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A Program to Introduce Intermediate and Advanced ESL Students to America through Boston

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A PROGRAM TO INTRODUCE INTERMEDIATE AND ADVANCED ESL STUDENTS TO AMERICA THROUGH BOSTON

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A B S T R A C T

This is a program to introduce intermediate and advanced ESL students to America through Boston. It consists of texts, film titles, vocabulary lessons, charts and field trips which make the students become aware of and familiar with the environment in which they are learning English.

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DESCRIPTION

This is a program to introduce the foreign students of the American Language Academy to America through the environment. This introduction consists of discussions of selected texts, vocabulary lessons, chart explanations, films, tours, lectures, lunches in interesting restaurants and a scavenger hunt.

The American Language Academy is a private English language school which has classes from the beginning level to an English preparatory course for college bound students. Most of the students arrive at the school directly from their native countries. The majority of them plan to go to a university in the United States. These students are not only highly motivated in studying English, but, they are also very interested in learning about America. I wish to capitalize on the latter interest by conducting a program of planned activities which introduces the students to the American society through the Boston area. This program covers the history of Massachusetts, past and present, sports, government, transportation, media, business, education and art.

The regular school week goes from Monday to Friday, eight o'clock in the morning until two in the afternoon. On Tuesday afternoon during class time, there is a preparatory session during which the students see films, charts, maps, newspaper articles, texts or vocabulary which relate to the activity on Thursday afternoon. I scheduled the feedback session during which the students answer an evaluation questionnaire

for Friday afternoon. At this time we talk about what we had seen or done the day before.

There are only two activities which do not have intensive preparatory sessions. I did this because, in the American Language Academy format, students are permitted to enter the course at the beginning of each four week session. The baseball game and the subway scavenger hunt are at the beginning of each session to serve as informal "ice-breakers" for the new students. After going through the vocabulary of a baseball game and after playing the game for a short while, we go to Fenway Park to see the inimitable Red Sox. This gives the old students the chance to meet the newcomers over a beer and hot dog at Fenway Park.

During the first week of the second month I explain the goals of the subway scavenger hunt, make sure that every student has a map, and then send the students off in groups of two's, an old student with a new student. This exercise introduces the students to interesting and different places in the city. The questions which the students must think about while riding the subway serve as guides toward formulating insights about Bostonians and Boston.

The second week of the program begins with a history of Massachusetts and Boston. I wrote two articles which describe the past and one article which presents the Massachusetts of today. After reading the articles in their respective classes, the students watch two historical films, "The Boston Massacre" and "The Boston Tea Party" on Tuesday.[1] Two days later we

[1]Except for the discussion of texts and where indicated otherwise, the students will meet as a group in the preparatory sessions.

have lunch at Durgin Park, Boston's oldest restaurant, and we visit Faneuil Hall, the Old State House and the Granary Burying Ground.

In the third week we look at a map of old and new Boston and I give a brief explanation of each section of the city. The film, "Portrait in Black and White," introduces the students to the racial problem in the United States. At some time during this week the studnets read and discuss the articles, "An Introduction to Boston," "Interesting Sections of Boston" and "Racial Justice: Some Discouraging News." We go to the North End for a glimpse of an Italian community in America, a visit to the Old North Church and Paul Revere's House. We conclude the trip with a pizza at a local restaurant.

A tour of the State House is the focus of the fourth week. Before we go, however, we talk about the state government and how a bill becomes a law. During the explanation I compare the state and federal governments. Since the American political system is confusing even to Americans, this activity provides only a supercial look at the system.

The beginning of the second month is devoted to the topics of transportation and media. An adventure on the Boston subway starts off the activities. Then, because of the importance of television and radio in our society, the students visit WNAC-TV and radio station. There the students see how news is gathered daily for the six o'clock broadcast, how television programs are produced and how American ingenuity and technological expertise has made a 24-hour computer radio station.

Before the trip, the teachers go over the terminology used at a television station in class. Also, the students, in a class exercise, can watch and listen to certain programs so that they become familiar with the vocabulary, format and personalities of WNAC-TV and WRKO radio.

