

SCHOOL DOCUMENT NO. 9 — 1944
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1944



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Boston, April 10, 1945.

To the School Committee:

I respectfully submit the sixty-second annual report of the Superintendent of Public Schools.

The report covers the school year ending August 31, 1944.

Respectfully submitted,

ARTHUR L. GOULD,
Superintendent of Public Schools.

IN SCHOOL COMMITTEE, April 10, 1945.

Ordered, That this Committee hereby adopts as its annual report for the year 1944, the Annual Report of the Superintendent, being School Document No. 9, 1944.

Attest:

LOUISE KANE,
Secretary.



JOSEPH C. WHITE
Term expires January 1948



Chairman
PATRICK J. FOLEY, D. D. S.
Term expires January 1946



MICHAEL J. WARD
Term expires January 1946



DANIEL J. McDEVITT
Term expires January 1948



ARTHUR L. GOULD
Superintendent of Public Schools



CLEMENT A. NORTON
Term expires January 1948

ORGANIZATION OF THE SCHOOL COMMITTEE, 1944

SCHOOL COMMITTEE

(as of August 31, 1944)

PATRICK J. FOLEY, D.D.S., *Chairman*

DANIEL J. McDEVITT

MICHAEL J. WARD

CLEMENT A. NORTON

JOSEPH C. WHITE

OFFICERS OF THE SCHOOL COMMITTEE

Superintendent

ARTHUR L. GOULD

Assistant Superintendents

MICHAEL J. DOWNEY

DENNIS C. HALEY

EDWARD J. MULDOON

KATHARINE C. McDONNELL

FREDERICK J. GILLIS

WILLIAM J. BARRY

Secretary

LOUISE KANE

Business Manager

ALEXANDER M. SULLIVAN

Acting Schoolhouse Custodian

JAMES S. REARDON

Engineer

* JAMES J. MAHAR

Acting Engineer

JOSEPH DOWD

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

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*

FRANCIS J. DALY, *Teacher of Juvenile Adjustment*

MARY E. MACSWINEY, *Teacher of Juvenile Adjustment*

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*

FRANCIS L. BAIN, *Associate Director*

Music

DANIEL D. TIERNEY, JR., *Director*

Physical Education

NATHANIEL J. YOUNG, *Director*

JOSEPH MCKENNEY, *Associate Director*

Practice and Training

MERCEDES E. O'BRIEN, *Director*

School Hygiene

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

Special Classes

KATHERINE C. COVENEY, *Director*

* Military Service.

EDUCATIONAL ORGANIZATION

SPECIALIZED INSTRUCTION

M. Gertrude Godvin School

AGNES C. LAVERY, *Principal*

Classes for Conservation of Eyesight

A. HARRIET HALEY, *Assistant in Charge*

Elementary Supervisors

TERESA R. FLAHERTY, *Director*

FRANCES G. KEYES

BERTHA C. QUINNAM

HELEN S. S. WILKINSON

Distributive Education

EDWARD J. ROWSE, *Director*

Home Instruction to Physically Handicapped Children

MARY H. STROUP, *Supervisor*

Lip Reading Classes

MABEL F. DUNN, *Assistant in Charge*

Speech Improvement Classes

THERESA A. DACEY, *Director*

Visual and Radio Education

JOSEPH A. HENNESSEY, *Director*

ADMINISTRATION LIBRARY

ELIZABETH BURRAGE, *Librarian*

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ANNUAL REPORT OF SUPERINTENDENT OF PUBLIC SCHOOLS

EDUCATION DURING WARTIME

In the present world-wide war in which our country is engaged there is constantly before us the hope, even the demand, that when this war is over there shall be a lasting and durable peace.

Constantly we hear that we won the last war but we lost the peace, and we must not fail this time.

International relationships are once again to the fore, and only recently we have come face to face — in the midst of present-day critical battles — with the problems of how to deal with the countries which have been enslaved since the German hordes over-ran Europe. Such questions have educational implications.

That this country shall have much to say concerning post-war world relationships is evident. If world-wide relationships of a differing type from those following the first world war come into being; if the successful prosecution of the present war is to bring an extension of democratic principles and responsibilities, then education has a big stake to play, and the schools must assume responsibilities for developing new attitudes and new understandings by those whose duty it will be to determine the kind of international relationships which are to exist in the future.

In the long run, such responsibilities will rest upon the shoulders of those who are now in our schools and upon those who a short time ago left our schools to preserve and protect the ideals upon which this country was founded.

It follows, as a consequence, that teachers in our schools will give much attention to the study of nations and peoples of the world, in order that students may gain knowledge of how their world neighbors live and work, what their hopes and aspirations are, what their government is, how youth is cared for,— to the end that there shall be a growing understanding and tolerance for people whose manner of living differs from that of our own America.

There is no better illustration of the flexibility and adaptability of our American system of education than the adjustments that had to be made when war was declared following the attack on Pearl Harbor.

In the interval between World War I and World War II the trend in American education had been away from war and definitely toward peace. The war to end war had been thought of as won. Now we are constantly being reminded that we are paying the price, having moved too quickly to the opposite extreme of peace. At present, an even greater struggle is with us, and once again objectives in education are being checked in terms of their relationships to the successful prosecution of the present world-wide war. Such procedure necessarily results in extreme changes in educational practice, more particularly in high schools and in colleges.

Emphasis has been shifted to immediate practical results, and necessarily away from what we have termed long-range values.

Even the curricula designed for the development of immediate salable skills in the trades have become so stream-lined by mass production methods that units of required training have been broken down into even smaller units, which, while valuable and necessary in the present crisis, will be of at least questionable value as a means of earning a livelihood after the global conflict is over.

The question then is, what is the course education should pursue in order to win the war, and at the same time preserve the broad background of a general education, which is essential in times of peace?

To anyone who is familiar with the processes of general education it is evident that mass production methods of training do not constitute basic fundamental education. Such a plan, if universally followed, can only result in dire consequences to the individual.

Even in the vocational field, competency for earning a living depends upon a sound sub-structure of basic training, and we shall need to preserve the solid intellectual foundation of what is generally known as the three R's. There will, of course, be wide variations in methods and techniques, and even in the amount of formal education regarded as essential. Out of it all there will probably be a re-examination and a re-evaluation of our educational practice and curricula content

for the purpose of eliminating what is outworn or useless, and whose value was measured only in terms of past practice or tradition.

It is impossible at this time to determine just when or to what extent we shall shift from the more general to the more specific objectives, but that there shall be a shift is inevitable, for we know that modern social living has so changed in this shrinking world that specifically trained capacities are not only necessary but indispensable.

If this war has taught us anything as regards current educational practice, it has at least cast a penetrating light on wasted energy and pointed out with great clarity that students in our schools have not worked nearly to capacity. All-out effort to master the details of current problems of education has been a rarity rather than a commonplace — both in public and private schools, and in colleges.

The war has provided the motivation of self-preservation and has caused our inductees — who only yesterday were pursuing a leisurely course in their education — to apply themselves with zeal to the mastery of new tasks. Few will doubt that the military situation has caused more vigorous expenditure of energy for both students and civilians to learn the art of war than was ever demanded of them in civil life.

Results in so far as the individuals are concerned are in direct proportion to the effort put forth. Education must see in motive an impelling driving force for more complete and thorough learning. The first change, then, that must be made in our school procedure is the discovery of incentives that will cause our students at every level to put forth a maximum of effort in the use of their full power for worthwhile achievement. We shall need to use all the skill and ingenuity we possess to make our accomplishments measure up more nearly to our professed objectives as we are accustomed to present them in our various curricula. This means raising the standards of accomplishment, which is easy to do in theory, but extremely difficult in practice because of the many factors involved.

There are other steps that must be taken to make our education more effective and realistic. Certainly we must find the means to attack vigorously the problem of mental and physical health, not alone from the viewpoint of correcting existing deficiencies, but also in the detection and prevention

of potential defects and disease, which, if left undiscovered, will militate against a sound mind in a sound body.

To do this we shall need the help and support of public health services and recreational agencies so that every resource of the community will share in providing youth with all the advantages and opportunities which can contribute in any way to the growth and development of a strong, rugged physique as well as high intellectual attainment and sturdy moral stature. This means a closer relationship between school and community.

Our educational outlook should also be broadened by an expansion of the present plan of correlating school experience with actual work experience, in which all will be engaged when students in our schools have completed their formal education. This actual contact with work and working conditions will give reality and purpose to school instruction.

Students in our schools know little of the demands which the world of work requires of them. If they have opportunity to try out an expanded cooperative program of part-time employment, they will learn quickly not only the relation of school instruction to job preparation, but also — and what is more important — they will understand how a period or two of school concentration on a subject of study differs from what is demanded of them when they must sell their skill for the means of earning a livelihood. Teachers, too, will learn what the business and work-a-day world demands of its employees, and will become more conscious of the necessity of specific preparation, in order to provide students with essential skills.

Already there is much discussion concerning the possible requirement of a year of military service for young people eighteen years of age, or upon graduation from high school.

Regardless of the different points of view concerning the problem of peace-time compulsory military training, such requirement would bring into sharp relief the duties and responsibilities of the citizens in a democracy.

Whether this is the best means of developing a spirit of general concern for the welfare of our country is open to question, but certainly we must give more consideration to our national history, to the ideals underlying our peace-loving, self-governing nation, and to the sacrifices which we may be called upon to make in the protection and preservation of the freedoms guaranteed to us in our Bill of Rights.

We must likewise be concerned with the welfare of human beings everywhere, regardless of creed, or race, or economic circumstance, in the belief that the future peace of the world can come into being only as nations and peoples learn to live together, despite differences and prejudices, in a spirit of mutual respect, tolerance, and understanding.

This, of course, is a long-term view, and in the present state of the world presents problems that seem well-nigh insuperable.

Yet we know the inner longing of man, wherever he may be, to be free, and we believe freedom in its essence means self-government under laws which are established for the protection of the rights and privileges of all the people. This presupposes recognition of man as a sacred personality endowed with inalienable rights; that man is not a creature of the state, but rather that the state was created in order that men everywhere may lead happy, useful, reverential lives as effective contributing members of society.

Opportunities should be provided whereby boys and girls of demonstrated ability and character shall have the chance for an advanced education in accordance with their interests and abilities, now denied them because of economic circumstance.

Already many cities are providing educational opportunities beyond high school, in junior colleges and institutes, without the restraining block of tuition requirements.

The present G. I. bill is designed to give the returning veteran opportunities to further his education, which was interrupted by the war. The very life and progress of our republic is dependent upon widespread opportunities for education of its citizens, for we in America are committed to the belief that real education and democracy are inseparable. If Jefferson's warning that an informed citizenry is basic to effective democratic government, then we must recognize the right of the individual to be educated in accordance with his ability, to participate in the affairs of government, to find a place for himself in the world of work, to know how to live and work with others, to learn how to utilize time and energy for his own and the common good.

Education must serve individual needs equally well, in order that procedures adapted to the less capable intellectually will be regarded as important, as worthy, and as dignified as the program for the more competent.

Adequate education must be provided for all the children of all the people. Only as we do this can we hope to fulfil the ideal of equal opportunity for all, of maximum development of individual abilities, and of respect for individual personality.

Nor must we forget that the objectives of education reach far beyond the mere processes of learning. Their roots are imbedded in religion and ethics as well as in our social and economic life. We must not assume that technical skill, or scientific knowledge, or the ability to earn a living, constitute the only or even the chief objectives of education. Above and beyond all this must be the individual himself, in whom must be developed a vital sense of personal and political responsibility, social justice, and high moral character.

Great as are the problems in American education, they are as nothing when compared with the future education in the devastated countries of our allies and of the world. The maintenance of cooperative relationship among nations of the world is the most critical problem of the present time. International understandings and attitudes may largely determine whether settlement of difficulties will be resolved by war or by peaceful means.

Certain it is that the increasing emphasis on participation by all peoples in the determination of international social policy will require widespread adoption of more effective educational procedures to meet the needs of the post-war world.

To what extent education will participate in the formulation of lasting peace is, of course, unknown, but all must recognize the necessity of rebuilding and redirecting the educational and cultural facilities and services throughout the world.

This can only be done in a spirit of mutual cooperation and understanding of the educational needs of all nations and all peoples.

CURRICULUM ADJUSTMENTS

The schools like all other agencies, in the interest of maximum contribution to the war effort, have made necessary adjustments in the curricula. These have generally included modifications of basic courses essential to a sound, liberal education and the introduction of new courses in accord with the expressed needs of the armed forces. The schools accept the responsibility of training young people for effective citizenship and modify or add new curricula to meet new needs.

Since the schools help to shape the ideals of young citizens it has been their purpose, especially during the present crisis, to give pupils a clear understanding of the basic principles of democracy and the issues that are at stake in this war. It is equally important, especially for pupils in the junior and senior classes of high school, to provide opportunity for definite preparation for actual service in the armed forces or direct participation in essential war activities.

In brief, the schools must provide not only a sound basic program in a time of world upheaval but also must develop emergency services for maximum contribution to the needs of the armed forces.

Modification of Courses. (Illustrative List)

English

Teachers are putting greater emphasis on the fundamental reading skills and upon clear, concise oral and written expression. Larger use than usual is being made of current magazine and newspaper material in order that pupils may sense what America is fighting for and against, and to develop a clearer understanding of our national ideals. Greater opportunity is provided for forum and panel discussions to aid pupils in an appraisal of fact and propaganda.

Foreign Languages

There is an increasing emphasis on the need of developing ability to converse in each of the languages taught. Military and aviation vocabularies are stressed. The history, geography, and culture of the Latin-American republics are studied concretely through exhibits, maps, newspapers, and magazines dealing with inter-American affairs.

Lessons and discussions in so far as possible are conducted in the foreign language being studied. Conversation using modern current vocabulary is stressed.

History

Major events of each week are discussed according to their geographical, political, economic, and racial significance. Other special units include the background of the present war; relations between Japan and the United States; Germany and the United States; the Teheran Conference; the Yalta Conference; Dumbarton Oaks; and bases for World Peace.

Mathematics

The opportunity for application of mathematical principles has been broadened by the use of governmental publications to supplement the regular textbook work. Problems in aviation mathematics include wing loading, power loading, landing speed, and horsepower.

In advanced mathematics pupils become familiar with such terms as ground speed, drift angle, etc., and learn to use vector diagrams as a check on numerical computations.

New Courses

These courses include aeronautics, electronics, radio, radio servicing, Morse Code, camouflage, biology for nurses, drafting, meteorology, and many new units of shop work, including electricity, welding, woodworking, patternmaking, machine shop, forging, sheet metal work, Diesel and airplane engines, and industrial maintenance.

It is interesting to note that many of these courses have been elected as extras by pupils who in ordinary times would follow the regular college preparatory or business course. In many instances pupils have undertaken this work outside of regular school hours and during vacations.

The teachers have also been concerned with the direction and supervision of courses for adults where the financial costs have been assumed by the Federal Government.

The following brief summary of this type of work shows the extent to which the schools have cooperated with the government in preparing individuals for full participation in the war effort:

Training Programs in War Industry, July 1, 1940, to August 31, 1944

During the first few days of July 1940 a request was received by the Superintendent of Public Schools in Boston to assist in the training of machinists for the Charlestown Navy Yard. As a result of the excellent plant facilities possessed in the Boston schools, within five days after this request one hundred young men started a period of training in a program organized in three schools; viz., Mechanic Arts High School, Hyde Park High School, and East Boston High School. The teaching staff for this training was drawn from the roster of the splendidly trained machine shop instructors of the Boston schools, all of

whom volunteered to serve in this emergency. Instruction in this program was to be of the spiral type in order to train these young men to become first class machinists in the shortest possible time. The material to be used for this training was drawn from the Charlestown Navy Yard machine shop, and consisted of such engine parts and equipment as are used in the construction of warships. All parts produced as a result of this training program were of value, and contributed immensely to the construction of these ships. The total number of persons trained for the Charlestown Navy Yard was 4,666.

Also operating in other Boston high schools were training programs for other war industries. The Watertown Arsenal, the Massachusetts Institute of Technology, Harvard University, and more than four hundred war plants in the Boston area have benefited by these training programs.

At The Teachers College of the City of Boston two thousand young men were trained for the United States Army Signal Corps in the techniques of radio and communication for use with the armed forces. These men were taught the construction and repair of all types of army radio equipment. One hundred WACs were also trained in radio code, receiving and sending, for the United States Army Signal Corps. At Brighton High School, two hundred WOWs (Women's Ordnance Workers) were instructed in the repair and maintenance of army vehicles. These women were trained to overhaul army trucks from bumper to bumper, and at the completion of their training were assigned by the Army Ordnance Section to the various service centers east of the Mississippi River and as far south as the Carolinas. These young women came to the school from no less than twenty states of the country.

At the present time training is being given to more than two hundred fifty young men who are planning to enter some branch of the military service. This training is in the following skills: Automotive work, radio, aircraft mechanics, machine shop practice, electricity, and drafting. Many of the young men completing this radio course qualify for the Eddy test, which admits them to the United States Navy Radar School in Chicago.

Not only in our War Training Program are persons prepared for production in the war effort, but the work is in close harmony with the United States Veterans' Administration in the training of returned veterans of World War II. Thirty-



Presentation of Portable Radio Station, Massachusetts Youth Committee, WEEI, JR.

six are currently enrolled in a course of radio instruction at The Teachers College of the City of Boston. The objective is to train the returned veteran to be a radio technician. At the completion of this course the veteran may establish his own business in the radio field or enter the employ of the many Radar establishments in and around Boston. Eighteen veterans have completed this training and are now doing well in their chosen field. Twelve veterans have been trained as draftsmen and are now employed in local war industries.

A total of twenty-five thousand persons have been trained in this War Production Training effort. The Boston schools can proudly claim many "firsts" in training. The first training program for the armed forces was given to the personnel of the 101st Observation Squadron, Air Command, at the East Boston Airport; the first certified female ship welder at the Charlestown Navy Yard was trained in our schools; the first female machine operator at the Watertown Arsenal was another trainee of the Boston schools; Boston had the first program assisting the Navy Department in fulfilling its needs; and, lastly, one more important activity — the first training program cooperating with the Veterans' Administration in training veterans of World War II.

MASSACHUSETTS FARM VOLUNTEERS

During the 1943 season 900,000 young people responded to the nation's call for help on the farm front. With their help the farmers of the country produced a record harvest of food. The increased tempo of the war and the consequent decrease of farm labor created a serious problem for the farmers in 1944. The War Food Administration issued a call this season for 1,200,000 boys and girls between the ages of 14 and 18, to help produce the tremendous crop needed for our fighting men, our allies, and ourselves. These young workers constitute what is known as the Victory Farm Volunteers.

In 1944 the Boston schools participated in the Massachusetts Farm Volunteers program for the second year. It was necessary to begin planning the program early in March in order to have an adequate supply of recruits available for placement. From figures compiled at the conclusion of the program the Boston placements amounted to 654, an increase of 46 per cent over 1943.

Recruitment

The program was launched on March 23, 1944, at a meeting of the vocational guidance counselors and teachers from the senior high and intermediate schools. Plans were made to enroll pupils for farm work. Recruitment is the most important part of the entire program. Prospective placements are for the most part city boys and girls with no previous farm experience. They are drawn from all sections of the city and from adjacent cities and towns. Few know anything of the tasks which the young recruit must perform on the farm. Hence, qualified persons talk with the pupils at the Jamaica Plain High School about the exact nature of the work they will be doing. They must be made to realize that their job is just as important as that of the man on the fighting front.

The hazards common to life on a farm must be called to the attention of the recruits. Above all the recruit must be made to realize that he is going into a totally new environment. He must not underestimate the character of the people with whom he is placed. The average New England farmer is conservative, industrious, and just. Any boy or girl who is not lazy and who will adjust himself to his new environment can enjoy a healthy and profitable summer in one of the most important wartime industries.

The farm program should get under way not later than March 1. In this way not only will it be possible to interview the recruits but parents can also be contacted. The ideal arrangement is to have parents, recruits, and director meet at least twice before the recruit leaves for the farm.

To be eligible for farm work a recruit must have had his fourteenth birthday. Parental consent in writing was secured at the time of recruitment. Before placement each boy or girl secured a working certificate in accordance with state law. By special permission of the School Committee recruits could be released for farm work between May 1 and September 30.

Placement

Virtually all placements were made on individual farms. These are called live-ins; *i. e.*, they live away from home as a member of the farmer's family and receive board and room in addition to wages. This is the most desirable type of placement.

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED

In September, 28 boys picked apples on the Curtis Orchards in Marlboro. They picked slightly over 6,000 bushels and their earnings amounted to \$990. These boys commuted each working day in the Jamaica Plain High School bus.

The following table shows the number of placements by months:

	BOYS	GIRLS	TOTAL
March	11	1	12 (Part time)
April	0	0	0
May	181	15	196
June	243	27	270
July	107	40	147
August	1	0	1
September	28	0	28
Totals	571	83	654

Requests for farm help came from county farm labor assistants throughout New England. It was agreed that workers would be placed only on farms approved by a member of the staff of the county office. The standard of measurement was, "Would the county officer be willing to place a member of his own family on that farm?" Since approval was given only to those farmers providing comfortable living conditions the many problems of maladjustment which occur after placement were reduced to a minimum.

During the season just closed contact between the Boston office and the county offices of Massachusetts, Vermont, and New Hampshire was possible at all times. As a result parental anxieties could be quickly allayed. There were many instances of youth supervisors making long trips to isolated farms so that parents could be assured that all was well with their children.

It will be noted from the following table that pupils from all sections of the city obtained employment on farms:

High Schools

	BOYS	GIRLS	TOTAL
Public Latin	9	0	9
Girls' Latin	0	2	2
Brighton High	8	1	9
Charlestown High	5	0	5
Dorchester High School for Boys	13	0	13
Dorchester High School for Girls	0	2	2
East Boston High	13	2	15
English High	29	0	29
Girls' High	0	8	8

High Schools—Concluded

	BOYS	GIRLS	TOTAL
High School of Commerce	6	0	6
High School of Practical Arts	0	7	7
Hyde Park High	28	5	33
Jamaica Plain High	72	6	78
Jeremiah E. Burke High School for Girls	0	4	4
Mechanic Arts High	12	0	12
Roslindale High	3	1	4
Roxbury Memorial High (Boys)	6	0	6
Rosbury Memorial High (Girls)	0	3	3
South Boston High	6	0	6
Brandeis Vocational High	13	0	13
Boston Trade High	2	0	2
Totals	225	41	266

Intermediate and Elementary Schools

	BOYS	GIRLS	TOTAL
Abraham Lincoln	9	0	9
Bigelow	12	0	12
Clarence R. Edwards	7	0	7
Donald McKay	18	0	18
Edward Everett	2	0	2
Francis Parkman	1	0	1
Frank V. Thompson	2	0	2
Grover Cleveland	13	0	13
Hugh O'Brien	1	0	1
James P. Timilty	28	0	28
John A. Andrew	3	0	3
Joseph H. Barnes	5	0	5
Lewis	0	1	1
Mary E. Curley	35	2	37
Mather	8	0	8
Michelangelo	3	5	8
Oliver Wendell Holmes	7	0	7
Patrick T. Campbell	12	0	12
Prince	14	7	21
Rice	2	0	2
Robert Gould Shaw	15	0	15
Sherwin	1	0	1
Solomon Lewenberg	7	0	7
Theodore Roosevelt	10	1	11
Thomas A. Edison	31	1	32
Thomas N. Hart	4	0	4
Washington Irving	3	0	3
William Barton Rogers	11	0	11
William Blackstone	14	1	15
William E. Russell	4	0	4
William Howard Taft	3	0	3
Woodrow Wilson	9	0	9
Totals	294	18	312

In addition to these pupils from the Boston schools, 66 boys and 6 girls from Greater Boston were placed on farms. In June, 1 man over 18 was placed, and in July, 3 women over 18 were given farm employment. On the basis of age the placements were as follows:

Men (18 or over)	1
Women (18 or over)	3
Boys (under 18)	570
Girls (under 18)	80
Total	654

The above workers were located on farms in the following sections:

	BOYS	GIRLS	TOTAL
Massachusetts	381	66	447
Vermont	110	14	124
New Hampshire	71	1	72
Maine	3	2	5
Rhode Island	2	0	2
New York	1	0	1
Nova Scotia	3	0	3
Totals	571	83	654

The virtue of perseverance shown by these young people clearly indicates that they were aware of the importance of the work. In response to a questionnaire sent to all workers, 83 per cent expressed a desire to return to farm work the following season. In the same questionnaire information on wages earned was obtained. The prevailing rate of pay was \$30 per month and found. Many farmers paid experienced workers \$40 per month. Boys taking the agricultural course at Jamaica Plain High School earned as much as \$60 per month. The figures given in this report do not represent the total wages earned because no returns were received from those who had been graduated or who had left school. Hence the number of dollars earned would be considerably higher than the amount given.

	CASH PAID	BOARD	TOTAL
Boys	\$36,358.75	\$33,600.00	\$69,958.75
Girls	4,633.70	3,900.00	8,533.70
Combined	\$40,992.45	\$37,500.00	\$78,492.45

Supervision

If a program of this kind were to function smoothly, a plan for supervising the placements was necessary. The supervisor was the person who settled all problems which arose. When, in the opinion of the supervisor, the worker could not adjust himself to farm life, the parents were notified and the boy was placed on a train for home. In Vermont there was a youth supervisor for each county. A complete record was kept of each worker and the number of visits made. At the end of the season a written report was submitted on each of the 124 placements made in Vermont.

Relations between the Boston office and the Extension Service of New Hampshire were very pleasant. Early in June four men from New Hampshire interviewed nearly a hundred recruits at Jamaica Plain High School. These men selected the pupils for the farms. Ultimately 71 boys and 1 girl were sent to New Hampshire farms. Careful supervision was provided for each worker. Periodic reports were sent from the central office in Durham. The percentage of mortality in New Hampshire was approximately the same as in Vermont.

The Massachusetts placements were under constant supervision. In addition to the county personnel four teachers of agriculture at Jamaica Plain High School assisted. These teachers visited volunteers within a radius of fifty miles of Boston. In few, if any, types of employment are the young workers so carefully protected. The supervisor is at the call of both the farmer and the volunteer at all times.

General Remarks

From the experience gained in 1943 it was apparent that an early start was needed to obtain recruits. Before the end of April a sufficient number of volunteers was ready to fill the need of the farmers. When the requests for help came, it was possible to fill them promptly. The farmers had become educated to place their requests far enough in advance to provide for an interview with the volunteer, to get the necessary forms filled out, and to arrange for transportation.

The Massachusetts Farm Volunteers program had been so well publicized that a large number of boys and girls obtained their own jobs on the farms. It will be noted in the following

table that girls participated in the program to a greater extent than in 1943, when 33 girls were placed on farms:

	BOYS	GIRLS	TOTAL
Placed by Massachusetts Farm Volunteers Office (1944)	437	51	488
Self-Placement (1944)	134	32	166
Totals	571	83	654

The dairy course given at Massachusetts State College last spring was a step in the right direction. Fourteen boys from the Boston area took this course. All but one of these boys worked during the summer on a dairy farm. The consensus among the farmers who hired these boys was that the course was helpful but they felt that a week was too short a time to teach the essentials of dairy work.

A year ago the problem of who should pay the cost of transportation to and from the farm remained unsolved. This year the matter was handled in a more satisfactory manner. All volunteers who traveled more than fifty miles to reach a farm had their travel expenses paid by the War Food Administration. Placements were made easier when the recruits knew that they would have their traveling expenses paid.

There is need for the education of workers before they are placed on the farm. This can be done if recruitment is begun early in the year 1945. The New England farmer is famous for his resourcefulness and industry. More than 86 per cent of the farms in New England are owned and operated by those who work them. In spite of labor, material, and equipment shortages they were able to exceed the record food production of 1943. The young workers from the Boston area have a right to feel that they had a share in making this record possible. Those who participated in this program returned to the city improved in health and with a wealth of experience they would find difficult to match in any other kind of employment. At the same time, they had the satisfaction of knowing that they were part of a great national endeavor to increase the food production of the nation and thus to help materially in the war effort.

ELEMENTARY SUPERVISION

Scope

A director and three elementary supervisors share responsibility for those factors which affect improvement in the teaching-learning process in the following areas of elementary education: Arithmetic, citizenship, the communicative arts — embracing literature, oral and written composition, reading and spelling,— health and safety education, geography, history, and science.

Expanding Functions of General Supervision

Modern approach to educational problems has expanded the traditional functions of supervision and supervisors of general education. Their objectives are no longer conceived as limited to mere improvement of teachers in service, but embrace all the factors which affect the growth of boys and girls. As education daily advances toward the philosophy centering around maximum child growth, general supervisors become more and more responsible for the following factors which seriously affect such growth:

- Improved materials of instruction
- Continuous evaluation of the curriculum
- Guidance in diagnosis of specific teaching-learning needs and in the use of appropriate teaching techniques
- Guidance in effective class organization and management
- Guidance in appraisal of pupil growth
- Cooperation with related educational agencies in coordinating activities which promote maximum pupil growth

Each of these factors is hereafter presented in some detail.

Materials of Instruction

1. Selection of Textbooks

The elementary supervisors have representation on the Elementary Textbook Council. Membership necessitates the intensive study and comparative evaluation of all textbooks presented for use in the first six grades. This experience provides the elementary supervisors with a keen understanding of the comparative merits of authorized textbooks and makes



"I Am An American"



"I Am An American"

it possible for the supervisors to counsel and advise teachers and principals, on request, in the discriminating choice of books. The elementary supervisors receive constant requests for such guidance and due caution is observed when meeting such requests to recommend not one but a choice of several books which lend themselves to a particular need, thus removing possible misinterpretation of interest in a particular book or publisher.

Advantage is attached to the functioning of the director of elementary supervisors as chairman of the council, since it has made it possible to accumulate a comprehensive knowledge of authorized texts, which is of constant service to inquiring principals and teachers. Moreover, the experience has made it possible to contribute and assemble copies of textbooks which have been submitted for examination and later authorized for use. These examination copies are available in the office of the director for critical examination, and teachers and principals are invited to browse among the books and thus recommend the requisitioning of textbooks in an intelligent and satisfying manner.

Moreover, the director has had the privilege of organizing a card catalog which records the specific reasons why the Elementary Textbook Council has recommended or failed to recommend particular books. Any publisher's representative may make inquiry and receive a frank, unbiased report regarding the decision of the council. This democratic procedure has evoked favorable reactions on the part of publishers' representatives, who almost unfailingly express complete faith in the judgment of the council.

The council membership embraces principals, vice principals, and grade teachers, together with representatives from the supervisory staff. Meetings have taken on the characteristics of a seminar in elementary education, and all recommendations are made on the basis of established principles of educational philosophy and selection.

The membership remains remarkably constant through the years, thus ensuring evaluation of books, not on their individual merit alone, but also on the basis of comparative merit. Consequently it is with a consciousness of deep professional loss that the council has lost in the past two years several members who had devoted long and meritorious service to the intensive study of elementary textbooks.

2. Selection of Educational Materials

Similar supervisory advantages are derived from the fact that the director is a member of the two councils which recommend educational materials for use in the elementary grades. Length and breadth of experience renders such leadership valuable in the appraisal of educational materials. This experience shared with the supervisors makes it possible for them to counsel and guide teachers in the choice of materials.

The wide range of materials now authorized contributes to the individualization and differentiation of work assignments and to the continuity of growth at all levels.

Improvement Through Coordination of Activities

1. Curricular Activities

Improving the curriculum is today conceived as a cooperative responsibility affecting administrators, principals, teachers, and supervisors, as well as related educational agencies outside the school system. The elementary supervisors, however, hold a strategic position in effecting improvement in the curriculum. The very nature of their work demands a constant watchfulness for all conditions which make for improvement in the teaching-learning situation. Their work calls for a long-range point of view, based on study and evaluation of curricular trends, of pupil needs, interests and reactions, and of related research — each appraised in the light of a predetermined philosophy.

Recognition and appreciation of the responsibility of elementary supervision for improving the curriculum is evident from the numerous requests received to answer questions or questionnaires, and to address teaching groups within and without our school system. The director daily receives requests bearing upon decisions of a curricular nature.

2. Cooperation With State Curriculum Activities

A recent instance of curricular cooperation was provided in the appointment of the director of elementary supervisors to the Steering Committee for the Revision of the State of Massachusetts Courses of Study for Grades One, Two, and Three. The sharing of experience with this able group has been stimulating and promises closer coordination of points of view and of activities common to both the state and city schools.

3. Coordination of Reading Objectives

The monthly meetings sponsored by the assistant superintendent in charge of elementary education have contributed richly to the coordinating of curricular points of view and activities. Noteworthy among these is the cooperative evaluation of reading objectives which has been in process during the current year by representatives from the department of practice and training and from the staff of elementary supervisors. The committee has given intensive study to the coordination of reading objectives through the elementary grades. Provision is being made for developing and maintaining continuous growth in reading skills through systematically organized objectives for each grade.

The objectives for the first three grades have already been presented to the study groups and the committee anticipates completion of those for grades IV-VI, inclusive, in the near future.

4. Cooperative Study of Hand and Eye Dominance

Another current cooperative activity concerns itself with the study of hand and eye preferences sponsored by the assistant superintendent in charge of elementary education and conducted by a member of the staff of elementary supervisors and the supervising nurses.

This study lends objective evidence to the judgment of the then director of penmanship and the director of elementary supervisors concerning reasons for the increase in left-handedness, the results of which appear in School Document No. 9, Annual Report of the Superintendent, December 1942, pages 28, 29.

It is assumed that the results of the current investigation will be reported in detail elsewhere in this report.

Guidance in Appropriate Techniques

1. Course in Remedial Reading

A course in the study of reading disabilities and related remedial guidance was conducted during the current school year by a staff member.

2. Demonstration of Teaching

The most satisfying and convincing of all supervisory techniques is the demonstration of teaching. This type of guidance is frequently employed when making helping visits to the less

experienced teacher. In the field of general supervision, however, the opportunities to use such guidance are limited because of the subjective character of the goals, the wide range of subjects covered, and the proportionately inadequate number of supervisors assigned to the work. These three factors prevent the frequency of visits which enables the supervisor to become familiar with the background upon which to build new lessons, and which also makes it possible for her to repeat assignments and related demonstrations at common grade levels as is done when the teaching-learning situation is of a less subjective nature, more limited in scope, and when the staff membership is greater than it is in the field of general supervision.

3. Resumption of Demonstration-Discussion Meeting

The most effective and democratic adaptation of the demonstration technique, that of the Demonstration-Discussion meeting, was recently initiated by elementary supervision under authorization of the Superintendent. An excerpt from Superintendent's Circular No. 151, 1943-44, indicates the procedure followed in the current revival of such meetings.

“Demonstration-Discussion: Sixth Grade Geography.

“To Principals of Elementary Schools:

“Last year it was considered advisable, because of war emergency measures, to suspend temporarily the Demonstration-Discussion meetings which had been previously arranged for the purpose of providing teachers with opportunities to observe some of the typically fine procedures which are being used in our schools.

“Arrangements have been made to resume these meetings, from time to time, 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 a period of informal questions and discussion, in order to effect a fuller appreciation of underlying principles and a more discriminating evaluation of the particular technique employed.

“Plans have been made for a Demonstration-Discussion meeting which will feature the effectiveness of the motion picture in motivating the study of geography and in integrating it with related activities. The meeting will

take place on Wednesday, May 10, 1944, at 1.30 p. m., at the Norcross School, D and Fifth Streets, South Boston, Miss Eunice C. Hearn, Principal. (City Point car, via Broadway Station.)

"Each elementary school principal is invited to select a sixth-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 back to her fellow-teachers, the observations and viewpoints presented during the conference."

The supervisory aims underlying the organization of this demonstration were as follows:

1. To develop increased awareness of the multiplicity of difficulties confronting the pupils when learning geography and particularly when interpreting geography texts — factors which in large measure are responsible for the failures which begin to appear in the middle grades. These difficulties arise from the following situations:

- a.* The extensive number of new and weighty concepts which are simultaneously introduced, or which succeed one another at rapid rate.

- b.* The extensive new and technical vocabulary which must be mastered.

- c.* The constant reference to facts which have been introduced but not retained, but which are essential to interpretation.

- d.* The lack of gradation with which the numerous items involved in map reading are introduced.

- e.* The change from uninterrupted continuity of thought to that which is interrupted by almost constant reference to maps, graphs, symbols, or diagrams.

2. To convince the teacher that these difficulties of concept and text may be greatly simplified for the child and teacher through increased use of available sound-films and other visual materials.

3. To illustrate how effectively the materials of geography may be adapted to individualized reading needs and growth.

The demonstration program is presented in part as the most direct way of outlining the manner in which the above supervisory objectives were accomplished with absolute freedom from indoctrination.

DEMONSTRATION-DISCUSSION MEETING, NORCROSS SCHOOL,
MAY 10, 1944

Subject: *Effective Utilization of the Sound-Film as a Teaching-Learning Aid.*

PROGRAM

- I. Preparatory considerations (Library)
- II. Participation in an audio-visual learning experience — a sound-film of Brazil (Assembly Hall)
- III. Demonstration of related teaching-learning techniques (Room 2, Grade VI)
- IV. Follow-up questions and discussion (Library)

SUGGESTED GUIDE TO OBSERVATION

Two copies are provided, one to serve as a guide to observation and as a source of recall when making an INFORMAL report to your fellow-teachers; the second, for the information of your principal.

Questions

Kindly submit UNSIGNED, at the close of the demonstration, any question or detail of the experience which you wish to have discussed. (Cards attached.)

Recommendations concerning ways of extending the service of the Demonstration-Discussion meetings are earnestly invited.

