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AN HISTORICAL ANALYSIS OF THE DEVELOPMENT OF
THE CURRICULUM ON THE SECONDARY LEVEL
IN THE CITY OF QUINCY
1888 to 1948

Submitted by
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the influences Quincy has had on education but we must see just how much progressive action was made by her school officials. Did they just sit back and let the historic city rest on her laurels of the past, or did they continue to bring new glory and honor to the fields of education?

In 1949, Irving S. Sclarenco wrote a thesis on "An Historical Analysis of the Growth of Public Education in the City of Quincy, 1642-1880". Sclarenco limited his study to include the general policies from 1642 to 1880. It is not the purpose of this study to complete this excellent work. It is the purpose of this study to show what measures were taken by those people, namely the school committeemen and the succeeding superintendents, to bring the curriculum up to date in an ever-changing world.

This study leads to the following conclusions:

1. The change from town government to city government had a definite effect on the curriculum in the public schools in Quincy.

2. The influence of Colonel Francis Wayland Parker not only influenced the few years that he was Superintendent of the Quincy Schools but continues to have its effect up to the present.

3. The curriculum has been constantly improved to include courses for various fields of endeavor.

4. Quincy is an excellent illustration to the rest of
the country of a city having a progressive educational system.

This study has a two-fold purpose. Not only will it help complete a series of histories on Quincy which the School Department has on file but it should prove to be of especial value to the city of Quincy because there is not, to the author's knowledge, anything written that covers the subject matter included in it.
CHAPTER II

RESEARCH CHAPTER

In any history of a town or city, the research material must be limited to the particular area that is written about. Not that Quincy is not well known or that authors outside of the city have never written about it, but when one needs factual material, town and city reports, local historians, pamphlets written by the Chamber of Commerce, etc., are most frequently used.

The City of Quincy has an excellent library, located at the corner of Washington and Sea Streets. It is known as the Thomas Crane Public Library. Here may be found works of all kinds and description. It cannot be called merely a local library because here books cover subjects and people of the whole world.

Because the author had the need of old records and other related material found only in the historical room of the Thomas Crane Library, it was necessary to receive permission from Mr. Galen W. Hill, Head Librarian, to use this room. Permission was granted quickly and in a most gracious manner.

Miss Eleanor Gow, assistant librarian at the Thomas Crane Library, was a valuable assistant to the author in
locating pertinent material necessary for this work. No matter what difficulty or question arose, Miss Gow had the answer at her fingertips and was only too willing to aid in any matter.

Every city, town, and hamlet has at least one person so interested in his particular area that he or she spends hours in research on all phases of that locality. So, too, has the city of Quincy, in the person of Mr. William C. Edwards of 87 Greenleaf Street, Quincy. He has the ability quickly to understand one's problem about Quincy and if he cannot give him the material off-hand, he wastes no time in finding the information and seeing to it that it gets into the hands of the one seeking the information.

Miss Helen Burke, retired Social Studies teacher, was most helpful in aiding the author in his work on Quincy. As she had written historic pamphlets, (now on file in the School Department's office) she realized the difficulties the author had to undergo and was most helpful in pointing out the solutions to many problems.

Quincy was one of the first cities in the country to add a counseling service to the school system. From its infancy, Miss Mildred B. Harrison had guided the program until now it is one of the most outstanding parts of the educational system in Quincy. Miss Harrison was instrumental in helping the author tie together various parts of this
work. The facts were in the city reports, but it took Miss Harrison’s ability to interpret them so that the author could see the reasons for various actions.

Quincy is very fortunate in having a complete, bound copy of all her city reports since 1875. Without them it would have been most difficult to complete this work. With them, the author was able to find detailed accounts of the Mayor’s reports, the School Committee’s reports, the Superintendent’s reports, and the Head Master’s reports for each year. Each different report aided the author in gaining an over-all picture of the time herein discussed.
CHAPTER III

INTRODUCTION

We often think of education before the twentieth century as embracing primarily three subjects, reading, writing, and arithmetic. Quincy is an excellent illustration to prove that this was not the case. As early as 1881, drawing was included in the curriculum, and in 1886, music was added. In the Superintendent's report of 1889, we see:

Instruction in drawing found a place in the curriculum in 1881. It was not until April, 1886, that systematic instruction in music was attempted.

The teacher and children are beginning to look upon drawing as a new expression which aids in other studies, and I trust we may yet use it as freely to express our thoughts, as writing or speaking are now used.¹

As early as 1881, then, we see new additions to the curriculum. Had there been anything done before this time in changing the curriculum? Here is an opportune time to introduce Francis Wayland Parker who revolutionized education in Quincy. Colonel Parker was appointed as Superintendent of Schools in Quincy in 1875.

In Three Hundred Years of Quincy, Wilson explains the system:

¹Reports, City of Quincy, 1889, Report of the Superintendent
The essence of the new system was that there was no system about it. It was marked throughout with intense individuality. Instead of listlessness in pupil and teacher, there was life; in place of drudgery, there was delight; sources without meaning fled before facts and handiwork. Members of Colonel Parker's psychology class were objects of envy, and everyone was examining himself to discover if he knew how to make 'mental pictures', the one performance in which the teachers were to perfect themselves and their pupils. A whole new educational vocabulary was swiftly developed. Grammar became 'Language Lesson', arithmetic 'Number Lesson', all presented orally or from the blackboard. There were buttons and shoe pegs, and little sticks and flags for 'busy work'; 'study' being one of the words ruled out.\footnote{Wilson, Daniel M., \textit{Three Hundred Years of Quincy}}

Colonel Parker completely changed the curriculum in the Quincy school system. He introduced a new vocabulary that did away with the traditional or formal name of a subject and in its place we find words used to describe the contents of each subject.

Lelia E. Partridge's work, \textit{The Quincy Methods}, gives an excellent account of the so-called "Quincy System". She writes:

The distinguishing features of the Quincy work are:

1. The joyous life of the schools and the comradeship of teacher and pupils.

2. By grouping their pupils (in lower grades) they obtain many of the benefits of individual teaching.

3. The skillful use of a great amount and variety of 'Busy-Work'.
4. Lessons in subjects not usually taught--Drawing, Modeling, Form, Color, Natural History, etc.

5. The constant use of Drawing as a means of expression.

6. Use of Textbooks as repositories of knowledge.

7. Amount and variety of Supplementary Reading.

8. Substitution of the expression of original thought on the part of the pupils for the old-fashioned recitation.

9. Carefully varied programme, whose order was known only to the teacher.

10. The atmosphere of happy work which encompassed teachers and pupils.

11. Disorder not worrying the teacher, wasting her time.

12. The confidence, courtesy, and respect characterizing the attitude not only of pupils to teacher, but teacher to pupils.

13. The absence of scolding, snubbing, or spying.


15. The making of the child the objective point, and not Course of Study, examinations, or promotions.

16. The great economy, naturalness, and practicability of the devices employed.

17. The marked attention paid to the so-called dull pupils.

18. The evident growth of moral power.

19. The remarkable skill of the teachers evidencing their comprehension of underlying principles.
20. The wonderful originality and individuality of the teachers—none being imitators; the devices used varying from day to day.

21. The high ideal set before the teachers by the Superintendent, and their hearty cooperation with him in striving to attain it.

22. The absence of machinery, and the absolute freedom from any fixed or prescribed mode of work, each teacher being encouraged to invent and try any device not violating fundamental laws.

23. Examinations aimed to test the teacher's power to teach.

24. Examinations such as to test the children's power to do, not their power to memorize.¹

Here we have an illustration of the revolution that hit Quincy's educational system. It was known as the "Quincy System". The new education was in full swing at the turn of the century and on April 20, 1900, the Quincy Teachers' Association observed the "Quincy Parker Anniversary". Mr. Parker was honored by Professor Nicholas Murray Butler of Columbia University; Dr. William T. Harris, United States Commissioner of Education; Dr. G. Stanley Hall of Clarke University; and Superintendent Orville T. Bright from Chicago; all of whom came to honor the man who started the "Progressive Movement".

CHAPTER IV

1888-1918

As this work covers a span from 1888 to 1948, a period of sixty years, the author feels it necessary to show how the change from town government affected the curriculum in Quincy. In the year 1888, it was a state law that every city of more than ten thousand inhabitants provide for an evening school of two classes. One class was designed to afford "free instruction in industrial or mechanical drawing to persons over 15 years of age," while the other class was "for the instruction of persons over 12 years of age in orthography, reading, writing, geography, arithmetic, drawing, the history of the United States, and good behavior.