Business is the next area for discussion during the third week. In each class the students read an article which explains the role of business in the community. In addition, we look at some case studies which talk about social and ecological problems. Later the students go to the Xerox Company where they learn not only about the xerox process, but, how and why this company has become involved in the community.

A text from the book, Language and Life in the U.S.A. begins the topic of education in America. We talk about the problems of education in class, see how our system compares with that of other countries and read an article on alternative education. This second article describes an alternative high school in Cambridge. The following Thursday we visit this school and see how beneficial a little bit of chaos is in learning. The students can see for themselves that freedom in education is a valuable contribution to Americans and the society.

The final week of the program is centered around American art. I devised a tour which the students can go on by themselves on a Sunday afternoon. This is an introduction to the Museum of Fine Arts in Boston. On Thursday of the last week the students have a lecture and tour of American art an furnishings. This activity finishes the overall view of the Americar society.

I feel that a program of this nature is necessary for the students as a cultural and language learning experience. The students learn about the most important aspects of the society and have the opportunity to interact with it. The study of English involves not only language training in the classroom, but, also an awareness and understanding of the culture in which it thrives. Furthermore, the students can use their newly acquired English realistically in these practical situations. In this way, the students are taking full advantage of the fact that they are learning English in America.

My ultimate goal is that the students learn as much as they can about America and the English language. Secondly, realizing that this project is rather limited in scope, I want to expand the program based on the successes and failures of the first two months. I intend to compile a booklet of well-planned activities with the names of people to contact and relevant material which other teachers at the school can use in the future. This program is only the base for the introduction of ESL students to America.

SCHEDULE

FIRST WEEK

1. There is a group vocabulary lesson on the terminology and rules of baseball.

2. With the assistance of a group of unihibited students, we play baseball outside. In the event of rain, we play in the classroom with the students as props and players.

3. We see a baseball game at Fenway Park.

SECOND WEEK

1. There are class readings and discussions of the handouts, "The Founding of Boston" and "Massachusetts as a Center of Progress."

2. We see the films, "The Boston Massacre" and "The Boston Tea Party."

3. We have lunch at Durgin Park and visit Faneuil Hall, the Old State House and the Granary Burying Ground.

THIRD WEEK

1. There are class readings and discussions of the handouts, "An Introduction to Boston," "Interesting Sections of Boston" and "Racial Justice: Some Discouraging News."

2. We see the film, "Portrait in Black and White."

3. We visit the North End and tour the Old North Church and Paul Revere's House. The tour of this Italian neighborhood will end with a pizza at a local restaurant.

FOURTH WEEK

1. We have an explanation of the State Government and how a bill becomes a law.

2. The students have a guided tour of the State Capitol.

FIFTH WEEK

1. The students go on a subway scavenger hunt which acquaints them with the subway and interesting places in Boston.

SIXTH WEEK

1. There is a vocabulary lesson in each class to cover the terminology which the students hear on the WNAC-TV tour.

2. The students visit WNAC-TV in Boston.

SEVENTH WEEK

1. There are class readings and discussions of the handouts on business.

2. We visit the Xerox Company in Lexington for a tour and films about the company.

EIGHTH WEEK

1. There are readings and discussions of the articles on education.

2. We visit and talk to the students of an alternative school in Cambridge.

NINTH WEEK

1. Using the handouts on American art, the students can become familiar with the Museum of Fine Arts in Boston by themselves.

2. We have a formal lecture and tour of the American art and furnishings in the Museum of Fine Arts in Boston.

MAP, VOCABULARY AND TEXTS FOR THE PREPARATORY SESSIONS

B A S E B A L L

Boston's baseball team is called the Red Sox. The name of the stadium in which they play in Boston is Fenway Park.

PLAYERS - Pitcher, Batter, Catcher, Infield and Outfield

There are two teams with nine players on each team. There are usually nine innings or periods in a game. An inning is when the home team and the opposing team have the opportunity to come up to bat and to play the field once. Each team can only have three outs in an inning. When a team has three outs, the opposing team comes up to bat.

OUT - There are four kinds of outs.

