



1930

The Development of Education in Massachusetts, 1630-1930

Department of Education, Commonwealth of Massachusetts

Recommended Citation

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THE COMMONWEALTH OF MASSACHUSETTS
BULLETIN OF THE DEPARTMENT OF EDUCATION

1930, NUMBER 5

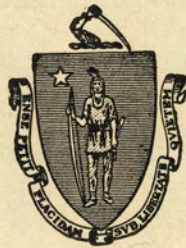
WHOLE NUMBER, 216

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS
Reprint of the Ninety-third Annual Report of the Department of Education

THE DEVELOPMENT OF EDUCATION
IN
MASSACHUSETTS

1630 — 1930

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PUBLICATION OF THIS DOCUMENT APPROVED BY THE COMMISSION ON ADMINISTRATION AND FINANCE

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DEVELOPMENT OF EDUCATION IN MASSACHUSETTS

Arthur C. Boyden, Principal, State Normal School, Bridgewater

The History of Education in Massachusetts is a unique development. This general outline was prepared for use in the Normal School classes for this Tercentenary year.

In the early periods the State naturally was a pioneer in the field of education. In the later years her development has been a part of the larger national movement.

The arrangement of the material in periods is meant to be a guide in organizing the reading of the classes, while the interpretation may serve as the basis of class discussion. Teachers will doubtless have additions to make to this outline.

The reports of the State Board of Education are the invaluable sources for much of this material. Martin's "Evolution of the Massachusetts Public School System" (Appleton) is an authority for the early years. Cubberley's Series of Histories (Houghton) and Monroe's "Encyclopedia of Education" (Macmillan) are very helpful on the general movements. Mangun's "The American Normal School" (Warwick & York) is the latest authority on the Massachusetts Normal Schools. Many other reference books in the libraries are available.

First Period — Colonial Education

FOUNDATIONS OF POPULAR EDUCATION

In this period the Massachusetts system of schools was founded, in rough outline — dame schools, elementary schools, secondary schools, and colleges. In the latter part of the period local district schools became prominent and academies arose in the secondary field; also secular textbooks began to replace religious books.

17th Century

	<i>Important Events</i>	<i>Interpretation</i>
1635-45	First Latin Grammar Schools, Boston (1635). Charlestown (1636). Salem (1637). Dorchester (1639). Ipswich (1641). Cambridge (1642). Roxbury (1645) Cheever's "Accidence" the noted text	Transfer of English Secondary schools to fit for universities Forerunner of American Secondary Schools
1636-8	Harvard College, Cambridge £400 by General Court Library and one-half estate — John Harvard	To provide educational leaders, ministers and teachers. Influence of Cambridge, Eng.
1642	First School Law — universal education in homes, enforced by selectmen	"To train all children in learning and labor." "Profitable to Commonwealth." A civic aim
1644	Elementary School, Dedham Three R's	Free school, built and supported wholly by public taxation
1647	Massachusetts School System (1) Reading and Writing Schools (2) Latin Grammar Schools "Mother of all school laws" 1683 500 families — two Writing and two Grammar Schools	Six principles of popular education: 1. Universal education 2. Parental obligation 3. State enforcement 4. State standards 5. Public taxation 6. Higher education
1673 onward	Dame Schools, Woburn (1673) Hornbook, A B C's Private, tuition schools	Forerunner primary schools — prepare for upper schools. Transfer from England

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1682 onward	Separate grammar and writing schools (arith.) "New England Primer"	Schools of Three R's Dominant textbook for a century

