HISTORY OF PUBLIC EDUCATION IN FRAMINGHAM
PREFACE

It is appropriate that the History of Public Education in Framingham, published in conjunction with the town's 275th anniversary, results from research carried on by students from the nation's first public institution for preparing teachers. This capsule history first describes the beginnings of formal education in the town with the appointment of Deacon Joshua Hemenway as schoolmaster in 1706, — an appointment which followed tutorial programs carried on under private auspices by well-known personages including Isaac Learned, Thomas Drury, and Mrs. Daniel Stone. It traces the subsequent establishment of the dame schools and the first grammar schools, marking the start of plans and developments which ultimately resulted in the inclusive and multi-faceted public school system which serves the community so well today.

The history was prepared by Framingham State College history students under the supervision of Professor Joseph Boothroyd and with the cooperation of Dr. Joseph Harrington, Chairman of the Department of History and Political Science, and Dr. Mary L. O'Connor, Chairman of the Department of Education. College students who prepared the document include Richard O. Wightman, Jr., James V. Mahoney, James A. Devlin, William Mee, and Victoria Nathan. The completion of the study was made possible through the cooperation of a large number of individuals and town organizations, particularly the Framingham Historical Society, public libraries, School Department, Selectmen's Office, and the news media. Deep appreciation is expressed to all those who provided resource materials and gave freely of their time and knowledge in making possible the production of this brief history of public education in Framingham.

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THE HISTORY of public education in Framingham reflects a conscious concern of the townspeople to improve the welfare of each individual as well as the community as a whole. In early America, education was private and thus a luxury shared by the wealthy few. In contrast, public education afforded all people an equal opportunity to learn, and Framingham indeed became a forerunner of grassroots American public education in the true humanistic tradition of today.

While 1706 marks the beginning of formal education in Framingham with the appointment of Deacon Joshua Hemenway as school master, it would appear that youngsters in various parts of town had received some education at private homes. Those living at Rice's End were tutored by Thomas Drury, while Isaac Learned — an appropriate name — taught the children on Sherborn Row, as did Mrs. Daniel Stone the children at Stone's End, and Joshua Hemenway the children at Salem End and those of the north side settlers.1

On April 3, 1710, the townspeople rehired Deacon Hemenway as school master to continue instructing youngsters in his home providing that "when he has a mind to lay it down, he will give the town timely notice to provide another school master."2 The title given to such a position today would be "writing master," i.e., not a school master in the wide, liberal sense of the word but rather a teacher of the academic catechism of reading and writing — not even including, necessarily, arithmetic. Such a "curriculum," of course, does not develop a genuine scholar but is instead primarily intended to help to produce, simply, better citizens.

Two years later, in 1712, Deacon Hemenway "had a mind to lay it down," and so the mantle of school master passed from him to Lieutenant Thomas Drury and Ebenezer Harrington. Also at that time the decision

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2Hard, p. 694.
was made that "the selectmen are appointed to settle school dames in each quarter of . . . town." Thus women were formally introduced to the school system, although, as noted above, Mrs. Stone had been lending her services for some years. The following year, the school dame program was officially initiated and one year later the Framingham grammar schools came into being with a budget of twenty-five pounds and a school master named Edward Goddard.

It should be noted that Framingham, although firmly enconced in the world of formal education, had, in fact, no one building designated for that purpose. Rather, school was a bit makeshift, or at best, rotational, with classes meeting in various buildings throughout the area. Thus in 1714, when it was voted to keep "the school" in five different places, no one even questioned the proposal. Those donating the use of their houses that year were Thomas Pratt, John Gleason, Samuel How, Samuel Winch, and Benjamin Bridges.

Also that year, Abraha Cozzzo proposed that, for a fee of seventeen pounds, his house could be used as a school house for a period of one year. This proposal was accepted, but it did not change the concept of the moving school, which was the same given to the rotating-school house concept. On the average, the school's location shifted every six weeks. This system obviously proved to be an inconvenience to many and consequently in 1716 the town council voted to build a school house "twenty or thirty polls from the west end of the meeting house, where the land may be convenient." The first vote was taken March 5, 1716. On August 10, of the same year, plans were more completely formed. The school house was to measure twenty-two by sixteen feet, and was to have two fireplaces. The total cost of construction was seventeen pounds and ten shillings, a budget overrun of one pound and ten shillings. While this construction did not end the "moving school" system, it did signal the beginning of a new era of district schools.

By 1719 the school was completed and Ephraim Bigelow received twelve shillings for furnishing the new structure with a table and seats. A year later, the townspeople agreed to award the new grammar school master not only a salary but a residence — rooms in the school for himself and his family. This was a most innovative idea for its time and aimed at attracting educators for longer periods of employment. The idea proved fruitful when Mr. Pepper accepted the mastership for three years.

When Mr. Pepper left in 1724, Framingham once again faced the familiar problem of finding someone to teach school for the town.

The town council deliberated and decided to:

. . . treat with a scholar of the College; . . . Sir James Stone . . .
and acquaint him that the town is desirous to enjoy him as their
school master, in case he can comply with their custom, viz., to
teach any small children of either sex, that may be sent to him, and
to remove into the several quarters of the town.

Sir James agreed to the position, guaranteeing the town a college graduate as its school master, but his salary demand was fifty percent higher than his predecessor's — forty-five pounds per year. It was met with no argument.

Six years later, in 1730, Framingham's own sons began to receive their bachelor's degrees at institutions of higher learning. In recognition of their academic distinction, Framingham began a system of preferential hiring for school master by giving preference to their own college graduates. The first person so employed was Phinehas Hemenway, at a salary of fifty pounds.

During the next two decades, the "moving school" system gained structure. The town continually reaffirmed its desire that there be six moving schools, one in each part of town. Finally in 1749, the town decided to transform the moving school system into a district system. As Hurd notes,

The town proceeded this year (1749) to divide the territory into nine wards or districts, viz., the Centre District, which took in all the families living within one and a half miles from the meeting house, and eight districts in 'the outskirts,' each of which was to have its own school.