1. When the batter tries to hit the ball and misses three times. These are called three strikes.
2. When the batter hits the ball but a player on the opposing team catches it and doesn't drop the ball.
3. When the batter hits the ball but the opponent with the ball gets to the base before the batter gets there.
4. When the batter hits the ball outside the lines of the baseball field and someone on the opposing team catches it.

WALK - When the batter doesn't hit the ball because the pitcher has thrown the ball outside the boundaries of home plate four times. The pitcher must throw four "balls" before the batter can walk to first base.

HIT - When the batter hits the ball and touches the nearest base before a player on the opposing team.

DOUBLE - When the batter hits the ball and touches two bases before a player on the opposing side.

TRIPLE - The same as the above except the batter touches three bases before the opposing team.

HOME RUN - The same as the above except the batter touches all the bases including home plate before a member of the opposing team can tag him or get to a base.
A batter has a home run automatically if he hits the ball out of the ball park.

The winner of the game is the team having the greatest number of home runs.

THE FOUNDING OF BOSTON

A group of religious dissenters who were members of the English company called the Massachusetts Bay Colony established Boston in 1630. Boston occupied one of the three hills which guarded the mouth of the Charles and Mystic Rivers. Mattapan and Dorchester became the names for the other two hills on the peninsula. The colonists named Boston after the town of Boston in England. The Indians called Boston "Shawmutt" which means "Living Waters."

In the beginning Boston was a small village which was like a typical English village of that time. The town surrounded the church, the meeting house, and the public square. Paul Revere's house, which is an historical place on the Freedom Trail, is the oldest house in Boston. It is made of timber and stone and it is a good example of what the houses looked like during those days. As in medieval England, the store is on the first floor of the house and the living quarters, jutting out over the street, are on the second floor.

The Massachusetts Bay Colony consisted mostly of men, called Puritans, who left England because they had been persecuted for their religious beliefs. These early Bostonians believed in establishing a "City of God" on earth and they looked forward to going to their heavenly Maker after death. The Bible was the law and their ruler was Christ. In spite of this, they established an orderly system of government in which John Winthrop, representing the Crown, was the first governor and a legislature of stockholders in the Massachusetts Bay Colony and freemen

represented the colonists. At first the Puritans didn't tolerate people who disagreed with their religious beliefs and they condemned to death or expelled people whom they believed were witches. They were strict and righteous and they punished the smallest disobedient act. Later, under the pressure of new immigrants from different backgrounds, this puritanical theocracy gave way to a democratic society. The Puritans worked hard in making a living out of the unfertile, rocky soil and as a result, they had a grim outlook on life with little or no sense of humor.

Although the English had persecuted the Puritans for their religious views, the Puritans still considered themselves Englishmen.. We see this in the names of the towns they established such as Charlestown, Dorchester, Roxbury and Brighton. Their homes were also replicas of English houses. They built their villages aroung the church or meeting house. They kept the English customs in the new land and they probably drank as much tea as their British counterparts. But the Puritans were different from those who remained in England in one important area. They had a certain fearlessness and sense of adventure in coming to a new, unknown land. In addition, they were ingenious and wise enough to make friends with the Indians and to ask for their help in getting through the long, cold New England winters.

This sense of adventure and ingenuity by the Puritans and their descendants is evident throughout Boston's history. When the Puritans realized that the soil in New England wasn't productive, they built ships and made a living from fishing instead of agriculture. The first American ships to sail to China left from the Boston harbor carrying mostly New Englanders.

When the long winter months prevented the early Americans from farming or from fishing, a few enterprising people began to chop the ice in Walden Pond into blocks and they exported this product to the colonies in the West Indies. When they found out that most of the ice had melted before it got to its destination, they experimented with insulated refrigerator ships. When they started to run out of timber for their houses, they used the most plentiful material in the area - rocks. They split the large granite rocks by building a fire on top of them and then they dropped a heavy metal bar on the hot rock. Thus, they built their houses and public buildings from rocks. Boston's contribution to America however, was not just ice and rocks. Its statesmen, writers, inventors and educators were and are some of Boston's greatest contributions to this country.