18th Century

1701	Certification of Master by a committee of ministers	First compulsory certification — germ of school committee
1704 onward	Moving schools in parishes (Scituate)	Decline in educational interest — due to expansion, Indian wars, etc.
1730 onward	Parishes establish district schools (Sutton)	Local expansion of town "moving schools," opportunity for all
1763 onward	Academies begin to replace Latin grammar schools — endowed, tuition Dummer (1763). Andover (1778-80). Exeter, N. H., Leicester (1784)	Need for practical schools for non-collegiates and collegiates Transfer of secondary schools attended by English dissenters (Milton's Tractate)
1768	Legislation authorizing districts	District system fixed — decentralized schools
1784	Morse's "Geography." 1795 "Elements of Geography"	First American geography. Growth of American commerce
1780-90	Webster's Readers and Spellers	Civic ideals through reading books

Second Period — 1789-1860

DEVELOPMENT OF STATE EDUCATION — CITIZENSHIP

Upon the formation of the United States Government, education was taken up by the individual states — the civic purpose superseded the older religious aim. District schools and academies at first were dominant. Gradually graded town schools and public high schools developed. Definite steps were taken toward State direction of education at public expense, under Horace Mann's influence. Following him came a marked expansion in the scope of public education.

	<i>Important Events</i>	<i>Interpretation</i>
1789	Massachusetts School Law. 50 families — Reading and Writing School. 200 families — Latin Grammar School Legalized district system Official supervision of schools Code for Moral Instruction Secular textbooks — Webster's "American Speller" (1785) Pike's "Arithmetic for Americans" (1788). Bingham's "American Preceptor." Bingham's "Grammar" (1799)	American schools by the people, for the people Education the cornerstone of citizenship Religious purpose replaced by civic Boston center of book publication
1793	Williams College chartered, 1821, Amherst	Extension higher education to western part of State
1797	State law incorporating academies, grants of State aid	Tuition academies become part of State system. Practical education for leaders

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1800-27	District school legislation 1800 Power to tax 1817 Districts become corporations 1827 Prudential Committees	Local control of schools. Extreme growth of democracy. Women teachers in summer
1810-11	Professional Schools 1810 Harvard Medical School 1817 Harvard Law School 1823 Mass. College of Pharmacy	Distinct professions provided for — granting of doctors' degrees
1818-28	Monitorial school experiments One principal. Monitors trained as assistants	Forerunner of graded schools and teacher training
1818	Girls' Seminary at Byfield, Ipswich (1828). Andover (1829). South Hadley (1837)	Extension of secondary education to girls in separate institutions
1818	Primary Schools in Boston, \$5,000. In hired rooms. Separate committees. Primary building (1834)	Replaced private Dame Schools. All children to be able to read
1821	First high school for boys, Boston "English Classical School" 1824 "English High School" 1826-8 First high school for girls, Boston 1827 Mechanics Institute Five high schools in Massachusetts	Non-collegiate secondary schools for mercantile and mechanical classes at public expense. Rival of academies
1821	Warren Colburn's First Lessons in Arithmetic (Boston) 1822 Goodrich's History (Boston) 1826 Geography a required subject 1832 Webster's History of the United States	Mental arithmetic substituted for dictated ciphering. First adoption of Pestalozzi's ideas. Enrichment of course of study begins
1823	Graded schools in Boston: Primary. Grammar school. Writing and Arithmetic school. English high. Latin school.	Beginnings of modern grading of schools and teachers
1824-6	Town School Committee — in charge of schools, textbooks, teachers	First attempt to remedy evils of district system by return to town control
1826	Law — high schools — 500 families 1835 Permissive law for all towns	Influence of James G. Carter — the beginnings of distinctive American high school
1829	Essex Co. Teachers' Association First permanent county association 1830 American Institute of Instruction, Boston	Discussion of educational problems by the teachers Leader in educational advances
1829	Incorporation — Asylum for Blind, Perkins Institute	Pioneer work of Dr. Samuel G. Howe
1823-42	Teachers' Seminaries — academy type 1823 Concord, Vt., — S. R. Hall 1829 First professional book on teaching 1830 Andover — S. R. Hall	Teachers' department recognized — three years' course — model school Forerunner of State Normal Schools

