of twenty hours per teacher.

Children Eligible for Home Instruction

Physically handicapped children are those suffering from cardiac disorders, epilepsy, infantile paralysis, osteomyelitis, anæmia, and all diseases not contagious or infectious which



Chairman Joseph C. White Presents Diploma to a Home Instruction Pupil



prevent children from attending a regular day school. Three teachers are employed at the Boston Sanatorium for the tubercular, but teachers are not sent to homes where there is tuberculosis. Cases are reported to the assistant superintendent in charge of home instruction of physically handicapped children by masters of schools, physicians, nurses, and social workers. An applicant for home instruction must file a doctor's certificate.

Cooperation of Home and School

When a teacher is assigned to a pupil she visits the parent school to obtain books, courses of study, and supplies; and visits the child to arrange for lessons. No pupil is allowed home instruction for a period less than three months, as a child of normal mentality absent from school for less than that time should be able to make up his work.

When a pupil returns to school, or at the close of the school year, the teacher returns the books and files a statement of the work accomplished. The teacher recommends promotion or non-promotion. These reports are accepted or rejected by the master of the parent school, one report being kept on file in the school office and the other remaining in the possession of the acting assistant who supervises home instruction. The master's decision is final.

The masters have learned the value of the work and are quick to ask that their pupils receive home instruction whenever occasion arises. Oftentimes the children progress so well that the parents wish the work to continue after the children are well enough to return to school.

Graduation Exercises at the Various Institutions

Impressive graduation exercises are held in June in the various institutions, at which time the masters of the parent schools present their pupils with the diplomas which they have earned. A pathetic incident occurred at the June graduation this year when parents of two pupils who died during the school year received the diplomas awarded to their sons.

Value of Home Instruction

There is a tremendous saving in pupil mortality, as the pupils who receive home instruction would otherwise be "re-

peats," would lose promotion, or would have no instruction of any kind. Less than two per cent of those receiving instruction fail to be promoted. The individual instruction which these pupils receive and the amount of home work which they are able to do make for rapid advancement. Individual difficulties are detected readily and corrected. One pupil had been in the first grade for three years without learning to read. In his first year with a home teacher he has finished the work of the first two grades.

Doctors appreciate this work and recommend home or institutional instruction as soon as the patient is physically able to receive it. Every institution in Boston which has child patients has one or more teachers supplied by the Boston School Committee. The doctors believe that there can be no physical improvement if the child's mind is not at ease about his school work.

Many of these pupils who return to their parent schools are honor students. One of them led his class and was class president this June. In June 1941, there were 17 graduates from high schools, 44 from intermediate schools, and 11 from Grade VIII schools.

DEPARTMENT OF EVENING SCHOOLS

Enrollment

During the school year 1940-41 the total enrollment in the Department of Evening Schools was 15,796, distributed as follows:

Evening High Schools	7,426
Evening Elementary Schools	4,443
Evening Opportunity School	391
Evening Trade School	2,659
Day School for Immigrants (including Mothers' Classes)	877
Total	<u>15,796</u>

In view of the abnormal conditions incident to the disturbed state of the world, this enrollment has been all that could be expected, especially in the elementary schools, the membership of which in normal times is largely comprised of foreign-born pupils. There has been very little immigration during the past two years.

Trends

In the advanced classes there has been a very considerable trend, among the men, from academic and commercial to trade and industrial courses. This change has resulted from alluring advertisements, by private schools, of the widespread opportunities for lucrative employment in the machine trades, and also from the Federal Government's offers of employment at army cantonments and other defense projects. The men who were thus induced to transfer from academic to trade courses could not be admitted to the Boston Evening Trade School because of the requirement of the State Department of Education that no person may receive instruction in one of these classes unless he is actually employed in the trade or in an allied trade, so they applied for admission to the National Defense classes, private industrial schools, or the Evening Opportunity School.

Among the women, there has been a more general desire to pass civil service clerical examinations and there has been an increased attendance in the office practice, stenography, and typewriting classes. Many day high school graduates, who were not candidates for evening school certificates or diplomas, entered these classes for the sole purpose of increasing their proficiency in these subjects and they showed by their keen interest and application that they appreciated the opportunities presented by the evening school.

Almost every evening school lost a few students through induction into compulsory military service. In every instance those draftees who had been in the senior classes and had been doing satisfactory work up to the time of their departure were awarded their diplomas. On the other hand, many schools enrolled several refugees and also a number of members of the crews of interned foreign vessels. These men were extremely grateful for the privilege extended to them by the School Committee.

Evening High Schools

Although the enrollment at the Central Evening High School was less than in former years, the graduating class had 101 members. In addition, the thirty-three day high school seniors who attended this evening school will receive their day high school diplomas as a result of the "make-up" work that

they completed at the evening school. This is but one instance of the cooperation existing between the day and evening school departments.

CENTRAL EVENING HIGH SCHOOL

ACADEMIC — COMMERCIAL

Summary of Credits

1940—41

Subjects	Total Credits Received
Algebra I	46
Algebra II	40
American Government	46
Bookkeeping I	15
Bookkeeping II	13
Bookkeeping III	9
Chemistry	97
Civil Service	62
Commercial Arithmetic	20
Commercial Law	23
Drawing I	18
Drawing II	26
Economics	40
English I	27
English II	62
English III	110
English IV	96
Geometry	40
History III	97
History IV	27
Languages:	
Ancient:	
Latin I	31
Latin II	17
Latin III	2
Modern Foreign:	
French I	23
French II	33
French III	13
French IV	8
German I	12
German II	7
German III	4
Italian I	22
Italian II	13
Italian III	10
Spanish I	26
Spanish II	11
Spanish III	4

Subjects (continued)	Total Credits Received
Literature I	13
Literature II	23
Lowell School Mathematics	18
Merchandising	11
Office Practice	40
Phonography I	24
Phonography II	9
Phonography III	24
Physics	24
Science (General)	42
Trigonometry	29
Typewriting I	105
Typewriting II	62
Total	1,574

COMMERCIAL EVENING HIGH SCHOOLS
SUMMARY OF CREDITS, 1940-41

SUBJECTS	CREDITS										Total Credits Received
	Brighton	Charlestown	Dorchester	East Boston	Girls	Hyde Park	Roslindale	Roxbury	South Boston		
Advertising	17	—	16	—	—	—	6	13	—	—	52
American Government	10	—	16	18	15	—	10	19	13	—	93
Bookkeeping I	11	5	13	7	11	1	7	19	9	—	104
Bookkeeping II	8	2	13	7	11	3	—	19	10	—	80
Bookkeeping III	4	1	8	7	1	—	3	14	4	—	42
Chemistry	12	—	—	—	—	—	—	—	6	—	18
Civil Service	43	23	53	31	20	22	32	100	54	—	388
Commercial Arithmetic	5	—	21	8	—	1	19	15	—	—	73
Commercial Law	4	2	25	20	8	—	16	20	—	—	95
Economics	—	—	—	—	—	—	—	—	—	—	4
English I	8	3	13	7	5	1	7	15	6	—	65
English II	16	7	23	20	19	4	9	28	8	—	134
English III	20	13	30	40	17	8	15	19	11	—	173
Italian I	—	—	—	12	—	—	—	—	—	—	12
Italian II	—	—	—	11	—	—	—	—	—	—	11
Merchandising	9	—	21	—	—	—	—	34	—	—	64
Office Practice	28	36	65	23	59	19	18	64	35	—	347
Phonography I	20	9	30	24	31	11	16	50	21	—	212
Phonography II	17	4	19	9	20	4	10	13	10	—	106
Phonography III	1	14	36	12	10	4	24	9	9	—	222
Typewriting I	38	10	58	60	35	20	34	78	29	—	362
Typewriting II	59	28	68	32	50	29	34	117	53	—	470
Totals	340	157	515	345	301	136	260	711	292	—	3,037

Many students, not candidates for credits, availed themselves of the privilege of taking short courses or remaining in school only as long as was necessary to prepare for civil service examinations or to regain former skills and proficiency in typewriting and shorthand. Seven hundred thirty-six, recorded as having failed to receive certificates, did excellent work but had already received certificates as a result of work previously completed in day or evening schools. These adult students were, for the most part, day high school graduates who returned to evening school for additional training or for review. Only two hundred nineteen students actually failed to receive certificates because of unsatisfactory work.

The following summary indicates the reasons for failure to receive certificates:

SCHOOL	Poor Work	Insufficient Attendance	Credit Previously Granted
Brighton.....	6	132	43
Charlestown.....	—	85	44
Dorchester.....	162	305	10
East Boston.....	4	153	105
Girls'.....	2	92	57
Hyde Park.....	2	24	118
Roslindale.....	—	114	58
Roxbury.....	17	432	42
South Boston.....	2	231	242
Total Commercial.....	195	1,568	719
Central.....	24	217	17
Totals.....	219	1,785	736

Thirty-three students left evening high schools to be inducted into the military service of the United States: Brighton, 1; Dorchester, 1; Roslindale, 6; Central, 25. Total, 33.

Practical Arts Classes of the Evening Elementary Schools

The practical arts classes of the evening elementary schools enjoyed a most successful and profitable year, as indicated by the following statistics:

SUBJECT	Enrollment	Value of Product Made	Schools Offering Subject
Cookery.....	342	\$2,017 60	10
Dressmaking.....	1,124	34,200 25	16
Home decoration.....	300	21,426 50	7
Home nursing.....	270	—	6

The cookery classes enrolled many young women who had recently married or were about to be married but had had little opportunity to learn about food values, costs, table service, and home budgeting. The cost to the school department for supplies furnished in teaching these classes averaged 13 cents per pupil per session, an extremely small amount in comparison with the improvement in home conditions.

In the dressmaking classes the pupils provide their own material. The wearing apparel, including coats, suits, and dresses, were made at a very low cost, thus effecting a great financial saving.

Home decoration classes produced excellent work in knitting, handsewing, and all forms of sewing and crocheting, even including fine work in needlepoint. Beautiful afghans, curtains, sweaters, scarfs, table linen, etc. were made in these classes, work that would compare favorably with the best of its kind offered for sale in the department stores.

The home nursing classes, especially in South Boston, showed a very large increase in membership. This type of class is one of the most valuable conducted in the evening schools. Although its worth cannot be measured in dollars, the instruction received has contributed in no small degree to the health of the community. Ability acquired to care for the sick and to meet everyday emergencies, such as burns, accidents, fractures, suffocations, while awaiting the arrival of professional medical attention, have appreciably reduced the serious effects from accidents and sickness in the community. Many gas stations, trucking concerns, and business houses require a Red Cross certificate as a prerequisite to employ-

ment, and every home should possess the knowledge obtainable in these home nursing, and accident care and prevention classes.

An exhibit of the practical arts work held at one of the large department stores received highly favorable comment from school representatives of the State as well as from the general public. Several school exhibits shown in the various school buildings resulted in increased attendance in the classes of the respective schools publicly exhibiting the work.

As soon as funds will allow, this work in practical arts should again be extended, as formerly, to provide afternoon classes for those adult women who are unable to attend evening school but who could attend in the afternoon.

Boston Evening Trade School

The Boston Evening Trade School has increased its enrollment to almost the capacity of its accommodations. This demand for trade extension training in the skilled trades, while showing a consistent annual increase for the past decade, has not yet reached its peak.

The demand for trade extension training in the skilled trades has increased each year. Additional facilities have been provided during the past three years by the opening of the South Boston branch and the construction of an additional floor on the north wing of the Boston Trade School building. A new electric arc welding shop, containing twelve additional electric welding machines, was put into operation during the past year. Even with these extensions, the present facilities are not nearly adequate to meet the demand.

The enrollment during the school year 1940-41 was the largest in the history of the school. There was a particularly strong demand for training in the trades which are considered essential to national defense. Of the 2,659 men who enrolled, 105 were in airplane mechanics, 718 in machine shop practice, 202 in sheet metal, and 177 in welding. Large waiting lists in these activities were carried throughout the year.

The Boston Trade School Evening Classes are conducted under the provisions of Chapter 74 of the Massachusetts General Laws. For purposes of approval, Section 1, of Chapter 74, defines an evening class as follows: "*A class giving instruction for pupils employed during the working day, and which, to be called vocational, must deal with and relate to the day employment.*"

More than four thousand applicants from metropolitan Boston were interviewed by the registering teachers during the first two weeks of October 1940. Approximately twenty per cent of these applicants were ineligible for admission under the trade extension provision of the law, although there is no doubt that many of them could have profited from this instruction had they been admitted. In admitting students preference was granted to residents of Boston. This was necessary because of the great demand for enrollment by outsiders, some of whom reside in communities as far away as Worcester. Some provision has been made for these applicants through the opening of the Evening Opportunity Classes. Hundreds, however, are still unable to secure the training they desire. If the demand for the work offered in this school continues to increase, it will become necessary to open the classes on the two remaining evenings of the week; viz., Wednesday and Friday. In fact, the advisability of making the principalship of the Evening Trade School a permanent position is a matter for careful consideration by the Board of Superintendents.

Evening classes are necessarily limited to the equipment provided for day school use and courses for which more expensive equipment is required cannot be offered. In airplane mechanics, for which much of the equipment is on loan from the Army and Navy, a reasonable expansion of the evening classes might be achieved at moderate cost. Machine shop practice, sheet metal, and welding require large quantities of expensive, permanently installed equipment. In these activities it seems practical only to see that the present equipment be used to its full capacity, with a gradual increase in equipment as the demand warrants.

Too much emphasis cannot be placed upon the importance of our trade extension classes at the present time. In preparing industry for national defense, the up-grading of helpers, apprentices, and journeymen already employed in the trades is a vital necessity. It is from this group that the key men in our defense industries are being recruited. There is no waste in this training. Since each student is already employed in the trade, his school training begins to function immediately and he is at once prepared to assume greater responsibility on the job. In the present crisis this is one type of training which, under no circumstances, should be curtailed. On the contrary, it should be extended, wherever possible, to the limit of the facilities.

Evening Opportunity School

The enrollment at the Evening Opportunity School during 1940-41 showed clearly the wisdom of its re-establishment to care for those desirous of instruction in some definite type of trade training. Many, turned away from the Boston Evening Trade School because of ineligibility or the long waiting lists, enrolled in the Evening Opportunity School. Many others desired training in subjects for which the school was not equipped. This presents the question of the possibility of opening branches in the intermediate school buildings now housing evening elementary schools, if such buildings have industrial or prevocational equipment.

At this period of national emergency every opportunity should be offered to men desiring industrial training. If a student of the Opportunity School, as a result of his training there, receives employment in a trade, that student automatically becomes eligible for enrollment in the Boston Evening Trade School. Thus these classes may become prevocational trade classes in that they are finding-schools for the Boston Evening Trade School.

Day School for Immigrants and Mothers' Classes

Another branch of the evening department that is playing an important part in the life of our democracy in these portentous times is the Day School for Immigrants and its Mothers' Classes. In these classes foreign-born men and women are taught to read, write, and speak English and to prepare themselves for citizenship. During the past few years great stress has been placed upon the principles and policies underlying the government of the United States. In all lessons in democracy the responsibilities and duties, as well as the privileges of citizenship, are inculcated.

During the past year these classes have shown a great drop in Italian enrollment but a corresponding increase in enrollment of other nationalities. Many refugees have enrolled and those who had been educated in their own country were able to learn sufficient English in about five months to enter evening high schools. Many of these refugees secure jobs after having attended school for a few weeks. While the classes as a whole have over twenty nationalities represented in their membership, the Chinese constitute more than three-fourths of the number of pupils at the Day School for Immigrants, at 25 Warrenton street.

Public Evening Schools a Vital Force for Democracy

The success and holding power of the evening schools are dependent on the industry, versatility, and personal interest of the teaching force. These schools call for trained, experienced teachers who are personally interested in the problems of each individual student. The Boston evening schools have been particularly fortunate in their principals and teaching force of recent years. Their endeavors have borne fruit, as shown by the annual enrollment of thousands of pupils despite the increasing number of private evening schools and high pressure advertisements. These public evening schools are a vital force in the life of a democracy in that they provide adults with opportunities for self-improvement. An enlightened citizenry makes a safer nation.

EXTENDED USE OF PUBLIC SCHOOLS

School Centers

The twenty-ninth year of the school centers ended May 1, 1941. The usual program of informal adult education and recreation was repeated in fourteen school centers — two evenings a week — for twenty-five weeks. These neighborhood clubhouses aid young men, young women, their parents, and adults generally to usefully improve their leisure time for the civic betterment of the community. Opportunities for self-improvement, self-expression, avocational pursuits, and cultural and hobby interests are offered in a wide variety of clubs under qualified self-governing leaders provided by the department. These clubs with officers elected and dues self-imposed furnished as in the past their own materials, supplies, musical instruments, and special equipment.

Members of room groups participated in art, arts and crafts, band and orchestra training, camera and photographic work, china and oil painting, choral singing, current events, debating, public speaking and parliamentary procedure, dramatics, home hygiene, first aid and care of the sick, cooking, dressmaking, sewing and embroidery, knitting and crocheting, home decorating, music appreciation, mothers' and homemakers' meetings, radio, and shop work — two hundred thirty-three clubs in all.

A new type of club for men — outdoor cooking — was started in one of the school centers early in the year, with



Pupil Activities
Home and School Association



gratifying success. Weekly meetings were held, at which the members learned to plan, prepare, and serve well-balanced, economical, nutritious meals for camping, hiking, and mountain climbing trips.

In addition to their own clubs, the school centers again housed and accommodated various room groups representing outside educational, recreative, social, civic, patriotic, and philanthropic organizations — thirty-eight in all.

School center halls were used for school center dramatic performances, motion pictures, concerts, lectures, and home talent nights, and also by the Work Projects Administration Boston Recreation Project. Frequently union programs made up of contributions from school center groups and the state W. P. A. bands, orchestras, and choruses entertained large and appreciative audiences.

Occasionally school centers would release the halls for the exclusive use of the W. P. A. Adult Recreation Project, for paid entertainments by local churches or fraternal organizations, or for evening programs conducted by day schools.

Gymnasiums were used for basket ball, volley ball, soft ball, and socials. In conformity with the policy of many years' standing, no official school center basket ball teams were formed and no league was operated. The boys of the neighborhood occupy the courts, organize their own teams, and practice regularly under the direction of department leaders. No one set of players or teams is allowed to monopolize the floor. All coming to the gymnasiums are encouraged, not to watch others play, but to participate. Each boy his chance and each team its chance within the limits of time and space is the rule governing the use of the gymnasium floor. Practice only, no rivalries, no all-star teams. However, teams desiring competitive games may and do, at the close of the season, enter and play independently under titles of their own choice in the Boston Amateur Basket Ball League at the Boston Boys' Club, settlement houses, Young Men's Christian Association, Young Men's Hebrew Association, and municipal buildings.

Under a cooperative arrangement between the school centers and the Catholic Youth Organization, centers shared the use of their gymnasiums with the C. Y. O. from week to week. This involves some sacrifice and some inconvenience on the part of the center boys, but as the C. Y. O. lacks adequate facilities of its own and the directors of the organization are

so appreciative of the favor, the plan is much worth while. Similar cooperation is extended to other church and outside groups whenever possible, provided no admission fee is charged, in which case the gymnasium must be hired for non-school center nights.