THE CRADLE OF LIBERTY

History books call Boston the "Cradle of Liberty" for good reason. The Bostonians were the first ones effected by England's restrictive measures on trade, fishing, tea and stamps. The leaders of Boston, men like Samuel and John Adams, James Otis, Paul Revere, John Hancock and others protested loudly when the king of England tried to restrict or tax Boston's most important industry, trade.

Between 1660 and 1690 the British government passed many laws whose purpose was to hinder the free development of trade by the colonies or to make the colonists pay a tax on all the products which were imported into the country. England wanted to profit from the colonies, wanted to protect its domestic industries and wanted the colonists to pay for the protection of the British army. The colonists objected to some of these laws but in general, they submitted to England's authority. It wasn't until after the French and Indian War (1756-63) in which the British and colonial troops defeated their enemy, that the colonists began to feel that they were simply tools under the British crown.

Several factors contributed to a climate for revolution. The colonists were exhilarated over their victory over the French. Also, a large influx of non-English immigrants came to America around 1750 and these people were not particularly loyal to England. At the same time England had become preoccupied with domestic problems and was fighting wars in other parts of the world. The colonists had gotten used to ruling

themselves without British interference.

In 1765 the British Parliament passed the Stamp Act for the colonies. This required the colonists to buy a stamp for all their legal documents. The revenue from the stamps went to England. The colonists opposed the measure so fiercely that an unruly mob in Boston destroyed the governor's house in the North End and tarred and feathered a custom's house official. Britain repealed the act.

However, Britain decided to punish the rebellious colonists of Boston who were under the leadership of James Otis and Samuel Adams by passing the Townshend Acts of 1767. The British government placed troops in Boston and New York so that it could enforce this new tax on glass, paper and tea. In retaliation, the early Bostonians refused to import most British goods, especially tea.

The Boston Massacre, in which a group of protesters had gathered in front of the Customs House to protest repressive British laws, took place on March 5, 1770. British soldiers fired on a group of agitators and killed five of them. Britain later repealed most of the duties except for the tax on tea. In addition to the tea tax, the British Parliament passed a new measure which required the colonists to buy their tea only from the East India Company in England. The colonists were very angry because England not only made the colonists pay a tax on their tea but also, because they could only buy English tea. On December 16, 1773 the Boston Tea Party took place. A band of revolutionaries, dressed as Indians and led by Samuel Adams, dumped all the tea of an East India ship into the Boston harbor.

In retaliation, England closed Boston's harbor to trade.

The march of events towards war proceeded quickly after this episode. A group of rebellious leaders, Adams, Franklin, Washington, and Jefferson among others, established their own congress in Philadelphia in 1774. On April 18, 1775 Paul Revere, Boston's well-known silversmith, waited in the dark for the signal from the North Church in the North End of Boston. This signal was to tell him if the new British troop reinforcements were arriving in Boston "by land or by sea." When he saw the signal, he rode to Concord to warn the newly established American army that the British were coming. Before he got to Concord, he stopped in Lexington to warn two leaders of the revolutionary army, John Hancock and Samuel Adams. The British captured Revere there but Dr. Samuel Prescott continued the ride to Concord. The Battle of Concord and Lexington took place a few hours later. It was the first battle of the revolution and it was the pivotal event which brought all of the other colonies into the revolution. That is how Boston become known as the "Cradle of Liberty."

MASSACHUSETTS AS A CENTER OF PROGRESS

Boston and the state of Massachusetts has become known throughout American history as an industrial, cultural, social and educational center. Because the people of Massachusetts could not depend on farming for a living, they turned to trade and manufacturing. The American system of manufacturing was first invented in New England. A factory in Waltham, Massachusetts is the best earliest example of how this process was done under one roof. The parts of a machine were all standardized and interchangeable and the employers assigned their workers to only one task. Thus, the New Englanders used the unskilled American laborer in a kind of crude assembly line at a factory. The raw material, such as cotton, went in one end of the factory and the finished product, material, came out the other. This method produced products efficiently and quickly. However, the finished product was not always as aesthetically beautiful as a handcrafted one.