The new district system proved successful. Representatives in each district were appointed to collect and disperse the necessary funds for the maintenance of the program. Further, it was resolved to study the feasibility of building a permanent school house in each of the districts.

The following year, 1750, the committee on district school building reported:

1. We find it necessary that there be one school house in the Centre of town, or at the meeting house according to the vote of the town.
2. We find that the outskirts of the town cannot be divided into less than four schools, and all things considered, that it is not beneficial to divide them into more. Thus Framingham began giving thought to what is known today as urban school development and the feasibility of district allotments in 1750. The budget was relatively generous for the eighteenth century; over thirty pounds for the construction of the main school house (it is unclear what was to happen — if anything — to the school house already extant), and twenty pounds each for the four outlying school houses.

Five years later, in 1755, Framingham moved to implement what we call today the twelve month school year. Asserting that males were of greater economic value on the farm than females, the schools would be utilized by the girls during the summer months; by the boys during the winter. Accordingly, the school budget was divided in half to support the educational needs of both sexes.

During the last quarter of the century, the population increased considerably. Districting led to redistricting until 1790, when the town established eight school districts with rather rigid lines as noted in a contemporary report:

And no scholar shall be sent out of one district to another, without the consent of such district. That a grammar master be immediately engaged for twelve months, and keep school as follows: one month in each of the districts; and no scholar to be sent from one district to another, except those that study English grammar, or the Greek and Latin languages. The remaining four months the grammar school to be kept in the Center.

This district system remained in effect until 1866.

Toward the end of the century, 1798 to be more precise, the concept of school committees evolved. In times past, the finding of a school master, school dame, or writing master had been the province of a specially-appointed committee, which may or may not have had the requisite expertise to make such a selection. In 1798, however, Framingham "voted to choose a committee of five persons, to inspect and regulate the school." Although such a move sounds like a step forward, it unfortunately developed that the committee's role was not clearly defined and there was much duplication of effort — or no effort at all.

This latter situation was remedied two years later when the established guidelines for the school committee. Committee members be present at the opening of school, look for proof that the teacher read or write, and decide if students were being properly instructed. The point of particular interest today stated:

That no work be allowed to be done on women's schools, except the art of lettering. This meant working the alphabet, or moral proverbs, with the needle, on 'Samplers,' which were then, as continued to be for the next quarter of a century, the pride of the girls.

The last decade of the eighteenth century also featured the establishment of an educational institution which later became one of the first high schools. In early spring, 1792, Reverend David Kellogg and two associates organized as the Proprietors of the Brick School. He Framingham built a two-story school on the west side of the HR Field at a cost of 176 pounds. The school, known as the Fram Academy aimed to disseminate piety, virtue, and useful knowledge through a grammar school program of liberal arts and science. A coeducational institution was initially supported by tuition fees, a grant and endowments. Its reputation for academic excellence was and its alumni took their places in a variety of professional positions and departments of state throughout the country. (In 1826 the transferred the Academy and its numerous trust funds to the town to fish and maintain a public high school. Today the Framingham Academy is the home of the Framingham Historical Society).

As formal education entered the nineteenth century, problems today are considered current and relevant were also concerns of Framingham school committee, for example, the issue of community over education. In 1827, in response to citizens' demands, the committee voted that each school district be at liberty to expend its proportion of school budget "as they think proper." In the light of today's educational philosophy, this was most certainly a progressive idea reflecting the necessity that people from different areas may need different types of education. This plan was continued until 1855.

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14 Temple, p. 405.
15 Hurd, p. 635.
16 Temple, p. 406; Barry, p. 76.
17 Hurd, p. 636.
18 Ibid. The size of the committee varied over the years between three and nine.

Another problem confronting the school committee in the early part of the nineteenth century was grading, i.e., determining the grade level of students. For years Framingham elementary students had lived under the "one room school house" concept. In 1851, the various districts voted to split their school terms in half, and pupils over ten years of age would attend the second half.24

This idea proved so successful that the grading system became institutionalized. Grammar schools appeared in the town center in 1856, in Saxonville in 1857 and in South Framingham in 1869. In addition, during the decade preceding the Civil War, Framingham established its first high school in the former Framingham Academy.25

This new organization prompted the creation of a new position in 1872: Superintendent of Schools. The first Superintendent for Framingham was James W. Brown, who retained the title until 1878, thus establishing and giving strong foundations to duties, policies and requirements for the position. His successors, William A. Kingsbury (1878-1881), David M. Bean (1881-1883), and Osyn P. Conant (1883), were to follow, nearly to the letter, his policies and past decisions on matters pertaining to the operation of the school systems.

By the early 1880's Framingham had eleven district schools, three grammar schools and two high schools, approximately 1,400 students, two male teachers and thirty-two female teachers.26 Thus we see that, like Topsy, the Framingham public education system had grown rapidly in 180 years, having begun with virtually nothing.

In 1884, there was a new Superintendent, Orville W. Collins, who had a penchant for writing and harbored some thoughts on educational philosophy. In his first report the Superintendent included his views on several topics. On drinking,

I believe — the evils of life are many — many the influences which lead astray. That intemperance is chief among them all; that one of the first lessons of a child no matter how young should be of temperance; that is the duty of every teacher to bring constantly before the minds of her pupils the evils of this detestable curse; that the destroying effects, upon both minds and body of this serpent, alcohol, should be constantly and vigorously impressed upon the young; that the true way to banish intemperance from the land is to teach our children its evils; that the Primary school is the place to begin this work.