The school center socials are managed by the Members' Councils. Orchestra music and other incidental expenses are met out of the proceeds. These socials meet a neighborhood need for a place where young people may dance in a wholesome atmosphere, under safe conditions, and proper control.

A free public concert and dance was given by the Boston Community Symphony Orchestra of the school centers in the Fenway School Center on Monday evening, April 21, 1941. A committee of managers joined with the conductor of the orchestra in the arrangements and conduct of the program. A capacity audience enjoyed the concert of classical and popular selections. At the conclusion of the concert, the audience joined in singing a patriotic song, "*Hurrah for the U. S. A.*," composed by a member of the orchestra. The program consisted entirely of old-fashioned square dances, which are now enjoying a country-wide revival. The young folk participated with as much pleasure and enthusiasm as did the fathers, mothers, older brothers and sisters who attended.

The twenty-ninth Annual Spring Assembly of the Mothers' and Home-makers' Clubs of the School Centers was held in the Charlestown School Center under the auspices of the local club on Tuesday evening, April 29, 1941. An entertainment, followed by a buffet supper and dance, was enjoyed by hundreds of women from all parts of the city.

These clubs, composed of mothers whose sons and daughters attend the centers, meet weekly, some in the afternoon, some in the evening. After the transaction of the usual order of business, speakers address the clubs on timely topics of the day; then comes a question period, and later a social hour. The clubs take an active part in the community life also, helping in every movement for the welfare of the district,—religious, charitable, and civic. Some of them have established and maintain annual scholarships for the further education of worthy high school boys and girls.

During the year the director of the department held conferences with the managers, as did the latter with their local citizens' advisory boards, members' councils, club leaders, and

subordinate workers. At the end of the year, these groups met in several of the school centers for joint conferences and social nights.

LIST OF OUTSIDE ORGANIZATIONS ACCOMMODATED IN SCHOOL
CENTER BUILDINGS ON SCHOOL CENTER NIGHTS

American Legion Posts and Auxiliaries.
Arboretum Women's Club.

Beacon Light Opera Company.
Boston Aquarium Club.
Boston Fire Department Civilian Auxiliary Force.
Boy Scouts.
Burroughs Newsboys Foundation.

Camp Fire Girls.
Catholic Youth Organizations.
Children's Aid Society.
Civilian Air Reserve Department.
Columbian Squires.
Community Recreation Service of Boston, Inc.
Country Dance Society.

Day Schools — Alumni — Classes.

Federal Surplus Commodities (Stamp Plan) Commission
Girl Scouts.

Jamaica Plain Council, Knights of Columbus.
Junior Police Corps.

Lebanese-American Club.
Lutheran Church Club.

Massachusetts, Commonwealth of:
Department of Education, Division of University Extension.
Department of Public Health.
Massachusetts Catholic Order of Foresters.
Men's Republican Club of the South End.

Parkway Women's Club.
Polish Church Club.

Red Cross.

Roxbury Civic League and Historical Society.

Saint Joseph's Boys' Club.

South Boston Citizens' Association.

Synagogue Club of Dorchester.

United States Army Quartermaster Officers' Reserve Corps.

United States Power Squadron.

Veterans of Foreign Wars and Auxiliaries.

Ward 10 Women's Democratic Club.

Washington Pearce Council, A. A. R. I. R.

Women's Democratic Club of Roxbury.

Women's Job Council.

Work Projects Administration.

Young Men's Voters' Civic League.

Home and School Association Meetings

The year was marked by a striking increase, from forty to ninety, in the number of local units of the Boston Home and School Association. This large increase was due to the response by headmasters and masters to the request which the School Committee and Superintendent made over a year ago that local home and school associations be formed in every school district. Local associations held afternoon and evening meetings with programs of speaking, entertainments, exhibitions, and visits to classrooms and shops. Before and after these meetings parents were given an opportunity to talk with teachers about the work of their children. Money-raising events were again held by many of the associations for gifts to the schools, for decorations, special equipment, scholarships, milk, eyeglasses, shoes, and clothing for needy children. These meetings totaled 102.

The Annual Fall Meeting of the association was held on Wednesday evening, November 13, 1940, in the Brighton High School; the Annual Dinner in the Girls' Latin School on Tuesday evening, January 28, 1941; the Annual Spring Meeting in the Patrick F. Gavin Intermediate School, on Tuesday evening, June 3, 1941. The principal speakers for these three general

gatherings were Mr. H. Philip Patey, a Dartmouth alumnus, who spoke on "*Athletics and Life*" at the fall meeting; Dr. Carl S. Ell, President, Northeastern University, who spoke on "*To What End*" at the dinner; Headmaster Wilfred H. Kelley of South Boston High School, whose subject was "*The Home and the School — Yesterday and Today*" at the spring meeting.

Until a few years ago the annual fall and spring meetings were held in the Teachers College building. Despite the central location and the carefully planned and attractive programs, the attendance was always small and unsatisfactory. Three years ago it was decided that instead of holding the meetings in a central place they would be held in high and intermediate school buildings under the auspices of the local home and school association, a different one each year, with the result that capacity audiences have since attended.

The biennial election of officers of the Boston Home and School Association, held in June 1941, resulted as follows, for the years 1941-42 and 1942-43:

President	Mrs. Thomas P. Dooley
Vice-Presidents	Herbert T. Rich
	William J. Barry
	Mrs. Walter Warner
Secretary	Mrs. Sidney S. Dushan
Treasurer	Allen B. Rider

A member of the department staff, who is a special manager, helped organize and advise these new associations, served and assisted the older ones, and prepared and edited a monthly bulletin, featuring the highlights of each meeting, for circulation among the local organizations.

The president of the association, Mr. Archer M. Nickerson, and the special manager, held regular meetings of the association in the late afternoon at the School Committee Administration Building. A discussion group of the association, under the leadership of the executive secretary of the Home and School Visitors' Association, and with the aid of the special manager, met frequently at the Administration Building with "*Home and School Cooperation*" as the topic for the year.

Plans are being formulated for the observance of the twenty-fifth anniversary of the Boston Home and School Association, tentatively set for Tuesday evening, January 27, 1942.

Other Uses of School Buildings

During the year numerous educational, social, fraternal, benevolent, and church organizations again availed themselves extensively of the wider use of the school plant under permits, 551 in all, issued by the Secretary of the School Committee for meetings and benefit entertainments, in aid of their charitable and welfare work. Were it not for the privilege granted by the School Committee, these worthy philanthropies would be impossible, as in many parts of Boston there either is no suitable private hall or gymnasium at all, or else available local halls are too small and too poorly equipped to accommodate the large numbers attending these dramatic performances, basket ball games, dances, reunions, receptions, banquets, and the like.

Annually, in the past, many political rallies were held in school halls. Last fall, however, saw a sharp decline in this particular phase of the use of school buildings after school hours. In the fall of 1936, preceding the national and state elections, the school halls were open night after night for political rallies. Last fall, when election campaigns were again under way, surprisingly few halls were occupied. Perhaps the radio has supplanted the hall for candidates seeking votes. Next fall's city election will further test this theory.

LIST OF OUTSIDE ORGANIZATIONS AND GROUPS WHICH OCCUPIED SCHOOL PREMISES AFTER SCHOOL HOURS, FROM JUNE 15, 1940, TO JUNE 15, 1941, ON PERMITS ISSUED BY THE SECRETARY

Addolorata Society of East Boston.
 All Saints Church of Roxbury.
 Allston Betterment Association.
 American Legion Auxiliary of Brighton.
 American Legion Posts and Auxiliaries.
 Arboretum Club of Jamaica Plain.
 Augusta Fraternal Society of the North End.

Beacon Light Opera Company.
 Betsy Ross Patriotic Club of Roxbury.
 Blessed Sacrament Church of Jamaica Plain.
 Board of Bar Examiners.
 Boston Aquarium Society.

Boston, City of:

Election Commission.

Fire Department, Civilian Auxiliary Force.

Public Celebrations Committee.

Boston Consolidated Gas Cooking Schools.

Boston Negro Trade Association.

Boston Tuberculosis Association.

Boy Scouts.

Brighton Voters' League.

Brook Farm Civic Association of West Roxbury.

Bruno Women's Society of East Boston.

Catholic Youth Organization.

Cenacle Club of Brighton.

Centre-Spring Improvement Association of West Roxbury.

Church of the Most Precious Blood, Hyde Park.

Civilian Air Reserve.

Congregation Shara Tfilo of Grove Hall.

Councillor Kelly Associates.

Councillor Sullivan Club of Brighton.

Country Dance Society, The

Crosby Associates of Roxbury.

Daly Industrial School of Neponset.

Daughters of Zion of Grove Hall.

Dominican Sisters of East Boston.

Dorchester All-Together Association.

Dorchester Board of Trade.

Dorchester Free Loan Association.

Dorchester Lower Mills Community Club.

East Boston Citizens' Association.

East Boston Civic Association.

Emmanuel College.

Fitton Notre Dame of East Boston.

Gate of Heaven Church of South Boston.

Girl Scouts.

Goodwill Club of Brighton.

Haym Solomon Auxiliary.
Hebrew Circle Choir of Dorchester.
Hebrew Free Kitchen Association of Grove Hall.
Highland Democratic Club.
Holy Name Church of West Roxbury.

Independent Order of Odd Fellows, Longfellow Lodge, Ros-
lindale.

International Brotherhood of Electrical Workers.
Italian Circolo Club of East Boston.
Italian Fiore Society of East Boston.
Italian Protective Club of East Boston.
Italian Society of East Boston.
Italian World War Veterans of North End.
Italo Balbo Citizens Club of the North End.

J. B. McDermott Associates.
Jewish National Fund.
Jewish Sisterhood of Grove Hall.
Jewish Workmen's Circle.
Junior Police Corps.
Justinian Civic League of East Boston.

Kelly Associates of Meeting House Hill.
Kernwood Club of Jamaica Plain.
Knights of Columbus, Dorchester Lower Mills Council.
Knights of Columbus, Jamaica Plain Council.
Knights of King Arthur, Hyde Park.
Knights of Pythias of Grove Hall.

Lebanese-American Club.
Lutheran Church of Roslindale.

Massachusetts Committee on Public Safety.
Massachusetts, Commonwealth of:
 Civil Service Commission.
 Department of Education, Division of University Extension.
 Department of Public Health.
Massachusetts Catholic Order of Foresters of East Boston.
Massachusetts Music Festival Association.
Memorial Day Associates of Mattapan.
Messiah Lutheran Church.

Mission Society of Jamaica Plain.
Mount Carmel Church of East Boston.
Mount Carmel Club of Brighton.
Municipal Clerks Association.

Nai Brith Society of Grove Hall.
National Labor Relations Board.
New England Football Officials Association.
Newell Women's Club of West Roxbury.
North End Cleanup Association.
Notre Dame Academy.
Notre Dame Academy Club of Brighton.

Old Harbor Village Associates.

Park Associates of Charlestown.
Parkway Women's Club.
Pasquerilla Club of East Boston.
P. J. Graham Associates of Jamaica Plain.
Poale Zion Association of Grove Hall.
Political Rallies:
 Democratic and Republican.
 Local, state, and national offices.

Registration of Aliens.

Representative Artesani Associates of Brighton.
Representative Craven Associates of Roxbury.
Representative Sullivan Club of Roxbury.
Representative Vincent Mannering Association.
Roosevelt Civic Club.
Roslindale Order of DeMolay.
Roslindale Rainbow Assembly.
Roxbury Negro Blackhawks Athletic Club.

Sacred Heart Church of East Boston.
Sacred Heart Church of the North End.
Sacred Heart Church of Roslindale.
Saint Angela's Church of Mattapan.
Saint Andrew the Apostle Church of Forest Hills.
Saint Andrew's Church of West Roxbury.
Saint Anne's Church of Readville.
Saint Brendan's Church of Dorchester.
Saint Elizabeth's Hospital of Brighton.

Saint Francis de Sales Church of Roxbury.
Saint Gabriel's Men's League of Brighton.
Saint John's Church of Roxbury.
Saint Joseph's Club of the West End.
Saint Leonard's Church of the North End.
Saint Margaret's Church of Dorchester.
Saint Mark's Church of Dorchester.
Saint Mark's Social Center of Roxbury.
Saint Mary's Church, Egleston Square.
Saint Matthew's Church of Dorchester.
Saint Peter's Lithuanian Church of South Boston.
Saint Stephen's Church of the North End.
Saint Thomas' Church of Jamaica Plain.
Saint Vincent's Church of South Boston.
Salvation Army.
Santa Society of the North End.
Savin Hill Improvement Association.
Shabas Hebrew Club of Grove Hall.
Simmons College Dramatic Club.
Sisters of Charity of Dorchester.
Skelton Associates of Jamaica Plain.
Sons of Italy of East Boston.
Sons of Italy, Camelia Lodge, North End.
South Boston Boys' Club.
South End Republican Club.
Stefano Club of East Boston.
Swedish Church of West Roxbury.

Temple Sinai of Brighton.
Temple Sinai of Grove Hall.
39'ers Social Club of Roslindale.

Ukrainian American Club of Boston.
Uncle Sam's Social Club.
United American Veterans of Jamaica Plain.
United States:
 Army Base Officers.
 Federal Civil Service Commission.
 Power Squadron.
 Quartermasters' Corps.

Veterans of Foreign Wars and Auxiliaries.

Ward 10 Women's Democratic Club, Roxbury.
 Ward 20 Democratic Club.
 Ward 21 Community Club.
 West Roxbury Citizens' Association.
 West Roxbury Civic Associates.
 William A. Carey Associates of Roxbury.
 Women's Job Council.
 Work Projects Administration, Adult Recreation Project.
 Workmen's Circle, Grove Hall.

Yavneh Hebrew School of Grove Hall.
 Young Democrats of East Boston.
 Young Men's Christian Association of Dorchester.

Statistics

Number of buildings occupied after school hours	116
Number of openings	1,869
Total attendance	812,000
Total attendance, school centers	473,000
Total attendance, home and school associations	41,000
Total attendance, other uses of school buildings	298,000

ADMINISTRATION LIBRARY

The Administration Library serves as a research library for teachers and the administrative staff. It is also an educational library for principals, teachers, and curricula committees.

The librarian assists teachers and administrators by assembling books, pamphlets, and reports when needed for special studies and investigations. She keeps principals and teachers informed about new books and educational materials by means of circulars sent to schools at frequent intervals. She prepares bibliographies of factual and enrichment materials and serves as a source of information concerning reports, investigations, and courses of study in the educational field.

The current year in the library has been less active than is usually the case. Several facts have contributed to this. Enrollment in the extension courses at The Teachers College of the City of Boston was small, summer courses were discontinued, and fewer candidates than usual were preparing for temporary examinations.

Moreover, substitute and temporary teachers, who formerly reported daily at the Department of Practice and Training,

are now reached by telephone, with the result that their attendance at the library has fallen off.

During the past year the librarian assisted in planning a school exhibit for the Boston Herald Book Fair. The High School of Practical Arts put on the exhibit, a "living" exhibit, in which girls in charge of Miss May J. Duff, head of the art department at the school, went through the processes involved in printing and decorating, by hand, colored folders, which were given out to the public. There was much favorable comment during the five days of the exhibit.

In May and June two large exhibits were held in the library. The first showed materials made by children in the community economics course introduced in 1941 in grades VII, VIII, and IX. Included were booklets, posters, maps, and games, which had been worked out in the classes. Miss Eleanore E. Hubbard, chairman of the committee which wrote the course of study, was in charge of the exhibit. There was an attendance of about two hundred twenty-five. Next year we hope to have a similar exhibit which will show developments during the year.

The other large exhibit showed the work of the Special Classes. Tea was served on the opening day by girls from the Frances E. Willard School. Officials at the Administration Building and the Annex were invited guests. In the exhibit were small pieces of furniture, copper work, painted trays, plaster plaques, embroidery, and costume jewelry made of such unusual materials as pine cones, macaroni, safety pins, and milk bottle tops. Attendance, not counting those at the tea, was about two hundred.

These and similar exhibits of school work will be continued for they help vitalize the work of the library, acquaint newcomers with the resources of the library, and are of distinct educational value to the school system as a whole, for teachers are not usually well informed about school work outside their special fields, but are invariably interested when given opportunity to see what others are doing. Well planned meetings in an attractive setting and congenial atmosphere are always inspirational and helpful.

Statistics

Books and magazines circulated for use outside the library	7,570
Books purchased and important books acquired by gift	131
Periodicals subscribed to or regularly received by gift	75
Total number of books in the library	12,527

VISUAL AIDS

Increased Activities of the Department

The active participation of teachers and principals in the efforts of the Department of Visual Aids has resulted in the common and correct use of such teaching aids as glass slides, film slides, models, exhibits, silent films, sound films, and scientific apparatus throughout the school system. The conviction of teachers that these aids are necessary as well as desirable in school procedure is essential to the satisfactory functioning of a visual education program because, whatever the potential value of an aid, its real power is determined by the cooperation of the classroom teacher. Because teachers realize that the aids being made available have become an accepted part of instructional practice, the activities of the department have grown gradually but constantly.

Motion Picture Films

Although other visual aids had been employed previously, the educational motion picture was first introduced into the Boston schools some thirty years ago. Its introduction centered the efforts of teachers interested in promoting the real accessibility and correct employment of slides and films. Consequently, in 1912, a committee of teachers was appointed to make inquiry into and recommendations concerning "*instruction by pictures.*" The accomplishments of that pioneer group and of succeeding agencies with similar objectives resulted in the establishment of the Department of Visual Aids some few years ago.