On Monday, October 29, 1888, the elementary class, taught by Mr. Arthur H. Flint, began; and on Tuesday, October 30, 1888, the advanced class, taught by Mr. Thomas E. Sweeney, began.

From the very beginning ample provisions were made for those who, for various reasons, could not attend regular school classes. The curriculum of the high school included not only such essential subjects as reading, writing, and arithmetic, but also drawing and music, history and geography,
and industrial or mechanical drawing. We will see a gradual increase of subject matter in the evening school as time passes.

Mention has been made of the great influence of Colonel Francis Wayland Parker on the curriculum of the Quincy schools. At the very beginning, we mention the Training class. When Mr. Parker began his work in Quincy, he found various young ladies in town who desired to teach and yet could not attend the regular Normal school. He instituted a class in which he was the instructor.

From persons so taught, valuable recruits to the regular teaching force were secured from time to time. In 1889 it was required that members of this class should devote a full school year to the work of the class. The last half of the year the students entered a regular school class and aided the regular teacher as much as possible. These students did not teach all the time but were valuable assistants to the regular teacher.

In the year 1890, the superintendent of schools suggested that the fourth year be added at the high school level. Mr. Aldrich\(^1\) felt that there was too much work involved for a three-year course. In this same year, we find nature study being added to the curriculum.

\(^1\)Superintendent of Schools in Quincy, 1890
The new course of study, then, was planned for four years. In the first year, the students were required to take English and algebra, with English, history, botany, Latin, drawing, and music as electives. In the second year, English, geometry, and physics were required, and bookkeeping, civil government, and Latin were electives. The third year required English and general history, with chemistry, physiography, Latin, and French as electives. The fourth year would have English required, and geology with mineralogy included, astronomy, with physical geography, Latin, and French as electives. Under the new arrangement, a pupil could choose the English course and graduate in three years, or decide on the four-year course, known as the "four years'" or general course.

Superintendent Aldrich, fully realizing the changing conditions in the world in the year 1891, said:

While new ideas of government, or religion, of the treatment of criminals, the insane, and other unfortunates are making their way with startling rapidity; while methods of conducting business, and of carrying on all industrial pursuits are being revolutionized; while, in short, a new civilization is all about us, it must be that educational practice will conform itself to these changed conditions. It will do this whether we wish it or not, and practically it is for each community to determine how patiently it will listen to the measures of reform or innovation which are urged upon it, how impartially it will estimate the wisdom of these measures, and how vigorously
it will insist upon the adoption of such measures as demonstrate their soundness.¹

The Superintendent in his annual report was aware of all types of changes. He was interested in introducing elementary natural history into the earlier years of the program. Nature study had been introduced into the curriculum in the fall of 1890, and Mr. Aldrich was very pleased at the results, but he also realized that it was only the beginning. A special teacher had been hired to teach nature study and she traveled from school building to school building, much like the director of drawing or music.

The new Superintendent was Mr. Herbert W. Lull, who had been principal of the Quincy High School. He advocated that only English be required in the high school, and all other subjects should be put on the elective list. He felt that the graduating students were ignorant of their own tongue and of their own literature.

In this same year, 1892, a business course, including typewriting and double-entry bookkeeping was recommended for those students not going on to college. In this course were included also broad principles of commercial law and of commercial arithmetic. Cooking and sewing were introduced as two new subjects in the curriculum in the year of 1892. Provisions were made for those students who, due to various

¹Reports, City of Quincy, 1891, p. 178
and sundry reasons, were unable to enter college and yet wanted to use their time in high school in as useful a manner as possible.

The Evening School was still in session in 1892, but attendance was extremely small. To increase attendance the Superintendent proposed:

that a diploma be given for certain amount of work in a given number of subjects, and a certificate at the end of each year for regularity of attendance. If some general exercise should be held at the end of the year, it might raise the school in the public estimation, so that more of our grammar school graduates would not put away their books forever, at the age of fifteen years. In conclusion, the grade of work should now be raised to correspond with that done in the lower classes of the high school.  

Mr. Lull certainly understood human nature. It is only natural to look for a reward of some sort after work well done. He suggested that a diploma, or at least a certificate, be presented at an exercise to which the public would be invited. We can readily see the two-fold purpose for this suggestion: first, that the public as a whole would realize the value of the Evening School training, and that it certainly was not a waste of time to attend; second, that it would give written proof to the world that a person had been willing to spend time after work in the pursuit of higher education.

1 Reports, City of Quincy, 1892, Report of the Superintendent, p. 25
The need for time devoted to physical education was first mentioned in the year 1892:

Two-thirds of our teachers in the fall of 1891 realized our need, engaged a graduate of the Boston Normal School of Gymnastics, hired a hall at the close of the afternoon session, took a course of twenty lessons, and paid their own bills. At the present time 46 are giving regular instruction based on these lessons. It necessarily follows, however, that, be they ever so zealous, their work requires skilled supervisions, so that their mistakes may be corrected. The twenty-four who did not attend the class, or who have come to Quincy since 1891, need instruction.

Our physical health is equally as important as our mental health, and we see how Quincy teachers were willing to devote their time and money to learn how properly to instruct their pupils, physically as well as mentally. Rarely is there found such a group of people who are willing to sacrifice time and money for their profession, in order to give the human beings with whom they work every advantage possible.

The training class was a full-time course at the high school in 1892, and there were certain qualifications that had to be met in order that a candidate could enter the class. They were:

1. Must be eighteen years of age.
2. Must have completed a High School course, or its equivalent.
3. Must agree to maintain their connection with class for one school year, unless released.

Reports, City of Quincy, 1892, p. 251
for reasons deemed sufficient by the superintendent.

4. Must present certificates of character, scholarship, and health.¹

There was no fee for tuition, but the trainer was expected to aid the regular teacher in every possible way in return for the help and advice given.

The Training Class for teachers numbered forty in the year 1893. The superintendent looked with alarm on the feeling some people had for the course:

The class now numbers 40, though the total number of different members during the year is much larger. Unfortunately the class is looked upon as a "short cut" to the teacher's position. In a sense it certainly is, but if the trainer thereby throws away the added knowledge and thought training, to be gained in a good Normal School, it is a most unfortunate loss. Doubtless there are many in and near Quincy who would have found some way of securing a normal education if this class did not exist, who will regret the loss after a few years. The road through the Quincy schools is shorter, but in the end, other things being equal, the normal graduate will become the better teacher and command a higher salary. The founder of this class agrees with this view. Because of these facts, the parents of the girls in the Quincy High School should send them, if in any way it is possible, to a first-class Normal School.²

The one-year course to train teachers was serving immediate needs, but it had its undesirable effects, too. The girls that attended this class helped the school, the

¹Reports, City of Quincy, 1892, Report of the Superintendent, p. 258
²Reports, City of Quincy, 1893, p. 308
regular teacher, and themselves, but, as the Superintendent stated above, it would have been far wiser to attend a Normal School, if at all possible, because theory plays a very important part in the field of teaching.

The Business Course became a reality in the year 1894. It was a problem of the time to convince the parents that a child who would do nothing else, was not a suitable candidate for the business course. This can be applied to the present day course of commercial study. If a student does not desire, or has not the ability, for college preparatory work, the parents deem it necessary that their child enters the commercial course.

During the last part of this century, the Evening School was having its troubles. We have mentioned that an Evening School was provided for in the City Charter of 1888. The greatest problem that the school authorities had to solve concerning the Evening School was attendance. The City of Quincy was going to a great deal of expense in maintaining the Evening School, and no progress could be made if the students did not attend regularly. It was suggested:

It is therefore recommended that in the future no member of the season 1896-97 shall be admitted in October, 1897, who failed to attend forty of the fifty lessons, unless he makes a deposit of one dollar. This dollar shall be returned at the end of the season 1897-98 provided he shall have attended forty of the fifty lessons. Removal from the city or proved illness shall be accepted as a
satisfactory excuse from these conditions.
Second: A member of this season who did
attend forty nights, or a new member, shall
be registered without such a deposit; but
the same conditions as above. As the school
is in session only three nights per week
(Monday, Wednesday, and Friday), three nights
are left for social matters, et cetera.¹

The above measures were taken primarily to stop the
number of absentees and also to allow progress to continue.
Quincy had gone far in doing her part to aid the citizens
educationally, and it was only fair that the citizens do
their part in cooperating with the school officials, if they
wished to see the Evening School continued.

