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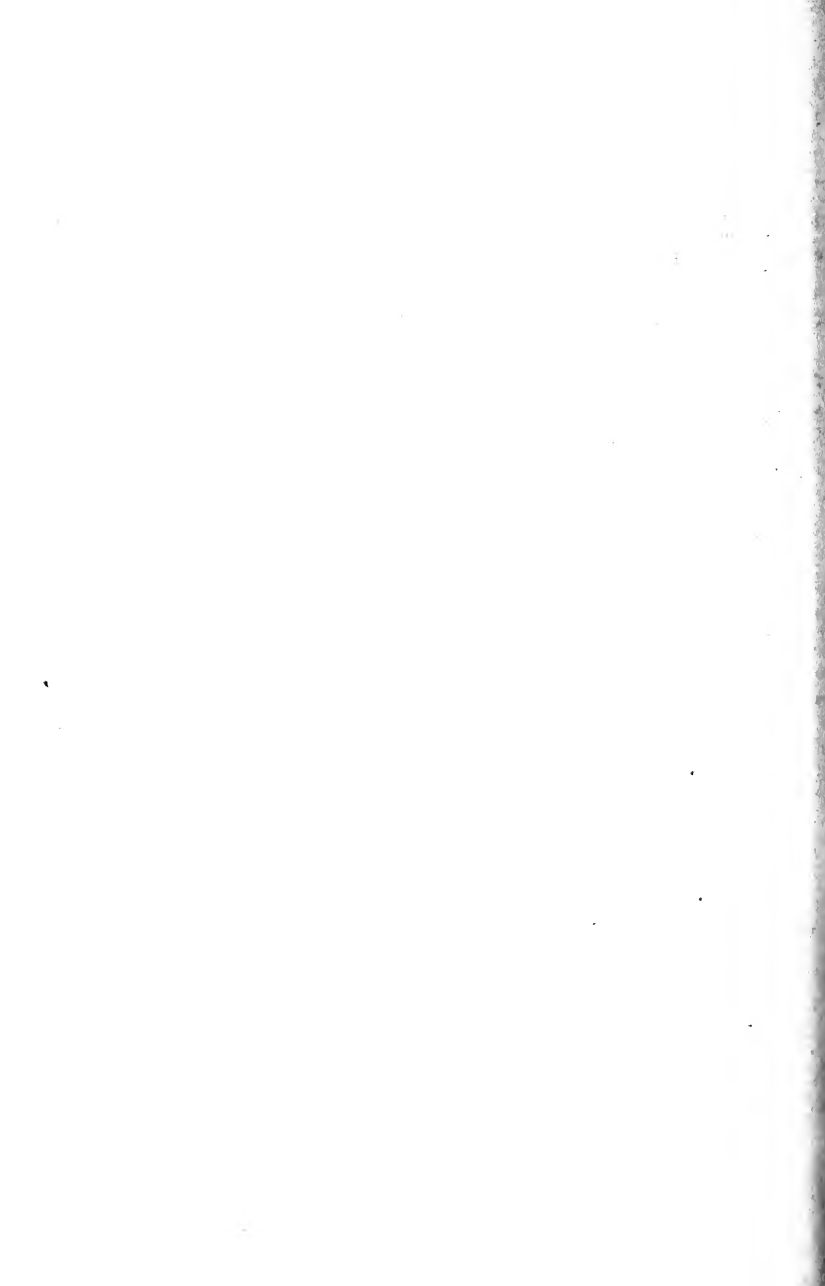
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SCHOOL DOCUMENT NO. 8 — 1950  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1950



BOSTON  
PRINTING DEPARTMENT  
1951

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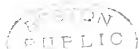
SCHOOL DOCUMENT NO. 8 — 1950  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1950



BOSTON  
PRINTING DEPARTMENT  
1951



Boston School Committee  
Oct. 19, 1951

BOSTON, May 26, 1951.

*To the School Committee:*

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

The report covers the school year ending August 31, 1950.

Respectfully submitted,

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

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IN SCHOOL COMMITTEE, May 26, 1951.

*Ordered,* That this Committee hereby adopts as its annual report for the year 1950, the Annual Report of the Superintendent, being School Document No. 8, 1950.

Attest:

MARY L. O'BRIEN,  
*Secretary pro tempore.*







KATHLEEN RYAN DACEY



JOSEPH C. WHITE  
Chairman



ISADORE H. Y. MUCHNICK



DANIEL J. McDEVITT



DENNIS C. HALEY  
Superintendent of Public Schools



MICHAEL J. WARD

# ORGANIZATION OF THE SCHOOL COMMITTEE, 1950

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## SCHOOL COMMITTEE

(as of August 31, 1950)

JOSEPH C. WHITE, *Chairman*

KATHLEEN RYAN DACEY

ISADORE H. Y. MUCHNICK

DANIEL J. McDEVITT

MICHAEL J. WARD

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## OFFICERS OF THE SCHOOL COMMITTEE

### *Superintendent*

DENNIS C. HALEY

### *Assistant Superintendents*

MICHAEL J. DOWNEY

GERALD F. COUGHLIN

FREDERICK J. GILLIS

D. LEO DALEY

KATHARINE C. McDONALD

PHILIP J. BOND

### *Secretary*

LOUISE KANE

### *Business Manager*

HENRY J. SMITH

### *Schoolhouse Custodian*

JAMES S. REARDON

### *Engineer*

CHARLES B. McMACKIN

# EDUCATIONAL ORGANIZATION

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## BOARD OF EXAMINERS

RALPH M. CORSON, *Chief Examiner*  
CHARLOTTE RAFTER, *Examiner*  
FRANCIS J. ROLAND, *Examiner*

## DEPARTMENTS

### *Distributive Education*

AGNES K. BRENNAN, *Director*

### *Elementary Supervisors*

THERESA R. FLAHERTY, *Director*

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

JOSEPH F. GOULD, *Director*

### *Extended Use of Public Schools*

JAMES T. MULROY, *Director*

### *Fine Arts*

CASIMIR F. SHEA, *Director*

### *Household Science and Arts*

MARY W. CAULEY, *Director*

### *Industrial Arts*

FRANCIS J. EMERY, *Director*

### *Kindergarten*

PAULINE F. SMITH, *Director*

### *Music*

DANIEL D. TIERNEY, JR., *Director*

### *Physical Education*

JOSEPH P. MCKENNEY, *Director*

### *Practice and Training*

MERCEDES E. O'BRIEN, *Director*

### *School Hygiene*

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

### *School Lunches*

ELEANOR D. UPHAM, *Director*

### *Speech Improvement Classes*

A. ISABELLE TIMMINS, *Director*

## EDUCATIONAL ORGANIZATION

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### *Special Classes*

HELEN F. CUMMINS, *Director*

### *Visual and Radio Education*

JOSEPH A. HENNESSEY, *Director*

---

## BUREAU OF CHILD ACCOUNTING

### *Educational Investigation and Measurement*

MARY B. CUMMINGS, *Director*

### *Vocational Guidance*

THOMAS D. GINN, *Director*

### *Employment*

IRVING O. SCOTT, *Acting Head*

### *Juvenile Adjustment*

FRANCIS J. DALY, *Head*

### *Attendance*

HENRY F. BARRY, *Head Supervisor*

### *Statistics and Publicity*

JOHN P. SULLIVAN, *Head*

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## SPECIALIZED INSTRUCTION OR SERVICE