I. PREPARATORY CONSIDERATIONS (Library)

A. Demonstration-Discussion Meetings

1. Purpose — to provide opportunity for teachers to share and appraise excellent teaching-learning experiences
2. Value — dependent upon attitude and active participation of observer
3. Limitations — as to type:
 - a. First-hand presentations
 - b. Culmination exercises

4. Factors influencing general selection of experiences:
 - Teaching needs and interests
 - A natural teaching-learning situation
 - Accessibility of location
 - Adequateness of accommodation
 - Cooperation of faculty
5. Additional factors influencing present choice of situation
 - a. Possibility of utilizing similar previous experience (see B) as a background for first-hand pupil reactions to the new and unfamiliar film
 - b. Opportunity to observe pupils trained in the technique of observing and listening for the purpose of achieving specific objectives (education versus entertainment)
- B. Objectives of the general learning experience centering around Pan-American interests
- C. Values which recommend more extensive use of the educational sound-film
 1. Utilizes intrinsic interest — curiosity
 2. Provides first impressions which are life-like, accurate, and meaningful
 3. Arouses vivid mental imagery which makes recall easy, pleasurable, and lasting
 4. Economizes time required for teaching and learning by other methods. (See Readers Digest, March 1944: "Can Our Schools Teach the G. I. Way?")
 5. Simplifies understandings for the slow learner
 6. Stimulates pupil-interest in extending the learning experience
 7. Provides rich, meaningful background for reading and language experiences

Note: Do we adequately appreciate these values?

II. QUESTIONS TO GUIDE OBSERVATION OF THE SOUND-FILM

- A. What implications has this particular film for my own classroom use: In geography? In reading? In language?
- B. What geography concepts and vocabulary will children be likely to acquire through this sound-film?

III. GUIDE TO OBSERVATION OF CLASSROOM TECHNIQUES

Note: Appraise the following salient points:

A. Concerning the make-up of the class

1. The characteristics of the community environment
2. The influence of a foreign language in approximately 50 per cent of the homes. (Racial and language backgrounds: Albanian, 1; Armenian, 1; Czech, 2; English, 3; Irish, 12; Italian, 4; Lithuanian, 4; Polish, 2.)
3. The range of intelligence (National Intelligence Test, October 1943):

Lower Quartile .71 to .85 = 7	}	Class Median .96
Middle Range .85 to .105 = 15		
Upper Quartile .106 to .117 = 7		

4. The range of reading ability (Sangren-Woody Test, September 1943):

Range of 3.8 to 4.11 = 6*	}	Grade Median 6.
5.5 to 5.11 = 6		
6. to 6.10 = 7		
7.6 to 7.9 = 2		
8.5 to 8.10 = 2		
9.4 to 9.5 = 2		

B. Concerning teaching techniques:

Note the following salient points:

- The previous setting up of definite teacher-objectives
- The setting up of specific pupil-purposes for observing the sound-film
- Plans for immediate recall of the experience
- The informal character of the discussion
- The utilization of former related experiences
- The steering of pupils' reactions toward definite organization of ideas
- The adaptation of the current interest to the attainment of specific objectives in other areas of learning, notably in the fields of reading and language
- The provision for class growth in reading skills and for individual growth along lines of specifically needed skills

* Achievement at the time and growth meanwhile indicate some scores not valid, doubtless due to language factor.

- C. **PROBLEM:** Comparing conditions listed under A 1, 2, 3, and 4, with related conditions in your own class, would it be possible to obtain pupil achievements comparable with or exceeding those of the class observed?

IV. FOLLOW-UP QUESTIONS AND DISCUSSION (Library)

- A. Individual questions
- B. Personal deductions concerning the following questions:
1. Does not this experience recommend the greater utilization of available films to motivate the following ends:
 - a. Acquisition of meaningful geography concepts and vocabulary
 - b. Purposeful reading of both the directed and free types
 - c. Meaningful, functional development of power in language
 2. Does not the experience impress the need of a more systematic step-by-step development of the complex skills involved in the reading of geography texts?

Cooperative Development of Supervisory Objectives

Supervisory objectives were further promoted by providing each district representative and principal with a copy of the following outline which the demonstrating teacher had organized not only as a guide to her classroom activities, but also as a cooperative contribution to the established supervisory objectives.

OUTLINE OF PROPOSED SIXTH-GRADE ACTIVITIES

Based upon directed observation of the film

- I. *Background for the New Work*
- A. Geographic understandings previously developed
 - B. Transfer of these understandings to the lesson of the day
 - C. Vocabulary peculiar to the region established through the following experiences: Reading, radio, educational films, movies, pictures, maps and charts, posters, exhibits
 - D. Previously acquired knowledge of regions and countries of Latin America

II. *New Center of Interest — Brazil*

A. Teacher's Objectives

1. General

- a. To create a better understanding of the interdependence of the countries of North and South America
- b. To build up permanent friendships through appreciation of the culture of these peoples
- c. To show contributions (economic, social, cultural) which Brazil has made to the world
- d. To establish knowledge of the geography of Brazil
- e. To give children a definite purpose for reading
- f. To use aroused interest in reading to teach some, and to refine other reading skills needed to interpret the materials of the social studies
- g. To use interest aroused in the subject as a means of developing the communicative arts
- h. To motivate learning in related fields

2. Specific Aim for the Day's Work

- a. To motivate the new center of interest
- b. To build mental moving pictures of Brazil
- c. To note outstanding features of the life and the work of the people of Brazil
- d. To discover some explanation for points observed in the picture by applying previously learned principles
- e. To develop a "seeing" and a "listening" vocabulary
- f. To raise many questions in the children's minds as a result of seeing the picture
- g. To give children a motive for reading and studying about Brazil

h. To provide functional material for oral and written English

B. Children's Objectives

1. To enjoy the picture
2. To discover answers to questions suggested by the teacher
3. To compare Brazil with Latin-American countries previously studied

C. Activities following the Visual Experience of the Class

1. Background recalled
2. Film discussed informally
3. New vocabulary applied
4. Ideas organized
5. Aroused interest transformed into effort
6. Functioning of work in related fields of present course of study, notably in the field of reading
7. Test of work — Spirit of Pan-Americanism (dramatization)

III. *Desirable Outcomes*

- A. Appreciation of the culture of people of Brazil
- B. Understanding of contributions of Brazil to the world
- C. Accumulation of certain facts about geography of Brazil
- D. Definite growth of power in reading skills of the grade
- E. More meaningful use of other phases of the curriculum
- F. Interest aroused which will carry over into leisure reading

Supervisory objectives were further reinforced by the cooperating principal when outlining the objectives which she and her staff had set up for the larger activity to which the day's program contributed.

Increased impetus was given to supervisory aims by teacher representatives from grades III, IV, and V, who briefly outlined the specific purposes set up for observation of the film and the subsequent follow-up activities at respective grade levels.

The questions which were submitted at the close of the demonstration experience also contributed richly to the supervisory objectives which controlled the entire activity. Many of the questions had been anticipated and met by the director in the preliminary discussion in order to conserve time. As was hopefully anticipated, the questions and related discussion centered around the following predetermined teaching needs:

1. Increased emphasis on the development of a world geography point of view
2. Trends in grade allocation of geography experiences
3. Analysis of the specific learning difficulties inherent in geography concepts and related texts
4. The use of available audio-visual aids in simplifying the teaching-learning situation
5. The possibility of adapting assignments in the field of geography to promote growth along lines of predetermined, individual reading skills
6. The integration of related geography, reading, and language activities

The enthusiastic reactions with which the entire program was received and the request for similar arrangements at other grade levels are convincing proof of the significance of the Democratic-Discussion meeting as a supervisory technique.

Intervisitation as a Supervisory Technique

The enthusiasm with which teachers welcome an opportunity to see excellent teachers at work under conditions similar to their own recommends the value of intervisitation as a supervisory technique. The general supervisor is in a position to know the individual teacher's needs and interests, and to counsel her or her principal concerning situations through which she would derive most inspiration.

Opportunities for such visits might be provided without involving the need for substitute teachers, if principals find it possible to provide for the care of the class of the visiting teacher during the first half of a morning session. On the appointed day, the released teacher might report at a conveniently selected school at eight forty-five o'clock, visit until about the time for morning recess, returning in time to resume her duties in her own classroom immediately following the recess period. Similar arrangements might be made for a teacher during a free period providing the time is favorable for visiting.

It is believed that such a plan would result in increased inspiration and improved instruction for all involved. If initiated, it is recommended that the plan be controlled experimentally under supervisory guidance, with possible later consideration given to the formulation of a schedule for such intervisitation.

Evaluation as an Instrument of Supervision

A technique of major importance as a function of supervision is that of guidance in evaluation of pupil growth. Perhaps the reason that this technique is not more extensively used is because more time is needed to overcome the traditional cleavage which has so long separated the functions of administration, supervision, and teaching. However, acceptance of the basic principle that every child has a right to grow to the limit of his own potentialities implies the correlative that these formerly isolated groups are inseparably interrelated, and interdependent in effecting maximum pupil growth. This basic assumption of growth very desirably shifts attention to the child rather than the teacher.

When this concept of supervision is more widely accepted, evaluation of pupil growth will become a major source of improved instruction with all efforts coordinated to this end. A beginning has been made, but it is believed that the general supervisors must tactfully assume leadership in the following phases of evaluation: Coordinating objectives; assisting teachers in interpreting tests, personal records, and other evidence; helping teachers to profile specific pupil needs in the various areas of growth, as revealed by such evidence; helping teachers to analyze the causes of existing weaknesses; suggesting specific ways of preventing or overcoming pupil weaknesses; and encouraging teachers to appraise continually pupil-growth along lines of identified need.

Increased Use of Pupil-Profile Sheets

It is recommended that increased use be made of simple, teacher-devised profile sheets in the various subjects and areas of growth. These profiles direct teacher attention to individual needs, thereby preventing loss of time through the duplication of activity when satisfactory progress has already been made, thus lifting the level of pupil and class growth.

It is recommended that teachers pass these individual profile sheets to the teacher who is to receive the pupils for the suc-

ceeding year. This record will indicate the growth made by the pupil along lines of specific need during the past year, and enable his new teacher to lose no time in identifying teaching needs and in preventing gaps in the pupil's continuous growth.

The values of such focus on evaluation of continuous pupil growth are obvious and recommend its greater use, not only as a major instrument of general supervision, but by all responsible for the growth status of the child.

BUREAU OF CHILD ACCOUNTING

During the school year the bureau personnel was increased to include the office of juvenile adjustment. Two teachers, a man and a woman, were appointed on a full time basis to carry on the work. Three research assistants, previously assigned to the Department of Educational Investigation and Measurement, were given permanent appointments. The composition of the bureau at present is as follows:

Department of Attendance
 Department of Educational Investigation and Measurement
 Department of Vocational Guidance including
 Division of Employment
 Division of Statistics and Publicity
 Certificating Office
 Juvenile Adjustment
 Supervisor of Licensed Minors

The bureau is a fact-finding agency. It concerns itself chiefly with measurement, guidance, adjustment, and placement.

During the year three general assignments from the office of Chief of Bureau were carried on, as follows:

1. The "Back to School" Publicity Program of the School Committee
2. A Radio Round Table
3. A study of the work of counselors in high schools

THE "BACK TO SCHOOL" PROGRAM

A survey of the twenty-three high and special schools showed that 1,151 students had not returned to school in September. It was to reach the parents of such pupils, all over sixteen years

of age and whose marks were high enough to permit them to be graduated if they returned to school, that the program was projected. The plan was a varied one. All the elements in the community which could reach parents were employed. Cooperation from them all was instant, effective, and deserving of much commendation.

All the Boston newspapers gave much space in articles and editorials. The suburban weeklies added their influence in published editorials exhorting parents to send their children back to school. These articles were published in Polish, Italian, Lithuanian, Jewish, as well as in English.

Over WMEX on four different evenings members of the School Committee, the Superintendent of Public Schools, and the Chief of the Bureau spoke, in this way reaching a wide listening audience.

High school headmasters sent a personal letter to the parents of each of their pupils who had remained away from school. One thousand one hundred fifty-three letters were sent and 936 answers were received. These answers included letters, telephone calls, and personal calls at the school. Many parents expressed pleasure at the interest shown by the school in their children.

These letters were followed up by personal visits by the supervisors of attendance to parents, urging the need and necessity of having their children return to school.

Of the 1,151 high school pupils who did not return, the numbers ranged from two in one school, to 134 in another. At the conclusion of the publicity program a survey was made to obtain the results. They are shown in the following tables:

261	returned to school
55	moved from the city
90	entered the armed forces
17	too ill to return
2	deceased
3	married
2	at home
1	entered religious order
505	remained at work
215	unanswered

1,151

For the purpose of compilation, pupils who could not return to school are not included in computing the percentage of pupils returning to school. These are as follows:

55	moved from the city
90	entered armed forces
17	ill
2	deceased
3	married
2	at home
1	entered religious order

170

This figure reduces the grand total from 1151 to 981. Of this number 261, or 26.6 per cent, returned to school. This is better than one pupil out of every four.

At the beginning of the program it was freely predicted that it would be almost futile to expect boys and girls over sixteen years (the legal age for leaving school) to be drawn away from their high-paying jobs. It is extremely gratifying that one out of every four did see the value of returning to his studies. The primary factor in the non-return of pupils was the high wages they were receiving. Personal calls and letters from parents and students, as well as the follow-up visits made by the supervisors of attendance, showed that except in a few cases of actual need the great majority frankly said that they preferred to take advantage of the chance to get more money than to lose it by sending their children back to school. Many of the older children themselves made their own decision not to return for the same reason.

If in spite of the insistent calls of employers for workers and the high wages offered one out of four pupils saw the value of returning to his studies to get his high school diploma, it would seem that in normal times a program such as this, especially personal letters from the high school headmasters to parents, would bring in a much larger number of pupils.

RADIO ROUND TABLE

As a part of the yearly school radio program, on Tuesday evening, April 17, 1944, over WMEX, members of various

departments discussed the "Human Aspects of the Bureau of Child Accounting." The theme of the discussion was as follows:

Every child is individual and unique; it is the function of the bureau to give special help in the elimination of individual difficulties and in the development of individual talents; therefore, it is the function of each department to be concerned with the proper adjustment of every child in the Boston public schools.

STUDY OF WORK OF HIGH SCHOOL COUNSELORS

The work of counseling is divided into two parts: Educational and vocational. There are certain activities in both types of counseling which are common to all schools, and there are other activities, both educational and vocational, which are peculiar to different schools.

The educational counseling activities common to all high schools are as follows:

I. Interviewing students

1. Failing in studies
2. Planning to leave school for various reasons
3. Irregular in attendance
4. Requiring personality adjustment
5. Requiring assistance concerning health
6. Seniors in danger of not qualifying for diplomas
7. Students appearing for the first time and late entrants
8. Needing advice in the choice of college
9. Requiring program changes
10. Capable of doing better work — bringing accomplishment up to their capacity
11. Needing aid in selection of program of studies
12. About to enter the armed forces

II. Interviewing others

1. Members of Department of Vocational Guidance
2. Headmasters
3. Parents at school and in the home when necessary
4. Social workers
5. Matron
6. School nurse

7. School physician
8. Teachers
9. Attendance supervisor
10. Probation officer
11. Family physician
12. Hospital clinic
13. Scholarship advisor
14. Senior class advisor
15. College representatives
16. Representatives of armed forces and selective service
17. Various departments in the school system
18. Chief of Bureau of Child Accounting and departments of bureau

III. Vocational counseling in the schools is as follows:

1. Giving vocational information
2. Testing vocational aptitudes
3. Teaching class in occupations
4. Instruction concerning special programs
5. Giving talks at assemblies on vocational opportunities
6. Obtaining speakers on vocational opportunities
7. Visiting prospective employers

IV. Placement

1. All part-time placement — Christmas, Post Office, retail store, mothers' helpers, neighborhood stores, farm work, snow shovelers, Boston Clean-Up Campaign, etc.
2. Follow-up on each type
3. Full-time employment in connection with the Department of Vocational Guidance

V. Clerical work done in high schools at various times by counselors

1. Filling out Educational Experience Summary
2. Transcript of records for service men
3. Acting as chairman for records and Z-blank committee
4. Directing preparation of year book

5. Preparing monthly reports for Department of Vocational Guidance
6. Preparing daily record of activities of counselors
7. Reports on full-time and part-time placements
8. Reports on first semester grades at college
9. Keeping cumulative record cards of counselors
10. Care of Welfare Fund
11. Keeping record of permanent and special discharges
12. Checking the academic record of seniors
13. Completing reference forms from business firms, colleges, and schools
14. Making out reports of attendance supervisors
15. Making out No. 320 cards for grades IX, X, XI
16. Radio work
17. Serving as a clearing house for all information of a military nature, such as the workings of the Selective Service Act, opportunities in the various branches of the armed services, physical and mental requirements
18. Checking lists of communicable diseases
19. Recording I. R. (Intelligence Ratio) figures on life cards
20. Applicants for summer review schools
21. Taking charge of tour to Camp Devens
22. Making out biennial report on organization for the state
23. Five year follow-up
24. Taking groups to hospitals for observation
25. Lunch room duties

All counselors did not perform all these duties, but they indicate the type of work counselors have been called upon to do in certain high schools.

The following are some excerpts from letters of the headmasters:

"The pupil response to the early efforts of the department has far exceeded my own anticipation and that of the counselors. The pupils have approached this office freely and in some periods of the day have taxed its capacity."

"In my opinion, the appointment of school counselors in the high schools has been a noteworthy contribution toward the improvement of our secondary school program of education in Boston. The service rendered to the student boys and the assistance given in the general administration of the school have been of the highest value."

"The services of a full-time vocational counselor assigned from the faculty have proved to be of great value. Because it is a full-time position, the incumbent has a continuity of interest and an over-all appreciation of the work which cannot be acquired to such an extent by the part-time counselors."

"We have been privileged to do much good work already. We should like to do more."

"We should like to have trips to economic and historic shrines under the supervision of a teacher. We have always done some of this work but it has been spasmodic and meager instead of being organized along definite lines for specific purposes."

"We should like to give more time to the educational guidance of parents. We do some of that work now. But with the economic system calling more for the efforts of both parents there is need of protecting pupils against neglect, probably self-neglect. At any rate now more than ever we must educate the parents even though we have to call at the home in person to deliver our message."

"Of necessity most of our educational leadership must be offered to class groups. Vocational guidance only to a limited degree lends itself to class instruction. As far as possible time should be allowed for personal contacts and conference. Hence our eagerness to have the work expanded in our school."

"In our school this year in addition to the regular vocational counselor we have part-time counselors. Their services have been of great value especially along the lines of educational guidance in reducing failures by talks and interviews with girls, interviews with parents, and talks with teachers."

"In summing up, I heartily endorse the idea of the full-time counselor. In the case of the large high school I think it would be better to have two full-time counselors rather than one full-time counselor and two part-time counselors."

"The present vocational counseling program as carried on by the two counselors in this school has been highly successful and is of great assistance to the pupils of the school."

SUGGESTIONS OF HEADMASTERS

1. "The work of a full-time counselor could be improved by the assignment of a permanent secretary as much time is consumed gathering statistical information."
2. "There should be a definite period or periods allotted to guidance work. In a crowded curriculum it is difficult to find extra time for counseling."
3. "In the large high school two full-time counselors are better than one full-time and two part-time counselors."
4. "The work should be placed on the same level as the other departments in the high school with the chief counselors to have the rank of head of department."
5. "The guidance service should be extended to include the grammar and intermediate schools and one of its chief aims in those schools should be to guide and direct pupils in their choice of a senior high school."
6. "High schools need a system of aptitude tests comprehensive enough to furnish reliable data about a pupil's abilities and yet not so elaborate as to require increased personnel."
7. "Each counselor should have a private office and a telephone."
8. "Due to the important duties which must be performed and to the opportunities presented to exert a salutary influence on the pupils, it is of paramount importance that the best teachers should be encouraged to enter this field of work."
9. "Development of a course of study to aid in the teaching of occupations, covering such topics as Social Security, Unemployment Compensation, Labor Unions, Labor Laws."

10. "I should like also to stress the increasing value of audio-visual education. This is a phase of training which is only in its incipency. Its possibilities should be watched and its helpful contributions should be taken advantage of."

ATTENDANCE

Like all other large groups, the Department of Attendance has been affected by the war as well as by resignations and deaths. The present personnel consists of a head supervisor and 34 supervisors of attendance.

Twenty-eight supervisors are assigned to attendance districts which comprise from two to four school districts. One supervisor is assigned to the M. Gertrude Godvin School to assist in the prevention and correction of truancy in that school.

It is a well-accepted fact that truancy in early school years leads to behavior problems which often end in delinquency. The supervisors find, among the chief causes of truancy, broken homes, dislike of school, a school subject, or a teacher, and inability to understand instruction because of mental retardation.

The disruption of family life caused by the needs of the armed forces and war industries has resulted in confusion and conflict through the loss of parental control. Visualizing the parental situation as a whole, the attendance staff has been generally successful in correcting a given situation without recourse to the courts; but in the case of mothers who work outside the home adjustment is most difficult, as is demonstrated by the fact that there were 589 trancies because of this reason from the opening of school to May 31, 1944.

In addition to work with truants, three supervisors were periodically assigned to the enforcement of Section 197, Chapter 140, of the General Laws, in the in-town theater district. They were aided in this work by the police and the managers of the theaters.

In each case where pupils were apprehended both school principals and parents were notified. The department is exercising continued vigilance in the matter of instructing parents and children to conform to the law.

Truancy statistics show an increase over last year of 383 individual cases, 2,817 pupils in elementary and intermediate schools, and 1,209 pupils in the secondary schools, making a

total of 4,026 cases. From September 1943 to May 31, 1944, 232 boys of this group were transferred to the M. Gertrude Godvin School. This was an increase of only six over the preceding year.

During the same period 28 boys were committed to the Middlesex County Training School, six more than in the preceding year.

Certificating Office

During the period from September to May, 677 working permits were issued to minors 15 to 16 years of age, compared to 520 for last year or a 30 per cent increase. The headmasters, principals, guidance counselors, teachers, and supervisors of attendance were especially careful in considering the merits of each application before recommending the issuance of the employment permit, which eliminated the issuance of permits to many unqualified applicants.

Trial Board Cases

During the school year 1943-44 the Boston Newsboys Trial Board heard a total of 680 cases, distributed as follows:

(1) *Unlicensed Minors:*

For violation of the regulations with regard to:		
Selling newspapers	210	
Shining shoes	99	
Peddling flowers	4	
	—	313

(2) *Licensed Minors:*

For violation of the regulations with regard to:		
Selling newspapers	26	
Misconduct at school	1	
Truant	1	
Shining shoes	28	
Furnishing artificial bouquets to un-		
licensed minors	1	
	—	57

(3) *Badge Holders:*

Who have failed to return badge when notified to do so (expired)	306
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(4) *Youths over sixteen years and adults:*

Inducing boys of school age to violate the Massachusetts laws by practicing street trades without licenses	4
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Total	680
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Dispositions (At Trial Board)

The disposition of the 680 cases were as follows:

Cases filed	600	(Boy warned; parent instructed in law)
Probation for 1 week	7	
2 weeks	35	
3 weeks	17	(and badge suspended — 1)
4 weeks	9	(and badge suspended — 1)
5 weeks	2	
6 weeks	1	
Badge surrendered by parent,	9	
Total	680	

Written Notice Sent to Parents (Other than Trial Board Summonses)

Violations as follows:

Selling newspapers without a license	144
Selling newspapers without wearing badge in plain sight	8
Shining shoes without a license	59
Shining shoes without wearing badge in plain sight	14
Soliciting taxis for soldiers	2
Total	227

Violations Reported by Police

During the past school year 1

Certification of Minors

LICENSES ISSUED SEPTEMBER 1, 1943, TO AUGUST 31, 1944

Newsboys	Bootblacks	Pedlers	Total
551	493	2	1,046

LICENSES RE-ISSUED

Newsboys	Bootblacks	Pedlers	Total
25	47	—	72

Total	1,118 (at 25c)
Money Received (deposited with Business Manager)	\$279.50
Badges Repaired (no charge)	34

Number of Licenses and Badges

The number of badges in force August 31, 1944, designating boys between twelve and sixteen years of age engaged in their respective street trade while yet attending elementary, intermediate, or high school, was: Bootblacks, 1,349; newsboys, 1,361; pedlers, 16; total, 2,726.

The number of minors licensed from September 1, 1943, to August 31, 1944, was:

	Newsboys	Bootblacks	Pedlers	Total
Public schools	436	397	1	834
Parochial schools	115	96	1	212
Totals	551	493	2	1,046

The School Committee does not issue licenses or badges of any sort to girls to engage in street trades.

Badges are issued to boys between the ages of twelve and sixteen years who attend schools in the City of Boston.

Such badges are of value and remain in force for four years, or until the licensee reaches his sixteenth birthday. The badge then automatically expires and must be returned to the office of the Supervisor of Licensed Minors.

A single charge of twenty-five cents is made for the use of each badge during the period it is in force.

Repairs are made to worn, damaged, or lost parts of the badge during the four-year period, without additional charge.

Visits to Office by Minors

Boys over sixteen returning badges	171
Boys coming alone for licenses — badges granted on first visit	1,098
Boys coming alone for licenses — second visit required due to irregular application cards, no birth certificates, etc.	842
Boys accompanied by others	518
Receiving licenses	279
Required to return due to irregularities	239

EDUCATIONAL INVESTIGATION AND MEASUREMENT

The Department of Educational Investigation and Measurement engages in general in four major activities:

1. Inaugurating and planning city-wide programs of required testing in which standardized achievement and group intelligence tests are used.

2. Suggesting, advising, and planning requested programs of standardized testing in individual schools and classes.

3. Making studies from test results and from other data.

4. Functioning as a psycho-educational clinic for the study of pupils who for any reason are not satisfactorily adjusted in school. The study is, of course, always followed by recom-

mendations purposed to effect adequate adjustment. Each pupil is followed and studied until the school reports satisfactory adjustment.

The required program of achievement testing was administered during the fourth week of September. Diagnostic tests were given in every grade from II through IX (intermediate). Because of the importance of reading and arithmetic in any school program the required testing program concentrated on diagnostic tests in these two subjects. Standardized reading tests were administered in grades II, III, IV, VI, and VIII. Standardized arithmetic tests were administered in grades V, VII, and IX (intermediate). Studies of test results were made for each grade, for each school, and for the city as a whole.

Administration of group intelligence tests was required during the second week of October. The National Intelligence Test was given in grades IV and VI, and the Terman-McNemar Test of Mental Ability in grade VIII of eight-grade schools and grade IX of intermediate schools. These tests were administered by the classroom teachers. They were interpreted by the Department of Educational Investigation and Measurement in terms of mental age, intelligence ratio, and possible achievement grade for each pupil. The results were forwarded to the schools.

Distribution studies of the intelligence ratios in grades IV, VI, and VIII were made for each school district and for the city as a whole. Group distribution studies of mental ages were made for grades IV and VI.

Other programs of group testing, made at the request of principals of schools, were administered throughout the year. Tests in these programs included intelligence tests in high schools and below grade IV, achievement tests in most school subjects in all grades from I to XII, inclusive, and reading readiness tests in kindergarten and grade I.

During the school year 1943-44 approximately 216,000 group achievement tests and 38,000 group intelligence tests were administered throughout the school system.

One of the most important phases of the work of the department has been done in connection with the study of maladjusted children. Over a period of fifteen years more than 17,000 maladjusted pupils have been studied by research members of this department. Previous to the school year 1941-42 the majority of maladjustments were traceable in

great part to faulty school placement. When this was righted, and the cooperation of the parent was secured, much of the trouble disappeared. During the past few years, however, another type of case has been predominant. Because of the working-mother situation, home care and guidance are practically non-existent for many pupils in our schools. Added to this is the feeling of insecurity which has developed in many children because of the actual or expected departure of fathers for war duty. These and other upsetting factors which inevitably accompany present world conditions are resulting in physical incapacity and emotional disturbance which require serious study, skilful direction, and constant follow-up. Frequently such problems have necessitated referral to medical, neurological, or psychiatric clinics. Another situation which is the outgrowth of the war condition is the dearth of opportunity for foster home or educational institutional placement of children who could profit by such treatment.

Because of these conditions members of the department have exerted every effort to interview parents and to impress upon them the necessity of parental care for children and the disastrous results which ensue from neglect of this duty. These efforts on the whole have been successful. In most cases mothers have given up necessary out-of-the-home work or have made better provision for the care of the children during their absences. Hundreds of children have been taken by parents to medical, neurological, and psychiatric clinics for treatment as a result of home and office conferences with members of the department.

Full cooperation with the Department of Educational Investigation and Measurement of all who are concerned with the welfare of children would result in more effective adjustment of pupils throughout the school system.

VOCATIONAL GUIDANCE

The year past has been one of difficulty and challenge. The department has endeavored to be alert to many new problems and has made a contribution toward the solution of many of them. Young people have turned to the department for advice as never before and private employers and government officials have appealed for aid. A spirit of cooperation has prevailed and the department has followed the path of protecting youth and at the same time aiding the

progress of the war. The staff has adapted itself to the many demands and needs as presented and worked closely with the school counselors in surmounting difficulties.

For the second year the department issued three editions of the "Boston Guidance News": in October, January, and April. Each edition contained from seven to ten pages of news accompanied by one or more supplements and an occupational study. The supplements are:

- The latest requirements of schools of nursing in Massachusetts.
- Changes in the Labor Laws of Massachusetts.
- Index of the Boston Guidance News for 1942 and 1943.
- Employment Stabilization Program of the War.
- Manpower Commission.
- Composite Employment Application blank.
- Revision of the requirements for schools of nursing.

The occupational studies were as follows:

- Boston Occupational Study No. 1 — Physical Therapy.
- Boston Occupational Study No. 2 — Occupational Therapy.
- Boston Occupational Study No. 3 — Laboratory Technician.

The following recommendations are suggested:

1. Establish a division of research within the department.
2. Members of the department should be called upon to give courses to undergraduates in The Teachers College of the City of Boston. In-service training courses should be offered from year to year and made compulsory.
3. Revision of qualifications of counselors should be considered.
4. School Document No. 3, 1938, A Guide to the Choice of a Secondary School, should be revised.

DIVISION OF EMPLOYMENT

This year the follow-up work of the seniors in non-war work was completed with the cooperation of the members of the Department of Vocational Guidance.

The purpose of this follow-up was to furnish the headmasters with a basis for the recommendation for diplomas and also to ascertain the quality of the work of the seniors under actual working conditions. In the spring of 1943 the follow-up of this group was done by the coordinators. This caused confusion, as many students were checked by two counselors, and the employers were annoyed.

In January at a meeting of the coordinators it was agreed that they would follow-up the male "war workers." There were 246 in this group.

All girls and the male "non-war workers" were left to the Department of Vocational Guidance. The salesmanship pupils were checked by their respective teachers.

A careful follow-up of this group was needed to see that the pupil was on the job and that progress was being made. Form No. 48 was used as a basis for the report, and this card was returned to the respective headmasters with a record of the seniors' progress. It included four items: *Kind of work, wage, attendance, achievement*. The counselor in each high school sent the cards to the Head of the Division of Employment and in that office they were sorted and assigned to various members of the staff. Duplication was prevented by this method, as one counselor checked the cards from all the high schools for a particular firm.

Firms which employed large numbers of seniors were checked from lists prepared by the Head of the Division of Employment. Two reports were obtained on each senior placed before April 10.

SUMMARY FROM FEBRUARY 1 TO APRIL 27, 1944

1160 seniors were followed-up by the Central Office staff

571 firms were contacted (letter or telephone)

203 visits were made to firms

62 per cent of the students were placed by the school department

35 per cent found their own jobs

3 per cent were placed by the United States Employment Service

This is as it should be. The counselors in the schools know their pupils, their potentialities, and their probability of success and, therefore, one would expect this large number to be placed by the school department. This service has been given to the school children of Boston since the department was established nearly thirty years ago.

SUMMARY OF SENIORS AT WORK FROM FEBRUARY 1 TO JUNE 1, 1944

I. During these four months

2,760 students at work in 21 of our high schools

1,079 boys, 39 per cent of the group

1,681 girls, 61 per cent of the group

II. Kind of Work:

423 boys, 39 per cent of the group (1,079) were in war work.

		PER CENT
February	227	54
March	86	20
April	28	7
May	82	19
	<u>423</u>	<u>39</u>

656 boys, 61 per cent were in non-war work.

358 girls, 21 per cent of the group (1,681) were in war work.

1,323 girls, 79 per cent were in non-war work.

III. Placements made by:

	TOTALS	PER CENT
Department of Vocational Guidance	1,409	51
Students	1,210	44
Coordinators	72	3
United States Employment Service	69	2
	<u>2,760</u>	<u>100</u>
Totals		

The percentage dropped in May as a large number of boys went into non-war work as follows:

Public Latin School	124
High School of Commerce	82
	<u>206</u>

Many of these boys went to work for their fathers and the jobs are of the "stop gap" variety for many planned to enter various branches of the armed service, such as the A-12 and V-12, on July 1.

ACTIVITIES OF THE HEAD OF THE DIVISION OF EMPLOYMENT
SEPTEMBER 7, 1943, TO JUNE 26, 1944

Personal interviews with pupils	335
Other pupil contacts: letter, telephone	62
Employment visits	174
Employers on telephone	514
Schools visited	14
Interviews with school officials	38
Conferences with others	330
Bureau conferences	6
Staff conferences	18

DIVISION OF STATISTICS AND PUBLICITY

Statistics

The following statistical work has been completed by the division since November 15, 1943:

1. Annual Statistics of the Boston Public Schools, School Document No. 9, 1943. Publication of this document was supervised by the Division of Statistics and Publicity, which assumed responsibility for compiling, checking, and tabulating the major portion of the contents and checking all proof. During the year monthly reports of headmasters and principals were checked and compilations and tabulations prepared for the 1944 report.

2. Report on average attendance for the fiscal year was prepared for the Business Manager.

3. Special statistical reports were prepared and questionnaires filled out at the request of the Superintendent for the superintendents of schools of Los Angeles and of Detroit; for the Secretary of the School Committee, Providence, R. I.; and for the Federal Bureau of Education.

4. Tables and charts on population trends in sections of the city, in school districts, and in parochial schools were prepared or brought up to date.

5. Monthly tabulations of membership by schools were prepared.

6. A tabulation of teachers by grades and subjects was prepared on request of the Superintendent.

7. Report on average daily attendance, enrollment, and number of temporary and permanent teachers, by schools and school districts, was prepared for the Superintendent.

8. Various statistical reports were also prepared for the Division of Employment, Department of Educational Investigation and Measurement, and the School Survey Committee.

Research Studies

1. A survey was made on request of the Boston Housing Authority to determine to what extent school costs have been increased by the influx of war workers to war housing projects.

2. A report was prepared for the Superintendent to show what percentage of the total revenue of the City of Boston has been expended by the school department over a period of years.

3. A master organization flow chart of the Boston school department and similar charts of all types of schools in the department were prepared.

Redistricting and Reorganization of School Districts

1. Surveys contemplating the immediate reorganization and redistricting of specific elementary and intermediate school districts with a view to increased efficiency in administration and operation were undertaken beginning in January. Charts, maps, and statistical material were prepared and brought up to date in preparation for this work, in which the following factors were considered:

- (a) Population trends in the city, in the public schools, and in parochial schools
- (b) Character of various sections of city
- (c) Vital statistics — live births, etc., 1939-44.
- (d) Plans of city, state, and federal agencies affecting Boston in the future
- (e) Present status of school buildings: age, location, number and adaptability of rooms, seating capacity, lavatory facilities, shop facilities, assembly hall, cafeteria facilities, and yard space
- (f) Traffic hazards
- (g) Ages and grades of pupils
- (h) Walking or traveling distances of pupils

2. During the year surveys of the following districts were completed and recommendations made with complete details for working out suggested plans:

(a) Blackinton-John Cheverus District (East Boston). Recommendation: Abandonment of the Paul Jones and the Blackinton school buildings; possible combination of the Blackinton-John Cheverus and Emerson Districts.

(b) Samuel Adams District (East Boston). Recommendation: Abandonment of Plummer school building and distribution of pupils to the two remaining school buildings in the district according to suggested change of boundary lines.

(c) Emerson District (East Boston). No recommendation for changes this year.

(d) A redistricting study of the South End of Boston, involving the Abraham Lincoln, Dwight, Everett, Franklin, Hyde, Quincy, and Rice Districts. Recommendations: Abandonment of the Wait and Franklin school buildings; the transfer of pupils of the Wait School to the Abraham Lincoln School; the addition of the John J. Williams School of the Franklin District to the Rice District in order to divide the area formerly served by the Franklin School; and the consolidation of the Dwight and Everett Districts or the division of the Everett District between the Dwight and Hyde Districts. No changes were recommended in the present organization of the Quincy District.

3. Background material has been prepared and preliminary studies made for survey in the following schools and districts during 1944-45:

Brighton:	Thomas Gardner and Bennett Districts
Charlestown:	Frothingham School, Harvard and Warren Districts, with particular reference to the Nahum Chapin, Samuel Dexter, Prescott, and B. F. Tweed Schools
City Proper:	Eliot-Hancock and Wendell Phillips Districts and Michelangelo School
Dorchester:	Gilbert Stuart, Robert Treat Paine, Roger Wolcott, and William E. Russell Districts
Hyde Park:	James J. Chittick and Edmund P. Tileston Districts
Roxbury:	Dearborn and Dillaway Districts
South Boston:	Oliver Hazard Perry District

Publicity

Despite the lack of space because of vital war news and shortage of newsprint, since December Boston newspapers have given to school department activities 3,662 column inches of reading material exclusive of headlines. Two hundred three photographs, including eight half-page lay-outs and one full color page, also appeared in all Boston papers. Other material — feature, news and photographic — appeared in editions of the daily newspapers which do not reach this office.