Inasmuch as educational motion pictures lend themselves most satisfactorily to centralized control, films are circulated more commonly than other materials. All school districts are now equipped not only with machines for projecting still pictures but also with 16 mm silent or sound motion picture projectors. This kind of equipment has now completely displaced the 35 mm machines which had earlier supplanted the off-standard types of the first installations. Weekly, nearly nine hundred reels are now being shown regularly to groups extending from the kindergarten through the Teachers College graduate classes. Almost without exception these film showings are planned to contribute to classroom lessons rather than to assembly programs. In all cases, the pictures

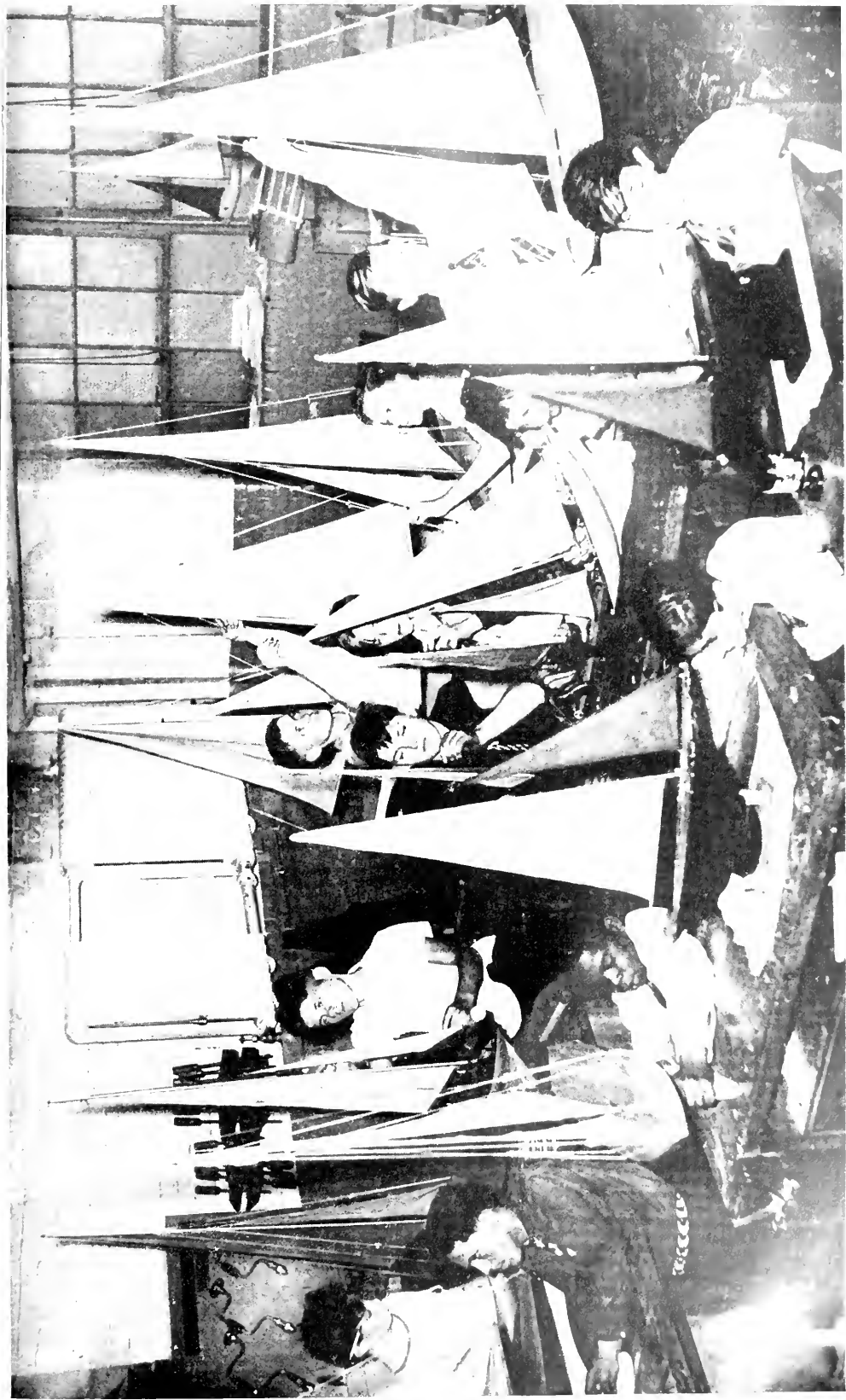
shown are included in the schedules because the teachers with whose classes they are to be used have selected them. In the selection of suitable films, teachers have the assistance of visual aid parallels, catalogs, and evaluations, which have been prepared and distributed by the department. On the basis of film reports required from all teachers using films, the department has been able to classify all available pictures in terms of their content; also, from information received in these reports, the department has been able to grade and evaluate all films in terms of the courses of study. With this kind of help, teachers can quite satisfactorily arrange in advance their film programs for a long period. The introduction of films as part of a well planned program is more effective than their informal and almost incidental employment.

For the most part, the difficulties which accompany the physical handling of films and equipment in a service amounting to nine hundred reel showings weekly have been satisfactorily overcome. All films, whether they have been ordered for a program taking place regularly or for some particular lesson being planned by itself are transported under the supervision of the department. Because it has seemed wise to purchase for addition to the school-owned library only those films which are in very common use and of exceptionally high merit, a list of the commercial and educational film sources — distributors of the pictures being shown in the Boston schools — supplements the visual education film library.

Every reel arrives ready for use at the school by which it has been requested; the date of arrival is invariably that of the school day preceding the showing date as specified by the teacher's request for the film. Although this policy was instituted in order that teachers might have opportunity to preview films before using them in class, the programs have by now become so well organized and standardized on the basis of subject and grade that many teachers are as thoroughly acquainted with the content of their films as with that of their textbooks. The department examines, repairs, and rewinds all reels returned to its library after showing, and it also performs much of the repair and replacement work on the machines.

Glass Slides and Film Slides

Requests by teachers for visual aids are not limited to motion pictures. The department library also includes glass



Model Yachts, Elementary School.



slides and film slides. However, since many schools have organized their own collections of these materials for circulation and use within their own districts, the department has attempted to make available from its library only those special sets which, for one reason or another, may not be purchased directly by the school districts. In so far as the department library is concerned, assembled sets of slides have been requested, distributed, and used more commonly in art, history, and guidance than in other fields. As with films, so with slides, there is no effort to force the circulation or employment of material; the department merely tries to satisfy the expressed needs of teachers.

Models, Specimens, and Exhibits

Obviously, the value of "seeing experience" in learning is not restricted to that which accompanies the showing of projected material. The department, therefore, has worked to promote the better use of such aids as models, specimens, and exhibits. Although other committees have found it wise and desirable to establish educational museums within their school systems, there is no need in Boston for such an agency because many of the materials of the Museum of Fine Arts, the New England Museum of Natural History, and the Children's Museum have so generously been made available for school use. Councils made up of principals, teachers, and museum representatives select and organize the materials desired for school use, and prepare for each such organized unit a suggested lesson plan. It is the responsibility of the department to coordinate the efforts of these councils so that the materials approved by them may in fact be easily obtained by teachers who request them. Museum materials are used most frequently in the following fields: art, history, geography, and nature study.

Intermediate Science

Teaching aids provide the very basis for science instruction; in this field there can be no satisfactory substitute for real materials and apparatus. Since a general science course is of necessity extensive in scope, the complete equipment of every class would be most expensive. In order to promote effective teaching as well as economical purchasing, the control of the apparatus and materials required for this instruction has been centralized in the Department of Visual Aids.

Working with the Council on General Science for Intermediate Schools, which is constantly revising and refining the course of study, the department has prepared more than four hundred science boxes which parallel in their organization the twenty units which comprise the course of study. For every unit several identical boxes have been prepared. In every one of these boxes have been assembled all the apparatus and supplies required for the experiments and demonstrations needed in the development of the lessons prescribed for that particular unit. Inasmuch as the order in which the units should be treated is not fixed rigidly by the course of study, it is determined by the preference of the individual teachers.

In planning the general science instruction, teachers have complete freedom in ordering their science boxes. Provided the requests by teachers are in accord with the requirements of the course of study, all apparatus and supplies are delivered to the schools as they are ordered. Careful study of teacher needs over a period of years has resulted in so satisfactory an allocation of the four hundred boxes among the twenty units that orders for particular units can always be filled promptly. All science boxes are sent to schools from and by the department. After their usefulness has been exhausted by the teachers who requested them, they are returned to the department in order that the apparatus may be examined and repaired, and the supplies replenished before their departure to another school. The centralized control of these aids has been plainly economical in that it has made unnecessary the duplication of equipment in hundreds of classes. The superior effectiveness of teaching that is based upon aids which are introduced after thoughtful planning has been proved by experience.

Publicizing School Activities

The almost universal interest in and dependence on pictures as a realistic means of presenting or obtaining information have resulted in departmental activities quite different from those already enumerated. Recently it has become a function of the Department of Visual Aids to produce photographs, glass slides, film slides, and motion pictures which will publicize current efforts in public school education as they are carried on within the Boston public schools. Primarily the objective has been to acquaint the community generally and the parents specifically with school activities. The presentation of films and slides at

evening meetings of home and school associations attended by parents, who in this way see their own children actually doing those ordinary things done within school hours, has been thoroughly approved by the principals and teachers under whose guidance the pictures have been produced. This kind of program for a meeting of parents and teachers is excellent because its possibilities are almost limitless in making plain that all the children are contributing to the progress of the school. Such slides and films as these, which portray current school practices, are also very valuable in teacher training courses, for on the basis of the activities presented teachers may quite profitably exchange opinions and suggestions.

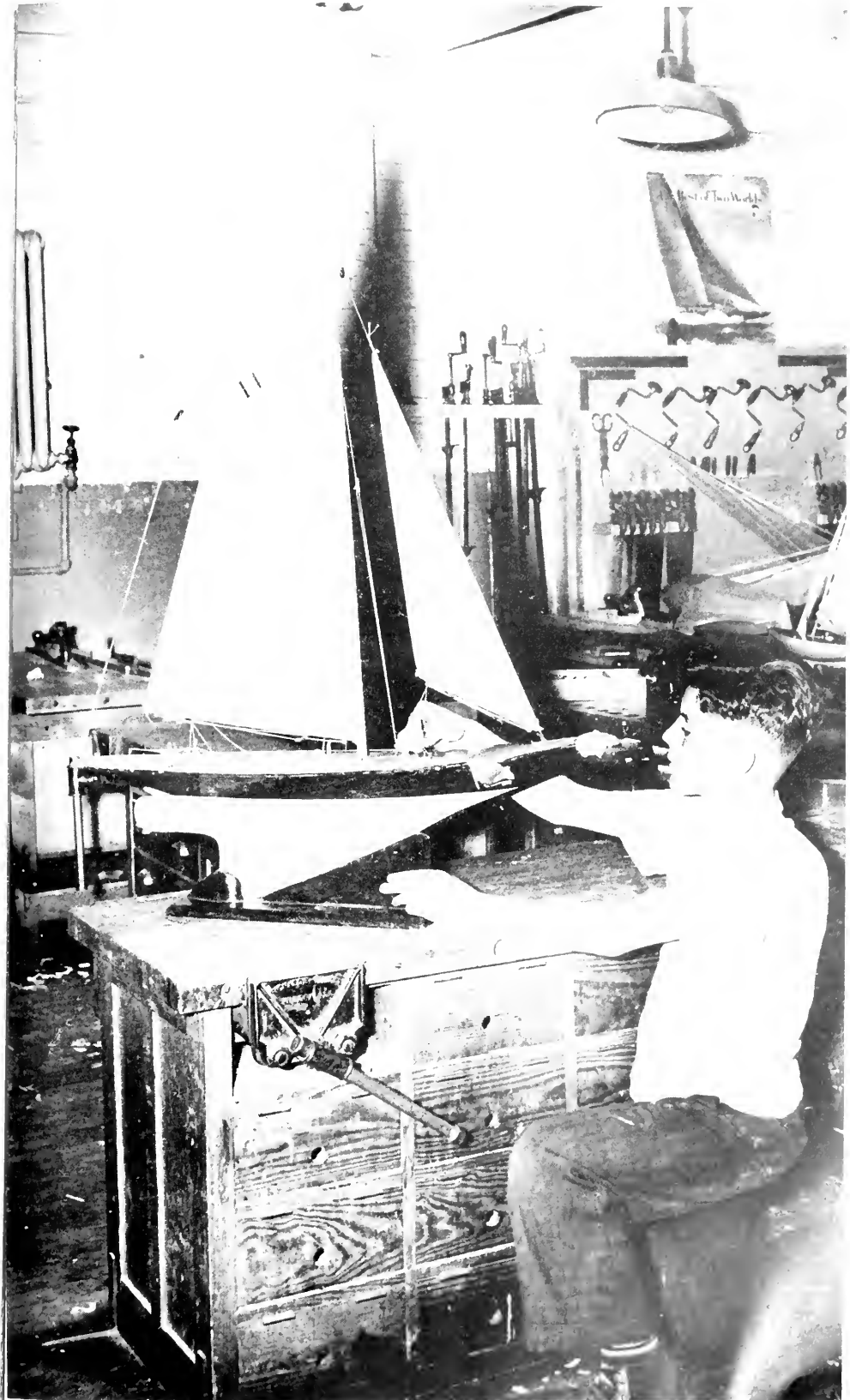
Radio

For a department charged with supervisory as well as administrative responsibilities, it is not enough merely to effect in classroom results the benefits which follow the correct employment of the teaching methods with which it is concerned. Especially is this true in such a field as that related to the adaptation of newly developed devices to school instruction. Hence, the utilization of radio broadcasts for education has for years been a problem for this department. From the very beginning of experimentation with radio, when in 1930 the Council on Radio Education was first appointed, the department has actively participated in the instructional radio efforts of the school system. After several years of radio programs, during which at times three weekly broadcasts were taking place regularly under the sponsorship of the Boston School Committee, the difficulties of working satisfactorily out of commercial radio stations became so frequent and so great that the regularly scheduled broadcast series were abandoned. Recently the only school broadcasts have been those arranged individually for special occasions. However, direct reception of radio programs in school buildings continues in parts of the system; but the rapid progress made in adapting for school use electrical transcriptions as a substitute for direct radio receptions seems to indicate the direction in which radio education may progress.

Organization of Activities

Fundamentally the current organization of the activities of the Department of Visual Aids is a growth directly influ-

enced by the classroom teachers employing the aids which it provides. The expansion of the department's program is a consequence of its active cooperation with councils on visual education, on general science, on museum resources, on radio education, and on high school subjects. Under the guidance of these groups and of individual teachers and principals the services of the department are reflected in everyday classroom practice.



Final Touches on "Blest America." Elementary School. Courtesy of The *Illustrated* *Weekend* *Monitor*



**APPENDIX TO REPORT OF
SUPERINTENDENT ARTHUR L. GOULD**





Rigging a 36-Inch Model Yacht. Elementary School.

Courtesy of *The Christ Church Monitor*

REPORT OF ASSISTANT SUPERINTENDENT MICHAEL J. DOWNEY

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

DEAR MR. GOULD:

In compliance with your request I respectfully submit herewith the following report.

Succeeding Miss Mary C. Mellyn as senior assistant superintendent I should deem it most inappropriate if this report for 1941 made no reference to her retirement after more than fifty years of devoted service to Boston schools. Accordingly I am taking the liberty of including herein a few words of appreciation which appear in the Boston Teachers News Letter of July 1941.

FRIENDLINESS—FAIRNESS—FAITH

As a representative of the Board of Superintendents I am asked to say a few words of appreciation of the contributions to the Boston school system which Miss Mary C. Mellyn has made as Assistant Superintendent of Public Schools. Others will tell of her unmatched service of over fifty years.

The opportunity granted me is both gratifying and difficult. Perhaps no person in the school service has longer known Miss Mellyn and her family. Yet superlatives must be avoided as out of keeping with her temperament and personality.

It goes without saying that in Miss Mellyn's retirement I feel a distinct personal loss. A product of the Boston public school system in which practically her entire life has been spent, she has been a constant source of inspiration alike to her associates on the Board of Superintendents and to countless teachers in the service.

Outstanding in her attitude and activities as administrator have been three characteristics,—friendliness, fairness, and faith.

In a recent paper Miss Mellyn stated that in her mind the finest thing in teaching is not skill, interest, or scholarship,—but friendliness. In all her dealings she exemplified friendliness.

As for fairness, the establishment of the Boston merit system of appointment and promotion will probably stand as her most lasting monument.

In my opinion the greatest inspiration the members of the Board of Superintendents have received from Miss Mellyn has been the consciousness of her consecration to her life work, her abiding faith in her profession, her deep faith in human capacity for progress and betterment, and above all her humble sincere faith in Divine Providence.

MICHAEL J. DOWNEY.
Assistant Superintendent.

As assistant superintendent in charge of both Latin schools and both trade schools, as well as vocational education and national defense training, I have been compelled to clarify, if not to modify, some of my views in an attempt to reconcile what seem to be contradictory conceptions of the aims, purposes, and values of education at the high school level. The theme of American Education Week for the school year ending August 31, 1941, was education for the common defense. The national defense training program as conducted for the past year in schools equipped for instruction in machine shop practice, welding, and sheet metal work is only one aspect of education for the common defense. It is quite distinct in aim and operation from the defense program of our high schools, whether vocational or academic. We are very proud of the achievement of Boston in its expanded program of vocational training for national defense industries and for the armed forces of the United States. A detailed account of this program will appear later in this report.

What I wish to point out now is that there may be an element of danger that complete absorption in an all-out preparedness from an immediate military standpoint may minimize other aspects of education for the common defense which are essentially the province of the schools. In a communication from the White House, dated October 1, 1940, President Roosevelt stated, "What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of government we cherish." Clearly the thought of the President was that education for the common defense on the part of the schools should be not an immediate, but a long range enterprise. Even now in the midst of our present

national crisis the Federal authorities have created a new instrument to care for the future employment problem by the establishment of the Public Works Reserve. Is it not the primary and perpetual duty of the schools to insure for the future of the nation a reserve of intelligent, efficient, patriotic citizens? In this connection it may not be amiss to suggest that if the officials interested in the conduct of public works contemplate a six-year program against the ending of the present emergency, officials charged with the conduct of public education should likewise take account of stock and provide in advance for the adjustments which, whatever the outcome, will inevitably follow the World War. With the passing of the present crisis and the emergence of a new world order the problems of youth and unemployment will again confront us. Should not education begin to prepare now for post-war requirements?

President Ell of Northeastern University, in a recent address to faculty members, while emphasizing the need that every possible step should be taken to defeat totalitarian aggression and while encouraging full support to the Government in its intensive efforts in defense training, made an admirable presentation of the need of higher education in our democracy. President Ell states:

“However, we must not lose sight of the fact that democracy can endure only in a society where a high level of education exists. Furthermore it can flourish only when colleges and universities are preserved as centers of learning and places of intellectual discipline. We must know what we mean by the ‘American way of life,’ how it came to be, and how it can be preserved, in order to know what we are fighting for, and in order to know what we shall do with victory, if and when it is attained . . .”

“If we in this democracy are to profit by our mistakes and our successes in the past in the fields of economics, sociology and government, then we must have an educated people, leaders whose minds are stored with knowledge of the development of society down through the ages, and whose mental discipline gives them the capacity to think straight and to see far. Well-informed, intelligent, and normally responsible minds are a prerequisite if

democracy is to endure, because our society is destined to be changed, to be different in the future as a result of the present world situation, whether we wish it or not”

“It is for us not a question of education or training, but rather of education and training.”

The following letter from President Roosevelt, dated July 22, 1941, and addressed to the American College Publicity Association, has supplied a text for education for the school year 1941-42:

“The message I would emphasize to you this year is that America will always need men and women with college training. Government and industry alike need skilled technicians today. Later we shall need men and women of broad understanding and special aptitudes to serve as leaders of the generation which must manage the post-war world. We must, therefore, redouble our efforts during these critical times to make our schools and colleges render ever more efficient service in support of our cherished democratic institutions.”

No conception of education for the common defense can overlook the important part which college preparatory schools and classes have played and must continue to play in a long-range program of education for American democracy.

VOCATIONAL EDUCATION

Even in the field of vocational education there is an element of danger that in the desire to equip large numbers speedily for a particular task in war industry the need of genuine vocational education may be slighted. The very rapidity with which large numbers have qualified for the work with national defense, while gratifying as evidence of patriotism and efficiency in answering the nation's call, should not cause us to forget that certain liabilities inhere in any emergency training by way of short unit courses. Narrowly specialized superficial training in specific preparedness occupations may later present us with the problem of attempting to retrain a host of youths now employed in war industries who do not possess an adequate background of real vocational education. It is

incumbent upon us to see to it that our schools shall continue to offer vocational education that is genuine.