### *Conservation of Eyesight Classes*

REGINA I. DRISCOLL, *Assistant in Charge*

### *Licensed Minors*

TIMOTHY F. REGAN, *Supervisor*

### *Lip Reading Classes*

MABEL F. DUNN, *Assistant in Charge*

### *Penmanship*

MARION V. MORRISON, *Assistant Director*

### *Health Education and Safety Education*

EDWARD J. WALL, *Supervisor*

### *Home Instruction to Physically Handicapped Children*

MARY H. STROUP, *Supervisor*

### *Administration Library*

ELIZABETH BURRAGE, *Librarian*



## FOREWORD

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As we review the accomplishments of the Boston public schools during the mid-century year of 1950, we realize anew how effective have been the efforts of conscientious public school personnel and the support and encouragement of understanding citizens in establishing and carrying on the great educational tradition of our city. Beginning with the first Latin grammar school, Boston has established an impressive list of "firsts," of which the first English high school, the first girls' high school, the first kindergarten, the first music education in public schools, and the first efforts in vocational guidance are but a few. In addition to initiating such advances as these, the Boston public schools have always been alert to adopt new practices and procedures of proven worth. Thus in a traditional spirit of progress, the Boston public schools have moved forward soundly and steadily through the years to meet the changing and developing needs of the children of our city.

The purpose of this report is to consider the progressive activities of the past few years and to review the major forward steps that have been taken during the year ending August 31, 1950. Of necessity, then, much remarkably fine work which is carried on regularly throughout the system will have only incidental mention. Yet it must be understood that all progress rests firmly on the ordinary routine and stems from it.

### **New Plan of Central Administration**

Advances in many areas have been accelerated by the new plan of Central Administration which has been completely operative for the first time this year. This plan, under which assistant superintendents are assigned according to a functional pattern, now provides for six

major classifications as follows: Elementary Education; Secondary Education; Personnel; Curriculum Development and Improvement of Instruction; Special Services; and School Budget, Legislation, and State-Aided Classes. By providing opportunity for specialization, and by unifying the responsibility of assistant superintendents over major functions, this plan has already demonstrated its value in the many worthy accomplishments of this mid-century year.

The most important advances, which will be described in detail, may be grouped under such headings as Curriculum Development, Improvement of Instruction, Student Direction, Adult Education, Audio-Visual Education, Physical Well-Being, and Special Assistance. These major developments give renewed evidence of the progressive spirit which has always animated the Boston public schools. With the continued cooperation of understanding public officials, interested citizens, and conscientious staff members, the Boston public schools will move steadily forward to the achievement of such goals as will maintain their high position among the leading public school systems of the nation.



## CURRICULUM DEVELOPMENT

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The forward steps taken in the development of the curriculum in the past two years have been indicative of the enthusiasm that animates the personnel of the Boston public schools. On every level, from the kindergarten through grade twelve, there has been some significant advance designed not only to increase the efficiency of instruction in a particular grade or unit of grades, but to evolve an integration of the whole learning experience.

### **New Course of Study for Kindergarten**

In the kindergarten, where the child must adjust himself before facing the exacting tasks of the first grade, the administrators and teachers have recently achieved an important objective in publishing a comprehensive course of study. The course of study, a fine achievement in presenting aims and methods of the kindergarten course, has been planned to insure the children against struggling with matters beyond them and to protect them from the consequent sense of failure, and in general to prevent widespread retardation.

The formal education of the child begins in the elementary school. Here he must not only form the habits of character which function in the educative process throughout school and adult life; he must also acquire the basic subjects: reading, writing, and arithmetic. Reading is the essential tool. With it the child is able to face later problems of learning. How closely it is interwoven with his future education has been succinctly expressed: "The child must learn to read that he may then read to learn."

### **English Center Founded**

Aware of the need for experiment in the curriculum at the elementary level, the Boston public schools have this year founded an English Center. Here a group of teachers and their director, working with the children of their own schools, have attempted to evolve the best content and method for language arts in Grades IV, V, and VI. By round-table discussion, actual classroom practice, and frequent evaluation, this progressive group has achieved an admirable record in teaching the form of the friendly letter, in oral drill on specific words, and in developing an excellent plan for composition. So valuable has this venture proved that an Arithmetic Center is to be organized in September, 1950. In the very near future similar centers will be set up in such important elementary subjects as geography and history. The success of the English Center and the great enthusiasm it has aroused among the teachers are suggestive of the progressive spirit that exists throughout the Boston public schools.

### **New Point Requirements for Junior High Schools**

The junior high schools also are moving forward. The inauguration of new point requirements has been a step toward making promotion less automatic. The number of points necessary for graduation is now 38; furthermore, 15 of these must have been earned in English and mathematics combined. This change eliminates the possibility of a student's getting his diploma from junior high school without ever having passed in either of these two important subjects.

Another development this year, the activation of councils in specialized subjects, has made it possible for groups of teachers to discuss and eventually put into practice new ideas as to content and method in their own subjects. The chairman of each council is invited to attend any meeting of the corresponding high school council at which matters pertaining to the junior high school are being considered. These new

councils, therefore, are instrumental in improving instruction within the junior high schools and in achieving a closer articulation with senior high schools. This latter objective is the underlying principle of all work in the curriculum, namely, that education for the child is a smoothly flowing process with natural transitions from one level to the other. Each division in the child's school life must be a division in name only; each unit of grades must rest on the previous one and build for the next one.

### **High School Curriculum Modified**

In high school there have been changes growing out of the more recent concept of the secondary school. It is the policy of educators, at present, to make such a level of instruction available to everyone, even to those who formerly would not have been deemed mentally capable of it. That all may attend high school and eventually graduate, it has been necessary to adjust not only the course of study but also the point of view underlying it. Since the high school is no longer an institution for the select few, subjects and courses suited to the ability and needs of all must form an important part of the curriculum. The Boston public schools have an enviable record of achievement in introducing trade and vocational courses. The industrial training offered to boys and girls of our city is wide in range and practical in application. The whole program is being steadily developed and expanded. Typical of its progressive character is the recently established course in baking now offered at the Boston Trade High School.