During the month of March, in which the largest amount of school publicity appeared, 127 news items comprising 901 column inches of reading material, exclusive of headlines, and 45 photographs were recorded by this office from those editions which were received. This comprised sufficient mate-

rial to fill one entire 10-page edition of the full size, eight-column daily newspaper without advertising, or a 24-page edition with advertising.

This wide publicity, remarkable for these difficult times, is accounted for by the frequent news releases, photo memorandums, and telephone leads from this office, and personal visits to the newspapers by the acting head of division.

Frequent releases were also sent to weekly and foreign language newspapers concerning school events of city-wide interest. Publicity contacts between the district schools and the weeklies serving their areas were strengthened and arrangements made for direct release from the individual schools. A complete program to guarantee maximum school coverage for weekly and foreign language newspapers will be operative in the fall.

Homefront Highlights

The task of planning and editing a monthly news publication, called "Homefront Highlights," which the School Committee authorized in February to be sent to school department personnel in the armed services, was assigned to the acting head of the Division of Statistics and Publicity.

A four-page, four-column newspaper of tabloid size was planned, and editions were published in April, May, and June. Contents included school news and selected items believed to be of interest to those for whom the publication was planned. Copies were sent to all school personnel on military leave, to every school and department, to heads of school department organizations, and to school departments of other cities with which exchanges are being made.

Publicity Committee

In order to facilitate the gathering of news both for general release to daily and weekly newspapers and for inclusion in Homefront Highlights, a publicity committee was established with a representative in each school building. As a result excellent contact was maintained between this office and the various schools, contact which has been reflected in the large amount of space given to school activities and events by the local press. It is planned to hold several meetings next year with this committee to present aims and methods of the publicity program of the school department.

Listing of School Personnel in Military Service

In connection with the publication and distribution of Homefront Highlights, all information concerning school personnel in military service was made a responsibility of the Division of Statistics and Publicity. In three months all addresses and ranks have been checked and one hundred twenty-five changes made.

The Acting Head of Division

1. Edited Homefront Highlights, official school department publication for personnel in the armed services.
2. Prepared scripts for broadcasts of the Bureau of Child Accounting and the Board of Superintendents.
3. Attended 16 meetings, 147 conferences, and made 147 visits.

JUVENILE ADJUSTMENT

The Bureau of Child Accounting, like similar units for child study and adjustment which have been created in most of the large cities of the country, recognizes the fact that the effectiveness of each guidance or adjustment service may be fully realized only through the close coordination of all agencies dealing with the child.

That is the goal toward which the Bureau of Child Accounting is working. It is a goal which cannot be attained immediately, embracing as it does the interrelationship of most of the special services of the school system. But it is a goal which must be reached if the bureau is to meet its accountability to the parents for the fullest possible adjustment or happy growth and development of their children.

It must not be thought that the service of the bureau is entirely or primarily for the seriously maladjusted child. It is the coordinating unit through which the school system attempts to give help with a great variety of problems which have to do with the optimum growth of the child into a happy, well-adjusted, and productive citizen. The problems may be the normal ones of need for vocational guidance or placement, or they may be the problems of truancy, or of educational or social maladjustment. Whatever the problems may be the staff members of the bureau are deeply concerned about such problems and the conditions which cause them.

This concern may be stated in general terms as follows:

1. *Discovery: Finding the child in need of help.* This does not consist of a passive waiting for problems to become evident, nor a waiting for referrals after difficulty has arisen. This must be an active, planned endeavor of the bureau, directed toward the end that no child shall suffer unnecessary maladjustment or failure to reach his fullest potentialities of educational, physical, spiritual, or social growth through failure actively to search out any factors in him or in his environment which may impede or obstruct such growth.

2. *Referral: Seeing that the child's need is brought to the attention of proper sources of help.* The responsibility of the bureau includes every way of facilitating processes by which the pupil is brought in touch with diagnostic, adjustive, and special educative procedures as soon as possible in the course of his deviation from the normal line of progress in growth and development.

3. *Analysis and Understanding the Problem: Trying to find out just what sort of help is needed.* The greatest fault in consideration of maladjusted children has not been failure to make any attempt to analyze their problems; it has been a one-sided analysis of those problems. It has been the sort of process where workers would try to understand a failing student merely on the basis of an intelligence test; or try to correct a behavior problem child without knowing anything about his mental level, physical condition, or personality or environmental handicaps. Such one-sided diagnosis can be of serious harm to the child. In the interrelated clinical study, possible through the bureau, this danger is removed and a truer understanding, a more adequate basis for treatment of the child's difficulties is achieved.

4. *Treatment: Giving the needed help.* Within the bureau setting corrective help can be as properly broad phased as the diagnosis. Each department can contribute its proper share of help and all together can do much more than all could do apart. Continuing treatment can be referred to the school, to one of the special education units, or to some community resource.

5. *A Better Service to the School Child of Tomorrow* should be an important result of the treatment of the maladjusted child of today. From the implications of the causes of his difficulties, the nature of his difficulties, and the success or failure in adjusting them, school officials should be learning

ways to prevent the development of many other problem children, or problems for children in years to come, while developing more efficacious treatment measures for those whom we are trying to serve today.

During the past year continued progress has been made toward these goals. Discussions in bureau staff meetings have emphasized the many aspects in which the work of the various departments are related. The bureau has made beginnings toward the actual cooperative functioning for which it was formed. At times progress in this direction has been relatively slow but this should be expected. Every city which has formed a unit has gone through a period during which various impediments and resistances to cooperative functioning slowed down progress toward that end.

Happily, however, the period of slow beginning is now passing and there are many evidences of acceleration and accentuation of cooperative bureau work in the near future. Because of the close relationship of their work an effort must be made to develop closer working relationships with the Department of School Hygiene, the Department of Special Classes, and the various other units for special education.

One of the most significant developments of the past year was the advent of the juvenile adjustment service to the bureau. That aspect of the juvenile adjustment service which is expressed in work with individual children increases the opportunity to help the maladjusted child; *i. e.*, the need for adjustment service to children who were primarily personality or behavior problems. Up to this point the bureau has been able to help only a partial number of this large group of troublesome and troubled children.

That there was need for this aspect of the juvenile adjustment work was clearly demonstrated by the great number of children referred for help despite the fact that efforts were made to avoid getting overloaded with cases at this time. In all, over two hundred boys and girls were referred in the few months since the inception of the service. There are fairly clear indications that total yearly referrals of pupils to this service will number about two thousand a year as soon as the principals and masters know that the adjustment service is ready to receive them.

Visits to date have shown but one principal who felt that there would be no cases from that school district needing the

services of the adjustment workers. On the other hand, another principal said that he had 40 cases to present for immediate attention. Referrals have also come from parents, members of the clergy, members of the Board of Superintendents, members of the School Committee, social agencies, the police, probation officers, parochial schools, and others.

From conferences with the principals, from an analysis of the implications of the cases studied, and from a general survey of the situation, it becomes increasingly clear that there is need for greater attention to a child guidance of the maladjusted pupil. There is need for a greater development of the process which will result in a complete and coordinated study of the problems of the individual child, in all their interrelated aspects, mental, physical, emotional, personality, and social.

There is need of greater coordination of effort which will help eliminate duplication, or unawareness of some other aspects of the child's problem. There is need for further utilization of every school or outside agency which might be indicated as desirable or necessary in terms of the child's needs.

Help to the individual maladjusted child is an important part, but actually only a part of the work of the office of juvenile adjustment. There are other duties which fit into the total picture of the adjustment service. A statement of these follows:

1. To coordinate all types of expert services around the child.
2. To complement the work of the other departments and divisions in the bureau.
3. To develop a fuller use of community resources and social agencies in the control of maladjustment.
4. To make contacts and cooperative working arrangements with the police and courts whenever desirable and useful.
5. To establish similar relationships with the clinics of the city when their services can be of assistance.
6. To make investigations, studies, surveys, and research into the causes of maladjustment situations upon which to base a long term plan for better adjustment services for the schools.
7. To maintain a clearing house of information on problems of maladjustment and delinquency by compiling and collecting facts, figures, and general information about

such conditions, and have them immediately available for use by the officers of the school system.

8. To visit the schools in order to discuss with the principals pupil maladjustment in general, and local school district problems in particular; to have an interchange of ideas on the subject with them; to seek to arouse interest in such problems; to give an increased understanding of the special adjustment services of the bureau; and particularly to develop an increase in the desire on the part of the principals and schools to have recourse to such services as the bureau offers.
9. To plan and develop a set of record forms for data pertaining to maladjustment which will serve as a central file or recruiting device to enable one school service to know when another has been or is currently active. This together with the development of a process of "clearance" among school service departments will serve to eliminate duplication of effort, promote and make possible cooperation and integration of service.

BOARD OF EXAMINERS

Entrance Examinations

The effect of war on teaching careers is clearly shown in the falling off of numbers at the regular certificate examinations. During the years 1919 to 1924 it was not unusual to have about 900 candidates at the regular certificate examinations. Added educational requirements gradually lowered the number to 700 yearly and the residence restriction in 1933 reduced it still more. The average number of candidates from 1932 to 1937 was 600; from 1938 to 1941, 580. In 1942 the number dropped to 323; in 1943, to 255.

One hundred seventy-five of the two hundred fifty-five candidates of August-September 1943 were certificated. Of this number seventeen were teachers in service seeking qualifying certificates for promotion within the service.

The percentage of success for those seeking initial certificates was 63.

The war has reduced the numbers seeking temporary certification in May of each year. In 1938 there were 570 candidates; in 1939, 378; in 1941, 274; in 1942, 197; in 1943, 123; in 1944, 68.

Examinations for admission to the Graduate Department of The Teachers College of the City of Boston are held annually in May. Since 1930, when this examination was first offered, and including 1944, 200 have been admitted to this course. In May 1944 no candidates appeared.

Retraining courses were conducted during the year in Health Education, Radio Education, and United States History. The final examinations were conducted by the Board of Examiners in May. Twenty-one teachers passed the examinations in Health Education, 18 in Radio Education, and 7 in United States History. These teachers are thus qualified to teach an additional subject under their present certificate.

Admission to the undergraduate course in The Teachers College of the City of Boston in 1944, as in 1943, was determined by the candidate's complete high school record and a personal interview. For the past six years the following numbers qualified for admission:

YEAR	NUMBER
1939	28
1940	40
1941	54
1942	40
1943	112
1944	95

Eight candidates presented themselves on May 6 for examination for admission to the Training School for Teachers of Mechanic Arts. Seven were admitted.

The numbers seeking admission to the Latin schools increased in June 1944. Five hundred were admitted to the Public Latin School (Grade VII, 345; Grade IX, 155). Three hundred thirty-nine were admitted to the Girls' Latin School (Grade VII, 225; Grade IX, 114). Further admissions will be made in September.

Ratings for Promotion

The following ratings of teachers for promotion within the service were completed:

	NUMBER OF CANDIDATES
Assistant Director of Penmanship	11
Master, Boston Trade High School	11
Head of Department, Science	20
Shop Foreman, Department of Manual Arts	24

In the rating for Shop Foreman, one candidate was unable to complete his rating because of absence in the armed forces.

Policy Concerning Teachers in the Armed Forces

On recommendation of the Board of Examiners, and with the approval of the Board of Superintendents and the School Committee, the following policy concerning teachers in the armed forces was adopted:

1. Admit to the Promotional Ratings teachers in the armed forces.
2. Count as continuous teaching experience time spent in the armed forces.
3. Make due allowance in the Promotional Ratings for adjustment of credits in favor of the candidate when absence in the armed forces resulted in loss of opportunity to earn credit.
4. Permit teacher in the armed forces unable to give the required teaching demonstration because of absence from the country, etc., to complete his rating at any time during the life of the list.

The following policy was extended to candidates for permanent certificates:

1. Permanent and temporary teachers in the armed forces whose names are reached on their respective eligible lists shall be appointed forthwith to the first vacancy.
2. Permanent and temporary teachers whose certificates expire while they are in the armed forces shall have their certificates extended until such teachers shall have had an opportunity to take a new examination and receive a new rating on said eligible lists.
3. Teachers formerly in temporary service, now in the armed forces, should not be penalized for loss of teaching experience while in the armed forces. Upon their return, an adjustment should be made in the experience requirement, allowing credit for time spent in the armed forces.

Statistics

For the various examinations of the school year 1943-44 the Board of Examiners supervised the preparation of 250 different examination papers.

Counting admissions to special schools, promotional ratings, ratings for the managership of centers in the Department of

the Extended Use of Public Schools, and candidates for various certificates, the Board of Examiners dealt with approximately 1,400 individuals.

PRACTICE AND TRAINING

During the current year the Department of Practice and Training consisted of one director and four assistant directors. The fifth assistant director was transferred to The Teachers College of the City of Boston at the close of the previous school year. It was thought possible, because of the decreased high school numbers, that the department might be able to carry on efficiently without a replacement during the war emergency. Experience this year has proved conclusively that the war and decreasing numbers instead of lessening the supervisors' burdens have increased them. It will no longer be possible to carry on the work of the department efficiently with a reduced force. Some provision should be made at once to fill the vacancy.

The Department of Practice and Training, besides a decrease in its supervisory personnel, has also labored under two other burdens: (1) the problems brought upon it by the war; and (2) the problem which came into being with the closing out of classes in The Teachers College of the City of Boston for a period of several years. Of the two problems, the latter is more serious.

The Department of Practice and Training has been able to function efficiently over a period of many years because of the fact that the Teachers College was the main source of teacher supply for the city. In that institution teachers were trained with the schools of the city in mind. Experienced educators need not be told that the teaching problems of a metropolitan school system are very different from the teaching problems of training institutions that have to prepare for diverse teaching situations, which may range from the most exclusive private school type to the rural school type. The Teachers College of the City of Boston did not have either of these situations to face. Their graduates were trained to meet the needs of urban and suburban public schools. Their observation of teaching practice was obtained within the city limits.

When decreasing numbers of pupils and an industrial economy that was run under depression limitations diminished the number of permanent appointments open to teachers

within the City of Boston, the movement to limit the classes in the Teachers College and finally to close them out temporarily brought a shortage of available substitute and temporary material. One of the difficult tasks of the department has been to prove that there is no connection between the number of names which appear in eligible and temporary documents, and the number of persons who are actually available for substitute and temporary service. It is a safe statement to make that most of the people on the permanent high school lists are already permanently appointed teachers of the City of Boston, waiting for promotion. Few people on the eligible lists, other than groups from the Teachers College, are available for temporary service. As a result of the policy established by the School Committee in regard to the Teachers College, there will be in 1945 a class of elementary school students solely; in 1946, a class of elementary school students solely. Unless some change is made in the policy there will be in the following years elementary teachers only, with no provision for intermediate schools and, therefore, no provision for senior high schools other than the limited number who are admitted to the Master's Course from local colleges.

This policy, if carried out for a longer time, is going to handicap seriously both the intermediate schools and the senior high schools in the course of a few years. It is going to provide eventually an excess of elementary teachers — but there is no need to worry about an excess of elementary teachers at the present time. However, there is a serious reduction in our trained intermediate and senior high school personnel. Another two years will find us seriously handicapped with no prospect of assistance in sight from the Teachers College.

It is recommended, therefore, that before the shortage becomes acute and before the problem really becomes critical some provision be made to allocate some of the undergraduate students to intermediate school fields. Excess teachers will vanish as soon as the war economy ends.

It is evident that many of the excesses on the lists are the result of the old law of supply and demand. Teachers tend to rush into lists where appointments are possible and prompt. The commercial list of some years past was an excellent example of this. Some control should be used to limit the number of students entering any one field. A closer cooperation between the Teachers College and the Department of Practice and

Training would seem to be the answer to some of these excesses and deficiencies; *e. g.*, at the present moment the Special Class list is practically non-existent. No teachers have been added to that list in the past several years. This constitutes a difficult problem for the department. It was impossible to fill calls for Special Class short term substitutes during the past year. It will be equally impossible in the opening school year. It may also happen that the department will not be able to care for all long term calls. Yet the Special Class children of the city are deserving of well-trained, young teachers.

It is important also that the department build up from among the other local colleges an interest in the Boston public school system, and a desire to enter it. It is recommended, therefore, that some plan of closer cooperation with the local colleges be worked out in the near future.

A problem of teacher shortage has resulted from the demands of the war. All the young men, physically fit and of military age, have been stripped from the temporary lists. Few are left to care for the demands of all-boys' classes of intermediate schools, or for other classes where for some reason or other a man is necessary to the organization. Added to this has been the problem forced upon the schools by permanently appointed women teachers who have left the classrooms for work with the armed forces, or with the Red Cross. While some of these teachers have been easily tempted out of the classroom because they really were not completely adapted to teaching work, some others have been good teachers whose classes have suffered a serious loss by their absence. The most difficult part for the schools, the children, and the department to bear is that these regular teachers have obtained a leave of absence which does not permit the Superintendent to appoint a regular teacher in the place of the absent one, and leaves the program for a period of some years in the hands of a beginning teacher, or of a preoccupied married one.

The situation would not be so serious if sufficient candidates were available for permanent service to fill these places. The supervisors of the department could keep in touch with such young teachers at all times. A major difficulty has been the fact that there is not a sufficient supply of young teachers. Those who should at the present time be training in our schools have left chiefly for government clerical service, and for a scattering of defense and business positions. The salary of

the temporary teachers of the Boston public schools cannot compete with the high salaries offered by Federal Civil Service. As a result instead of sending to principals who ask for temporary and substitute teachers candidates who are in training for service the department has been obliged to recruit the staff from married women who either taught in the Boston public schools prior to their marriage, or in some other school system.

The department is grateful to the married women for their services. It would have been impossible to carry on in some schools without them. It cannot be said, however, that the quality of service which they render is comparable on the whole to that of even the weakest candidate who hopes to become a part of the Boston school system. These married teachers are of all sorts — good, bad, and indifferent. They are no better than they were prior to their marriage, and frequently they are not so good. They lack interest in planning and preparation. They resent being asked to keep written plans of a day's work. They will take short assignments, for which they have no responsibility for pupil progress, and refuse longer assignments for which they are held responsible for marks, progress, and results. This is perfectly natural. It is not a criticism of the married woman. It is simply a recognition that teaching with her is a secondary affair. Many of them were brought back to the service by a feeling of patriotism and a desire to serve in the field for which they were trained. They make no pretense of wanting to remain in the service after the war emergency is over. With them, their homes and their children come first. It seems that this is always going to be the problem of the schools with the married teacher who is not solely dependent upon her own resources.

For emergency day work, which is a most difficult problem, the department will have to rely upon the married teacher, not only for the war emergency period, but for some years after its end.

It is necessary, therefore, for this department to make some plans to offer refresher courses to such married women as may be interested in returning to service. After consultation with a great many of the married teachers, it seems best to offer such courses during the school year in local school buildings during school hours. The married teacher, or the prospective married teacher, frankly admits that at the end of the school day

she must get home to her household duties and her children. She cannot give up Saturday mornings to educational courses. Evenings seem also to be a problem, especially in these days of staggered work hours. The one solution that seems to be at all feasible is to offer refresher courses early in the autumn to interested married women with teacher background. The department, therefore, has made tentative plans to see what force can be built up, through these refresher courses, to take over emergency work which will develop during the epidemic months of January, February, and March.

The director and the supervisors of the department have felt during this present school year, in spite of the trying situation, that it has not been a year of complete lack of progress. The department has now lived through a longer war period than at any time in its history. It has carried on under circumstances which it never had to confront before. It has had to compete against wages which are out of all proportion to the value of the work. Nevertheless, it has built up a small corps of young persons who may be able to tide over the years just ahead. The unit planning, long term and short, which the department inaugurated several years ago, has been more carefully developed. Its rating scales have been further refined. Its methods of procedure in assignment are still followed so far as possible. Unit planning, scales, and procedures are all ready to be turned over to the printer when the end of the war seems to be in sight.

The present emergency, therefore, cannot be counted a complete loss for the department. It has shown us how strong supervisory procedures have been, and how adequate has been the work which the supervisors have done. Under all the strain of the emergency the personnel and procedures have held without breaking.

KINDERGARTEN

Statistical Data

Teachers on two sessions	112
Teachers on one session	137
	249
Total number of teachers in the department	249
Resignations and retirements during the school year	11
Teachers on leave from the department	4
(1 to Department of Educational Investigation and Measurement — 1 to WACs — 1 to SPARs — 1 to Red Cross, overseas service.)	



The Kindergartens Send Easter Gifts to Hospitalized Children

Kindergarten equipments	181
Kindergartens on two-session basis	82
Number of kindergartens operating on one-teacher basis	165
Number of kindergartens operating on two-teacher basis	98
Total number of kindergarten classes	263
Total enrollment	7,500
Visits to homes by kindergarten teachers	*11,827
Attendance at mothers' meetings	*13,818
Kindergartens are housed in 155 school buildings belonging to 62 school districts.	

* Decrease in the number of home visits and attendance at mothers' meetings is due to a larger number of teachers serving on a five-hour schedule.

Teacher Conferences

The monthly conferences of the department centered around pertinent and vital professional interests of the teachers. The subjects and speakers were:

"Social Conditions Affecting the Lives of Little Children Today."

Mrs. Eva Whiting White, President, Women's Educational and Industrial Union.

"Christmas Festivals." Miss Lorraine Benner, Wheelock College.

"Modeling with Clay and Plasticine." Ralph Rosenthal, Department of Manual Arts, Boston public schools.

"Science Experiences and Experiments with Young Children."

Miss Katherine E. Hill, Wheelock College.

"The Development of Reading Readiness Through Language Games."

Miss Ruth A. Bulger, Department of Kindergartens, Boston public schools.

Junior Red Cross. Mrs. Reginald Parker.

Community Services

Two community services have become traditional. At Christmas the kindergarten teachers send festive gifts to young children in hospitals during the holiday season, through the Welfare Club of The Teachers College of the City of Boston. Again at Easter the kindergarten children make gifts attractively packaged by the teachers in gaily decorated boxes, baskets, and carts, to be distributed through the Junior Red Cross to youthful patients in twelve hospitals throughout the city. In all, 157 boxes were delivered this year. The letters of gratitude received show real appreciation of the time, effort,

and money so generously expended on both projects, and in these times of war shortage of hospital personnel the gifts are a great help in entertaining, comforting, and cheering the children and generally maintaining morale.

The spring bulletin of the Junior Red Cross published this appreciative comment:

"Spring comes to the Junior Department each year through the *kindergartens*. One hundred fifty-seven classes made boxes, baskets, doll houses, and theatres, and filled them with their clever work. They were assembled in the Junior office just before Easter and were admired by many visitors. The members of the Volunteer Motor Corps took them to the hospitals where the hats, purses, bracelets, and toys of all kinds were given to the young patients on Easter morning.

"The following hospitals received the boxes:

"Carney Hospital, Children's Hospital, City Hospital, Community Health, House of the Good Samaritan, Home for Incurables, New England Home for Little Wanderers, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, Robert Breck Brigham Hospital."

A recent letter read: "May I express the appreciation of the hospital and of the children for the Easter gifts you sent them from the kindergartens. We have had to give up Easter parties this year and we feared we would not be able to do anything for the children. We are, therefore, delighted that they will be remembered at this season. Thinking of other people is certainly a fundamental part of democracy, and the kindness of the children and you toward those who are sick and in need of being cheered proves that the spirit of Easter is a living thing."

Curriculum Committee

A committee composed of teachers of the department has been working with the director throughout the year on the development of the language arts section of a new kindergarten curriculum. They have worked conscientiously and well and it is expected that this section of the program will be ready in tentative form early in the new school year.

Educational Procedure in Kindergarten and Grade I

Admission to grade I whether the child has attended kindergarten or not should be on the basis of readiness to undertake

that work with a reasonable degree of success. Admission by chronological age will place children who mature slowly in failing situations with results which will prove detrimental to normal progress. Children who enter grade I without kindergarten training should, if necessary, be placed in kindergartens or in pre-primary groups until ready for grade I. Children who enter kindergarten but fail to develop sufficiently for successful work in grade I should likewise be given further training in either kindergarten or in pre-primary classes. The tendency to lower the entrance age to kindergarten or grade I will in all probability accentuate the number of failures unless specific provision is made for a broad program of classification based on the individual needs of the child.

SCHOOL HYGIENE

Personnel

Several of the personnel of the department are serving with the armed forces of our country. There is a distinct shortage of school nurses for temporary substituting service. Through a method of reassignment of school nurses it has been possible to render nursing service which has been mostly satisfactory although far from ideal. Inasmuch as adequate nursing service is necessary for the correction of remedial physical defects, the scarcity of trained school nurses lowers this function of the department considerably.

Physical Examinations

A new development of great value to the health of the high school boy was a much more complete physical examination. This program was made possible by an extra appropriation for this work which was recommended to the School Committee by the Board of Apportionment.

Due to the limited funds available all boys' high schools did not receive the full benefit of the program. The results proved well worth the time and expense involved. With the aid of several high school coaches and physical education teachers a splendid plan for these physical examinations was evolved. A brief outline was sent to each parent (relative to the boy's past medical history) to be filled in by the parent including all diseases that it was known that the student had had as well as all accidents, present diseases if known, and the opinion of the parents of the boy's general health and strength. In many

cases these medical histories led to the detection of diseases and conditions which would otherwise not be discovered. It proved that it is dangerous to pronounce a boy physically fit for a strenuous physical education program without such information.

A considerable number of high school boys presented a very rapid heart action. From a physical education standpoint these boys were not ready for the intensive program conducted by that department and they were accordingly brought along gradually until their pulse assumed a normal rate. While the rapid pulse may have been due to other causes than that of poor heart muscle tone they were considered as a group to be in a not-sufficiently-good condition for such a program.

Disabling disabilities occurred in the following proportion among 299 boys examined in one high school where the work was carefully done:

Ankylosis of Elbow	2	Limitation External Rotation	
Artificial Eye	1	Feet	1
Atrophy — Arm	1	Malnutrition	4
Cardiac Murmur	3	Nephrectomy with symptoms	
Deformity of Chest	3	of Disturbed Function	1
Deformity Femur (Old com-		Otitis Media	8
pound fracture)	1	Pan-Sinusitis	1
Deformity Ulnar	1	Paralysis — Muscles of Arm	
Diabetes Mellitus	2	and Leg (Old Infantile Par-	
Flail Joint Elbow	1	alysis)	1
Flat Feet	1	Scoliosis	1
Fracture (Old) Base Skull	1	Severed Achilles Tendon with	
Fracture (Old) Os Calcis	1	some Loss of Function	1
Hearing — Very Defective	1	Shortening of Femur with	
Hernia (Inguinal)	1	Spasm of Muscles of other	
Hydrocele	1	Calf	1
Ingrown Toe Nail	1	Syncope (Unknown Cause)	1
		Vision — Very Poor	5

Many more or less temporary pathological conditions were found among this group of 299 boys which limited their physical education activities such as:

Adenitis	1	Immaturity	33
Appendix Scar	13	Mastoid (Double) Post Op-	
Bronchitis	13	erative	4
Cardiac Irregularity	2	Mastoid (Single) Post Oper-	
Cardiac, prolonged Systole	1	ative	1
Cardiac, Rapid Action	18	Moderate Hallux Valgus with	
Constipation	3	Local Inflammation	6
Feet — Pronated	1	Obesity	3
Fracture Left Wrist (Colle's) ,	1	Ringworm of Feet	1
Furunculosis	1	Tonsils — Defective	1

Boys suffering from chronic ear conditions with a history of periodic discharge were excluded from the swimming program.

Boys with hernia or hydrocele did not participate in exercises that would aggravate these conditions. Those with little or no vision in one eye or had suffered the loss of an eye were not permitted to engage in exercises or physical contests that might injure the remaining good eye. Boys with poor vision did not engage in sports where good vision was necessary to prevent bodily injury. Boys who were crippled were placed on a program suited to their disability.

In general the boy's physical condition and strength was the determining factor as to his physical education program.

In instances where remedial physical defects were found a notice was sent to the parents with the hope that these defects would be corrected.

At this time we are not prepared to report the number of corrective defects that were remedied.

The whole physical examination program for strenuous exercise is still in an unorganized and rather undeveloped stage.

Physical examinations as performed in the elementary and primary grades is still far from what it should be, and no cure for the situation is in the offing.

Defective teeth still seem to be our greatest problem. Prevention of the occurrence of dental decay still lies in the future because no one has determined (at least to the department's knowledge) its cause. It does seem that good intelligent care given to the child plays an important part in the prevention of dental caries, but this certainly is not the whole answer to the problem.

The school does the major work in detecting dental decay and the school nurse is imperative in the service of arrestment of this process. Without the aid of the school principal and the classroom teacher the school nurse's work in this field would probably be considerably less productive.

In one school district where the teeth of the third grade children were neglected, the principal, by a health education program of his own, succeeded in a few months in correcting this neglect largely by arousing the mothers to the need of immediate dental care. This year many repeat notices have been sent to parents of school children relative to the necessity for immediate dental treatment with relatively good results.

This seems to be the only way to produce good dental hygiene on a large scale because of the lack of public facilities that cater to school children.

On account of local shortages in medical personnel and hospital facilities the number of tonsillectomies has dropped off. In some school districts serious problems might well be created in school attendance and ability to acquire a satisfactory education due to the absorption from diseased tonsils which are potential chronic disease breeders not mentioning the discomfort and facial distortion they produce.

On the whole the testing of the vision of school children has been satisfactorily done. However, the equipment necessary for the new Massachusetts Vision Test, so called, has just been received and will be put into operation in the fall. It is hoped that something of value to the school child will be accomplished with this testing outfit.

Since Dr. Charles Bradford, a member of our Advisory Board, has entered the armed service we have been without a consulting orthopedic surgeon. Dr. Bradford gave generously of his time and extraordinary ability to the Department of Physical Education with outstanding results.

It is felt that the posture program is carried out exceptionally well by the physical education and classroom teachers. Some of the high schools have accomplished remarkable results in posture work, which is so necessary to good health and smart appearance.

Communicable Disease

Communicable disease control, one of the primary objectives of our department is always foremost in our minds as minimizing its occurrence prevents in many cases disabling disease as well as considerable anxiety and expense to the parents and to the community in general. Also the child that avoids it loses no time in school.

Diphtheria prevention in our schools is controlled by active immunizing injections of diphtheria toxoid which is modified diphtheria toxin. Records show approximately 93 per cent of kindergarten and first-grade children so immunized. Many are protected against diphtheria by their family physicians; others are immunized at the Health Units conducted by the Health Department of the City of Boston, and other institutions in Boston and in other cities and towns. While no docu-

mentary evidence was required as to the mother's statement that the child was protected against diphtheria it is felt that the probability of error in the figure of 93 per cent is small. The department has no authority to demand documentary evidence that a child had been immunized against diphtheria, because immunization is not compulsory by statute or by school regulation. Every effort has been made to have the children immunized by their family physician. A card signed by the Superintendent of Public Schools is sent to the parents of each new child, stating the anxiety that is felt about unprotected children and advising immediate attention. If nothing is done the aid of the kindergarten and first grade teachers is enlisted in an effort to obtain the parents' consent for the school physicians to immunize these children at the schools. The school nurse goes to the home and stresses to the parents the necessity of such protection.

While many cases of scarlet fever occur in the schools each year, especially shortly after Christmas and in the spring, it is felt that the schools are not the direct cause of its spread. Events where children congregate from all sections cause a redistribution or exchange, so to speak, of microbes. Seeing Santa Claus and going to the circus are correlated with a sharp increase of scarlet fever as well as other communicable diseases. Careful classroom inspection performed with interest and intelligence can prevent the wide spread of scarlet fever and allied throat diseases.

A diversity of health department regulations and regulations of the Department of School Hygiene as to communicable disease does not particularly inspire confidence in either department by the public. However, the school personnel is equipped with a great deal of common sense and the public and the medical profession, except in rare instances, realize that the viewpoint on communicable disease control is based as it must be on general lines rather than on individual cases. If parents could be depended on to call a physician in every case of a contagious disease the task of controlling would be much easier.

Meningococcus meningitis has occurred among our school children more widely than usual the past school year. In only one school did two cases occur in the same classroom. It is thus evident that healthy carriers, if such exist in our schools, are not an important cause of the spread of the disease. It has

been impossible to obtain a positive post-nasal culture of the meningococcus in any of the contacts that have been tested this year in the schools.

This year the chests of one hundred young women at The Teachers College of the City of Boston were X-rayed by the State Department of Health. Only two prospective teachers, who were absent at the time of the test, were not X-rayed, but it is expected that the test will be performed on these two young women next year.

Tuberculosis among our school teachers in active service is non-existent so far as we know.

All graduates of The Teachers College of the City of Boston for the past several years have been X-rayed. This is quite wonderful and indicates the high standard of healthful living that these young ladies practice.

The past year, through the good offices of Dr. George O'Donnell, Deputy Commissioner of Health, City of Boston, in charge of tuberculosis in that service, the names of cases diagnosed and reported as having pulmonary tuberculosis were reported to the department. Included is the number of school contacts to these active cases. By this system the school nurses visit only the homes where there are child contacts to determine whether they are in our schools, probably will be in our schools, or are in parochial or private schools. This procedure eliminates home visits to childless homes of tubercular persons. An assistant supervising nurse has been assigned to organize the method of procedure of school nurses and also to keep statistics and other vital information concerning these children who are or have been exposed to pulmonary tuberculosis. A careful watch is kept of the health of this group of children by the school nurse. It is astonishing that there is a high percentage of tuberculosis occurring in school children who have no known contacts to the disease. In many instances no significant X-ray finding as to tuberculosis is found in any member of the family.

In the elementary schools one case of pulmonary tuberculosis and one case similarly diagnosed as a suspect were reported on the Boston Health Department Tuberculosis Bulletin as well as three cases of tuberculosis in other forms, such as tuberculosis of the peritoneum, tubercular cervical glands, and tuberculosis of the lumbar spine.

In the intermediate school group seven cases of pulmonary tuberculosis were reported. Six children in the high schools

were reported as having pulmonary tuberculosis and two cases of tuberculosis in another form were also reported.

There is no adequate setup to detect these cases earlier in the schools. The early diagnosis of tuberculosis occurring in school children has never been solved.

Conclusion

An effort to improve the situation existing in the health education program must be commended most highly. The chief fault lies in the fact that teaching health is or should be a highly specialized field. There are too few persons available who are trained adequately to teach the subject.

The tentative course of study in health education for grades VII, VIII, IX is an excellent start. Sufficient material is contained in the outline to make an excellent course of study if teachers are fully trained for its execution.