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1832	Founding Perkins Institute for Blind, Boston 1867 Clarke School for Deaf — Alexander Bell	Education for the handicapped Use of "oral method"
1834	State School Fund — distributed on certain conditions	Influence, James G. Carter. Means of aiding schools and obtaining statistics and reports
1836	First child labor law — under 15 years — 3 months' schooling	Prevention of child exploitation for gain
HORACE MANN, SECRETARY OF BOARD OF EDUCATION (1837-1848)		
1837	State Board of Education, Horace Mann, Secretary	Beginning of "Revival of Education." Common schools to Public schools. Information and recommendation.
1837	Mt. Holyoke Seminary — Mary Lyon	Secondary Education for girls in western Massachusetts
1837	Law authorizing districts to raise money for district libraries 1842 Appropriation from school fund 1848 91,539 volumes in 297 towns	Horace Mann's plan to provide reading for young and old Foundation of "Common School Libraries"
1838	Law authorizing Union districts	First step toward consolidation of schools
1837-40	State Normal Schools 1837 Memorial to Legislature 1838 Offer \$10,000 by Edmund Dwight 1839 Lexington (W. Newton, Framingham); Barre (Westfield) 1840 Bridgewater	Efforts of James G. Carter, Charles Brooks, et al. Reports of Prussian and French "Normal" Schools Policy of separate State schools rather than departments in academies
1840	First City Superintendent — Springfield 1851 Boston 1855 Worcester	General movement in cities to unify the school system
1845	Massachusetts Teachers' Association "Convention of Practical Teachers"	To discuss Mann's "reforms" in education
1845	First official written examinations in Boston — basis of reforms in 1847	Grammar and writing schools combined under one principal and assistant Precedent for "grammar" schools
1845-6	Teachers' Institutes under Board of Education authorized	Extension of educational instruction throughout the State
1846	Erection, Normal School buildings at Bridgewater and Westfield. First in America	\$5,000 offered to State as memorial to Horace Mann
1847-8	State Reform School, Westborough	Instruction of juvenile offenders
1846-73	Louis Agassiz — scientist at Harvard, Institutes, and Normal Schools 1847 Lawrence Scientific School at Harvard Asa Gray — Harvard	The great impetus to science teaching — natural history and geology — establishment of Museum of Comparative Zoölogy Modern science of Botany

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1848-54	Arnold Guyot — State Institutes and Normal Schools. Princeton, N. J. Physical Geography — "Earth and Man" (1849)	Geography as a science — "The Earth as the Home of Man" New wall maps and physical geographies
1848	"Massachusetts Teacher" established 1875 "New England Journal of Education"	Mouthpiece of educational leaders
1848	Resignation of Horace Mann	"Seven great reforms" "Common School Journal"

BARNAS SEARS, SECRETARY OF BOARD OF EDUCATION
(1848-1855)

1850	First law to prevent truancy 1852. First compulsory attendance law in the United States	To meet new conditions — increase of foreign population and manufacturing
1850	Todd Fund for Normal Schools	To enlarge advantages of students
1850	Law authorizing physiology and hygiene	Need of attention to health — influence of Horace Mann
1851-7	Special Agents of Board of Education 1857 Authorized agents	To conduct institutes, advise, extend influence of Board
1851	First State law regarding Public Libraries 1860 — 45 Public Libraries in Massachusetts; 200,000 volumes	Due to rapid growth of endowed free public libraries. To stimulate free libraries "to supplement common schools, academies and colleges"
1849-51	Appropriation and establishment, Massachusetts School for Feeble-minded	First effort to help this neglected class
1852	Tufts College	Under Universalists
1853	State scholarships for college students	To aid teachers for high schools — unsuccessful
1854	Fourth State Normal School, Salem Richard Edwards, principal (Bridgewater, 1846)	Expansion of State policy first fruits of earlier Normal Schools
1854	City and Town superintendents authorized	Recognition of value of organization and development
1854-5	Law prohibiting division of public money. Reading of Bible 1862 No sectarian books 1880 No comment on reading Bible	Non-sectarian public schools Completion of change from religious to secular schools
1855	Public school teachers invited to lectures of Agassiz	Beginning of interest in Natural History in public schools