### **Revised Courses of Study Based on Classroom Trial**

Another aspect of suiting the curriculum to the current needs of the high school population is the process of revising the courses of study. The careful analysis and planning involved are already bearing fruit in definite accomplishment. The significant fea-

ture of the method used is that tentative courses are submitted to the teacher in the field for a period of testing. Having been evaluated by use in the schools, they are returned to the committee in charge with comment and suggestions for improvement. As a result of this cooperation, there evolves a course of study based not upon theory, but upon actual classroom trial. As a further result, there exists among all the teachers of the subject a sense of taking part in decisions that concern their own work.

As a further help to teachers in the high school, the councils of Heads of Departments have been strengthened by a program designed to give each subject-teacher direction in solving the problem of his particular field. Since the Heads of Departments represent all the basic subjects and all the high schools of Boston, they form a coordinating force for the improvement of content and method throughout the city.

This general movement toward improving the curriculum is matched by an ever present concern for the student. A most significant achievement in helping him to help himself has been made this year by a group of teachers at the Hyde Park high school. Realizing the tragic waste of time caused by ignorance of the art of learning, they have prepared a pamphlet on self-improvement in study. This has proved so valuable in its universal application that it has been adopted for city-wide use.

### **Pupil Activities Prepare for Community Responsibilities**

The Boston public schools, which are striving to establish a modern effective curriculum and to provide means for the student to derive maximum profit from it, are also attempting to make the student aware of his responsibilities as a member of the community. To this end, he is encouraged to join the debating club in which he and his fellow students discuss current questions; to participate in forums that are school replicas of the Town Meeting of the Air; to enter with enthu-

siasm into various drives of a civic and charitable nature, particularly to engage in the activities of the Junior Red Cross for which the boys and girls of Boston have always done remarkable work. He is urged to join organizations within the school such as the French, Spanish, or Italian clubs, which bring students into contact with the customs and viewpoints of the people of other countries, especially — as in the observance of "Pan-American Week" — with those phases of their programs which make young Americans conscious that they will be citizens not only of our country but of the world.

Hence, the schools of Boston are able to record heartening progress in their persistent efforts to suit the curriculum to the child and to make the child ready for life.

## IMPROVEMENT OF INSTRUCTION

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Professional growth for the individual teacher or for the entire instructional staff must develop in a twofold manner. The administration must provide the direction which experience and a knowledge of the needs of the system as a whole would prompt; the teachers must contribute suggestions which their intimate acquaintance with the actual work enables them to make. The harmony that such cooperation inevitably produces is vital to the achievement of the main objective: improvement in instruction.

### Department of Personnel Established

Many forward steps have recently marked Boston's progress in providing the best atmosphere for teacher growth. A far-reaching innovation has been the establishment, under the plan of functional administration, of the Department of Personnel. The assistant superintendent assigned to this phase of work has within his province not only the two subdivisions, the Board of Examiners and the Department of Practice and Training, but also all matters concerning records, counseling, placement, and adjustment of personnel. This year cumulative data for each teacher have been assembled in a folder. The information on file includes a survey of education, experience, personal qualifications, and special service. Since all requests for promotion, transfers, and leaves of absence are handled by the department, the availability of such data is essential.

The Department of Personnel has a difficult task but a most important one. The assistant superintendent and those who work with him can foresee, from a study of the problems that arise, possible points of friction. With this knowledge they can do much of a constructive

nature in establishing the kind of policies that anticipate and thus prevent difficulties. In this way the aims of the department may be accomplished. These are to enable every teacher to be so placed that he can achieve maximum efficiency, and to find in his work happiness and satisfaction which will be reflected in the progress and development of his pupils.

### **In-Service Training Opportunities Expanded**

The second significant development in regard to teachers is the interest shown by both the Superintendent and by the teachers themselves in opportunities for in-service training. This spirit is reflected by the number and range of courses that have been offered to permanent teachers at The Teachers College, and by the variety of activities connected with professional growth. Seminars, lectures, institutes, refresher courses, and instruction in visual aids have helped teachers keep abreast of the times both in particular fields and in the general aspects of education. Although many of these courses were designed primarily for those interested in specific subjects on levels, all teachers were invited to attend. The range of meetings covered such activities as the Guidance Seminar; four lectures sponsored by the Boston School Science Association; the School Safety Patrol Workshop; a lecture on the interpretations of the Results of Reading Readiness Tests for Teachers of Grade I; a course in Accident Prevention; a series of eight Health Education Conferences; and the Human Relations Institute for Teachers and Librarians.

### **Workshops Popular and Profitable**

Of all these aids to professional growth, the teachers find the Workshop activity one of the most profitable. The eagerness to participate in group analysis of specific problems has resulted in several different projects. The Junior High School Teachers' Club sponsored an English Workshop for an examination into the needs of pupils of Grades VII through IX. The Boston

Elementary Teachers' Club has established a Workshop for the study of their instruction in the elementary school. Under their direction conferences among teachers, talks by experts in various fields, critical examinations of texts and other material, discussions of classroom procedure, and demonstration lessons provide teachers with opportunities to gain increased proficiency in presenting all the subjects of the elementary course. Such projects reflect a wholesome professional spirit and indicate that new ideas may be expected to originate among interested classroom teachers rather than be imposed by the administration.

An effective combination of the Workshop and an in-service course has been provided this year. The Director of the English Center, an experimental group set up in one elementary school, has given a course for all teachers of Grades IV, V, and VI. The members of this course, who represented a cross section of teachers of the three grades, discussed the findings of the working unit, made suggestions from their own experience, and, in general, entered into the spirit of the project with great enthusiasm. They, in turn, spread the influence to their own schools so that the benefits of the English Center were shared throughout the city.

#### **Professional Magazine and Newspaper Established for Teachers**

All of this working together to improve instruction has always, of course, been supplemented by individual reading and research. Available to the teachers of Boston have been the new books and pamphlets acquired by the Administration Library which has long been a source of supply for related material. Available also for teachers are two recent Boston publications: "The Torch," a professional magazine designed to treat developments in various special fields and general educational trends; and "Better Schools for Boston," a small newspaper in which the significant events and activities throughout the city are reported.



Boston, too, has been mindful of the importance of cooperation between the parent and the teacher, the two vital influences in the life of the child. The increasing membership in Home and School Associations, the success of Open House Night, various pamphlets sent home by the children — all are factors in bringing the parents into direct contact with the schools. The understanding which results is of immeasurable benefit to the system and to the child.