And on the art of teaching he stated:

In teaching any study, don't talk too much, education is better than you teaching; draw out your scholar, not pour in; let him tell you — not you tell him; put him on the track of the game if necessary, but don't tell him where it is. When a question is well answered, don't mend it. I know a teacher who habitually amends an answer, sometimes bettering it, but oftener not. If information is wanted don't as a rule give it yourself, submit to others in the class or in the school, Cultivate in your scholars the habit of attention and of hearing and understanding a proposition on its first statement.27

The curriculum was rigid. A high school student had a choice of two programs of study: English, or Classical. The former emphasized Science, English, Math, History and a foreign language, either French or Latin. The latter stressed Latin, Greek, French and Math.28

The concept of night schools first evolved during the 1880's. In 1887 the school committee's report notes that:

Due notice was given that the school would open on the evening of October 31, entirely free to all persons above the age of fourteen years, not connected with the day schools.

The average attendance was about 100; of this number more than thirty learned to read and write in the English language for the first time, and a much larger number knew little if anything of Arithmetic.

This school was not confined to South Framingham, but was composed, for the most part, of very bright young ladies and gentlemen from different parts of the Town, who when younger were deprived of the privileges that so many now have.29

Mr. Collins had three suggestions to improve the evening program. He thought that there should be more teachers so more pupils could attend and individual help could be given, the year should begin earlier, and there should be two short terms with a vacation for the holidays and, a plan should be devised for regular attendance.30 These recommendations were taken into account but the evening school was not very successful for the next several years; there were too many social events held at night in Framingham. Although physical education was introduced into the curriculum in the 1890's, no major changes occurred in the education system until after the turn of the century.

24Hard, p. 637; Temple, p. 413.
27Report of the Board of School Committee, Town of Framingham, 1884-1885, pp. 18-19.
30Tide, p. 16.
In 1902, the high schools featured a business program as an alternative to College Preparatory. The following appeared in the school committee’s report of that year:

In response to a long expressed and constantly increasing demand for a business course in our high school, the committee have voted to introduce such a course; an additional teacher has been employed for the purpose and the course is now well started. The course included a two years’ course in bookkeeping and typewriting, and will necessitate the use of several typewriting machines. At present the committee are paying rent on four machines, but that would be unwise if the course is to be continued. The machines should be purchased.\(^{31}\)

The winter of 1902-1903 was similar to that of 1973-1974 — both featured an economic crisis. The people of 1902 America faced the danger of a freezing winter without sufficient fuel supplies to heat schools, businesses, factories, or homes. At that time, the major source of energy was coal, not oil. The crisis came about not as a result of international disputes or depletion of resources, but as the result of a confrontation between labor and management. The dispute was ultimately settled by the intervention of President Theodore Roosevelt. An effect of the energy shortage was an increase in the price of fuel and in January of 1903, when coal went from twelve to fourteen dollars a ton, the Framingham School Committee closed the schools for two weeks to reduce the expense of operating them.\(^{32}\) Also during this year, all the schools at Framingham Centre were united into one, the Normal Practice School. This was done not only to conserve on fuel costs but also to save money spent on teachers’ salaries. It proved successful as $1,200.00 was saved during the first year, a considerable amount of money during this period in our history.\(^{33}\)

Crisis followed crisis in the first years of the century and most notable was the need for a new high school. Population had soared during the past two decades to the point that in 1906 the school committee reported that:

The High School building now occupied is absolutely unfit and in no way meets the requirements of a modern high school. Some of our citizens openly and publicly declare that it is a serious menace to the health of the pupils who occupy it from day to day.\(^{34}\)

Furthermore,

Think of requiring students to run typewriting machines in one corner of a room upon a table, and have the same room used as a study and recitation room. Could such conditions be so dignified as to be called a Commercial Department?\(^{35}\)

The clarion was sounded and heard and by 1907 there was a new high school.\(^{36}\)

Throughout the twenty-five years spanning 1910 to 1934, Framingham continued to strengthen its school system by providing both training in academics and opportunities for character formation. A rapid and extensive growth in modern facilities, in response to the demands of increased enrollments, and an adherence to high standards of qualification for its teaching staff were hallmarks of this period. Framingham also revitalized and built up its expansive curricula. Education was made universally available, meeting the students’ diverse needs with a comprehensive high school which prepared young adults for college, commerce, industry, trades, and other fields. Some unique curricula established in the twenties were the Agricultural Education Program and the citizenship classes for the adult immigrant. Later innovations included a kindergarten and special instruction for the exceptional child. These academic courses were combined during this entire period with extracurricular activities and athletics.

The most marked change was the establishment of the Junior High system in 1920, incorporating the 6-3-3 plan of organization of grades — which lasted until 1956. The goals of this intermediate school were to encourage the pupil to explore his individual potential and to think independently. It also fulfilled the needs for relevant education and for a greater number of trade, commercial, and classical courses.

This period from 1910 to 1934 also demonstrated Framingham’s concern for the health and guidance of its school-aged children. Medical services were provided, such as physical surveys and examinations, a dental clinic, and many preventive programs. There was also concern for educating the student in careers and encouraging him to develop his personal aptitudes and qualities. A guidance program was set up utilizing the services of teachers-advisors.

The school committee in 1916 was sincerely concerned that changes be made in the philosophy and programs of Framingham’s schools to meet rapid changes occurring in the town:

[With] the rapid growth of Framingham . . . Our town has become a great business and manufacturing center. What changes


\(^{33}\) Ibid.

\(^{34}\) Annual Town Report, 1907, p. 155.

\(^{35}\) Annual Town Report, 1907, p. 156.

and expansion of our school system are wise and necessary to meet the varied conditions? Can we make Framingham an educational center for this district and a desirable place of residence for many who come to us because of the opportunities of employment in a beautiful town?36

All the committees met their responsibilities in coping with these changes. To counter increased enrollments, there was quick growth in facilities; to accommodate the larger and more varied needs of new pupils, there were modifications in the curricula and school services; to meet the goal of universally available education, a more comprehensive course of study was incorporated.

The strength of the Framingham Public Schools was emphatically proven during critical periods such as the First World War and the Depression, when, in addition to maintaining their own services, the schools also extended help to those in the community in need. Finally, a concern for progress was a most notable feature of this quarter century, as Framingham continually perfected and expanded her outstanding system of public education.