To Massachusetts belongs the honor of establishing the first real trade schools. In 1905 Governor William L. Douglas approved a bill to create a commission of nine persons to "investigate the need of education in the different grades of skill and responsibilities in the various industries of the Commonwealth." The Commission found that "the general public has been strangely blind to the narrowness of public education." The present Division of Vocational Education in the State Department of Education is a direct outcome of the labors of the Douglas' Commission, and under the able leadership of Mr. Robert O. Small, Director, has been ever in the foreground of progressive vocational education. It is not without significance that Mr. Small has been elected this year President of the American Vocational Association.

In 1917 the Smith-Hughes Act created a Federal Board for vocational education and provided Federal subsidy for real vocational schools. In 1935 the George-Deen Fund was made available for the promotion of vocational education. With State funds supplemented by Federal funds a great impetus has been given to the advancement of genuine vocational education. The following table of figures concerning State reimbursement and income from other sources received by Boston on account of vocational education for the year ending August 31, 1940, shows graphically the scope of vocational education in Boston. Its substantial contribution to the annual appropriation of the Boston School Committee is reflected in a lowered tax rate for Boston.

STATEMENT OF RECEIPTS BY BOSTON ON ACCOUNT OF VOCATIONAL EDUCATION
Year Ending August 31, 1940

SCHOOL	State Reimbursement	Tuition	Smith-Hughes	George-Deen	Other Items (Includes Cash and Miscellaneous Receipts)	Total
Boston Trade.....	\$122,168 27	\$65,170 66	\$12,538 55	\$3,124 50	\$3,356 44	\$206,358 42
Trade School for Girls.....	46,097 29	25,786 69	4,788 89	4,597 75	11,021 91	92,292 53
General Vocational for Boys.....	52,978 72	361 76	—	—	373 04	53,713 52
Brighton Industrial.....	10,860 37	—	5,825 62	2,916 00	1,258 55	20,860 54
Brighton Cooperative.....	3,658 05	—	—	—	—	3,658 05
Charlestown Cooperative.....	—	—	—	—	—	—
Charlestown Industrial.....	16,187 56	596 56	5,630 13	—	2 67	22,416 92
Dorchester Industrial.....	10,510 94	—	4,515 83	1,095 50	1,558 56	17,680 83
Dorchester Cooperative.....	1,200 20	—	—	—	—	1,200 20
East Boston Industrial.....	8,828 45	—	4,887 27	1,620 00	38 99	15,374 71
East Boston Cooperative.....	3,423 99	—	—	—	—	3,423 99
Hyde Park Industrial.....	7,667 41	180 28	4,418 09	2,943 00	126 64	15,335 42
Hyde Park Cooperative.....	4,248 11	—	—	—	—	4,248 11
Roxbury Industrial.....	9,691 84	—	5,239 15	—	1,231 23	16,162 22
Roxbury Cooperative.....	1,995 30	—	—	—	—	1,995 30
South Boston Industrial.....	7,957 75	158 99	3,147 39	—	296 37	11,560 50
South Boston Cooperative.....	1,359 42	25 64	—	—	—	1,385 06

Apprenticeship-Journeymen.....	1,442 44	893 66	—	7,625 77	—	9,961 87
Boston Trade Evening.....	13,371 16	4,946 40	1,236 97	6,634 48	1,821 77	28,010 78
Continuation.....	—	126 36	5,278 24	—	39 30	5,443 90
High School of Practical Arts.....	52,863 15	1,014 22	7,375 38	67 50	9,988 45	71,308 70
General Vocational for Girls.....	32,652 86	458 67	—	—	484 84	33,599 37
Evening Practical Arts.....	10,756 68	83 20	1,115 67	—	475 00	12,430 55
Jamaica Plain Agricultural.....	11,701 66	1,308 00	2,115 19	783 00	—	15,907 85
Cooperative Distributive Occupation.....	1,703 03	230 38	—	4,612 91	—	6,546 32
Part-time Distributive Occupation.....	14 49	—	—	15 00	—	29 49
Evening Distributive Occupation.....	360 76	86 40	—	247 66	—	694 82
Totals.....	\$433,702 90	\$101,427 87	\$68,112 37	\$36,283 07	\$32,073 76	\$671,599 97

The standards originally set by the State Department of Education for vocational schools as distinguished from industrial arts high schools have served as models for many other school systems. In brief, the Commissioner of Education is required to approve the establishment of such schools and the reimbursement by the State, which is usually at least one-half the cost of maintenance. Approval by the Commissioner includes approval as to organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, conditions of admission, employment of pupils, and expenditures. Such approval in turn insures the allocation of Federal money channeled through the State.

In interpreting the foregoing standards no attempt has been made to prescribe a narrow, restricted and exclusively utilitarian outlook. Rather have the schools endeavored to apply the democratic doctrine of equality of opportunity.

Superintendent Jeremiah E. Burke in his annual report of 1925 has this to say regarding equality of opportunity, individual differences, and the rights of children:

“This recognition of individual differences is the greatest boon that has come to children since the dawn of time. The adaptation of education to variations in types of children brings us into harmony with the fundamental principles of the Declaration of Independence. Equal opportunity in a democracy implies that every boy and girl — whatever be his or her especial equipment — shall have an even chance with his fellows to develop to the very utmost according to his capacities and endowments. And he must be given every reasonable encouragement by society to so advance.

“Upon city, state, and nation is imposed the grave responsibility of providing unlimited educational and vocational facilities for the education of our children and youths. As groups appear or are discovered that require special training, varied and diversified avenues of instruction must be opened up to receive them. This is the program of the Boston public schools. Replacing rigid and uniform courses of study, curricula have been modified and reconstructed to satisfy the varying aptitudes and capacities of groups of children, all equally deserving, all endowed with equality of rights and entitled to equality of opportunity.”

In 1900, 5,354 pupils were enrolled in the high and Latin schools. In 1940, the enrollment in these schools was 31,302, an increase of nearly 500 per cent.

In the old days there was little recognition of individuality among children. The question of fitting the school to the child did not arise. It was entirely a question of fitting the child to the school. The wisdom of the school was unquestioned; its policy was unchangeable; its course of study inflexible, and the child was expected to do exactly the work required,—no more and no less. It was a matter of taking it all or leaving it all. Today every progressive school system recognizes that individual differences between pupils are so real and significant that they cannot be ignored. Hence, the newer types of school with diversified educational opportunities and differentiated courses of study.

Over the years statistics have shown that only a small percentage of high school graduates enter college. The larger percentage by far go directly into some occupation.

The traditional academic high school assumed that the interests, abilities, and aptitudes of all its pupils were not only equal but practically identical. In the early days the acknowledged purpose of secondary schools was preparation for college and the educational machinery was geared to advance the interests of a privileged few.

The unprecedented growth in high school population, the raising of the school age limits, and more than all the insistence of progressive educators upon the rights of children under democracy have gradually outmoded the notion that secondary schools existed only for the highly intellectual pupils. First came the general high schools with commercial courses and industrial arts courses, later the special schools, such as the High School of Commerce, the Boston Clerical School, Mechanic Arts High School, and High School of Practical Arts, but in most cases even such special schools were considered schools which prepared for "white-collar" occupations.

In the last decade with higher compulsory school age and little opportunity for employment boys and girls who are usually found in industry have been compelled to attend high school. Adherence to the traditional program or even to the program of some of the special schools could result merely in developing habits of failure. Hundreds of applicants have been denied admission to our two trade schools because of lack of facilities. The demand for this type of training for gainful

employment far exceeds the capacity of our schools. In the near future, if this demand persists, additional accommodations must be provided by both of these unit trade schools. The following figures for enrollment in the high schools as contrasted with enrollment in the trade schools and the newly established Vocational High School are illuminating:

	Enrollment October 1	
	1930	1940
High and Latin Schools	27,393	31,332
Boston Trade School	1,037	1,515
Trade School for Girls	612	723
Vocational High School	—	957
Totals	1,649	3,195

In the general high schools the enrollment in a decade has increased less than 15 per cent while the enrollment in vocational schools has increased approximately 94 per cent. The youth of Boston during the last decade has clearly indicated that vocational education more than other types of education meets their personal needs and ambitions. It is difficult to name an occupational field for which vocational schools may not offer adequate preparation. The present emergency has greatly emphasized the need of expansion of vocational education opportunities.

VOCATIONAL HIGH AND OPPORTUNITY SCHOOL

In 1939 the Boston School Committee took a long forward step toward meeting the demands of boys and girls for definite vocational training by converting its splendid million dollar Continuation School building into a vocational high and opportunity school.

Differing from the two trade schools which furnish specific training for various skilled trades, the new school offers both the training which might be required for a successful beginning in semi-skilled and unskilled work, and the opportunity for retraining or initial training for young persons who have left school and who need such training to secure employment. Boys and girls who for any reason do not seem to benefit by the regular work of grades VII or VIII are admitted for the purpose of attempting to make suitable adjustment through special programs.

Instead of intensive training in a single trade, short unit courses are offered in preparation for occupations below the

skilled labor level. A variety of experiences in diversified activities is provided and skills for the rudimentary work in several occupations are developed. Too narrow a specialization within an occupational field has been avoided. Nor has any attempt been made to give a narrow interpretation to the meaning of vocational education. Rather has it been the endeavor of the new school to develop vocational education in harmony with the democratic ideal so well expressed by Superintendent Burke. The primary aim of this school, as of all public schools, is training for citizenship. The secondary aim is to provide the knowledge, skill, and experience which will enable the pupil to obtain remunerative employment in industry. The pupil should be trained not for work alone, but for a broader, fuller, and richer life. His social traits as well as his personal traits should be developed. He should be considered as a whole and no aspect of his being should be neglected. Provision should be made for character development, health education, vocational guidance, and citizenship training, not merely for proficiency in the trade. In the school day of six hours half the time is devoted to shop work and half the time is divided between related technical work and general academic work. The intellectual and cultural growth of the pupil is expected to keep pace with his progress in industrial efficiency.

During the past year a comprehensive survey of the field of employment opportunities in Boston had been undertaken, and a series of conferences with employers has been conducted. Federal money made available through the George-Deen Fund has paid the salaries of two teachers released on full time for special assignments. One teacher in the Boys' Division has established personal contacts with employers and has continued the survey of employment opportunities. One teacher in the Girls' Division has established personal contact with the homes of the pupils for the development of home project work. In the Girls' Division a novel, up-to-date, progressive course of study has been given tentative approval. In the Boys' Division provision has been made for additional shops and classrooms. The enrollment as of October 1 has shown a steady increase in numbers, from 575 in 1939 to 957 in 1940. It seems probable that within a few years either a new building or an addition to the present building will be needed to accommodate pupils seeking this type of training.

The Continuation School, which is housed in the same building as the Vocational High and Opportunity School, continues to care for the limited number of boys and girls under sixteen years of age who under the law may be employed during the hours the day schools are in session. The enrollment on October 1, 1940, was 66. On October 1, 1920, the enrollment was 5,009.

This school still serves a useful purpose in bridging the gap between full-time schooling and full-time employment. Through its experienced instructors it continues to assist pupils by guidance, placement, and individual adjustments. The Continuation School, always vocational in character and equipped with a variety of shops where the basic skills in many trades might be acquired, has developed practices and procedures which have been accepted as improvements in many of our senior high schools and which with the pioneer faculty responsible for their development have been adopted bodily by the new Vocational High and Opportunity School.

NATIONAL DEFENSE TRAINING

Between July 15, 1940, and September 1, 1941, approximately four thousand trainees have been enrolled in emergency training courses given in seven high schools. About one-half of this number are now in attendance at the schools and one-half have completed their training courses. More than one hundred teachers and supervisors are employed in conducting these defense courses. All teachers must have had adequate trade experience and must have been approved by the State Board of Education. Early in July 1940 the School Committee pledged all possible cooperation. Superintendent Gould assigned me as assistant superintendent in charge of vocational education, to have direct charge of the organization of the defense training program. Later Mr. Francis L. Bain, Assistant Director, Department of Manual Arts, was assigned to the immediate supervision and direction of the work, and soon thereafter Mr. Leo C. Renaud, Shop Instructor, Department of Manual Arts, was assigned to assist him. The following Advisory Committee was appointed by the School Committee:

William C. Adams, Superintendent, Walworth Manufacturing Company.
Daniel J. Boyle, Board of Conciliation and Arbitration.
E. B. Freeman, President, B. F. Sturtevant Company.

Harry P. Grages, Secretary, Central Labor Union.
Elisabeth M. Herlihy, Chairman, State Planning Board.
John S. Lawrence, 50 Congress Street.
Nicholas P. Morrissey, President, Massachusetts Federation of Labor.
William Arthur Reilly, Fire Commissioner.
Henry J. Smith, Trustee, Boston Elevated Railway Company.
Alexander S. Gillespie, Employment Service, Division of Unemployment Compensation.
Gregor Stewart, Local 12003 C. I. O., 3 Goldsmith Place, Jamaica Plain.
C. O. Littlefield, Assistant Director of Employment W. P. A.
John A. Scanga, Supervising Industrial Inspector, Department of Labor and Industries.
Albert P. McCulloch, McCulloch Manufacturing Company.
H. B. Neal, President and Treasurer, Kinney Manufacturing Company.
Arthur M. Cochran, State Director, Division of Student Work, N. Y. A.

Mr. Henry J. Smith was elected Chairman of the Committee and Miss Elisabeth M. Herlihy was elected Secretary.

From the beginning every school department and agency has thrown itself enthusiastically into the spirit of the new undertaking. What amounts practically to a new school system has been inaugurated with the least possible friction and delay. A new system of accounting and payroll certification has been installed in the office of the Business Manager. A new type of pupil has been served. New rules of procedure have been adopted. New Federal funds in payment of all maintenance expense have been made available.

The State Board of Education has been most helpful in cutting red tape, smoothing out difficulties, and interpreting seemingly contradictory Federal directions. Education, labor, and management have worked together to advance the program. Officials of the Work Projects Administration, the National Youth Administration, and the Massachusetts State Employment Service have been most helpful.

During the summer vacation periods all machine shop courses have been operated on a twenty-four-hour basis with three shifts each day. The opening of the day schools and the beginning of the evening school term make this arrangement impossible, as the defense classes have not been allowed to interfere with the regular day or evening schools. The following detailed statistical table summarizes the work in National Defense Training and I am appending a report of the defense work from the beginning, prepared by Mr. Bain at my request.

NATIONAL DEFENSE TRAINING CLASSES

Courses	Schools	Hours Per Week	Total Number of Pupils	Total Number of Pupils Placed	Pupils Now in Training	Number of Teachers, Supervisors and Clerks	Cost of Instruction	Cost of Instructional Supplies	Operation of Building	Repair of Equipment
<i>Administration</i>										
<i>N. Y. A. Courses:</i>										
Code Sending and Receiving.....	Hull School	4					\$10,868 50			
Elementary Shorthand and Typing.....		10								
Advanced Shorthand and Typing.....		10								
Business Machines.....	Girls' High School	5	360		Course Discontinued	26	\$4,720 00	\$2,562 00	\$487 50	\$720 00
Business Mathematics.....		5								
Window Display.....		5								
Retail Law.....		5								
Retail Selling.....		5								
Hospital Aide.....	Boston City Hospital	30								
First Aid.....		30								
<i>Courses for Enlisted Men in 101st Observation Squadron:</i>										
Gasoline Engines.....	East Boston Airport	2						\$99 00		
Airplane Structure.....		2					\$165 00			
Radio.....		2	105		Course Completed	3				
<i>Supplementary Courses for Navy Yard:</i>										
Machine Shop.....	High Schools;	40								
Machine Shop.....	Mechanic Arts	40								
Machine Shop.....	Hyde Park	40								
Machine Shop.....	East Boston	40								
Welding.....	East Boston	40								
<i>Related Work:</i>										
Applied Mathematics.....	Mechanic Arts									
Science of Metallurgy.....	transferred to									
Science of Metals.....	East Boston									
Blue Print Reading.....										
Physics.....										
		4	2,313	Placed by Navy Yard	1,179	90	\$72,465 30	\$9,325 20	\$33,800 58	\$5,221 20

Sheet Metal for Ship Fitters:									
Blue Print Reading and Drafting	40	South Boston							
Nomenclature of Ships.....									
Applied Mathematics.....									
Blue Print Reading — Electricians..	10	Charlestown							
Blue Print Reading — Sheet Metal..	10								
Blue Print Reading — Outside Ma-	10								
chimists.....									
Coppersmiths.....	4	Charlestown							
Pipe Fitters.....	6								
Aeroplane Rigging.....	8	Boston Trade							
Aeroplane Engine Overhauling.....	(4 days)	Boston Trade							
<i>Pre-Employment Refresher Courses for</i>									
<i>M. S. E. S. and W. P. A.:</i>									
Machine Shop and Welding.....	40	Boston Trade							
Machine Shop and Welding.....	40	South Boston							
Machine Shop.....	40	Vocational							
Welding.....	40	East Boston							
Machine Shop.....	40	Mechanic Arts							
Ordnance Inspection.....	40	Hyde Park							
	1,597		426	539	101	\$84,968.50	\$39,598.70	\$42,038.75	\$12,618

September 1, 1941.

MR. MICHAEL J. DOWNEY, *Assistant Superintendent School Committee,*

Boston, Massachusetts.

DEAR MR. DOWNEY,— In accordance with your request I submit the following report of National Defense Training programs in the Boston schools from July 1940 to the present time. Congressional and other official action responsible for the inauguration of this training has been included in the report for purposes of general information.

* * * * *

The United States government's policy of furnishing vitally necessary war equipment to England, China, and Russia has imposed a tremendous burden on industry in addition to the program of providing adequate defense equipment for this country, and one of the most important features of this combined task is the man-power so necessary for the work involved. Navy yards, arsenals, shipbuilding plants, and firms with government contracts have employed craftsmen from all sections of the country but the supply is totally inadequate and the demand for workers is steadily increasing and will continue to do so for several years.

The Department of Education and other Washington agencies long ago realized that there were many thousands of young men in the United States who could be given intensive training courses which would prepare them for entrance into essential industries, and on June 27, 1940, Congress appropriated \$15,000,000 specifically for National Defense Training in the many trade, vocational, and engineering schools in the United States, and thus was vocational education given the most vital assignment in its history. In October 1940, Congress made an additional appropriation of \$61,500,000 for the same purpose and requested that 700,000 workers be trained and available by June 30, 1941, but by this date 1,565,000 men had been or were being trained — 800,000 in pre-employment refresher and supplementary courses; 110,000 in engineering; 400,000 in rural and non-rural out-of-school youth courses, and 255,000 in National Youth Administration work projects. More than 9,000 vocational schools are participating in this vast training program, and more than 1,000 advisory committees, comprised of over 7,000 members, are giving necessary thought and attention to the matter of suggesting and approv-

ing training courses which will be of the greatest benefit to the industries. Federal funds for this defense training are allocated to the various states, and the various state boards of education then assume all financial responsibilities for training courses which they have approved.

Boston's response to this appeal for defense training was prompt and generous, and all possible training facilities were placed at the disposal of Federal and State authorities. An advisory committee was appointed by the School Committee, machine and welding courses were duly requested and approved, and on July 15, 1940, over two hundred apprentices and helpers from the Boston Navy Yard began their supplementary machine training in the East Boston, Hyde Park, and Mechanic Arts High Schools. These men are required to complete forty-four weeks of intensive shop training on a forty-hour per week basis, and they must devote four additional hours every Saturday to the study of applied mathematics, physics, metallurgy, blueprint reading, and industrial freehand drafting. After the completion of their course, they are returned to the Navy Yard shops, and another training group is sent to our schools for training. These courses are known as supplementary, since the instruction received supplements their usual work.