All these forward steps are evidence of the splendid professional spirit of the personnel of the Boston public schools, of their vitality and their zeal for progress. With an alert teaching force eager to take advantage of the opportunities now offered, the school system faces a bright future.

## STUDENT DIRECTION

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Equal in importance with the constant improvement of instruction is careful direction of the individual child. He must be helped to find those courses of study for which by intelligence and character he is best fitted. He must be encouraged to face his problems and solve them. He must be given every assistance in selecting his occupation or career and provided with all the most recent data in regard to it. He must be urged to work to the full extent of his capacity and to strive for the honors and awards available in his school. Finally, he must be taught to use all the facilities for self-improvement which his city offers and to contribute to the cultural development of his own community. Today, the Boston public schools are making notable progress in achieving this goal of serving all the children in every need.

### **Junior High School Guidance Program Strengthened**

Boston was the first city in the country to inaugurate a guidance service as a supplement to the excellent work done by the conscientious classroom teacher. For some years now, a full time guidance counselor has been appointed to each high school. The results have been so satisfying that experiments have been carried on this year to strengthen the junior high school guidance program. Well-trained members of the faculty by means of personal interviews, conferences with parents and teachers, and cooperation with all the departments and divisions of the Bureau of Child Accounting help the child to reach a solution to his difficulties and to adjust himself to his environment.

### **Special Testing a Fundamental Procedure**

A fundamental procedure in guiding the child is testing. The data thus obtained are of great value in determining the aptitudes of the child and in making consequent recommendations for his benefit. The Department of Educational Investigation and Measurement arranges for both group testing and the individual testing used always in solving the difficulties of a particular child. In recent years this work has expanded. In addition to the regular intelligence tests given in Grades IV, VI, and VIII, special achievement tests are now given at the beginning of every year to all levels. In the elementary and junior high school grades the tests usually cover reading or arithmetic; in high school some form of English test is given. The results of these tests furnish valuable data in judging the needs of the child.

### **Objective Tests Widely Employed**

An immeasurable number of similar tests are administered by the teachers in various classes. In high school, pupils are given standardized tests frequently, especially in the college preparatory courses. The experience gained by the students is of great benefit particularly to those who must take the College Board examinations. This use of objective tests results further in the student's increased knowledge of his own ability and achievement. When, through an explanation of the percentile scores, he gleans some realization of his own standing in comparison to that of other boys and girls throughout the country, he is frequently challenged to greater effort.

After the pupils have had the advantage of modern testing service, they are directed into the particular courses or schools from which they will achieve maximum profit. Boston students have at their disposal not only the commercial and special industrial courses of the regular high schools but also a business school on the post-high school level, the Boston Clerical School,

and four vocational schools — the Boston Trade High School, Trade High School for Girls, Practical Arts High School, and Brandeis Vocational High School. The range of occupations for which students are trained is as comprehensive as it is amazing.

### **Schools and Industry Cooperate in Training Programs**

In all courses of a vocational nature, there is a growing emphasis on contact with industry. This contact, which helps pupils to obtain the essentials for future positions, has developed into an active cooperation between the schools and industry in the training of the students. For some time the Committee of Advisers for the cooperative courses has been meeting with headmasters and coordinators to discuss problems related to the boys who, as members of the courses, spend alternately a week at work and a week in school. This program is devoted entirely to the instructions for vocations in trades.

A comparable arrangement with the Retail Trade Board, known as Distributive Education, had its beginning a long time ago. In the past years it has been strengthened and expanded. In conjunction with certain stores, the Boston public schools now provide a work experience at the high school level for a selected group of students. As seniors, they are trained in all the aspects of retail selling. In 1949-1950 five Boston high schools participated in this cooperative effort. The merchants of the area are enthusiastic about the project and are eager to maintain its present effectiveness. The advantages to the student consist in profitable experience in actual retail situations and the promise of permanent employment after graduation.

### **High School Guidance Program Reaches All**

The prominence of vocational courses reflects the realization that a student leaving high school must have some skill that will enable him to earn his living.

It is an important function of our guidance program to direct the pupil into training that will insure him a place in the world of industry or business.

These provisions concern those for whom high school will be terminal education. For others who intend to enter a higher institution there has been a corresponding increase in guidance service. All possible printed information, conferences, lectures by people in special fields or professions offer to the students the data essential to them in selecting a school or college and securing admission to it.

### **Varied Incentives Stimulate Students**

If a student is to secure a position immediately after graduation or pass the entrance examinations for college, he must be inspired to do the best work of which he is capable while he is still in school. Therefore, an important recent development in the directing of students is the increase of incentives for excelling. Formerly, an outstanding pupil found himself on the regular honor roll of the school. At a special assembly he was presented with a certificate of award. Although this worth-while custom continues, it has been supplemented by further inducement for a student to do superior work. A definite goal is always a spur for the ambitious boy or girl.

Chief among these incentives is the National Honor Society, a nation-wide organization formed to set standards of scholarship, character, service, and leadership. The first chapter was established at the Girls' Latin School in 1945; the second at Roslindale High School in 1947. In the past few years several other Boston high schools have become affiliated. The first important result of setting up such a group is the realization of the students that scholarship alone, however excellent, is insufficient; it must go hand in hand with integrity and a sense of social responsibility. These members

of the Honor Society are expected to contribute in many ways to the general welfare of the school. They form an active, alert spearhead for the drive for community spirit.

### **Special Competitions Arouse Student Interest**

As the National Honor Society aims at general excellence in scholarship, specific types of contests incite competition in special subjects. Among these are essay contests in the fields of English, history, and art; oratory and oral reading contests, and special examinations for awards. One of the most generally beneficial of these competitive projects is the Science Fair. The aim of this is to arouse greater interest in science, to encourage individual experiment, and to develop among the students any latent scientific talent. For many of the boys and girls the challenge offered by this fair is the beginning of a career.

### **Many Scholarships Available**

The most powerful incentive among the students of the college preparatory course is the desire to obtain a scholarship. Each year the number available for graduates of Boston public schools increases. These grants range from \$50 to a full tuition for four years. Some are direct gifts from large industrial concerns; others are given by members of alumni; and still others by civic and community groups interested in higher education for superior students. At the graduation exercises throughout the city, a number of these awards are made to outstanding seniors. The lists of those distributed at Boston Latin School and Girls' Latin School are particularly long and impressive. These generous contributions enable boys and girls who otherwise would have no such opportunity to attend college, and they thus insure the training of capable young people for positions of leadership.