During this entire period, the administrators of Framingham's school system recognized the philosophy that a pupil must be provided both a liberal academic education, with specialization possible, and an opportunity for growth in character and citizenship. The precursors of this philosophy, one essentially still in use today, were Samuel F. Blodgett (serving as superintendent from 1899 to 1913), Ernest W. Fellows (1913 to 1920), and Burr J. Merriam (1920 to 1940). Superintendent Fellows saw the need to "train the pupils for citizenship. We feel strongly that if scholars are wanting a strong character for honesty, obedience, and industry, all training in the class may be wasted."37 Beneath the expansion of facilities and curricula which took place in this period would be the basic idea that "schools are no longer maintained primarily for the teaching of school subjects . . . [but] are superior to those of earlier times only in so far as they enable pupils to perform better their duties as citizens."38 These "duties as citizens" were believed to be the cultivation of self-reliance and the ability to work in an earnest, dedicated, and conscientious manner for the welfare of their family and community.39

The role of the administrators in the school department came alive with the making of decisions and policies. During the war years of 1917 to 1920, suggestions were made to curtail school budgets and programs, that the "luxury" of education was far too expensive in times of national crisis, that in fact education should be left entirely aside while the nation was at war with the Central Powers. However, the administrators made very few retrenchments and the policy of keeping the educational programs strong was well defended:

England and France for the first two years of the war retreated in educational grants. The effect was disastrous. Largely as a result of closed schools juvenile crime increased, boys and girls in those countries became demorized . . . Our schools are a mighty factor in training our children in citizenship, in character and loyalty to our country . . . The children in our schools today will help solve the problems confronting us after the war.40

The administrators' philosophies not only influenced policymaking, but also the schools' real and projected achievements. While keeping the costs of schools down, modern facilities increasingly would become a feature of Framingham during the next decade, the twenties; new elementary and junior high schools, coupled with the quality services, encouraged a spirit of progress.41

The assumption of a responsibility to transmit more than merely academic subjects continued in the philosophy of Ernest W. Fellows. World War I was just over and educating was to "teach the child the value of freedom, justice, and democracy; that great heritage won by our fathers in the past for our own land and now made sure and safe for the world by the sacrifice of our noble dead."42 Although public responsibility for character formation was accepted, it was understood that this responsibility would be equaled in the home and church or synagogue.43 This training in character and citizenship did not obscure academics, which played an equally prominent role. For example, the academic benefits to be derived from physical education and athletics were a chief reason for their incorporation.44 In the academic programs, pupils' needs were considered paramount, as was reflected in the then current principle that instruction be kept within the pupil's understanding.45

The combination of intellectual growth and character development is capitalized in the movement for the junior high school in 1920. The organization of grades before the opening of Lincoln and Memorial Junior

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44Annual Town Report, 1921, p. 300.
High Schools in 1920 restricted seventh, eighth, and ninth graders to elementary schools and standard grammar and academics:

It is conceded that skillful teachers always strive to inspire enthusiasm, but the monotony, the boredom of a five-hour day spent in the same seat, in the same room, fingering over the same dog-eared books, hearing the livelong day the same voice was a severe trial to the restless youth and his long-suffering teacher.

He escaped as soon as allowed by law, into unskilled industry ...”

Framingham’s school system in the twenties recognized individual differences and needs of such “restless youth,” and to meet the “critical years of personal crisis and problems of maturation and development” a responsive junior high system arose. The total development of the child was the new focus of Framingham’s junior high schools. Fostering independence in carrying on school activities, both academic and vocational, would place responsibility on the young so as to encourage character and creative achievement. Education was considered a harmonious development of the intellect and character “to help the pupils realize themselves, to develop a living culture which will be evident in willing, useful service to the community...”

With the coming of the Armistice in November 1918, the school department could now redirect its attention away from the effects of the European conflict and concentrate on the home community’s concerns. Faced with the reality that fifty-nine percent of the children might follow non-college trained occupations, a policy on vocational-trade education had to be developed. The junior high schools brought innovations in offerings of manual arts courses and commercial courses. Behind the innovations there stood the policy of providing a thorough grounding for all in fundamentals (such as English, arithmetic, geography, history, music, and drawing) with thoughtful supervision by “wise, sympathetic, young-understanding principals and teachers.”

Policies to meet the dropout problem had been hampered by the dictates of state law, which in the Twenties allowed a youngster with a work certificate to leave school at fourteen. Aiming at more relevant education, the institution of the junior high school with its trade courses was thought to be a solution. A further anti-dropout policy was a vocational guidance program in the secondary schools; however, work was done by principals and teachers without the benefit of full-time guidance counselors. To further encourage study, a visiting teacher went to homes of the students who were failing, while Jerome Burtt, principal of the high school, in 1926 advocated study periods to help failing students.

Course offerings at the high school were at first limited, however, the idea of the comprehensive high school gained momentum and departments enlarged. Recognizing that more groups than just college-bound were attending it was reported in The Framingham Gazette of September 5, 1918, that a “feature of the high school course this year is the introduction of a course in local industries...” This move reflected the stirrings for relevant education. Accompanying this course were subjects in household arts, home economics, English literature, science, mathematics, English, Latin, German, history, French, and commercial branch courses. Therefore, the needs of the college-bound as well as the pupil planning a business or trade career were satisfied in Framingham’s curricula during 1910-1919.

A unique phenomenon occurred from 1915 to 1920 which is of interest because it points out the flexibility of Framingham’s curricula. An agricultural Education Program was built into the schools and in 1915 the Town Meeting voted $1,200 for its implementation. In the following year the pupils planted 239 gardens and harvested $7,875 worth of crops. Anna M. Murphy, the Supervisor of Gardens, set forth its purpose:

The purpose is not to train farmers or market gardeners. The purpose is (1) to furnish practical and interesting problems that will vitalize much of the necessary branches, (2) to furnish interesting, helpful and profitable occupations for out of school time, and (3) to suggest a very practical way of making... living less expensive.