The installation of electric welding equipment in the Boston Trade School in September 1940 provided an opportunity for instruction in this trade for other groups from the Navy Yard, who were later transferred to a new electric welding shop in the East Boston High School. Boston's welding shops were asked to train six hundred electric welders by September 1, 1941.

On July 17, 1940, the machine and acetylene welding shops of the Boston Trade School were opened to the trainees from the Work Projects Administration, their courses extending over a period of four hundred eighty hours in three months, and similar classes were opened in the South Boston High School on August 9, 1940. During the summer vacation these courses were being operated on a three-shift basis in twenty-four hours for the first five days of the week, and the Boston Trade School carried on two shifts. The original instructions from Washington required that all trainees should be furnished by the Work Projects Administration, but later this was changed so that the Work Projects Administration would send fifty per cent of the trainees for a given course, and the

remainder would be furnished by the Massachusetts State Employment Service. Trainees in these two groups have a daily program of eight hours, of which one hour is devoted to a study of applied mathematics and blueprint reading, as a certain proficiency in these subjects is a fundamental requirement in virtually every industry. An itemized record is made of the attendance and achievement of each trainee, and this data forms the basis of his placement possibilities in industry after his course has been completed.

When the day and evening school classes reopened in September the National Defense Training classes in all schools except Mechanic Arts High School were reduced to one shift — from 10.30 p. m. to 7 a. m., popularly known as the "Night Owl Shift."

Navy Yard requests for training have been given priority whenever possible, since their need for workers is very urgent if the program of naval construction assigned to them is to be completed on time. There are two unique and interesting features associated with the training of the Navy Yard trainees in the Boston schools. All ferrous and non-ferrous metal used by the trainees is supplied by the Yard, and is machined strictly in accordance with blueprints and specifications from the same source. Navy Yard inspectors are assigned to all shops where their men are being trained, and when the work has been completed it is inspected by these men, then sent to the Yard and installed in the destroyers which are being built there. Nearly all of the work for this purpose is unusual in its nature and is entirely different from any instructional problems ever before seen in our school shops. It was realized that this material would afford an excellent medium of instruction for some of the regular day school students in the machine shops. Therefore, arrangements were made for these students to carry on during the day with the work left behind by Navy men at the close of their midnight shift. This plan saved much valuable time for the Navy program, and provided many interesting and instructionally valuable problems for the students. The latter were proud to have a share in the vitally important work. Members of the regular evening school machine shop classes at East Boston High School also contributed much of their time on the same basis. This combination of effort contributed a fine example of timely co-operation, and was much appreciated by Navy Yard officials.

Only men in good physical condition and of a specified type of education are admitted to the Navy Yard, and all of these requirements are met at the Yard. Trainees from the Work Projects Administration and the State Employment Service are sent to our school physicians for a thorough medical examination, and they must also receive a good rating in an aptitude test. The combined results of these tests determine the order in which trainees are selected for membership in training classes.

During the summer vacation of 1941 the defense training centers have been in operation for twenty-four hours daily, but the reopening of day and evening schools will necessitate material changes in this program. The Navy classes will probably maintain two shifts between 3.30 p. m. and 8 a. m. in the East Boston and Hyde Park High Schools; the Work Projects Administration and State Employment Service classes will have a similar program in Mechanic Arts High School; but the programs in the other training centers will permit only the midnight shift.

On February 8, 1941, a course in Radio Code Sending and Receiving was opened in the Hull School for young men from the National Youth Administration, but was discontinued June 15 because of lack of attendance. Courses in shorthand, typing, business machines, business mathematics, window display, commercial law, and retail selling were started in the Girls' High School for National Youth Administration youth on April 10, 1941, but poor attendance was responsible for their discontinuance about August 9. In the early part of June two courses were opened in the Boston City Hospital for National Youth Administration youth — one course for training hospital aides, and the other for the training of first aid workers. Ideal training facilities were available and well trained instructors were in charge of the work but the classes had to be discontinued because of lack of attendance. The National Youth Administration regulations heretofore have suggested that various courses were a desirable asset for their youth as a part of their preparation for useful employment, but attendance at these courses is optional and, therefore, training results have been disappointing.

During the past winter a ten weeks' course of instruction in radio, aeroplane engine and aeroplane structure work was completed by the officers and enlisted men of the 101st Observa-

tion Squadron of the United States Army. These classes were conducted at the East Boston Airport Headquarters of the Squadron, and at the conclusion of the work Major Edson, Commanding Officer, sent a highly commendatory letter concerning the thoroughness of the instruction and its value to the members of his command.

In the latter part of the spring term Navy Yard officials requested training facilities for some of their outside machinists, sheet metal workers, electricians, and shipfitters. Training facilities were, therefore, provided at the Charlestown High School for about four hundred fifty men, who were given intensive related work pertaining to installation and repair work aboard naval vessels. The South Boston High School was also opened for their use, and nearly two hundred men were quartered there for heavy sheet metal work, related mathematics, blueprint reading and sketching, and ship nomenclature. On August 29, 1941, all sheet metal workers, from both of these schools were recalled to the Yard. Judging from the letter sent by Captain Brand, of the Navy Yard, the officials are greatly pleased with the work which was accomplished with their men.

The vast increase in production of machine guns, Garand rifles, shells, and other items of ordnance has resulted in a corresponding demand for trained men who are qualified to inspect all of this material. For this reason the Ordnance Department at Washington issued a call for the training of 70,000 inspectors of ordnance — 10,000 of these to be available directly for the Ordnance Department at any of its production centers, and 60,000 to be available for employment with firms to whom ordnance contracts have been awarded. Boston was asked to train an initial unit of thirty of these Minor Inspectors of Ordnance, instruction to begin July 1 and continue for about four months on a 40-hour-week basis. The Work Projects Administration and the State Employment Service each furnished fifteen men — high school graduates from 18 to 25 years of age — and the new course was started on July 1 at the Hyde Park High School. Some of the men in training are of college grade and appear to be especially well adapted to this particular type of training, which involves extremely accurate testing and computations. One official from the State Board of Education, and Major P. E. Gruber of the Ordnance Department Headquarters in Boston have

visited the class and carefully examined the results of the work being done by the trainees, and both have expressed their unqualified approval of what is being accomplished there. At the conclusion of their four months' training period, these men will be given a Civil Service test to qualify them for governmental service. When appointed their initial salary will be \$1,260 per annum, and under favorable conditions a promotion within sixty days will be possible, with an increase in salary to \$1,440, and beyond this point there are five still higher grades to which they may aspire. The Ordnance Department in Boston would take half the class at once for service if their training had been completed. Two or three members of the class have been offered a good opportunity with the Pratt and Whitney Company in Connecticut, and will probably accept without waiting to complete their course. After the present group has completed its training, succeeding groups of thirty men each will be similarly prepared, until our quota shall have been completed. A large equipment of special precision tools and instruments, test blocks and gauges, and other items are required for instructional purposes in this course, and all of this testing material will be furnished by the government. After the emergency has passed, title to this valuable collection of testing instruments and materials will undoubtedly be given to Boston.

One large industrial firm in Boston has received governmental contracts for immense quantities of ordnance material, and they are desirous of having a similar training course established in order to provide ordnance inspectors for their plant, and this request undoubtedly will be supplemented by others of a similar nature as time passes. There are three principal factors of limitation in the defense training program — an adequate supply of properly qualified men for instructors' positions; access to suitable shops and equipment; and availability of the required equipments at hours when employed trainees can most conveniently report for training.

The latest addition to Boston's defense training program was started early in July, when about one hundred twenty men from the United States Naval Air Base at Squantum, Massachusetts, registered in the Boston Trade School for aeroplane engine and aeroplane rigging work, this being supplementary to their work at the air base. Officials from the naval base have expressed complete satisfaction with the

instructional results of the course, which will conclude its work about the last of September.

One factor of the training program which reflects itself in the degree of progress possible is of equal importance to the regular day and evening school programs—the necessity for careful maintenance and proper working condition of the various machines. When the National Defense Training program started in Boston last year, many items of shop equipment were in poor working condition. The defense training classes have made a great many machine repairs and many parts for various machines, in order to expedite their training, but much reconditioning remains to be done as a result of the combined use of these equipments by day and evening schools, apprentice-journeyman classes, and the defense training classes. Frequent attention and minor repairs are far preferable to a breakdown of any machine, and they represent less expense. Machines out of commission represent a training handicap for any educational unit.

Federal authorities and State officials have been anxious to have more training facilities available for defense purposes in Boston as elsewhere, and Federal funds have been allocated for that purpose. As a result of such action, an additional machine shop in the East Boston High School is being equipped with over forty thousand dollars worth of new equipment, and a new welding shop in that school is nearly ready for use, with thirteen new welding machines furnished by the Federal officials.

Federal officials have recently approved an allocation of \$175,000 for a modern machine shop equipment, and this will be installed in the former cafeteria of the Patrick A. Collins building of the Teachers College. This shop will be almost 150 feet long and 45 feet wide, and when equipped will be one of the finest school machine shops in this section of the country. The use of all equipment made available by Federal funds must be strictly limited to national defense training purposes; therefore, no day or evening school classes may use the equipments concerned. When the emergency has passed, title to these equipments will undoubtedly be vested in the City of Boston, and the equipments thereafter open to use by any department of the school system. Thus will there be some worth-while recompense to the city for what it has so freely made available for National Defense Training.

Final proof of the efficiency of this training is to be found in the mutually satisfactory placement of trainees. It is but natural that employment opportunities will be governed to a certain extent by the contract awards from Washington but our efforts have been rewarded by several hundred placements in the Navy Yard, and several hundred more in various industrial plants. The starting wage rate has seldom been less than forty cents per hour, and quite a number of welders have been placed at the Navy Yard at a beginning wage of ninety-four cents per hour. These wage bases are figured on a forty-hour standard week, and when more hours are used the men receive time and one-half pay for overtime.

In conclusion it may be stated that six Federal officials from Washington have visited our training centers and given careful attention to the details and results of the instruction, and have later stated that Boston's program is the best in the country.

Respectfully submitted,

FRANCIS L. BAIN,
Supervisor National Defense Training.

BUREAU OF CHILD ACCOUNTING

At the meeting of the School Committee on September 9, 1940, the following order was adopted:

Ordered — That the Bureau of Child Accounting is hereby established to take effect September 1, 1940, and to consist of the following-named departments and divisions:

- Department of Attendance.
- Department of Educational Investigation and Measurement.
- Department of Vocational Guidance.
- Division of Employment.
- Division of Statistics and Publicity.

At the same meeting on September 9, 1940, the School Committee approved the Superintendent's assignment of Paul V. Donovan, Principal of the Vocational High and Opportunity School, to service as head of the Bureau of Child Accounting without change of rank or salary for the school year ending August 31, 1941.

Thus was consummated what had been a hope and a dream of the Board of Superintendents for more than fifteen years. The official adoption of the very name Bureau of Child Accounting was public acknowledgment that the school is under moral obligation to render an account of its stewardship, that the school should be held accountable for boys and girls entrusted to its care not only while they remain in school but even after graduation, and especially when they drop out of school.

Socially minded school men have come to recognize more and more clearly that their responsibility for the youth under their charge does not end with the granting of a diploma. What does the pupil do after graduation? What problems does he face? What are his difficulties in the way of promotion? What further assistance does he need in order to gain his rightful place in employment and in society? What about the drop-outs? What is the accountability of the school in the case of failures? What might the school do to prevent or to cure delinquency? What changes in courses of study or in teaching procedure will make for satisfactory, successful, and happy school life?

The establishment of the Bureau of Child Accounting is an attempt on the part of the school authorities to answer some of these questions by housing under one roof some of the school agencies which are directly concerned with guidance, employment, prevention of delinquency and maladjustment, and which by pooling their resources may make even a greater contribution to the solution of many of the problems for which the school is held accountable.

During the year two studies were completed which have a distinct bearing upon the work of the Bureau of Child Accounting. A study was made of all graduates of Boston high schools of the Class of 1932, with a view to ascertaining their employment experience and their opinion as to what the schools had done or had failed to do in preparing them or assisting them to obtain satisfactory employment. A questionnaire with a return envelope was mailed to every graduate and a follow-up check was made. Some schools returned a surprisingly high percentage of replies, while in other schools returns were extremely meager. On the whole a fairly representative cross-section of the 1932 graduates was canvassed and a sufficient number of replies was received to validate certain general conclusions. Outstanding among the conclusions reached by

school officials after a thorough sifting and evaluating of the replies was the unexpected emphasis placed by former pupils upon the failure of the schools to pay sufficient attention to vocational guidance and educational counsel, especially since the subject of vocational guidance was not mentioned in the questionnaire.

A second study was made by the State Board of Education under authority of the Legislature. This study, called the Massachusetts Youth Study, was conducted on a state-wide basis. Its conclusion as to youth's basic problem was as follows: "How to get into and get further along in the field of economic activity may therefore be said to be the leading problem of our youth. There is probably no other problem which is not directly or indirectly related to it, and all attempts to help our youth must be guided by this fact."

The School Committee in consonance with its belief that the school may be accountable, at least in part, for the prevention of juvenile delinquency, appointed a Committee on Juvenile Delinquency which has not yet submitted its findings in report form. The Chief of the Bureau has made a personal study and has submitted a detailed report on the New Jersey plan of handling delinquents with the thought of incorporating certain desirable features of the plan in the procedure of the Bureau.

The delinquency problem, the guidance problem, and the employment problem constitute the major component parts of the youth problem which the Bureau of Child Accounting is attempting to solve, in so far as school departments and school agencies may contribute toward its solution. In a larger sense the youth problem is really a community problem which will require for its proper solution the cooperative efforts of the entire community.

JUVENILE DELINQUENCY

The manner in which some of the departments which make up the Bureau of Child Accounting may cooperate effectively is well illustrated by their joint efforts in a program to prevent juvenile delinquency.

All studies of juvenile delinquency clearly show that truancy, while only a symptom of some underlying cause, bears a close relation to serious delinquency and may prove to be the starting point in a life of crime. The Gluecks in their 1934

study of 1,000 juvenile delinquents showed that 75 per cent of the juveniles investigated began their career by truancy. The Department of Attendance is charged with the duty of enforcing the compulsory school attendance law and from a legal standpoint is the agency responsible after the home for the first attack on potential juvenile delinquency as forecast by truancy. By court order habitual truants and habitual school offenders may be committed to the Middlesex County Training School. The appeal to court, however, is made only as a last resort. Before court action is taken habitual truants and habitual school offenders are committed to the Boston Disciplinary Day School by the Assistant Superintendent in charge upon recommendation of the Head Supervisor of Attendance.

The record of this school in the 25 years of its existence is a truly remarkable story of salvaging boys who seem incorrigible. The following comment by the principal upon the name disciplinary day school is quite revealing as to the aim of the school and the attitude of the teachers:

“This name to many presents a picture of the old type of school so often associated with corporal punishment where, in order to obtain results, effort was put into the use of the stick.

“The true meaning of the word discipline is education; the development of the faculties by instruction and exercise; training, whether physical, mental or moral.

“It is with self-discipline that the school is chiefly concerned — the discipline necessary for reconstructing the behavior of the child — the physical discipline, the mental discipline, and the moral discipline.”

Gradually, too, as the years have passed, the supervisors of attendance have come to recognize that the enforcement of the school attendance law through court appeal is only one of the duties, although a most important duty, which their office imposes upon them. Supervisors of attendance are also charged with investigation of illegal employment of minors, and with diligence in the search for neglected children.

The Attendance Department and the Boston Disciplinary Day School from long experience realize that truancy is more often than not an indication of unsatisfactory home con-

ditions. Less than one-half of the 366 boys enrolled in the Boston Disciplinary Day School for the year ending August 31, 1941, came from homes where the parents lived together, the father working and the mother keeping house. The principal of the school reports "disturbing circumstances in 75 per cent of the homes, such as emotional instability, alcoholic conditions, immorality, lack of mentality, and economic stress among parents or children or both." The supervisor of attendance who is familiar with community conditions in his local district is more often a social service worker than a police officer. He knows that the greatest contributing factor to truancy is lack of proper school adjustment of the pupil.

DEPARTMENT OF EDUCATIONAL INVESTIGATION AND MEASUREMENT

To assist in discovering and attempting to remedy school maladjustments the Department of Educational Investigation and Measurement stands ready to cooperate. In the prevention and cure of school maladjustment this department makes use of scientific tests and psychological investigations. Cases already investigated involve all types of maladjustments. Among pupils studied individually are those with low or with superior mentality and those with emotional instability, physical handicaps, or social and home problems. The services of the Department of Educational Investigation and Measurement are immediately available to the Attendance Department and to the Boston Disciplinary Day School. It would seem desirable that in the case of habitual truants and habitual school offenders the findings of the department be sought before commitment to the Boston Disciplinary Day School or appeal to the court.

The study and adjustment of the problems of individual children must continue to expand as the service is recognized and appreciated by the school system. In addition to the study of the problems of maladjusted children with a special view to preventing juvenile delinquency, the department has continued to administer and interpret group tests and age progress charts and to compile studies from data other than standardized tests. The possibility of closer cooperation

between this department and the Division of Statistics and Publicity in the Bureau should not be neglected. The cumulative statistical data compiled from individual and group studies should be made available in condensed form for the consideration of the Board of Superintendents in connection with desirable changes in curricula and in teaching techniques.

The Department of Educational Investigation and Measurement is short-handed. For the best results there should be appointed at least two additional research assistants and two additional clerical assistants to give adequate attention to the increasing number of requests for expert assistance and to eliminate delay in acquainting the school service with the results of department investigations. Consideration might well be given also to the appointment of an assistant director to act as an understudy for the Director and to assume some of the duties of the office, thus releasing the Director for closer contact with the school.

DEPARTMENT OF VOCATIONAL GUIDANCE

The Department of Vocational Guidance would both help and be helped by more direct cooperation with other departments in the Bureau, particularly the Department of Statistics and Publicity and the Department of Educational Investigation and Measurement. The studies completed by the Vocational Guidance Department should be made available to the service and to the public through the Department of Statistics and Publicity. On the other hand, the results of the comprehensive testing plan by the Department of Educational Investigation and Measurement should aid guidance counselors in varying the program of individual students and should furnish administrators with statistical data for comparative studies and with a continuing record of the value of changes made in tentative curricula and teaching procedures.

The Department of Vocational Guidance has for a number of years been operating with what might be termed almost a skeleton force. The school system as a whole has not received the benefit which would normally be derived from an adequate guidance program. In the trade schools and in the cooperative courses of the high schools there has been under State direction and with State reimbursement something approaching satisfactory attention to guidance, placement, and follow-

up. In the other schools there has been little uniformity, either in the service rendered by the department or in the response elicited from the school principals. While it is undoubtedly true that a successful guidance program demands enthusiastic support from every teacher in the schools, it is peculiarly the function of the principal to act as leader and guide in promoting the guidance consciousness of both pupils and teachers and in bringing about conditions within the school which make effective guidance possible.

It is particularly gratifying, therefore, that the headmasters on their own initiative have in various reports expressed their conviction that guidance should be recognized as an essential part of education, and that provision should be made for at least one full time counselor in every high school.