German was added to the curriculum in 1896. Vertical
writing was established as the type of writing taught. An
interesting note to make is that the Quincy School System
embraced the seven virtues of regularity, punctuality,
neatness, accuracy, silence, industry, and obedience in the
latter part of the nineteenth century.

The importance of the training school was beginning to
decrease slowly but surely. The reports of the Superintendent
mention the desire for normal school graduates and the fact
that the training class is only a substitute for normal
school training, certainly not its equivalent.

The training class, generally speaking, is
not sufficiently broadening to produce a strong
corps of teachers. (Each year, however, there

¹Reports, City of Quincy, 1896, p. 25
are a few cases of exceptional natural ability and aptitude who will make desirable teachers.

Why, then, does it exist? First, the class is an inheritance and it 'dies hard.' It illustrates the slowness with which in even these 'fast days' we adapt ourselves to new conditions. When Colonel Parker began to attract the attention of other cities and towns by his radical departure in 1875, he found no source of supply of teachers who were in sympathy with his methods, or who knew how to teach by them. Moreover, many of the teachers with whom he began his work were quickly called away by larger salaries. There was only one recourse; he must make his own teachers. Therefore the training class was established. As the years went by, the so-called Quincy system became practically the state system, and whatever was best in it was eagerly seized upon by other educators, joining with their own best thoughts and experiences, and so it spread from ocean to ocean. Today there is no 'Quincy system' in the former sense of the term. The schools of this city and of all the other cities of the Commonwealth are in the main, using the same methods.¹

When an emergency arises it must be met with the best possible means to be commanded. When that emergency is over, it is difficult to do away with the means which were being used, especially when the public continues to use them. So we find this true with the Training Class. Colonel Parker had caused his own emergency and had provided his own means of meeting it. It had served its purpose. The purpose of the Training class no longer existed in 1897, because the demand was for normal school trained teachers.

¹Reports, City of Quincy, 1897, Report of the Superintendent, p. 35-36
Geography came into its own in Quincy in 1897. It was given a temporary status, and was included for the first four grades. Other subjects added to the curriculum in this same year were second and third-year German, manual training, and solid geometry.

The superintendent felt that these years were a time of science, and that the science basis that underlies geography must be taught in the public schools. Relief and drainage, winds and rains, variations of heat and light were all problems that the people of the day were interested in and Iull believed that they should be given some knowledge of them, if only the little attainable in grammar school.

The Head Master of the high school in Quincy asked the School Committee to add courses in mental and moral science, political economy, elocution, military drill, gymnastics, and also voiced the opinion that much more attention and time should be given to the study of English. He felt that these subjects were very important to the students of the day and for Quincy children, who deserved the best, he was, therefore, requesting the best. A few important educational questions to be considered were also presented to the School Board in 1898:

1. Ought the elective system to be extended still further?

2. Ought able pupils to be allowed to complete the four-year course in a shorter time by
taking a larger number of studies?

3. Ought the articulation of the Grammar schools with High school to be improved by the instruction of the elements of High school studies in the Grammar school course?

4. Ought not manual training to be added to the High school studies at the earliest opportunity?

5. Ought individual instruction to be employed to a much greater extent than is possible with the present corps of teachers?¹

From these important five questions we see how efficient this Superintendent of the Quincy schools was. He realized that pupils should be able to elect more subjects that they felt they wanted and could use in later life. Also, he wanted to provide for the brighter student by allowing him to speed up his course in a shorter period of time and not continue to drag behind with the so-called "average pupil". He felt that there ought to be a closer unity between the subject matter of the Grammar School and the High School, which certainly had its advantages. At the time there was a definite need for subjects and opportunities for those of the student body who desired manual work in later life.

No training class was organized for the year 1899. The reasons were obvious, and have been mentioned. The school

¹Reports, City of Quincy, 1898, Report of Head Master, p. 249-50
officials had arrived at the decision that the class had outlived its usefulness:

In accordance with a vote of the Board in June, 1898, and after a notice of one year, no training class was organized in September, 1899. Naturally this change has met with some adverse criticism. The class had been a part of our school system for more than a score of years, and it will be difficult for many who have not realized the radical changes going on all about us, and who have personal reasons for preferring this short cut to the teacher's desk, to approve of the new departure. However, this action of the Board will make it possible to bring into the schools a corps of teachers much better fitted, and with a broader conception of the work.¹

The demand was for Normal school trained teachers and therefore the Training Class was dropped from the curriculum. If Quincy were to hold her own in education, she had to take this step.

Frank E. Parlin became the new Superintendent of Schools in Quincy in 1900. He found many good points in the Quincy School system but he was not blind to the faults. He did not approve of the alternating program in the high school. This alternating program was one whereby half of the student body attended school from eight o'clock in the morning until twelve noon, and the remaining half of the student body attended from twelve noon until four o'clock in the afternoon. There were many disadvantages to this system and yet no other arrangement could be made due to lack of buildings.

¹Reports, City of Quincy, 1899, p. 31
The year 1901 was important in speaking of the curriculum. A very definite step was taken in reading and spelling. The Superintendent in his annual report devotes many pages to the improvement of reading. He says:

When one examines the reading matter of many schools, he understands why their pupils practically cease to read after leaving school. The reading lesson should be one of the most enjoyable of all school exercises, and if it is, the children will continue to find pleasure in it through life.¹

Mr. Parlin realized the importance of reading and the obligation of the school to provide as interesting a reading program as possible. He recommended more stress in the early grades and a variety of material. He felt that it was wrong to have children think that Longfellow and Whittier were the only two authors worth reading. He suggested a definite program from the first grade to the sixth. It began with "Cyr's Primer" in the first grade and ended with Gurber's "Stories of the Thirteen Colonies" in the sixth grade. Through such a program, he hoped to stimulate an interest in reading and to help the children to acquire a skill in reading—a skill which they could later apply on the secondary level.

Spelling is also noted in the Superintendent's report of 1901. He related that it had long been a neglected subject.

¹Reports, City of Quincy, 1901, p. 13
It was important because anyone in public life that misspells a word could be regarded as being illiterate.

The year 1900 ended the first twenty-five years of the new type of curriculum instituted by Colonel Parker.

Mrs. Ella Calista Wilson had this to say about the results:

Here was dethroned enthusiasm come again to its own. All was life, stir, noise. Not any more could 'repose in all things' be the watchword. Half a dozen watchwords, veritable war cries, they were, sprang into use simultaneously. Chief among them was 'Natural Method', which is the one that has survived, although at the time the movement was called 'The New Departure' and the 'Quincy System'.

The Evening School was unusually profitable at this time. Algebra and bookkeeping had been added in 1900, and this new interest in the Evening School could be attributed to the addition of these worth-while subjects. Drawing, which included mechanical drawing, arithmetic, and English completed the curriculum of the Evening School of 1900.

Although arithmetic had been included in the curriculum since the very beginning, it presented a problem to the Superintendent. He was not satisfied with the way it was taught. He felt that it was introduced far too early in the curriculum:

In the first place, the study of numbers is introduced much too early in the course. Children are not prepared for formal instruction

1Wilson, Ella Calista, Pedagogues and Parents, New York, Holt & Company, 1904
in this subject before they are seven or eight years old. Most of the arithmetical confusion and dullness found in the upper grades is due to two things—the too early introduction of the subject, and the usual methods of teaching.¹

Here then, was the core of the problem so many youngsters found with arithmetic. When they were very young and in the early grades, they had endless drill with a multitude of monotonous repetitions in order to secure passable results. More oral work and less written work was suggested as a means of improving the child's interest in the subject of arithmetic.

In the high school, French was introduced as early as 1903, and we find eighty per cent of the high school students taking English and a foreign language.

We must remember that the high school was on a two-session plan. The pupils of the afternoon session had many hardships to undergo. They had to have artificial lights during the later afternoons. They were deprived of all sports for these took place while the afternoon classes were in session. The morning pupils had their hardships too. They could not schedule any extra curricular activities that required the use of a classroom because there was not a vacant room available. It certainly can be said, that as long as these two sessions were required, the students at

¹Reports, City of Quincy, 1902, p. 20
the high school level were being deprived of some of the most interesting activities that go to make up a pleasant school situation.

The Evening School closed down due to lack of attendance in 1904. Also music and drawing had to be omitted from the curriculum in the year of 1904, not because they were not wanted, but simply because there was not room for them in the small high school building. It was evident that something had to be done to improve matters if Quincy was to maintain her position in the eyes of the educators of the country.