The federal government supplied funds through the state, and Framingham’s program received national recognition in 1916, when its supervisor was asked to speak of her plan to the annual meeting of the National Extension Workers, at Iowa State College of Agriculture at Ames, Iowa.

The evening Adult Citizenship classes begun in 1914 instructed the people of foreign birth in the speaking, reading, and writing of English, and in American institutions and government for preparation for city...
zenship. The classes were initially funded by the town but in 1919 reimbursements were made available from the state. In 1924, this department consisted of a director and nine teachers, with a membership of 200 students including Italians, Greeks, Albanians, Swedes, Danes, Germans, Poles, Hebrews, Armenians, Spaniards, and others ranging in age from sixteen to sixty and in period of residence in America from two days to thirty years. Some were well educated in their native tongue, but needed this help in making the transition from Europe. Throughout, the process of “making an American citizen” did not mean in any way that the immigrant had to give up his heritage, language, religion, or culture. All work was done “in the spirit of helpfulness and with due appreciation of what the citizens of other countries have to contribute to us.”

The multi-graded classroom, or district school, was slow in being abandoned, but as the population grew and transportation improved, a separate teacher for each grade became more prevalent. By 1924, almost all children were grouped into single-graded classes. Not until 1920, with the opening of new junior high facilities, was the change made from nine years of elementary school to the 6-3-3 plan. The primary (grades five through nine) were rearranged so that, in 1920, a child went through six years of elementary, three years of intermediate, and three years of high school. These changes in the organization of grades proved that Framingham’s schools were progressive and viable.

Three new junior high schools were built, Lincoln (1920), Memorial (1920), and Saxonville (1923), with classes running from 9 to 12 a.m. and 1:30 to 3:30 p.m. In the seventh year all took the same courses, but in the eighth and ninth grades, the pupil chose either the Academic, Commercial, Practical Arts, or the General Course, the latter being recommended for preparation for schools such as Wentworth Institute, Massachusetts Agricultural College, and textile schools.

The idea that a pupil’s aptitudes can be encouraged and developed by a program of guidance counseling inspired many efforts for advising young adults in the Twenties. Avenues of counseling and vocational education were activities such as debates, talks, films, prize essays, purchases of vocational books, visits to factories, shops, offices, stores, and courts, and more vocational counseling by pupil advisors. This pupil advisor, a full-time teacher, assisted the child in the selection of programs of study, met the

parents to better understand home conditions, and aided the child’s teachers by passing on a knowledge of his special needs. In the junior high, a program of one period per week was devoted to the study of vocations, focusing on five fields: agriculture, business, industry, homemaking, and the professions. These classes also stressed the development of personal qualities “so necessary for success in any line of activity”: “good health, self-control, reliability, cooperation, courtesy, and punctuality” were those cited by the Principal of Lincoln Junior High School in 1930.

To carry forth the tradition established in earlier years, student activities were avidly encouraged by educators in order to cultivate school spirit, “one of the best tests of a school’s ideals...” Athletic teams, debating societies, and clubs grew vigorously at the high school. In 1922-23, there were the Commercial Club, German Club, French Club, Dramatic, Household Arts, Science, Parliamentary Law, and Mathematics Clubs. Student government consisted of a council of four seniors, three juniors, and two sophomores (freshmen were then in the junior high school). The junior high pupils and faculty also worked on assemblies for holidays, on field trips, musicales, a school orchestra, and on many charitable activities.

Throughout the 1920’s and 1930’s, physical education and athletic programs were limited by the lack of a gymnasium in many schools. Athletics, seen as an aid to the child’s physical and emotional development, did not center “upon getting a victorious team in any branch of athletics, but upon the all-round development of all the children, especially of those who for one reason or another carry some physical handicap or weakness.”

An innovation in the elementary curricula was the adoption in 1931 of the Co-operative Plan. This plan began a semi-departmentalized approach in grades five and six, where a group of three teachers from the same grade would rotate around to each of their classes, “each teaching less subjects but more efficiently.” In 1932, another curriculum innovation occurred, this time for the high school. A special course for seniors was instituted, the “Community Life” series. To give insights into the organization of adult society and occupations, Superintendent Merriam, clergymen, manufacturers, a news editor, town and state police officials, businessmen, professors, men from various governmental offices, and many other profes-

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52Annual Town Report, 1923, p. 213.
sionals from the community all spoke to the high school students in this course.80

A chief function of the curricula was preparation for college. The Framingham system during the Twenties and early Thirties was very successful in this function, for of the 774 graduates in the classes of 1928 through 1932, forty percent went on to higher education.81 And in 1933, all students who took College Entrance Exams were accepted at the colleges of their choice.82

Special education meant, in this period, first, the kindergarten, and second, special instruction for the exceptional children. The kindergarten, based on Friedrich Froebel’s concept of the natural growth process of “cultivating activity and self-expression”,83 was begun in Framingham in 1928, consisting of one room for the whole town, with a minimum age requirement of four and one-half years.84

Special instruction for gifted children allowed them to do work on an advanced basis.85 In 1928 an “opportunity class” was present for a limited group of elementary children “who need special attention and are a handicap to the other pupils in a regular room.”86 There was no instruction whatever, due to financial constraints, for pupils having handicaps such as blindness or deafness.87 until February of 1931, when the Sight Conservation Class began, giving special care to those with poor eyesight by the use of large-print books.88

The qualifications for teaching in Framingham’s schools included educational degrees, but beyond this, the .. successful teacher today must first of all be a real man or woman understandingly sympathetic with unfolding youth, tactful, sincere, firm and approachable. He must be able to distinguish the trivial— from the essential in his subject and be able to plant and nourish the seed of inquiry and knowledge in the mind of his pupil.89

In 1928, all new teachers hired were normal school or college graduates, and thirty-four per cent took some form of study in their profession while teaching.90 Other avenues of continuing education afforded the faculty were classes conducted by the Superintendent during 1915, various programs with guest speakers, and funds made available for faculty members wishing to enroll in summer sessions.91

High priority was given to a good health program in Framingham’s schools. In 1914, through funds of the Civic League,92 the school hired a school physician and for the first time, a school nurse. The school physician’s work included “safeguarding the health of our children.”93 Specifically, he investigated contagious diseases, made examinations of the pupils, and diagnosed ailments, referring them to their family doctor or the local hospital.94 The school nurse visited each school building every week and examined children. When a physical defect was found in a child, the school nurse was “sent to call (on the parents) and explain the harmful results of allowing defects to go untreated and the benefits hoped for from proper treatment.”95 The major problem of parents not being aware of their child’s ailment was thus greatly reduced.

