

BOSTON

PUBLIC

SCHOOLS



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**THESE ARE
YOUR CHILDREN'S
SCHOOLS**

ANNUAL REPORT

1948-1949

DENNIS C. HALEY, Superintendent of Boston Public Schools

COPY POINT STAMP

IN SCHOOL COMMITTEE, June 30, 1949.

Ordered, That this Committee hereby adopts as its Annual Report for the year 1949, the Annual Report of the Superintendent, being School Document No. 2, 1949.

Attest:

LOUISE KANE,
Secretary.

217
Boston School Committee
April 10, 1950

1 month

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Apr. 6



DENNIS C. HALEY
SUPERINTENDENT

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
ADMINISTRATION BUILDING, 15 BEACON STREET
BOSTON 8, MASSACHUSETTS
OFFICE OF THE SUPERINTENDENT—NINTH FLOOR

June 15, 1949

School Committee of the City of Boston
15 Beacon Street
Boston 8, Massachusetts

Gentlemen:

I transmit herewith to you and to the citizens of Boston the annual report of the Superintendent of Schools for the school year, 1948-49.

Our children are our most treasured possessions. What goes on in our children's schools is, therefore, a matter of great concern to all our citizens alike.

Inasmuch as this is my first year as Superintendent, I felt that my report should be functional rather than statistical. It seemed to me that the report should offer a comprehensive, easily readable survey of our educational practices. In this way it presents a lucid and factual picture of our activities, for the information of all of our citizens, and in particular for the information of the thousands of parents whose children are entering our schools for the first time.

I selected a pictorial type of report because I feel, as did the old Chinese philosopher, that a picture tells more than a thousand words.

The plan of the report is simple. It retails in simple language and illustration the story of our schools day by day as the child proceeds through the various levels from the kindergarten through the high school. In addition, it explains the aims and objectives of the various agencies of the school system as they work together for the basic aim of our schools: the physical, mental, and moral efficiency and the worthy citizenship of our children.

I acknowledge my sincere appreciation to all the members of the professional staff; particularly to Thomas C. Heffernan, Administrative Research Assistant; Arthur P. Murray, Trade Instructor in Photography; and Robert F. Denvir, Master in English. The assistance of all of my co-workers has made possible this report which is dedicated to the cooperative spirit of friendliness and mutual aid which exists between the schools and the homes of our great city.

Respectfully submitted,

Superintendent of Public Schools



BOSTON PUBLIC SCHOOLS
OFFICE OF
CHAIRMAN OF SCHOOL COMMITTEE
15 BEACON STREET, BOSTON 8, MASSACHUSETTS

DR. PATRICK J. FOLEY
CHAIRMAN

June 15, 1949

Dr. Dennis C. Haley
Superintendent of Public Schools
15 Beacon Street
Boston, Massachusetts

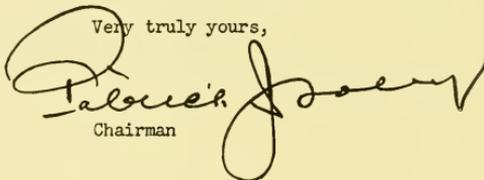
Dear Dr. Haley:

In accepting the annual report of the Superintendent of Boston's Public Schools for the school year 1948-49, the School Committee wishes to congratulate and to thank all who cooperated in the production of this interesting and effective volume.

This report reviews the major developments during the school year and describes briefly how the schools operate in the education of Boston's children. It is hoped that through this report the citizens of Boston will have an opportunity to understand better the progress, the meaning, and the importance of the total program of education in the Boston public schools.

It is the constant desire of the Boston School Committee to maintain the high levels of accomplishments of the past and to use every effort possible to increase the future effectiveness of our school program.

Very truly yours,


Chairman

Foreword

One of the most interesting developments in modern education is the increasing part that parents are taking in the training of their children. Even with the heavy burden laid on them by the changing conditions of the atomic age, modern parents are making every effort to understand and share in the problems that their children face as they progress through the grades of our school system.

It was with this fact in mind that the Superintendent of Public Schools instituted the first city-wide Open House Night in the fall of 1948. The response was most gratifying. Parents attended in large numbers everywhere and showed great interest in what was being done.

As a further step in the direction of bringing school and home closer together, the number of local Home and School Associations was increased and visiting days were established for each school.

Keeping in mind that schools are maintained for adults as well as children, the Superintendent of Public Schools recommended that those evening schools which had been closed during the war be reopened. This move enabled working people to attend school in their own districts.

In the course of the current year institutes of better speech and of vocational guidance were established as part of the in-service training program to improve curricula and instruction. Similar institutes are planned for the other areas of instruction and administration. In addition, courses of study for all levels of the school system are being surveyed with a view to the development of more effective teaching in all of our classrooms.

Both press and radio have been most cooperative as a result of the new public relations program initiated in the fall of 1948 to keep the public informed of what is going on in the schools. A professional magazine for teachers has also been introduced, as well as a news letter covering activities in the School Department.

A well-planned long-range program of construction, repair, and maintenance of school

buildings is already in progress, with additions to two buildings in South Boston and Brighton, and a new six-room elementary building in Hyde Park in process of construction.

Underlying every effort of the Boston Public Schools is a sound philosophy of education. Implicit in this philosophy is the conviction that the future of American democracy depends upon the maintaining of individual opportunity, freedom, and responsibility, and the fostering of private initiative and social agreement. This ideal provides fundamental principles for the development of educational policies and practices.

As we move into the second half of the twentieth century we shall keep in mind this ideal of democratic education: the development of each child mentally, morally, and physically to the utmost of his capacities. While the Boston Public Schools will continue to stress basic skills and habits, they will nevertheless keep abreast of the advances to be made in every field of endeavor, whether scientific, technical, industrial, social, or academic, in order to meet the needs of the future. Moreover, they will continue to adapt the various curricula to meet changing vocational and cultural requirements.

The implications of the next quarter of a century are so great that pupils of our Boston schools will need to understand a great deal more about themselves and other people than did the children of a quarter century ago. Our program of study will make it possible for them to do so through the study of great leaders and movements in various fields of endeavor, especially in the social sciences and in world culture.

Highest tribute should be paid to the teachers and other employees of the Boston Public Schools for their constant loyalty and cooperation in performing this most difficult task. Their continued devotion to the aims of our schools will make certain the successful carrying out of our program to help prepare the boys and girls of Boston for lives of usefulness and happiness in the complex age that lies ahead.



PATRICK J. FOLEY, D.D.S. CHAIRMAN



DANIEL J. McDEVITT

ISADORE H. Y. MUCHNICK



Organization of the

SCHOOL

PATRICK J. FOLEY, D.D.S.,
DANIEL J. McDEVITT
ISADORE H. Y. MUCHNICK

OFFICERS OF THE

DENNIS C. HALEY,

Assistant

MICHAEL J. DOWNEY
FREDERICK J. GILLIS
KATHARINE C. McDONNELL

LOUISE KANE
Secretary

JAMES S. REARDON
Schoolhouse Custodian

School Committee

COMMITTEE

Chairman

- MICHAEL J. WARD
- JOSEPH C. WHITE



MICHAEL J. WARD

SCHOOL COMMITTEE

Superintendent

Superintendents

- GERALD F. COUGHLIN
- D. LEO DALEY
- PHILIP J. BOND



JOSEPH C. WHITE

HENRY J. SMITH

Business Manager

DENNIS C. HALEY, SUPERINTENDENT

CHARLES B. McMACKIN

Engineer



Educational Organization

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CHARLOTTE RAFTER, *Examiner*

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Elementary Supervisors

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Summer Review Schools

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Industrial Arts

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THERESA A. DACEY, *Director*

Special Classes

HELEN F. CUMMINGS, *Director*

Visual and Radio Education

JOSEPH A. HENNESSEY, *Director*

BUREAU OF CHILD ACCOUNTING

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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*

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*

Ready . . .

"Ready" is the word for the three young people smiling at you from the cover of this report. They are typical Boston high school graduates, alert, poised, skilled—prepared for whatever life has in store for them.

These same youngsters are characteristic of the thousands of boys and girls who, every year, are graduated from the public schools of Boston to enter business and industry; or to go on to higher institutions of learning to prepare for places in the professions and for executive positions in business and industry. They have had as much as 13 years of careful, progressive instruction under the supervision of the teachers, principals, headmasters, and directors of the Boston Public School System.

From the time when they are almost babies to the day they graduate from the high schools, these pupils have also been the care of the many other services which supplement the work of the classroom teachers in the school system, under the direction of the Superintendent of Schools and the administration of the representatives of the people, the School Committee.

These many agencies, added to the regular classroom organization of the Boston schools, were all instituted to help the children of the city along the way to a richer, fuller life and a more useful place in the community. Because of the unobtrusive way in which they work, not all of them are well known. But they are all working for one purpose alone—the greater advantage of Boston's school children and the future benefit of the community as a whole.

What are some of the various agencies which work with and supplement the classroom teacher's efforts? There are groups of experts who direct the education of children handicapped in a number of different ways. Other agencies specialize in the educational and emotional measurement of the children, to aid the classroom teacher better to understand the child. Still others cope with the problems of the maladjusted child. Boys and girls interested in

industrial, commercial, or artistic careers are under the guidance and direction of skilled teachers in those fields, each one cooperating with the classroom teacher and principal to make certain that all the potentialities of the children are brought to complete fruition.

In this atomic age, so highly industrialized and mechanized, training in health and safety practices is an important consideration in the education of children. The Boston Public School System has facilities to insure that the children of the city are given the best possible instruction in these highly important phases of modern living.

Experts in physical education supervise the activities of the children from the kindergarten on through the high school. They and our teachers make available to the children the most progressive ideas on personal hygiene and proper habits of diet.

One of the newer departments is that of Visual and Radio Education, which brings to the aid of the classroom teacher the most modern equipment in visual and sound devices to vitalize instruction.

Nor are the adults of the city forgotten by the Boston School Department. For them evening instruction is provided in academic and commercial subjects, in addition to neighborhood activities in various centers of the city, supervised by the Department of Extended Use of Public Schools.

But let us not forget our smiling young graduates on the cover. Let us go back and follow them and their classmates through the years from the first day when they walked a little fearfully into their kindergarten room. In doing this we shall perhaps be able to relive just a little of our own happy school days. We may be able also to see how much the Boston Public Schools have progressed since those happy, far-off days. The schools of Boston have a challenge to meet in this atomic age, and they are prepared to meet that challenge.