The School Committee has given its approval to an expanded guidance program and has authorized the Superintendent to assign at least one full time counselor to each high school with such additional part-time counselors as the Superintendent may determine. This action of the School Committee anticipated the findings of the Massachusetts Youth Study and the probable enactment by the Legislature of a measure to permit cities and towns to appoint a director or directors of occupational guidance and placement with annual reimbursement equal to what the State now pays for practically all our regular teachers: viz., \$200.

The reimbursement proposed will not affect the budget of the School Committee for two reasons: first, with the decreasing school population no new teacher will be appointed to serve as director of occupational guidance and placement, and teachers already permanently appointed who might be assigned to serve as guidance counselors are now entitled to reimbursement of \$200 and cannot receive another \$200; second, the present reimbursement for qualified teachers from the State Income Tax under Chapter 70 of the revised laws is paid directly to the City Treasury and not to funds under control of the School Committee.

The impetus, however, given by the School Committee's action in approving a revised program of guidance will serve to emphasize the importance of this branch of our educational system. The provision for an increase in the number of teachers assigned to counseling should be accompanied by a

program of training-in-service, with a common understanding of the entire problem and a more or less uniform technique in attempting its solution.

The definition of vocational guidance adopted by the National Guidance Association is:

“Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career — decisions and choices necessary in effecting satisfactory vocational adjustment.”

Professor George E. Myers in his 1941 volume on Principles and Techniques of Vocational Guidance lists eight distinct types of service embraced in an adequate vocational guidance program:

1. A vocational information service.
2. A self-inventory service.
3. A personal data collecting service.
4. A counseling service.
5. A vocational preparatory service.
6. A placement or employment service.
7. A follow-up or adjustment service.
8. A research service.

Boston has not yet made provision for all of these services. Some of the services listed separately are combined in Boston under a single heading. In certain schools little more is attempted than a personal interview with members of the senior class and the filling out of an office record card. In other schools a complete program of guidance, placement, and follow-up is attempted. Under the new dispensation it is hoped that Boston will gradually evolve a progressively better guidance program.

THE DIVISION OF EMPLOYMENT

The greatest advance made during the past year after the establishment of the Bureau of Child Accounting was the creation of the Division of Employment. In this division will be centralized the placement of all pupils. The coordinators

will continue to be responsible for the placement and follow-up of pupils in the cooperative courses and the commercial coordinator will likewise be responsible for the cooperative salesmanship pupils. A record of all such pupils will be sent to the employment office and permanent files will be kept.

One central employment office will furnish all pupils with an up-to-date knowledge of employment opportunities on a city wide basis and will at the same time prove more convenient and less burdensome for employers.

While counseling is the chief work of the schools, an adequate placement and employment service is the crowning achievement of a satisfactory guidance program. A continuing and cumulative survey of the jobs that are available is a prerequisite of effective placement. Old lines of employment disappear and are replaced by newer occupations. In a corresponding degree the scope and content of the schools' preparation for gainful employment must change rapidly and continuously. The Division of Employment and all other agencies within the school system must be alert and progressive in the attempt to keep the schools abreast of employment conditions and to make the guidance program function effectively.

DIVISION OF STATISTICS AND PUBLICITY

As previously noted, the very establishment of the Bureau of Child Accounting was direct acknowledgment that the school is in part at least accountable for the success or failure of its pupils both in school and in life. The question naturally arises, "Accountable to whom?" The answer is obvious. The public school is accountable to the people. It is accountable to the citizens of the Commonwealth which through its elected officials is responsible for the legislative enactments under which the school operates. It is accountable to the citizens of Boston who bear the cost of maintaining the public schools. It is in an especial manner accountable to the parents whose children are entrusted to the care and guidance of the school. There is a growing tendency on the part of educators generally to be more and more concerned with the proper interpretation of education in our democracy. It is being increasingly recognized that the citizens upon whom rests the ultimate responsibility for the support of public schools are rightfully entitled to the fullest information not only regarding the various expend-

itures of the tax levy for education but also regarding the aims and accomplishments of the schools. In connection with its recommendation for the establishment of the Bureau, the Board of Superintendents in a report on July 5, 1938, made the following statement regarding publicity:

“The Boston School Committee seems to shun publicity. It is reluctant to advertise its program and accomplishments. Neither the citizens of Boston nor school officials generally appreciate the great advance that Boston schools have made or the progressive measures that have been adopted. Yet it is the obvious duty of the schools to acquaint the public with the aims and accomplishments of public education and with the opportunities in Boston for the pupils the schools are training. It should be one of the duties of the proposed Bureau to inform the parents and the employers of Boston as to what the schools are undertaking and as to the prospects which face the graduates. Publicity has its proper place in a large school system and the proposed Bureau should make known through suitable media the results of its studies, the underlying purposes, and the successful attainments of the schools.”

Adequate publicity requires the translation of the language of the schools into the language of the common everyday citizen. A modest beginning might be made by an attempt to interpret the place and purpose of the Bureau in the Boston educational system. Adequate publicity should also be supported by facts and figures to drive home with telling effect the points to be emphasized. The new division should take over many records of statistical information now compiled by and centered in the office of the Superintendent, such as reports required by the School Committee, the State Board of Education, and the Federal Office of Education. Tables showing comparative and per capita costs, occupation and population trends, pupil enrollment, size of classes, number of teachers, and teacher load should be progressive and cumulative.

As a large city school system Boston offers many possibilities of improvement in the matter of statistics and publicity. There is need of unifying, coordinating, and centralizing the

work which is now being done, and there is still greater need of such additional investigations and studies as will be a benefit to the system as a whole and to the pupils entrusted to it. May I suggest two topics which seem to call for immediate consideration? First, the size of school districts; and second, the value of supervising principals. It is my belief that many of our school districts are too small to warrant the overhead cost. It is also my belief that, as the duties of assistant superintendent are becoming increasingly administrative rather than supervisory in character, some of our schools may suffer from lack of personal, intimate supervision. Would it not be better organization to combine districts and to create a new rank, that of Supervising Principal? An investigation of actual conditions in Boston and a study of what is done in cities comparable with Boston, with a report before appointments are made in June, might well repay the labor involved.

COMMUNITY RESPONSIBILITY.

It is the earnest desire of the Boston School authorities that the Bureau of Child Accounting shall gradually coordinate the activities of all agencies within the school system in an attack upon the problems of youthful unemployment and juvenile delinquency. Yet the school of itself cannot hope to arrive at the final solution of these vital problems. The Bureau as the official representative of the schools should take the lead in soliciting the assistance of all other agencies interested in the occupational and social adjustment of youth. It should prepare a plan for the integration of the activities of all agencies which have to do with pupils' welfare. The Bureau should endeavor to marshal all the community forces, public and private, in a cooperative effort in behalf of all our youth, in school or out of school.

Perhaps the first step should be the selection of a central advisory committee with members representing labor and industry, the Chamber of Commerce, parent-teacher organizations, service clubs, educational and welfare agencies, the police and the courts, municipal, state and federal employment services, and the public and semi-public agencies which deal more or less directly with youth.

The functions of such an advisory committee should be to work in cordial cooperation with the Bureau, to initiate projects,

to suggest policies and procedures, and above all to interpret to the public the program of the school. Its ultimate aim should be to educate the public to a realization that the youth problem is a community problem and that its solution under the leadership of the schools is a community enterprise.

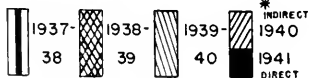
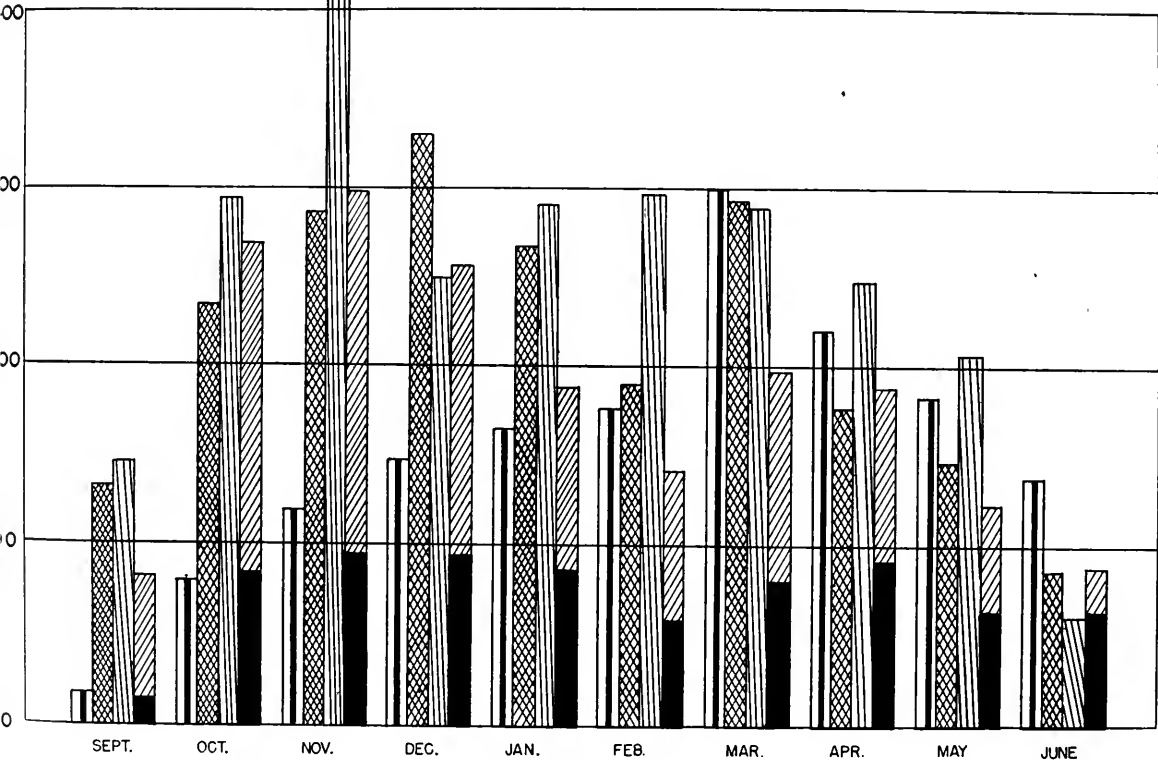
Respectfully submitted,

M. J. DOWNEY,
Assistant Superintendent.

REFERRALS TO SCHOOL SERVICE

1937-38, 1938-39, 1939-40, 1940-41

ERRALS



* INDIRECT - NUMBER REFERRED TO AGENCIES THROUGH CENTRAL OFFICE, BOSTON COUNCIL OF SOCIAL AGENCIES
 DIRECT - NUMBER REFERRED FROM SCHOOLS TO AGENCIES WITHOUT CLEARING THROUGH CENTRAL OFFICE



REPORT OF SCHOOL SERVICE BY BOSTON COUNCIL OF SOCIAL AGENCIES

School Service in the Boston Council of Social Agencies finished its fourth year. It was organized in the spring of 1937 to meet the emergency needs of school children for clothing, shoes, glasses, nutrition fees, dental care, car fares, and other necessities. School Service has functioned with the ultimate goal of bringing the schools and the social agencies into direct contact. It has acted as the medium to accomplish this purpose. We can now report that at the end of the fourth year, a definite change in policy has taken place. School principals have been urged to turn directly to local family agencies with their requests for service and aid for pupils. They understand that these agencies will either meet the problem or refer it to the proper agency, just as School Service in the Boston Council has done for the past four years.

Direct Contact

This plan of fostering direct contact between school principal and agency has progressed satisfactorily during the school year of 1940-41. Proof of this is given by the attached statistical table which shows the month by month growth of direct referrals.

It is interesting to note that only a small percentage of referrals was made directly to the agencies in the fall of 1940. In May and June 1941, more referrals of this type were made than through the central office of School Service. In other words, the plan has worked and the relationship of school and agency in the community, we believe, will continue to improve until the central office of School Service is no longer needed.

Chart

The chart shows in graphic form the growth of direct referrals during the past school year. The fourth bar in each month in this chart is divided to show the total number of referrals sent directly to the agencies from the schools. In studying this chart it is important to note the similarity in trends by

months from year to year and the definite decrease in totals during the past year. This decrease may be due in part to increased employment and in part to a better understanding by school authorities of the types of service which social agencies are prepared to give.

School Service in the central office of the Boston Council of Social Agencies has continued to function during the past year even though the number of referrals through this office has decreased greatly. A careful study of all direct referrals has been made and it has been possible to know just what schools and what sections of the community are using this service.

Meetings

An important result of the activity of School Service in the Council is the plan for a series of meetings of schools and social agency groups in eleven sections of Boston. These meetings, to be held early in the fall of 1941, are designed to strengthen the relationship of schools and agencies in neighborhoods and to further the plan of direct referrals.

Public Departments

School Service has worked closely with Aid to Dependent Children in caring for the needs of school pupils whose families are receiving this type of aid. Because of the agreement of private agencies not to supplement the allowance from Aid to Dependent Children, special attention has been given to school requests.

Visitors to this public department have investigated each school request and whenever possible have increased the family allowance, or have made special provision for temporary supplementation through the help of the Junior Red Cross funds allocated for this purpose. Most requests for nutrition fees and dental care have met with the granting of extra aid from public funds. In a few instances, Junior Red Cross paid nutrition fees because the Aid to Dependent Children allowance was the maximum and could not be increased.

Visitors in Aid to Dependent Children have discussed School Service problems with the school authorities in a number of instances. Their presence at the local meetings of schools and agencies in the fall will help to strengthen their valuable relationship with the schools.

The Soldiers' Relief Department has also cooperated on School Service referrals. Additional grants have been given upon the investigation of Social Service in the Soldiers' Relief Department, whenever a school referral made such aid seem necessary.

Private Agencies

The cooperation of Social Service Departments in hospitals in arranging for payment for glasses has been most helpful. As in former years, the Family Welfare Society has handled most of the referrals from School Service, with the Catholic Charitable Bureau, Boston Provident Association, and the Jewish Family Welfare Association carrying their share of the burden.

Summary

To summarize the activities of the year and the plan for the future, emphasis is again placed on the fact that this plan of School Service has changed and grown just as was originally intended. Schools have turned to the central office with problems of relief and service, and have been guided to the agencies which could help to solve these problems. From continued contacts of schools and agencies has come a growing understanding. School Service will remain in the central office of the Boston Council of Social Agencies, in order that schools may turn to it if they wish; but this year has brought nearer the fulfilment of its ultimate goal, the bringing together of schools and agencies in their service to the children of Boston.

I. MONTHLY REPORT OF SCHOOL SERVICE

September 1940 — June 1941

a. TOTAL CASES, TOTAL CHILDREN, TOTAL SCHOOLS

MONTH	Total Cases	Previously Referred	Total Children	SCHOOLS				
				Total	Public	New	Parochial	New
September:								
Indirect *	61	45	143	40	39	0	1	0
Direct †	2	2	5	2	2	0	0	0
October:								
Indirect	190	109	304	62	58	0	4	0
Direct	72	45	145	33	26	0	7	0
November:								
Indirect	202	121	332	60	57	0	3	0
Direct	96	60	167	40	35	0	5	0
December:								
Indirect	172	95	337	53	51	0	2	0
Direct	85	44	176	39	31	0	8	0
January:								
Indirect	114	63	203	54	53	0	1	0
Direct	70	31	117	36	28	0	8	0
February:								
Indirect	87	50	156	46	45	0	1	0
Direct	56	28	97	31	24	0	7	0
March:								
Indirect	126	74	240	55	53	0	2	0
Direct	74	33	116	33	29	0	4	0
April:								
Indirect	93	64	152	41	41	0	0	0
Direct	84	49	185	40	32	0	8	0
May:								
Indirect	59	29	90	35	35	0	0	0
Direct	62	35	111	29	21	0	8	0
June:								
Indirect	30	19	43	19	19	0	0	0
Direct	57	43	118	27	27	0	0	0
Total:								
Indirect	1,134	669	2,000	465	451	0	14	0
Direct	658	370	1,237	310	255	0	55	0
Grand Totals	1,792	1,039	3,237	775	706	0	69	0

* Indirect.—Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.—Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

b. SERVICES RENDERED

MONTH	Glasses	Nutrition	Shoes	Car Fare	Clothing	Dental	Other
September:							
Indirect	5	4	44	4	29	1	5
Direct	0	1	1	0	1	0	0
October:							
Indirect	17	48	106	8	80	2	3
Direct	2	19	35	3	28	0	3
November:							
Indirect	32	35	102	4	81	6	5
Direct	4	13	58	3	39	1	0
December:							
Indirect	17	10	122	1	86	5	3
Direct	2	7	59	5	45	1	0
January:							
Indirect	22	6	44	2	30	4	3
Direct	1	4	45	0	27	1	2
February:							
Indirect	12	7	63	4	22	1	2
Direct	4	1	36	0	30	0	3
March:							
Indirect	14	2	99	1	36	3	6
Direct	1	5	52	0	25	1	5
April:							
Indirect	19	2	65	2	20	2	1
Direct	2	2	66	0	32	2	5
May:							
Indirect	15	0	38	0	10	3	3
Direct	3	2	38	3	21	0	8
June:							
Indirect	5	0	21	0	8	2	1
Direct	1	3	35	0	27	1	3
Total:							
Indirect	158	114	704	26	402	29	32
Direct	20	57	425	14	275	7	29
Grand Totals	178	171	1,129	40	677	36	61

II. NUMBER OF REFERRALS BY SCHOOLS

1937-38, 1938-39, 1939-40, 1940-41

SCHOOL YEAR SEPTEMBER — JUNE

SCHOOL	1937-38	1938-39	1939-40	1940-41		
				Total	Indirect*	Direct †
High and Latin:						
Public Latin.....	1	0	5	0	0	0
Girls' Latin.....	0	0	1	0	0	0
Brighton High.....	3	5	3	2	2	0
Charlestown High.....	6	7	21	13	13	0
Dorchester High School for Boys.....	3	12	14	3	2	1
Dorchester High School for Girls.....	11	17	6	2	2	0
East Boston High.....	1	4	10	7	6	1
English High.....	16	19	12	20	15	5
Girls' High.....	9	6	6	17	12	5
High School of Commerce.....	24	8	8	5	5	0
High School of Practical Arts.....	8	6	5	2	1	1
Hyde Park High.....	11	11	11	11	3	8
Jamaica Plain High.....	15	26	34	20	20	0
Jeremiah E. Burke High School for Girls.....	30	40	29	16	16	0
Mechanic Arts High.....	29	36	37	34	11	23
Roslindale High.....	6	10	6	4	4	0
Roxbury Memorial High School (Boys).....	2	23	13	0	0	0
Roxbury Memorial High School (Girls).....	8	16	14	9	8	1
South Boston High.....	29	29	27	17	17	0
Vocational High and Opportunity..... (Established September 1, 1939.)	—	—	51	17	17	0
Totals.....	212	275	313	199	154	45
Intermediate:						
Abraham Lincoln.....	51	71	76	63	8	55
Bigelow.....	48	88	91	51	41	10
Clarence R. Edwards.....	29	33	55	7	5	2
Donald McKay.....	7	14	23	15	3	12
Frank V. Thompson.....	9	4	11	5	4	1
Grover Cleveland.....	2	4	5	4	4	0
James P. Timilty.....	6	22	14	22	12	10