SPECIAL ACTIVITIES OF THE NURSING DIVISION

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 groups

Retesting all defective vision and hearing cases

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

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

Assisting with rationing

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

Outside Activities of School Nurses

Survey of left-handed children in kindergarten and grade I

Survey for documentary evidence on diphtheria immunization

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 1943-44 was 74,429 (38,451 boys, 35,978 girls). The total number of discovered defects was 8,884, distributed as follows:

DEFECTS	Boys	Girls	Total
Defective nasal breathing.....	637	587	1,224
Defective tonsils.....	2,277	2,157	4,434
Heart:			
Endocarditis.....	318	315	633
Other conditions.....	50	53	103
Malnutrition.....	670	1,096	1,766
Skin.....	76	80	156
Orthopedic defects.....	130	94	224
Respiratory defects.....	91	51	142
Other defects.....	120	82	202
Totals.....	4,369	4,515	8,884

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

The total number of cases treated was 3,934, classified as follows:

1. TREATED BY FAMILY PHYSICIAN

DEFECTS	Boys	Girls	Total
Heart:			
Endocarditis.....	109	112	221
Other conditions.....	26	18	44
Malnutrition.....	209	372	581
Skin.....	20	20	40
Orthopedic defects.....	35	18	53
Respiratory defects.....	41	21	62
Other defects.....	27	29	56
Totals.....	467	590	1,057

2. TREATED BY HOSPITAL

DEFECTS	Boys	Girls	Total
Heart:			
Endocarditis.....	185	180	365
Other conditions.....	19	20	39
Malnutrition.....	149	219	368
Skin.....	32	34	66
Orthopedic defects.....	48	47	95
Respiratory defects.....	46	25	71
Other defects.....	46	28	74
Totals.....	525	553	1,078

3. NUMBER OF OPERATIONS

DEFECTS	Boys	Girls	Total
Defective nasal breathing.....	162	162	324
Defective tonsils.....	499	449	948
Totals.....	661	611	1,272

4. NUMBER OF OPERATIONS NOT ADVISED

DEFECTS	Boys	Girls	Total
Defective nasal breathing.....	48	33	81
Defective tonsils.....	224	222	446
Totals.....	272	255	527
Total cared for.....	1,925	2,009	3,934

Summary of School Nurses' Daily Reports

Visits to homes	22,040
Classroom talks on hygiene	9,111
Consultations with teachers	85,919
Consultations with pupils	141,045
Inspections of hair	334,768
Inspections of teeth	276,005
Treatments	41,592
Toothbrush drills	4,602

Pupils Escorted to Clinics by Nurses

CLINIC	Number	Re-visits
Eye.....	190	174
Ear.....	28	18
Nose and throat.....	63	23
Medical.....	31	16
Surgical.....	53	7
Skin.....	17	14
Totals.....	382	252

Dental Work

1. SUMMARY

Number of pupils having dental work completed	22,645
Cared for by private dentists	11,761
Cared for at clinics	10,884
Prophylaxis treatments	16,715
Classroom toothbrush drills	4,602

2. WORK COMPLETED

Number of pupils having dental work completed	22,645
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GRADES	Dental Clinics	Family Dentists	Total
IX.....	563	1,327	1,890
VIII.....	745	1,305	2,050
VII.....	784	1,394	2,178
VI.....	1,649	1,488	3,137
V.....	1,389	1,100	2,489
IV.....	1,503	1,236	2,739
III.....	1,241	1,239	2,480
II.....	1,061	1,267	2,328
I.....	1,304	448	1,752
Kindergarten.....	405	853	1,258
Special.....	218	74	292
Others.....	22	30	52
Totals.....	10,884	11,761	22,645

Correction of Defective Vision (Elementary and Intermediate Districts)

Cases reported by teachers, after testing		5,432
Examined:		
By oculist	1,134	
At hospital	2,415	
By optometrist	1,150	
	—	4,699
Corrected:		
Glasses advised	3,773	
Glasses not advised	517	
No change of glasses advised	380	
	—	4,670
Glasses obtained		3,681
Strabismus cases		1,204
Under treatment	1,052	
Not under treatment	152	
	—	

Correction of Defective Hearing (Elementary and Intermediate Districts)

Cases reported by teachers, after testing		512
Corrected:		
By family physician	30	
At hospital	44	
	—	74
Under treatment:		
By family physician	96	
At hospital	285	
	—	381
Total		455

Pupils Admitted to Special Schools and Hospitals

SCHOOL OR HOSPITAL	Number of Pupils
Children's Hospital Convalescent Home	2
House of the Good Samaritan	2
Industrial School for Crippled and Deformed Children	2
Monson State Hospital	1
New England Home for Little Wanderers	1
North Reading Sanatorium	8
Peabody Home	1
Prendergast Preventorium	10
Walter E. Fernald School	1
Total	28

Toxin=Antitoxin Injections

	Kinder- garten	Grade I	Total
Enrollment.....	7,292	8,661	15,953
Number of pupils receiving three injections prior to September 30, 1943:			
In school.....	27	2,774	2,801
By private physician or at clinic.....	4,263	4,114	8,377
Number of requests received in September 1943 that injections be given by school physicians...	2,590	1,360	3,950
Number given three injections.....	2,222	1,169	3,391
Number given only two injections.....	201	113	314
Number given only one injection.....	116	68	184
Number of pupils receiving no protective treatment against diphtheria up to and including October 29, 1943.....	463	423	886

Audiometer Test

The following table shows the results of the audiometer test given to pupils at The Teachers College of the City of Boston, the Dorchester High School for Boys, and sixteen selected districts, elementary and intermediate:

	Number of Pupils
Tested by audiometer.....	10,614
Found defective by audiometer test.....	626
Examined by otologist.....	340
Found defective by otologist:	
Advised treatment.....	130
Advised no treatment.....	183
	313
Advised to attend Lip Reading Class.....	59
Admitted to Lip Reading Class.....	32
Received treatment:	
By family physician.....	30
By hospital.....	40
	70

**TOTAL NUMBER OF PUPILS TESTED BY AUDIO-
METER, SCHOOL YEAR — 1943-1944**

	Number Tested	Number Defective
The Teachers College of the City of Boston.....	94	7
Dorchester High School for Boys.....	707	37
	801	44
Beethoven.....	606	13
Charles Sumner.....	662	24
Edward Everett.....	665	45
Francis Parkman.....	550	14
Gilbert Stuart.....	408	10
Grover Cleveland.....	753	48
John Marshall.....	721	61
Longfellow.....	611	28
Mary Hemenway.....	537	32
Mather.....	1,012	90
Patrick F. Lyndon.....	579	29
Robert Gould Shaw.....	778	19
Robert Treat Paine.....	319	22
Roger Wolcott.....	565	40
William E. Endicott.....	452	33
William E. Russell.....	595	62
	9,813	570
Totals.....	10,614	614

**Pupils Examined at Horace Mann School for the Deaf
(referred by school nurses and teachers from all
districts)**

Examined by otologist	82
Found defective:	
Advised for treatment	17
Not advised for treatment	42
	— 59
Advised to attend school for the deaf	1
Admitted to school for the deaf	1
Advised to attend Lip Reading Class	22
Admitted to Lip Reading Class	15
Recommended to continue in Lip Reading Class	17
Discharged from Lip Reading Class	12
Received treatment:	
By family physician	2
By hospital	10
	— 12

PHYSICAL EDUCATION

Personnel

The personnel of the department has not changed greatly since the latest report. It consists of the following: A director; an associate director; a supervisor-in-charge of playgrounds; two assistant professors, physical education, at The Teachers College of the City of Boston; four assistants, physical education, assigned to full-time supervision in intermediate and elementary grades I-VIII; twenty-six assistants, assigned to high school classes for girls; six assistant instructors, teaching in high and intermediate schools; two men and nine women assistants, intermediate, assigned to classes in intermediate schools.

Military drill, an important division of the department, has a special personnel, composed of instructors holding commissions from the Army of the United States. These members of the department are assigned to the teaching of military drill to boys in high and intermediate schools, from grade IX-XII, inclusive.

In addition to these regularly appointed members of the department, this year for the first time a number of auxiliary teachers have been assigned to the teaching of physical education in high school and some intermediate school grades. This has been made necessary by the adoption of an enlarged program of physical education activities in these grades and an increase in the required number of periods per week allotted to physical education. These teachers are members of the academic group in their respective schools, mostly faculty coaches and teachers of science, who completed and received certificates for the special course for instructors given under the auspices of the department during the school year 1942-43. (See report of department for 1943.)

This completes the roster of the personnel of the department during the school year.

Work of the Department

By a ruling of the School Committee members of the Department of Physical Education may take an examination to obtain a certificate to teach health education in high school and intermediate school grades. This ruling applies to only those who

have served in the department as regular members of the teaching force and who have reached a specified age. Two members of the department have taken and successfully passed this examination to date, and this school year has witnessed their transfer from the Department of Physical Education to the regular faculty of their respective high schools.

The new program of activities adopted last year specifies that of the five periods a week allotted to physical education one period a week for boys and two periods a week for girls shall be devoted to health education in high school, and one period a week in intermediate school grades. Therefore, a new outline of study in health education was introduced early in the year. This outline was the work of a special committee on which four members of the Department of Physical Education served. The chairman of this committee was a member of the Department of Physical Education.

The outstanding event of this school year was the program of physical education presented by pupils of the Latin, day high, trade, intermediate, and elementary schools of the City of Boston, at Boston Garden, Wednesday evening, April 12, 1944. Fifty-four hundred pupils took part in this program, which demonstrated every type of activity offered and taught by the department during the school year to boys and girls of elementary, intermediate, and high school grades. It was a most successful and inspiring demonstration; and in the smoothness of its organization, in the finished and spirited performance of the many varied numbers on its program, in the perfect co-ordination of the whole, it gave testimony to the efficiency and splendid *esprit de corps* of the committee in charge of the program and all those who worked with them to make it the most distinctive event of the year.

As on the occasion of the demonstration in 1940 the department gladly avails itself of this opportunity to give public expression of its deep appreciation of and gratitude to the Boston Elevated Railway Company for its capable and efficient handling of transportation; the Boston Police Department for its splendid cooperation; the Board of Managers of the Boston Garden for their generous and courteous treatment; the School Committee of the City of Boston, and to the Board of Superintendents for the practical help, the support, and encouragement given the committee in charge in the carrying out of details of the program.

Schoolboy Parade

For the third year, the street parade was held on a Sunday, June 4, 1944. About fourteen thousand cadets participated. This is about four thousand less than last year due to many being in the armed forces or in defense work.

The cadets marched in massed battalion formation and were reviewed by the school officials, the Mayor, and the Governor of the Commonwealth, who had many of the high ranking officers from the First Naval District and the First Service Command with him in his reviewing stand. The many excellent commendations received from the official reviewers were matched and surpassed by the citizenry of Boston. Never has a schoolboy parade in this city been watched by crowds more numerous or more enthusiastic. The opinion that tomorrow's soldiers will be the better for today's preparation was heard from many an observer.

It has been most gratifying to the instructors of military drill to receive many hundred letters from former cadet officers now in the armed forces of our country who have expressed their appreciation for the instruction received as Boston high school cadets. In many cases their ability to instruct and in leadership has been instrumental in winning them promotions and admission to the many Officer Candidate Schools.

Scope of Activities

I. HIGH SCHOOLS

A. Boys.

1. Military drill

Military drill in the Boston high and Latin schools, originally organized in the year 1863, was directed this year by nine regular instructors and six substitute instructors. Of the six regular instructors not serving this year, one is a prisoner in the hands of the Japanese, one died in service, and the other four are in active service.

The original program of military drill, which consists of the Manual of Arms, School of the Soldier, Squad, Platoon, Parades, and Reviews was augmented with the following lectures to the high school cadets:

Leadership
Military discipline
Courtesy

Hygiene
Sanitation
The Colors
Insignia of rank
The Salute
Map reading
Duties of the non-commissioned officer

In many parts of the program of physical education now carried on in the high schools military drill has been found to be very useful. The commands for marching are the same as are the necessity for maintaining silence, immediate response to commands, conformity to exacting standards, and a military bearing. Also in this program of physical education the military company organization, with its cadet officers and attendance records, is of vital importance in maintaining discipline and accelerating the formation for any exercise.

2. Program of physical education activities

In the Latin, day, and trade high schools in the City of Boston, the first full year of physical education for boys has just been completed. For years military drill has taken the place of physical education. Now, in compliance with the wartime wishes of the Army, Navy, and other government agencies, the School Committee has instituted for boys a course in physical education, including military drill and health education as part of the course.

Each high school boy is now required to take each week two forty-minute periods of physical education, two periods of military drill, and one period of health education.

Since the primary objective of the course is to make the boys ready and fit to undergo the arduous and onerous physical duties which they are soon to undertake in the armed services, it is the aim of the high school program to give vigorous and strenuous exercise for as protracted periods as is feasible. Most boys of high school age are endowed with a certain amount of agility, alertness, and coordination. To these qualities the Department of Physical Education hopes to add that reservoir of stamina and endurance which military authorities declare to be deplorably lacking in a majority of recruits from high schools in the large cities. It is the hope of the authorities of the

Boston schools that facilities will be improved in all schools so that the fruition of this praiseworthy goal may be realized.

Enrollment in the classes is contingent upon the satisfactory passing of a physical examination given by the school physician, and also upon the written consent of the boy's parent or guardian. All boys take the lectures in health education.

An added feature of the course is the insistence that all boys learn to swim before graduation. Swimming classes are conducted in the several pools of the city. Speed and form in swimming are not stressed so much as is endurance. The ability to keep one's self afloat for indefinite periods by the least tiring strokes is the aim of these classes.

B. Girls.

The girls of grades X, XI, and XII are now required to have five periods a weeks allotted to physical education activities. Of these five periods three are allotted to a program of activities in the gymnasium, consisting of fundamental gymnastics, games, and dances; and two are devoted to health education and instruction in first aid procedure. The classes in these grades are under the direction of regularly appointed teachers of physical education, and a group of auxiliary teachers who have been certified and assigned to the department for this purpose.

After-school sport sessions are open to pupils in girls' high schools, attendance in which is entirely voluntary. These sessions offer instruction in tennis, golf, badminton, hockey, basket ball, bowling, swimming, hiking, and in some schools horseback riding. The sessions are held in the high school gymnasiums, and in nearby fields, swimming pools, and bowling alleys. The schedule of sports offered depends upon the facilities available in each high school district, some schools being able to offer a fuller program than others because of more available nearby resources open to them.

Pupils may obtain diploma credit for participation in these extra-curricular activities. Some schools have also established a point system of credits in athletic skill, leading to the earning of numerals and letters, which are awarded by the athletic association.

There are no interscholastic competitive games or meets for girls in high school grades.

II. INTERMEDIATE SCHOOLS

- A. Having gymnasium facilities.
- B. Without gymnasium facilities.

A. Boys and girls in this group of schools are required to follow the program of high school activities in grade IX, and to follow the program outlines in the Course in Physical Education for Boys and Girls in Grades VII and VIII and Girls in Grade IX in Intermediate Schools (School Document No. 2, 1938).

The time allotment for boys of grade IX in these schools is as follows: Two periods of military drill, two periods of physical education, and one period of health education. Boys of grades VII and VIII are required to have two periods a week of physical education, and this holds true also of girls in these two grades. The girls in Grade IX are required to have four periods a week of physical education and one period of health education.

The physical education activities in these schools are under the direction of regularly appointed instructors of military drill for boys in grade IX; and of a regularly appointed instructor of physical education for girls and boys of grades VII, VIII, and IX.

There is no program of extra-curricular games and sports in the intermediate schools. Such a program should be established.

B. In schools without gymnasium facilities boys and girls of grade IX follow the high school outline of activities, and are required to have two forty-minute periods a week of military drill for boys; or two forty-minute periods a week of gymnastics, games, and dances for girls. The activities are carried on in the assembly hall, or in any other available space, and are under the direction of regularly appointed instructors of military drill for boys, and a teacher assigned by the master of the school to the classes for girls.

In this group of schools boys and girls in grades VII and VIII are required to have fifteen minutes a day of physical education in the classroom. This program is under the direction of the classroom teacher and consists of graded, progressive gymnastic exercises, games, and a special program of exercises for the correction of faults of posture.

III. ELEMENTARY SCHOOLS

- A. Schools with eight grades.
- B. Schools with six grades.

The program of physical education for the elementary schools, grades I-VIII, inclusive, is still a program of classroom activities, but is being augmented increasingly each year by the adoption of the long afternoon play period, as suggested in the new course in physical education for these grades.

The activities are all taught by classroom teachers under the supervision and direction of the special group of physical education instructors assigned to this work. This group has compiled, and has had accepted by the Board of Superintendents, two new courses in physical education, one during the school year 1940-41, for grades IV, V, and VI (School Document No. 9, 1939), and one during the past year of 1943-44, for grades I, II, and III (School Document No. 8, 1941). These courses are complete in detail, and are so arranged that the day's order for each month of the year with the necessary commands and notations is printed on cards, for the convenient use of the classroom teachers. The course is also printed in book form. The book contains full descriptions of all games, dances, and play activities, as well as the day's order of exercises which make up the program for these grades. It also gives the music for the dances and games used in the course, wherever it is obtainable.

A new group of material has been introduced into the program for grades I, II, and III; viz., the play activities which have been arranged for use in buildings of second and third class construction, in which mass rhythmic activities are restricted. In the compilation of these two courses for the elementary grades the supervisory instructors have had the efficient and generous help and cooperation of the grade teachers in trying out and evaluating new material and in adapting much that was usable in the old course to modern ideas and methods.

As in the past the posture program continues to be a valuable part of elementary school activities. The pupils are given ratings in posture at the beginning of the school year, are divided into groups according to these ratings, and receive specialized instruction for correction of faults of posture. They are rated again at the end of the school year, with gratify-

ing results shown by the improvement in posture in those districts where the program has been carried out habitually and faithfully.

The problem of organized recess is an important one to the department, and it is pleasing to report that each year more school districts are adopting the supervised organization of games at recess time. It makes for more wholesome play, contributing to the teaching of self-control and team work, and is also a factor in teaching safety.

Playgrounds

The playground season opened in the April vacation of 1943. The sessions were held all day during that week, and then after school from four to six o'clock on week days until the close of school. They opened again on the first Monday of the summer vacation and continued in session until the Saturday before Labor Day.

The fall season began with the opening of school and continued through October. During the spring and fall about one hundred play spaces were in use, and this number increased to one hundred fifty during the summer months. Throughout the season about three hundred teachers were employed in this phase of the work, two teachers being assigned to each playground.

The program of activities was a broad and varied one, and included as always active and quiet games, classes in handiwork, dramatics, and dancing. All playgrounds are equipped with bean bags, bean bag boards, ping pong tables, bowling boards, jump ropes, rope quoits, paddle tennis, and balls of every description for use in the many different games. There are also sand boxes, swings, and slides for smaller children, as well as quiet games for those who cannot take part in the more active games.

The shower heads, which have been built out from school buildings, are a popular source of comfort and pleasure on hot summer days. They are constantly in use wherever they are to be found.

During the summer session many instructive and fascinating trips are arranged to the morning concerts on the Esplanade and to the wonderfully interesting displays at the Children's Museum. There are also opportunities for boys and girls to

see professional baseball games at Braves Field through the courtesy of the well known "Knot Hole Gang."

As in other years the department furnishes a generous and varied list of play supplies to the high school and intermediate grades for use in their sports and athletics. This list includes badminton sets, shuffleboard sets, bowling boards, tennis equipment; basket, foot and soccer balls; deck tennis and table tennis sets; jump ropes and molded rubber balls of various sizes. Some of these supplies have also been placed in elementary districts, for use in play periods and in the organized game program for recess. The supply has been somewhat limited this year because of difficulty in obtaining play material, but it has been adequate, and the department has been able to carry on its program of games, sports, and athletics as in other years.

JUNIOR RED CROSS

The report at the end of the school year summarizes Junior Red Cross work in the Boston Metropolitan Chapter.

Figures for Production in the Boston Schools

The following articles were made at the schools indicated and sent to camps, hospitals, and hospital ships:

Wood and Metal Working Classes

Ten sets of chessman and boards were carved and painted by boys at the Patrick T. Campbell School.

A total of 691 canes were made at Dorchester High School for Boys, East Boston High School, Hyde Park High School, Abraham Lincoln School, and Patrick T. Campbell School.

Fifty smoking stands at the Hyde Park High School.

At Dorchester High School for Boys four newspaper holders were made for the library at Fort Banks; nine ping pong tables and eighteen folding bed trays were also made at that school.

One hundred thirteen metal ash trays at the South Boston High School and the Lewis School.

Eight hospital back rests at the George T. Angell School.

Three hundred thirty-eight cribbage, checker and lap boards, block and baseball games at the Patrick T. Campbell, Woodrow Wilson, Washington Irving, Mechanic Arts High and Abraham Lincoln Schools.





Nursery School Receives Toys from Junior Red Cross

In addition the following articles have been made and distributed: Twenty-six brightly painted wooden carts; eight steam rollers; seventy-one tin pails and shovels and miscellaneous toys were produced in the Woodrow Wilson and Lewis Schools; and six bulletin boards were made at the Prince School for the use of the Nurses Aides in the hospitals.

Special mention should be made of fourteen terraria made at the South Boston High School for the Chelsea Naval Hospital. These metal and glass boxes are so contrived that the patient may watch the seed growth, and root development of plant material.

Household Science and Arts Department

Under the direction of the teachers in the department 1,695 kit bags, bed jackets, dresses, blouses, and skirts have been made in sewing classes throughout the year.

Eleven rugs made at the Patrick F. Gavin School were sent to hospital ships and Landing Craft Infantry (L C I) boats.

Nine hundred forty-one cookies made in classes at Charlestown, Roslindale, and Jeremiah E. Burke high schools were sent to Chelsea Naval Hospital.

Fine Arts Division of the Department of Manual Arts

Through the art department in manual skills and creative work, some of the most distinguished material is produced.

Water colors, still life with flowers and lively landscapes, have been in great demand since the first set of fifteen, painted by girls in the Dorchester High School for Girls, Jeremiah E. Burke High School for Girls, and Trade School for Girls, were framed in natural wood and sent to the reception rooms at Cushing General Hospital and Fort Banks. Since then twenty-three in all have been sent to various hospitals.

Thirty covers for books printed in Braille were made at the Jeremiah E. Burke High School for Girls for Perkins Institute. The process, unique in the Boston Chapter, was developed originally by a member of the Fine Arts Division. It is a raised design in colored Gesso on flexible cork.

Three hundred seventy-seven scrapbooks made in grades IV and V this year have in many cases been designed for service men. The most attractive books of jokes, puzzles, and

quizzes have been sent to ships and camp hospitals. There have also been the usual charming children's scrapbooks for local hospitals.

Club groups have been particularly active in the intermediate schools. In the Patrick T. Campbell School both boys and girls have designed and made toys for children abroad.

Nearly twenty-five hundred stuffed animals, puzzles, games, booklets, favors, afghans, New Havens, wristlets, and wash cloths have been made — Boston schools total, 6,884.

SCHOOL LUNCHESES

1. SCHOOL CAFETERIAS

Organization

At the opening of the Boston schools in September 1943 there were nineteen intermediate and senior high schools in which cafeterias were operated by the School Committee. There were sixteen lunchrooms in intermediate and senior high schools being controlled by the Women's Educational and Industrial Union, and five intermediate school lunchrooms operated by concessionaires.

Appointment of First School Lunch Director

On November 15, 1943, the first Director of School Lunches was appointed by the School Committee. This position was established by a competitive Civil Service examination and was awarded to the candidate heading the list.

Food Service Problems During Wartime

The ordinary problems involved in carrying on the work in the lunchrooms have been increased by wartime conditions, which have caused the shortage of many foods, the lack of adequate deliveries of supplies to the schools, and the employment of women who were untrained in food preparation.

In spite of existing conditions foods of a high nutritive value have been prepared and served in the cafeterias, and an increase in the sale of nourishing hot dishes, fresh vegetables, and fruit has been most gratifying. The à la carte type menu is the same in all schools each day and includes a hot soup, a hot entree, one or more salads, several kinds of sandwiches or filled rolls, fresh fruits when available, nourishing desserts, and milk. Such resale items as ice cream and cookies are sold in all

schools, and candy bars are available in some schools. The sale of candy is restricted to the last ten minutes of each luncheon period. The above food items have been available each day for a total of approximately 17,532 students in the nineteen city-operated schools.

Authorization to purchase all perishable foods for school luncheons was given the director by the business manager in April 1944.

In order that the buying and delivery of perishable foods for the schools might be handled in a more satisfactory manner, the School Committee approved the rental of a larger space in the market district. On June 1 such a place was ready for occupancy and began operating as the Boston School Commissary at 33 South Market Street, Boston. Men were assigned by the business manager to carry on the work.

Additional School Cafeterias to be Operated by City

On May 10, 1944 the School Committee voted to place the operation of the sixteen school cafeterias managed by the Women's Educational and Industrial Union under the Department of School Lunches effective September 1, 1944. The schools thus affected by this order were as follows:

- Public Latin School
- Girls' Latin School
- Boston Trade High School
- Brighton High School
- Dorchester High School for Boys
- Dorchester High School for Girls
- East Boston High School
- English High School
- High School of Commerce
- Mechanic Arts High School
- Roxbury Memorial High School (Boys)
- Roxbury Memorial High School (Girls)
- South Boston High School
- Clarence R. Edwards Intermediate School
- Joseph H. Barnes Intermediate School
- William Howard Taft Intermediate School

The Women's Educational and Industrial Union had prepared the food for their school lunchrooms at a central kitchen and made daily deliveries to the schools. As the policy of the

city-operated schools was to prepare all food in the school, immediate steps were taken to obtain equipment and supplies for such operation and to appoint groups of workers to perform the work in each school.

In spite of many handicaps this group of school cafeterias will be ready to serve luncheon on the opening day of school in September 1944. However, these schools are in need of heavy duty equipment, such as ranges, sinks, and automatic dishwashing machines, which will be planned for as soon as they are made available by the War Production Board.

Financial Operations

Each of the thirty-five cafeterias operated by the city will have a teacher assigned and bonded to handle the records and funds connected with the school feeding project. All book-keeping operations, financial reports, and other office work dealing with the control of school cafeterias were transferred to the Department of School Lunches by the business manager in June 1944.

2. LUNCHES FOR UNDERNOURISHED AND NEEDY CHILDREN

Organization

During the school year 1943-44, there have been eleven lunch units operating in elementary schools; viz.:

Dante Alighieri	John A. Andrew
Dearborn	Lucretia Crocker
Dudley	Mather
Everett	Norcross
Hancock	Samuel Adams
James A. McDonald	

War Food Administration School Lunch Program

This school feeding program follows the pattern of a Type A lunch set up by the War Food Administration, the government agency from which we receive funds to carry on the work. The luncheon served is a well balanced, complete meal, furnishing from one-third to one-half the daily food requirement for each child. The charge to the pupil is fifteen cents a day and the reimbursement from the War Food Administration is nine cents for each luncheon served.

The children who are in need of a nourishing luncheon and are unable to pay are given the meal free of charge and the pupils who may obtain the luncheon are determined by the school physician, school nurse, and teacher.

The average daily number of children to receive this meal during the school year was 775 in the eleven elementary schools.

Additional Hot Lunch Units

In June 1944 the following five elementary school lunch units, which had been under the Department of School Hygiene, were placed under the control of the Department of School Lunches: Abraham Lincoln, Franklin, Mayhew, Sherwin, Thomas Gardner. The Prince and the William McKinley School lunch units were also placed under the supervision of the department. All of these transfers will become effective at the opening of school in September 1944, and will operate as do the other elementary schools participating in the War Food Administration school lunch program.

A new lunch unit for undernourished and needy children is being set up for operation at the John Cheverus School in East Boston --- to open in September 1944. This feeding program will meet the need of a luncheon for pupils who are unable to go home at noontime, caused by the consolidation of several schools in that district.

The complete meal which is served in these elementary school lunch units is a beneficial one and it is hoped that the necessary equipment and room to make this type of luncheon available to a greater number of pupils may be made possible in the near future.

MUSIC.

The children of Boston are leading more joyous lives because of their music experiences in school. Music enriches the child, refreshes his spirit, stimulates his mind, and vitalizes his body.

Personnel

At the present time the Department of Music of the Boston public schools is composed of twenty-six permanently appointed members: one director, seven assistant directors (three assigned to vocal work only, one to vocal and orchestra work, one to orchestra work only, one to orchestra and band

work, and one to band work only), eleven assistants in music, five supervisors of bands and orchestras, and two supervisors of drum and bugle corps. There are eighteen temporary instrumental instructors teaching clarinet, violin, cello, French horn, flute, fife, drum, and brass instruments. All instructors are skilled performers on the instruments they teach and have been selected on the basis of musical knowledge, technical skill, professional experience, and teaching ability.

The general aims of music instruction in the Boston public schools are as follows:

1. Enrichment of the child's life through contact with the best in music.
2. Development of his powers of appreciation, performance, and creation. Creation may be performing, listening, or composing.
3. Stimulation of physical, mental, emotional, and spiritual growth.
4. Acquisition of sufficient skills to arouse an increasing love for and intelligent interest in the best in music.
5. Encouragement of singing at home songs which were learned in school, singing in special groups in school and community, and listening to programs of musical value.
6. Discovery and encouragement of special talent.

It has been said that a person who plays the most minor part in a vocal or instrumental performance derives greater pleasure and satisfaction than a non-participant who listens intelligently to the world's greatest music. As soon as a child enters school he becomes a participant through singing of songs suitable to his age and experience. This is the most important musical activity in early music education and provides the best possible foundation for all types of music study.

In previous years a great many so-called non-singing or tone deaf pupils were found in the upper grades. Today this number has been greatly reduced due to the skillful methods of correction employed by the teachers in the kindergarten and early elementary grades. We find that in a large percentage of cases this so-called tone deafness is not due to a lack of pitch sense or to weak listening power so much as it is to backwardness, timidity, or lack of initiative, which are evident in the work of these pupils in their other subjects. Segregation of

such groups from the rest of the class is rather a dangerous procedure, as an inferiority complex is apt to result which may pursue these pupils for many years. With such groups it is desirable to use material which has such absorbing thought content and rhythmic interest that the minds of the pupils are distracted from themselves. This method seems to be the most effective for such a condition. Skill in the use of the singing voice is developed through the practice of singing folk songs and folk tunes of appealing interest to the child. In this work, which is taught by rote, much thought and attention are given to good posture, tone placement, and correct method of breathing. The matters of clear word pronunciation and a definite understanding of the thought content of each song to be sung receive serious consideration.

Music notation is introduced in grade II and increases in scope of materials used and results obtained with each succeeding grade. Theoretical study acquaints the pupils with the names, meanings, and functions of all symbols through which music is read, such as notes, rests, staff, time and key signatures, and many other signs. Without the understanding and knowledge of these musical symbols the singer or instrumentalist cannot successfully participate in sight reading, which is one of the most desirable of accomplishments for the music student. The advantages of sight singing over rote singing justifies the devotion of much time to its practice so that the student may become familiar with a great deal of music at first hand through its notation. This training, commencing with frequent drilling in the simplest of rhythmic figures and melodic forms in all keys, major and minor, in the upper grades should equip the student for a realization of that greatest ultimate reward for his effort and study; viz., the ability to participate effectively in the production of beautiful music.

The changing voice of boys at adolescent age is a problem which deserves and receives much serious thought and attention in vocal development. This is often a period of discouragement to boys who have done well in their music classes and who suddenly find themselves confronted with great difficulty in using their singing voice. At this time they are cautioned against vocal strain and are given much assistance in the matter of voice quality and pitch control in their new vocal range. As carelessness at such a time might seriously damage

the voice for future use, the students are advised to sing very lightly, some to refrain from singing entirely, until the voice becomes settled and the changing period has been passed. During this period of voice changing, the student's interest in music is maintained by emphasizing music theory, especially the study of the bass clef (which is introduced at the voice changing period), music history, and music appreciation. With the existence of bass voices in the music classes, the singing of four part music is introduced and culminates in the choral class work in grades IX-XII.

Choral practice is required in grades I-IX and is elective in grades X-XII. Talented pupils may become members of the school glee club, in which they receive special training in singing music of a superior type and are given the valuable experience of public performance at many of the school functions. These groups frequently give musicales, which are designed to exhibit the superior skill and musicianship of the performers and to arouse a more active interest in music on the part of the other students in the school. Opportunity is offered on these programs for the appearance and performance of solo talent which has been discovered and developed during the year by the instructor.

The rhythmic sense of the child is developed in kindergarten and lower grades through the practice of listening to music played on the piano or phonograph and having the pupils respond by the clapping of hands, marching of feet, or swaying movement of the body. Game songs are very helpful in this regard. Rhythmic instruments such as small drums, bells, tambourines, wood blocks, triangles, and castanets are used to arouse in the child an early interest in instruments and instrumental music. This is really the beginning of instrumental music for the student. This early ear training and rhythmic development is followed by the formation of classes in simple instruments such as fife, bugle, and drum. Experience in these classes arouses a keen interest in instruments and instrumental music and leads to study on the string, woodwind, and brass instruments of the orchestra and band. Elementary school instrumental units are preparatory for the more complete and extensive music organizations in intermediate schools where instruction on the larger instruments is begun. Orchestra and band participation becomes a regular feature of the school assemblies. The better players of the school groups are invited

to become members of the Boston Public School Symphony Orchestra and the Boston Public School Symphony Band. All applicants for membership are carefully tested, selected, and assigned to the organization for which they are best fitted. Every effort is made to organize these groups on the basis of complete instrumentation in order that the greatest possible variety of classic music of all types and periods may be studied and performed. Solo material is given every encouragement and assistance possible either by important assignment in the ensemble or by individual performance on programs. In addition to their regular activities the services of these highly specialized groups are in constant demand at school and civic functions.

Despite wartime conditions, forty-one musical units participated in the annual parade of the Boston school cadets and were enthusiastically received along the line of march. These forty-one groups were as follows:

- 10 high school bands
- 14 high school bugle and drum corps
- 3 high school fife and drum corps
- 9 intermediate school bands
- 5 intermediate school bugle and drum corps

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During the past year the Youth Symphony Concerts were again offered to students in our public schools. Approximately one thousand Boston school children took advantage of the opportunity to hear the Boston Symphony Orchestra conducted by Wheeler Beckett. Masterly performances of many of music's greatest classics thrilled and held in rapt attention the youthful audience attending each concert. Prior to the performance of each number Mr. Beckett in brief statements pointed out the salient points of interest in the instrumentation and the melodic and rhythmic content of the compositions on the program. Similar information in printed form was furnished to all subscribers in their schools about a week in advance of each concert. This material enabled the music teachers and supervisors to prepare the pupils for a more complete enjoyment and understanding of the musical works on each program.

Music and art are no longer regarded as special gifts for the chosen few but rather as a rich and cultural source of mental

nourishment which may be equally apportioned for the good of all. To this end all students are urged to take advantage of the opportunities offered them to develop their musical talents.

HOUSEHOLD SCIENCE AND ARTS

The Teaching of Family Relationships

This year the task of the homemaker presented mounting difficulties. In almost all homes added responsibilities came to members of the family. In order to assist pupils to meet the challenge of the times greater emphasis was placed this year on the teaching of family relationships in all household science and arts classes from grades IV to XII, inclusive.

Teachers aimed to establish in pupils the correct attitude toward family life that would give meaning to whatever duties had to be performed at home. In these chaotic times it was planned to lead pupils to find security in family loyalty that would add serenity to living. It was hoped to give pupils wide horizons that would submerge petty inconveniences, annoyances, worries, and the cares of a world at war by extolling the joys of belonging to a family circle whether members were absent or present. In this way it was hoped to bring out the right emotional attitude toward one's family so that the thought of home would bring the same comfort and the escape from care that one experiences in contemplating the order and majesty of nature.

In teaching family relations it was also proposed to make pupils realize that in order to obtain happiness at home it was necessary to cherish and cultivate the bonds that strengthen family ties. To accomplish this it was planned to impress pupils with the constant need of practicing at home industry, thrift, forbearance, devotedness to duty, and the need of bringing to the family, love, sympathy, courage, a sense of humor, and above all a trust in kind Providence.

The observance of the holidays associated with home presented suitable problems for this study; *i. e.*, the study of the first Thanksgiving gives an excellent illustration of gratefulness for God's blessing as well as courage after months of disheartening struggles. The Christmas holiday cannot properly be observed without noting the blessings of peace, good will, and the joy of family life. The study of family relationships was further extended by emphasizing the proper way of celebrating Mother's Day, Father's Day, birthdays, and other anniversaries.



Loading Candy and Rice Balls to be Sent to Wounded Soldiers

Home Economics Education for Boys

The scope of home economics education has been enlarged to include homemaking training for boys as an elective subject in several intermediate and senior high schools. As the problems that arise in the family should be solved jointly by both parents, boys as well as girls should learn about the selection of the home, its furnishings, the planning and operating of the individual and family budgets, together with those factors that promote healthful living in the home; *i. e.*, nutrition, proper housing, household sanitation, rest, and recreation.

Mechanical Training for Girls in Post-War Planning

War always presents historic changes. The mechanical aptitude of women has been revealed with surprising suddenness with women entering employment in defense plants throughout the country. It will no longer be expected that a woman at home will be inconvenienced and helpless when the skillful use of a pair of pliers or even a Stillson wrench could remedy a situation. Therefore, home economics classes should offer all girls in the immediate future an elementary course in household mechanics which will develop the necessary skill for making the usual minor repairs in an average home.

Home Economics for Girls in Senior High Schools

At the present time the choice of home economics is difficult for many high school students because the required subjects leave so little time for elective subjects in the pupil's program. The majority of girls marry five years after leaving school. Accordingly wider opportunity should be provided for girls to study home economics in high school programs, since these same girls are to assume family responsibilities in so short a time. These future parents are with us now and should have the benefit of good preparation for their life's work.

A relatively small percentage of the people are now working in professions and it does not seem probable that this percentage will increase greatly in the immediate future. In some high schools over 50 per cent of the students are looking forward to a professional career. Many are bound to be disappointed. A more intensive guidance program in which parents, teachers, and pupils participate will do much to correct this situation and thus avoid the frustration and

disappointment that frequently follow the choice of a course of study in which opportunity for gainful employment is so restricted.

Canning Demonstrations

In June food classes were given special instruction in canning fruit and vegetables by the demonstration method. The parents of pupils and other adults interested in canning were invited to attend these demonstrations. The purpose of this work was geared directly to take care of the food surpluses from victory gardens and to carry out the recommendations of the Federal government to "Can more in 1944."

War Relief Work

This year the home economics classes in the Boston schools made every effort to give further assistance to the War Relief agencies. Approximately 1,700 articles were completed during the school term for the American Red Cross, including utility bags for service men, jackets, dresses, blouses, and skirts.

During the Christmas holidays about 4,000 molasses candy balls were made in the intermediate cooking classes and distributed to the wounded soldiers at the Cushing Hospital in Framingham. In the high school cooking classes generous supplies of cookies were made and sent to the Chelsea Naval Hospital. At the Patrick F. Gavin School 11 rugs were completed for use on hospital ships.

This year for the first time the household science and arts classes of the Boston schools cooperated with Russian War Relief, Inc., in response to a request from Dr. Hugh Cabot, chairman of the Massachusetts Committee of that organization, for assistance for the millions of refugees in Russia who were actually destitute. The executive secretary of Russian War Relief, Inc., acknowledged the completion by the pupils in the sewing classes in the Boston schools of 177 overalls and 8 dresses, and stated that Russian War Relief, Inc., was deeply grateful to the Boston schools for initiating this project.

MANUAL ARTS

1. FINE ARTS DIVISION

The campaign for better teaching has added new zest to many phases of the art program. There is evidence of more and more generous enrichment of school and community life through the creative activities of art classes.

Easel Painting

On large sheets of newsprint paper 18 inches by 24 inches easel painting permits increasing numbers of primary school children to carry on the brave beginnings of kindergarten. Once in awhile everyone should stand before an easel, brush in hand, and try to express big ideas in a big way. Winston Churchill was intimidated when he first tried it, but the grade I artist is seldom afraid of space. He needs it and does wonders with it.

Wall Paintings

Classroom and corridor murals have sometimes enlisted twenty or more pupils in cooperative efforts which surprised all concerned by beautiful and inspiring results. Power developed through the basic art program of design, representation, and appreciation beginning in grade I blossoms happily in the upper grades. Working on large, firm drawing paper, which is now available in large rolls of varied width, pupils of the upper grades stretch their minds as well as their muscles to fill large areas with pictorial designs. Holiday themes, seasonal activities, the circus and other parades have helped to introduce outside interests into the school.