First Steps . . .

The most significant step a child takes in the course of building a wholesome, happy personality and laying the foundation of good citizenship is the first one—the change from the environment of the home to the environment of the school.

In the home, he has been under the protection of his mother for most of his waking hours; he has had the security which a mother can give under even the most trying circumstances. When he enters kindergarten, however, he enters a strange new world. He must begin developing a social attitude which will enable him to get along with his fellows, both now and in later life.

The typical Boston kindergarten helps him do this. With the aid of skilled, patient, understanding teachers, using techniques which are both educationally and socially valuable to the child, his training progresses day by day toward the right, happy attitude necessary for interest and success in school life.

Among the important things the child learns in the course of this first step are improved powers of observation; a new sense of security and confidence in himself to work with others; good sportsmanship and a democratic attitude. These are gained through play and work with others and by himself as well.

At the same time the child is improving his power to think clearly and to reason about things, even to evaluate simple situations. Making simple objects with plastic material, clay, and the like, the child learns good habits and attitudes toward work; furthermore, if there are artistic or dramatic powers latent in him, the methods of the teacher will bring them out in various ways.

In the course of the year, the pupil will also improve his physical well-being. He will be able to use his body, his hands, and his eyes more efficiently. And when the end of the year has come, he has finished the first step. He is a much more capable, poised human being. He has begun his education.

SAY IT AGAIN, CHARLES

This is a typical scene in a Boston kindergarten. The boy is getting practice in speaking on his feet, a valuable asset, which will help him in the upper years of his school career. Notice the interested mothers in the background near the teacher.

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Now We Read Books . . .

The little children who, a year ago, came to kindergarten hardly knowing what to expect are now ready for the first grade. They have learned to play and work with each other without friction. They can solve simple problems and have formed habits and attained skills which will help them to learn reading, writing, arithmetic. In a word, they are ready for elementary school.

The elementary school of today is a far different place from the institution which is fondly remembered as the school where the three R's were learned. The implications of a scientific age, overshadowed by advances in atomic energy, must necessarily require a much more complex type of education even at the elementary stage.

The modern elementary school, such as ours in Boston, teaches not only the three R's, but

literature, history, health training, and geography; and nature study as an introduction to the sciences; music, household arts, and the beginnings of industrial arts. Children are even released from school for religious education when it is desired.

Nor is the individuality of the child neglected. He is tested from time to time to make certain he is doing what he should be doing as well as he can. Testing may show that the child is slow in learning or even exceptionally brilliant. He may have physical or mental handicaps. When such condition is determined, the child is placed in a class where he can make the most progress with the ability or skill he possesses. If testing shows that the child has improved, he may be reclassified at any time.

VOWELS ARE EASY

These children in a Boston elementary school are learning to read by means of cards. Cards containing words which have similar sounds aid the child in learning and putting words together. Note the large charts on the wall containing various vowel combinations.



Helping Hands . . .

At this point it may be well to consider some of the vital adjuncts to the classroom work which enable the classroom teacher to give every child the opportunity to develop himself and to progress toward his goal — a rich, full life — with a minimum of emotional upset.

In the course of the school year, many specialists are at work in the Boston Public Schools, cooperating with teachers and principals — all with one goal in mind; namely, the greatest possible development of each child. At the beginning of the year, for example, the child meets the school doctor and the nurse. Later, he takes tests under the guidance of experts from the Department of Educational Investigation and Measurement. These tests aid the teacher in understanding both the intellectual and the emotional equipment of the child. From time to time, the child will see directors of depart-

ments such as Physical Education, Penmanship, Eye Conservation, as well as other directors and supervisors who come into the schools to consult with and assist teachers, always with the betterment of the child in mind.

Other services which are a part of our school system include: classes for handicapped children, Americanization classes for pupils who are not citizens, classes in music and art, and classes in health and safety education. Supervisors in these special fields likewise enter classes and confer with teachers on various methods to improve the curriculum and the standard of teaching.

All these agencies, together with the classroom teacher, are working every minute to improve the chances of every child in the schools to grow up to a richer, fuller life, and to become a valuable American citizen.

THIS IS THE WAY IT GOES

Teachers and supervisors stand ready at all times to aid with the problems of the young student. Here the teacher guides the hand of the little girl through a difficult movement.



Good Handwriting is Vital . . .

Good handwriting has always been considered a business as well as a social asset. Early in Boston history, writing schools were established for the education of the young, and Boston has since then taken pride in the good handwriting of its children.

For this reason, a special Penmanship Department functions for the purpose of supervising the handwriting of pupils throughout the Boston school system. The special aim of the Penmanship Department is to teach pupils to write legibly with a reasonable degree of ease and fluency. The department assists the grade teachers in developing a technique in penmanship that will establish specific writing habits to enable pupils to show a greater degree of achievement.

Good writing is the result of being able to follow certain rules, just as accuracy in English or arithmetic is developed from following rules. The rules of penmanship are few; their objectives are to have the same slant for all letters, to

leave enough space between letters, to maintain uniform size for all capital as well as lower case letters, to have the correct shape for each letter, and finally to develop a reasonable rate of speed to insure fluency.

In the course of the current year about 500 visits were made by the department, chiefly to junior high schools. Demonstration lessons were given to classes visited. In addition, four classes in penmanship were given at the Teachers College to certify prospective teachers and to present the methods used to teach penmanship in our schools. Sixty-eight Teachers College students were qualified to teach penmanship.

Certificates for excellence in penmanship were awarded to 3,197 pupils in Grade VIII. Two teachers already in service were certified to teach penmanship. To be certified, teachers must be qualified in penmanship and give a demonstration lesson.

A BOLD FLOWING HAND

This elementary school boy is working hard at his penmanship. His teacher has impressed on him that good penmanship will be important to him in whatever he undertakes. In a few years he will get a certificate for his handwriting to show his competency in the subject.



English
LORRY B

Testing Reveals Many Things . . .

The Department of Educational Investigation and Measurement was introduced into the Boston School System in 1914. Its principal functions are to assist teachers in the various schools to know the child as an individual, to discover his particular needs and abilities, to indicate how he may remedy his deficiencies, and to help him achieve his place in life by utilizing his capabilities to the utmost.

To carry out these objectives, the department each year measures the children from the first grade up through the high school. Achievement tests measure skills and information learned either in the course of study or from experiences elsewhere. Aptitude tests are given to predict future success in occupational fields. Psychological tests are designed to diagnose behavior.

To supplement this work, various individual tests are made from time to time at the request of principals or teachers. Group Intelligence Tests are given in Grades I, IV, VI, and VIII, as well as in the senior high schools.

The department also works hand in hand with the various school agencies which need its particular services. In addition to these tasks, the department is called on for help by other agencies. Some of these outside the school system itself include the Judge Baker Guidance Center, the New England Home for Little Wanderers, and others. From time to time, the State Parole Board and various probation officers have made use of departmental materials.

The work of this department is carried on by a director and six research assistants.

READ THE INSTRUCTIONS

◀ This young lady is preparing to take one of the many tests administered each year to school children from the first grade through the high school. These tests, scientifically built, aid the teacher in understanding the varied capabilities of the children.



"Man Doth Not Live by Bread Alone" . . .

An act of the Massachusetts Legislature authorizing the absence of children from public schools at certain times for the purpose of religious instruction, and prohibiting the expenditure of public funds for such education or for transportation incidental thereto, was approved on June 30, 1941.

In 1942, to carry out the provisions of this law, the School Committee of the City of Boston set up a Weekday Religious Education Committee made up of representatives of the various faiths. Hearty cooperation of all concerned has made the Boston Weekday Religious Education Program an outstanding success.

Children are released from school to attend religious instruction at the written request of the parent or guardian, who designates the church to which the child shall go for instruction. For those children whose parents do not request their dismissal, programs are arranged in the school. Such programs include makeup work, assemblies, library work, guidance, recreational reading, and the like.

The qualifications of the religious teachers are left to the responsibility of the individual faith, as is the curriculum of religious instruction.

During the past year, 23,064 pupils from 70 districts throughout the city took part in this program. For Grades IV, V, and VI, the pro-

gram is city-wide. A few districts do not participate because of distance from the church or inability of the church group to provide the instruction. Twelve junior high schools and six elementary districts with junior high school grades participate.

Religious denominations which have taken part in this program include: Albanian Orthodox, Armenian Orthodox, Roman Catholic, Christian Science, Episcopal, Full Gospel Assembly, Greek Orthodox, Jewish, Lutheran, Salvation Army, and Syrian Orthodox.

The marks for work in religious education are not recorded by the Boston Public Schools. A report of the attendance of the child at religious education classes is made to the principal of the school involved, and any child who drops out of either the school class or the religious education class is reported at once to the other. The church groups are responsible for the discipline of the children on the way to the church, during the instruction, and on the way back to the school.

When religious education is canceled for any reason, the child remains in school. Dismissal for religious education is not permitted if the place of instruction is more than ten minutes' walk, unless transportation is provided by the particular group concerned.

ALL FAITHS

These youngsters are on the way to a class in religious education conducted by teachers of their several faiths, in a place designated by the faith leaders. Approximately a dozen faiths conduct classes for public school children during school hours, but not in school buildings.



We're Getting Older . . .

By the time a child reaches the junior high school, he has reached the age when he wants to begin making things. He begins to exhibit preferences of one kind or another. One boy may want to work with his hands; another may prefer academic work. It is the particular function of the junior high school to provide these pupils with a course of study rich enough to enable them to find out for themselves their abilities, aptitudes, and tastes.

Exploratory courses in vocational fields are offered by the junior high schools to help pupils try out their capabilities with a view to helping in the selection of their life work. The pupil gets a great deal of guidance in the choice of studies and vocational interests.

Naturally, careful consideration is given to the individual differences of the pupil. Wherever possible, the work of each pupil in the junior high school is adapted to his particular needs, whether he plans to prepare for college, commercial work, or any one of the many technical and industrial fields open to the modern high school graduate.

The methods of teaching used in the junior high school are adapted to the aims of the courses and are based on the fact that the students are not merely preparing for usefulness in the future but are already participating in the life of the community. By the time the pupil has finished the junior high school, he usually has an idea of what he wishes to study in senior high school, and at the same time has some notion of the type of work he will pursue as an adult.

SCHOOL'S OUT

◀ These boys and girls are typical of the pupils who attend the junior high schools of Boston. In these schools they pursue a course of study to prepare them to select a high school program in line with their tastes and aptitudes.