A very real problem presented itself in the year 1905. It had been casually mentioned before, but in his report of 1905, the Superintendent discussed the problem of defective children quite extensively. He reported:

There is another class of children which demands the early and thoughtful consideration of this Board, the children so abnormal or mentally deficient as to require training very different, both in kind and in method, from that given in the public schools. Some of them who have been regular in attendance for three years or more have not been able to learn even the simplest parts of the primary work. They can neither read nor write, and seem as far from the mastery of these arts as when they first entered school.¹

He realized that nothing could be expected from the State, because, even as today, schools were overcrowded and

¹Reports, City of Quincy, 1905, p. 12
not suited to the individual child's needs. He further stated a solution would be:

A teacher prepared for this special work, a room equipped with means for various kinds of simple manual training, and a little piece of land for playground and gardens are the agencies required. If these children are to be taught anything it must be the use of their hands. Their mental development can be secured only through manual or physical exercises. Is it not about time to take these unfortunate children from schools where they are getting almost no benefit and are a great hindrance and to place them where they may get the best and only kind of education they are capable of receiving?¹

Mention was made of a possible solution to this vital problem. Methods for improvement would not have required a great expense and yet the results to be expected were manifold. Although the solution seemed adequate, another problem that arose was convincing the parent that his child needed this special school and training. No parent is prone to say that his or her child is mentally handicapped.

Although the Evening School had been closed in the early part of 1904, the following September it was reopened and continued in operation. It not only served those who desired to further improve their education but classes had been held for many years for non-English speaking foreigners. The purpose of these classes was to teach them to read and write and also to give as much of an elementary education as the time and attendance would permit.

¹Reports, City of Quincy, 1905, p. 15
Send the whole boy to school had been a popular phrase in recent years, but, as the schools have been conducted, it has been impossible to send the whole boy to school, because no adequate provision has been made there for his physical needs. By fully recognizing the importance of physical education, by employing a thoroughly trained and experienced director, and by authorizing a more careful physical examination of the pupils, the School Committee has inaugurated one of the most needed and far-reaching reforms that have been made in the schools of this city for many years.1

The Department of Physical Education was introduced to the Quincy school system in 1908. At long last, the people of Quincy realized the importance of physical, as well as mental, growth. The Superintendent had been asking for a department of physical education for eight years and now, in 1908, it became a realization. Because growth is not completed until the close of the adolescent period, physical education must go hand in hand with all other parts of education. Quincy was wise in being a leader in adding a physical education course to its curriculum. Many activities were included in the heading of physical education, such as plays and games, gymnastics, athletics, dancing, and all other fundamental manual occupations.

The problem that arose in the year 1908 was one that was bound to come with progress. What was to be done with students who did not do well in academic work? If they did

1Reports, City of Quincy, 1908, p. 12
not take the college course or the business course, they would have to leave school because no provision was made for them if they did not choose one of the two above courses.

After due consideration of this problem, Manual Training and Domestic Science were added to the curriculum in 1908. This gave the students another field of endeavor. It meant that a pupil could proceed at his own rate of speed; that is, once he finished a project, he could start another without waiting for the rest of his class. This was a revolutionary step in the educational system in Quincy.

The program in manual training included:

First Year: Review of tool exercises of grammar grades. Progressive exercises with woodworking tools applied to problems in construction.

Second Year: Problems in furniture construction, wood turning, and pattern work.

Third Year: Building construction. Models of houses, designed in drafting room. Exercises on screw cutting lathe.

Fourth Year: Construction of problems in building construction and machine shop practice.¹

Mr. Frank E. Parlin resigned as Superintendent of Schools, and Mr. Albert Leslie Barbour was elected to office in the year 1908. In this same year, the regular day for

¹Reports, City of Quincy, 1911, p. 27
the high school was divided into a seven-period day. It proved to be a wise decision as better results were obtained. The extra period was the first period in the morning which was the home-room period. It was advantageous in many ways. First, the home room teacher became better acquainted with the pupils assigned to her. Secondly, the problems that arose with the individual students would be aided with the advice and counseling of the home room teacher, who now had the time to devote to the best interest of the pupils. The seven-period day transferred a pupil before he became mentally wearied with a subject to another subject or to a study hour. It required more teachers in the high school than the previous six-period day had, but the school officials realized that they received full value for the money they spent.

The Evening School was at long last coming into its own. For the first time, an evening cooking class was formed. Each term included twenty lessons. The suggestion was made that the evening school work should be held under one large central evening school. Advanced classes in English, arithmetic, penmanship, correspondence, history, and civil government were proposed by Mr. Barbour. Also, there was a class to aid those who planned to take a Civil Service examination in the future.
Quincy became the leader in educating not only those who were required to go to school by law, but also the many people who held various interests in higher learning. Quincy was one of the few cities that offered, without charge, a chance to improve oneself at one's own speed and desire.

A manual arts program had already been added to the curriculum in 1908, and in the year 1910, sewing and dressmaking were introduced. This afforded the girls the same opportunities for training along industrial lines that manual training had already afforded the boys. A brief outline of the work in this new course follows:

First Year: Review of stitches with samples illustrating their use. Construction of seams. Use of sewing machine. Study of cotton: growth; manufacture; cost; etc. Use of patterns. Cutting and making simple articles, such as sewing bags, aprons, and the like.

Second Year: Continuation of the work of the first year, with special reference to design, use of laces and embroideries, study of linen, etc.

Third Year: Draughting, with cutting and making of garments from patterns draughted.

Fourth Year: Rapid review of work of preceding years. Millinery and raffia work.\(^1\)

\(^1\)Reports, City of Quincy, 1910, p. 26
A great deal of enthusiasm shown by the pupils was most gratifying. Sewing, dresscutting, and dressmaking were added to the curriculum of the night school, and the school officials were amazed at the great response. Here, too, more people were taking an interest in the commercial subjects in the Evening School.

Quincy had long been known for its granite and for its shipbuilding. These two great industries had a very definite effect on the curriculum in the Quincy High School. Young men who wanted to become associated with these two industries as designers, or draftsmen, etc., felt the need for a Mechanical Arts course; consequently, this was added to the curriculum. A course outline for Mechanical Drawing follows:

First Year: Practice in lettering, measuring, and lining problems. Introductory practice in using drawing instruments as applied to problems in geometry. Location of different views of working drawings, explained and demonstrated by the use of 'projection planes'. Practice in working drawings, of objects made in shop, with special drill in dimensioning drawings. Problems in working drawings and orthographic projection, two views given to find a third. Development of surfaces.

Second Year: Review of the principles of orthographic projection applied to working drawings. Location of points, lines, planes, and solids, in relation to the planes of projection. Conic sections. Intersections and development of
surfaces. Machine design—helical curve applied to screw threads. Problems in proportion of bolts, nuts, wrenches, and other machine parts. Principles of isometric projection applied to problems in construction. Original design of some piece of furniture to include working drawings and isometric views of the same.

Third Year: Problems in mechanism—crank and lever connections, cams, etc. Freehand sketches of machine parts, and drawings made to scale from sketches. Design of simple mechanical devices—swing arm brackets, jack screws, etc., from which patterns are to be made. Linear perspective applied to problems in monument design.

Fourth Year: Freehand perspective sketching of architectural or machine details in outline, and light and shade. Option of continuation of work in machine design, architecture and building construction, or monument design. Talks on modern drafting-room practice.¹

From the above outline, we readily see what a comprehensive study was made in Mechanical Drawing. How could anyone make a statement, after reviewing this course in Mechanical Drawing, that only the less intelligent pupils chose the Mechanical Drawing course? It has been proved that such a statement is false, but it is surprising how many felt there was a great deal of truth to it.

¹Reports, City of Quincy, 1911, p. 26
As early as 1912 an Industrial School was set up in Quincy. At first it was only a one-room department in the main high school, but as the demand grew and more students elected to enter the industrial arts, a new, separate Industrial School would be needed. In this same year, a number of evening trade courses were offered. This school was operated in co-operation with the State Board of Education. Its original purpose was in assisting boys already employed in mechanical industries to become thorough masters of their trades. Therefore, it was on a half-time basis. The boys attended school on alternate weeks for a period of forty weeks in each year and worked in the factory on alternate weeks, and full time during the summer.