GEORGE S. BOUTWELL, SECRETARY OF BOARD OF EDUCATION
(1855-1860)

1857	History a required subject	Added step in civic education
1857	Formation "National Teachers' Association," Philadelphia (1870, National Education Association, N. E. A.)	Movement started in New York and Massachusetts. General educational welfare in the country
1858	Drawing an optional subject	Beginnings of Art education

1859 | *Important Events — Con.*
School year not less than 6 months

| *Interpretation — Con.*
Expansion law 1826— town to support schools for all children, 6 months

Third Period — 1860–1890

BEGINNINGS OF MODERN EDUCATION

This period is marked — by the development of modern types of institutions; by active reforms in methods of instruction; by the expansion of State control; by the growth of supervision; and by the differentiation due to introduction of new subjects.

<i>Important Events</i>	<i>Interpretation</i>
New Development of Normal Schools, Psychology the "master science." "Science and Art of Teaching." New courses of study. Object Teaching, Elementary Science	Influence of Pestalozzi, 1860–6 Oswego Movement Influence of "Faculty Psychology," Sir William Hamilton, Mark Hopkins Influence of William T. Harris, St. Louis Superintendent, 1867–80. Logical courses of study

JOSEPH WHITE, SECRETARY OF BOARD OF EDUCATION (1860–1875)

1860	First English-speaking kindergarten, Elizabeth Peabody — Boston. 1888 Kindergarten adopted by Boston, part of public school system	Influence of German kindergartens in Middle West (1855). Mrs. Carl Schurz, a pupil of Froebel. First public kindergartens, St. Louis, 1873
1861–5	Massachusetts Institute of Technology 1867 Massachusetts Agricultural college under Morrill Act (1862) 1888 Worcester Polytechnic	Higher technical and industrial education for people in a growing industrial State
1862	Massachusetts Truancy Law 1866 County Reform Schools 1873 County Truant Schools 1881 Union Truant Schools 1911 Six County Training Schools	Compulsory education essential to the State. Reform of juvenile delinquents by appropriate education.
1866	Revised Normal School Course 1869 Four-year course in the school	Included new subjects of drawing, music and gymnastics. Included advanced subjects
1867	Incorporation Clarke School for Deaf-mutes 1869 Boston School for Deaf-mutes 1873 Named "Horace Mann School"	Continuation of State policy toward the handicapped. Boston school first public school for deaf
1869–83	Legislation — abolition of district system. Final abolition, 1883	Active movement toward central control of schools by towns
1869—	Lowell, Longfellow, Emerson, Holmes, Motley, Parkman, etc.	Great period of American Literature
1870	Drawing required in public schools Industrial and mechanical drawing. 10,000 population 1871 Walter Smith, State Art Director 1872 Industrial Schools — permissive 1873 Normal Art School	To maintain Massachusetts' position in design in manufactures and arts

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1873-9	Growth of Colleges 1873 Boston University 1875 Smith College 1879 Radcliffe College	College education open to women
1873	Free textbooks — permissive law 1874 Adopted in Fall River 1884 Free textbook law	Another step toward free universal education for all classes
1874	Normal School Worcester Normal School	To accommodate central part of State
1874	Legal for women to serve on school committees	Recognition of natural deep interest in schools
1875	"New England Journal of Education." T. W. Bicknell. A. E. Winship	Weekly exponent of educational progress
1875	Revolution in methods of teaching geography, arithmetic, language 1889 Parker's "How to Teach Geography" 1894 Parker's "Talks on Pedagogics" 1895 Frye's Geography	Influence of Col. F. W. Parker, Superintendent in Quincy (1875-80), Boston (1880-3), Cook County Normal (1883-99) Teaching from standpoint of child Language lessons replacing technical grammar 1870 Superintendent Solden, St. Louis, "Grube" system of teaching number
1876	Instruction in sewing — permissive law 1884 Springfield introduced sewing 1886 introduced knife work	Beginnings of industrial subjects in public schools
1877	Massachusetts Schoolmasters' Club — Boston	To discuss new movements in education
1876-8	Child labor laws more stringent	To meet danger of exploiting children by corporations