A dental clinic was opened in the schools in 1917 with the donation of dental equipment and the employment of Dr. M. N. Karzanjian. Dr. Karzanjian concentrated on the prevention and treatment of dental diseases, finding a high number of teeth needing filling among those who had been unable to have their teeth cared for.96

In 1921, the Schick test for susceptibility to diphtheria was begun, those with a positive reaction being immunized.97 In the following year hot school lunches, together with dietary instruction, were recommended for children who were suffering from malnutrition.

Other services rendered the pupils then included programs for the diagnosis of defective eyesight and hearing, and the “Ten Year Program”, begun in 1926, for the prevention of tuberculosis—annual examination of all students and the administration of T.B. tests.98

During the years from 1934 through 1937, Framingham experienced three major eras which exerted sufficient impact to change the programs of educational training in the public school system. The depression of the thirties, the advent of World War II, and the vigorous growth of the fifties had differing and permanent effects.

80Annual Town Report, 1929, pp. 159-157; 1933, pp. 200-201.
81Annual Town Report, 1932, pp. 158-159.
84Annual Town Report, 1928, p. 163.
85Annual Town Report, 1930, pp. 219-222.
86Annual Town Report, 1929, p. 163.
87Annual Town Report, 1929, p. 209.
90Annual Town Report, 1929, p. 303.
94Annual Town Report, 1918, pp. 204-205.
95Ibid.
During the early and mid 1930's, many were out of work and food and shelter were the sole goal of thousands of people in the Framingham area. For a period time the schools were playing a dual function for many children. Ostensibly there to learn and gain knowledge, the children also thought of the schools as a warm sanctuary. In connection with this, what really stands out during the thirties was the very high quality of education maintained by Framingham despite the severe lack of money. In surveys, the cost per pupil ratio was the lowest in the area of thirty-six schools; however, Framingham was used as the standard for the best practices in operation by the Educational Policies Commission. Miss Vera Hemenway, who was head of the high school English department in 1934, introduced the idea of different reading materials for the students to work at their own levels of ability and interest. This is an example of one of many ideas the school staffs and administrators put into practice. Another was the change of the class period to forty-five minutes with the last ten minutes for pupil activity and studying. The efforts and objectives of the faculty and the administrators can be best summarized by a statement of Burr J. Merriam in the superintendent's report to the school committee in 1934.

What more can we do than has been done to prevent failure on the part of the pupil? How can we create a continuing attitude of success? What are the appropriate school activities that will provide the best opportunities for a full development of each individual pupil in terms of interest, capacities for growth and general abilities so that he may live and serve socially as well as an intelligent, responsible and cooperative member of the community?

In working to fulfill the answers demanded, the teachers became more aware of the students' value.

Unfortunately, while being limited by a lack of funds, the schools, especially the high school, also found themselves severely restrained in what they could do for the student due to very overcrowded conditions. Mobile units were added to most of the schools, such as Mt. Wayte and Franklin. The high school in 1939 turned its gymnasium into two classes when the enrollment became 1,132, double the enrollment of 1929.

In detailing specific cases of the plight of the school system, a comparison of 1937 and 1939 can be made. Total student enrollment for 1937 was 4,500, with a total faculty of one hundred and sixty-one located in sixteen buildings. The total gross cost was $376,121.54 resulting in a per pupil cost to the town of ninety-two dollars and fifteen cents. This placed Framingham thirty-fourth in a survey of thirty-six area systems. In 1959, the total gross cost to the town dropped to $874,027.34 resulting in a per pupil cost of eighty-nine dollars and fourteen cents, one of the lowest in the state. As shown earlier, despite low operating cost the school system ranked academically with the top schools of the nation. A further example would be contained in an examination of the high school graduating class of 1934 to see in what direction they started their future. The results were that twenty per cent went on to college (very high at this time) and forty-six per cent found jobs, while the remaining percentage either got married, went to some other type of post-graduate schooling or were unemployed.

While World War II may have ended the depression, it did not improve the financial situation of schools. However, the war did enlarge the curriculum. The high school offered courses in aeronautics, a mathematics course for shopwork applied to aviation, nursing and first aid, nutrition, world geography and a social studies course to alert students to the objectives of the war effort. A vocational school on Howard Street was started with Joseph P. Keehe as director to train students to use machinery for jobs that aided the war effort. Other effects of the war saw women playing a larger role in administration as exemplified by Miss Mary E. Stapleton being the first woman principal of Saxonville Junior High School in 1941. She replaced Francis J. Cavanaugh who joined the Navy but returned to his post in 1947.

Following the war, the townspeople reviewed their educational system. That the Framingham school system had suffered from the shortage of adequate funds during the depression and war years was illustrated in many areas. Teacher salaries were very low and the buildings of the school system were in dire need of repair. The start of the major overhauling of the schools began in 1945 with the town appropriating five thousand dollars for the school committee to secure preliminary plans for suitable additions to the high school.