The school controlled the admission and the rejection of all pupils. The only standard of admission was the possession of a work certificate and a position in an establishment that was willing to allow the boys to take the training course. The course of study outline for the first year is as follows:

- Shop mathematics for ten hours a week
- Drawing (free hand and instrumental) for ten hours a week
- English for four hours a week
- Geography for two hours a week
- Civics for four hours a week
- Physiology and first aid for one hour a week

Total: Thirty-one hours a week

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Reports, City of Quincy, 1912
Pre-vocational classes were started in 1912. The purpose of these classes was to train those students who did not plan to enter high school after grammar school graduation. The time was so divided that half the time the classes were given book work, but the teaching and the subject matter varied from the conventional type. The boys' class was instructed along the lines of Manual Training, which included carpentry work, printing presses, and other productive vocational activity. The girls' classes were along domestic science lines, including cooking classes, sewing, etc.

No feature of school administration in Quincy gave more satisfaction and promise than the work that was done in the evening courses. In 1912, a great many young men sought instruction in trades or occupations, where no group instruction was offered in industrial courses, so that a number of these men attended the excellent mechanical drawing class provided for in the Evening School. The commercial class had exceeded all expectations, and a second term had to be added.

In the year 1914, a full-time Industrial School was maintained. There had been a need for a full-time Industrial School for the previous two years due to the fact that the average age of pupils leaving grammar school was fourteen and not many industries would hire boys under sixteen. That
left a gap of two years, and the school officials felt that the two years could well be spent in the excellent instruction offered at a full-time Industrial School.

A new type of school was added to the system in 1915. It was known as the "Home-Making School". The purpose of this course was to prepare girls for the life which most of them were going to lead after they left high school; namely, the life of a wife and mother. This course was for two years instead of the usual four. The pupils were to be well grounded in cooking, dressmaking, and millinery. Besides the practical work, the course included academic work with a view towards developing culture and intelligence as well as domestic skill.

A total of forty-four hours a week was spent on this course. It was divided into nine hours of work in the home, thirteen hours in school, twelve hours in related work, seven and one-half hours in cultural work, and two and one-half hours for assembly, which included music and current events. Each girl had a Home Project. The teachers were expected to visit from home to home during the time allowed for the project, and their duty was to see that the work was progressing as well as it should. The Home-Making School can be compared to the boys' Industrial School. The girls now had an equal opportunity to prepare themselves for the position of a housewife and mother, and many of them were
able to learn, not only with speed and efficiency, but with a definite goal in mind.

Included in the above curriculum for the Home-Making School was a course in practical nursing. Home care of children with emphasis on hygiene, clothing, sleep, exercise, stories and games suitable for children were included in the first year of the course. The girls also learned about the care of a sick room which included: ventilation, heating, dusting, sweeping, lighting, care of the bed, first aid to the injured, and care of children and adults during convalescence. It certainly was an all-inclusive course for a short two years.

In 1916 there was only one high school in Quincy, and that was located on the corner of Hancock Street and Butler Road. The need for another school was great, but the school officials were undecided whether to build another high school or to set up a system of junior high schools. This question was a serious problem because either path would be an enormous step. A junior high school system would work out the following results:

1. There would be an increased number of schools providing instruction for the first six grades.

2. There would be a small number of centrally located buildings providing instruction in the seventh, eighth, and ninth grades.
3. The present High School building would become the Senior High School, providing instruction for the tenth, eleventh, and twelfth grades.

4. There would be in the Junior High School all the work now done in the freshman year of the present High School, together with an opportunity to make a differentiation of work in the seventh and eighth grades at an earlier age than is now possible.¹

This new type of system would affect the curriculum. It would provide for an earlier opportunity to begin the study of foreign languages and for a greater amount of attention to manual training and household arts than was possible at that time.

In this same year, 1916, the time given to Ancient and United States History was extended in the high school. Also a course in Community Civics was added for the freshman class. This course was given so the students would understand the life of the community in which they lived. Harmony and musical appreciation were required as of 1916.

In the full-time Industrial School, we find several new departments. One is the woodworking department. This department was a great aid in making many things for the schools throughout Quincy, which, if they were made outside the school, would be more than double in cost. The sheet metal department also designed and made many things of metal that were useful in other schools. The electrical department

¹Reports, City of Quincy, 1916, p. 263
installed electric wiring for lights, lighting fixtures, and bell systems. All of this demonstrates that not only did the Industrial School go far in aiding the needs of the pupils, but it certainly saved a great deal of expense to the city of Quincy.

World War I in 1917 did not have such a widespread effect upon the Quincy schools as might be believed. To the contrary, in 1917, an up-to-date library was instituted and no changes were made in the program of studies. The hardest problem of all was to continue without allowing the war conditions to influence the school system. Not that Quincy was less patriotic, but it was difficult to continue a program of study at a time when war was uppermost in the minds of all. A certain amount of farm work was done by the boys during the summer vacation. A good deal of money was contributed by the pupils for Red Cross work, but aside from these, school work progressed as well as at any other time.

As the war raged in Europe, a class for speech defects was instituted in the Quincy School system. War or no war, there were problems in the schools, and they were being solved as quickly and as effectively as possible. We see in the Superintendent's report:

Work was begun in September looking toward the correction of speech defects among school children. A large number of children needing attention were found, and Miss Mary McLean,
one of the primary teachers, who had been making a study of this phase of corrective work, is giving a part of her time, afternoons, to the management of such cases. The excellent results already obtained urge the extension of this work, so that all classes of this description may have adequate attention. This can be arranged very shortly.1

The war did not hit the day school as hard as it hit the Evening School where attendance was small. The reason was believed to be the overtime and high pay offered in the jobs of both men and women, who in peace times would be attending the Evening School. The Fore River Shipbuilding Corporation co-operated with the Evening School to the extent of paying one-half of the maintenance of the Evening School, and by going so far as to allow some of the classes to be held in the shipyard.

In 1918, the Day Home-Making School for girls had its first graduating class. It is noteworthy to mention that the girls had accomplished even more than was thought possible when the school was instituted. By making their own clothes, even their graduation dresses, they not only saved money, but they acquired the habit of thrift. The course in cooking had taught them the conservation of food; and the course in nursing, the conservation of life. The results were remarkable considering the short time the course had been in the curriculum.

1Reports; City of Quincy, 1918, p. 48
In 1919, the Commonwealth of Massachusetts passed a constructive piece of school legislation. Chapter 277 reads:

Section 1. The school committee of each city and town shall, within one year after the passage of this act, and annually thereafter, ascertain, under regulations prescribed by the board of education and the director of the commission on mental diseases, the number of children three years or more retarded in mental development who are in attendance upon the public schools of its city or town, or who are of school age and reside therein.

Section 2. At the beginning of the school year of nineteen hundred and twenty, the school committee of each city and town in which there are ten or more children three years or more so retarded shall establish special classes to give such children instruction adapted to their mental attainments, under regulations prescribed by the board of education.

Another law passed by the Massachusetts Legislature that is closely related to this subject was the Act relative to Sight Saving Classes for children. It read:

Chapter 229. There may be expended annually from the treasury of the Commonwealth, under the direction of the Massachusetts commission for the blind, the sum of ten
thousand dollars, for the purpose of providing sight-saving classes for children certified by any reputable oculist as fit subjects for instruction therein. The said classes may be organized and conducted, with the approval of said commission, by local school committees.

By 1919 the School Committee had already accepted the provisions of this Act, and had received $750 as the State's contribution for the first year.

Also of wide importance to education and a direct effect on Quincy's curriculum was the passage of the Continuation School Bill. It is a very lengthy bill and a very short summary reads as follows:

Section 1 (1) All cities and towns, during a calendar year ending December thirty-first, that have two hundred or more minors under sixteen years of age, that are employed six or more hours per day, shall establish through its school committee a continuation school.

(2) When the school had been established, attendance was required for every minor under sixteen years of age, provided, however, that upon application of the parent or guardian of the minor involved, instruction in the regular schools shall be accepted as instruction equivalent to that provided for by this act.

(3) The required attendance was not less than four hours per week for those minors working six or
more hours a day, and twenty hours per week for those who are temporarily out of work, but are under sixteen years of age with a working certificate.

(5) The time spent by a minor in a continuation school or course of instruction shall be reckoned as a part of the time or number of hours minors are permitted by law to work.

Section 2: Those cities and towns that maintain a continuation school and live up to all the standards of the state board of education will be reimbursed from the treasury of the Commonwealth to the amount equal to one half the total sum raised by local taxation and expended for the maintenance of such schools or courses of instruction.

Section 5: The superintendent of schools having jurisdiction, or a person authorized by him in writing, may revoke the employment certificate or the home permit of any minor who fails to attend the said schools or courses of instruction when so required by the provisions of this act.