Eyesight is Precious . . .

In the course of the regular school work from the kindergarten on, certain children are discovered to have eye difficulties which cannot be corrected and improved with ordinary treatment. The average vision of pupils of this type is about 20-70. (20-20 is perfect.)

In order to prevent these children from aggravating their defective eyesight, as might very well happen under ordinary classroom conditions, the Boston Public Schools maintain conservation of eyesight classes. The purpose of these classes is to conserve the vision of children for whom a normal education would be impossible without the special educational means suited to their needs.

At the present time there are 15 conservation of eyesight classes in the Boston Public Schools. They are located in different sections of the city. Each class serves as a center for pupils in the immediate and neighboring districts.

There are two types of classes. In the first type, the segregated class, the children remain in one room and receive all their instruction from the same teacher. In the other, or cooperative type, children attend regular classes in social

studies, music, shopwork, and science, and return to the special teacher for study which requires close eye attention. Classes of this kind are usually limited to 12 pupils. In addition, in September, 1948, a class was opened for children having a double handicap: poor vision and an intelligence rating between 75 and 80. The normal rating is 90 to 100. As a further aid, touch typewriting is being taught in all classes on bulletin typewriters. These are machines with unusually large letters.

Planned use of the radio in connection with educational programs broadcast by Station WBZ has been of great value in addition to serving as a period of eye rest. Furthermore, this year three junior high school classes were given talking books by the Lions Club of Boston. These machines have been of great help in English classes, as the number of books printed in large type and available to junior high school pupils is limited.

Two conservation of eyesight classes this year took part in radio broadcasts. One told the story of eyesight conservation; the other participated in a safety program.

BIG PRINT IS EASY TO READ

This young lady is working with one of the books especially printed for pupils with eye difficulties. The print in this book is unusually large and can be read by pupils without any particular strain. This type of work enables pupils to keep up with their studies, which they could not do if they had to use ordinary text books.



Let's Try it this Way . . .

Naturally, in any large school system like Boston's, some children are found to be handicapped by various kinds of speech defects. Before the establishment of the speech improvement classes in 1912, many of these pupils were woefully incapable of carrying on their regular school work. As a result, many of them became disciplinary cases; others, emotionally upset by their inability to carry on with their classmates, became discouraged and left school without adequate preparation to find their proper place in the adult community.

With the introduction of speech classes taught by teachers trained in the special techniques of this basic work, children every year are being aided to overcome their speech difficulties and at the same time to improve their thought processes. It should be noted, in passing, that

the Boston Public Schools are nationally recognized for their pioneering in this field.

It is well known by psychologists that speech difficulties seriously interfere with proper mental functioning. Consequently, the Boston School Department is making every effort to get children with speech difficulties into classes at an early age, because the younger they are, the more likely they are to respond to treatment.

Sometimes a child may develop a speech difficulty after he has been in school some time. When the difficulty is recognized, he is immediately assigned to a class. In this way, children from the first through the twelfth grades have the opportunity to attend speech classes and thus to improve their speech quality, to increase their power in reading, spelling, and conversation, as well as to develop personality and initiative.

LISTEN WHILE I SAY IT

This Boston teacher is working with pupils who have speech handicaps of one kind or another. She is speaking into a recording machine which will register her voice and play it back. Later, the students will hear what they have said and will compare their speech with that of the teacher.



Watch My Face . . .

In the course of the progressing of children through the grades a number of pupils with hearing difficulties are encountered. Naturally, they are handicapped in learning with a normal class. The nervous tension of trying to hear takes its toll of the child. In order to arouse interest and attention in school and outside activities and restore to the pupil the ability to understand speech, the Boston School Department has provided special groups known as lip reading classes.

Each hard-of-hearing pupil is an individual problem and is given special help for his disability. Pupils are assigned to classes according to their grade and lip reading ability. The work in these classes is correlated with the course of study. Scholarship records are kept, to follow the progress of the pupil in his classroom, and voice and speech corrections are made when necessary.

For the convenience of these handicapped children, lip reading centers are located in eight different schools throughout the city. In addition, primary children are taught in 26 different schools, and there were also classes held this year at the English High School and the Blackstone Junior High School.

In these lip reading classes, children are taught to understand spoken language by watching the face of the speaker. The child is trained to use his eyes to help his ears. This method is followed by the use of hearing aids. The majority of children with hearing handicaps are potentially normal, and if found early enough and adequately treated, can overcome their handicap. Many hard-of-hearing pupils have risen above their handicaps to achieve success in the professions as well as doing well in business.

The lip reading teachers also work with pupils referred by hospital clinics and by the Boston Guild for the Hard of Hearing.

WATCH MY LIPS

This instructor is working with children who are hard of hearing. She is telling them what she will say to them after they have taken off the hearing aids. In this way, she familiarizes them with the movement of the lips and with facial expression patterns.



We Study in Bed, too . . .

During the period of a child's school life, illness or accident may make it necessary for him either to remain in bed at home or go to the hospital. He may be suffering from the effects of rheumatic fever, infantile paralysis, or from some other of the more than seventy diseases prevalent among children which will keep him out of the classroom for a period of more than two months.

When a child is thus handicapped for a long period of time, it is the practice of the school principal to call in the Department of Home Instruction for Physically Handicapped Children. The aim of this department of the Boston Public Schools is to provide individual instruction for such children as may be confined to their homes or a hospital. This instruction, based upon the regular program, helps the child keep up with his classmates in school and, in a number of cases, to

graduate with them. From time to time, the teacher reports on the progress of the child and the results are duly entered on his school record.

In addition, the department works with social agencies, schools outside the City of Boston, parochial schools, and hospitals. These services result annually in the promotion or graduation of some 800 to 900 pupils whose schooling would otherwise have been delayed, and whose convalescence might also have been retarded because, in many cases, convalescence is retarded by the child's fear that he may fall behind his classmates.

Under the circumstances, these children cannot take such subjects as art, cooking, sewing, and the like. However, where diploma points are involved, volunteers from the Massachusetts School of Art, Simmons and Radcliffe Colleges have gone directly to the homes or hospitals to help the children.

BEGIN AT THE TOP

Many children are hurt during the school year and have to go to the hospital. This little girl is being taught by an instructor provided by the Boston School Department to help her keep up with her classmates.



There is a Place for Everyone . . .

As in the case of the child who has speech difficulties, there naturally will be found in large, unassorted groups of children, certain individuals who are mentally retarded. The intelligent teacher will discover this tendency early in the school history of the child. The Boston Public Schools recognized the responsibility of the community for the mentally retarded child by establishing classes for him as long ago as 1898.

Like the maladjusted child and the child with speech difficulties, the mentally retarded child requires special handling. The Department of Special Classes oversees the education of this type of child. The aim of this department is to teach the child how to use to best advantage the power that he has, and thus to become a useful member of the community and to live a happy life.

The pupil is given various tests to determine the type and quality of work he is capable of doing. Special attention is given to teaching the child habits and attitudes which will be necessary for his normal living in an adult world.

In the junior high school the child recites in the regular classroom with his teacher. In other activities such as the vocational shops, sewing, cooking, woodworking, and the like, pupils work with the regular classes. They also attend gym classes and take part in various school contests.

Four centers in various parts of the city direct the care and teaching of children of high school age who cannot carry on the work of the normal class. In addition, four classes for children with low intelligence ratings have been in existence for the past three years; a fifth one has just been established for children whose parents cannot travel with them to any of the other four centers.

Special guidance work is carried on with these children to enable them to find a place where they may become self-sufficient and self-supporting as well. Follow-up workers of the Special Class Department help them to find jobs.

At the present time pupils trained in Boston's Special Classes are doing restaurant work as bus boys and girls, dishwashers, and counter employees. Stores employ them as order boys, stock boys, bundle girls, and salesgirls. Hospitals have found use for many of them in various categories. Factories, hotels, garages, etc., also offer jobs which these individuals fill adequately.

This year a course in tailoring was introduced into two of the Special Class centers. It is planned to expand these classes later to train boys for the clothing trades. These children are also given a regular course in physical education and health, especially for the improvement of posture and the development of good health habits.

PLANTING NARCISSI

◀ These boys are members of a special class learning about the planting of flower bulbs. They also engage in other activities which help equip them to meet the normal social and economic problems of adult life.



Health is Important . . .

To watch over the health of the school children, their teachers, and other school personnel, the Boston Public Schools have the very important Department of School Hygiene. Working under the director of this department are 55 regular school physicians, 59 nurses, a medical inspector, a sanitary engineer, and a supervisor of nutrition. Also, the Department of School Hygiene has both an eye and an ear specialist. These two outstanding physicians work conscientiously with boys and girls with serious eye or ear defects.

The department functions to lessen, limit, or eliminate physical defects of school children that might interfere with their educational development. It also supervises and controls the sanitation, ventilation, illumination, room temperature, humidity, and physical environment of school buildings. Another important duty is to supervise and control health education.

A further responsibility of this department is to cooperate in the admission of pupils to classes for conservation of eyesight, for lip reading, and for speech improvement. The department also gives physical examinations, X-ray examinations to discover tuberculosis, and audiometer tests for children suspected of being hard of hearing. It provides classroom teachers with the equipment to test sight and hearing.

A valuable feature of the department is its cooperation with hospitals and clinics for the correction of physical defects. School nurses visit homes to advise parents of a child's condition and to check for correction of defects. The department minimizes the occurrence of communicable diseases by keeping a sharp watch on the health of school children. A keen eye is kept on the condition of children's teeth, and pupils with dental defects are given opportunities to attend clinics where they may be treated.

PRESS DOWN HARD

This is a typical scene in the doctor's office of a Boston school. Children are examined periodically. Changes in height, weight, and other items are carefully noted on the child's health card. Faulty eyesight and hearing as well as dental deficiencies are called to the attention of the parents.



Safety is Everybody's Business . . .

The Boston School Department has a safety education program recognized as outstanding in the United States. The purpose of safety education is to inculcate lifelong habits of care in the pupil so that he may guard against the ever present threats to life and limb and never endanger his own or his companions' safety by any thoughtless act.

From the earliest kindergarten classes to the final day of graduation, the ideal of safe living is a primary objective in the education of our more than 90,000 boys and girls.