JOHN W. DICKINSON, SECRETARY OF BOARD OF EDUCATION
(1877-1893)

1879	Norfolk County examinations in fundamental subjects, by George A. Walton, Agent of Board of Education	Revealed importance of skilled supervision in improving methods of instruction
1880	Organization of courses of study for elementary and high schools under direction of Board of Education	Definite pedagogical tendency in relation to subject matter of study — elimination of useless topics
1882	Manual Training. Experimental classes in woodworking in Boston. 1884 Hand tool work authorized 1888 Swedish Sloyd introduced in Boston (Gustaf Larsson)	Influence of Russian exhibit at Centennial (1876). Manual training high schools in western cities (1880-6). To build up industries, "formal discipline" aim replaced by practical and artistic aims
1883	Evening schools required for certain cities and towns — children over twelve years	Extension of opportunities for elementary education, begun in 1857
1885	Business courses in high schools 12 years — establish two years' work	Differentiation of high school courses to meet needs of pupils

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1885	Law — Temperance, physiology and hygiene	Educational basis for temperance
1888	Union Superintendents of Schools — permissive 1902 compulsory	To bring all schools under expert supervision

Fourth Period — 1890–1910

EDUCATION A SCIENCE — TEACHING A PROFESSION

From this time on, the educational development of Massachusetts becomes in a measure a part of certain movements affecting the whole country, based on the scientific study of education — influence of Herbart and Froebel; the “new Psychology,” child study and adolescence; university departments of education; influence of President Eliot and John Dewey. In Massachusetts.— Nature Study and Manual Training movements; Vocational Education; Medical Inspection.

General Movements in the United States

	<i>Important Events</i>	<i>Interpretation</i>
1889	DeGarmo’s “Essentials of Method”	Herbartian influence
1892–7	McMurray Brothers “General Method” “Method in Recitation”	New social point of view New educational philosophy New technique of instruction New emphasis on history and literature
1892	National Herbart Society 1902 National Society for Study of Education	
1897	Rapid growth of Kindergartens in United States. Adoption as part of public school system Introduced into 189 cities in United States	Influence of Froebelian ideas. Natural, directed self-activity and expression. Schoolroom a miniature of society. Play and motor expression
1890 1899	New Psychology (William James, Harvard) “Principles of Psychology” “Talks to Teachers on Psychology”	Influence of theory of evolution. “Education the organization of acquired habits of conduct and tendencies to behavior.” “Habits and skills”
1906	Child Psychology (G. Stanley Hall) “Youth”	How child personality develops. The child the “center of gravity” in schools. Special importance of this turning point in development. Genetic point of view
1907	“Adolescence”	
1907	“Psychology” by C. H. Judd (Chicago)	“The rational function of consciousness”
1896 onward	Teachers’ Colleges and Schools of Pedagogy 1888 Teachers’ College, Columbia 1889 Clark University, Worcester 1890 School Pedagogy, New York University 1901 School Education, Chicago University	Development of departments of education in universities — scientific study of education for benefit of the whole country
1896 onward	“Project or Problem” Method. Introduced by John Dewey in experimental elementary school at Chicago University	Based on idea that “the school should reproduce typical conditions of social life” Dewey’s “School and Social Progress” (1899)