* Indirect.— Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.— Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

SCHOOL	1937-38	1938-39	1939-40	1940-41		
				Total	Indirect *	Direct †
Intermediate (concluded):						
Joseph H. Barnes.....	5	3	19	8	3	5
Lewis.....	19	23	21	15	11	4
Mary E. Curley.....	19	29	38	9	8	1
Michelangelo.....	15	10	5	4	4	0
Oliver Wendell Holmes.....	2	1	1	2	1	1
Patrick F. Gavin.....	23	32	24	13	13	0
Patrick T. Campbell.....	13	10	14	20	14	6
Solomon Lewenberg.....	0	1	1	2	1	1
Theodore Roosevelt.....	24	23	25	9	9	0
Thomas A. Edison.....	0	2	7	3	3	0
Thomas N. Hart.....	29	45	53	13	10	3
Washington Irving.....	0	3	1	1	1	0
William Barton Rogers.....	28	44	38	20	2	18
William Howard Taft.....	0	1	2	0	0	0
Woodrow Wilson.....	1	4	1	1	1	0
Totals	330	467	525	287	158	129
Elementary:						
(I-VIII, inclusive):						
Blackinton.....	3	2	1	2	2	0
Dearborn.....	21	50	61	81	69	12
Dwight.....	3	4	4	11	8	3
Edward Everett.....	15	17	15	21	18	3
Everett.....	3	5	5	11	10	1
Francis Parkman.....	4	8	2	4	4	0
Franklin.....	28	56	39	27	5	22
Hugh O'Brien.....	26	51	77	64	48	16
Hyde.....	7	17	17	8	5	3
John A. Andrew.....	11	26	29	10	10	0
John Cheverus.....	6	4	5	7	4	3
Martin.....	4	15	7	4	4	0
Mather.....	12	34	47	49	41	8
Oliver Hazard Perry.....	6	10	6	2	2	0
Prince.....	6	8	7	4	0	4

* Indirect.— Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.— Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

SCHOOL	1937-38	1938-39	1939-40	1940-41		
				Total	Indirect*	Direct†
Elementary (continued):						
(I-VIII, inclusive):						
Rice.....	14	26	31	12	10	2
Sherwin.....	12	35	57	40	29	11
William E. Russell.....	25	17	20	17	14	3
Totals.....	206	385	430	374	283	91
Elementary:						
(I-VI, inclusive):						
Agassiz.....	41	53	77	32	31	1
Beethoven.....	0	1	2	0	0	0
Bennett.....	8	7	7	3	2	1
Chapman.....	12	18	28	15	2	13
Charles Sumner.....	10	18	25	19	11	8
Christopher Gibson.....	5	4	14	14	10	4
Dillaway.....	10	43	50	50	43	7
Dudley.....	48	70	58	37	26	11
Edmund P. Tileston.....	5	4	4	5	4	1
Elihu Greenwood.....	13	18	7	5	4	1
Eliot.....	14	11	6	6	6	0
Emerson.....	52	63	43	22	6	16
Gaston.....	10	10	7	4	1	3
Gilbert Stuart.....	0	1	5	14	14	0
Hancock.....	45	20	11	3	1	2
Harvard.....	39	29	33	8	7	1
Henry Grew.....	21	24	14	11	1	10
Henry L. Higginson.....	12	12	14	19	18	1
Henry L. Pierce.....	1	2	7	5	5	0
James A. Garfield (Established September 1, 1939)	0	0	3	2	2	0
James J. Chittick.....	3	1	4	2	2	0
Jefferson.....	16	24	40	36	27	9
John Marshall.....	13	8	6	5	2	3
John Winthrop.....	20	30	50	48	9	39
Julia Ward Howe.....	39	66	69	69	61	8
Longfellow.....	1	0	0	0	0	0

* Indirect.— Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.— Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

SCHOOL	1937-38	1938-39	1939-40	1940-41		
				Total	Indirect*	Direct†
Elementary (concluded):						
(I-VI, inclusive):						
Lowell.....	45	33	42	23	21	2
Mary Hemenway.....	23	29	37	24	23	1
Minot.....	1	0	3	8	7	1
Norcross.....	51	57	67	39	30	9
Phillips Brooks.....	14	11	22	11	9	2
Quincy.....	56	78	74	47	5	42
Robert Treat Paine.....	11	3	3	6	6	0
Roger Wolcott.....	2	3	2	2	1	1
Samuel Adams.....	14	46	92	38	7	31
Theodore Lyman..... (Consolidated with Ulysses S. Grant September 1, 1939.)	8	25	0	0	0	0
Thomas Gardner.....	9	12	15	10	9	1
Ulysses S. Grant.....	0	15	58	61	13	48
Warren.....	25	41	77	43	37	6
Washington Allston.....	3	6	7	5	5	0
Wells..... (Consolidated with Wendell Phillips September 1, 1939.)	9	12	0	0	0	0
Wendell Phillips.....	1	14	18	15	1	14
William E. Endicott.....	0	1	12	4	4	0
Totals.....	710	923	1,113	770	473	297
Special Schools:						
Boston Clerical.....	0	2	1	0	0	0
Boston Disciplinary Day.....	0	4	8	7	6	1
Boston Trade.....	4	6	5	6	5	1
Continuation..... (Vocational High and Opportunity School established September 1, 1939.)	9	23	0	0	0	0
Horace Mann School for the Deaf.....	1	3	1	2	1	1
Trade School for Girls.....	16	8	9	6	5	1
Totals.....	30	46	24	21	17	4

* Indirect.—Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.—Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

SUMMARY

SCHOOL YEAR SEPTEMBER — JUNE

SCHOOL	1937-38	1938-39	1939-40	1940-1941		
				Total	Indirect*	Direct†
High and Latin	212	275	313	199	154	45
Intermediate	330	467	525	287	158	129
Elementary:						
1-VIII, inclusive	206	385	430	374	283	91
1-VI, inclusive	710	923	1,113	770	473	297
Special Schools	916	1,308	1,543	1,144	756	388
30	30	46	24	21	17	4
Grand Totals	1,488	2,096	2,405	1,651	1,085	566

* Indirect.— Number referred to agencies through central office, Boston Council of Social Agencies.

† Direct.— Number referred from schools to agencies without clearing through central office, Boston Council of Social Agencies.

HIGHLIGHTS IN PROCEEDINGS OF SCHOOL COMMITTEE

SCHOOL YEAR 1940=41

Abbreviations: S. D.— School Document. S. M.— School Committee Minutes.

1940.— Establishment of Bureau of Child Accounting to consist of Department of Attendance, Department of Educational Investigation and Measurement, Department of Vocational Guidance, Division of Employment, and Division of Statistics and Publicity. (S. M. page 134.)

Authorization, in cooperation with the State Department of Education, to conduct classes for vocational education of defense workers during school year ending August 31, 1941. (S. M. page 136.)

Authorization to grant leaves of absence to school employees for service in the armed forces of the United States and to protect all rights of such permanent employees until their return to civilian status. (S. M. page 138.)

Discussion concerning selection of candidates for Defense Industries Training classes with State Employment Service and the Advisory Board for Defense Training. (S. M. page 139.)

Discussion relative to financing hot lunches and milk for needy children. (S. M. page 139.)

Authorization, in cooperation with State Department of Education, to conduct Work Projects Administration sewing classes in Trade School for Girls during school year ending August 31, 1941. (S. M. page 157.)

Authorization, in cooperation with State Department of Education, to conduct apprenticeship and journeyman classes in various trades. (S. M. page 157.)

Establishment of Elvira Bush Smith Fund in Brighton High School for purchase of educational material for department of history. (S. M. page 162.)

Appreciation of service of school employees on National Registration Day, October 16, 1940. (S. M. page 168.)

Discussion concerning suggested changes in school system prior to detailed study of budget. (S. M. pages 173, 190.)

Adoption of Superintendent's recommendation establishing Advisory Committees for term ending August 31, 1943. (S. M. pages 181-182.)

- Authorization in cooperation with State Department of Education to establish classes in distributive occupations. (S. M. page 200.)
- Hon. John F. Fitzgerald discussed Training for Industry before the School Committee. (S. M. pages 201-206.)
- Annual Report of Superintendent of Construction, Department of School Buildings. (S. M. page 209.)
- Quota of pupils per teacher in grades II and III reduced from 42 to 35 to correspond with present quota in grade I. (S. M. page 209.)
- Appointment of Dennis C. Haley acting assistant superintendent of schools. (S. M. page 210.)
- 1941.— Discussion of What the High School Ought to Teach — a report from the American Council on Education. (S. M. pages 6, 11.)
- Statement of accomplishments during year ending December 31, 1940. (S. M. page 9.)
- Discussion relating to increased opportunity for training in airplane mechanics. (S. M. page 10.)
- Superintendent given authority to establish post-graduate courses in salesmanship, as of September 1941, open to young women graduates of Boston high schools. (S. M. page 26.)
- Discussion of propaganda or publicity analysis as subject material for use in schools. (S. M. page 45.)
- Discussion concerning instruction in politics. (S. M. page 48.)
- Superintendent authorized to extend course in airplane mechanics to include grade X. (S. M. page 58.)
- Syllabus in Simple Mathematics for Daily Living adopted for printing. (S. M. page 59. S. D. 2, 1941.)
- Election of Assistant Superintendents. (S. M. page 60.)
- Discussion of recreation on city-wide basis. (S. M. page 68.)
- Discussion of report of Boston Municipal Research Bureau with reference to increased cost of schools. (S. M. pages 74-76.)
- Discussion concerning lodgment of delinquent youths. (S. M. pages 79-84.)
- Discussion of budget and annual appropriation for maintenance exclusive of Alterations, Repairs, Furniture, and Fixtures. (S. M. pages 85-98.)
- Acceptance of new elementary school in Agassiz district. (S. M. pages 98, 125.)
- Discussion concerning the further development of a course in practical science. (S. M. page 137.)
- Discussion of possible modification of School Committee regulations with reference to the employment of married teachers. (S. M. pages 137-139.)
- Change in title of certain ranks in the school system. (S. M. pages 149-150.)
- "A Handbook for Teachers on the Principles of American Democracy," adopted for printing. (S. M. page 160. S. D. 4, 1941.)

Accomplishments of School Committee during past year. (S. M. page 165.)

A statement of further aims of School Committee. (S. M. page 166.)

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.) The chronology for the school year 1939-40 is contained in School Document No. 6, 1940.

BOSTON HOME AND SCHOOL ASSOCIATION

During the school year 1940-41 the Boston Home and School Association held nearly three hundred meetings with an approximate attendance of 40,000. To this number should be added the attendance of 2,000 persons at the three joint meetings of the city organizations and executive committee meetings, which would make the total attendance about 42,000. There are nearly one hundred individual associations, including three mothers' clubs: Burgess, Jessie L. Sweet, and Mozart.

Real progress has been made in the development of home and school associations in the Boston public school system. This has been true, particularly in high and intermediate schools, where new programs have been developed that are designed to interest parents and to show how vital their cooperation is in promoting the progress and well-being of pupils. An important feature of the work has been the conference periods whereby parents have the opportunity to discuss with teachers problems directly affecting the progress of their children. This has generally resulted in a mutual understanding, which will ultimately be of great benefit to the pupils. Home and school associations have been alert to needs of the school and school children, particularly in the elementary schools where such associations have been in existence for many years.

In many of these organizations funds have been provided for the purchase of shoes, glasses, and milk; for the distribution of baskets of food at Thanksgiving and Christmas; for scholarships for deserving children; for transportation of children on historic trips through Boston; for the purchase of visual educational material; for pictures and other material to help beautify the school. These and many other accomplishments are significant of the development of a wholesome relationship between home and school, which is bound to result in greater opportunities for children.

GREATER BOSTON 1941 COMMUNITY FUND CAMPAIGN — PUBLIC EMPLOYEE DIVI- SION — BOSTON PUBLIC SCHOOL EM- PLOYEE GROUP

The Community Fund Campaign began on January 18 and ended on February 5, 1941. 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 14, 16, 21, and 23, 1941, at the following places, respectively: Roslindale High School, Roxbury Memorial High School (hall), Faneuil Hall, and 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 problems relating thereto.

On January 15, 1941, the Superintendent of Public Schools sent the following letter to the principals and headmasters:

[Superintendents' Circular No. 80, 1940-41.]

BOSTON PUBLIC SCHOOLS, SUPERINTENDENT'S OFFICE,
January 15, 1941.

1941 COMMUNITY FUND CAMPAIGN

To Principals of Schools and Districts:

During the period between January 18 and February 5, we of the School Department have the opportunity to aid in the Community Fund Campaign of 1941 to secure funds to carry on the activities of approximately 212 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 \$4,883,000. 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 \$67,000. 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 1 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 as 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. Please do not delay in

sending pledge cards to 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.

Very truly yours,

ARTHUR L. GOULD,
Superintendent of Public Schools.

The total contribution was \$67,517.53, which was 100.3 per cent of the stipulated quota of \$67,301.

The following table indicates the Public School Employee Group, and the amount pledged by public school employees:

Group	Pledge
I. Latin and day high schools	\$19,786 83
II. Elementary and intermediate day schools	36,121 89
III. The Teachers College of the City of Boston	676 00
IV. Custodians	2,412 60
V. Administration	2,988 28
VI. All other school departments	5,531 93
Total	<u>\$67,517 53</u>
Total quota	\$67,301 00
Total pledges	67,517 53
Percentage of quota	100.3

DEPARTMENT OF VOCATIONAL GUIDANCE

NINE-YEAR FOLLOW-UP STUDY. CLASS OF 1932
MECHANIC ARTS HIGH SCHOOL*Introduction*

Nine years ago 248 boys were graduated from Mechanic Arts High School. This is a technical school and offers two courses: Course A, called the Shop Course, offers four years of shop, drafting, mathematics, science, English, and history. Shop work consumes one half of the student's time for four years. There is no foreign language. This course prepares for such technical schools as Franklin Technical Institute, Lowell Institute, Wentworth Institute, and Northeastern University; Course B, called the College Course, offers three years of French and two years of German, together with mathematics through advanced algebra, chemistry, physics, English, and United States history. These students are prepared to meet the fifteen units entrance requirements for first-class colleges.

Graduates of this class have entered eleven colleges. The largest number was found in Tufts College and Northeastern University. The other students were spread from Boston College in New England to the University of California on the West Coast.

The Superintendent of Public Schools was desirous of ascertaining how these young people made their way in the world nine years after graduation. The class of 1932 was selected as it was felt that they had established themselves in the community and would be able to give him a picture of their practical experiences which might be of assistance in modifying the present curriculum.

A questionnaire containing twenty-five statements was mailed to each graduate May 7, 1941. This questionnaire had with it a note from the school counselor, the announcement of the coming Alumni Reunion, and a self-addressed envelope. At the present writing 190 students have been heard from, which is 77 per cent of the class. There were 50 members in the B Course, College Course, and we have a follow-up on every member. Seventy-one per cent of the Course A students have been heard from. Fifty-eight graduates, 29 per cent of the A group, have not been heard from.

METHOD OF PROCEDURE

Study authorized			May 7, 1941
246 Questionnaires, a note from counselor, a return envelope, and an announcement of Alumni Meeting mailed			May 9, 1941
191 Follow-up Postal Cards mailed			May 22, 1941
72 Questionnaires received (29% of class)			May 29, 1941
24 Additional Follow-up Postal Cards mailed			June 9, 1941
14 Second Questionnaires mailed by request			
12 Letters received from Class 1932			
5 Called at office			
24 Telephoned office			
149 Telephone calls made by counselor			
28 Addresses not in 1940 Directory located			
2 Addresses not located as yet			
55 Parents talked with counselor by telephone			
5 Home visits — 4 Industrial visits, saw graduates on the job			
5 Not working — 2 replaced, 1 enrolled in Defense Course, 1 N. Y. C., 1 no report			
33 Follow-up Postal Cards mailed			June 30, 1941
37 Telephone calls made			July 1941
20 Home visits 5-9 p. m.			July 1941
35 Parents talked with counselor			July 1941
Total number of Questionnaires returned, 154.....		62%	of class
A Course.....	198	111	56% of group
B Course.....	50	43	86% of group
Total number of graduates.....	248	154	
Total number on which a Follow-up was made, 36.....		15%	of class
A Course.....	29	15%	of group
B Course.....	7	14%	of group
		36	
(All the Course B students have been heard from)			
Total number heard from		190	77%
Total number not heard from (A Course, 29%)		58	23%

VITAL STATISTICS

Total Graduates—248

- 1 Deceased.
- 1 Mentally ill — confined.
- 4 In college.
- 2 Cannot be located.
- 58 No report.
- 182 Working group.

The young people are found in the fields where you would expect to find the students of a technical high school.

Professional group — 40: This includes

13 engineers, 2 ministers, 2 teachers, 1 naval architect, 1 member in the Diplomatic Service.

Agriculture is represented by one student:

This young man for the last seven years has carried on blueberry culture and a most productive poultry farm.

Clerical group — 11:

At least half of these students are in firms where a knowledge of their technical background is a great help to them.

Mercantile-Trade group — 23:

9 managers, 1 purchasing agent, 10 wholesale salesmen, and 3 retail salesmen.

Manufacturing-Mechanical group — 76:

The largest number in this group, 31 are machinists.

Transportation-Communication group — 6:

3 chauffeurs, an oiler on a boat, 1 radio operator, 1 Diesel operator.

Domestic and Personal Service — 11:

1 letter carrier, 3 firemen, 1 policeman, 1 real estate agent, 1 bartender, 2 bus boys, 1 counter man, 1 newspaper salesman.

Army — 8.

Navy — 3.

SUMMARY OF PRESENT WORK

This should gladden the heart of every one interested in the achievement of young people:

- 40 Professional.
- 1 Agriculture.
- 11 Clerical.
- 23 Mercantile — Trade.
- 76 Manufacturing — Mechanical.
- 6 Transportation.
- 11 Domestic and Personal Service.
- 4 College (2 undergraduates, 2 graduate school).
- 8 Army.
- 3 Navy.
- 1 Ill (mental case — confined).
- 1 Deceased.

Of those five reporting not working two have been replaced by the Department of Vocational Guidance, one assisted to enroll in a Defense Course, one is N. Y. C., and one did not call at the office as was suggested.

You will note that many students asked for more Vocational Guidance. A required course in Educational and Vocational

Guidance is taught at the ninth grade level, one period a week. An elective course in Occupations is offered to the A group (shop) in the twelfth grade, one period a week. The B group (college course) students ask each year if they could not have such a course. In fact, during this past year the father of a student in the college course wrote the Head Master and asked if his son could not study Occupations. The English department has cooperated by having the students of the tenth and eleventh grades write a report on an Occupation. The eight-point outline is supplied by the Department of Vocational Guidance. Many of the teachers have had the students make oral reports of their study from week to week and not have it done as one assignment. This method has done much to open the eyes of the students to the world of work.

As this study was being completed one of the members of the class of 1932 telephoned me to consider his plan for further education. He always wanted to be a teacher — how might he consummate his original objective? This is just one example of many of the students that have sought out the school counselor for help. Guidance is a continuous process — and the Boston School Committee has kept the door open so all who wish may receive help in formulating plans for further study or for promotion or change in their vocation.