In each school building, a safety counselor is assigned to promote and coordinate safety activities within his school building. Cooperating with the safety counselors, a corps of fire counselors, one in each building, is charged with definite obligations in carrying out fire drill regulations and fire prevention procedures. Qualified first aiders have been provided, pupil safety patrols are directed by more than 150 teacher-patrol supervisors, and a safety council, representing every section of the city, acts as an advisory and liaison group.

The schools work constantly with the Police Department, the Fire Department, the Traffic Commission, the Registry of Motor Vehicles, and other public agencies interested in safety. In

cooperation with the M1 Safety Car of the Police Department, traffic safety programs are held. Weekly broadcasts prepared by teachers and pupils have been aired for many years.

The Police Department provides traffic coverage at and near school crossings. A lieutenant-inspector of the Fire Prevention Division of the Boston Fire Department is assigned to visit every Boston school.

Every accident involving a pupil or staff member of the school department is reported. Provision is made for emergency treatment of accident cases in each school building, and suitable procedure for home contact, dismissal, referral, escort, and follow-up are maintained.

Safety calendars and seasonal safety bulletins stress occupational and recreational hazards and the proper means of preventing injury.

Manuals on safety patrols, proper bicycle operation, fire drill procedure, water hazards, and dangers in the garden are made available, as are inspection blanks for elimination of fire hazards in addition to clean-up bulletins; coasting, skating, and vacation bulletins; and shop safety bulletins for both boys and girls.

Driver education courses for high school students are an increasingly popular feature of the safety program of the Boston Public Schools.

WAIT FOR THE SIGNAL

This young man is one of many pupil traffic officers who aid the regular police at school entrances throughout the city. He is trained in traffic problems under the Boston Public School Safety Education Program.



"Her Price is far above Rubies" . . .

The art of the homemaker is an ancient and honorable one. In the Old Testament, the good homemaker is described in the following words:

"She looketh well to the ways of her
household and
Eateth not the bread of idleness
Her price is far above rubies."

A good homemaker should create in the home an atmosphere spiritually uplifting and artistically satisfying. The very important task of teaching young girls to become homemakers is the duty of the Department of Household Science and Arts. This department of the Boston Public Schools aims to train pupils in industry, thrift, and forbearance, all of which contribute to family unity and democratic ideals.

As a result of the training received from this department, girls learn to develop habits of neatness, accuracy, safety, self-reliance, and system-

atic procedures. Besides these things, the girls in household science classes learn techniques in homemaking and the construction of clothing, as well as techniques for other phases of homemaking which follow naturally in adult life.

In this world of high prices, it should be the aim of every homemaker to handle the family finances with knowledge and skill. These attributes, also, the department teaches the girls of the Boston Public Schools and provides, in addition, training in cooking, sewing, and child care. A further aim of this type of training is the promotion of creative leadership in home and community life.

Outside the regular work of the classes, the Department of Household Science and Arts works hand in hand with the Red Cross and plays a large part in the success of the Boston Home and School Association meetings.

THIS IS OUR OWN WORK

The dresses that these girls are modeling were made in sewing classes in our Boston Public Schools. Each girl is wearing the dress she made herself. Opportunities for this type of work are available to school children from the fourth grade on.



Milk Builds Strong Bodies . . .

Through a subsidy of one cent a bottle granted by the Federal Government, Boston school children are able to buy milk under the market price. This arrangement is called the Low Cost Milk Program.

Milk is one of the principal items served in our Boston Public Schools cafeterias. With the introduction of the one-session elementary school program, instituted in January of this year, the percentage of pupils purchasing milk increased from 39.6 per cent to 48.7 per cent. In January, 1949, the average daily purchase of milk in 229

schools was 44,157 bottles. Even with this figure, it is apparent that many children bring either milk or hot cocoa with their home-packed lunch.

Installation of new equipment has improved the work in several cafeterias this year, but there is still need of better equipment for dishwashing and food preparation in many schools, and it is hoped that each year improvements will be made in this direction. In addition to the improvements noted, cafeterias have been supplied with educational posters emphasizing the importance of good nutrition in maintaining sound health.

IT TASTES GOOD

◀ These youngsters are enjoying their lunchtime bottle of milk purchased under the low cost milk program, which enables them to buy the milk under the market price.



Good Lunches Make Good Pupils . . .

One of the very important functions of the Boston School Department is to see to it that the children have proper luncheons while they are in school. This particular program is the concern of the Department of School Lunches.

It is the aim of this department to serve highly nutritious lunches at the lowest possible cost so that many children may benefit by our school feeding program. The department is also responsible for the maintaining of cafeteria kitchens upon the highest sanitary standards.

Cafeterias have continued to serve the complete meal, the pattern for which was established by the United States Department of Agriculture

in 1943. The meal contains one third to one half of the daily nutritional requirements of the boy or girl.

Many foods purchased by the Department of Agriculture of the United States under the National School Lunch Act were provided free of charge during the past year in the various lunchrooms of the schools and aided materially in maintaining the policy of this department to serve meals with high nutritional value.

In addition to getting actual work experience, student helpers in the various cafeterias are furnished free meals. In the current year these meals had a total value of \$12,875.75.

LUNCH TIME, A WELCOME INTERLUDE

◀ This scene in a Boston school cafeteria is characteristic of the many school cafeterias located throughout the city. Note the attractive display of the foods prepared under the direction of the Department of School Lunches. In most of the lunchrooms, attendants are assisted by pupils who get free lunches for their services.



It's Fun to be Healthy . . .

In keeping with the philosophy of education which recognizes the need of physical as well as intellectual and moral development, pupils in the Boston Public Schools are offered courses in physical education from the kindergarten through the high school. In general, the program provides for vigorous normal growth through a wide range of activities including free and individual play, games and sports, dancing, and military science.

Through the medium of their various activities, children learn cooperation, social sensitivity, leadership, and the sense of belonging to the group. Also, they learn to develop interest, joy, and satisfaction in sports, games, and other wholesome recreational activities which they will employ in adult life for the proper use of leisure time.

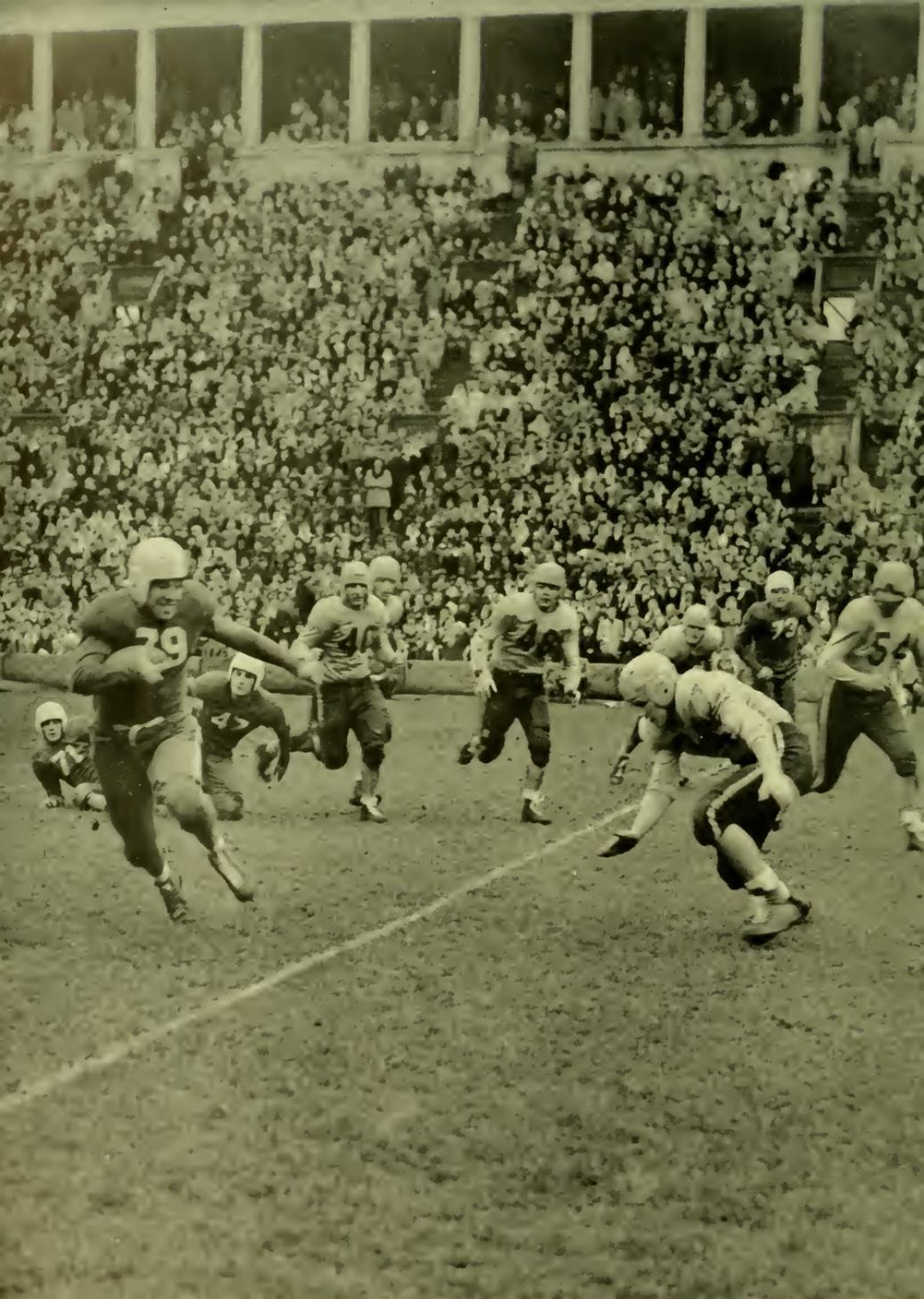
In the Boston Public Elementary Schools special attention is given to the development of good posture. Last March, for example, the second week of the month was designated as "Good Posture Week." This excellent innovation brought great profit to the children.

The junior high school program includes gymnastic exercises, marching, dancing, games, and remedial techniques for posture. In addition, an after-school program of games and sports is offered to both boys and girls under the direction of play teachers.

In the high schools, physical education offers girls a schedule of supervised free play, exercises, marching, dancing, and posture-improvement exercises. In general, the high schools offer three periods a week in physical education, and the junior high schools offer two periods.

ROUND AND ROUND WE GO

◀ This picture shows elementary school children engaged in a mass demonstration of physical education dances for the purpose of developing good posture. Note the interested parents in the background. The teacher in the foreground is directing the activity.



Competitive Sport Teaches Democracy . . .