### **Junior Achievement Encourages Leadership**

A recent project also intended to give potential leaders encouragement and assistance has been the introduction of Junior Achievement into the Boston public schools. This organization, sponsored by a group of men, prominent in business and industry, gives to groups of alert boys and girls an opportunity to set up a miniature business. Under the direction of a volunteer adviser, they decide on an enterprise, sell stock, hold board meetings, and engage in all the routine of a company. The results for themselves are general business experience, occasionally a surprising financial profit, and a satisfying sense of accomplishment. For industry this program provides a training ground for capable young people and enables future employers to discover those with natural aptitudes for business.

### **Schools Encourage Use of Community Cultural Facilities**

Such a collaboration with prominent executives is only one of the phases of increasing integration of the school and the community. The Boston public schools are constantly encouraging the boys and girls to make use of the facilities which a center of culture like Boston affords. There has existed always a most helpful co-operation between the schools, especially on the elementary level, and the local branches of the Boston Public Library. The children's librarians visit the school of the district, tell stories, and arrange for exhibits of books to coincide with some particular phase of school work. Recently, there has been a definite effort to expand these services. High School English classes visit the local branch where the librarian delivers a brief lecture on the use of the library. After her explanation the students have a few simple problems in research. This experience gives them some appreciation of the resources of the library and encourages them to delve further into its possibilities for their own self-improvement.

Another example of the use of the community is the growing practice of taking the students on field trips. Visits to the Museum of Fine Arts, to the Children's Museum, and to famous landmarks of the city, have for many years been a feature of the school program, especially for the art and history classes. Now, increasingly popular are trips to the Logan Airport, to newspaper offices, to large industrial plants, to the Navy Yard, and even to the State House for a view of the Legislature in session. Such excursions enable the students to correlate what they are studying in school with the world about them. They return to their classrooms with a fresh viewpoint on their lessons, the practical value of which has been effortlessly demonstrated to them.

As this review of progress suggests, the Boston public schools are moving forward in the guidance of the child. All these projects have their place in his growth. They contribute to his intellectual and social development. Above all, they prepare him to take his place in the world as a capable and responsible citizen.



## ADULT EDUCATION

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Education is an evolving process. It must begin with the child; it must continue into the life of the adult. For over seventy years, Boston has offered to the men and women of the City of Boston a remarkable range of opportunities for self-improvement. Some of these are courses leading to a high school diploma; more are designed to help the individual develop a skill or learn a trade; and others are simply recreational. At the present time, education for adults includes the regular evening schools, special activities in evening school centers, the program for immigrants, and the special services for veterans. In all these divisions, there have been recent significant developments.

### **New Courses in Evening Schools**

The evening schools have kept pace with the times by the addition of new courses — woodworking for women, upholstering, a home repair course, especially adapted for women — and by an experiment with a new time schedule. After a trial period of several months, the drastic change to two evening sessions of three hours each was accepted by a vote of the students. This democratic process adjusted the schedule to the needs of the people concerned and gave them a sense of participating in the organization.

As a result of increasing the number of courses and changing the program to two sessions weekly without reduction in the number of hours of instruction, more than 11,000 persons were enrolled this year in evening classes held in 13 buildings throughout the city. The enrollment of 2,751 persons in classes in the practical arts and in the trades represented an unprecedented increase in applicants for this type of

instruction. The administration itself has been facilitated by the publication of a complete booklet entitled "Detailed Instructions for Principals of Evening Schools." To supplement the suggestions offered by this booklet, monthly letters dealing with current problems are sent to the members of the faculties. By this general strengthening, the evening schools of Boston are better prepared to fulfill their function: to assist the people of the city in personal development.

### **Americanization Courses Popular**

Immigrants have always found that evening schools welcomed them for classes in English, for preparation for citizenship, and for trade and craft courses. To the immigrant group have recently been added the displaced persons who range from the poorly educated to college graduates. All of these future Americans may attend classes either at the regular evening schools or at the Day School for Immigrants where classes are conducted both in the morning and in the afternoon. The increase in members has been so great that additional classes have been opened in the North End and Roxbury.

### **Services for Veterans**

The third type of work for adults is the service for veterans. Those among them who wish regular high school training are, of course, provided for at the School for Veterans. Those desirous of acquiring quickly a special trade or skill may take advantage of the Part-Time Trade Preparatory Courses which offer in connection with the State Department of Education preparation in radio, machine shop, and electronics. Veterans may enter the course at any time; they may progress at their own rate of speed. They have an eight-hour day as in industry. They receive instructions related to their trade at a time when it is needed for the work at hand. This approach, known as "spiral instruction," adapts itself to more rapid development. A somewhat similar opportunity is offered in the Part-

Time Apprenticeship Program. This course, which is under the supervision of the Division of Apprenticeship of the Department of Labor, arranges for the 150 hours in related material required by the state for apprentices in specific trades. These two provisions make it possible for veterans to obtain excellent vocational training in the shortest possible time.

Finally, the Boston public schools as a public service make buildings available for general community activities. Local organizations have at their disposal the auditoriums and gymnasiums of their districts for dramatics, dances, basketball games, and other social functions.

These opportunities for the adults of the city offer a wide range of choice for those seeking self-improvement or wholesome recreation. The program is in keeping with the principle that education is the development of the whole personality and an important factor in the life of the community.

## AUDIO-VISUAL EDUCATION

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One of the outstanding features of modern education is the use of audio-visual aids. Under this classification are listed all the materials employed to make the learning process more vivid. Boston, of course, has eagerly adopted these new instructional devices and now has at the disposal of the teachers a fine collection of film slides, recordings, sound films, and museum exhibits.

The progress in this field has been in proportion to its importance. One factor in the growth has been the part played by the classroom teachers, who by cooperation, experiment, and suggestion have kept the whole program at a high level of practical usefulness. They have tested the serviceability of the various aids and have decided where each can be utilized most effectively.

### Film Strips Widely Used

There has been a growing interest among teachers in the use of the film slide. One great advantage of this instructional aid is that the teacher is able to control the pace of the lesson. In particular types of explanations, it is important for the pupils to be able to view one illustration for a longer period of time than another. Realizing the possibilities, many textbook publishers are now producing film strips directly related to their own text books. As a general result, individual schools have been assembling their own permanent collection of slides.

Boston has been equipped for some time for the showing of 16 mm. sound films. This year, a new service has been inaugurated. Films are delivered to the schools the day before they are to be used. Teachers are thus able to preview the films with the consequent advantages to their own preparation for the lessons.

On returning the films, the teachers submit report cards. The value of the films is judged on the basis of these reports. Any which teachers find unsatisfactory are withdrawn from circulation.