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1895-7	Beginnings of Measurement of Achievements — Dr. J. M. Rice Tests in spelling, penmanship, composition, arithmetic	Scientific study of results by measurements of specific items
1890-1905	Reorganization school system and courses 1888-92 C. W. Eliot, "Can school programs be shortened and enriched?" 1891-3 Committee of Ten on secondary school subjects 1893-5 Committee of Fifteen on elementary subjects 1890-1900 Growth of departmental teaching. Special teachers. New plans of grading and promotion 1901-2 Dewey and Harper — condensing elementary course to six years	Purpose — shortening time, enrichment, elimination of non-essentials New emphasis on sense perception and laboratory methods Influence of revision of national systems of France and Japan in 1900 St. Louis Exposition (1904), revealed American situation

Particular Movements in Massachusetts — 1890-1910

1890	Nature Study Movement in Plymouth County	Course of study laid out by grades — beginning of nature study on general scale
1890	Free Public Library Commission	To develop the libraries in towns
1891	First School Garden — George Putnam School, Boston, H. L. Clapp, principal 1901-6 Rapid growth of movements. Home gardens. Town Improvement Associations Boyden's "Nature Study by Months" (1898) Hodge's "Nature Study and Life" (1902) State Institutes — courses of study	Enrichment of school curriculum by use of nature material Emphasis on educational, social, economic, and artistic values of the study of nature
1892	State Course of Study for elementary schools. John W. Dickinson, Secretary, Board of Education	Reorganization on pedagogical basis under Agents of Board of Education
1892	District superintendents for groups of small towns	To bring all schools finally under expert supervision
1889-1905	Slow beginnings of consolidation small schools — due to loss of population and property	Purpose — to better school conditions and to obtain better teachers

FRANK A. HILL, SECRETARY OF BOARD OF EDUCATION (1894-1904)

1895	Manual Training department in high schools, 20,000 population. 1898 Elementary schools, 20,000 population	Growth of demand for prevocational training
1895	United States Flag to be displayed from all public school buildings	Tangible means of teaching patriotism

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1895-6	New group Normal Schools — Fitchburg, North Adams, Hyannis, Lowell 1896 High school graduation required and examination Differentiation — 1898-9, Household Arts at Framingham; 1908, Commercial at Salem; 1908-10, Practical Arts at Fitchburg; 1914, Music at Lowell	To meet increasing demand for trained teachers Preparation of special teachers and supervisors
1892	State Summer Schools 1892-1900 Laurel Park 1897-1902 Salem 1898 Hyannis Summer School 1914 Fitchburg Summer School 1922 North Adams Summer School	Expansion of day institutes to a week under Agents of Board of Education Organized credit courses for training of teachers
1896	Lowell Textile School 1899 New Bedford Textile School 1904 Fall River Textile School	Vocational instruction in theory and practice of textile industry
1898	First Special Class for mentally retarded children: Springfield (1898); Boston (1898). Worcester (1899). 1919 State law for formation of classes	To provide appropriate education for this class and relieve public school classes

GEORGE H. MARTIN, SECRETARY OF BOARD OF EDUCATION
(1904-1909)

1905-6	Report of State Commission on Industrial Education 1906 Separate commission on industrial education Increase vocational courses in high schools. Growth of trade schools — independent industrial schools 1911 State-aided vocational schools in 13 cities and towns	Recommended modification of work to include agriculture, mechanic and industrial arts. New courses established to meet changes in industrial life
1906	Law for Medical Inspection. School physicians. Testing sight and hearing 1908 Playgrounds required, cities and towns, 10,000 population. 46 special playgrounds in Massachusetts 1908 Open Air School, Boston 1907 First State Institution for crippled children	Specific attention required to the health of pupils
1907	Vocational Movement in Boston 1909 Bureau established	To assist young people to find places for which adapted

DAVID SNEDDEN, COMMISSIONER OF EDUCATION
(1909-1917)

1909	Reorganization of Board of Education. Commissioner and deputies	Combination of State Board of Education and Commission on Industrial Education
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Fifth Period — 1910-1930

EDUCATIONAL EXTENSION. TESTING ACHIEVEMENTS

This is a period of testing by scientific methods; of better organization of courses; of extension along vocational and cultural lines; of greater attention to the needs of individuals; of broader training of teachers; of centralization of administration.