For boys in the Boston Public High Schools, the Department of Physical Education offers a program which progresses naturally from the junior high school level. This program is supplemented by extensive after-school athletic activities to reach the objective of complete physical and mental development of all pupils. Recently, through the George Robert White Fund, a schoolboy stadium has been completed. Designed to provide the best possible facilities for several competitive sports, this new Boston stadium has already been described as the most complete and attractive scholastic athletic center in the United States.

Athletic contests at all levels are under the direction of competent officials and coaches, and a doctor is present at all times.

Military science is a required subject for boys in Grades IX through XII, unless they are

excused by a doctor for physical disability. One period is for military drill; the other, for instruction in some phase of military tactics or procedure. Annual prize drills are held in the various schools during May and June. From this competition, officers are chosen to head the regiments and battalions in the annual schoolboy parade which, this year, was held on June 6, 1949. The several schools provide their own music in the form of bands and drum and bugle corps instructed by the Department of Music.

The Department of Physical Education also supervises the operation of playgrounds in the spring and summer months. To assure the greatest efficiency in conducting playground activities, the department holds an annual Playground Institute at the Teachers College, to instruct the more than 300 playground leaders in new techniques.

AROUND THE END

This picture shows the annual classic football game between the Boston Latin School and English High School teams. This is the oldest schoolboy football series in the country. All Boston Public Schools athletic contests are directed by the Department of Physical Education.



Now We're in High School . . .

Boston's high schools provide a comprehensive and varied educational program to meet both the individual and the common needs of the city's children. Individual needs arise from differences in intelligence, aptitudes, personal and avocational interests, emotional stability, and physical health. Common needs include good health, ethical values, a knowledge of good citizenship, sound thinking, the ability to earn a living, an awareness of economic conditions, and an appreciation of the spiritual and material characteristics of American civilization.

The 22 high schools of the city's school system offer many kinds of courses, including college preparation, a special Teachers College course, commercial and industrial training for both boys and girls, and a general course.

Individual differences are provided for by a wide selection of electives in the various courses of study; required subjects meet the common needs of all pupils. Different methods of instruction and materials, as well as varied forms of achievement, are employed in the several courses of study, which are adapted in so far as is possible to the individual differences of the pupils. At present every high school course is being surveyed with a view to the clearer defining of minimum essentials.

In social study classes this year the struggle between government by compulsion, as exemplified by totalitarianism, and government by consent, as exemplified by democracy, has been carefully explained in view of the world situa-

tion. The testing program in all subjects has also been enlarged and broadened in scope. In the speech improvement classes new techniques have been introduced with great success. A new course in meteorology and navigation has been made available to seniors in advanced mathematics.

Other features of Boston's high school program include the sponsoring of various groups such as dramatic, English, photographic, journalism, forum, foreign language, science and mathematics, chess and checkers, and Red Cross clubs. Most of these organizations do their work outside of school hours and so are included in the extracurricular activities.

A large number of scholarships and financial aid grants are available to pupils in the various high schools. For every outstanding student, the headmaster and the School Committee try to find some endowment or scholarship to assist such a worthy individual in securing a higher education.

It is gratifying to add that Boston's high schools have earned the highest rating by impartial authorities, and that the products of these secondary schools are continuing to make excellent records in higher institutions of learning as well as in the business world. One evidence of such gratifying results is that annually many of the high school boys and girls of the city are inducted into membership in various chapters of the National Honor Society of the Secondary Schools of the United States.

ENTER TO GROW IN WISDOM

◀ This is a typical Boston Public High School building where both boys and girls study. Boston also has several all boys and all girls schools in various parts of the city.



What Will Be My Place in the World? . . .

The ideal of education is that each child should eventually find a place for himself in the world, in accordance with his ambitions and abilities. To help make this ideal a reality, the Boston Public Schools early recognized the need for individual guidance of children and so established the Department of Vocational Guidance in 1910.

In the first years of school, the child receives educational guidance from his classroom teachers. As the child progresses, he begins to meet more complex educational and vocational problems. Thus the guidance needs of the elementary school child are very different from those of the high school pupil.

The heart of the guidance program is individual counseling. In general, boys and girls like to talk over their problems with older people. If the older person is a trained, sympathetic counselor, the problem is much more easily handled. Guided by scientific tests and data on the intellectual and emotional qualities of the child, the counselor may help solve problems which would be impossible for the child to solve by himself.

The problems which beset high school pupils especially are not entirely those of the classroom or even the choice of a vocation. Frequently the counselor is of help when environmental problems are encountered.

At present full-time counselors are on duty in every high school. Last year in senior high schools of the city 56,316 interviews were conducted by counselors. These interviews helped to prevent failures and the consequent costly repetition of grades. They also acted as morale builders, because the counselor's work obviously makes for better relations between pupils and teachers as well as between home and school.

Considerable guidance work is also done in our junior high schools, although not on so extensive a basis as in senior high schools, for evident reasons. In this connection, a 15-hour course on junior high school guidance was offered this year at the Teachers College to teachers in service.

One of the duties of the Department of Vocational Guidance is to aid graduates of our schools to find positions commensurate with their ambitions and abilities. At present jobs are scarcer. However, the members of the staff are making every effort to find work for our graduates. They are making personal appeals to employers by telephone and letter as well as by interviews. Total permanent placements for the year 1948 reached 1,922; temporary placements were 1,345; part-time placements were 1,987.

Members of the staff are now working on the one-year follow-up study of the graduating class of 1948. This study, made annually, is of considerable assistance to counselors in their advising of prospective graduates.

YOU CAN DO IT

The young man in this picture, a Boston Public Schools graduate, is talking with a Vocational Guidance Counselor about a position to which the Guidance Counselor is sending him after making a study of his qualifications. The chart behind the counselor shows the various courses of study offered by the Boston Public Schools.



We are the Music Makers . . .

Love of music is almost universal among the young as well as the old. In recognition of this interest, music was introduced into the course of study in the Boston Public Schools very early in their history. The child begins his study of music in the kindergarten or first grade and continues it through the high school. Music instruction is also given at the Teachers College.

Professional instructors in music are available for children in every branch of music study, both instrumental and choral. Class lessons on musical instruments are offered as early as the fourth grade and are continued through the high school. The Boston Public School Symphony Orchestra and Symphony Band offer an outlet for pupils who are particularly proficient. These advanced groups, drawn from the whole school system, rehearse after school hours in centrally located schools. During the year each of the symphony groups gives at least one concert at Jordan Hall. Other outlets for musically inclined children are the school orchestras, bands, and glee clubs at elementary, junior high, and senior high school levels.

Vocal music is compulsory in Grades I to IX and is an elective for pupils in Grades X to XII.

The Department of Music also cooperates with the Boston Symphony Orchestra by arranging for pupils to attend its concerts and by preparing a special chorus of school children to sing at one of the Youth Concerts. It cooperates with veterans' organizations by supplying bands and drum corps for parades and other military ceremonies. It also contributes talent for Home and School Association meetings, conventions, and the like.

In general, the music curriculum aims to enrich the child's life through contact with the best in music, and thus to inculcate ideals that will serve as guides to personal and social growth. It further aims to impart knowledge and develop skills that will enable the child to take part in musical activities. Another worth-while aim of this curriculum is to increase a desire for good music and a distaste for poor music.

ALL TOGETHER NOW

These boys are members of an instrumental class, a number of which are held in Boston schools under the direction of the Department of Music. Choral Music is also a feature of the course of study. Some of these students will play in the Boston Public Schools Symphony Orchestra, which performs annually at Jordan Hall.



Art is for Everybody . . .

In marked contrast to the past, today's art educators feel that "Art is for Everybody." Even in the elementary schools the emphasis is placed on developing the creative talent of the child. The young child loves to create and takes great delight in the opportunity to illustrate both his school and home experiences. Encouraged by the teacher, this creative instinct increases in power and the child's work begins to show imagination, enterprise, and originality.

The accomplishments of the art students in the Boston Public Schools indicate excellent teaching and a thoroughly planned course of study. In the junior and senior high schools, art education is under the direction of special art teachers who carry on the work begun in the elementary schools. In addition, the course emphasizes art as an appreciation study, the way art affects other life situations, its use in everyday life, and its place in the community.

A number of talented pupils from our high schools attend art classes at the Boston Museum of Fine Arts three times a week during the school year. The City of Boston pays for the instruction and furnishes the art material used. The Museum of Fine Arts provides the students with work rooms. It is of distinct advantage to students to be able to work in the environment of great artists, both past and present.

Children of Grades V through IX are afforded an opportunity for special training in art on

Saturday mornings at the Institute of Contemporary Art. This complements the work done at the Museum of Fine Arts for the older children.

The art work of the Boston Public School children was exhibited this year at the Eastern Arts Convention at the Hotel Statler and at the Massachusetts Regional Scholastic Arts Awards Exhibit. Two hundred gold keys were awarded to students exhibiting, and the winning work was sent to Carnegie Institute, Pittsburgh, for final judging.

To stimulate further interest in art, the Museum of Fine Arts sponsors an essay contest each year, open to students in English, history, and art classes of our junior and senior high schools. Boston and Cambridge museums also sponsor treasure hunts to encourage students to visit the exhibits and to search for and draw, paint, or model some object which appeals to them.

Another activity in which the art classes of the schools engage with great enthusiasm is the Junior Red Cross program. Boston pupils also provided and distributed various objects made in art classes to hospitalized veterans and children. Braille book covers were made for the blind.

The importance of art education as basic in all schools is generally recognized by educators today. In this connection it is gratifying to note that a course in art has recently been introduced in the Girls' Latin School.

YOUNG BOSTON LOOKS AT ANCIENT EGYPT

These girls are art students in the Boston Public Schools. By arrangement with the Museum of Fine Arts a number of our students attend classes there three times a week.



Sharp Eyes and Skilled Hands . . .

The City of Boston has always been famous for the ingenuity of its people and for their fine work in industry. And since Boston has always been a nation-wide leader in industry, it is only fitting that the School Department devote a generous part of its budget to the teaching of what is known today as industrial arts.

Training in industrial arts is a phase of the general education program which orients individuals in the technical industrial aspects of life in a democratic society. It is apparent that the continuance of our present way of life depends in great part on the maintenance of industrial progress. Scientific and technical knowledge is being applied so rapidly and so widely that it is difficult to say what new products we may enjoy in the future. It is likewise obvious that some of the pupils in our schools, presumably the ones who are so inclined, must be prepared to take their places as proficient workers in industry. It is the duty of the Department of Industrial Arts to carry on the training of these pupils.