### **Audio-Visual Institute Held**

The widespread interest in visual aids has resulted in two other forward steps. The first was the Audio-Visual Institute held this year at The Teachers College. The purpose of the meeting was the demonstration of effective use of the aids in the classroom. Model lessons, either with pupils participating or with wire recordings and photographs of actual procedure, gave the teachers increased experience in the methods that bring the best results.

The other progressive venture in the Visual Aids Department was the introduction during the school year of a wire-recorder exchange. Boston pupils and those in other parts of the country prepared recordings on which they questioned one another concerning their respective environment and activities. By this means, the boys and girls develop the understanding that is the basis of true harmony.

### **Radio Programs Presented by Pupils**

Closely allied with this vitality in visual aids is the remarkable work done in radio. The pupils have entered into this field with great enthusiasm. Their participation in the regular series of broadcasts — The Boston Public School Hour — has given them experience and poise and has been a means of presenting to the public the achievements of the schools. All levels of the system engaged in these broadcasts. The junior high schools were responsible for a series, "It Pays To Spell Well," in which 22 schools took part. The elementary pupils furnished a series called "Know Your City," which covered such subjects as the Children's Museum, Franklin Park, Castle Island, and Sumner Tunnel.

This presentation helped to publicize the points of interest of the city and proved definitely the ability of young children to contribute to such projects.

### **Central Radio Workshop for Pupil Productions**

The progress that has been made in radio is typified by the rapid development of the Central Radio Workshop. This consists of a group of high school students who by talent and interest have shown an aptitude for radio work in all its phases. They engage not only in acting but in script writing, timing, sound effects, and all the other technical aspects of production. Under the direction of the Radio Coordinator, they meet voluntarily one afternoon a week at WMEX and organize programs for the Public School Hour.

### **Four Outstanding Series Presented**

Under their able management four outstanding series of broadcasts were presented during 1949-50. The first, "Alert America," a timely effort to offset the influence of Communism, received most favorable comment from other sections of the country as well as enthusiastic approval in Boston. The second series, "The History of the Theater," gave the public a survey of the drama from medieval to Elizabethan times. An interesting characteristic of the presentation was the creation for the listeners of an audience background typical of the period in which each play was originally produced. The third series, "Great American Songs and the Stories Behind Them," was a reminder of the American heritage of folk music. It began with "Home Sweet Home," and after covering such famous songs as "The Star-Spangled Banner," "Old Folks at Home," and "Dixie," ended with a special Memorial Day observance based on "The Battle Hymn of the Republic."

### **Listening Audience of 80,000**

The estimate of a listening audience of 80,000 for these broadcasts is indicative of the success with the general public. The final series provided glimpses of

characters from well-known classics. Short sketches of people like Samuel Pickwick, Lorna Doone, and Rip Van Winkle, stimulated general interest in the books themselves. For all these contributions to general culture, the Radio Workshop may be justly proud.

Thus the Boston public schools move forward in the use of all the aids to learning. The range of the devices extends from the drawings on the blackboards and the colorful display of pictures which for generations have adorned the classrooms to a few exploratory probings into the possibilities of television. From the oldest to the newest, whatever is finally accepted has proved profitable for the primary purpose of helping the child integrate his education with the world about him.

## PHYSICAL WELL-BEING

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Concern for the physical welfare of the child dominates the policy of the Boston public schools. The realization that healthy, active, happy boys and girls are usually successful ones has engendered a special program for physical fitness. Several different departments — School Hygiene, Physical Education, and Health and Safety Education — cooperate in the all-important work of insuring sound bodies.

### **White Fund Stadium Opened**

A rapid survey of these allied fields illustrates clearly that Boston has been here, as elsewhere, most progressive. In the fall of 1949 the new George Robert White Fund Stadium was opened. In this fine structure have been incorporated some of the best features of stadia throughout the country. It has a seating capacity of 12,000, a particularly advantageous arrangement of stands, dressing rooms for players, first aid rooms, an enclosed press box, video installations, and a parking lot for 1,000 cars. A two and a half mile cross country course is laid in such close proximity to the stands that more than half the race as well as the finish may be seen by the spectators. During this school year, the stadium has been used for afternoon and night football games and for track in the spring.

### **Intramural and Junior Varsity Sports Emphasized**

In line with general progress has been the emphasis upon intramural sports and junior varsity teams. For years, the ideal that all students should participate in some kind of games has been growing in favor. As a result, Boston has been expanding its general sports program, under the direction of play teachers, to arouse in boys and girls a desire to be contestants and not



just spectators. The range of activities found in every high school — swimming, bowling, riding, golf, tennis, softball — is designed to provide for every aptitude and every taste. Every afternoon groups of students join their friends for a couple of hours of healthful recreation, in which sportsmanship, teamwork, and other qualities of character are developed.

Nutrition, as well as directed physical activities, is an important element in the program to guard and to improve the health of pupils. In conjunction with the work in the cafeterias, where wholesome meals are planned and served, there has been, in the past few years, a project of sending to the parents material on diet and basic foods. The health education classes by discussion of nutrition and associated topics make the student aware of the tremendous importance of keeping in good health.

Two steps were taken this year to strengthen the already splendid health service provided by the Boston public schools. One was the appointment of registered nurses in two of the boys' high schools. The other was the city-wide X-ray program, in which the students of Boston from Grades IX through XII (23,193 in number) had chest X-rays. Both of these innovations represent added protection for the young people.

### **Safety Program Expanded**

A child must not only be instructed in health; he must be trained to guard himself and others from the dangers inherent in city life. This year, the efforts in this regard have included such mechanical devices as the extension of signs and crosswalks approaching schools and such curriculum advance as driver education courses in the high schools. Also they have been directed toward a program of enlightenment on the importance of safety. Bulletins of warnings of the hazards involved in seasonal sports have been, as usual, read to the pupils and then posted in the classrooms. These emphasize common sense rules of behavior as a

safeguard for participants in such outdoor activities as skating, coasting, and swimming.

The outstanding achievement in this campaign of arousing public interest in safety was the series of radio programs broadcast every Saturday morning over Station WMEX from October through June. Twenty-three in number, these broadcasts represented the work of the elementary, junior high, and high school levels. Their wide range included general topics such as fire prevention and safe driving and special cautions with regard to safety at particular times of the year: safety at Christmas, in winter sports, in the spring, and during vacation. The preparation entailed in these broadcasts helped to impress upon the minds of the pupils the lessons contained; the actual broadcast brought the same lessons to the attention of a wide public. All these efforts have not been in vain. That the Boston public schools have achieved a fine record in safety is attested by the citation received from the Massachusetts Safety Council.