By law, then, Quincy was compelled to establish and maintain a continuation school. To meet this law, therefore, such a school was set up during the succeeding year, 1920.

Also during 1919, Section 9, Chapter 42, altered the law to the effect that domestic science hereafter became a part of the required grammar school curriculum for girls. Quincy previously had not had this course on the elementary level but added cooking to the grammar school curriculum as soon as suitable accommodations were available.
Mr. F. H. Nickerson succeeded Mr. Albert L. Barbour as the new Superintendent of Schools in Quincy in 1920. In this same year, as mentioned above, classes were set up for the continuation school that was required by law.

Americanization classes in the Evening School had grown since they were instituted in 1919. Interest in the ways of democracy, included in Americanization classes, increased attendance considerably.

The regular day school, due to crowded conditions, was still operating under the two-session plan. The two-session plan was not a continuous situation; each time the population in the high school decreased, the system went back to one session; and then as the population increased and the need of a new, large school building became essential, the two-session plan was again put into use, although its limitations were recognized.

The demands on the Industrial School were great. The enrollment for 1920 was one hundred and seventeen, distributed as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Department</td>
<td>38</td>
</tr>
<tr>
<td>Woodworking Department</td>
<td>30</td>
</tr>
<tr>
<td>Electrical Department</td>
<td>16</td>
</tr>
<tr>
<td>Sheet Metal Department</td>
<td>14</td>
</tr>
<tr>
<td>Plumbing Department</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

1Reports, City of Quincy, 1920, p. 21
This school did a great deal of the repair work throughout the system, and we can see from the above distribution what a wide field the pupil had to choose from in learning a trade.

The depression that followed the war left a great many boys and girls between the ages of fourteen and sixteen without employment. Therefore, the continuation school in Quincy was well attended. The boys were confined to academic subjects, while the girls were allowed to use the cooking laboratory at the high school. This school established a good feeling between the home and the school, and a reasonable amount of co-operation between the industries of the city and the school was maintained. It was hoped that practical arts equipment for the boys' work could be bought to train them in some sort of a vocation.

In 1920 the Americanization classes had an enrollment of eight hundred and ninety-three. Included in these classes were methods of instructing the foreign-born to learn to speak, read, and write the English language. Also included in the instruction was the interpretation of America to the class, in all its phases, emphasizing the opportunities and obligations of American citizenship and arousing in them a desire to participate in and contribute to the benefits of our democratic institutions.
A new undertaking for the year 1921 was the establishment of a summer school. There had long been felt a need for a summer school, but in past times the school officials had delayed action for various reasons. As set up, the summer school was divided into three groups. The first group consisted of pupils who had failed in promotion but whom the teacher thought a summer session would help. The second group consisted of those pupils who had been promoted with conditions, that is, had failed an important subject, as arithmetic, language, history, or geography. This was an opportunity for the removal of the condition. The third group consisted of those pupils who had passed all subjects but felt that they needed to brush up on a weak spot.

The general attitude of those attending the summer school was remarkable:

The spirit of the school was delightful. After the first week, we found pupils already assembled when we arrived at 8:05 a.m., working on lessons which had been assigned previously. Although the weather was trying, pupils worked untiringly. In the six weeks there was no case of discipline and the teachers and pupils closed with the happiest recollections of their work.

The success was heartwarming, and the summer school became a regular part of the curriculum. It is to be remembered that at that time the summer school provided only for those pupils in grades five through eight.

\(^1\)Reports, City of Quincy, 1921, p. 18
In 1922 student participation in school government was begun. Traffic squads were organized in both sessions. The two-session setup unfortunately was not conducive to ideal student government. No space was available for meetings or other related activities. There was no intention in these experiments to relax the discipline of the school, but rather it was the hope of the school authorities that the young people would learn something of the responsibility of governing and being governed.

Practical arts classes were open to any woman over sixteen years of age in the year 1922. These classes were held in the day or evening, in school or in the home. If the student could not come to the class, the class went to the home. The classes offered millinery, dressmaking, home nursing, and cooking.

The classes met largely in the school building, but some groups met in libraries, churches, and halls. A registration fee of one dollar was required, and if the pupil attended seventy-five per cent of the lessons, the fee was returned. The courses were offered in a progressive manner, and the pupils passed from one phase of the subject to another, or dropped out at the close of a certain phase if it was necessary. Besides filling the immediate needs of making things for their own use, the women gained
knowledge and skill which could be applied to future problems, the value of which could not be measured with any set rule.

In the year 1924, the city of Quincy approved the Junior High School plan. Because the new high school had been completed in 1924, the old high school was used and called Central Junior High School. The first year was uneventful because the plan had not been set up to meet the requirements due to the over-crowded conditions of some of the grammar schools. It was necessary to place in this building pupils from several schools not properly included in the district, so that it was not possible to organize the school as a real junior high.

The plan was to establish four such schools for Quincy, one in the old high school building, one in a new building that was erected next to the North Quincy High School, one in South Quincy, and one in the Quincy Point area.

We see that the Quincy School System could be called progressive. The Junior High School system was unique, and yet Quincy was willing to try this system. Quincy school authorities firmly believed that in addition to college preparation they were training boys and girls to enter business or take up a trade. Instead of worrying about preparing an occasional boy for Harvard College, as did their predecessors, they were getting a large number of boys and girls ready to enter more than a score of institutions of
higher learning or to take their places in the work world. In 1925 athletics, dramatics, girls' clubs, debating clubs, clubs for special studies, glee clubs, orchestras, bands, etc., were all an integral part of the work of the school. Thus, it can be readily seen that at that time the school had for its purpose the development of boys and girls along social and physical as well as intellectual lines.

The overcrowded conditions of the schools delayed the establishment of permanent special classes for the instruction of those children who were three or more years retarded in mental development. In 1926, however, Quincy realized that something had to be done for these children, and because the building program had allowed better conditions for adding this type of a class, we find the school doctor examining the student body to determine which students needed special class provisions.

The pupils were examined in the following fields: family history; personal and developmental history; school progress; social history and reactions; moral reactions; examination of school work; and a physical examination. These examinations showed that there were one hundred and twelve children who were three or more years mentally retarded, and that fifty-two more children would be three or more years retarded when they became fourteen years of age.
Two separate classes were set up to take care of these children. Due to the lack of proper space and equipment, only the most serious cases were taken at first. The classes were limited to sixteen pupils, a condition which was ideal because the teacher was able to give the necessary individual aid. At least one hour of the school day was devoted to some form of handiwork, thereby encouraging the backward child who made greater progress in the smaller class under the careful supervision of a teacher who had been trained to teach backward children.

The Evening Academic School, although largely vocational in its nature, met the needs of adults engaged in the business world of the day. The classes were small, the instruction was largely individual in character and adapted to the needs of the students. New classes were formed when fifteen or more students showed the intention of enrolling. There were advanced classes in stenography, bookkeeping, and algebra. Many students received counsel in regard to their educational program. Quincy had an excellent plan whereby, if enough students showed the desire for a subject, the subject was added to the curriculum.

Mr. James N. Muir assumed the duties of Superintendent of Schools in the early part of 1927. In this same year, 1927, there were many changes in the curriculum. The passing mark was raised from sixty to sixty-five in all subjects.
The ninth grade subjects were evaluated in terms of points of credit, and citizenship occupied a prominent place in the junior high school course of study.

The summer school attendance increased with each passing year. The function of the school varied somewhat to include the bright pupils that had been recommended by teachers and principals, with the hope that, through their progress at this school, they could accelerate.

Students taking the Commercial Curriculum could specialize in accounting or stenographic lines or a general clerical curriculum at the end of the tenth grade. In 1928, Problems of Democracy was required of all pupils except those of the college curriculum, and World History was added to the list of social studies.

A General Curriculum was added to the program in 1929. This course gave the pupil the widest possible choice of subjects and he could follow his own interests. In all curriculums the common required subjects were English and Physical Education throughout the course, plus a year's work in American History and Government.

The Quincy Industrial School was changed to Quincy Trade School. The new name was less confusing and indicated the nature and purpose of the school. The pupils were doing outstanding work, and Quincy graduated about twenty-five per cent of those that enrolled while other cities only graduated ten per cent.
In comparison with the school systems in surrounding communities, Quincy was giving more attention to individual needs than were many of the other systems. Quincy had set up a system of education that encouraged the boys and girls to teach themselves; it was a system calculated to foster the child's curiosity; to make the desire for knowledge an habitual desire; and above all, to familiarize each child with the best methods of acquiring it by his own efforts.