General Movements in the United States

	<i>Important Events</i>	<i>Interpretation</i>
1908 onward	Derivation of Standard Scales — Arithmetic (1908-10). Handwriting (1910). English Composition (1912) School Surveys (1914-17) Thorndike "Measurement" (1819)	Scientific study of courses and achievements by established measuring sticks for subjects and grades (See 1895-7)
	Intelligence Tests — adapted to American children. Terman (1916)	Based on mental tests of Binet and Simon in France (1911)
	Introduction of industrial and vocational courses	To widen objectives of education. Influence of Dewey's "Schools of Tomorrow"
1909 onward	Junior High School Movement 1903 N. E. A. in favor 6-6 plan 1909-11 Establishment of earliest schools 1916 300 cities and towns in United States. 6-3-3 plan prominent	Discussion of six years for elementary schools (Dewey). 8-4 plan replaced by 6-3-3 or 6-2-4 plan. To adapt schools to adolescent children
	Organization of moral, civic and health instruction — seven great objectives	Improvement of civic and social standards in democracy
	Adaptation of instruction to meet varying needs of individual pupils — Detroit, Dalton, Winnetka, Morrison plans	Grouping pupils according to ability — new incentives — intelligent leadership. "Creative education"
	Teachers' Colleges — 4-year courses and degrees in most states	To strengthen preparation — professionally and culturally

Particular Movements in Massachusetts — 1910-1930

1911-12	Agricultural departments in high schools Certification teachers in state-aided high schools Codification of laws regarding vocational education 1912 Household Arts courses authorized by law	Differentiation in high schools Vocational additions
1912	Admission to Normal schools by high school certificates	Substitution of certification for examination, with specific requirements
1914	Teachers' Retirement Association	Beginnings of Pension system
1914	Establishment of early Junior High Schools: Wellesley (1914) 1917 14 Junior High Schools in Massachusetts 1928 170 Junior High Schools in Massachusetts	Disappearance of old 8 and 9 grade system. 6-2-4 or 6-3-3 most common plans. Closer connection between two high schools
1915-17	University Extension courses 1919 9,233 persons listed	Extension of education to adults and people in service

PAYSON SMITH, COMMISSIONER OF EDUCATION
(1917—)

	<i>Important Events — Con.</i>	<i>Interpretation — Con.</i>
1914 onward	State Conferences by Department of Education 1914 Superintendents of Schools 1916 High School principals 1918 Normal School instructors 1919 Junior High principals 1923 Health conference, etc.	Discussion of educational problems in extended conferences at Normal Schools as centers
1917	Training in civic duties added to required subjects	Development of citizenship in regular school work
1917	Smith-Hughes Act for Promotion Vocational Education	National movement to aid vocational training
1919	Formation of new Department of Education — replacing old Board by Advisory Board to Commissioner (Payson Smith)	Part of consolidation of Boards and Commissions of State Centralization of educational administration
1919	Law for Americanization Work in cities and towns	To meet needs of non-English-speaking residents of the State
1919	Minimum Salary Act	To meet low salary situation in rural schools — trained teachers
1919	Compulsory Continuation Schools — four hours per week	To continue education of working minors 14–16 years
1919	Law for Formation of Classes for Mentally Retarded Children (<i>See</i> 1898)	Special classes required to meet specific needs
1921	Degrees granted in four-year courses in Normal Schools	Part of Teachers' College movement throughout the country — to make teaching recognized as a profession
1920	First Dean of Girls in High School, Brookline	Vocational and social guidance
1922	Employment of a Supervisor of Physical Education by State	To carry out law requiring physical education in all schools
1925	State Committee for Revision of Curriculum	Scientific study of curriculum to meet modern conditions
1928–30	Three-year minimum course in all Normal Schools	To meet demand for better trained teachers

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