In addition, Framingham joined the New England School Development Council, a research organization in education, which provides planning and development services to schools. Moreover, the town voted an increase in salary for the teachers making the maximum male salary $3,800.
and that of a female $5,600.\textsuperscript{111} It is significant to note that in 1947, eighteen of thirty-seven teachers had at least a master's degree.\textsuperscript{112} 

Probably the most significant event of the late forties was the retirement of Burr J. Merriam on January 31, 1949, as superintendent of schools after twenty-seven years of service. His replacement, Richard N. Anketell, worked with Merriam during 1948, to make the transition as easy as possible. Upon assuming his new post, Anketell proposed that Framingham be divided into three zones:

- Zone I — area south of Waverly Street
- Zone II — area between Waverly Street and the Worcester Turnpike.
- Zone III — area north of the turnpike.

Hopefully, this would provide a rationale for school construction to accommodate the projected population expansion anticipated in the postwar period.\textsuperscript{113} The town agreed with this zonal concept and appropriated funds for a new school in the Warren Road-Oaks Road area which opened in 1952.\textsuperscript{114} 

The immediate postwar period had other points of interest. In 1947, Miss Ruth Richards went to Glasgow, Scotland, as the first exchange teacher from Framingham while Miss Annie Dick was her replacement from Scotland. This was a one-year program and seemed to work well.\textsuperscript{115} In May of 1948, the National School Lunch Program began using surplus foods. The cost to the town was for storage and transportation,\textsuperscript{116} while the cost per pupil was fifteen cents for a hot lunch.\textsuperscript{117} The graduates of the class of 1949 were the first to wear caps and gowns.\textsuperscript{118} 1951 marked the start of the driver education program\textsuperscript{119} and by 1952 high school students could elect some of their courses rather than following a pre-determined program.\textsuperscript{120} 

Instruction received from the various school faculties continued to be of high quality as evidenced by the results of various standardized tests that became popular in the fifties. In 1952, grade one through eight took the Metropolitan Achievement Test and scored consistently above the national norm.\textsuperscript{121} Similar results were scored in the New Stanford Achievement Test in 1954.\textsuperscript{122} Quality education, however, needs quality facilities and the population boom in Framingham during the postwar period demanded new schools. Confronted with this reality, the townspeople responded by approving the construction of a new high school and the conversion of the old high school into a junior high school. With the additional space, the school system adopted a 6-2-4 system in 1956.\textsuperscript{123} 

Mayo Magoon opened the new high school plant in September of 1958 with seventy-three faculty members, fifty-four of whom held masters degrees.\textsuperscript{124} The new school was quickly established as a CEEB center for the administering of the College Board Examinations. The school day was divided into six periods and the requirements for a diploma included four years of study of English, two of mathematics, two of science, and four of physical education. The new school also boasted an expanded athletic program with eight varsity sports for boys, four for girls, four for junior varsity, and four for freshmen, with a thirty-six per cent participation rate for boys, and seven per cent for girls.\textsuperscript{125} 

1958 also saw the seeds of change begin to be planted at the junior high school level with curriculum changes that made the study of algebra available to talented eighth graders and offered the students choices in the areas of Latin, French, junior business and science. Growth continued into 1959, with the opening of a fourteen-room elementary school at Juniper Hill and the appropriation of funds for another elementary school at the corner of Hemenway and Water Streets.\textsuperscript{126} These new facilities permitted all youngsters to participate in the noon lunch program.\textsuperscript{127} 

By the following year the population of Framingham had grown to an estimated 45,000, building records were being broken, more students were in the schools than ever before, and many more were staying in school to secure a diploma.\textsuperscript{128} These situations served, to help label 1960 as a year of change. The most noticeable was the introduction to the high school of a modified double session plan known as "Overlap Session". There was also a change in personnel. Mayo Magoon retired after thirty-three years as the high school principal and was replaced by Ralph J. Moran, with Edward J. Moran and Peter C. McConarty being appointed vice-principals. Three department heads were replaced due to retirements, and twenty-four additional teachers had to be hired as a result of the "Overlap Session".\textsuperscript{129} 

With no end in sight to the overcrowding problem at the secondary level, the town meeting voted $175,000 in planning money for a new high school.
school. New programs were introduced and students were regrouped along homogeneous lines. At the junior high accelerated courses were introduced to grades seven and eight and the curriculum was revised to spell out the work required of each type of student whether gifted, average, or slow.

In 1963 George P. King, Director of Elementary Instruction, reported to the school committee that

If there is a key word for our society today and for the world of tomorrow, that key word is 'change'. As society changes, the educational process cannot remain static and that is as it should be. Therefore, that education is changing — that its goals, its methods and even its content are in transformation — is consistent with our times and a reflection of them.

On the elementary level we can look back to 1961 to see this philosophy beginning to take shape. It was in that year that the Elementary School Guidance Program was introduced "to help meet the special needs of individual pupils which cannot be met through the normal instructional practices or administrative procedures of the school system." Controversy erupted in the same year over redistricting of the Hemmenway School District which necessitated the crosstown busing of elementary school children. In the same year, accelerated and advanced placement courses were offered to high school students in the areas of English, science, social studies, foreign languages and mathematics. The high school also began diversifying its course offerings by introducing drama, journalism, German, earth science, family living and advanced placement courses in history, French, English, biology, physics, chemistry and calculus. Finally, 1961 was the year that the new secondary school complex at Winch Park received approval when the Town Meeting voted $6,820,000 for school construction.

On September 10, 1963, Framingham North High School opened under Principal Francis J. Cavanaugh's direction. The new school colors were green and gold and the football team would come to be known as the Spartans. The old high school became Framingham South and retained its blue and white colors. Meanwhile, the opening of the new Winch Park Junior High School had alleviated the overcrowding at the Central Junior High School. The secondary curriculum continued to grow most notably with the expansion of the Advanced Placement Program to include 441 youngsters while in the junior high schools, the oral-aural French program was continued into the eighth grade with fifty per cent of the students participating.

Results of national examinations at the elementary level showed that Framingham students scored well above the national norm, sometimes by as much as one year. The Madison Project for New Math was introduced on an experimental basis and the Greater Cleveland Math Program was begun throughout the year. The SRA reading laboratories were put into every classroom and there was an expansion in the science curriculum and in the Parent-Teacher conference program.