Window Painting

Rather crudely done at first, window painting is developing in some schools into a Christmas tradition which grows more beautiful as color is improved and unity of effect is achieved through better design. Visions of Christmas painted directly on windows fill the schoolrooms with the glow of stained-glass windows and they send out a message of peace and joy into the community.

School Posters

School posters continue to serve community and national needs in great numbers in spite of the fact that high school pupil and teacher numbers are greatly reduced. The very skills developed in the art classes have made pupils available for attractive wartime occupations, thus depleting our numbers of advanced pupils.

Junior Red Cross

The Junior Red Cross has called for increasing services from all school departments and the art classes have responded with

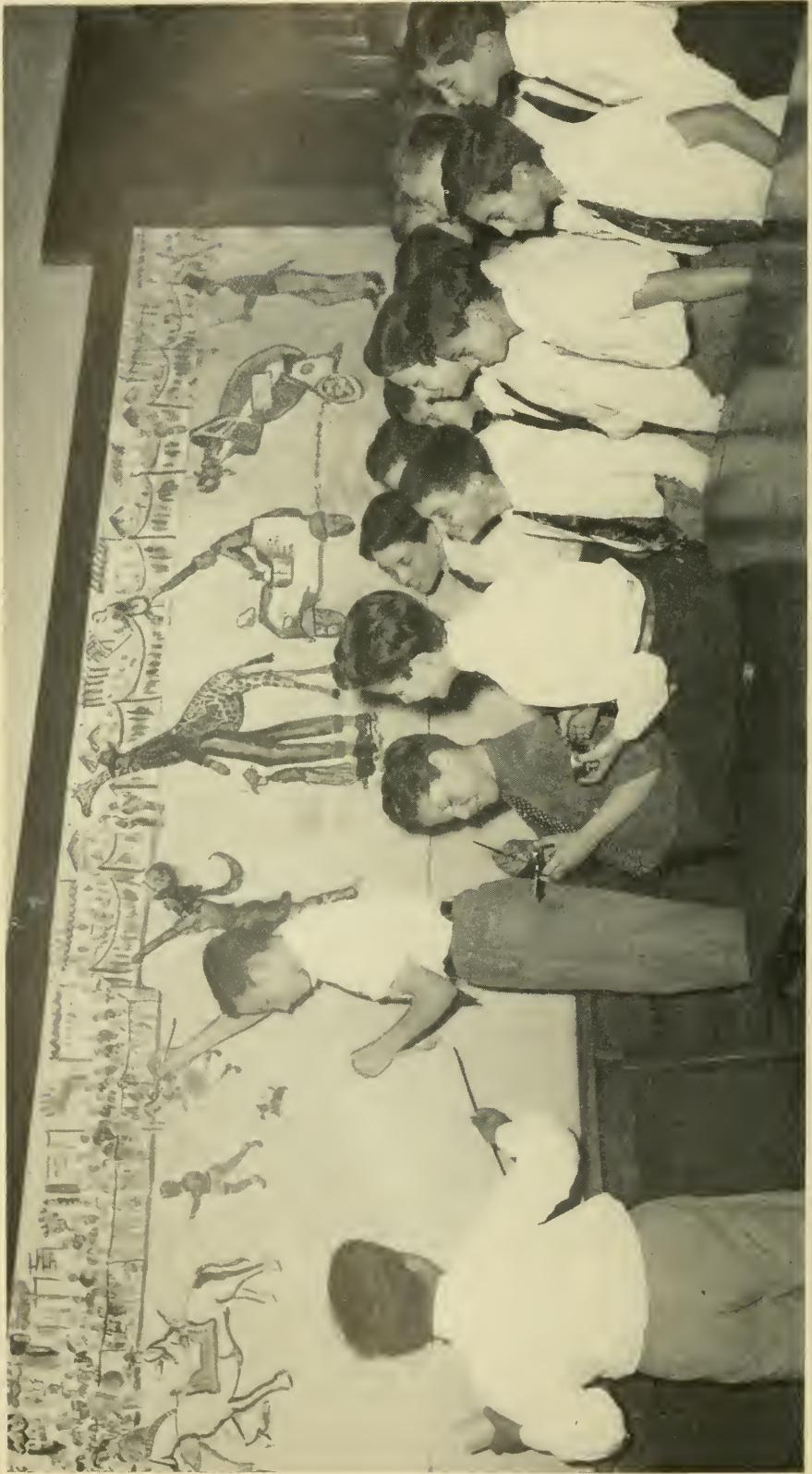
all that it takes to meet human needs at home and abroad. More than 13,500 articles for Christmas decorations were made in ten Boston high schools and sent to army camps the world over. This was a large, hurry order, and difficult to fill, but reports from the Aleutian Islands and other remote places tell of the great pleasure afforded the soldiers, especially in colorless places where bits of red and green were carefully preserved for repeated use all through the long winter months. Large pictures showing fruit and flower arrangements, street scenes, and landscapes were painted by high school pupils and framed by the Red Cross for decoration in the wards of the veterans' hospitals. The Jeremiah E. Burke High School for Girls made sixty Braille book covers. The raised Gesso designs were developed on cork board and painted with brilliant tempera colors. Some of the blind pupils can see a little, others delight to have the colors explained to them.

Two thousand two hundred fifty Christmas menu covers were made in the intermediate schools for our sailors on ships everywhere. Six hundred valentines were sent to the veterans' hospitals and booklets, May baskets, May crowns, gift cases, and Indian head dresses were made in the elementary grades for the children's hospitals and clinics.

Exhibitions

While no large exhibits were possible during wartime the art department was happy to accept an invitation to show pupils' work in the boys' furnishing department in the Jordan Marsh Company store. A series of small seasonal exhibits, changing each month of the school year, was placed on the walls over the counters and attracted much favorable interest. Customers and store personnel were surprised and pleased at the versatility and power shown in the work. "We never did things like that when I was in school" suggests that progress has been made since Dad and Mother were pupils.

Through the *Books Across the Sea* organization the art department sent to Scotland in June 1944 a colorful, representative set of 180 unmounted paintings by pupils in grades I-IX. These are to be shown in the National Gallery of Edinburgh, Scotland, and circulated later in other cities and in schools. High school work is too large to send in wartime. The Boston Museum of Fine Arts is also sending work done in



Circus Goes To School in the Minds of the Children

Courtesy of Boston Globe

Museum classes. We hope that a return exhibit will come to Boston so that art may help world neighbors to understand each other.

The Fessenden School for Boys in Newton borrowed an exhibit of forty mounted drawings by Boston pupils.

The Massachusetts Safety Council borrowed fifty posters to show at their annual meeting.

The Administration Library has shown twenty or more mounted pictures by school pupils to illustrate and emphasize educational events during the year.

In the corridor outside the office of the Fine Arts Division a series of exhibits has served to brighten the walls and lend a colorful atmosphere of educational significance to this part of the administration building.

Federal Art Project

This cooperative government service in the form of pictures is still lending much to the beauty of schoolrooms. Nearly two hundred oil and water color paintings and many drawings were selected from those left for allocation or storage when the project closed. These have been framed by the Dorchester High School for Boys' woodworking shop or by professional frame shops, and finally they are placed in the schools or made available for circulation. The Survey Committee has commented favorably.

Art Week

The first week in November continues to be a high spot in the art educational year. The necessary restrictions on travel have been turned to advantage by increased attention to regional art interests and needs. It is believed that art like charity begins at home. Art week activities have been fully described in previous reports.

The Institute of Modern Art

The Institute of Modern Art moved from their Beacon street location to new quarters at 138 Newbury street, Boston. This is a more available situation and the generous provision for free Saturday classes for Boston public school pupils is one

of the richest opportunities offered to the children of Boston. An eager group, limited to thirty-five, is using their Saturday mornings to good advantage. Many more such opportunities in all parts of the city are needed by pupils whose creative talents seek inspiring guidance in leisure time.

Kodachrome Slides

Kodachrome slides of drawings and paintings by Boston school pupils were shown at the Eastern Arts Association Convention held in New York City in April. The set was organized by the art department to illustrate progress at various age levels. This modern method of exhibiting school work avoids difficulties of mounting, packing, and shipping large mounted material. The slides serve as an excellent record of achievement and are available for use in our own classrooms.

2. MECHANICS ARTS

During the school year 1943-44 the Department of Manual Arts has been obliged to contend with far more problems and difficulties than ever before in its history. Virtually all of these have been caused by the shortage of teachers and the difficulty in obtaining necessary equipment and supplies with which to continue the work in the various school shops.

Thus far more than fifty permanent and temporary teachers have entered the armed forces, in addition to which the department is expected to supply shop and drafting teachers when vacancies occur in the high and trade schools. These conditions have made necessary the use of a rotation program for a number of the intermediate and elementary shops and a shortening of the customary time allotment for grade VI manual arts. Regardless of the careful planning used in formulating a rotation program, the subsequent loss of even one teacher makes necessary an entirely new plan.

Statistics

Due to conditions which are not within the control of the department there has been a decrease in the number of pupils in some of the groups which registered in the various shop classes. The following comparative table indicates the shop enrollment in October 1943 and October 1942:

OCTOBER SHOP ENROLLMENT

	1942	1943	PERCENTAGE OF	
			Increase	Decrease
Grade VI:				
Major (Mechanic Arts).....	331	141	—	57.4
Minor (Manual Training).....	4,347	4,324	—	0.5
Totals.....	4,678	4,465	—	4.5
Grades VII and VIII:				
Major (Mechanic Arts).....	3,994	3,497	—	12.4
Minor (Manual Training).....	4,892	4,857	—	0.7
Totals.....	8,886	8,354	—	6.0
Grade IX, Intermediate:				
Major (Mechanic Arts).....	2,393	1,904	—	20.4
Minor (Manual Training).....	156	166	6.4	—
Technical Drafting.....	332	230	—	30.7
Grade IX, High School:				
Major (Mechanic Arts).....	273	260	—	4.8
Totals.....	3,154	2,560	—	18.8
M. Gertrude Godvin School.....	90	90	—	—
Clubs.....	550	476	—	13.5
Horace Mann School for the Deaf.....	31	30	—	3.2
Special Classes.....	650	512	—	21.2
Grand totals.....	18,039	16,487	—	8.6

Model Airplane Project

The model aircraft project which was carried on for more than two years in all of the schools of the department was formally closed on December 31, 1943, and during that period more than twenty thousand planes were made for use by the Navy Department. High schools made a generous contribution to this effort to assist the navy, and the work of teachers and pupils was characterized by an earnestness of purpose that was especially commendable in view of the fact that all work of a personal nature was discouraged for the duration of the project.

Junior Red Cross

The annual appeal by the Junior Red Cross met with the customary generous response by the pupils, with the result that over two thousand articles have been completed for Red Cross purposes. Included in the list are canes for wounded soldiers, bedside tables and trays, smoking stands, game boards of various types, articulated and plain animal toys, and many other items of a special nature.

Children's Hospital Project

In response to a request from the Harvard Infantile Paralysis Clinic at the Children's Hospital, one of our cooperative high schools is now engaged in making a quarter-section of a full-size Elevated bus. When completed this will be installed in the hospital to afford the crippled patients an opportunity to become accustomed to entering and leaving a standard bus with its limited door and aisle widths. This is but one of many devices for which the Harvard Clinic is responsible, and all are made available for the sake of the patients who must wear cumbersome metal braces and must use crutches, canes, or both, in their efforts to travel around.

High School Cooperative Courses

Educational progress in the high schools continues to be strongly influenced by two factors: Pre-induction training for those who undoubtedly will be called into the service, and the urgent need for more workers in war industries and non-essential business. About fourteen hundred seniors were released from the high schools on February 1, 1944, in response to requests for their services and a creditable record of achievement resulted in their receiving high school diplomas in June. It is impossible for the cooperative courses to supply anywhere near a sufficient number of boys to meet the demands of industry, and this condition bids fair to continue for a long period. It is safe to assume that the post-war period will afford infinitely more worthwhile opportunities for students in these courses than have ever before been available.

The number of candidates for admission to grade X cooperative courses in September 1944 is shown in the following list:

Brighton High	109
Charlestown High	42
Dorchester High	27

East Boston High	33
Hyde Park High	71
Roxbury Memorial	33
South Boston High	74
	<hr/>
Total	389

Gardens

Graduates of the Jamaica Plain High School continue to maintain the highly commendable record shown for a number of years. Many of the young men occupy positions of considerable responsibility in the service and in agricultural pursuits, and have reflected great credit on the school which so wisely directed their efforts.

Mayor Tobin's Boston Victory Garden Project will be carried on with greater impetus than was true last year, when such a splendid record was made. At that time Mr. Henry G. Wendler, of the Jamaica Plain High School, was assistant director, working with Park Commissioner William P. Long, but this year Mr. Wendler has been given another assignment. One of the most experienced of the horticulturists on the Mayor's committee described this project in these words:

"Operated under the personal direction of William P. Long, Boston's able Park Commissioner, this great gardening project got underway when the Mayor, with coat off and sleeves rolled up, drove the point of Daniel Webster's own plow into the soil of Boston's hallowed Common and thus gave impetus to the planting of many more than ten thousand Victory gardens in the Greater Boston area. In the history of Boston no more constructive project was ever undertaken; no greater success was ever achieved."

The interest of school pupils in home and school gardens is as strong as ever, and the increasing number of home and Victory gardens is an eloquent testimonial to the missionary efforts of Boston's boys and girls, and the instructors who have so faithfully labored with them.

Training School for Teachers of Mechanic Arts

The requirements of the service and of war industries are reflected in the limited membership of this school which has for so many years supplied teachers for all of the schools in

Boston where shopwork is taught. The experiences of the past few years especially have demonstrated anew just how essential this school is as an integral part of Boston's training program.

At present there are seven students in the freshman class, and there were only two to receive diplomas in this year's graduating class. Graduates are to be found in many of the eastern states and they invariably conduct their work in a highly commendable manner, reflecting much credit on those who have so faithfully carried on the instructional program in the school.

A class for our temporary women teachers was conducted on Saturday mornings from December to June in printing and woodworking.

Apprentice-Journeyman Classes

In June 1943, classes were established in the Boston Trade School for the purpose of preparing firemen and engineers to pass the State examinations for licenses. Both day and evening sessions were available for the candidates because they were employed in so many different shifts in their respective plants. Late in the fall term the work was transferred to the Public Latin School in order to free the trade school classrooms for their own use.

A considerable number of the men successfully passed their examinations and the class was discontinued only because so many had their work shifts changed that it was impossible to keep enough men together at any one time to maintain even a small class. It is expected that this project may be revived later when industrial conditions have become more stabilized.

War Production Training

Boston has reason to be proud of what has been accomplished by the War Production Training program during its four years of existence. Thousands of men and women have been carefully trained and have been advantageously placed in war industries.

But today the training program is materially different from what it was less than one year ago. On September 30, 1943, the army radio instruction for the First Service Command was discontinued, and on October 30, 1943, the Boston Navy Yard closed the training program which had been conducted

since July 1, 1940. These two groups comprised the major portion of trainees in our high and trade school centers, and their loss made a drastic cut in the training centers and classes. With the W. P. A. and N. Y. A. closed, the availability of trainees was further curtailed because a great many industrial firms began to take in trainees without previous training and offered good wages to them while learning in the plants.

But many of these plants discovered that not every journeyman workman was sufficiently qualified to serve as an instructor to the mutual advantage of plant and trainees; also, it is difficult to spare good men from the production line responsibilities when the demand for war equipment is so insistent. This condition afforded an opportunity for trained instructors from the War Production Training centers to be assigned to in-plant training in the various war industries, and this phase of the work now constitutes the major part of the W. P. T. program, with results that are highly satisfactory to the plants concerned.

Under date of May 16, 1944, the school officials authorized the establishment of summer pre-induction courses, this program to include automobile mechanics, machine shop, electricity, radio, and aircraft repair. Boys sixteen years of age and over are eligible to attend. This instruction will be very valuable to the students from the standpoint of induction assignments later, as well as a groundwork for worthwhile opportunities in post-war activities. All of the work being conducted in the War Production Training program is closely associated with the requirements of the service and of the War Manpower Commission.

It may be that vocational rehabilitation training in this area, as well as re-training of civilians for post-war activities, will be a later assignment for the W. P. T. program workers. If this should prove to be true every possible effort will be made to make the training vitally worthwhile, for it is realized that "The world stands aside to let him pass who knows whither he is going."

In carrying out the work of the Department of Manual Arts it should be stated that whatever success may have been attained in the various departmental activities is because of the hearty cooperation of school department officials, the Department of School Buildings, and the various instructors.

MERCHANDISING

There has been a decrease of about 55 per cent in the number of high school pupils electing salesmanship in the past two years. This has caused the elimination of five temporary teachers and has made it necessary for some of the regular salesmanship teachers to be assigned to other subjects in addition to their assignments in salesmanship.

Some of the reasons for this reduction in elections of this subject are as follows:

1. Many boys have found it wise to elect pre-induction courses.
2. The required health program of five periods a week has reduced the number of courses which could be elected.
3. The demand for young people with clerical training has caused many high school students to elect clerical courses in preference to salesmanship.
4. The shortage of help in the clerical field has caused a reduction in standards of employment and also raised the initial wage paid to a level somewhat above that paid in some of the store positions.

The demands of the stores for help at Christmas, on special sale days, and Saturdays have never been so great as this year. It has been possible to supply only a small part of these demands. In spite of the reduced numbers in the classes the pupils earned more money as a result of Christmas work experience than in any other year except 1942.

Cooperative training for store work was extended this year to include Brighton High School and East Boston High School and the total number of pupils trained increased from 60 to 90. Most of these pupils accepted full-time positions in the stores upon graduation.

The Retail Trade Board gave a luncheon to the salesmanship teachers, at which time there was free and open discussion as to how the stores could make the work experience more beneficial to the pupils. Also during the spring months the training department of one of the stores gave a course in "Textiles" for the salesmanship teachers.

WARTIME TRAINING PROGRAM FOR STORE SUPERVISORS AND DEPARTMENT HEADS (ADULTS)

The Wartime Training Program for Store Supervisors and Department Heads has continued during the year with marked success. Expressions of appreciation on the part of employers and adult employees has been spontaneous and genuine.

The object of the program is to show executives and supervisors how to teach and train those employees who come under their supervision. Since September 1, 1943, instruction has been given to 878 executives and supervisors in 33 different organizations, including department stores, specialty stores, furniture stores, grocery stores, variety chain stores, hotels, and restaurants.

Prior to January 1, 1944, the project was reimbursed 100 per cent by the Federal Government, and since January 1, it has been reimbursed 50 per cent. Not including the cost of supervision, the city has paid out \$2,084 for this instruction, for which reimbursement will be made in the amount of \$1,544. The sum of \$279.30 has also been collected from neighboring cities for tuition of non-resident members of these classes.

CLASSES FOR CONSERVATION OF EYESIGHT

Organization

There are fourteen conservation of eyesight classes in the Boston public school system at the present time. The personnel is composed of one assistant-in-charge, thirteen assistants, and one temporary teacher.

The class in the Paul Jones School did not reopen in September 1943, due to lack of numbers. The teacher of the Paul Jones class was transferred to the class in the Winchell School, in which there had been a temporary teacher for two years.

Location, Grading, and Size of Classes

The following table gives the location, grading, and number of pupils in each class at the close of the school year 1943-44.

DISTRICT AND SCHOOL	I	II	III	IV	V	VI	VII	VIII	IX	Number of Pupils
Eliot-Hancock:										
Paul Revere.....	4	1	3	1	—	2	2	—	—	13
Franklin:										
John J. Williams.....	1	3	2	—	3	1	—	10	—	20
Julia Ward Howe:										
Sarah J. Baker.....	4	1	4	4	3	3	4	—	—	23
Martin:										
Farragut.....	1	2	4	2	—	4	1	—	—	14
Mary Hemenway:										
Rochambeau.....	—	4	4	1	2	3	—	—	—	14
Norcross:										
George Frisbie Hoar.....	2	3	1	1	1	—	2	—	—	10
Roger Wolcott:										
Pauline A. Shaw.....	1	1	1	—	2	3	4	—	—	12
Ulysses S. Grant:										
Theodore Lyman.....	2	1	1	2	1	6	—	—	—	13
Washington Irving.....	—	3	3	2	2	4	1	6	3	24
Wendell Phillips:										
Winchell.....	—	1	1	—	4	4	—	—	—	10
William Blackstone.....	—	—	—	—	—	—	—	5	5	10
Totals.....	15	20	24	13	18	30	14	21	8	163

Of this number nine pupils are going on to high school. The following table shows the school and courses selected:

	Grade	Course	Boys	Girls	Total
English High School.....	X	College	1	—	1
Girls' High School.....	X	College	—	1	1
	X	General	—	1	1
Jamaica Plain High School.....	X	General	—	1	1
Jeremiah E. Burke High School for Girls.....	X	General	—	1	1
Mechanic Arts High School.....	IX	Mechanic Arts	1	—	1
	X	Mechanic Arts	1	—	1
Roxbury Memorial High School (Girls).....	X	General	—	1	1
South Boston High School.....	X	Mechanic Arts	1	—	1
Totals.....			4	5	9

Conferences have been held with the director of the Division of the Blind and his assistant on the subject of what could be done to help these pupils in high schools. The assistant director of the National Society of the Prevention of Blindness has written the Commissioner of Education that nothing was being done in the high schools of Massachusetts for pupils with defective sight.

The two most popular plans for this work have been outlined for the Division of the Blind by the assistant-in-charge of conservation of eyesight classes.

There is being prepared a plan whereby student readers will be provided for those pupils entering high school in September 1944. This is a good year to make a start as there are only nine pupils to go on. The work is so essential for these pupils that it is well worth the added expense.

The following tabulation shows the high schools entered by these pupils during the past three years:

School	1943			1942			1941			GRAND TOTALS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Boston Trade High School *	2	—	2	1	—	1	1	—	1	4	—
Brighton High School	—	—	—	1	—	1	—	—	—	1	—	1
Charlestown High School	—	—	—	1	—	1	—	1	1	1	1	2
Dorchester High School for Boys	1	—	1	1	—	1	—	—	—	2	—	2
East Boston High School	—	—	—	—	—	—	1	—	1	1	—	1
English High School	—	—	—	1	—	1	—	—	—	1	—	1
Girls' High School	—	1	1	—	—	—	—	4	4	—	5	5
High School of Practical Arts	—	—	—	—	1	1	—	—	—	—	1	1
Hyde Park High School	—	1	1	1	—	1	1	—	1	2	1	3
Jamaica Plain High School	4	2	6	1	—	1	1	1	2	6	3	9
Jeremiah E. Burke High School for Girls	—	—	—	—	1	1	—	—	—	—	1	1
Mechanic Arts High School	1	—	1	1	—	1	3	—	3	5	—	5
Roslindale High School	—	1	1	—	—	—	—	—	—	—	1	1
Roxbury Memorial High School (Boys)	1	—	1	—	—	—	1	—	1	2	—	2
Roxbury Memorial High School (Girls)	—	1	1	—	—	—	—	3	3	—	4	4
Totals	9	6	15	8	2	10	8	9	17	25	17	42

* Name changed from Boston Trade School to Boston Trade High School, June 23, 1943.

Conclusion

The School Committee has made provision in the annual budget for funds to pay for the service of readers for pupils in high schools who have completed courses in the advanced grades of the conservation of eyesight classes. This will be of vital assistance to these handicapped children and encourage many of them to continue their education in the various high schools.

SPECIAL CLASSES

Personnel

The organization of the Department of Special Classes is practically the same as it was a year ago: One director, six vice principals, 135 classroom teachers, and one teacher assigned to follow-up work. Two classes in Hyde Park (one in the Fairmount School and the other in the Damon School) were closed this year because they were in remote districts having a too small public school population. Later two new classes were established elsewhere and the teachers in Hyde Park were transferred to other schools.

The vice principal of the Wells Special Class Center was assigned again in September 1943 to assist the director for the year 1943. This vice principal gave 612 psychometric tests to children recommended for special classes, and of these ten were too low grade ever to be placed in our public schools. It was suggested to the parents of these children that appointments be made for their examination at the Walter E. Fernald State School. This was agreed to by them, and Dr. Ransom A. Greene, superintendent of the school, later sent a detailed report to the department and to each parent concerning the physical and mental condition of the children and the prognosis for the future.

This year, more than ever, pupils failing the grade VI of public and parochial schools have been referred to the Director of Special Classes for transfer to Special Class Centers. Investigating these cases, it was found that in all instances they were pupils whose parents had refused to place them in special class earlier or having done so had requested their withdrawal later. Another Special Class Center will be needed in the near future.

In the curriculum for special class children the younger pupils follow the program of the primary grades especially

adapted to their mentality. For the older pupils the program this year was based almost entirely on the activities of the armed forces and the assisting agencies. The war has brought special class pupils more nearly up to the level of normal boys and girls. They compete favorably with them in all drives whether in the purchase of war stamps or bonds or collecting materials to be salvaged. The articles made in the shop and sewing room have won praise from high ranking officers. Special class boys and girls are in many branches of the service in all parts of the world and this means that the pupils now find geography a most important and most interesting study. In a class in East Boston 3,026 blood sponges were made for the Red Cross and in the Lucy Stone Special Class Center the girls in one room have been supplying the Boston City Hospital with 1,000 sponges weekly. Their teacher is a Gray Lady.

The monthly meetings have been held regularly and this year the lecturers have been from our own school department.

During the year more boys and girls left school on their sixteenth birthday for readily obtainable employment instead of waiting until the end of the year. Because of this those receiving certificates were about one-half the usual number.

REPORT OF FOLLOW-UP WORKER OF SPECIAL CLASSES, SCHOOL YEAR 1943-44

Number of cases referred	126
Number of cases continued	23
Number of school visits	122
Number of home visits	105
Number of home visits for survey	96
Number of telephone calls dealing with pupil problems	257

The 23 cases mentioned in the second item were continued from last year or were former cases reopened.

The telephone has been a great aid this year as not only a time saver but also a conserver of traveling expenses. In many cases it has been possible to make such quick contacts that remedial work was started promptly.

Some of the contacts are as follows:

- Boston Dispensary
- Catholic Charitable Bureau
- Child Guardianship Division of the Public Welfare Department
of the Commonwealth of Massachusetts
- Church Home Society
- Family Society of Boston
- Juvenile courts (probation officers)

Massachusetts Society for the Prevention of Cruelty to Children
Mental Health Department of the Commonwealth of Massachusetts
Soldiers' Relief Department
Southard Clinic

Survey of 95 Pupils from the Lucy Stone Special Class Center

During the winter months a follow-up survey was conducted, using as a unit 95 boys and girls (representing 76 homes) who left the Lucy Stone Center during the period from January 1, 1941, to January 1, 1943.

LEGEND.— "More" means more than two years in Special Class. "Less" means less than two years in Special Class. Under Previous Jobs "0" indicates that the pupil went directly into the work he is doing.

BOYS

No.	Age	I. Q.	Years in Special Class	Present Job	No. of Previous Jobs
1	18	61	more	Deceased	—
2	18	65	"	Helper, office of Coal Company	0
3	18	74	"	Moved, not located	—
4	18	66	"	Moved, not located	—
5	18	60	"	Optical Lense Company	0
6	19	55	"	Shipyards	0
7	18	75	"	Navy	0
8	17	65	"	Shipyards	0
9	17	65	"	Bond Bread truck	0
10	17	—	"	Navy Yard	0
11	17	79	"	Trucking, with father	0
12	17	—	less	Navy Yard	2
13	17	81	more	Navy	1
14	18	63	"	Moved, not located	—
15	19	67	"	Home	—
16	18	—	"	Marines	—
17	18	58	less	Car shops	5
18	18	72	more	Landscape gardener, with father	0
19	18	75	"	Navy	0
20	19	—	"	Upholstery shop	0
21	18	—	"	Air Force	0
22	17	—	less	Mechanic	0
23	18	73	more	Welder	0
24	17	76	less	Helper, Navy Yard	—
25	17	67	more	Helper, Ginn's Book Bindery	0

Boys — Concluded

No.	Age	I. Q.	Years in Special Class	Present Job	No. of Previous Jobs
26	17	72	more	Attendant, Veterans' Hospital	0
27	17	70	"	Not investigated	—
28	18	79	"	Turbine worker	0
29	17	74	"	Novelty company	Navy, 1 month
30	18	80	"	Navy	0
31	17	78	"	Shipyards	0
32	18	—	less	Baker	0
33	17	78	more	Marines	0
34	17	72	"	Moved out of city	—
35	17	—	"	Navy	0
36	17	68	"	Baker's Chocolate Company	3
37	18	65	"	Helper on railroad cars	0
38	18	61	"	Arsenal, Keystone	0
39	18	85	"	Laundry	2
40	17	67	"	Reformatory institution	2
41	18	83	"	Navy	0
42	18	—	"	Unknown	—
43	18	63	"	Arsenal, Keystone	1
44	17	81	"	Navy	0
45	17	74	"	Merchant Marine	0
46	17	62	"	At home	0
47	17	—	"	Moved out of city	—
48	17	70	"	Navy Yard	0
49	17	—	"	Defense work	0
50	18	89	"	Navy Yard	Navy, 4 mos. med. dis.
51	17	—	less	Machine shop	0
52	18	62	more	At home	0
53	18	56	"	Navy	0
54	17	74	"	Navy Yard	0
55	17	83	"	Fore River	0
56	17	—	"	Moved	—
57	17	75	"	Navy	1
58	17	—	"	Defense work	0
59	17	67	"	Moved out of city	—

GIRLS

No.	Age	I. Q.	Years in Special Class	Present Job	No. of Previous Jobs
1	19	65	more	Laundry	1
2	17	76	"	Home	1
3	19	75	"	Home	0
4	17	80	"	Home	3
5	17	67	"	Jewelry store	1
6	19	74	"	Married	1
7	19	73	"	Married and in factory	3
8	18	71	"	Housework	0
9	18	66	"	Reformatory institution	0
10	18	75	"	Clothing model	1
11	18	63	"	Laundry	0
12	18	75	"	At home	0
13	18	86	"	At home	0
14	18	81	"	Gillette's	4
15	19	—	"	Ward maid	0
16	19	72	"	Laundry	—
17	19	74	"	Gillette's inspector	0
18	18	76	"	Loose-Wiles Biscuit	0
19	18	58	"	Home	0
20	18	66	"	Factory	0
21	17	81	"	Waitress	3
22	18	—	"	At home	0
23	18	—	"	Raymond's stock room	0
24	20	82	"	Woolworth's stock room	0
25	19	74	"	Housework	0
26	18	77	"	Deceased	—
27	19	71	"	Bus girl, Hood's	0
28	18	63	"	Factory	0
29	18	81	"	Laundry	1
30	18	49	"	State school	0
31	19	69	"	Housekeeper	0
32	19	68	"	At home	0
33	18	73	"	Care of State	—
34	18	67	"	Married	0
35	18	67	"	Packing crockery	1
36	18	73	"	Address unknown	—

The follow-up worker also investigated the working status of 20 boys who were given employment certificates before they were 16 years of age. The results were satisfactory, 18 of the boys being still on the job.

Summary

Boys and girls of special classes are adjusting well in the community and due to a shortage of labor are being offered many opportunities never considered before. They are competing successfully with normal people and in many instances are as able as the normal boy or girl in performing certain jobs in industry. This means that more doors have been opened to our pupils and a greater challenge has been flung to the special classes.

SPEECH IMPROVEMENT

The National Aspect of Speech

The nation's capital, according to plans recently made public, is to have its long-dreamed-of municipal theater, sponsored by a committee of prominent citizens, and carrying the blessings of the President, the District of Columbia Commissioners, and other representatives of the Federal Government. The Washington municipal theater project looks forward to a permanent theater building of its own and a year-round production schedule furnishing an opportunity for talented government employees, students, and other Washington residents.

It is hoped that the establishment of a municipal theater in Washington will serve to encourage similar ventures in other cities throughout the country.

Reverend Gilbert V. Hartke, O. P., Head of the Department of Speech at Catholic University, is Executive Director of the project.

Communication Arts Conferences

The National Association of Teachers of Speech was represented at the first of these conferences which was held in St. Louis early in March 1944. The conference was held in two sessions, the first of which only (March 5) involved participation by the representatives of eleven "arts." The United States Office of Education bulletin entitled "The Communica-

tion Arts and the High School Victory Corps" was published in March. It contains 12 chapters as follows: Organizing Communication Arts to Meet War Needs, English, Speech, Foreign Languages, Journalism, Dramatics, Music, Art, Graphic Arts (printing), Libraries, Radio, and Visual Education. The pamphlet represents the first time many of the school fields have been featured in an Office of Education publication. A live demand for "The Communication Arts" will pave the way for further Office of Education encouragement of the respective fields. Copies may be obtained from the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. It is recommended that many be soon authorized for every school in Boston because the general opinion is widespread that speech is simply a matter of conversation, or common talk. The speech improvement class teachers have always believed that communication by all forms of speech must be practiced and correlated to effect a worthy correction of disordered speech. No candidate can be educated in normal speech by humdrum exercises. Proper speech training should include the application of corrective speech relaxation exercises and the correlation of these with regular grade activities, slowly at first but in gradual acceleration and persistent over a long time until the correction is well established.

Membership in the National Association of Teachers of Speech

In the spring of 1914 the director of the Speech Improvement Classes was invited to attend the preliminary meeting for the organization of the National Association of Teachers of Speech, which was held at the Auditorium Hotel, Chicago. The group of teachers was small in number but large in view of the great need of scientific speech training in all its aspects throughout the country.

Groups interested in speech training were represented — universities, colleges, high schools, and elementary schools.

It was apparent at the outset that for the furtherance of the correction of speech disorders there were a few teachers in the acknowledged and accepted private and public schools who could adequately act as representatives. However, the National Association of Teachers of Speech was definitely organized and carried on the work of insistence that every discernible

level of our American educational system should be stimulated to the importance of speech training in all its forms. In the Boston public schools notable work in speech training has been done in various forms beginning with the single phase of making public addresses. Public recognition of this work has been acknowledged through the presentation of medal awards. From 1912 until 1944 numerous reports have been written and have been incorporated in the printed reports of the Superintendent of Public Schools. All reports were based on the realities, experiences, observances, and needs of the pupils of the speech improvement classes. The development of speech, the correction of thousands of flagrant disorders, the mental change in thought, the healthy reactions of pupils have resulted in widespread speech education in Boston through the medium of correlation for pupils in all grades and subjects. It is well to call attention to the principles basic to a proper interpretation of the importance of speech instruction for the happiness of growing youth.

A Definition of the Term of Speech

First, as a human activity, it denotes any and all uses of the mechanisms that involve human communication, including the four commonly accepted activities of *thought*, *language*, *voice*, and *total bodily behavior*. Speech as a human activity is, briefly, face-to-face communication, whether between two, among three, or seven or ten, or before any possible number. Speech as a discipline, on the other hand, is the study and practice of such data of speech as helps the student to adjust himself to his environment and to be useful to his neighbors and other companions:

- (1) *Speaking*, including talk, conference, conversation:

This covers communication directly between one person and others and is the staple of everyday human intercourse.

- (2) *Reading*: The study of reading or reciting from the printed page.

This again is speech used indirectly.

- (3) *Speech Sounds*: The study of speech sounds as sounds.

This is a phase of speech training that covers the fields known as phonology, phonetics, voice science, and speech correction. It is a study of the minutiae

of speech mechanisms. It is not a study of communication, but is an attempt to discover and apply the technique of speech mechanisms to the end of making students more adaptable and useful in their daily living by making them more competent to speak and read effectively.

(4) *Speech Science*: Every scholastic and academic discipline has its own body of significant and useful facts and principles, valuable as an aid to investigating and teaching that subject.

This is especially true of speech correction. To be teachable, a discipline must yield valuable facts in rich abundance. These facts must be evaluated into principles; from the principles must be evolved methods of teaching; and these principles and their application must be drawn from the three general branches; *speaking, reading, and speech sounds.*

Certain Principles That Seem To Hold

(1) That speech training is most needed in the grades; "catch them young" is one of the primary rules of speech training.

(2) This logically carries the conclusion that the most vital task of all teaching is in preparing the grade teacher for her task, to teach boys and girls the simple art of communicating effectively, chiefly in conversation and conference, in the simpler and less trying social relations.

(3) Next in importance is the teaching of adolescents in high school, helping them to readjust and to fit into the larger social life. This is a task of great delicacy, involving as it does the teaching of boys and girls to begin their part in civic and community affairs. Whereas grade teaching of speech is largely a matter of teaching children to talk, high school teaching in this field is concerned with the problem of public address and public entertainment, consciously done, with artful intent, and the courage to do a thing well.

(4) The teaching of speech in college becomes specifically a problem in preparing the student for public life, for becoming a leader, for assuming a larger part in the affairs of the world.

(5) Teachers colleges should have a department of speech training to prepare effectively teachers of speech for colleges,

normal schools, public schools, and for the community service, as called upon for the various national, state, and city emergencies. All this implies an ideal educational system which at present has not been realized, but it seems to be only at the beginning of a right method and a proper system. There are many fallacies in public school systems generally in their ideas, attitudes, and provisions for the successful teaching of speech. Research by the National Association of Teachers of Speech, including that made by the Boston members, would demand a lengthy report and soldierly courage to present it for print, or for panel discussion. Boston has been in the lead in speech work from the standpoint of the psychology of speech and from the standpoint of the pathology of speech. It is clear that the psychology of speech must be learned by every teacher in the regular classroom but the speech correctionist must have this learning and more especially that of the pathology of speech. Every speech improvement class teacher is trained in the theory and correction of pathological speech.