Industrial arts training begins in the elementary school at the Grade IV level. Here pupils begin with simple mechanical drawing and box making. In Grade V, the boy learns simple bookbinding and makes calendars, photo frames, and book covers. The goal in both of these grades is good work habits and control for skill.

In Grade VI, boys are at the age when normally they want to build things. At this point, woodworking is introduced. This is the first of the exploratory courses in which boys interested in working with their hands have the opportunity to investigate their preferences and aptitudes for various types of work.

In the junior high school, particularly in Grades VII and VIII, the boy will meet other exploratory courses in sheet metal, printing, and electricity, as well as more woodworking. These activities present a challenge to the growing, intelligent boy. Moreover, they provide a wider field for knowledge, more related work, and the

development of greater skill with more difficult work standards. It is in these shops that the boy who is preparing for vocational training learns what he can best do, and so is able to make a wiser choice of a Grade IX shop. Here he will test himself still further to make certain that he is making the correct and intelligent selection.

During the school year just completed, shop classes in Grades VII, VIII, and IX increased their enrollment by 10 per cent. In the high schools, shop-pupil enrollment remained about the same in the cooperative-industrial courses despite the fact that placements "on the job" were more difficult to maintain than last year. In this type of shop the boy goes to school for part of the time and for the remainder of the time works in an industrial shop where he receives payment for his work. Usually, the boy is in school one week and in the shop a week at a time. This year the number of boys employed averaged about 90 per cent of all possible placements.

Another phase of the industrial arts program is the teaching of agriculture at the Jamaica Plain High School. This year the number of pupils electing such training increased about 30 per cent. During the summer many of these boys were placed on farms, in dairies, or in garden work. Many more pupils worked on home and school gardens.

The important function of training teachers for the industrial arts courses is now a part of the program at The Teachers College of the City of Boston. Academic studies are pursued at the college building under direction of the college faculty. The shop work is done at the Parkman School under the skilled eyes of teacher-tradesmen. Furthermore, in accordance with the wish of the Superintendent to improve instruction and curricula, members of the department are addressed at regular intervals by the Director, with a view to the maintaining of the highest possible efficiency in the use of progressive techniques.

A FUTURE CABINET MAKER

This young man is studying carpentry and cabinet making in a cooperative shop of the Boston Public Schools. Although he is learning an ancient art, he has all the modern equipment at his disposal. Notice the racks of modern tools behind him. Bench work forms a major part of the program.



"He that Hath a Trade Hath an Estate" . .

In addition to the cooperative industrial courses given in the various high schools of the city, Boston has trade high schools for both boys and girls.

At the Trade High School for Boys, courses in the following trades are offered: airplane service, automobile mechanics, cabinet making, carpentry, drafting, electrical work, machine shop practice, painting and decorating, welding and forging, plumbing, printing, radio, and sheet metal work.

The course of study includes the ordinary academic subjects as well. Instruction in both academic and technical branches is of a specific character and is designed to increase the individual's vocational and civic efficiency.

On graduation the Trade High School pupil has an opportunity for placement in industry at the same trade for which he was prepared.

The Trade High School for Girls offers two- and three-year courses in catering, to train pupils

for employment in food preparation and service; commercial art; dressmaking; dress designing and pattern drafting; and millinery. Girls who complete the dressmaking course may receive training in tailoring and fur work. Another favorite course is that which prepares girls to work in beauty shops after they have passed the examination given by the State Registration Board.

In addition, part-time cooperative courses in tailoring and in food trades are offered to boys who have reached their sixteenth birthday. Sixty per cent of the pupil's time is devoted to definite vocational training on a productive shop basis. 20 per cent is given over to related technical instruction such as shop mathematics and shop science, and 20 per cent is devoted to general education — English, history, citizenship, and similar subjects. There is also a program in physical education.

NEW HAIRDO

◀ This young lady is working on one of her fellow students in the class at Trade High School for Girls which prepares girls to work in beauty shops.



Don't Look at the Keys . . .

It is only natural that a leading commercial city like Boston should emphasize commercial education. There are many positions available to high school graduates skilled in the techniques of office and business practice. Each year the leading commercial houses in Boston, such as banks, insurance companies, and shipping companies, absorb into their organizations many Boston Public High School graduates.

The commercial course in the high schools of the City of Boston aims to develop skill in the technique and the mechanical details of each special subject. Furthermore, it correlates the special subject with others in the curriculum, as well as broadening the scope of civic responsibility and social relationships and inculcating high ideals of service.

Subjects offered in the commercial course in all district high schools as well as in two large central high schools include bookkeeping, commercial geography, commercial law, office practice, shorthand, typewriting, English, physical education, a foreign language, and penmanship. In addition, the Boston Clerical School and the High School of Commerce provide highly specialized training to prepare for careers in business.

Pupils taking the college courses in various schools are finding it profitable to take typing if they can fit it into their programs. More and more college instructors are demanding that weekly and term papers be typewritten; hence even a single year of typing is of great advantage to a girl or boy when he or she gets to college.

THE BASIC OFFICE MACHINE

These young ladies are practising typing in a class in one of our Boston Public High Schools. More and more, even boys and girls who are going to college are taking typewriting as an aid to faster, more legible communication.



We Learn to Sell...

One of the distinctive services offered by the Boston Public Schools to its pupils is the course called cooperative retailing. In this course, pupils are taught the fundamentals of retail selling and get practical experience in shops and stores on part-time jobs. This year 135 seniors, an increase of 44 over the previous year, took the course. All those who completed the program and who wished full-time work are now working.

During the past year this course was given at the following high schools: Dorchester High School for Girls, East Boston High School, Jamaica Plain High School, Practical Arts High School, and Roxbury Memorial High School for Girls. The course is administered in such a way that the City of Boston is reimbursed for the cost of the program by the Federal Government.

Applications for the course for the school year of 1949-50 indicate that a larger number of pupils wish to take the course in order to make themselves eligible for the part-time jobs available through the program. It should be pointed out that these part-time jobs are decreasing in number as a result of the present trend in business.

GENERAL SALESMANSHIP PROGRAM

In addition to the cooperative program, a general course in salesmanship is taught in 15

schools. This year 1,451 juniors and seniors were enrolled in 23 classes. From these classes 769 pupils worked in 39 stores during the pre-Christmas season. Beginning in the fall of this year the City of Boston will be reimbursed for pre-Christmas training given Boston pupils in general salesmanship classes. This plan has resulted from a formula worked out by the Director of Distributive Education in cooperation with the State Supervisor of Distributive Education.

An additional feature of this distributive education program is the training of adults for positions as store supervisors and department heads. Although the stores have accepted the new arrangement of material favorably, the program has been hampered by the lack of trained part-time instructors.

During the year a committee from the personnel group of the Retail Trade Board cooperated with our schools to obtain surplus materials from stores to be used in teaching salesmanship. Display forms, fabric samples, training manuals, surplus record forms, and the like were collected and turned over to the schools. This type of material helps make class work much more dynamic and realistic.

AND WHAT IS YOUR ADDRESS?

The young lady behind the counter is a salesgirl educated by the Boston Public Schools in its courses in Distributive Education. In addition to her regular classroom instruction in salesmanship, she did actual work on the job after school hours. The graduates of this course find positions in the stores and shops of the city.



New Worlds to Conquer . . .

Intelligent children are curious children. And as they grow older and more observant, they begin to ask questions about the natural objects surrounding them. Recognizing this, the Boston School Department provides instruction in science even in the elementary schools.

Here the children learn about the sky, the weather, plants, flowers, animals, and other natural objects. This instruction is supplemented by field trips to museums and parks like Franklin Park, to the zoo and the aquarium. Even though the children are city-bred, they learn about the planting of flowers and plants and the care of animals which may become pets.

When they reach the junior high school, pupils begin to learn how scientific knowledge affects their daily lives. They learn about the contributions which electricity, for instance, has made to modern living, and in learning about

these various scientific advances, they learn to adapt themselves naturally to the use of these things.

At the high school level, the students take courses in specialized sciences, like chemistry, physics, biology, and astronomy, to enable them to understand the advances that these studies have brought to the way of life in the modern era.

Students interested in research may learn its techniques in the well-equipped laboratories which the high school system furnishes, and may go on to higher studies in this type of work with a firm foundation in the sciences.

The annual Science Fair, sponsored by the Superintendent, attracts many students whose ambitious projects draw the attention not only of the press, but of scientific societies as well. The Science Fair of 1949 attracted unusually large groups of interested spectators, old and young alike.

MICROSCOPE TECHNIQUE

◀ These science students are learning how to use the microscope in a Boston high school science class. They will use this knowledge later on as laboratory technicians in hospitals and in industry.



We Learn from Movies . . .

In these progressive days, every effort is being made to make education more effective. Available to schools everywhere now are materials and aids which tend to make learning more concrete and at the same time more memorable.

It is the work of the Department of Visual and Radio Education to increase the availability of the various graphic and sound materials to the Boston School System and at the same time to promote the wider use of newly introduced instructional tools, which are valuable only when they are properly used. It is, moreover, the responsibility of this department to see to it that the purchase, distribution, and use of audio-visual aids are both effective and economical.

There was a time when children looked upon the use of motion pictures in the assembly hall or even in the classroom as mere entertainment. This is no longer the case. Now these various means of making the lesson richer and more concrete are considered a vitalizing supplement to the instruction by the teacher.

Both silent and sound films, dealing with physical geography, commercial geography, literature, art, science, and even mathematics, are now available to teachers throughout the Boston Public Schools through the medium of the Department of Visual and Radio Education.

EASY DOES IT, NOW

These boys are learning to run this moving picture projector as aids to the teacher who handles the projection of motion pictures and slides in assembly programs and classroom work. A great many films are used in modern teaching, especially in the junior and senior high schools.



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INFLUENCE
INDUSTRY

We Learn from Radio, too . . .

Moreover, under the direction of the Radio Coordinator, many pupils interested in radio work as a career or hobby have frequent opportunity to take part in actual broadcasts over several Boston radio stations.

In the schools, radio clubs headed by skilled teachers have aided in speech work as well as in radio presentation. This type of work is enjoyed by children even at the elementary school level.