This same factory under the head of Francis Cabot Lowell reflected the new Americans' attitudes towards a typical factory town. New Englanders hated the ugliness of the common factory towns of England and the structured class system of workers and owners which such towns imposed on the people. In addition, because the factory owners had to compete with the attractiveness of going West in search of better opportunities, the factory owners had to attract workers. They did this by hiring young women and children for a temporary period of time. They provided them with housing and an elementary education. These

young people usually stayed on until they had earned enough money for a more advanced education. In this way, the workers had an honest and respectable way of making money. Their factory jobs didn't prevent them from moving into a more comfortable position in society or from going to school. A middle class city grew up around the factory. Because most of the workers could afford to go to school and wanted to go to school, Massachusetts developed several institutions of higher learning in the early part of the eighteenth century. Massachusetts had the first teacher training institute in America, the first compulsory school attendance law, the first public high school and the first university, Harvard. These initiatives in education have continued. In 1968 the state passed one of the first bilingual education acts in the country. It has also been innovative in providing acceptable alternative means of education for adults. Massachusetts today has over 123 institutions of higher education and more than 60,000 students come to these schools from other states. This educational atmosphere has had a strong influence in cultural, industrial and social areas in the state.

In the eighteenth century metropolitan Boston attracted such great American philosophers as Ralph Waldo Emerson and Henry Thoreau. Harriet Beecher Stowe wrote "Uncle Tom's Cabin" in Massachusetts and led the fight against slavery before the Civil War. Later, Massachusetts become the headquarters for the anti-slavery movement in the United States. Nathaniel Hawthorne lived in Salem and wrote books which described seventeenth century Salem and the infamous, unjust witch trials

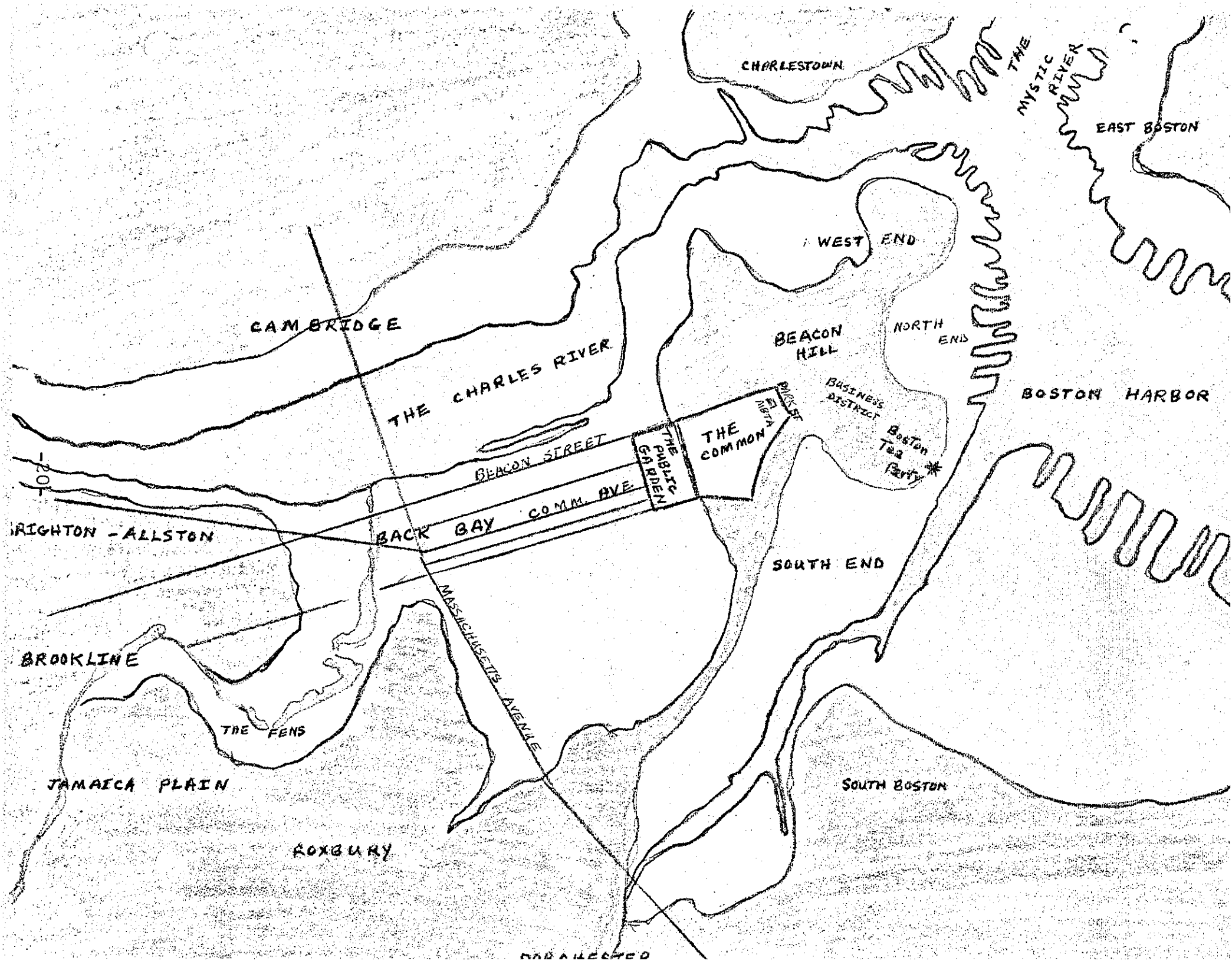
which took place under the theocratic rule of the Puritans. Edgar Allen Poe was a writer in residence at Harvard. And Henry Wadsworth Longfellow, who lived in Cambridge, wrote a famous poem about the blacksmith who once lived in the charming house at 56 Brattle Street.