The Junior High School had been in operation in the Quincy School system since 1924, but it did not really fulfill the definition of a Junior High School until 1927 when room was available for the three grades; namely, seventh, eighth, and ninth.

In the year 1930, we find the Superintendent concerned with the purpose and justification of the Junior High School system. He said:

The Junior High School is not fully justifying its existence in Quincy if it fails to strengthen the entire course of study, or fails to make a real extension of the secondary program. It is our endeavor in the Junior High School, to approach each subject through the medium of the child's own interest. We recognize the great value of the administrative and social features of the Junior High School, but we further recognize a greater requirement which is the reorganization of the content and method of courses of study in meeting educational objectives.¹

¹Reports, City of Quincy, 1930, p. 419
Here we see what was expected of the Junior High School level. Now that it was a part of secondary education, it had certain requirements and obligations to meet. Quincy school officials reorganized the content of the curriculum in order that it would meet certain educational objectives.

In the year 1930 we notice a substantial increase in the number of pupils taking the commercial course. This may be attributed to a trend of the times. Depression had its effect in the Quincy School system, as it did all over the country. Another good reason for the increase in the demand for commercial subjects was due to the outstanding equipment that the Quincy High School possessed. There was also a marked demand for other subjects related to the commercial field, such as salesmanship and advertising.
CHAPTER VI

1931-1940

The depression years had its effect on all branches of the school system. This effect was totally different in Quincy from that in other parts of the country. A total of thirty new courses were added to the curriculum, and small classes were grouped together to save time and money. Also, of particular value, a comprehensive guidance program was set up in the system.

The curriculum had to be revised in the Trade School. Some courses had to be omitted simply because there were not enough students electing them to make it worth while to hire teachers to instruct. The Evening School suffered considerably too, and it is difficult to answer why, because there was no overtime, or for that matter, much full time work for many in Quincy at that time; thus, one would think that the population would realize the value of using their free time in learning a trade or at least in taking a course that would improve their mental attitude.

During these depression years the girls of the high school were receiving valuable training in guidance. The dean of girls, Miss Mildred B. Harrison, had been devoting much of her time to solving the problems of the girls under
her supervision. More than a part-time division was needed in guidance. If in normal times there had been a great need for this worth-while subject, then in abnormal times the need was even greater. Also, boys as well as girls would have benefited from such instruction. It was pointed out at this time that guidance work, in order to be effective, must be preventive rather than remedial. In other words, a good class in the solution of problems for the students as a whole was desired, rather than having time and money used to remedy situations that need not have arisen if the prevention had been made.

Even though a great change was going on all over the country, and amidst a very upset order of things, the schools of Quincy maintained composure. The main thought and plan was to think and plan for the child. In every emergency wise administrators provide for the children, and in like manner, Quincy School authorities planned for her children. In 1932 a new Home Economics curriculum was put into the Senior High School. In addition to English, science, and civics, the curriculum included a survey course in Home Economics dealing with such problems as My House, My Family, My Money, Child Study, Home Hygiene, and First Aid. Other subjects added in this year were Practical Mathematics, Art in the Home, and Art in Dress, as well as courses in History of Costume and Home Decorations.
A course in Problems of Vocational Adjustment had been added to the eleventh year, and was an elective subject for both boys and girls. It included subject matter in the fields of economics and sociology as well as vocational information. Civics was put into the curriculum of grades seven and eight. In this course an attempt was made to have the student bring his own school problems into the classroom where they were discussed. We see, then, that the school program was keeping pace with the social and economic changes of the time.

A system of counseling was set up in the Quincy School system on the secondary level in 1933. Here, individual attention was given for every pupil and a comprehensive guidance program had been started. The teachers of Quincy realized that the interpreting of the school to the home, and the home to the school, was one of the most vital and far-reaching phases of the work.

The Home Making School, the Americanization work, and the Evening Schools (both Academic and Industrial) were closed down in the year 1933 in order to cut down expenses. In no way was this a reflection on the excellent work accomplished by all these schools in the many years that they had been in operation.

In 1934 there was a great demand for a general revision of the secondary curriculum. A revision had been made on a
small-time basis as the need was felt, but the future of the schools depended on the wisdom and loyalty of decisions and the effectiveness of these decisions in future generations. Therefore, the school committee made the following revisions at the secondary level:

(1) The inclusion in the program of studies of the ninth grade courses. An intelligent choice of courses for the ninth year cannot be made without an understanding of the advanced work to which they lead.


(3) The inclusion of the Trade School offering as part of the regular school program. The purpose was to dignify the work and give information in regard to it; also to urge the completion of the ninth year in the Junior High School.

(4) The addition of a civic curriculum. This curriculum was designed to meet the needs of the large group of pupils who want neither vocational training nor college preparation. It offers a four-year program of general education, the purpose of which is to train boys and girls for intelligent participation of civic life.

(5) The addition to the commercial curriculum of a division of salesmanship. This provides a two-year program especially suitable for boys.

(6) The reorganization of the Home Economics curriculum. The purpose was to allow specialization in grades 11-12 in dietetics, costume design, or art.

(7) Further enrichment of the offerings by the addition of the following new courses:
practical chemistry, practical physics, applied science (Home Economics curriculum), physiography; general business (Civic curriculum, grade 10), advanced salesmanship (including marketing and advertising), retail selling, office machine operation, economics (Commercial curriculum); shop mathematics (Industrial curriculum, grade 9), practical mathematics (Civic curriculum); current problems, economics (Civic curriculum); foods—nutrition, dietetics, costume design; applied design (Home Economics curriculum, art division), perspective drawing (Industrial curriculum, grade 9), art appreciation (senior high school, advanced course), history of costume, home decoration, music fundamentals.

(8) A revision of the content of the following courses: economic civics, the physiology unit in biology, problems of vocational adjustment.

We see from the above outline that provisions were made for the varying interests and purposes of the different pupils and for offering courses of study that were meaningful, vital, and related to the actual lives of the boys and girls of the times.

The year 1935 saw the reopening of the Evening School. The same subjects were offered as had been when the school had closed. The large enrollment made a waiting list necessary, and it should be noted that the commercial subjects were greatly in demand.

In this same year a great deal of work was being done for the mentally retarded child and the physically handicapped.

1Reports, City of Quincy, 1934, p. 382
child. No work was more humane than that done by the city of Quincy for these individual cases. True, there was a law on the Statute book providing that each city or town make some sort of provision for these unfortunate people, but Quincy far surpassed the bare requirements. At this time there were two hundred and fifty-eight children in the public schools that were known to be mentally retarded. Some were allowed to remain in the regular classroom and go on at a much slower rate than the other students. The more serious cases were sent to private rooms in different schools throughout the city where they were expertly taken care of by an excellent staff of teachers.

Most of the handicapped children were receiving either home instruction or were transported to the class for handicapped children by 1939. Children in these classes attended from two to five hours per day—the time depending on the recommendations of their physician. Quincy was a leader among communities in Massachusetts in the transportation and teaching of its own handicapped children.

A general vocational program for boys was established in 1937, that served the entire Quincy School system. This program was provided for the purpose of giving the overage, the non-academic boy a better opportunity than he had previously had in our school system. A year later the
continuation school that had long outlived its original purpose was discontinued. In the last two years there were only six girls enrolled in the class, and much time and effort were accordingly being wasted.
CHAPTER VII

1941-1948

Much was done in the next three years in the Quincy School system. This was a time of watching, waiting, hoping, and praying. We shall observe how Quincy reacted in the time of another great war. Until December, 1941, Quincy school officials did everything possible to train her boys and girls so that they would be better citizens, come what might. Governor Leverett Saltonstall, Governor of Massachusetts, said:

An alert, intelligent, and confident youth is the greatest bulwark for the preservation of our democracy and the safety of our nation. In molding this future generation in the American way of life, education becomes our first most powerful guarantee that right will master over might.\(^1\)

The government had requested the school to approve Defense Refresher Courses. Defense Refresher Courses were organized in sheet metal, pipe fitting, two divisions in machine shop practice—all full-time eight-hour shifts. In addition, there were Pre-Employment Refresher courses, four-hour courses in machine shop work for men and women. A welding school, which was also a part of the defense program, was established in October, 1942.

\(^1\)Reports, City of Quincy, 1941, p. 348
Men of Quincy were enlisting in great numbers. Upon graduation from high school, they entered the different branches of the service either by choice or by induction. Quincy School officials decided that they would set up some sort of a course or program that would help her graduates when they entered the service during the war. The Army and Navy had led the way in this by offering opportunities in further schooling in particular subjects for certain positions to be filled.