These radio workshops have also aided in bringing the work of the schools before the listening public as well as in training students in valu-

able techniques. News broadcasts written and delivered by our school children have been given over such stations as WHDH, WMEX, and WORL. In prospect is a series of programs for in-school listening. Programs would be broadcast during school hours, to be heard in the classrooms or assembly halls.

Several of the radio features developed by the Boston Public Schools have been used as patterns by school systems in other parts of the United States — a tribute to the enterprise and the cooperativeness of our teachers and pupils.

MAGIC AIRWAYS

These girls are listening to a radio broadcast dealing with geography in the modern world. This broadcast supplements the work they have already done in their classrooms. More programs of this type are planned for the coming year.



Learning Outside the Classroom . . .

More and more in this modern age adults are faced with the problem of what to do with the increased leisure time gained as a result of a shorter working week. This problem is solved to a great extent during the school life of Boston children through the medium of extracurricular activities in both the junior and senior high schools.

Through such activities, children learn to develop hobbies which may last for the remainder of their lives. Boston has been in the forefront in this type of education. For example, our schools have for many years conducted a well-integrated program of both major and minor sports for girls as well as boys. At the present time, boys and girls engage in such minor sports as hockey, basketball, golf, and swimming, in addition to the major sports of baseball and football.

Other activities which attract a great many pupils, especially in the high schools, are dramatics, school journalism, and literary clubs. Several schools have chess and checker clubs in addition to the radio, stamp, science, photographic, and travel clubs.

Debating and public forum activity are among the most widely followed extracurricular interests. Most of the high schools have debating clubs which compete with other schools in the system, as well as with clubs from other cities and towns. Open forums are held in all the high schools about five times a year. A number of these forums are broadcast to the listening public over Boston radio stations. This activity includes the Junior Town Meeting of the Air, which has a large listening audience.

Still another type of activity is student government. This project trains pupils in their obligations as student citizens and prepares them in some part for adult citizenship. Each year, also, pupils of the Boston Public Schools engage in the Junior Red Cross Program.

Assembly programs to celebrate various holidays during the school year are valuable for the training they give to participants, as well as for the enjoyment they afford the spectators. This work naturally supplements and is coordinated with the work being done in music and speech.

BEAUTY AND THE BEAST

One of the bright facets of the Boston Public Schools program is the number of extra-curricular activities which are sponsored in the schools throughout the system. After-school and in-school work done outside the classroom aids the child in rounding out his personality. This dramatic production is typical of such activities.



BEST
ATTENDANCE
ALL
GRADES

BEST
ATTENDANCE
GRADE IX

BEST
ATTENDANCE
GRADE VIII

BEST
ATTENDANCE
GRADE VII

Why Aren't You in School?...

Every teacher knows that an absent child cannot be taught. By the same token the child cannot keep up with his class. Moreover, in Boston as in every other community, non-attendance at school is a serious problem in every grade from the kindergarten through the high school. We have seen how the Boston Public Schools provide special instruction for the child who is absent because of prolonged illness. The child who is absent for other causes, however, presents a different case.

The habitual truant is regarded as a social problem. Consequently, a proper diagnosis of the cause of the truancy may reveal the possibility of making some adjustment that will prevent the child from becoming a delinquent.

It is the function of the Department of Attendance to see to it that children and parents, as well as employers, obey the compulsory school laws. Working on this problem, the department operates in various ways. In the first place, where absence or truancy develops, it is the duty

of the attendance supervisor to interpret the school to the home. In other words, he or she explains the aims of the school with regard to the future well-being of the child, pointing out that in this modern age education is a vital necessity for every child.

The supervisor studies the problem carefully to discover the true cause of nonattendance or truancy, with a view to lessening or removing the cause of the absence or truancy. In doing this, the supervisor is in touch with all other school agencies as well as with community welfare organizations. He attends court hearings, aids in finding employment, interviews court and probation officers, investigates employment certificates, and makes evening calls on parents and employers to explain employment requirements for minor children.

In the course of their daily work, the supervisors visit public places like theaters, pool rooms, railroad stations, and the like, to interview children who may not be in school.

WE LIKE SCHOOL

◀ The spirit of competition among children is an aid to good attendance. Boston Public Schools develop the spirit of rivalry to improve and maintain good attendance among the pupils.



A New Point of View . . .

The general purpose of the M. Gertrude Godvin School is to discover and put into effect better procedures for meeting the needs of boys who have been found to be in conflict with the normal social attitude of the pupil from the ages of eight to sixteen. The specific aim of the school is to rebuild the attitude of the boys toward school and society alike.

The program of the school discovers the special problems or disabilities of the child. Remedial work begins along these lines. All materials for learning are made as objective and concrete as possible. Considerable effort is made to ascertain the probable vocation of the boy and to teach what will be valuable in that field. In addition, much attention is given to character training, on the ground that the development of industry, ini-

tiative, courage, and perseverance is of infinitely more value to the boy than is the mere ability to get high marks.

The guidance program of the Godvin School has been adapted to meet the special type of pupil who comes to the school. The boy is taught to know himself — his strong and weak points. Job placement and follow-up work are also features of the school. In general, the school is vocational in character, but each boy takes some academic work which is correlated with the vocational studies in which he is interested.

Two types of pupils attend this school: full-time pupils, and Continuation School boys who attend part time and are employed in business or industry the remainder of the time.

A TAILOR HE WOULD BE

This boy is studying tailoring at the Godvin School. He plans to enter the clothing trades later on. Many other vocational shops are to be found in this school. Special emphasis is put on character development for the boys.



We have Problems . . .

In every school system three to five per cent of the pupils present individual problems of maladjustment in which the emphasis is on some undesirable aspect of personality or behavior rather than on school achievement. These problems include aggressive or destructive social attitudes, emotional disturbances, or other types of antisocial behavior. These problems may be complicated by home conditions or by a school situation related to the problem as it is observed in the school.

Maladjusted children cannot take full advantage of the benefits of the education the City of Boston is offering them. In a number of cases they are developing personality traits which may lead them into trouble as adults. Moreover, their presence in regular school classes creates additional problems for teachers, principals, and other students.

It is the function of the Division of Juvenile Adjustment to study such a child in the school or

in his environment at home, to try to discover what is causing the maladjustment, and then to adopt corrective means to minimize or eliminate the problem entirely. This is done by conferring with the teacher, principal, guidance counselor, and other school personnel; by talks with the child himself in school or at home; through testing and other techniques carried on by the clinical psychologist of the division. In addition, the division works cooperatively with medical and psychiatric clinics, with church groups, as well as with a great number of social agencies and with other community organizations.

Much interpretive work is done in visits to the parents at home in an effort to find out why the child is acting as he is. These and many other techniques are used to help the child, and also to help the school deal with the child and the problem he presents.

HOME, SCHOOL, AND CHILD

This picture shows a parent and a Boston teacher discussing with a child a problem which has developed as a result of a misunderstanding. Many children have problems of adjustment to environments of one kind or another. Frequently, a conference between parent and teacher helps solve these problems.



Here the Students Learn to Teach . . .

The particular function of The Teachers College of the City of Boston is the training of teachers for the various grades of the public schools. At present the college is concentrating on teaching future instructors in the kindergarten, elementary schools, and special classes. There has recently been added a complete course for the training of young men as instructors in the industrial arts.

The oldest city institution of its kind in the United States, the Teachers College was founded as a Normal School in 1852. Since 1922, by authority of the Massachusetts Legislature, the college has granted the degrees of Bachelor of Education and Bachelor of Science in Education. In 1925 the Legislature empowered the college to grant the degree of Master of Education, a graduate degree.

There are two courses of study: the four-year course leads to the bachelor's degree in education; the five-year course of study, to the Master of

Education degree. As a result of the Boston School Department's foresight in this matter, the city now has a reservoir of well-trained teachers, especially for the lower grades.

Another very important function of the college is the giving of refresher courses and courses for advanced study to teachers already in service. Many teachers have taken advantage of these courses to gain the Master of Education degree. Classes for in-service teachers are held in the late afternoons, on Saturdays, and during the summer months.

One of the unique services which the Teachers College offers is its Remedial Reading Center. Here students who are not up to their school grade in reading ability are given individual instruction by means of the most progressive and modern techniques, including many mechanical devices, until such time as they are able to resume their normal grade in reading.

THE LAND OF MAKE BELIEVE

These young ladies are students at the Teachers College, studying the type of material they will work with when they become kindergarten teachers. Each year young women like these are absorbed into the Boston Public Schools to teach in the kindergarten, elementary schools, and special classes.



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Helping the Young Teacher . . .

Long experience with all kinds of educational problems has taught the Boston Public Schools that beginning teachers in any field of education need training and guidance. In our system this very important work is carried on by the Department of Practice and Training.

The aim of this department is to guide and train teachers from the time of their pre-service days through the time when they become permanently appointed. This year for the first time the staff of a director and six assistant directors has been divided according to school levels: an assistant director in charge of high schools, two assistant directors for full-time work with the junior high school, and two assistant directors specializing in elementary schools.

These directors work with inexperienced teachers both in the classroom and outside. In the elementary field, supervisors visit Teachers College students doing practice teaching in the classrooms of the city, observe their teaching, demonstrate the proper methods to be learned by the student-teacher, and hold conferences with individual student-teachers as well as with groups.

Naturally, methods of procedure are changed from time to time, with the individuality of the

student-teacher in mind. Just as school pupils have their individual differences, so do beginning teachers. As a result there can be no inflexible plan of teacher-training to be administered in the same way year in and year out. The basic plan must be fitted to the particular strengths or weaknesses of the individual teacher being trained.

A beginning teacher is considered one who has not yet mastered the basic classroom skills of discipline, classroom management, and the essential techniques of classroom drill, appreciation, and developmental lessons. The teacher is considered a beginner until such time as she is able to manage long-term units of instruction as well as a daily lesson.

Other functions of this department are the supplying of substitutes and temporary teachers as well as the recruiting of new teachers.

A procedure recommended by the Strayer report, that of supervising, observing, and training Teachers College seniors, has been adopted by this department also. It is one of the most satisfying functions of the department's work because it enables the department to carry out its program from training to permanent placement.

"I KNOW, I KNOW"

◀ The young lady standing at the blackboard is a student-teacher. She is conducting the class under the direction of the regular teacher seated at the table at the left. This type of work comes under the Department of Practice and Training.