The Pathology and Psychology of Speech

The history of orthophonics is brief and for a long time was quite unscientific: (1) Because little research had been done by the medical man, the physicist, or the psychologist which is valuable to the phonologist. That which has been done is not easily accessible to the general public. (2) Because the voice is so fundamentally bound up in the expression and repression of the emotional life that it resents the intrusion of the scientific attitude.

The worker in speech handles a fine medium. The study of the composition of speech is the study of the many reflex and voluntary activities of the human organism. The point at which speech becomes perfect is the point in personal adjustment toward which candidates for improvement or correction strive. Speech is a test of the psychic adjustment of the individual person to the conditions under which he lives.

The value of corrective work cannot be disputed, but if during the plastic period of childhood, in the pre-school, kindergarten, and first and second grades, training were given to set the correct speech reaction and to eliminate the faulty the necessity for a large part of the individual corrective work could be obviated. Whether trained through the sense of

hearing, or kinaesthetically, through the will and reason, speech is the highest expression of educational and emotional attainment.

It is one of the anomalies of education that the highest development of man, which is speech, has been relatively ignored. A child has been left to the accident of association. Speech acquired during the first year of life can be thoroughly unlearned only with the greatest difficulty, though by an effort it may be improved.

Speech is developed in response to the emotional needs and their realizations. The control of the emotions through the control of the voice is a fundamental attainment. Speech is a reaction to environment as surely as the withdrawal of the hand from a hot stove, and it must be adequate to the individual and to his social needs, else he must suffer. However, it is comforting to know that when speech is incorrectly used for the greater part of the day, just fifteen minutes daily drill will not only train the sense of hearing, but it will stimulate the forming of correct habits and slowly overcome the incorrect habits of speech.

In any study of the defects of speech the individual person rather than the defect itself must be considered first, because symptoms which affect the individual temperament differ in each case. Psychology is the science of the mind. Pathology is the science of disease. Diseased or pathological conditions affecting the speech function can only be adequately recognized and treated by the proper medical authorities. The speech correctionist must have a sufficient educational background to be intelligently conscious of the type of defects found, and to be able to direct the pupil concerned to the school nurse, doctor, home, or otherwise. Complete psychological and pathological knowledge of the pupil gives the speech correctionist a better understanding of the child — his ability, his behavior, his limitations, and his capabilities. The primary concern of the speech correctionist is each individual person. It is not enough to know what sort of a speech defect a person has. It becomes imperative to know what kind of person has a speech defect.

Statistics

1. Registration	4,851
2. Number of classes	235
3. Discharged (cases corrected)	1,433

4.	Number belonging June 30, 1944, exclusive of discharges	3,418
5.	Average membership	3,801
6.	Average attendance	3,422
7.	Anticipatory discharges	533
8.	Number of classrooms used	44
9.	Number of speech centers	44
10.	Boston geographical districts represented	12
11.	New admissions	1,259
12.	Sources of pupils:	
	A. Boston public schools:	
	<i>a.</i> Elementary schools	63
	<i>b.</i> Intermediate schools	19
	<i>c.</i> High schools	21
	<i>d.</i> Special schools	1
		104
	B. Home (Boston resident)	1
	C. Private schools (Boston residents)	137
	D. Non-residents	6
	E. Not registered in any other Boston public school:	
	Boys	109
	Girls	35
		144
13.	Correction of pupils:	
	1. Corrected and greatly improved	2,797
	2. Progressively improved	1,568
	3. Slightly improved	486
		4,851

Personnel

1	Director
17	Assistants, Special Classes
5	Temporary teachers
1	Substitute teacher (vice assistant in Red Cross service)
24	Total

LIP READING

Personnel

The staff in the lip reading department consists of an assistant-in-charge and four assistants. There are two vacancies which have been filled by temporary teachers.

Since 1942 there has been considerable difficulty in securing teachers qualified to teach lip reading. As teachers of any grade it is necessary to have well adjusted individuals who are skillful in managing children and subject matter. The teacher participating in a lip reading program needs to know the fundamentals of lip reading and the accepted methods of presenting material. She should be familiar with the general

advances in the field and should coordinate lip reading with the class work of her pupils.

It has been the policy of the School Committee to appoint to the department permanent teachers in the service who have qualified by taking a thirty-hour normal course in lip reading. The University Extension has not offered this course for several years which partly accounts for the few teachers available. A course should be offered for interested teachers in The Teachers College of the City of Boston with special emphasis on the techniques and methods of instruction in lip reading.

Scope

The audiometer tests were begun November 29, 1943. The results were as follows:

DISTRICT	Number Tested	Recommended for Lip Reading
The Teachers College of the City of Boston	94	2
Dorchester	6,734	48
Jamaica Plain (1 school)	550	1
Roslindale (2 schools)	1,273	6
West Roxbury (3 schools)	1,962	2
Totals	10,613	59

A new center was established in the Mather School. The life of a center is three years. It is obvious that organized audiometer testing started at the beginning of the school year is necessary if all pupils with a hearing difficulty are to be located and the centers accomplish the work for which they are established.

Statistics

1. Number of lip reading centers	9
2. Number of classes	30
3. Pupil enrollment September 1943—June 1944	281
4. Number of primary pupils instructed in their own schools	43
5. Non-resident pupils	5

Application and Pupil Appreciation

Probably no handicapped pupil is more appreciative of the help received to overcome a handicap than the hard-of-hearing high school pupil. This is evident in the frequent return of pupils to discuss their problems.

The following letter was received from a high school pupil with a hearing loss of 15 per cent in the right ear and 45 per cent in the left ear.

Boston, Massachusetts

May 16, 1944

DEAR MISS ——— and Miss ———: I would like to express my appreciation for the years of training you have given me in lip reading. I find it difficult to put into words just how helpful my knowledge of reading lips has been to me this past year.

No one where I work has even suspected the slightest handicap. I probably sound like an advertisement, but I really mean this.

Well, thanks a lot, both of you, for your splendid work. And just in case you might be interested in how I made out, I passed a Civil Service examination, which rated me a position at a local Draft Board.

HOME INSTRUCTION OF PHYSICALLY HANDI- CAPPED CHILDREN

Number of Pupils and Teachers

During the school year 1943-44, 55 full-time teachers were employed in the instruction of 785 physically handicapped children in their homes or in hospitals. Because of the shortage of high school teachers eight regularly appointed teachers were employed after school hours to assist in this work.

These children were given "bedside teaching" of three hours a week. The full course of study of the parent school was carried out and examinations given. This resulted in the promotion of some seven hundred children and in the graduation of 46 children.

Distribution by grades:

Grade I	75	Grade VIII	84
II	48	IX	64
III	68	X	39
IV	72	XI	26
V	71	XII	21
VI	68	Post Graduate	22
VII	95	Ungraded	32
Total			<hr/> 785

Classification by disease:

Rheumatism and rheumatic heart	364
Orthopedic defects	128
Medical conditions, nerve, kidney, etc.	90
Respiratory conditions	88
Fractures	54
Surgical and post surgical	40
Observation	21
Total	<u>785</u>

Class at Boston State Hospital for the Insane

At the request of Dr. Harold F. Norton a class was established in March at the Boston State Hospital for the Insane. This is supposed to be the first class of its kind. It is being watched with great interest by psychiatrists as well as by educators.

There are about fifty children at the hospital. These children were receiving no formal education. They are not feeble-minded children but are mentally disturbed at times. In the short period that they have been receiving instruction their progress has been remarkable.

This class is conducted just a little differently from the rest of the work with handicapped children. These children attend school five mornings a week and have games, handiwork, and recreational periods of various kinds.

It is hoped that the program may be extended in September.

DEPARTMENT OF EVENING SCHOOLS

Evening Schools

Eight evening high schools, one trade school, one vocational school, twelve elementary schools, and twenty-eight day schools for immigrant centers remained in operation during the school year 1943-44. The department enrolled over seven thousand students notwithstanding the effects of the grim business of a world-wide war.

Like every other phase of American life, professional, industrial, or educational, Boston's system has been affected seriously by World War II. Enrollment in all branches has been diminished due mainly to two definite causes; viz., induction, or enlistment of men and women in the armed forces of the United States, or employment in war industries due to the attraction of abnormally high wages. The latter of the

above-mentioned causes has reduced materially the attendance of women in our evening high schools.

The greatest mortality has occurred between the ages of eighteen and thirty-five, which in normal times is the age range from which the greatest number of evening school students are obtained. The establishment of federal classes wherein students were paid to attend made serious inroads on the pupil personnel of both the evening opportunity and the trade schools. Home nursing classes practically disappeared due to the stress that was placed on such training during the past two years by schools, by the Red Cross, and by church and social groups. During the coming year emphasis will be placed on the establishment of first-aid classes for men, recently made possible by a change in the state regulations affecting the establishment of evening practical arts classes. Formerly such classes could be attended only by women but of late a knowledge of first-aid and accident prevention has been a requirement set up by many business organizations and industrial plants as a necessary qualification for employment.

The desire of the foreign born to accept the protection and privileges as well as to assume the responsibilities of American citizenship has been reflected in the foreign classes even though immigration is practically non-existent. Over two hundred fifty students became naturalized during the past school year, thus indicating the excellent preparation for citizenship that was taught so efficiently by the evening school teachers.

New classes in aeronautics, slide rule, and mathematics relating to war training were successfully conducted at Central Evening High School and South Boston Evening High School in response to requests from prospective enrollees in the air forces of either the army or the navy.

Post-war plans in anticipation of meeting the needs of returned veterans are at present being given careful attention whether these needs are academic, commercial, vocational, or industrial in scope. New courses of study are contemplated to keep pace with the rapid advancement in science and business as a result of the acceleration so essential to satisfy the exigencies of the demands of war. Short unit courses, specialized, intensive courses, new vocational and trade courses all must receive consideration to assist the returning soldier to readjust himself to an ever-changing world in which he must find a place.

Two hundred twenty-six diplomas and three thousand certificates were granted evening school students having completed satisfactorily the prescribed work.

Many students and returned veterans are demanding a new type of high school that would grant a diploma equivalent to that of the day high school.

Summer Review School

During the summer of 1943 the facilities of the Summer Review High School were extended to include grades IX, X, XI, and XII, resulting in the creditable enrollment of 1,320 pupils made up of both review and accelerants. Requirements were changed to permit any student regardless of the number of regular school failures to review two major subjects, and a student who had received passing grades during the previous year was permitted to take one accelerant subject. Prior to 1943 accelerant students must have had a grade of "B" or better and were required to spend three hours daily on that subject throughout the summer review term.

Thirty high school students and twenty-two intermediate school students received diplomas as a result of summer review work.

The success in all subjects taken in summer school was eighty-four per cent, thus proving the practical worth of this educational activity.

During the summer of 1944 a summer review intermediate school based on intermediate school organization and containing grades VII, VIII, and IX was added to the program. Pupils who studied during the year under intermediate school teaching techniques attended this school (with the probable outcome of greater success) rather than the high school, and thus eliminated the necessity for adjustment to high school methods and texts.

Canning Classes

Canning classes, in which the produce of victory gardens was actually canned, were established in ten different centers of the city during the summer of 1943. The classes were taught by trained teachers who attended courses for specific training prior to the opening of these classes.

The classes were a great success as indicated by the following results:

SCHOOL.	AMOUNT CANNED		Total Jars
	Pints	Quarts	
Roslindale High.....	721	268	989
Grover Cleveland.....	397	296	693
James P. Timilty.....	382	527	909
Joseph H. Barnes.....	750	375	1,125
Mary E. Curley.....	670	242	912
Patrick F. Gavin.....	532	279	811
Theodore Roosevelt (George Putnam).....	648	603	1,251
William Barton Rogers.....	448	374	822
William Howard Taft.....	520	375	895
Woodrow Wilson.....	905	457	1,362
Totals.....	5,973	3,796	9,769

TYPE OF PRODUCTS CANNED

PRODUCT	CANS	PRODUCT	CANS
Beans	2,918	Pears	245
Beets	978	Peas	144
Berries	275	Pickles	287
Carrots	1,095	Plums	51
Cherries	20	Summer Squash	230
Corn	259	Tomatoes	1,861
Fruits (Miscellaneous)	149	Vegetables (Miscellaneous),	361
Greens	337		
Jams, Jellies, Marmalade	340		
Peaches	219	Total	<u>9,769</u>

Requests for additional centers have been received in expectation of greater canning opportunities for the summer of 1944.

At the conclusion of the season in August an exhibit was held at Horticultural Hall, which afforded the general public a chance to see what was done at these public school canning classes. This exhibit will undoubtedly increase the demand for this work during the coming season.

Conclusion

Plans are being discussed and prepared to modify, adjust, and expand the offerings of the evening and summer schools,

in an endeavor to foresee and provide for the needs of our citizens and returned veterans in the post-war period.

EXTENDED USE OF PUBLIC SCHOOLS

School Centers

The thirty-second year of the Boston school centers opened October 4, 1943, and closed May 26, 1944. Despite wartime difficulties the school centers managed to conduct successfully a well-rounded program of activities, designed especially to aid the war effort, maintain civilian morale, and lessen juvenile delinquency. School centers were operated in the following buildings and districts two nights a week for a period of thirty-three weeks:

The Teachers College of the City of Boston, Fenway
Dorchester High School for Girls, Dorchester
English High School, South End
High School of Practical Arts, Roxbury
Hyde Park High School, Hyde Park
Jeremiah E. Burke High School for Girls, Grove Hall
Roslindale High School, Roslindale
South Boston High School, South Boston
Clarence R. Edwards School, Charlestown
Joseph H. Barnes School, East Boston
Mary E. Curley School, Jamaica Plain
Michelangelo School, North End
William Blackstone School, West End
William Howard Taft School, Brighton

In these fourteen school centers, citizens, young and old, participated in opportunities for self-improvement, self-expression, avocational pursuits, cultural and hobby interests, by membership in a wide variety of self-governing clubs and classes, such as art, arts and crafts, band and orchestra training, china and oil painting, choral singing, debating, public speaking, parliamentary procedure, dramatics, home hygiene, care of the sick, first aid, cooking, sewing, dressmaking and embroidery, handicraft, millinery, knitting and crocheting, interior decorating, printing, electricity, machine shop, sheet metal and woodworking, and gymnasium games; over two hundred clubs in all.

Two popular clubs of the past, amateur radio and photography, had to be discontinued for the duration, owing to the entry of leaders and members into the armed forces. Several

groups conducted dances and entertainments, donating the proceeds to army camps and naval stations. Also choral, dancing, and dramatic clubs visited hospitals to entertain the patients. Motion pictures, plays, amateur nights, minstrel shows, and orchestra concerts provided entertainment in the halls, while basketball games and dancing utilized the facilities of the gymnasiums to good advantage. Several of the school center choral clubs, dramatic clubs, and orchestras presented annual performances for the pleasure and gratification of parents and friends of the members. One of these groups worthy of special mention is the Boston Community Symphony Orchestra of the Boston school centers. This orchestra is thirty-two years old, dating back to 1912, the initial year of the school centers, and can make claim to being one of the oldest organizations for free orchestra training in the city. Its devoted organizer and skilled conductor, George E. M. Dickinson, well known and respected in Boston's musical circles, was the first teacher of violin in the public schools hereabouts, rendering volunteer service in the schools of Hyde Park long before that town was annexed to Boston and its schools were absorbed in our school system.

Local civic, educational, and welfare organizations, lacking suitable or adequate accommodations of their own, again shared the use of school center buildings on school center nights with the regular school center groups. Some of these organizations were Boston Council of Social Agencies, the Boston Federation of Settlement Houses, Boy Scouts, Girl Scouts, Camp Fire Girls, Catholic Youth Organization, Young Men's Christian Association, University Extension, and State Department of Public Health.

Civilian defense groups of the city and state public safety committees, which formerly met regularly and which were active throughout Boston, held only a few meetings in the school centers during the past year as the defenses set up in and around Boston by the Eastern Defense Command have practically eliminated all threat and fear of air raids by hostile planes from abroad. One of these groups, however, the Women's Civilian Defense Corps of Dorchester, now part of the State Guard, met as often as ever in the Dorchester School Center. This summer it will meet once a week outdoors for drill, casualty, and canteen service, and will continue to cultivate its victory garden on River street, Mattapan, which was started a year ago.

The Mothers' Club and the Homemakers' Club, the original clubs of the school centers, dating back to 1912, enjoyed another useful year. Not only were their weekly meetings as attractive and interesting as ever, but their community welfare and charitable endeavors grew in strength and helpfulness. The annual spring reception, always the big event in the calendar of clubs, was held this year at the Jeremiah E. Burke High School for Girls, on Tuesday evening, May 9, 1944, under the auspices of the Grove Hall School Center Women's Club. Hundreds of women from all parts of the city attended. Dr. Patrick J. Foley, Chairman of the Boston School Committee, and Mrs. Max Ulin, past President of the State Federation of Women's Clubs, were the guest speakers. Entertainment was furnished by the school center choral and dramatic clubs. Refreshments were served in the cafeteria; dancing followed in the gymnasium.

By far the most interesting and conspicuous project of the year was the establishment and conduct of youth centers and youth recreation programs, city-wide in scope, sponsored by the Boston School Committee and the Massachusetts Youth Committee. The purpose of this project was to provide teen-age boys and girls increased recreational opportunities in the evening in the wholesome atmosphere and environment of school buildings—a program of activities that would along with neighborhood houses and other youth agencies help safeguard the morals of youth and combat juvenile delinquency in these troublous, anxious times. In approving the plan the Superintendent of Public Schools said, "In education, it isn't what you do, say or think, it's what you feel. Emotions are the big factor with children and all of us. This program is what the school centers were created for."

To get these youth centers under way and then follow through with the youth recreation programs the School Committee and the Superintendent of Public Schools appointed a committee composed of Dennis C. Haley, Assistant Superintendent of Schools; Bert Ford, Executive Secretary and Public Relations Officer of the Massachusetts Youth Committee; and the Director of the Extended Use of Public Schools. To further insure the success of the project the School Committee called on the headmasters and principals of the high and intermediate schools to support the plan through active cooperation. So well did the schoolmasters respond that the project met with highly gratifying results.

Fourteen conference-meetings on youth recreation, beginning in November and ending in March, one in each school center, were held on Friday nights. Assistant Superintendent Haley acted as temporary chairman; School Committee members took turns serving as permanent chairman. Week in and week out, cold, stormy weather notwithstanding, the five members of the School Committee, Dr. Patrick J. Foley, Daniel J. McDevitt, Clement A. Norton, Michael J. Ward, and Joseph C. White, toured the city and spoke at these winter meetings. The regularity of their attendance and their interest and enthusiasm were so marked that they well earned the title given them, "Champions of Youth." How much their talks and apt stories held the attention of the audiences and enlivened the meetings only those who were present can appreciate. They captured the minds and hearts of the youngsters. Suffice it to say that had it not been for the presence and addresses of the members of the School Committee these conference-meetings would have been dull and ineffective.

The audiences comprised selected pupils from the upper grades of the high and intermediate schools of each district. Seated on the stage with the School Committee and Assistant Superintendent Haley were the headmasters, principals, local managers, clergymen, civic leaders, and representatives of the students' committee. Spokesmen for the day school boys and girls read prepared papers in which they expressed the views and opinions of their classmates on what should constitute a youth recreation program. These papers showed much thought and study and were well received and loudly applauded. The School Committee members invited these spokesmen to speak freely and frankly and tell the Committee just what types and forms of recreational activities the pupils themselves wanted — not what their elders might think was good for them. And they surely did! With refreshing sincerity and at times amusing candor, their papers clearly reflected the ideas of modern youth. Entertainment at these programs was provided by talented pupils, vocal and instrumental soloists, through the courtesy of the Director of Music. Flashlight pictures of the students' committees, the School Committee, headmasters, principals, and audiences were taken nightly. These pictures and extracts from the spokesmen's papers and weekly accounts of the conference-meetings were given generous newspaper publicity.

Dances and dancing instruction headed the list of activities most desired by the boys and girls of the city; followed in popularity by basketball, boxing, wrestling, ju-jitsu, swimming, roller-skating, sports nights, minstrel shows, harmonica instruction, game rooms, ping pong, chess, checkers, dramatics, Little Theatre tournaments, debating, shop work, household science and arts, beauty culture, personality, and self-improvement courses. A desire for warm, quiet, well lighted classrooms in which to study home lessons, under the guidance of sympathetic, understanding teachers, was expressed in localities where crowded living conditions exist. In all the school centers a good start has been made in some of these activities, especially dances and dancing classes. Another year will see most if not all of them under way. In one of the school centers a series of model Friday night dances for day school pupils was conducted with unusual success. A popular dance band furnished up-to-date music. A committee composed of day school teachers, pupils, and school center workers supervised these Friday night neighborhood socials. At one end of the gymnasium a temperance bar was set up where soft drinks were dispensed at cost. A small admission fee met the expense of the orchestra and incidentals.

Out of these youth center and recreation programs has come a better understanding and working relationship between the day schools and school centers. Never until this past year have the day schools united with the school centers in a city-wide program of evening activities. It is hoped that the interest and cooperation of the day school masters and teachers in the efforts of the school center personnel to provide and direct evening recreation engendered by this novel joint enterprise of the past year will continue and expand; otherwise, school centers cannot do all that they might do and would like to do for the young people of the community after they leave school. Also these conference-meetings resulted in the formation of new clubs for the school centers and increased attendance in existing ones. So great was the demand for basketball under this youth recreation program that through the courtesy of the Director of Evening Schools gymnasiums were made available on evening school nights for the first time. Attendance figures increased greatly in the gymnasiums of twelve branch buildings open Saturday nights in sections of the city not served by the main school centers.

Home and School Associations

During the year the various local home and school associations constituting the Boston Home and School Association held afternoon and evening meetings at which parents were afforded an opportunity to meet and talk with principals and teachers concerning the classroom and home work of their children, view exhibitions of school work, enjoy entertainments given by the pupils, and listen to talks by guest speakers on topics related to the schools.

The Executive Board, made up of the officers of the Boston Home and School Association and the presidents of the local units, held four regular business meetings during the year with speakers at three of the meetings. One meeting was held in each of the following months: October, December, March, and May. The subjects discussed were: "Our School Boys Help Out the Farmers," "Girl Scouts," and "Junior Red Cross."

Three general meetings were held by the association — the fall meeting was held on Wednesday evening, November 10, 1943, at the Brighton High School building; the annual dinner, on Wednesday night, January 26, 1944, at the Girls Latin School building; and the annual meeting in the Hyde Park High School building, on May 24, 1944.

Early in the fall a letter was issued by the Superintendent of Public Schools stressing the importance and value of home and school associations. This helped greatly the work of the association, as did also the revoking of the dim-out ban, which enabled organizations to hold evening meetings once more. Offsetting these advantages has been the fact that in many districts attendance at parents' meetings has been lessened due to the fact that so many mothers are working in defense plants.

The meetings have given principals an excellent opportunity to gain the cooperation of the parents in checking vandalism. The home economics department has also made use of the organization to further the conservation campaign and many talks have been given on gardening and canning by their representatives.

At the request of the Public Safety Committee many home and school association members volunteered to serve in the schools during the special Bond Drive. It should be noted too that the excellent results of the Bond and War Savings Stamp campaign in the schools this year could never have materialized without the generous support of the homes of the children. As

always we have helped support the Community Fund and Red Cross drives. Helping with the Salvage Drive, the City Clean-Up Campaign, and trying to help maintain inter-racial good feeling are also reported by local groups.

The scholarships given annually by many organizations have been kept up this year, but because of the war fewer money-raising activities were carried on, and not so many gifts were made to the schools as in previous years. Not that the score is zero, however, as shown by the gift of a sound projector and screen at a cost of almost \$500 by the John Marshall Association, the turning over to the schools from the annual bridge party of the Thompson-Wolcott Association the sum of \$150, and the gift to the Mather School of a Service Flag and Honor Roll. Involving time and thought rather than money were such efforts as those made by the Dearborn School to have Orchard Park beautified, and the successful campaign of the James J. Chittick School to get a fence erected on each side of the nearby railroad tracks. An activity which has had the warm approval of the principal of the district has been the Registry of Mothers at the Robert Treat Paine school to provide escorts each week for children going to the dental clinic.

Ten bulletins have been mailed to the associations, and in some months to every principal as well. The reports in these bulletins prove that the associations are more and more recognizing the value of the parent-teacher conference.

The attendance at meetings this year would seem to average about the same as last year, smaller in the high schools but larger in the elementary schools. It has not been a year of any spectacular successes, but in wartime it should be considered satisfactory to say that attendance has been maintained and judging from the replies to a questionnaire several districts are planning to organize bona fide associations in the fall — a good omen for next year.

Personnel of the Boston Home and School Association— 1943-44

OFFICERS:

President, GEORGE W. GAMMON.

Vice-Presidents, MRS. JENNIE M. WARNER, MRS. SIDNEY DUSHAN, and MR. LOUIS A. MCCOY.

Secretary, PAUL J. SULLIVAN.

Treasurer, ALLEN B. RIDER.

Manager, MRS. EMILY M. WOODBURY.

ADVISORY BOARD:

DENNIS C. HALEY, *Assistant Superintendent of Schools.*

JAMES T. MULROY, *Director, Department of Extended Use of Public Schools.*

MRS. ELIZABETH W. PIGEON, *former member of the Boston School Committee.*

MRS. EVA WHITING WHITE, *former Director of the Department of Extended Use of Public Schools.*

JUDGE JENNIE LOITMAN BARRON, *former member of the Boston School Committee.*

OTHER USES OF SCHOOL PREMISES

Use of School Accommodations

Social, fraternal, and political organizations, churches and the like again availed themselves of the privilege of occupying school premises at cost after school hours, first getting formal permits from the secretary of the School Committee authorizing the occupancies. While the number of openings the last few years falls short of figures for the pre-war period, yet Boston, a pioneer, still maintains a leading place among the cities of the country in this phase of the wider use of the school plant. The School Committee by thus allowing these various organizations composed of Boston citizens, in lieu of suitable accommodations of their own, to use public school halls and gymnasiums for dances, concerts, entertainments, suppers, dinners, banquets, and social nights enabled them to raise funds for their charity boxes with which to carry on their benevolent and welfare work. Those seeking public office were likewise afforded desirable halls in which to meet the voters and discuss the issues of the national, state, city, or county campaigns. The Federal and State Civil Service Commissions, the Board of Bar Examiners, and the City Election Commissioners occupied school premises as usual for examinations, registrations, and voting.

Statistics

Number of school buildings used after school hours	91
Number of openings	1,694
Attendance:	
School centers	394,759
Home and school association	32,163
Uses of school premises	239,285
Grand total attendance	666,207

VISUAL EDUCATION

The immediate need of planning for the adjustment of post-war instruction has been pointed out plainly by Commissioner John W. Studebaker in these words: "We must plan now to utilize the newer equipment, the teaching aids which science has provided in the form of sound films, radio recordings, and other auditory and visual aids." Public schools must accept the responsibility of adopting and introducing the procedures and devices which have been so satisfactorily improved and developed under the stress of war. So successful has been the experience of the armed services and the war industries in the employment of audio-visual aids for training and instruction that common recognition of the power of these aids is now established. In the near future, the sound motion picture will come to displace some of the slow, laborious, and wasteful methods which have already persisted too long in public education.

In Boston the introduction of these recently refined and newly accepted aids will be easily effected because our teachers have so long and so well employed them. As early as 1913 the motion picture was given recognition by the creation of the Committee on Instruction by Means of Pictures; since that time, at first by the committee and later by the present department which grew out of the committee, constant effort has been directed toward the more common and effective use of the motion picture as a teaching aid.

In the beginning the proper use of instructional films was difficult; projection equipment had not been standardized and suitable films had not been produced. Through the years the film methods and equipment have steadily improved as better techniques were developed and better machines were made. Currently there are one hundred twenty 16MM silent motion picture machines in regular use: Sixty machines in the elementary grades, thirty-one in the intermediate grades, and twenty-seven in the senior high schools. Gradually these silent projectors are being supplemented or displaced by sound machines; at present eighteen sound projectors are in regular use. Plans have already been completed for the purchase of eighteen more sound projectors before the opening of the next school year. To care for the increased demand for sound films, which is certain to develop in the near future, the department has added more than sixty reels to its library.

Instructional film showings in the primary, elementary, and intermediate grades are generally pre-arranged for long periods in order to promote the planned rather than the incidental use of pictures. Most programs provide for weekly showings of films requested by teachers for particular grades; the films selected are chosen from Film Parallels which have been made to indicate the best available pictures for specific grades and subjects. These pictures are graded and evaluated in terms of actual school use. After showing the films teachers regularly return Film Reports, which furnish information and permit the department to organize the Film Parallels which correspond with our course of study arrangement of subject matter.

Typically high school film showings, unlike those for the lower grades, are booked on a monthly basis in accordance with requests received from teachers during the year. The Film Parallels for the high schools are made up in terms of subject rather than grade because of the departmental organization; like the parallels for the lower grades they govern the selection of films for school use.

To supplement the regular showings already described, the Department of Visual Education circulates films and equipment for special assembly presentations and demonstration lessons. Usually the department provides the operator as well as the films and projectors for these programs; commonly, these exercises commemorate significant events or promote war activities. The latest of these departmental programs, which circulated during the last days of the school year, is typical of the earlier showings; it was arranged to publicize the Fifth War Loan and included the following pictures: *Report from a Beachhead*, *What Makes a Battle*, and *Report from General Eisenhower*.

During the school year 1943-44 more than 11,000 motion picture showings took place. Of the 154 programs prepared for regular showings throughout the year, 93 were used in grades I-VI and 61 in grades VII-IX. The special request films, which include both the high school and department programs, exceeded 1,500 showings. These figures make no allowance for repeated showings within schools; since our transportation schedule permits films to remain within a school for a minimum of three days, the actual number of showings undoubtedly exceeded these estimates.

Visual education in Boston attempts to promote the better use of slides as well as motion pictures. As in the past glass slides are generally organized into sets by the school districts which have purchased them. Recently some schools have begun to substitute film slides for glass slides; for the most part these film slides will also be organized within school districts rather than by the department. However, because so much of the excellent material prepared to make easier the adjustment of school instruction to the war program has been produced for film slide rather than for glass slide projection, the department has made six film slide units available for distribution among the schools. Each unit consists of a projector, a screen, and a set of film slide strips; these materials, prepared for pre-flight instruction, mathematics, health instruction, and meteorology, have been in constant use throughout the year.

The radio has been recognized and utilized by the Boston public schools since 1930. Chiefly the radio broadcasts have been planned for home rather than school reception. The 1944 radio series entitled *Boston Public School Round Table* was designed to interpret the work of our schools in an attractive and informative manner. Through these weekly radio discussions, the people of Boston became better acquainted with their schools while becoming better informed concerning important current problems. The round table technique was used for the series because all the evidence seems to show that it is most satisfactory for school radio discussions. High school pupils discussed such topics as the following: *The Problem of Boston; A System of Alliances Instead of an Organization of Nations for the Post-war Period; How Good a Neighbor Are We; The Future of Boston in Aviation; The Development of the Port of Boston; A Modern Super-Highway for Downtown Boston as a Post-war Project; What the Youth of Today Is Thinking; Post-war Employment of High School Graduates*. Besides the programs in which the pupils participated two special broadcasts were included in the series; in one, the members of the Boston School Committee discussed *The Challenge to Secondary Education*; in the other, the members of the Board of Superintendents discussed *Education for Victory*. The round table was effective in making the series attractive through intelligent, restrained controversy; the participants

discussed real questions with the hope of clarifying the issues rather than winning the argument.

In addition to the weekly round table discussions the schools presented several radio dramatizations. Included among them were the following presentations: *Lincoln, Champion of the Humble Heart*; *Submerged*; *Our Country's Flag*; *Pan-America*; and *Our Blueprint of Freedom*. The radio was also used by the schools to offer guidance and assistance directly to parents and pupils. Early in the year broadcasts were arranged as part of the *Back to School Program* in an effort to stress the importance of public education even in time of war. Throughout the year pupils presented weekly safety broadcasts; periodically pupils and teachers participated in other programs relating to health, victory gardens, and other topics.

The broadcasting activities of the schools have been made possible by the generous cooperation of the local commercial radio stations which have freely given radio time and technical advice for all school radio presentations. Stations WMEX and WORL deserve special credit for presenting our regular weekly programs.

Experiments in the classroom reception of radio instruction are being continued in our schools. Although no formal program for this kind of instruction has been organized our experience will be sufficiently wide if in the future it becomes desirable to plan the expansion of broadcasts for school reception.

The control of other teaching aids has also been centered in the department. Materials of the Museum of Fine Arts, the Children's Museum, and the New England Museum of Natural History have been organized for school use by committees and councils of teachers and principals. These materials are circulated among schools in accordance with requests received from teachers; the Department of Visual Education arranges for the delivery and return of the materials.

The science boxes which contain the apparatus and supplies needed for the experiments included in the intermediate science course of study are also circulated by the Department of Visual Education. Boxes have been prepared for the twenty units into which the course is organized; four hundred boxes were in circulation during the current school year. They are delivered and collected in accordance with the wishes and programs of the teachers. After being used in a school a box

is returned to the department so that the apparatus may be examined and repaired, and the supplies checked and replenished.

During the current school year despite wartime restrictions affecting our efforts to purchase equipment, repair apparatus, and provide transportation the teachers in our schools have resolutely and intelligently increased the effectiveness for instruction of the motion picture, the museum, the film slide, the intermediate science service, and the radio. Guided by their past experience with audio-visual aids they are prepared and eager to take advantage of newly developed techniques and materials. Inasmuch as the program of the Department of Visual Education has over the years been governed by the needs of pupils as expressed by classroom teachers, it is now less difficult to make plans for the future based on facts rather than opinions. The auditory and visual aids provided by science and refined through experience have already been accepted and even now are being utilized by the Boston public schools.

ADMINISTRATION LIBRARY

During the year a number of teachers who have had to transfer to grades other than their usual ones due to the drop in enrollments have come to the library for books to help in starting new and unfamiliar work. The committee working on a revision of the kindergarten curriculum made regular use of the library. The course at Teachers College on remedial reading techniques brought a good many readers to the library. But the circulation of books for the year was the smallest since 1925.

In December we were notified that a former teacher of art in the Jamaica Plain High School had willed her books on Irish art and history to the Administration Library. The books are now in the library and a suitable bookplate will be designed for them.

The library has been able to cooperate with the Boston School Survey by supplying books and other material needed by different members of the Survey.

In May the librarian prepared a table which shows the qualifications required for librarians and assistant librarians in high schools in 15 cities and 31 states. The data from the cities was obtained through personal letters. It was found

that 14 cities and 31 states require school librarians to have a bachelor's degree; 11 cities and 13 states require school librarians to have had at least thirty semester hours (one academic year) in library science. All the cities and states require *some* study of library science. This tabulation was submitted to the assistant superintendent in charge of the library and to each member of the Board of Examiners.

Two circulars in the series, "Selected List of Books Added to the Administration Library," were issued to executives, supervisors, and principals during the year. Two circulars in the series, "List of Recent Pamphlets from the United States Government, the National Education Association, and Other Organizations," were prepared for the executives and principals. Usually three or four of the lists of new books are issued, but this year there seemed to be fewer publications of significance to purchase.

Exhibits

Exhibits held in the library were as follows:

Christmas decorations made at the High School of Practical Arts, to be sent by the Junior Red Cross to the American soldiers in hospitals overseas.

Christmas crèche made in tin by pupils of the George T. Angell School.

Finger paintings by pupils of the Lucy Stone School.

Two exhibits of posters and drawings showing Boston scenes and activities in Boston schools, painted in Boston art classes.

Clerical assistance was difficult to obtain this year. The librarian was accordingly limited in opportunity for the development of new projects.

Statistics

Number of books and magazines circulated for use outside the library	5,865
Number of books purchased and important books acquired by gift (school texts not included)	63
Number of periodicals subscribed to and regularly received by gift (duplicate subscriptions not counted here)	70
Lost	10
Withdrawn	129
Total number of books in library	11,517

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, 1941-42, 1942-43, and 1943-44.

(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		
	1942	1943	1944	1942	1943	1944	1942	1943	1944
Teachers College of the City of Boston.	124	143	178	121	122	172	114	114	164
High and Latin.....	30,032	27,262	25,075	27,069	24,177	22,451	24,707	21,743	20,065
Intermediate (grades VII, VIII, IX).	25,554	24,961	23,717	23,985	23,054	21,872	22,158	20,727	19,677
Elementary (grades I-VI).	53,157	51,501	49,317	48,638	46,863	45,068	44,628	41,876	40,328
Kindergartens.....	7,774	8,410	7,971	7,120	7,344	7,194	5,842	5,889	5,764
Totals.....	116,641	112,277	106,258	106,933	101,560	96,757	97,449	90,349	85,998
Special Schools.....	4,797	3,193	2,182	3,515	2,359	1,906	3,120	2,059	1,668
All Day Schools (except Continuation and Day School for Immigrants).	121,438	115,470	108,440	110,448	103,919	98,663	100,569	92,408	87,666
Evening High.....	7,690	6,792	3,034	3,449	2,434	1,301	2,571	1,803	971
Evening Elementary....	4,328	3,671	2,593	2,407	2,059	1,391	1,899	1,551	1,034
Boston Trade High School (Evening Classes).	1,735	980	834	959	473	391	767	371	300
Evening Opportunity School.	484	325	157	269	177	101	216	150	77
Totals, Evening Schools.	14,237	11,768	6,618	7,084	5,143	3,184	5,453	3,875	2,382
Continuation School*....	296	689	925	22	46	59	20	44	55
Day School for Immigrants.	859	1,224	569	574	615	363	493	515	311
Totals of all Schools.	136,830	129,151	116,552	118,128	109,723	102,269	106,535	96,842	90,414

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

SUMMARY OF CHANGES IN ENROLLMENT SINCE 1933

(Figures as of September 30, 1933, 1941, 1942, 1943, and 1944)

	1933	1941	Change	1942	Change	1943	Change	1944	Change
The Teachers College of the City of Boston.....	590	123	Decrease, 467	135	*Increase, 12	176	*Increase, 41	241	*Increase, 65
High and Latin Schools.....	30,687	28,755	Decrease, 1,932	26,272	Decrease, 2,483	24,033	Decrease, 2,239	23,745	Decrease, 288
Intermediate and Elementary Schools.....	102,991	80,532	Decrease, 22,459	78,306	Decrease, 2,226	75,001	Decrease, 3,305	73,224	Decrease, 1,777
Special Schools.....	3,253	4,324	* Increase, 1,071	2,975	Decrease, 1,349	2,110	Decrease, 865	2,101	Decrease, 9
Totals.....	†137,521	113,734	Decrease, 23,787	107,688	Decrease, 6,046	101,320	Decrease, 6,368	99,311	Decrease, 2,009

* Increase.