The new program was begun in Quincy in January, 1943. The program included:

- Current Readings
- Physics (Selected Units or second semester if course was already taken)
- Mathematics Refresher Course
- Choice of:
  - Elements of Aeronautics
  - Meteorology, Navigation, and Map-Making
  - Communications
  - Problems of Democracy
  - Physical Education
  - Blueprint Reading

Quincy was quick to change in the time of great need. It did not do away with other subject matter, however, but rather a close examination shows that in the Junior High Schools, more time was given to the study of history and geography. The war was not overlooked, but Quincy aptly proved the saying that the school is the first line of defense for a democracy.

\(^1\)Reports, City of Quincy, 1943, p. 366
At the close of the spring session of 1944, Mr. James Muir retired as Superintendent and Dr. Paul Gossard succeeded him. This administrator proved his worth by his deep concern for the children's welfare and education. He gave sound and wise advice on curriculum study and revisions, and yet no radical changes were made to do away with traditional subject matter.

A sight-conservation class was organized in the fall of 1946 to provide optimum learning conditions for the children with defective vision.

A Veterans' Program was set up whereby the returning veterans could complete their education and receive a high school diploma. They could attend the evening school and take any subject offered, or, if enough signed up for a particular course, the school officials would add the course to the curriculum.

Another important feature added to the curriculum, was the beginning of a Veterans' Summer School. In a few short weeks the veterans could take up three or four courses that would give them credit for a high school diploma. These courses were also refresher courses for the veteran. In 1947 this school, which had well served its purpose of educating the veterans for further training in higher schools of learning, had outlived its usefulness and was discontinued.
With the cooperation of local merchants, a program of Distributive Education was made available to the students of both high schools in the September session of 1947. This course, still offered, is state supervised and limited to twelfth grade students sixteen years or over. The program includes instruction in retail selling and merchandising, and part-time supervised employment.

Although emphasis was still placed upon the mastery of the "3 R's," there were courses in art and music, social sciences, and natural sciences.

The Quincy Trade School became a part of the Quincy High School in the fall of 1945. This made it possible for the students of the Trade School to participate in more school activities, and also they now obtain a regular high school diploma.
CHAPTER VIII

SUMMARY

Looking back over the past sixty-year history of the curriculum in Quincy, it is difficult to say just what phase was the most important and what phase was the least important.

Beginning with the new movement known as the "Quincy System", instituted by Colonel Parker, the tremendous effect it had on the curriculum is immeasurable. The Training Class was unique in the Commonwealth of Massachusetts, if not in the whole country. Colonel Parker's ideas and concepts completely revolutionized education in Quincy and the surrounding areas.

Quincy was one of the first cities to replace the three-year high school with a four-year course. The Evening School, established long before Quincy became a city, gave several hundred people an education that they otherwise would not have secured.

In the latter part of the nineteenth century the teachers of Quincy had engaged a graduate of the Boston Normal School of Gymnastics to instruct them on the proper teaching of gymnastics in the classroom. The teachers were willing to devote their time and money to the advancement of their pupils.
During this same time the business course became a reality. German and French were added to the curriculum at the turn of the century, and more than eighty per cent of the high school students were taking English and at least one foreign language.

The Department of Physical Education was introduced in 1908. A Physical Education Director was hired and proper instruction was given to all students enrolled at the time. Here began the training of the whole boy. His mental, moral, and physical health were now a vital concern to the school authorities. Here again, Quincy was the leader in having included in the curriculum, under the heading of physical education, such activities as plays and games, gymnastics, athletics, dancing, and all other fundamental manual occupations.

In 1908 the problem arose, what to do with those students who did not do well in academic work? The Quincy School officials added a Manual Training and Domestic Science curriculum. The regular day for the high school was divided into a seven-period day in this same year. The extra period was added so that individual students could be aided with the advice and counseling of the homeroom teacher.

New courses were added to the Evening School as the demand grew. Today there are as many, if not more, different
courses and subject matter in the Evening School as are in the regular day school.

The influence of the granite and shipbuilding industries led to the addition of a course in Mechanical Drawing in 1911. The young men who wanted to become associated with these two local industries found good use for this addition to the curriculum.

From a one-room school in 1912, the Industrial School advanced through the years to an independent Trade School located in its own separate building. As the demand grew for the industrial arts, new courses were started, and with state aid this Trade School graduated more students than any other school of its kind in the state.

The Home-Making School for girls was added in 1915. This school, much like the Industrial School for boys, gave the students excellent courses in cooking, dressmaking, and millinery.

A course in community civics for the freshman class, added in 1916, prepared the students for a purposeful life in the community. About this same time, special classes were set up for those students who had speech defects, either serious or minor. Although World War I influenced many people at the time, the school would not let anything interfere with its great responsibility of teaching and guiding the young.
In 1919 sight-saving classes were made available for those in need of them. The Continuation School, required by law, was maintained for those students between the ages of fourteen and sixteen. Also the Summer School was put into operation for those students who failed in promotion, those who had been promoted with conditions, and those who needed to brush up on weak spots. Many progressive towns and cities had a Summer School, and Quincy was also taking care of this problem.

In the year 1924, the city of Quincy approved the Junior High School plan, but it was not until 1927 that the Junior High School curriculum was put into effect. As time passed, four Junior High Schools were set up. As this system was unique throughout the country, Quincy again proved herself progressive without relinquishing her high standards of education.

Classes were set up to take care of children who were three or more years retarded at the age of fourteen in the year 1926. These classes were continued through the years, along with classes for the physically handicapped. When the pupil could not come to the school in Quincy, Quincy school authorities sent the school (in the way of teachers) to the pupils.

Problems of Democracy was added in 1928. This same year a General Curriculum was added to the program to give
the pupil the widest possible choice of subjects in line with his own interests and desires.

The depression years had their effect in all parts of Quincy, as they did in the rest of the country. The most interesting factor to be noted is that the Quincy school officials took remarkable and certainly unheard of action. Cries of the time were, "Cut down," "Do without," "Broke," and several other like comments. The school officials realized that they had to make a cut somewhere and the school system was to be included. Although some minor cuts were made, the outstanding fact is that the curriculum in the Quincy Schools was enriched during this period by more than thirty new courses.

A guidance program was set up. At this time there were too many idle hands and minds, and it was the purpose of the guidance program to help those students who were in school simply because there was no place else to go. There were no jobs for qualified men and women let alone inexperienced and unqualified people. This program set up new courses of study that gave the girls equal opportunity with the boys in vocational courses. In 1932 a new Home Economics curriculum was put into the Senior High School. Problems like My House, My Family, My Money, etc., were freely discussed and possible solutions made in this new course.
A course in Problems of Vocational Adjustment was added in the high school but it was on an elective basis at this time. Civics, a course whereby the student would bring his own school problems into the classroom for discussion, was put into the seventh and eighth grades.

An excellent counseling system was set up in the Quincy school system on the secondary level. Additions in the commercial curriculum, civic curriculum, and home economics curriculum were put in in this year of 1934.

The depression gave the boys and girls a better opportunity than ever before to advance in wisdom and knowledge. The outstanding result of all these additions was that money, time, and social problems were saved. So many new courses were added that it was not severely criticized simply because the opponents did not know where to begin. Time has proved that so much good was obtained that no other criticism could outweigh it.

Twenty-five years after the first war, the Quincy school system survived another great conflict. As far as the curriculum was concerned, steps were taken to see that the boys had courses that would better prepare them for military life, but the traditional subjects and courses were continued through the years and into the post-war era with a maximum of efficiency and a minimum of confusion.
In 1947 the Superintendent stated:

In the curriculum field, the staff has continued its cooperative restudy of the curriculum. It seems clear that our present program, while fundamentally sound by current standards, needs the addition of a kindergarten grade, permitting the upward revision of the entrance age for grade 1. We must also consider the eventual expansion of the system to provide for junior college training for the ever-increasing number of high school graduates who need further training. These needs, as well as an increase in physical education, in the practical arts, and in trade training, must be kept in mind in our building program.

Quincy is looking ever forward. From the above statement we see that the school officials are not satisfied with the excellent standards of their school system. Rather they are looking forward to an ever-changing and progressive generation whose needs must be taken care of. Therefore, it was the desire of the Superintendent to make plans for curriculum changes to include kindergarten for the very young and a junior college course for the graduates of the school system.

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1Reports, City of Quincy, 1947, p. 73
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