Table 1
CHOICE OF COURSE
(No. 5 Questionnaire)

A Course		B Course
3	Desire for College Preparation	30
20	Job or Business Preparation	10
49	Personal likes or inclination	0
9	Influence of parent or friends	0
30	No Report	3
<hr/>	<hr/>	<hr/>
111	Totals	43

In choosing between the two courses offered by the school, 45 per cent of the A Course boys decided on the basis of their personal likes, while 18 per cent had definite intentions of entering industry.

The B Course shows 70 per cent of the students desiring preparation for higher institutions of learning, while 23 per

cent are interested in preparation for work. Table 13, College Degrees, may well be consulted in conjunction with this table.

Table 2

EMPLOYMENT STATUS
(No. 6 Questionnaire)

A Course		B Course
104	Employed	36
4	Unemployed	1
0	Part-time employment while attending college (5)	0
2	Under graduates in college	2
0	Graduate Schools	3
0	Ill	1
1	Deceased	0
<hr/>	<hr/>	<hr/>
111	Totals	43

The graduates returning questionnaires show that:
93 per cent of the A Course and
83 per cent of the B Course are employed.

Table 3

CHANCES FOR PROMOTION
(No. 8-f of Questionnaire)

A Course		B Course
8	Excellent	8
35	Good	17
17	Poor	6
16	None	3
7	Doubtful	0
21	No Report	4
4	Not Working	1
2	Students	3
0	Ill	1
1	Deceased	0
<hr/>	<hr/>	<hr/>
111	Totals	43

Thirty-eight per cent of the A Course graduates feel they have some opportunity for promotion. The B Course boys feel that 58 per cent of their group are in the same position.

There seems to be an agreement as to the percentage of graduates having poor chances for promotion:

15% A Course
14% B Course

In regard to having no opportunity for promotion the A Course Students report 15 per cent, while those in B Course are less than half, 7 per cent.

Table 4
MARITAL STATUS

A Course		B Course
26	Married	9
25	Single	14
60	No Report	20
<hr/>		
111	Totals	43

The graduates were shy about reporting their marital status, 80 making no report. The A Course boys report 23 per cent married, and about the same percentage single, while in the B Course only 21 per cent are married against 33 per cent single.

Table 5
OTHER ACTIVITIES THAT WOULD HAVE BEEN HELPFUL
(No. 14 of Questionnaire)

A Course	<i>Extra-curricular activities</i>	B Course
5	Athletics	3
1	Debating	3
1	Clubs	3
1	Dramatics	2
	Publications	1
	Discussion groups	1
	Hobbies: development	2
	Dancing	1
	<i>Personality Development</i>	
3	Socials	2
	Develop initiative	1

<i>Curriculum</i>		
1	Vocational Guidance	2
2	Field Trips	
1	Machine Shop instead of Woodworking	
2	Salesmanship	
1	Economics	
1	English Literature	
1	Calculus	
1	Painting	
4	None	1
86	No Report	29
25	23% Number and Per Cent Reporting	14 33%

This question elicited the poorest response from the graduates. Eight asked for more athletics, the largest vote for any one activity, and five felt more social activity would have been helpful.

Table 6

DO YOU WISH YOU HAD ATTENDED A DIFFERENT SCHOOL?
(No. 11-d of the Questionnaire)

	A Course		B Course		Totals		
	Shop		College				
	Yes	No	Yes	No	Yes	No	
Reports received.....	14	64	1	30	15	94	109
No reports.....		33		12		45	45
Totals.....	14	97	1	42	15	139	154

Schools:

Charlestown High	1		
High School of Commerce,	3		
English High.....	2		
Public Latin.....	3	1	
Boston Trade.....	5		
Totals.....	14	1	15

The graduates of both courses seem to be pleased with the technical high school course. Fifty-eight per cent of the A Course boys and 69 per cent of the B Course boys voted "No" they did not wish they had attended a different school. Fourteen boys, 13 per cent of the A Course, and only 1 boy in the

B Course wish they had attended a different school. This certainly shows that the young men were well satisfied with the instruction they received.

Table 7

SUGGESTED SUBJECTS
(No. 11 of Questionnaire) (a)

A Course		B Course
1	Accounting	1
2	Art Appreciation	1
1	Blue print reading	1
1	Business Law	1
	Calculus	1
3	Diesel Engines	
2	Economics	1
1	English fundamentals	
	Current Events	2
2	Ethics	
1	First Aid	
	Foreign Policy	1
1	Gardening	
	Geology	1
1	Jig making	
1	Interior decorating	
1	Interior finishing	
1	Estimating	
1	Civil Service	
1	Metallurgy	
1	Physical Education	
	Psychology	1
2	Public Speaking	4
1	Radio Service	
2	Refrigeration	
1	Salesmanship	
	Shop-more of it	1
1	Sociology	
	Sex Hygiene	2
1	Ship Fitting	
1	More Surveying	
1	Time Study	
1	Welding	
1	Vocational Guidance	1

4	None	4
74	No Report	27
37	Number reporting	12

Only 49 graduates suggested 34 subjects. About half of the subjects mentioned are in the present curriculum. Six graduates asked for a course in Public Speaking, and three suggested a course in Diesel Engines. The other votes were scattered.

Table 8
MOST HELPFUL AND LEAST HELPFUL SUBJECTS
(No. 12 of the Questionnaire)

A Course			B Course	
Most	Least		Most	Least
6		Advanced Laboratory		
		Civics	1	
11		Drawing, General	1	1
1		Drawing, Mechanical	6	1
2		Drawing, Architectural		1
4		Drawing, Industrial		1
7	6	Chemistry	6	2
2		Economics		
24	2	English	17	
3	2	Engineering	1	
1	6	Forging		2
	13	Foreign Languages	4	18
4	20	History	5	5
42	2	Mathematics	25	1
	1	Music		
4	1	Science	4	
4	1	Physics	5	
2	3	Photography		
34	7	Shop	7	2
9		Machine	1	
2	1	Sheet Metal		
4		Woodworking		
1	1	Surveying		
	3	Military Drill		4
10		All Subjects Helpful	9	
	27	No Report	8	
	84	Number Reporting	35	

The three subjects voted the most helpful were mathematics, shopwork, and English. The two least helpful subjects reported were history and foreign languages. It is interesting that these facts should be true of both courses. Nine per cent of the A Group and 21 per cent of the B Group voted that all subjects were helpful. Many students reiterated the fact that the school gave them a splendid training for both college and industry.

Table 9

SUGGESTED TRAINING FOR LEISURE TIME ACTIVITIES

(No. 16 Questionnaire)

A Course		B Course
2	Auto mechanics	2
1	Debating	1
2	Drawing	
3	Economics	3
	English literature	2
2	Electricity	
5	Government	2
1	House painting	
3	Hobbies	1
2	Music appreciation	1
1	Philosophy	
1	More Photography	1
1	Plumbing	
6	Public speaking	3
2	Social activities	1
1	Tennis	
1	Woodworking	
1	All subjects helpful	1
3	None	1
80	No Report	25
30	Number Reporting	18

This question was answered by only 48 graduates. Nine wished they might have had more training in public speaking, while seven expressed a desire for classes in government.

Table 10

SATISFACTORY LEISURE-TIME TRAINING

(No. 17 Questionnaire)

A Course		B Course
1	Association with teachers	
3	Auto mechanics	

1	Camera Club	
	Chemistry	1
4	Drawing	
1	Engineering	
8	English	9
	Reading	1
	Foreign Language	1
4	History	
3	Mathematics	3
	Music	3
9	Photography	
	Oral English	3
1	Science	2
19	Shop-for-hobby	14
1	Sports	3
2	Student Government	2
4	All Helpful	1
	3	None
61	No Report	19
48	Number Reporting	29

Seventy-seven students reported on this question. Shop work helped 33 graduates to use their spare time profitably, while 17 voted that English was most helpful.

Table 11

REMARKS AND SUGGESTIONS FOR MAKING THE SCHOOL MORE HELPFUL

(No. 13 and Remarks)

A Course		B Course
	<i>Personality Development</i>	
2	Character	3
3	Development of initiative	3
2	Better citizenship training	3
	<i>School Personnel and Teaching</i>	
2	Improve teaching methods	3
1	Home work too long	
	Group discussions, current events	2
	"Program too rigid and out-moded"	1

	<i>Organization of School</i>		
1	Have fewer subjects		
	Omit all study periods	2	
1	Closer correlation of shop and academic		
8	Faculty show more interest	4	
1	Do away with 7th period for study	2	
2	Longer day, no home lessons		
1	Help for slow pupil		
3	Make pupil work more	2	
3	Be allowed to select shop	1	
1	Smaller classes	4	
1	Conduct shops like in industry		
1	Install up-to-date machines		
	<i>Curriculum Revision</i>		
2	More freedom of choice		
1	Introduce cooperative plan		
14	Vocational guidance needed	7	
7	More shop		
3	More English literature	3	
1	Courses in design		
2	More foreign language		
1	More drafting		
1	Psychology		
1	Civil service		
1	Salesmanship		
1	Public speaking		
10	Excellent as is	6	
	49	No report	15
	62	Number reporting	28
	<hr/>		<hr/>
	111	Totals	43

Ninety graduates responded to this question. Although vocational guidance was not mentioned in the questionnaire 21 men felt they should have had more opportunity to help plan their careers. Seven would have liked more shop work, and 6 asked for more instruction in English. In regard to the organization of the school 12 felt that the faculty should take more personal interest, and 5 thought they should have been made to work harder, and that the teaching methods might be improved. A similar number asked for courses in personality develop-

ment to help them meet the demands of modern industry. Sixteen graduates felt that the course was ideal as it is.

Table 12
PRESENT SALARY RANGE
(No. 9 Questionnaire)

A Course		B Course	
16	\$20-24	1	
24	25-29	9	
18	30-34	3	
15	35-39	8	
10	40-44	3	
8	45-49	4	
5	50-54	3	
1	55-59	2	
	60-64	1	
1	65-69		
1	75-79	1	
<hr/>		<hr/>	
99		35	
Reported on salary		Reported on Salary	
5	Not reported	3	
2	Students	3	
0	Ill	1	
1	Deceased	0	
4	Not working	1	
<hr/>	<hr/>	<hr/>	
111	Totals	43	
	\$20.00	Lowest Salary	\$20.00
	31.20	Median Salary	35.00
	75.00	Highest Salary	75.00

This table tells its own story. The top man in the A Course is a member of a New York band, while the top man in the B Course is an engineer for the Standard Oil Company. Each receives \$75.00 a week. There is only \$3.80 difference in the median salaries of the two groups.

Table 13
COLLEGE DEGREES

A Course (198)		B Course (50)
	Boston College	1
	Boston University (C. B. A.)	1

	Brown University	1
	Fordham College	1
4	Northeastern University	4
	Massachusetts Institute of Technology	3
	Massachusetts College of Pharmacy	1
1	Suffolk Law	1
	Tufts College	8
	University of California (1941)	1
	Washington and Lee	1
—		—
5		23

3% received the 1st degree 46% received the 1st degree

SUMMARIES

5	College degree	23
0	Master's degree	3
7	Left college before finishing	8
	Did not attend college	17
2	Still in day college	2

The two undergraduates of the A Course are taking scientific courses. The 7 men who dropped out of college were not prepared for the university they chose, and really were not college material. The 8 men in the B group left for financial reasons, and many of them continued their studies evenings. The young men in the graduate schools are doing well, and hope to earn the advanced degrees in June 1942. Forty-six per cent of the graduates received their first degree.

Table 14
PRESENT WORK
(1930 Census)

A Course (198)		B Course (50)
19	<i>Professional</i>	21
1	Accountant	2
1	Auditor	1
1	Diplomatic Service	1
7	Drafting	3
	ENGINEERS	
	Chemical	4
2	Construction	5

		Electrical	1	
		Sanitary	1	
	1	Laboratory Assistant		
	1	Lawyer		
		Minister	2	
	2	Musician		
		Naval Architect	1	
	1	Teacher Junior High School		
	1	Teacher — Private Shop		
	1	Time Study Assistant		
1		<i>Agriculture</i>		
	1	Poultry and Blueberry Culture		
8		<i>Clerical</i>		3
	3	Clerical	1	
	1	Foreman	1	
	1	Shipping clerk	1	
	3	Stock clerk		
18		<i>Mercantile Trade</i>		5
	7	Manager	2	
	1	Purchasing agent		
	7	Salesman	3	
	3	Salesman retail		
68		<i>Manufacturing and Mechanical</i>		8
	1	Auto repair		
	2	Blacksmith helper		
	1	Cabinet maker		
		Construction work	1	
	1	Cutter		
	8	Electric maintenance	1	
	3	Installer		
	2	Instrument repair		
	1	Leather sorter	1	
		Machine adjuster	1	
	31	Machinist	1	
	1	Mattress maker		
	3	Painter — house	1	
	3	Photo lithographer	1	
	1	Presser		
	1	Set-up man		

3	Ship fitter	
	Spinner, assistant foreman	1
1	Tool designer	
2	Welder	
1	Woodworking	
2	Foreman	
6	<i>Transportation</i>	
3	Chauffeur	
1	Oiler on boat	
1	Radio operator	
1	Diesel operator on boat	
6	<i>Domestic and Personal Service</i>	5
1	Bartender	
1	Busboy	1
	Counter man	1
1	Fireman	2
	Letter carrier	1
1	Newspaper boy	
1	Policeman	
1	Real estate agent	
2	College	2
6	Army	2
2	Navy	1
1	Dead	
	Sick	1
	SUMMARY	
198	Totals	50
58	Not heard from	
1	Deceased	
2	Attending day college	2
137	Working group	48

NATIONAL EDUCATION ASSOCIATION

During the latter part of June and early in July 1941 Boston was honored as the meeting place of the sixty-ninth annual convention of the National Education Association.

Delegates to the number of 1,689 attended the convention. Approximately 10,000 persons registered, not including the wives and children who accompanied the delegates. This is the largest number ever to attend a National Education Association convention with the exception of the New York convention.

It was a pleasant responsibility to welcome and entertain the visiting delegates, their families, and friends.

In other parts of this report will be found a description of the various features and attractions offered by the departments of the Boston school system.

INDEX

	PAGE
Administration Library	197
Alterations and Repairs	24, 25, 27, 29
Appendix:	
Highlights in Proceedings of School Committee	253
Report of Assistant Superintendent Michael J. Downey	207
Report of School Service by Boston Council of Social Agencies	241
Appropriations	24, 27, 28, 51
Attendance, Supervision of	144
Bands	108
Board of Examiners	52
Boston Council of Social Agencies, Report of School Service	241
Boston Disciplinary Day School	158
Boston Home and School Association	190, 256
Boston Trade School Evening Classes	12, 183
Buildings, lands, yards, etc.	51
Appropriations	24, 28
New construction	51
Bureau of Child Accounting	229
Attendance, Supervision of	144
Certificating Office	153
Educational Investigation and Measurement	54, 233
Licensed Minors	156
Vocational Guidance	234
Department of	60, 234, 260
Division of Employment	236
Division of Statistics and Publicity	237
Nine-Year Follow-up Study, Mechanic Arts High School	260
Survey of 1932 Graduates	61
Cafeterias	43
Certificating Office, Statistics	153
Choral Groups	108
Clinics, pupils escorted to, by nurses	92
Commercial Education	68
Community Fund Campaign	257
Community Responsibility	239
Concerts to Pupils by Adult Groups	109
Conservation of Eyesight	128
Construction (<i>see</i> Buildings).	
Continuation School, population	12
Correction of defective vision and hearing	93
Court complaints	148

	PAGE
Day School for Immigrants	12, 185
Death among elementary and intermediate school children, causes of	88
Decline in appropriations for general school purposes	24
Defective vision and hearing, correction of	93
Dental work	92
Division of Employment	236
Division of Statistics and Publicity	237
Downey, Michael J., Report of Assistant Superintendent	207
Educational Investigation and Measurement	54, 233
Elementary grades:	
Population	12, 15
Supervision	75
Evening Opportunity School	12, 185
Evening Schools	12, 176
Expenditures for "Maintenance"	28
Extended Use of Public Schools	186
Federal Security Agency	45
Finances	24
Fine Arts	111
French	123
Gardening, home and school	119
German	123
Greater Boston 1941 Community Fund Campaign	257
Guidance, Vocational:	
Department of	60, 234, 260
Division of Employment	236
Division of Statistics and Publicity	237
Nine-Year Follow-up Study, Mechanic Arts High School	260
Survey of 1932 Graduates	61
Handicapped children, home instruction of physically	174
High and Latin Schools, population	12, 14
High School Art Scholarship Classes	113
Highlights in Proceedings of School Committee, 1940-41	253
Home and School Association meetings	190
Home and School gardening	119
Home instruction of physically handicapped children	174
Household Science and Arts	110
Hygiene, School	86
Individual case studies	55
Intermediate grades, population	12
Intermediate schools, population	15
Italian	123

	PAGE
Junior Red Cross	41, 104, 110, 132, 242
Juvenile Delinquency	174, 231
Kindergarten	12, 82
Lands, buildings, etc. (<i>see</i> Buildings).	
Latin Schools and High Schools, population	12, 14
Learn to Swim Campaign	103
Licensed minors	156
Lip reading	142
Luncheons	42
Maintenance:	
Appropriations	24, 27
Balances at end of year	29
Expenditures	28
Manual Arts	111
Mechanic Arts	117
Mechanic Arts High School, Nine-Year Follow-up Study	260
Mellyn, Mary C., tribute	207
Merchandising	72, 126
Milk, distribution of	89
Modern Foreign Languages	121
Mothers' Classes	185
Music	108
National Defense Training	218
National Education Association convention	31, 86
	105, 111, 113, 115, 116, 120, 140, 276
National Youth Administration	41, 45
Newsboys Trial Board	156
Nine-Year Follow-up Study, Mechanic Arts High School	260
Nursery Schools	32
Nurses:	
Fund raised by	93
Social work performed by	89
Special work performed by	89
Orchestras	108
Penmanship	125
Physical defects:	
Discovered by school physicians	90
Follow-up work	90
Physical Education	94
Physically handicapped children, home instruction of	174
Playgrounds	103
Population, all types of Boston public schools	12
Practical Arts Classes of the Evening Elementary Schools	182
Practice and Training	55

	PAGE
Radio	203
School Buildings, Department of	51
School Committee, Highlights in Proceedings of, 1940-41	253
School Hygiene	86
School Luncheons	42
School Service by Boston Council of Social Agencies, Report of	241
Spanish	123
Special Classes	132
Special Schools, population	12, 23
Speech Improvement	136
Student Work Program of National Youth Administration	45
Supervision of:	
Attendance	144
Elementary grades	75
Licensed minors	156
Supervisors of attendance, social services rendered by	153
Surplus Commodities	40, 111
Survey of 1932 Graduates	61
Swim campaign	103
Taxation, amounts raised by, in recent years	26
Teachers College of the City of Boston, The, population	12, 13
Training School for Teachers of Mechanic Arts	117
Truancy	146
Visual Aids	199
Vocational Education	210
Vocational Guidance:	
Department of	60, 234, 260
Division of Employment	236
Division of Statistics and Publicity	237
Nine-Year Follow-up Study, Mechanic Arts High School	260
Survey of 1932 Graduates	61
Vocational High and Opportunity School	216
Work Projects Administration:	
Alterations and Repairs	29, 51
Junior Red Cross	41
National Youth Administration	41
Nursery Schools	32

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