1964 saw the continuance of overcrowding at the elementary level that necessitated the busing of thirty classes from the north side of town to the south. The same year saw a change in the number of periods in the high school day with the addition of a seventh period within the original six period day to provide time for the students to take more elective courses. In addition the town began its first comprehensive summer school to permit students to work and study in areas of interest and concern, to take courses for personal enrichment, and to make up courses failed.

Curricula began to be changed on the junior and senior high school levels in 1965 with a change in groupings in the junior high schools, a change to homogeneous grouping in the major areas and to heterogeneous grouping in the minor areas. On the high school level English laboratories were introduced to incorporate audio-visual teaching of English to general classes while the earth science program was redeveloped in conjunction with the University of Colorado. It was in 1965, that the Freedom Foundation of Valley Forge, Pennsylvania, selected Framingham Elementary schools as one of its national winners of an award for having a strong elementary social studies program. The Framingham school system also became the first in the country to evaluate the "Matchbox Project" for natural and social studies. This year the New Math program was extended to grades five and six and the school began participation in the "Headstart" program.

Physical growth captured the picture for 1966 as plans were completed for building a junior high school at Brook and Frost Streets scheduled for completion in 1968. The Pottery Road Elementary School was opened in September with the first science laboratory in an elementary school in the town. Facilities were installed in all of the older elementary buildings so that now every town school had its own library. A central Instructional Media Center was set up for the whole town to store equipment and materials. Another first was the tuition-free kindergarten that was opened in

the summer of 1966, anticipating a regular program that would begin three years later. In 1967, the high school began a Work Study Program which featured early release time to students for job opportunities. Other programs which met community needs included classes for the non-English speaking, the pre-school deaf and the perceptually handicapped.

While the school curriculum was being changed to conform more to the changing times, the image of the teacher was also reevaluated. Gone was the unapproachable dictator and in his place was the individual described by School Committee Chairman John King, "He (she) is a 'caring' person, so in addition, to instructing, he is advisor, disciplinarian, confidant, and friends to his students." An example of such an instructor was Robert Anastas, a teacher at North High School, who was named Massachusetts Teacher of the Year in 1969, for his work in the area of drug education.

As the decade closed there were other innovations. The natural sciences were expanded to include a second year course in biology and chemistry. In the social sciences, sociology, Afro-American studies and humanities were introduced as the demand for people trained in these areas grew. The high school schedule was modified whereby during mid-year and end-of-year examination periods, students only had to attend school if and when they had exams. This program later brought about the open campus concept. The town also anticipated a state order by establishing a town-wide kindergarten program two years ahead of the state deadline. The former St. Tarcisius School was rented in 1970 to house the majority of these classes.

The years 1969-1970 could have been aptly labeled "the years of retirement" as five of the leading educators left their posts. After more than forty years of service, Albert G. Reilley retired as Superintendent of Schools and was replaced by Dr. Albert Benson. In addition, Joseph P. Keefe, Director of the Vocational School and one of the pioneers in the area of vocational education, resigned as did Francis Riordan, longtime educator and Associate Superintendent, Francis J. Cavanaugh, Principal of North High School and Ralph J. Martin, Principal of South High School.

1970 also ushered in numerous curriculum changes. On the Elementary level, a new reading program was introduced that stressed phonics and new renewed emphasis was placed on reading at the junior high school level.

The social studies curricula on the elementary level also was revamped to initiate a multi-media approach to the study of man, his family, neighborhood, community, nation, and world. At the high school level student involvement was stressed in all aspects of school administration and curricula development. This mass revitalization of the school program can probably best be summed up in the philosophy stated by George King, Associate Superintendent, in his 1970 annual report, "rather than fit the student to the school, the school has to shape itself in accordance with the students' needs."

This philosophy continues to be the main purpose of the schools. On the elementary level, in 1971, ten schools were involved in team teaching and cross-age tutoring. Federal funds were used in 1972 to teach the concept of "Open-Education" to teachers. The high schools, during the same time began to pilot non-graded, elective programs that created half-year courses, first in the English and social studies fields and then in all areas of study in order to give the student a broader understanding of the many areas of study. A pilot "Open Campus" for seniors was begun at North High School in 1971. That year also saw the addition of two students to the School Committee to provide student participation in policy matters.

Framingham again had a case of growing pains in the early seventies as she found herself with overcrowded secondary schools on the north side of town. The School Committee voted in 1971 to temporarily put North High School on double sessions through 1974, and in the interim appointed a building committee to establish new middle schools for Framingham. The concept of the middle school is an effort to care for the needs of the pre-adolescents. Superintendent Benson stated in his 1972 annual report that "our major effort now will be to prepare for the transition from junior to middle school education." In February of 1972 the town meeting appropriated funds for the construction of three middle schools slated to open in the fall of 1974. These middle schools will house 750 students and will be named the St. Paul Barbieri Middle School, the Louis Farley Middle School, and the Walter Cameron Middle School.

Another new school that opened in 1973 was the Joseph P. Keefe Regional Vocational Technical High School that provides the area students that are interested in vocational fields the opportunity for a first class training in their chosen field. Also included in the program are oppor-
tunities for those with special needs, training for the deaf and opportunities for non-English speaking students to learn a trade.

The new Keefe School and the middle schools are seeking to create a school that is more than the 8:00 to 3:00 institution of the past. All these schools have olympic size swimming pools that are utilized by the public as well as facilities for community meetings. Educators are continually striving to create curricula that are more responsive to the needs of the community and in the future the physical plants will continue to be developed as an integral part of the community.

Framingham has come a long way in the development of its educational facilities but it is a job that cannot be ignored for the slightest period of time. In today's world of everchanging needs and values the educational system has to make an effort to stay at least a half a step ahead of these changes. Framingham has done an excellent job at this, but the vigil must be ever maintained so that future generations will be able to reap equal benefits from the Framingham School System.