† Highest point of enrollment.

SUMMARY OF CHANGES IN ENROLLMENT BY SECTIONS OF THE CITY SINCE 1933, INTERMEDIATE AND ELEMENTARY SCHOOLS

SECTION	1933	1941	Change	1942	Change	1943	Change	1944	Change
East Boston.....	11,672	7,367	Decrease, 4,305	6,832	Decrease, 535	6,280	Decrease, 552	6,027	Decrease, 253
Charlestown.....	3,316	2,864	Decrease, 452	2,764	Decrease, 100	2,614	Decrease, 150	2,640	*Increase, 26
North End.....	3,928	2,176	Decrease, 1,752	1,819	Decrease, 357	1,594	Decrease, 225	1,360	Decrease, 234
West End.....	3,329	2,124	Decrease, 1,205	2,019	Decrease, 105	1,815	Decrease, 204	1,708	Decrease, 107
City Proper.....	3,024	2,557	Decrease, 487	2,507	Decrease, 30	2,298	Decrease, 209	2,274	Decrease, 24
South End.....	3,699	2,366	Decrease, 1,333	2,267	Decrease, 99	2,131	Decrease, 136	2,051	Decrease, 80
South Boston.....	8,129	6,369	Decrease, 1,760	6,022	Decrease, 347	5,577	Decrease, 445	5,268	Decrease, 309
Roxbury.....	16,156	13,748	Decrease, 2,408	13,750	*Increase, 2	13,565	Decrease, 185	13,444	Decrease, 121
Brighton.....	6,513	5,822	Decrease, 691	5,754	Decrease, 68	5,585	Decrease, 169	5,382	Decrease, 203
West Roxbury.....	12,768	10,817	Decrease, 1,951	10,789	Decrease, 28	10,561	Decrease, 228	10,468	Decrease, 93
Dorchester.....	26,635	21,290	Decrease, 5,345	20,892	Decrease, 398	20,150	Decrease, 742	19,764	Decrease, 386
Hyde Park.....	3,822	3,052	Decrease, 770	2,891	Decrease, 161	2,831	Decrease, 60	2,838	*Increase, 7
Totals.....	102,991	80,532	Decrease, 22,459	78,306	Decrease, 2,226	75,001	Decrease, 3,305	73,224	Decrease, 1,777

*Increase.

AVERAGE MEMBERSHIP

School Years 1934-35 to 1943-44

		Increase	Decrease
1934-35	134,228	—	1,516
1935-36	132,182	—	2,046
1936-37	130,874	—	1,308
1937-38	129,956	—	918
1938-39	124,654	—	5,302
1939-40	121,419	—	3,235
1940-41	117,018	—	4,401
1941-42	110,448	—	6,570
1942-43	103,919	—	6,529
1943-44	98,663	—	5,256
Total Ten-Year Decrease			<u>37,081</u>

In 1933-34 there was an increase of 223 pupils over the preceding school year, but since then the school population has steadily decreased.

FINANCES

Appropriation for the Fiscal Year 1944 is \$3,824,148.38 less than for 1929

For the fiscal year 1929 the appropriation for generalⁿ school purposes, exclusive of plant maintenance and new construction, was \$15,407,891.75. For the year 1943 the appropriation for this item was \$16,240,697, an increase of \$552,281.64 over 1942. For the year 1944 the appropriation for this item was \$16,000,000, a decrease of \$240,697 from 1943.

In the following table the total appropriations for Maintenance, including Alterations and Repairs, and for Land and Buildings, for the peak years 1929 and 1930, and for the years 1939-1941, inclusive, show a steady decline. In 1942 there was an increase of \$205,238.87 over 1941, and in 1943 an increase of \$571,662.68 over 1942, and in 1944 a decrease of \$224,819.31. These increases were due largely to temporary emergency compensation allotment to all School Committee employees. The total appropriation for these items for the peak year 1930 was \$22,398,958.34 as compared with the 1944 appropriation for the same items of \$16,821,166.69, or a difference of \$5,577,792.65.

Appropriations for 1929, 1930, 1939, 1940, 1941, 1942, 1943, 1944

YEAR	Maintenance, Exclusive of Alterations and Repairs	Land and Buildings, Exclusive of P. W. A., and Sale of School Property	Alterations and Repairs	Totals
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
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
1942.....	15,688,415 36	77,272 00	708,634 96	16,474,322 32
1943.....	16,240,697 00	24,375 00	780,913 00	17,045,985 00
1944.....	16,000,000 00	17,040 69	804,125 00	16,821,165 69
	* 240,697 00	* 7,334 31	† 23,212 00	* 224,819 00

* Less than 1943.

† More than 1943.

Increase in Appropriations for General School Purposes

The following table for the years 1942, 1943, and 1944 shows the amounts actually available, appropriated, and unappropriated:

YEAR	Available	Appropriated	Unappropriated
1942.....	\$16,384,234 75	\$15,688,415 36	\$695,819 39
1943.....	16,529,618 17	16,240,697 00	288,921 17
1944.....	16,692,402 21	16,000,000 00	692,402 21

Of the total amount available for the three years, 1942, 1943, and 1944, the School Committee refrained from appropriating \$1,677,142.77.

Alterations, Furniture, and Equipment for Special Educational Needs in 1944

The Board of Apportionment approved for this work the sum of \$71,860, which was appropriated by the School Committee to provide for special educational needs, as follows:

Brighton High School:

Alterations in auditorium \$11,000 00

Henry L. Pierce School:

Alterations 2,500 00

Carried forward \$13,500 00

<i>Brought forward</i>		\$13,500 00
Department of Manual Arts:		
New machines	\$17,310 00	
Installation of machines transferred from National Youth Administration		3,000 00
Installation of machines purchased by De- partment of School Buildings		4,700 00
Re-conditioning of machines used by Na- tional Defense Training		10,800 00
		<hr/> 35,810 00
Alterations in connection with basketball		8,000 00
Alterations in connection with cafeterias		14,550 00
		<hr/>
Total		<u><u>\$71,860 00</u></u>

Amounts Raised by Taxation, 1940 to 1944

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	Land and Buildings	Maintenance, Including Alterations and Repairs *	Totals
1940	\$72,190 84	\$15,389,380 63	\$15,461,571 47
1941	74,996 32	14,957,592 12	15,032,588 44
1942	74,419 40	15,162,459 78	15,236,879 18
1943	20,425 78	15,601,944 40	15,622,370 18
1944	00,000 00	15,218,866 38	15,218,866 38

* The item "Maintenance, including Alterations and Repairs," includes the following amounts for tools, materials, and trucking, which were raised by bond issue in connection with Works Projects Administration program: 1939, \$240,000; 1940, \$240,000; 1941, \$217,768.59; 1942, \$19,263.96.

The decrease in the amount raised by taxation in 1944 over 1930 is shown in the following table:

YEAR	Land and Buildings	Maintenance, Including Alterations and Repairs	Totals
1930	\$3,415,750 00	\$16,622,522 28	\$20,038,272 28
1944	—	15,218,866 38	15,218,866 38
Decrease	\$3,415,750 00	\$1,403,655 90	\$4,819,405 90

For "*Land and Buildings*" the amount raised in 1944 was \$72,190.84 less than in 1940. For "*Maintenance*" in 1944 the amount was \$170,514.25 less than in 1940. The net decrease, therefore, over the five-year period 1940-44 is \$242,705.09.

The comparison between the total amount raised for 1930 and for 1944 shows even more conclusively the decrease in the amounts raised by taxation over a period of fourteen years, 1930 to 1944.

Appropriations, 1943 and 1944, for "General School Purposes" (not including Alterations, Repairs, etc.)

1943	\$16,240,697 00
1944	16,000,000 00
	<hr/>
Decrease	<u>\$240,697 00</u>

The estimated amount available for appropriation for this item in 1943 was \$16,529,618.17. The amount unappropriated was \$288,921.17. In 1944 the estimated amount available was \$16,692,402.21. The amount unappropriated was \$692,402.21.

Appropriations, 1943 and 1944, for "Alterations, Repairs, etc."

1943	\$780,913 00
1944	804,125 00
	<hr/>
Increase	<u>\$23,212 00</u>

The estimated amount available for this item in 1943 was \$1,291,111.10. The amount unappropriated in 1943 was \$510,198.10. In 1944 the estimated amount available was \$1,275,944.89. The amount unappropriated was \$471,819.89.

Appropriations, 1943 and 1944, for "Lands and Buildings"

1943	\$24,375 00
1944	17,040 69
	<hr/>
Decrease	<u>\$7,334 31</u>

The estimated amount available for this item in 1943 was \$733,986.67. The amount unappropriated was \$709,611.67. In 1944 the estimated amount available was \$736,504.50. The amount unappropriated was \$719,463.81. 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 1943

The details of the expenditures for "Maintenance" in 1943 are as follows:

General school purposes:

Salaries of administrative officers, clerks, stenographers, and other employees	\$431,005 75
Salaries of supervisors of attendance	92,993 51
Salaries of principals, teachers, members of the supervising staff and others	12,091,913 88
Salaries of cafeteria employees, nutrition class attendants, and school lunch attendants	92,344 57
Salaries of custodians	1,020,749 38
Salaries of matrons	26,490 85
Fuel and light, including electric current for power	579,877 59
Supplies, equipment, and incidentals	686,070 18
Pensions to veterans	* 18,575 79
Promoting the Americanization and better training for citizenship of foreign-born persons	19,538 95
Vocational guidance	54,910 04
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals)—day schools and playgrounds	333,982 36
Salaries of school physicians, salaries of school nurses, and care of teeth	224,435 34
Extended use of the public schools (salaries and supplies and incidentals)	72,063 42
Pensions to teachers	* 174,938 74
Alterations and repairs 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	740,977 72
Total expenditures	\$16,660,868 07

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

Balance at End of Year 1943

The details of the "*Maintenance*" balances at the end of the year 1943 are as follows:

General school purposes:

Salaries of administrative officers, clerks, stenographers, and other employees	\$15,782 90
Salaries of supervisors of attendance	4,372 97
Salaries of principals, teachers, members of the supervising staff and others	98,297 75
Salaries of cafeteria employees, nutrition class attendants, and school lunch attendants	40,158 33
Salaries of custodians	24,657 81
Salaries of matrons	1,157 15
Fuel and light, including electric current for power	67,172 68
Supplies, equipment, and incidentals	177,641 71
Pensions to veterans	1,019 21
Promoting the Americanization and better training for citizenship of foreign-born persons	4,993 80
Vocational guidance	1,253 96
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals)—day schools and playgrounds	41,884 48
Salaries of school physicians, salaries of school nurses, and care of teeth	12,613 22
Extended use of the public schools (salaries and supplies and incidentals)	4,739 42
Pensions to teachers	6,966 12
Alterations and repairs 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	52,856 41
Total	<u>\$555,567 92</u>

TABULATION OF GRADUATES OF DAY INDUSTRIAL, AND
PART-TIME COOPERATIVE COURSES

1941-42

1. BOYS' DAY INDUSTRIAL SCHOOLS, 1941-42

DEPARTMENT.	Number of Graduates	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
		Number	Per Cent					
Boston:								
Airplane.....	14	4	29	\$60 00	10	—	—	—
Automobile.....	22	11	50	41 40	11	—	—	—
Brick.....	—	—	—	—	—	—	—	—
Cabinet.....	12	8	67	46 00	4	—	—	—
Carpentry.....	6	3	50	33 67	3	—	—	—
Drafting (Machine).....	5	1	20	31 00	4	—	—	—
Electrical.....	27	11	41	45 00	16	—	—	—
Machine.....	19	7	37	41 14	11	1	—	—
Painting and Decorating.....	4	4	100	43 50	—	—	—	—
Plumbing.....	2	2	100	45 00	—	—	—	—
Printing.....	15	3	20	41 33	12	—	—	—
Radio.....	5	2	40	48 00	3	—	—	—
Sheet Metal.....	7	5	71	54 20	2	—	—	—
Welding.....	4	2	50	44 00	2	—	—	—
Totals.....	142	63	44	\$44 78	78	1	—	—

2. PART-TIME COOPERATIVE (WEEK-ABOUT) CLASSES FOR BOYS 1941-42

SCHOOL AND TRADE OR COURSE	Number of Graduates Class of 1942	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desir- ing Employment	Unemployed but Desir- ing Employment	Unaccounted for
		Number	Per Cent					
Brighton: Automobile.....	23	9	39	\$48 33	13	1	—	—
Charlestown: Electrical.....	31	29	94	32 97	1	—	—	1
Dorchester: Cabinet.....	15	10	67	30 17	3	—	—	2
East Boston: Machine.....	48	32	67	57 08	15	—	—	1
Hyde Park: Machine.....	41	34	83	50 29	7	—	—	—
Roxbury: Printing.....	23	15	65	22 33	6	2	—	—
South Boston.....	32	23	72	36 58	7	—	—	2
Automobile.....	1	1	100	35 60	—	—	—	—
Sheet Metal.....	31	22	71	36 64	7	—	—	2
Welding*.....	—	—	—	—	—	—	—	—
Totals.....	213	152	71	\$42 14	52	3	—	6

* No graduates — organized in 1941.

3. GIRLS' DAY INDUSTRIAL SCHOOLS, 1941-42

NAME OF SCHOOL AND DEPARTMENT	Number of Graduates	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desir- ing Employment	Unemployed but Desir- ing Employment	Unaccounted for
		Number	Per Cent					
Trade School for Girls:								
Catering.....	5	3	60	*\$19 67	—	2	—	—
Dressmaking.....	76	70	92	19 01	3	3	—	—
Millinery.....	19	16	84	18 88	3	—	—	—
Power Stitching.....	25	25	100	21 46	—	—	—	—
Scientific Care of Hair and Skin.....	9	9	100	†16 44	—	—	—	—
Totals.....	134	123	92	\$19 32	6	5	—	—

* Girls also receive tips and some meals.

† Also receive tips.

4. GRADUATE EMPLOYMENT FOR SIXTEEN-YEAR PERIOD
1926-27 — 1941-42

	Number of Graduates	ENTERED TRADE TRAINED FOR		Average Initial Weekly Wage of Those in Trade
		Number	Per Cent	
1. Boys' Day Industrial				
Boston Trade School.....	1,816	1,126	62	\$19 54
Totals.....	1,816	1,126	62	\$19 54
2. Boys' Part-Time Cooperative				
Brighton.....	322	212	66	\$18 26
Charlestown.....	539	335	62	17 74
Dorchester.....	175	123	70	16 57
East Boston.....	343	246	72	21 91
Hyde Park.....	522	449	86	21 56
Roxbury.....	349	260	74	12 74
South Boston.....	183	153	83	23 34
Totals.....	2,433	1,778	73	\$19 01
Grand totals for both types.....	4,249	2,904	68	\$19 22
3. Girls' Day Industrial *				
Trade School for Girls.....	1,894	1,466	77	\$12 56
Totals.....	1,894	1,466	77	\$12 56

* Tabulation began in 1937-38.

TABULATION OF GRADUATES OF DAY INDUSTRIAL, AND
PART-TIME COOPERATIVE COURSES

1942-43

1. BOYS' DAY INDUSTRIAL SCHOOLS, 1942-43

DEPARTMENT	Number of Graduates	Went Immediately Into Armed Services	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
			Number	Per Cent					
Boston:									
Airplane.....	18	14	2	50	\$40 00	2	—	—	—
Automobile.....	10	8	1	50	38 40	1	—	—	—
Cabinet.....	12	12	—	—	—	—	—	—	—
Carpentry.....	4	4	—	—	—	—	—	—	—
Drafting (Machine).....	8	6	2	100	41 28	—	—	—	—
Electrical.....	16	16	—	—	—	—	—	—	—
Machine.....	12	3	9	100	44 88	—	—	—	—
Painting and Decorating.....	5	5	—	—	—	—	—	—	—
Plumbing.....	5	4	—	—	—	1	—	—	—
Printing.....	8	6	2	100	31 50	—	—	—	—
Radio.....	4	3	1	100	55 00	—	—	—	—
Sheet Metal.....	4	4	—	—	—	—	—	—	—
Welding.....	1	—	1	100	60 00	—	—	—	—
Totals.....	107	85	18	82	\$42 61	4	—	—	—

2. PART-TIME COOPERATIVE (WEEK-ABOUT) CLASSES FOR BOYS 1942-43

NAME OF SCHOOL AND DEPARTMENT	Number of Graduates	Went Immediately Into Armed Services	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
			Number	Per Cent					
Brighton: Automobile.....	12	8	2	50	\$40 92	1	—	1	—
Charlestown: Electrical.....	35	24	10	91	63 39	—	1	—	—
Dorchester: Cabinet.....	6	1	4	80	34 12	1	—	—	—
East Boston: Machine.....	61	38	23	100	57 07	—	—	—	—
Hyde Park: Machine.....	44	39	5	100	30 70	—	—	—	—
Roxbury: Printing.....	12	—	11	92	30 00	1	—	—	—
South Boston: Automobile.....	—	—	—	—	—	—	—	—	—
Sheet Metal.....	17	6	9	82	54 00	1	—	—	1
Welding*.....	—	—	—	—	—	—	—	—	—
Totals.....	187	116	64	90	\$48 97	4	1	1	1

* No graduates — organized in 1941.

3. GIRLS' DAY INDUSTRIAL SCHOOLS, 1942-43

NAME OF SCHOOL AND DEPARTMENT	Number of Graduates	GRADUATES ENTERING TRADE TRAINED FOR		Average Weekly Wage	Graduates Employed in Occupations not Related to Trade	Continuing Training in School or not Desiring Employment	Unemployed but Desiring Employment	Unaccounted for
		Number	Per Cent					
Trade School for Girls:								
Catering.....	6	6	100	*\$22 83	—	—	—	—
Dressmaking.....	63	63	100	24 12	—	—	—	—
Millinery.....	7	7	100	19 21	—	—	—	—
Power Stitching.....	41	41	100	20 17	—	—	—	—
Scientific Care of Hair and Skin.....	6	6	100	† 24 92	—	—	—	—
Totals.....	123	123	100	\$22 50	—	—	—	—

* Girls also receive tips and some meals.

† Also receive tips.

APPENDIX TO REPORT OF
SUPERINTENDENT ARTHUR L. GOULD

REPORT OF ASSISTANT SUPERINTENDENT FREDERICK J. GILLIS

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

DEAR MR. GOULD,—Attached are reports for the year 1943-44 on:

Junior Town Meetings
America's Town Meeting of the Air
Modern Foreign Languages
Safety Education
Weekday Religious Education
Boston *Herald* Spelling Bee.

Yours very truly,

FREDERICK J. GILLIS,
Assistant Superintendent.

JUNIOR TOWN MEETINGS

AMERICA'S TOWN MEETING OF THE AIR

America's Town Meeting of the Air was broadcast from the hall of the Public Latin School, Avenue Louis Pasteur, December 9, 1943, at eight-thirty o'clock through Station WHDH over a national hookup, The Blue Network.

The national plans of America's Town Meeting in 1943-44 called for two all high school sessions. The first of these national all high school sessions originated in Boston. The Boston broadcast was sponsored by the Boston School Committee. In preparation for the Boston meeting the Head Masters Association of the Boston schools arranged in each of the twenty-one high schools in Boston preliminary Junior Town Meeting demonstration assemblies. Dr. Byron B Williams, formerly Educational Advisor to Town Meeting of the Air, was the guest conductor. The preparation of the student speakers for these programs was under the direction of a teacher sponsor appointed in each high school by the

headmaster. The subjects selected for the Junior Town Meeting assemblies were topics which had been or were to be discussed on the national broadcasts of America's Town Meeting or other topics selected by the teachers and pupils. The topic discussed December 9 was SHOULD THE GOVERNMENT SUBSIDIZE COLLEGE EDUCATION AFTER THE WAR?

At each preliminary assembly, after the prepared speeches were delivered, the student audience participated in the program by directing questions to the speakers. This audience participation proved popular with the students and was one of the most valuable features of the assemblies.

After each preliminary Junior Town Meeting the speaker chosen to represent the school was selected by a board of three teachers acting as judges. As a result of the elimination meetings voice recordings of the twenty-one winners of the Junior Town Meetings were made on November 13. The names of the winners and the high schools which they represented are listed below:

KEVIN F. MACGOVERN . . .	Public Latin School
EILEEN R. TANABAUM . . .	Girls' Latin School
HENRY O. BAKER . . .	Boston Trade High School
ANTHONY S. FEMMINO . . .	Brandeis Vocational High School
THOMAS J. REDGATE . . .	Brighton High School
RITA M. RAYMOND . . .	Charlestown High School
JOSEPH W. BARRETT . . .	Dorchester High School for Boys
ANNETTE C. ABRAMS . . .	Dorchester High School for Girls
WILLIAM F. CLARK . . .	East Boston High School
JOHN G. MARTINEZ . . .	English High School
MARGARET M. O'REGAN . . .	Girls' High School
FREDERICK L. BLACKWELL . . .	High School of Commerce
MARIE V. PAUL . . .	High School of Practical Arts
ALVIN R. WYSOCKI . . .	Hyde Park High School
BARBARA A. HERRINGTON . . .	Jamaica Plain High School
PAULINE SIDMAN . . .	Jeremiah E. Burke High School for Girls
HARVEY M. FORMAN . . .	Mechanic Arts High School
PRISCILLA A. SHAW . . .	Roslindale High School
GERALD I. WOLPE . . .	Roxbury Memorial High School (Boys)
JACQUELINE M. K. NAZZARO . . .	Roxbury Memorial High School (Girls)
FREDERICK J. PEACOTT . . .	South Boston High School

These recordings and the speech of each student on the topic, "Should the Government Subsidize College Education After the War," were taken to New York on November 16 by Assistant Superintendent Gillis. At Town Hall, New York,

on November 16 and 17, the speeches were read, and the voice recordings played and replayed. The final selection of the board of judges was Kevin MacGovern of the Public Latin School.

After similar preliminary tryouts had been held throughout the forty-eight states, the three other high school students who appeared with the Boston representative on December 9 were:

Mary Gracey
Granite City Community High School
Granite City, Illinois

Fred Hickman
Central High School
Sioux City, Iowa

William E. McMahan
Conway Senior High School
Conway, Arkansas

George V. Denny, Jr., founder and moderator of the program, came to Boston to conduct the broadcast from Boston. Mayor Maurice J. Tobin served as guest speaker. From 5,000,000 to 10,000,000 listeners regularly dial in on the program.

The four student speakers and their teacher sponsors were guests at dinner the evening preceding the broadcast. At noon on the day of the broadcast the four student speakers, members of the Town Hall staff, leaders in the Boston Junior Town Meeting movement, school officials, the student winners of each Boston high school, and their headmasters were the guests of his Honor, Mayor Maurice J. Tobin, at a luncheon at the Parker House.

A preliminary forum meeting of forty-five minutes under the direction of Assistant Superintendent Gillis preceded the regular broadcast. The teacher sponsors served as assistant moderators under the direction of Assistant Moderator Charles G. Benard. The assistant moderators read, checked for approval, and collected all the questions actually used on the program. Reserved seats were for students who had cooperated in making the student forums successful either by participation on the platform or by asking questions from the floor.

The members of the Junior Town Meeting Committee of the Head Masters Association were James E. Downey, Chairman, Ellen G. Wiseman, and John J. Connelly, Jr.

At the close of the broadcast, Dr. Charles Martz, editor of the weekly high school magazine, "Our Times," presented each of the four speakers the Charles Palmer Davis medal for excellence in current events. The broadcast closed with the singing of the Star-Spangled Banner.

Following this national broadcast many forums and Junior Town Meetings were scheduled in all the Boston high schools. Some of the topics discussed were:

Should the United States require military or naval training for boys of 17-18 after the war?

Is a league of nations the solution of our post-war problems?

The function of student government in the school program.

The United States should join a world federation of united nations.

The nations of the Western Hemisphere should enter into a permanent union.

What contributions, if any, do our mathematics courses make toward winning the war?

Should the United States adopt universal compulsory military training as a peace-time policy?

Should military training be made compulsory after the war?

Should senior boys and girls leave school to go to work on February 1?

Are high schools preparing youth through the modern foreign languages to meet the challenges of the post-war world?

National Labor Conscription.

Should the United States enact a new prohibition amendment?

Suggestions for the growth and development of the City of Boston.

What contribution will Latin make to a cultured life?

The need for a diploma in the post-war world.

Should the state support financially the program of safety education in the Boston public schools?

Congress should enact legislation limiting wealth.

Should the Constitution of the United States be amended to prevent a presidential election in wartime?

Should we sell democracy to the rest of the world?

What are the best steps to prevent juvenile delinquency?

Can Russia and the United States cooperate after the war?

Should the voting age be reduced to 18?

The state should provide medical service free to her citizens.

What part does good health play as a requisite of good citizenship?

Federal aid should be given to education.

Does the City of Boston provide adequate recreational facilities?

The Fourth Term?

Should every girl in high school be required to have at least one year of sewing and cooking?

The general procedure of the high school Junior Town Meeting is as follows:

1. *a.* One minute for the introduction of the student chairman by the high school headmaster.
- b.* Three minutes for the student chairman to introduce the guest moderator, if one has been invited.
- c.* Three minutes for the moderator to take over, introduce the topic, instruct the audience in its participation, and to introduce the first speaker.
- d.* Sixteen minutes for four speeches by four students of four minutes (or slightly less) each. A one or two sentence introduction for each speaker will be made by the moderator.
- e.* Twenty-four minutes for further discussion and questions from the audience, under direction from the moderator.
- f.* Two minutes during which the moderator will call for a summarization of the discussion by a faculty member, the headmaster, or some other person designated for this duty. Each school will select its own summarizer.
- g.* One minute for the meeting to be turned back to the student chairman who will make any announcement considered necessary or appropriate.

2. If, as in the case of the tryouts for appearance on the national broadcast, it is desired to select the best speaker, a committee of observers, furnished with score sheets or evaluation forms, should be seated at a table on the stage off center. Their reports may be tabulated at once after part "e" above. If they can reach agreement without reference to the score sheets, this is quite in order.

3. Seating arrangements for participants: Seats on the stage should be set up for the moderator, the student chairman, the four student speakers, the summarizer, and any other faculty member or visitor. These chairs should be in a single, semi-circular row centered on the speaker's rostrum. Speakers should not be seated behind tables.

4. Audience questions: It is the consensus that the spontaneity of questions from the students in the audience is important. Some students will be familiar with this topic and may have questions they will want to ask the speakers. Students who have a question will rise and stand at their seats. They will first give the name of the speaker to whom their question is addressed, then state the question. The moderator will repeat this question into the public address microphone so that all may hear it. Then the speaker addressed will be given the chance to answer. All the speakers should be alert on all questions even though the questions are not addressed directly to them. They may respond on any question if they have views to express.

The value to high school teachers of the Town Meeting techniques for stimulating democratic thinking has been stated strikingly by Dr. George H. Reavis, Assistant Superintendent of Schools, Cincinnati, Ohio:

"Our teachers have followed the Town Meeting programs not only as a means for acquainting their pupils with vital current issues but also to study the techniques used in developing an honestly informed public opinion. When our high school graduates take their places as citizens, they must not only understand the issues that come before them but they must also be able to use the procedures for participating in community and national affairs, and understand the techniques of discussion so well that we, as a people, are as safe from the demagogue within as we are from the dictator from without. The schools must

develop a nongullible citizenry, and we believe the Town Meeting, which is doing so much in this direction for the adults of the country, can be utilized even more effectively by an intelligent adaptation to high school instruction . . ."

For the pupils the Junior Town Meeting has several purposes:

1. To help the largest number of young people to share in thinking about common problems facing our nation.

2. To awaken latent spirit in the school and the community in defense of free discussion as an attribute of democracy.

3. To change the attitudes of indifference, cynicism, and futility by studying, discussing, and understanding the facts basic to the actions taken by our government.

4. To conduct forums, panels, conversations, and general discussions, in a nonpartisan spirit, with tolerance for ideas, reason in considering controversial issues, honesty in handling facts, and fair play to those who present views opposed to those held by a majority.

5. To guide youth in acquiring discussion techniques.

In the spring of 1944 the Junior Town Meeting League, a national organization to foster discussion of current affairs, was formed. Assistant Superintendent Frederick J. Gillis was chairman of the committee which wrote the Constitution for the League at the organization meeting held in February at Columbus, Ohio. The League is a voluntary, professional, educational organization of six hundred educators and radio education directors who are associated for purposes of fostering discussion of current affairs by youth in schools and on the radio.

First organized in February 1944 the League elected its first Board of Trustees and Council at the Institute for Education by Radio in May 1944. Projected as the League's program for next year: (1) a weekly official publication, Civic Training, for members; (2) the conduct of demonstration Junior Town Meeting assemblies in senior high schools without cost or obligation to the schools; (3) the selection of topics for discussion and the preparation of background materials bearing upon these topics; (4) the publishing of a handbook suggesting techniques helpful to teachers in conducting class

and school discussions; and (5) the promotion of interest among teachers in the use of discussion as a technique in education for democracy.

At the first annual meeting of the League which was held in May 1944 at Columbus, Ohio, Assistant Superintendent Gillis was elected a member of the League Council.

The League in 1944-45 will serve as an information exchange among members who use the Junior Town Meeting techniques in classes, in assemblies, over radio, upon the public address system, in youth forums, and elsewhere. To help keep members informed of progress, and to give them weekly the official League discussion topics and outlines, the League will use space each week in the publication entitled Civic Training. Starting in September 1944, copies of the League edition of this publication will be sent to all members.

The League, with the support of "Our Times," will continue the demonstration Junior Town Meetings which will be carried on without cost to cooperating schools. This student current events newspaper previews the League topics as chosen weekly by a committee of the League.

The League will supply the members with a handbook dealing with the Junior Town Meeting techniques, and arrange for various programs at important state and national gatherings. One of these programs is already planned for October 27, 1944.

Every Boston high school has become a member of the Junior Town Meeting League.

MODERN FOREIGN LANGUAGES 1943-44

No director of Modern Foreign Languages has been appointed since the retirement of Marie A. Solano on August 31, 1941.

War conditions and essential pre-induction courses have affected foreign language classes in high schools. In 1943-44 there was a decrease of 12.7 per cent in the total number of modern foreign language students from the year 1942-43. Spanish declined in high schools 6.8 per cent and increased in the intermediate grades 4.6 per cent. French declined 24.7 per cent in high schools and 5.3 per cent in intermediate grades. German declined 17.5 per cent in high schools and 1.5 per cent in intermediate grades. Italian declined 18.3 per cent in high schools and 17.8 per cent in intermediate grades.

The Modern Foreign Language Council during the year has considered the challenge of "Teaching the G. I. Way."

THE BOSTON PUBLIC SCHOOLS
AND
THE ARMY SPECIALIZED TRAINING PROGRAM
IN LANGUAGES

Suggested modifications in the Modern Foreign Language courses in the Boston public schools based upon the significant phases of the Army Specialized Training Program (A. S. T. P.) in Languages.

A report from the Modern Foreign Languages Council to Dr. Frederick J. Gillis, Assistant Superintendent in charge of Foreign Languages.

Boston

May 16, 1944

The Modern Foreign Languages Council has considered carefully the problem set by the assistant superintendent in charge of modern foreign languages at the October meeting — the adaptability to the high school level of the army methods in language instruction. These courses were discussed at the meetings, and two of the speakers this year, Professor Camillo Merlino of Boston University and Dr. Robert Clements of Harvard University, have had the direction of these language courses in their respective institutions. The council studied the numerous and timely articles which have appeared during this year in professional journals and the public press relating to this intensive method.

Furthermore, the council examined thoroughly a report made by a special survey group to the Commission on Trends in Education of the Modern Language Association, directed by Dean Henry Grattan Doyle. This group visited army language classes throughout the United States and later made recommendations for language classes patterned after the Army Specialized Training Program (A. S. T. P.). The adaptability of these recommendations will be discussed wherever they concern the secondary schools.

Conclusion

I. THE ARMY SPECIALIZED TRAINING PROGRAM

The Army Specialized Training Program is operating under ideal conditions:

1. The students are selected
2. The classes are small
3. The objective is limited
4. The time allotted for the work is generous
5. The supply of audio-visual apparatus is liberal

1. The students are selected. They are mature and have been carefully chosen for their aptitude for language work; then they are sectioned according to ability and progress. Their motivation is 100 per cent and unilateral. They are in the army, and they have been given an assignment which they are carrying out.

2. The classes are small. The lecture courses number thirty students and the practice groups six to eight. This gives ample opportunity to all students to do worthwhile oral practice in the class period.

3. The objective is limited. The sole objective of the A. S. T. P. is the oral use of the language "in a military situation." Oral fluency is stressed as the sole aim, and not much attention is paid to reading, writing, cultural background, or even to correctness in pronunciation.

4. The time allotted for the work is generous. In the A. S. T. P. courses the students spend fifteen hours a week for nine months on language study, three hours of which are spent in the formal, academic phase of the work and twelve hours in oral practice with a native teacher.

	Army	Public Schools
Number of hours per week	15	3½
Total number of hours in 36-38 week period	540	133
Hours of oral work	432	* 35

5. The supply of audio-visual apparatus is liberal. The army uses motion pictures, phonograph records, recording machines, sound mirrors, radio, and earphones.

* Estimated.

II. PRESENT CONDITIONS IN THE BOSTON PUBLIC SCHOOL LANGUAGE PROGRAM

1. Language courses in the high schools are open to all pupils irrespective of scholastic aptitude.

2. Classes are from thirty-five to forty pupils. Thirty-five pupils cannot have much individual oral practice in a forty-minute period.

3. The course of study has the following varied objectives: "The power to use orally the foreign tongue; the ability to read with comprehension in the foreign language, and the ability to appreciate the contribution of foreign lands to world culture." Units 3 and 4 of the course of study prepare for the examinations of the College Entrance Examination Board; this means that functional grammar, formal translation, idiom study, reading as well as writing, *must* be included in our program.

4. A high school pupil would need to spend at least four years in foreign language study to equal the time spent by an army student in thirty-six weeks. The great majority of the pupils discontinue the study of modern foreign languages after the completion of the second unit. Furthermore, in the past year the time allotment for language classes has been decreased by the pressing demands of the war program.

5. Few schools have the necessary audio-visual equipment used in the intensive oral program, due to the prohibitive cost of the material.

III. ADAPTABLE FEATURES OF THE ARMY PROGRAM

Recommendations:

1. A study should be made to devise ways of determining the linguistic aptitude of pupils and to encourage the better pupils to continue the study of the language to an advanced stage. To quote Dr. Theodore Huebener, Director of Foreign Languages of New York City, the high schools could have the same success as the A. S. T. P. "under the same favorable conditions." He recommends that "we start earlier, increase the length of the course, and make a foreign language obligatory for all brighter students." The use of standardized achievement tests would serve as a basis for determining which pupils were not able to profit from further language study. The results of these tests would also serve to section according to ability and progress.

2. Language classes should be reduced in size to provide greater opportunity for more individual oral practice. In fact, if the spoken language is to be stressed, it must be borne in mind that the smaller the class, the greater the accomplishment.

3. Greater emphasis should be placed on oral-aural approach in all classes, with insistence upon accuracy in pronunciation. However, it is considered essential to retain as objectives the power to read with comprehension and to write correctly, and the ability to develop a knowledge and understanding of the foreign culture.

4. At least five forty-minute periods per week should be devoted to class instruction in modern languages. In addition, three forty-minute periods per week should be provided as laboratory or drill periods, exclusively devoted to oral practice. An intensive course in the summer high school should be offered for pupils of superior linguistic ability.

5. Every modern language department should have a phonograph and records specially designed to teach pronunciation. At least one recording machine should be provided in a central location, preferably The Teachers College of the City of Boston. A greater supply of sound films in the foreign languages should be made available through the visual education department, so that integration with other subjects may be attained.

Conclusion

In order that the Boston public schools may put into practice the best features of the A. S. T. P. in languages, the Council of Modern Foreign Languages recommends that the courses of study in the modern foreign languages be revised.