The entire program that revolves around the physical well-being of the child reveals an astounding growth from the first attempts, so many years ago, to provide healthful recreation for school children of the city. The efforts to organize play in the first sand garden and on the pioneer playgrounds now seem only humble beginnings, but the spirit that inaugurated them and that animates the present vigorous developments remains unchanged.

## SPECIAL ASSISTANCE

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Boston has for many generations pioneered in helping children who, for some reason, are not able to keep pace with their classmates. Many of these children have a physical handicap; some are slow learners; and others have difficulty in adjusting themselves socially. All need special assistance, and the Boston public schools have been far in advance in providing it.

For the children who face a specific physical problem, such as a speech difficulty or a defect in vision or hearing, definite progress has been made in the past few years. Regular speech improvement classes have been functioning in 60 schools. This year, 11 new part-time centers have been opened. These offer speech rehabilitation to children too young to travel to the nearest center. In all speech classes, there has been an increased use of the wire recorder, with which a child is able to check his own errors by listening to his own speech.

### **Otology Clinic Now Available for Boston Pupils**

The Horace Mann School for the Deaf is an achievement of which Boston has been justly proud. Work somewhat similar to that carried on at this famous school has been extended recently to the regular schools to care more adequately for the hard of hearing. Now, the difficulty of children who, though not completely deaf, struggle to hear in the classroom can be detected at an early stage through the audiometer test. This year, the facilities of an otology clinic at the Boston City Hospital were made available for pupils of the Boston public schools. Once a child's trouble has been diagnosed, he is then assigned to classes where he will be helped by the use of hearing aids or by training in

lip reading. The introduction of lip reading into high school has now made such assistance available for students at that level. By all these means, children who at one time might have known the discouragement of failure now have the hope of a normal education.

### **Eye Conservation Classes Extended to High School**

Eyesight is a precious possession. The Boston public schools for many years have made every effort to discover, as soon as possible, those children in need of special eye care and to preserve what remains of their vision. The Eye Conservation Classes have an admirable record in aiding these children. A great step forward was the establishment in September, 1949, of the first Eye Conservation Class in a Boston high school. How successful this beginning of such work on the secondary level has been may be judged from the fact that two of the graduates are planning to enter college in September.

Other children besides those who have defective speech, hearing or vision require special assistance. Young patients suffering at home or in hospitals from rheumatic fever or polio or other diseases receive instruction from a well-trained corps of teachers. In the hospitals these pupils represent an interesting geographic distribution, since they come from many other states as well as from all over New England. At the close of the school year, at graduation exercises held in hospitals and convalescent homes, eight of these pupils received high school diplomas. Lately, two new hospital centers have been opened: one at the Haynes Memorial Hospital for sufferers from polio, and another at the Joseph Kennedy Memorial Hospital for convalescent children and for spastics.

### **Remedial Reading Centers Increased**

The second group of boys and girls in need of special assistance are those who have a learning problem. The nature of the particular problem is determined

by the Department of Educational Investigation and Measurement. Using modern tests, the trained members of this department make specific recommendations in regard to the child. Some of these pupils have simply a reading difficulty. When they have been helped to surmount this obstacle, they make normal progress in their classes. The particular achievement in this field has been the increased number of Remedial Reading Centers. There have been several in the elementary schools and one at The Teachers College. Now there is a Reading Clinic at the Roxbury Memorial High School for Boys. At these centers, skillful teachers study each child as an individual, discover his basic need, and carry on for him a program of reading rehabilitation.

### **Summer Review Schools**

Some pupils are beset by learning difficulties of a more general nature. A number of these fail in one or two subjects during the regular school year, either because they have found these subjects particularly troublesome or because they have been too slow to achieve success in everything. Provision is made for these pupils in the Summer Review Schools. Here an intensive program of study adapted to their needs enables them to return to school in September prepared to continue with their classmates. A concerted effort has been made to direct more of such pupils into one of the Summer Review Schools, to convince them that six weeks' concentration is preferable to spending another whole year on the subject.

### **Special Classes Function with Great Success**

For pupils whose limited ability prevents their coping with the regular school program, Special Classes have long been in operation. Placed, after careful testing, in groups under the direction of teachers skilled in handling such children, the pupils follow a course of study geared to their ability, one that gives them a

sense of accomplishment and that eventually enables them to earn a living. The actual figures of their placement in various types of employment represent concrete evidence of the value of the Special Class program and the excellent work of the personnel engaged in it. The success of these classes has led to a further step in recent years — the establishment of Sub-special Classes for children with I. Q.'s below 50. While these pupils are not able to reach the same level of achievement as those in the Special Classes, they do receive training in health, social adjustment, and control of the emotions, and they do enjoy group activities and a limited number of excursions. The entire routine of both types of classes is arranged to give such pupils every opportunity within the scope of their capacity.