GREENWOOD

PRICE LIST

2c	5c	8c	7c
1c	10c	3c	6c
4c	9c	8c	5c

- adding machine - \$8
- doll and chair - \$1
- duck - \$10
- rattle - \$1
- meat market - \$9
- ball - \$2
- stove - \$7
- tea set - \$8
- airplane - \$5
- washing machine - \$10
- doll's bed - \$4
- television - \$12
- playpen - \$6
- auto - \$6
- elephant - \$7
- high chair - \$8

Free Delivery

Table with various items and price tags: \$6, \$8, \$9, \$7, \$2, \$4, \$8, \$9, \$4, \$7, \$2, \$4



Guide and Counselor . . .

The Boston Public School System has always felt that young teachers need guidance and direction in their work. Problems arise in various classrooms not only in connection with the lessons of the children, but also in class management and even in the selection of material to be used in the classroom.

To fill this need, our schools have a specialized instruction agency known as Elementary Supervision. It is the particular responsibility of the group of highly trained specialists in this division to work for the improvement of teaching methods, class organization and management, and educational materials in the elementary schools of the city.

These supervisors visit classes at all stages in the elementary grades, listen to the class recite, observe various difficulties which arise, such as the learning difficulties of individual children, and then suggest new approaches and preventative or corrective measures for this or that problem.

The supervisors encourage the asking of questions by young teachers in order to give them the benefit of a richer, fuller experience. In these ways the observers help the teacher to become a stronger, more capable instructor. They supplement in the practical field the training the teacher has already received at the Teachers College. The resultant improvement of instruction naturally redounds to the benefit of the children in their various fields of study.

One of the great strides in modern education, as in medicine, has been the development of preventative rather than corrective methods. The supervisor, with her broad experience, can often suggest methods to prevent failure of a child and thus avoid the necessity of correction after the failure has occurred. Included in this type of instruction is remedial reading, which, if instituted early enough, frequently saves a child from failure in more than one field of instruction.

KEEPING STORE

These elementary pupils are engaged on a project developed by an elementary supervisor to vitalize the teaching of arithmetic. The charts on the wall give the various prices of items in the store. The girl is buying on a budget.

FIRE-DRILL. Along hall with opposite office and a
"center door" taken always "center and come in"
End floor "Mar 101."



Veterans Go to School . . .

The close of the war brought a new problem to the Boston School Department, the instruction of returning veterans. Many of these young men had left their high school classrooms before finishing the requirements for the diploma; others who had left high school and were working when they entered the service were anxious to return to school and complete the requirements for the diploma in order to qualify for the benefits of the GI bill.

In 1945, in order to make it possible for these young men to complete their requirements and get the necessary preparation for collegiate study, the School Department set up the School for Veterans. The response was spontaneous. By 1946, registration had reached the peak of 767 students, with 300 more on the waiting list. Thirty-six teachers comprised the original faculty of the school, which is now housed in the High School of Commerce.

Students are permitted to enter at any time and to proceed in their work as fast as their abilities will permit. Obviously, this method of procedure requires small classes and a great deal of individual attention.

In the fall of 1946 the Special Program for Adults was set up in the Boston Clerical School Building. Previously, at the School for Veterans, some of the students were collecting subsistence from the Veterans Administration; others were not. Since the institution of the Special Program for Adults, young men collecting subsistence have been required to pay tuition for this schooling. Students in the Veterans School are allowed to attend free of charge, if residents of the city.

In 1948 the Special Program for Adults offered courses from July 5 to August 29. Included among those attending were a number of non-residents from various parts of the country who were anxious to earn a high school diploma.

In the summer of 1949 the School for Veterans, in cooperation with the State Department of Education, functioned from July 5 to August 26 as the Boston Regional High School for Veterans. Veterans from any part of the state are eligible to attend this school free of charge during the summer. In the winter session residents of the city are eligible to enter without payment of tuition; non-residents pay tuition.

CHALK TALK

While his classmates look on, this veteran is giving an explanation of a geometric figure. These students are completing their diploma requirements and preparing for college. Most of these veterans served overseas in the late war.



We Go to Work Early . . .

The Commonwealth of Massachusetts has certain laws designed to protect minor children by requiring them to meet certain minimum educational requirements and by prohibiting them from engaging in employment dangerous to health or morals.

In the Boston Public Schools the enforcing of these laws is the function of the Certifying Office. From time to time it issues employment and home permits to minors between the ages of 14 and 16 when the Superintendent of Schools determines that the minor's best interests will be served by such approval.

After receiving the approval of the Superintendent of Schools, certified minors are assigned to compulsory Continuation School (four hours a week). Attendance officers are in touch with them regularly. If the minors are not regularly employed, they are returned to regular school.

All minors between the ages of 16 and 21 applying for educational certificates and found not to possess the requirements for completion of Grade VI in English are assigned to compulsory evening schools. Attendance supervisors and school officials assist in carrying out the compulsory attendance laws as they apply to this group.

GOING TO WORK

These two young ladies and the boy in the background are at the Certifying Office to seek permits to go to work. Under the law, the Superintendent of Schools may at his discretion issue working permits to children from 14 to 16 years of age if circumstances warrant it. The number of such requests for working certificates is gradually decreasing.



Statistics and Publicity . . .

Very important in any large organization like the Boston Public Schools is the Division of Statistics and Publicity. In a large city, the public needs to be informed of the activities of the schools and to know, in general, what are the policies of the School Committee and the Superintendent in administering the schools.

For this purpose the Division of Statistics and Publicity was set up. This department sees to it that various activities in the schools which are newsworthy are called to the attention of the press and radio. It arranges for press conferences with the Superintendent and the School Committee.

Not only are daily papers kept informed of the doings of the schools, but the large number of excellent weekly papers are furnished with

material upon which to build articles on the school system. In addition, this division keeps in touch with wire services like the Associated Press, the United Press, and the International News.

This division also acts as an informational service on the Boston School Department, furnishing information sought by correspondence, telephone, and personal interviews. The information is available to all school personnel, individuals, and agencies within the community, as well as to agencies outside the city.

Still another function of this division is the collecting and analyzing of statistics having to do with the system as a whole. It also carries on special research and statistical assignments requested by the Superintendent of Schools.

DON'T LOOK AT THE CAMERA

News cameramen taking pictures for the Science Fair which took place last Spring. Publicity is an important factor in keeping the public informed about the schools.



The Lighted Schoolhouse . . .

One of the many services offered by the Boston Public Schools is carried on by the Department of Extended Use of Public Schools. This service is given through school centers. Actually, the school center is a community clubhouse for informal adult education, and for youth recreation and guidance. Here are to be found all types of wholesome entertainment for old and young alike. There are dances, basketball games, dramatic and motion picture presentations, as well as opportunities for various organizations to hold their meetings.

At these 14 centers conducted throughout the city in public school buildings, citizens old and young participate in such activities as art and crafts instruction, band and orchestra work, choral singing, debating, dramatics, cooking, sewing, millinery, embroidery, knitting, crocheting, hooked-rug making, metal and textile painting, printing, electricity, woodworking, machine shop and sheet metal work, as well as boys', girls', and women's social activities.

Besides these multifarious activities directed by the Boston Public Schools, local civic educational and welfare organizations lacking accommodations of their own share the use of the buildings on school center nights with the regular school center group. Among these organizations are the Boston Federation of Neighborhood Houses, Catholic Youth Organization, Y. M. C. A., Jew-

ish Youth Groups, Boy and Girl Scouts, Camp Fire Girls, University Extension classes, and State Department of Health classes.

The general aim of the Department of Extended Use of Public Schools is to promote the usefulness of public school property by conducting educational and recreational activities in and upon school property and by allowing the use of the buildings by individuals and associations for such recreational, educational, social, and civic purposes as the School Committee may deem to be for the interest of the community.

In accordance with a directive from the School Committee, headmasters and principals of the various school districts increased the number of local Home and School Associations to nearly 100 this year. Afternoon and evening meetings of the groups were held in school buildings, giving parents and teachers an opportunity to meet one another and to discuss their common problem — the child.

The first city-wide "Open House" in the history of the Boston Public Schools was held on November 17, 1949. This Open House, planned by the Superintendent as an annual affair, gave additional opportunity to parents throughout the city to visit the schools, talk with teachers, principals, and headmasters, and hear addresses by noted speakers on topics connected with education.

THE LIGHT FANTASTIC

Here is a typical dancing group enjoying one of the many recreational programs held through the city under the direction of the Department of Extended Use of Public Schools. Different activities are held at these centers, including the teaching of vocational subjects, hobby work, and home making.



Studying after our Day's Work . . .

The City of Boston has provided evening educational opportunities on both the elementary and high school levels for many years. In general the purpose of evening instruction is to enable pupils to make up deficiencies in their education which have developed as a result of failure in day schools, or to study or review specialized subjects that are necessary for greater efficiency in their daytime employment. For the purpose of gaining promotion on their daytime jobs or to prepare for civil service examinations, students may take up subjects never before studied. Still another reason for the presence of students in evening schools is the desire of many to make profitable use of their leisure time.

Naturally, the studies pursued are not all academic and commercial. Among the 18 evening schools are several offering opportunities for students to take up trade work, either as beginners or advance students. There are new trends in the various trades developing always, and the alert craftsman takes advantage of evening school work to keep abreast of new ideas.

In addition, on the elementary school level, many students come to the evening school to learn to speak, read, and write English, as well as to acquire a diploma as a requisite to entering high school. Others come to learn how to become citizens and to study American history. In the elementary schools also there are opportunities to improve home living through training in such subjects as dressmaking, millinery, and cooking.

Such studies help the family budget by making possible a more efficient planning of home activities and expenditures. The courses of study are flexible enough to be modified from time to time to meet the changing needs of students.

During the school year of 1948-49, a total of 8,497 students were enrolled in 18 evening schools, four summer schools, and one day school for immigrants.

The Boston Public Evening Schools supplement the work of the rest of the system by offering help to those who by actual contact with the world have discovered what they lack to fit into the economic and social pattern of life. These same evening school students, being more experienced in the world, are of help to younger members of the family in advising them what to study in day school. Moreover, the evening school program provides former day school students with additional opportunities for specific education in their chosen fields of endeavor.

The evening school is a most practical example of true democracy at work. In our various schools serious-minded representatives of all races, creeds, and political beliefs work together in complete harmony and with a common purpose to make themselves better citizens of a nation which guarantees equal educational opportunities to all, young or old, children or adults. The Boston Public Evening Schools are proud to participate in such a worthy endeavor.

NEVER TOO OLD TO LEARN

This man is learning new skills in a typical Boston Public Schools evening class for adults.

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