October 1

LATIN AND DAY HIGH SCHOOLS

SCHOOL YEAR	French	German	Italian	Spanish	Total
1942-43.....	6,887	1,536	460	3,695	12,578
1943-44.....	5,185	1,267	376	3,445	10,273
Loss in numbers.....	1,702	269	84	250	2,305
Per cent of loss.....	24.7	17.5	18.3	6.8	18.3

ELEMENTARY AND INTERMEDIATE SCHOOLS

SCHOOL YEAR	French	German	Italian	Spanish	Total
1942-43.....	5,760	67	371	1,684	7,882
1943-44.....	5,455	66	305	1,765	7,591
Loss or gain in numbers.....	-305	-1	-66	+81	-291
Per cent of loss or gain.....	5.3	1.5	17.8	4.6	3.7

TOTALS

SCHOOL YEAR	French	German	Italian	Spanish	Total
1942-43.....	12,647	1,603	831	5,379	20,460
1943-44.....	10,640	1,333	681	5,210	17,864
Loss in numbers.....	2,007	270	150	169	2,596
Per cent of loss.....	15.8	16.8	18.0	.03	12.7

OCTOBER 1, 1943

LATIN AND DAY HIGH SCHOOLS	French	German	Italian	Spanish	Total
Public Latin School.....	516	289	—	—	805
Girls' Latin School.....	336	142	—	—	478
Brighton High School.....	294	19	14	212	539
Charlestown High School.....	29	—	—	84	113
Dorchester High School for Boys.....	167	92	—	173	432
Dorchester High School for Girls.....	245	—	—	265	510
East Boston High School.....	169	—	123	74	366
English High School.....	1,024	456	29	511	2,020
Girls' High School.....	360	—	179	419	958
High School of Commerce.....	67	—	—	181	248
High School of Practical Arts.....	36	—	—	—	36
Hyde Park High School.....	238	54	20	175	487
Jamaica Plain High School.....	140	—	—	123	263
Jeremiah E. Burke High School for Girls.....	425	—	—	401	826
Mechanic Arts High School.....	276	80	—	65	421
Roslindale High School.....	330	41	11	262	644
Roxbury Memorial High School (Boys).....	207	94	—	166	467
Roxbury Memorial High School (Girls).....	190	—	—	149	339
South Boston High School.....	136	—	—	185	321
Totals.....	5,185	1,267	376	3,445	10,273

ELEMENTARY AND INTERMEDIATE SCHOOLS	French	German	Italian	Spanish	Total
Abraham Lincoln.....	146	—	—	—	146
Bigelow.....	92	—	—	—	92
Blackinton.....	57	—	—	—	57
Clarence R. Edwards.....	115	—	—	119	234
Dearborn.....	69	—	—	69	138
Donald McKay.....	—	—	136	—	136
Edward Everett.....	—	—	—	121	121
Everett.....	—	—	—	33	33
Francis Parkman.....	92	—	—	—	92
Frank V. Thompson.....	249	—	—	122	371
Grover Cleveland.....	234	—	—	—	234
Hugh O'Brien.....	—	—	—	116	116
Hyde.....	—	—	—	57	57
James P. Timilty.....	148	—	—	—	148
John Cheverus.....	46	—	—	—	46
Joseph H. Barnes.....	278	—	—	—	278
Lewis.....	179	—	—	—	179
Mary E. Curley.....	71	66	—	252	389
Mather.....	135	—	—	—	135
Michelangelo.....	25	—	169	—	194
Oliver Hazard Perry.....	—	—	—	43	43
Oliver Wendell Holmes.....	367	—	—	—	367
Patrick F. Gavin.....	180	—	—	139	319
Patrick T. Campbell.....	229	—	—	320	549
Prince.....	88	—	—	—	88
Rice.....	91	—	—	—	91
Robert Gould Shaw.....	317	—	—	—	317
Solomon Lewenberg.....	396	—	—	—	396
Theodore Roosevelt.....	289	—	—	—	289
Thomas A. Edison.....	269	—	—	51	320
Thomas N. Hart.....	—	—	—	99	99
Washington Irving.....	220	—	—	—	220
William Barton Rogers.....	287	—	—	—	287
William Blackstone.....	108	—	—	43	151
William E. Russell.....	58	—	—	—	58
William Howard Taft.....	335	—	—	31	366
Woodrow Wilson.....	285	—	—	150	435
Totals.....	5,455	66	305	1,765	7,591
Grand totals.....	10,640	1,333	681	5,210	17,864

SAFETY

During the past year the resources of the nation have been mobilized to the utmost extent in combating the accident menace and in eliminating preventable waste of the manpower so urgently needed for the successful prosecution of the war. In this nation-wide mobilization the schools of Boston have lent every possible assistance.

For its contribution to the national safety movement the work of members of the Boston School Safety Council is worthy of high commendation. With tireless effort council members, representing the Boston high, intermediate, and elementary schools, have initiated and are carrying on the preparation of a handbook designed to unify and promote essential safety procedures for the care and protection of the school children of the city. In addition under the direction of the council and through the cooperation of its members seasonal safety bulletins have been prepared and distributed. These bulletins have provided motivation for classroom and assembly discussion in connection with the regular safety education program of the schools.

Under the sponsorship of the Boston School Committee and the Boston Police Department, and with the cooperation of the School Safety Council, safety broadcasts were presented on Saturday mornings over Station WORL from 9.05 to 9.30. Throughout the school year officers of the Boston Police Department visit schools and playgrounds of the city to address the pupils and demonstrate essential traffic procedures.

Following is the schedule of Saturday morning broadcasts presented during the school year 1943-44.

DATE		School or District	Subject
1943			
October	2	Brandeis Vocational High School	Safety in Wartime
October	16	Wendell Phillips	Safety at Home
November	6	Roslindale High School	Traffic Safety
November	13	Martin	Keep Boston Clean
November	20	Girls' Latin School	Safety Points
December	4	Sherwin	Play Safety
December	11	Eliot	Street Safety
1944			
January	8	Prince	Safety Always
January	15	Quincy	Pedestrian Safety
January	29	Woodrow Wilson	Winter Safety



School Safety

DATE		School or District	Subject
1944			
February	5	Roxbury Memorial High School (Boys)	Safety and the War
February	12	The Teachers College of the City of Boston	Electricity in the Home
March	4	Samuel Adams	Safety and Health
March	11	Mather	Bicycle Safety
March	25	Michelangelo	Community Safety
April	1	Hugh O'Brien	Anything Can Happen
April	15	Abraham Lincoln	Child Care and Safety
April	29	Jefferson	Safety in Sports
May	6	Hyde Park High School	Safety on the Road
May	13	Thomas A. Edison	Safety Education
May	20	Clarence R. Edwards	Stop! Look! Listen!
May	27	Henry L. Higginson	Memorial Day
June	3	John A. Andrew	Safety Pays
June	10	William Blackstone	Vacation Safety

Under the direction of the Boston Fire Department periodic inspections are made of school buildings throughout the city. Monthly reports are submitted by Fire Department officials to the Superintendent of Public Schools and the Superintendent of Construction, Department of School Buildings. School fire councilors cooperate in inspection and fire-prevention procedures.

Safety education has had a prominent place in the pre-induction physical education programs of the Boston schools. In addition special emphasis has been placed upon water safety, playground safety, and safety through civic cleanliness. Shop safety manuals have continued as effective aids in connection with the shop training program of both boys and girls.

The excellent work of the student safety patrols was recognized nationally through the awarding of wartime achievement certificates to more than a hundred Boston public schools. Awards were presented by the American Automobile Association, through the Boston Automobile Club, and certified to the noteworthy achievement record of Boston school safety patrols under wartime conditions.

In cooperation with the Massachusetts Safety Council drive to "Smash the Seventh Column and Help Win the War" the week of October 3, 1943, was designated as School Safety Week. Educational materials, including booklets and posters, were provided, and appropriate exercises were held in all Boston schools. In April 1944 a conference on War Production

and Civilian Cooperation was sponsored by the Massachusetts Safety Council. The conference was held at the Hotel Statler. Members of the School Safety Council and additional representatives from Boston public schools attended. Numerous safety posters prepared by Boston school children, through the cooperation of the art department, were on display, and several excellent films on safety were exhibited.

Copies of the revised Bicycle Code have been distributed to teachers throughout the city. (School Document 7, 1943.) Committee work on safety education has continued in conjunction with the development of the health education curriculum.

Due to the cooperation of teachers, parents, and pupils, Boston still maintains its position as one of the safest communities for school children. Prompt accident reporting is required, and the need and effectiveness of uniform, adequate, and continuing follow-up procedures have received special attention.

Indicated below are the totals of reported non-fatal accidents involving pupils in the Boston public day schools for the school year 1943-44. The 595 pupils involved included 376 boys and 219 girls. Three hundred forty-six accidents occurred in school buildings and 179 accidents on grounds adjacent to school buildings. Motor vehicles were involved in 24 of the 70 accidents occurring away from school premises.

Five accidents involving pupils in the Boston public evening schools were also reported.

Location and Total of Accidents

Classroom	84	
Auditorium	3	
Cafeteria	9	
Laboratory	4	
Vocational shop	57	
Household science	13	
Gymnasium	47	
Dressing room	24	
Corridor	35	
Stairway	55	
Lavatory	6	
Basement	9—Total	346
School Grounds (Recess)	95	
School Grounds (Not in session)	84—Total	179
Outside School Premises *	70—Total	70—Grand Total 595

* Includes 24 motor vehicle accidents.

<i>Accidents by Grades</i>		<i>Accidents by Ages</i>	
Kindergartens	14	4 years	5
Grade I	53	5	17
II	42	6	41
III	38	7	37
IV	38	8	38
V	45	9	39
VI	58	10	44
VII	49	11	58
VIII	42	12	53
IX	70	13	47
X	66	14	68
XI	44	15	81
XII	12	16	50
Special Classes	22	17	17
The Teachers College of the City of Boston	2	Total	595
Total		595	
Boys	376		
Girls	219		
Total		595	

WEEKDAY RELIGIOUS EDUCATION

The second year of participation by the school children of Boston in weekday religious education was directed by the following Committee on Weekday Religious Education.

- Mr. Joseph C. White, Member, Boston School Committee,
Chairman
Dr. Frederick J. Gillis, Assistant Superintendent of Schools
Miss Millicent Taylor, First Church of Christ, Scientist
Rev. Frank Jennings, Executive Secretary, Massachusetts
Council of Churches
Rev. William J. Daly, Diocesan Supervisor of Schools
Rabbi Herman Rubenovitz, President, Rabbinical Association of
Greater Boston

Monthly meetings of this committee were held during the school year 1943-44.

Three practices adopted for the year 1943-44 were continued:

a. Only those children were released whose parents signed request for such release.

b. A letter from the Superintendent of Public Schools explaining the purpose of the weekday religious education program was sent to the parents of all the children eligible to participate.

c. The weekly attendance report by the church authorities to the principal was required.

The following school districts participated in the program.

Date of Original Participation	District	Grades Participating	Total Enrollment in Grades Participating 1943-44	Total Number Released 1943-44
October 1, 1942	Prince	IV, V, VI	215	121
October 2, 1942	William Barton Rogers	VII, VIII, IX	948	813
October 6, 1942	Agassiz	IV, V, VI	556	519
October 6, 1942	Lowell	IV, V, VI	263	248
October 7, 1942	Francis Parkman	IV, V, VI	258	236
March 10, 1943	Harvard	IV, V, VI	370	357
March 11, 1943	Warren	IV, V, VI	296	293
October 4, 1943	James P. Timilty	VII, VIII, IX	864	468
October 4, 1943	Theodore Roosevelt	IV, V, VI, VII, VIII, IX	932	776
October 6, 1943	Lewis	VII, VIII, IX	823	502
October 7, 1943	Robert Gould Shaw	VII, VIII, IX	830	731
December 1, 1943	Sherwin	IV, V	158	136
December 3, 1943	Hyde	IV, V	89	62
March 7, 1944	Dwight	IV, V	112	98
March 7, 1944	Everett	IV, V	99	68
March 10, 1944	Rice	IV, V	153	87
Totals			6,966	5,515

In only two districts, Lewis and Theodore Roosevelt, were all the pupils participating released at the same time. In the other districts the stagger released time was continued.

In June 1944 it was agreed to extend the privilege to the following districts beginning September 1944:

Bigelow, Blackinton-John Cheverus, Chapman, Dearborn, Emerson, Gaston-Oliver Hazard Perry, Hugh O'Brien, John A. Andrew, Martin, Norcross, Samuel Adams, Thomas N. Hart, Ulysses S. Grant. It was also agreed to add grades VII and VIII to the program already established in the Prince District, and grade VI to the programs already established in the Dwight, Everett, Hyde, Rice, and Sherwin Districts.

BOSTON HERALD SPELLING BEE

With the approval of the School Committee, students in grades IX, X, XI, and XII have participated for the past eleven years in the Boston Herald Spelling Bee.

Elimination contests are first held in the school rooms. Then the room champions of each grade meet in competition to determine the grade champions for each school. The grade champions then meet in school and city-wide semi-finals, and the six survivors in each grade are qualified to appear in the Grand Finals. The Grand Finals have been held each year at historic Faneuil Hall.

Boston teachers and other outstanding persons act as spelling masters and judges. It is customary to have the Chairman of the School Committee preside. The music for the occasion is furnished by a school band or orchestra.

A résumé of the winners in the several grades and Grand Final winners presents an interesting study:

QUALIFIERS AT GRAND FINALS 1934-44

HIGH SCHOOLS	IX	X	XI	XII
Public Latin School	6	3	4	8
Girls' Latin School	1	7	4	3
Brighton High School	0	5	6	5
Charlestown High School	0	2	1	4
Dorchester High School for Boys	0	3	3	3
Dorchester High School for Girls	0	1	0	5
East Boston High School	1	4	4	5
English High School	3	9	3	6
Girls' High School	1	3	3	2
High School of Commerce	1	2	5	2
High School of Practical Arts	2	1	2	1
Hyde Park High School	0	3	3	3
Jamaica Plain High School	2	3	3	5
Jeremiah E. Burke High School for Girls	1	3	5	4
Mechanic Arts High School	1	3	4	2
Roslindale High School	0	4	4	1
Roxbury Memorial High School (Boys)	3	1	1	2
Roxbury Memorial High School (Girls)	1	2	1	2
South Boston High School	0	6	5	4
Boston Trade High School	2	1	1	0
Brandeis Vocational High School	1	0	1	0
Opportunity School	0	1	3	0

ELEMENTARY AND INTERMEDIATE CLASSES

Abraham Lincoln School	1
Bigelow School	3
Clarence R. Edwards School	1
Donald McKay School	1
Frank V. Thompson School	2
Gaston School	1
Grover Cleveland School	2
James P. Timilty School	1
Joseph H. Barnes School	3
Lewis School	1
Mary E. Curley School	2
Michelangelo School	1
Norcross School	1
Oliver Wendell Holmes School	3
Patrick T. Campbell School	3
Solomon Lewenberg School	1
Theodore Roosevelt School	2
Thomas A. Edison School	2
Washington Irving School	2
William Barton Rogers School	4
William Blackstone School	2
William Howard Taft School	2
Woodrow Wilson School	2

CLASS AND GRAND FINAL WINNERS, 1934-44

SCHOOLS	IX	X	XI	XII	Grade Champion *
Public Latin School	—	2	—	2	1 (X)
Girls' Latin School	—	1	1	—	1 (XI)
Brighton High School	—	1	1	1	
Dorchester High School for Boys	—	—	1	2	1 (XI)
Dorchester High School for Girls	—	—	—	1	1 (XII)
East Boston High School	—	—	—	1	
English High School	1	1	—	—	
Girls' High School	—	1	—	—	1 (X)
High School of Commerce	1	1	1	1	
High School of Practical Arts	—	1	—	—	
Jamaica Plain High School	1	1	—	—	
Jeremiah E. Burke High School for Girls	—	—	2	—	
Mechanic Arts High School	—	—	1	2	1 (XII)
Roslindale High School	—	—	1	—	
South Boston High School	—	1	3	1	3 (XI, XI, XII)
Boston Trade High School	1	1	—	—	1 (X)
Bigelow School	1	—	—	—	
Frank V. Thompson School	1	—	—	—	
Gaston School	1	—	—	—	
James P. Timilty School	1	—	—	—	
Joseph H. Barnes School	1	—	—	—	
Michelangelo School	1	—	—	—	1 (IX)
Oliver Wendell Holmes School	1	—	—	—	

* Included in class totals as indicated.

REPORT OF ASSISTANT SUPERINTENDENT DENNIS C. HALEY

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

DEAR MR. GOULD,— In accordance with your request, I respectfully submit reports on the following:

Distribution of War Ration Book Four
War Savings Program
Salvage Program
Greater Boston 1944 United War Fund Campaign
Use of Children's Museum and the New England
Museum of Natural History
Establishment of Youth Centers
Health Education Program

Sincerely yours,

DENNIS C. HALEY,
Assistant Superintendent.

DISTRIBUTION OF WAR RATION BOOK FOUR

The distribution of War Ration Book Four took place in Boston from 9 a. m. to 5 p. m. on October 25, 26, 27, and 28, 1943. Friday, October 29, 1943, was used by administrators, teachers, and other employees for completing necessary records and for arranging all unused documents. One hundred eighty-three school buildings were used. All the employees of the School Department were assigned to carry out the distribution program.

The same general procedure employed in the distribution of War Ration Book One and Book Two was followed in the distribution of War Ration Book Four.

The County Supply Depot was located in the gymnasium of the Henry L. Pierce School in Dorchester. This Supply Depot was guarded day and night by a detail of the Boston

Police Department. War ration books were distributed to ward administrators who in turn distributed them to principals within their respective wards. At night during the distribution period war ration books were protected in twenty-two local depositories manned by the Boston Police Department.

Principals of schools were informed of the general plan and of the duties of registrars by the assistant superintendent in charge of rationing. Principals, in turn, trained their teachers.

On the basis of the experience gained in the distribution of War Ration Books One and Two, teachers were properly allocated to different schools in keeping with the number of persons it was anticipated would register in each school. This equalization of teachers throughout the city prevented excessive strain on the teachers and at all times offered efficient service to the public.

In order to distribute the registration load properly over the four days, the same alphabetical system was used as was employed in the distribution of War Ration Book Two.

As usual the Boston newspapers and radio stations cooperated in every way in furnishing information to the people of Boston. The public likewise cooperated in every way with teachers and members of the school department.

At the conclusion of the distribution period, reports were prepared, statistics summarized, and finally all unused forms and documents turned over to the State Office of Price Administration.

The final report submitted to the Commissioner of Education showed that in the City of Boston 707,777 persons registered for War Ration Book Four.

WAR SAVINGS PROGRAM

In the fall of 1941 a Defense Savings Program was incorporated into our school system. During the school year 1941-42 the sales of war bonds and stamps amounted to \$436,152.79 and during the school year 1942-43 sales amounted to \$891,416.19. The sales of bonds and stamps during the school year 1943-44 amounted to \$2,486,141.

This final figure represents an increase of approximately two hundred seventy-five per cent above the sales of the previous year and an increase of approximately five hundred per cent above the sales made during the first year of our War Savings Program.

FOURTH WAR LOAN DRIVE

The Boston War Finance Committee, which is a part of the Massachusetts War Finance Committee of the Treasury Department, requested that the Boston public schools join with other volunteer groups and citizens of the city to make the Fourth War Loan a success. The Superintendent agreed to this proposal and as a result the bond drive in the schools took place on February 8, 9, and 10, 1944.

A summary of the general plans follows:

1. All pupils were given an opportunity to assist in the Fourth War Loan Campaign. Those who wished to serve were enrolled as Junior Minute Men. The Junior Minute Men contacted their parents, friends, and neighbors, and asked them to come to the schools for the purpose of buying bonds.
2. Older pupils brought cash or checks with applications for bonds.
3. Trained volunteers from the Boston Committee on Public Safety manned booths in every high school, intermediate school, and main building of each elementary school district.
4. Booths were open for sale of bonds from 10.00 a. m. to 1.00 p. m. on each of the three days.
5. The Boston Police Department provided police protection to the person carrying the money (received from the sale of bonds) to the local banks.
6. A teacher in each school was responsible for the success of the campaign in his school.
7. Every student who brought to his school at least one bond sale regardless of denomination was given an individual citation from the Treasury Department.
8. Newspapers and radios were used to ask the citizens of Boston to welcome the Junior Minute Men when they called at their homes.

Thousands of pupils received individual citations and many schools received special awards of merit from the Treasury Department.

FIFTH WAR LOAN DRIVE

Although the Fifth War Loan took place just at the close of the school year in June 1944, the school department cooperated in every way possible. In all of our schools an intensified drive

was made to encourage pupils to fill war stamp books and to convert them into bonds before the close of school. A "Bond-O-Gram" was given to each student who converted a stamp book into a bond during the month of June.

Leaflets entitled, "X Marks the Spot," were distributed to the pupils at school. These leaflets listed the issuing agencies in each district where war bonds might be purchased. Pupils showed their parents and neighbors where they might conveniently buy war bonds in their immediate neighborhood.

The Treasury Department and the War Finance Committee were enthusiastic over the outstanding record made by the Boston schools during the school year 1943-44.

SALVAGE PROGRAM

In order to overcome the shortages in materials needed for our war effort, the War Production Board decided that it would be necessary for us to renew and intensify our efforts to salvage all the materials necessary to help in the war effort.

Special programs were set up by the Boston Salvage Committee and the Boston school department in order to impress upon the pupils, and through them, their families, neighbors, and friends, the necessity of salvaging needed materials.

The week of October 23, 1943, was chosen as Salvage for Victory Week. This week was selected because pupils were free from school work and were thus afforded a splendid opportunity to assist the war effort by collecting and disposing of much needed waste materials, especially waste paper of all kinds.

Directions were given to pupils for the salvaging of tin cans and for the preparation of these tin cans for the monthly collections throughout the school year. In addition they were asked to collect and sell to local junk dealers all kinds of scrap metal, such as iron, steel, copper, brass, bronze, aluminum, zinc, and lead.

In order to further encourage the boys and girls of Boston to persevere in their good work, his Honor the Mayor, the Salvage Committee, and the school department organized the Boston Junior Salvage Army. Pupils willing to enroll in this Junior Salvage Army were asked to sign cards pledging their services as Junior Salvage men. Thousands of patriotic boys

and girls were enrolled in this youthful army. They worked faithfully throughout the year and during the summer with the result that there was a tremendous increase in the yield of salvage material in the City of Boston. Thus the work of salvaging was carried on effectively throughout the entire year.

GREATER BOSTON 1944 UNITED WAR FUND
CAMPAIGN — PUBLIC EMPLOYEE DIVISION —
BOSTON PUBLIC SCHOOL EMPLOYEE GROUP

The United War Fund Campaign took place between November 8 and November 24, 1943. On October 27, 1943, the Superintendent held a meeting for principals and directors in order to explain the organization, administration, and purpose of the United War Fund. The meeting was addressed by Mr. Joseph T. Walker, Jr., General Chairman of the 1944 United War Fund Campaign; Reverend James H. Doyle, Director of the Catholic Charitable Bureau; and Mr. Henry T. Smith, Chairman of the Public Service Division.

The total contributions pledged amounted to over 100 per cent of the quota assigned.

On November 2, 1943, the Superintendent of Public Schools sent the following letter to the principals and headmasters:

[Superintendent's Circular No. 75, 1943-44.]

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE,
November 2, 1943.

1944 GREATER BOSTON UNITED WAR FUND
CAMPAIGN

To Principals of Schools and Districts:

In keeping with the wishes of the President of the United States to have all Community Chest Campaigns held during the fall of the year, the 1944 Greater Boston United War Fund Campaign will be held in November of this year. The goal set is \$7,500,000 with \$5,500,000 to be expended for 264 hospitals, health and social service agencies in Greater Boston, and \$2,000,000 to be allotted to the U. S. O. and the National War Fund for the welfare of our armed forces and the relief of our suffering Allies.

The slogan chosen for the 1944 Campaign is "Give because you care." This is an appeal to our hearts to give because we care for

- (1) the families suffering because of illness and misfortune and so unable to share in wartime prosperity
- (2) the 'teen age youths who need a chance to do right
- (3) the aged men and women whose working days are over
- (4) our men and women in uniform who look for help and comfort during lonesome hours far from home
- (5) those held captive behind barbed wire in enemy prison camps, and
- (6) those oppressed Allies valiantly fighting shoulder to shoulder with our own forces.

Every member of the school department is asked to answer the appeal of the United War Fund by giving to this great cause his enthusiastic and wholehearted support.

The Greater Boston United War Fund Campaign will take place between November 8 and November 24, 1943. The quota for the Boston school department as a whole has been set at \$50,000.

The quota for your unit is —

This quota may be in excess of last year's because of the \$200 emergency allotment which became effective January 1, 1943.

To approximate this quota each person in your unit (permanent and long-term temporary) should subscribe to this campaign one-half of one per cent of the annual salary. In fairness to the school department as a whole each unit should reach the quota assigned to it. This will be accomplished only if each individual meets his full responsibility.

In order that each individual may do his part without feeling any burden, it is suggested that payments on subscriptions be placed on a monthly basis for the calendar year 1944. Under this plan, the first installment of contributions will be due in January 1944.

Principals are requested to assume the responsibility for securing subscriptions and pledge cards from all persons appointed or assigned to their schools. Teachers of household

science and arts and of manual arts assigned to one or more schools should be included in the school in which the major portion of the time is given.

Principals are asked to hold teachers' meetings immediately and to impart to the teachers and personnel the contents of this circular together with the messages received at the Superintendent's meeting. At that meeting pledge cards should be distributed. Principals responsible for pledges are requested to return the signed pledge cards and the final reports to the Greater Boston United War Fund Campaign Headquarters, 70 Federal Street, Boston, as soon as possible after the opening of the campaign on November 8 and not later than November 15. On the same day reports are made to the Campaign Headquarters, the Superintendent should be notified in writing in regard to the total amount subscribed by each school or department unit.

The directors or responsible heads of the following departments are requested to assume responsibility for securing subscriptions and pledge cards of all persons appointed or assigned to their departments:

Music, School Physicians, School Nurses, Matrons, Nutrition Class Attendants, Assistant Nutrition Class Attendants, Cafeteria Workers, Lip Reading Classes, Speech Improvement Classes, Custodians.

These final reports should be sent to Miss Louise Kane, Secretary, 15 Beacon Street, Boston, as soon as possible after the opening of the campaign on November 8, but not later than November 15, 1943.

Unless otherwise requested, the Superintendent will ask the Greater Boston United War Fund Campaign authorities not to publish amounts of individual contributions.

THIS CIRCULAR WAS PREPARED BY ASSISTANT SUPERINTENDENT DENNIS C. HALEY, TO WHOM ALL INQUIRIES SHOULD BE ADDRESSED.

Very truly yours,

ARTHUR L. GOULD,
Superintendent of Public Schools.

SCHOOL SERVICE PROGRAMS

Children's Museum

The wartime curtailment of transportation of school children to the Children's Museum prompted the officials of the museum to devise a new method of bringing the museum to the schools. As a result, there was prepared at the museum a large number of portable units covering important subjects in fields of geography, history, and nature study. These units were made available and loaned free of charge to our schools.

New England Museum of Natural History

In an effort to increase enthusiasm, interest, and knowledge in the field of natural history, the New England Museum of Natural History organized a vast wealth of nature material into compact units. These units on geology, undersea life animals, and plants were delivered, without charge to the city, to those schools requesting their use.

Many schools availed themselves of the services of the above museums and profited greatly by these splendid school service programs.

MASSACHUSETTS YOUTH COMMITTEE

In the fall of 1943 the Boston School Committee, realizing its special wartime responsibility, joined hands with the Massachusetts Youth Committee in an effort to combat the growing problem of juvenile delinquency. With this end in mind the united group immediately began the development of a program to promote suitable recreational, educational, and leisure-time activities for the youth of Boston.

On January 3, 1944, the Boston School Committee passed official orders to make all school buildings available during evening hours for youth activities. It was further ordered that all these youth activities should become a part of the regular Extended Use of Public Schools program. As a result this splendid movement became an important part of the fourteen school center programs.

Plans for the opening of each of these school centers as a youth center were drawn up by the Secretary of the Massachusetts Youth Committee, the Director of Extended Use of Public Schools, and by the Assistant Superintendent in charge of that department.

Prior to the opening of each youth center this committee of three met with school administrators within the area and explained the purpose of the youth movement. Each school administrator carried the message to the pupils of his school.

The keynote of the whole plan was the development of the recreational program by the boys and girls themselves. At the official opening of each youth center representatives from the different schools within the area presented to the members of the School Committee and to the Secretary of the Massachusetts Youth Committee the type of leisure-time activities most attractive to them. Immediately following this opening the activity program requested was put into operation. Suitable leadership with unobtrusive supervision was furnished.

As a result of the wisdom and foresightedness of the Massachusetts Youth Committee and the Boston School Committee, the "teen-age" boys and girls of our city have been brought into our school buildings during evening hours to attend an attractive and wholesome program. In addition to a marked increase in attendance in the regular activities, a great many new and unusual clubs have been formed. Important among these are clubs and activities in bowling, dancing, harmonica, minstrel shows, ping-pong, roller skating, swimming.

The most popular program of all is the dancing where the boys and girls are provided with a juke box or an orchestra and are furnished soft drinks and milk bars.

In keeping with the wishes of the School Committee each Center Manager is asked to keep accurate records of attendance in order to make periodic reports on the success and progress of the Center. In this way the School Committee and the Massachusetts Youth Committee will be at all times conversant with the entire program.

During the summer months additional recreational activities were introduced in keeping with the recommendations of the youth within each area. In the fall of 1944 and thereafter the activity program will be expanded as the need arises.

HEALTH EDUCATION

HEALTH EDUCATION IN GRADES IX, X, XI, AND XII

When the military leaders of our country made known the physical and emotional needs of young men entering military service, the development of a health program was immediately begun to meet these needs. Realizing that girls as well

as boys must be prepared to carry on work which is directly related to the winning of the war, the health program was planned to include both boys and girls.

A representative committee of health experts and teachers immediately prepared an outline to be used in teaching health education as a part of the general physical fitness program.

The time allotment for this new work in health instruction, exclusive of time given over to physical education, was two periods per week for girls in high schools and one period per week for boys in high schools.

Instruction was given in the following units:

- Unit I — Remediable Defects and Follow-Up Procedures
- Unit II — Health Knowledge and Practices
- Unit III — Nutrition
- Unit IV — Infection and Immunity
- Unit V — Mental Health
- Unit VI — Industrial Safety

Additional teachers of health education were retrained by a group of experts in a course in health education given on Saturday mornings at The Teachers College of the City of Boston.

CURRICULUM DEVELOPMENT IN HEALTH EDUCATION

Realizing (1) the importance of proper health habits, attitudes, and knowledge for every pupil, not only as a child but as he advances through life, and (2) the importance of a health program that would enlist the cooperation of every individual — teacher, doctor, nurse, matron, custodian, cafeteria attendant, and agency concerned with the health of our pupils, the development of a new and original course of study or health program was undertaken.

The work of developing this new health education program was placed under the direction of a Central Committee consisting of the following:

Chairman	Assistant Superintendent in charge of Health Education
Vice Chairman	Director of School Hygiene
Secretary	Supervisor of Health and Safety Educa- tion

Consultant	Dr. C. E. Turner, Massachusetts Institute of Technology
Supervising Nurse	
Director of Elementary Supervisors	
Director of Household Science and Arts	
Director of Physical Education	
Director of School Lunches	
Elementary principal	
Intermediate principal	
High school headmaster	
Schoolhouse Custodian	

The Central Committee is responsible for all policies, the determination of principles, the setting up of objectives in areas of habits, attitudes, and knowledge, the assignment of individual problems, the appointment of sub-committees, and the publication of the entire program.

As its first step, the Central Committee appointed an Every-School Committee. This committee consists of a representative from every high, intermediate, and elementary school district in the city. The members of this committee, as a preliminary step, conferred with principals and colleagues in their respective schools relative to such problems as school sanitation, school lunches, the educational aspects of health examinations, school building facilities, general environmental conditions, necessary health habits, attitudes and knowledge, and in regard to all other matters that concern health. As a result of the work of this committee, the school system as a whole has had an opportunity to participate and offer suggestions in the development of this important program.

Other sub-committees are at work studying proper health objectives and suitable health services to aid the boys and girls of the Boston public school system.

The proposed health program and course of study is more extensive and comprehensive in scope than any program heretofore attempted. This enriched educational program is being planned in such a way that all of the resources of the school department, city health department, and community agencies will be utilized for the good of the child. It is hoped that when the program is completed it will serve as a model for other large cities of the country.

HIGHLIGHTS IN PROCEEDINGS OF SCHOOL COMMITTEE

SCHOOL YEAR 1943=44

Abbreviations: S. D. — School Document. S. M. — School Committee Minutes.

- 1943.— Retirement from active service of Ellen M. Cronin, Secretary of the School Committee, July 31, 1943. (S. M. page 157.)
Minimum age for kindergarten established at four years and four months on September 15. (S. M. pages 163, 180.)
Minimum entering age for grade I established at five years and four months. (S. M. pages 163, 180.)
Testimonial to retiring secretary, Ellen M. Cronin. (S. M. page 164.)
Honorary title of Secretary Emeritus to retiring secretary, Ellen M. Cronin. (S. M. page 177.)
Bicycle Code, Revised, adopted for printing. (S. M. page 178. S. D. No. 7, 1943.)
Supplement to Course of Study in Air Raid Precautions adopted for printing. (S. M. page 178. S. D. No. 7, 1942.)
Letter of appreciation from Secretary Emeritus Ellen M. Cronin. (S. M. page 180.)
Proposal by Elementary Teachers Club that a fund for war babies be established. (S. M. page 180, 1943, and page 121, 1944.)
Election of Louise Kane as Secretary of the School Committee. (S. M. page 183.)
Appointment of Agnes E. Reynolds as Assistant Secretary of the School Committee. (S. M. page 183.)
Discussion of Public School Course in Art. (S. M. page 187.)
Course in Physical Education for Grades I, II, and III adopted for printing. (S. M. page 187. S. D. No. 8, 1943.)
Changes in rank: Model School, vice principal, men, changed to sub-master; vice principal, women, changed to vice principal: day elementary and day intermediate schools, vice principal, men, changed to sub-master; vice principal, women, changed to vice principal. (S. M. page 198.)
Change in salary board personnel. (S. M. page 198.)
Discussion of Federal School Appropriations. (S. M. page 205.)
Discontinuance of training centers. (S. M. page 205.)
Appointment of director of school lunches. (S. M. page 218.)
Change in number of vice principals to a district. (S. M. page 218, 1943, and page 27, 1944.)
Election of Commissioner of School Buildings. (S. M. page 221.)

- Resolution on birthday of Senator David I. Walsh. (S. M. page 222.)
- Resolutions on the death of Schoolhouse Custodian, Patrick F. X. Nagle. (S. M. page 223.)
- Re-establishing and maintaining five Wartime Child Care Centers under the Lanham Act. (S. M. page 227, 1943, and page 38, 1944.)
- Continuing and maintaining two Wartime Child Care Centers under the Lanham Act. (S. M. page 227, 1943, and page 39, 1944.)
- Compensation, Temporary Teachers, Intermediate. (S. M. page 227.)
- Establishment of rank and salaries of personnel of Wartime Child Care Centers. (S. M. page 236, 1943, and page 23, 1944.)
- Advisory Committees. (S. M. page 229, 1943, and page 39, 1944.)
- 1944.— Election of Dr. Patrick J. Foley as Chairman of the Boston School Committee. (S. M. page 1.)
- Youth Organization Movements, opening of school buildings in connection with (S. M. page 4).
- Classes in Typewriting and Shorthand for Civilian Employees, First Service Command. (S. M. page 14.)
- Changes in certificates of qualification IV High School; XI, Special: Valid in Day Elementary and Day Intermediate Schools, Sewing; and XXXIII Intermediate. (S. M. page 16.)
- Commendation of two schoolboys for heroism. (S. M. page 24.)
- Naming of school in memory of Joseph P. Manning. (S. M. page 25.)
- Discussion of funds for hot lunches and milk. (S. M. page 25.)
- Discussion of news letter for teachers in military service. (S. M. page 26.)
- Pupil attendance at meetings of Boston School Committee. (S. M. page 26.)
- Discussion of horticultural education in Boston. (S. M. page 32.)
- Hearing concerning employment of married women as teachers. (S. M. pages 34, 41.)
- Wartime Child Care Centers. (S. M. pages 34, 38, 39.)
- Wartime training program for store supervisors and department heads. (S. M. page 39.)
- Suggestion that Dr. George D. Strayer invite a member of the Jesuit Order from Boston College to serve on the Survey Committee. (S. M. page 45.)
- Appropriations — Lands and Buildings for Schools. (S. M. page 47.)
- Appropriations — Alterations and Repairs. (S. M. page 47.)
- Re-election of Assistant Superintendent (Edward J. Muldoon). (S. M. page 55.)
- Resolutions on the death of William Cardinal O'Connell. (S. M. page 63.)

- Employment of pupil library assistants, The Teachers College of the City of Boston. (S. M. page 86.)
- Discussion of budget and annual appropriation for maintenance, exclusive of "Alterations, Repairs, Furniture and Fixtures." (S. M. pages 88, 97.)
- Notice to Board of Assessors of annual appropriations. (S. M. page 97.)
- Emergency Compensation Allotment. (S. M. page 98.)
- Appreciation of contributions by Boston school children to U. S. S. Boston. (S. M. page 98.)
- Letter from Boston Health League, Inc., approving action of School Committee in taking over lunch rooms formerly operated by the Women's Educational and Industrial Union. (S. M. page 104.)
- Authorization to conduct classes in practical arts during summer. (S. M. page 115.)
- Re-establishment at Museum of Fine Arts of the fine arts high school class. (S. M. page 116.)
- Extension of period of validity of certificates of qualification held by persons serving in the armed forces of the United States. (S. M. page 116.)
- Syllabus in Art Education, Grades VII, VIII, IX adopted for printing. (S. M. page 117. S. D. No. 5, 1944.)
- Course of Study in Vocal Music, Grades I to VI, adopted for printing. (S. M. page 117. S. D. No. 4, 1944.)
- Reorganization of cafeterias. (S. M. page 117.)
- 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; for the school year 1940-41 the chronology will be found in School Document No. 11, 1941; for the school year 1941-42 the chronology will be found in School Document No. 9, 1942; and for the school year 1942-43 in School Document No. 10, 1943.

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