#### **Various Departments Aid Maladjusted Pupils**

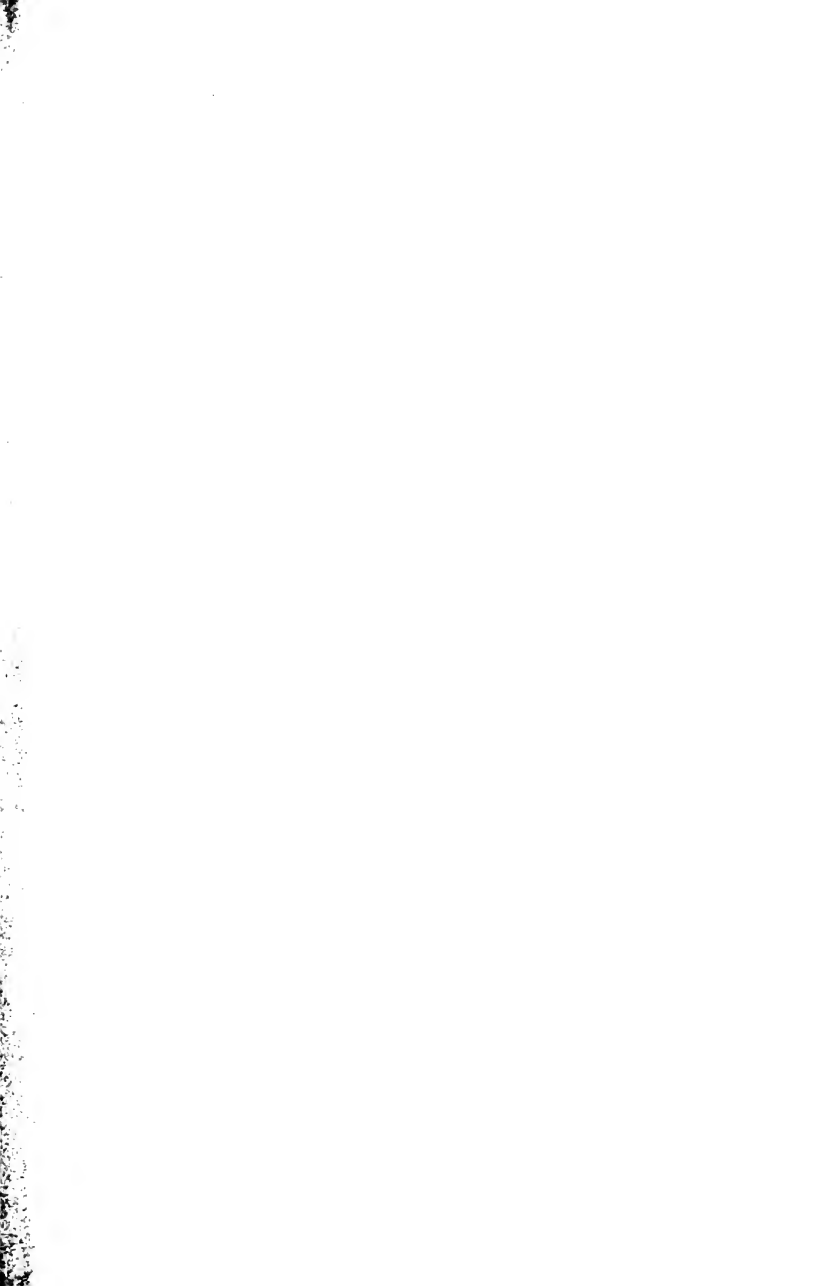
The children who have difficulty in adjusting themselves socially are given the same consideration as those who suffer from physical or mental handicaps. All the facilities of the Department of Educational Investigation and Measurement and the Division of Juvenile Adjustment are utilized to diagnose their problems. Some, after satisfactory settlement of their difficulties, resume the routine in their regular schools. The more serious cases are placed in the M. Gertrude Godvin School. The whole purpose of this school is to reconstruct the pupils' attitudes toward society. To that end, tests are given, special programs are arranged, and classes in remedial work are conducted. The motivation of study is an ever-present concern. All kinds of arts and crafts, and lately such special skills as tailoring, stencil design, and decorative painting have proved powerful incentives. As a result of this progressive approach, many young people are being given understanding and guidance; they are being helped to rearrange their scale of values; above all, they are being salvaged for society.

Frequently, a child's lack of adjustment is checked before it has become serious. Often, the first indication is truancy. If the underlying cause of the truancy is discovered, if the correct measures are taken, the child does not become a chronic offender. Every effort is made in this campaign of prevention. This year, two important steps have been taken. The first is the introduction of guest speakers at the weekly meetings of attendance officers. Authorities in allied fields discuss problems and possible solutions. The second is the policy of sending, as a final attempt to reach some understanding before court action, a special delivery letter to parents asking for a conference. In many cases, this procedure has had the desired effect, much to the satisfaction of the child, the parent, and the supervisor of attendance.

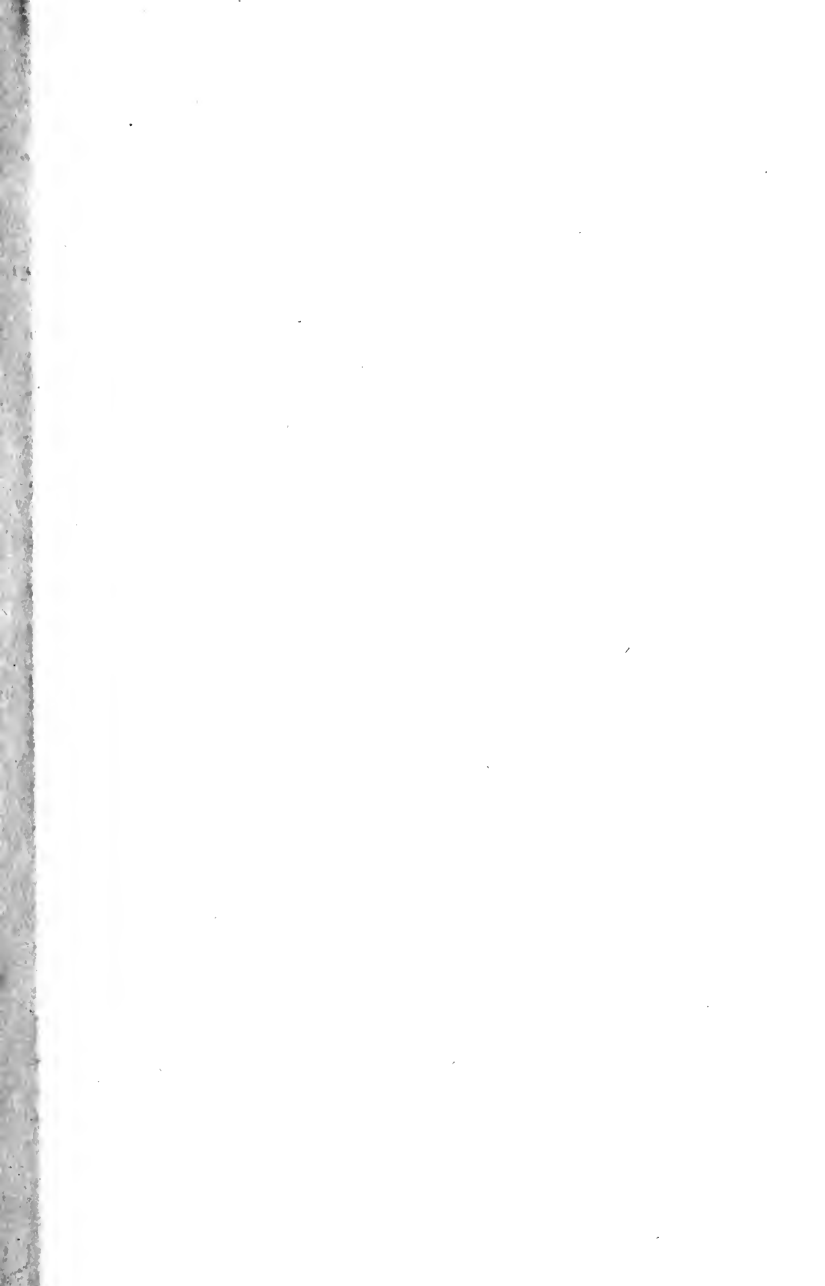
Thus, the whole program of special assistance is helping to adjust children with physical, mental or social difficulties to their environment. By means of the services which it provides, hundreds of children are enabled to find success and happiness.











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