The universities influenced not only intellectuals from the artistic and literary world, but also "big business." Interested in combining the opportunities for research at Massachusetts' universities with the search for new products and better methods, industrial companies established themselves here. The Polaroid company invented its famous camera for developing pictures in an instant. William Birdseye learned how to freeze foods quickly in developing the first frozen food process in the country. Dr. Vannevor Bush invented the Bush Differential Analyser which was the first computer to handle differential equations. Howard Aiken and Norbert Wiener devised the first large-scale, high-capacity digital computer at the Massachusetts Institute of Technology. Today there are about 400 high technology companies operating in the greater Boston area.

The factory system which Francis Lowell established in Waltham over 100 years ago continues to show its mark in today's industries. Big business is involved in research, production, education and social work. Polaroid, the State Street Bank and the John Hancock Insurance Company now provide education courses during company time for those workers who haven't received their high school diplomas or who don't have an adequate knowledge of English. Furthermore, companies like Xerox allow and

encourage their employees to teach or do social work in the poor areas of American cities. At Xerox an employee may leave his regular job for a year to work as a volunteer in the cities and he will still receive his regular salary. At the end of the year he can return to Xerox to his former position at his usual salary level.

The academic atmosphere has also encouraged the establishment and growth of hospitals in and around Boston. There are more than forty hospitals in the Boston metropolitan area. Many of them have conducted, under university auspices, research for kidney transplants, blood transfusions for babies, frozen blood banks and the detection of tumors. Massachusetts General Hospital is one of the largest and best in the United States. M.G.H. has established a new closed-circuit television system with Logan Airport for the use of any person who wants advice about a mental or physical problem. This person can make an appointment at the airport and can talk to a qualified physician or psycharitrist at M.G.H. The Harvard Community Health Plan is the first program in the country to emphasize preventive medicine. It's a group health insurance program which gives its members health care with well-qualified doctors and provides medication at a low cost. These are some of the reasons why Boston and Massachusetts have become centers for innovative programs and institutions in education, industry and culture to benefit the American society in general.


CHARLESTOWN
THE MYSTIC RIVER
EAST BOSTON
WEST END
CAMBRIDGE
BEACON HILL
NORTH END
THE CHARLES RIVER
BOSTON HARBOR
BUSINESS DISTRICT
PARK ST
EL
THE COMMON
THE PUBLIC GARDEN
BEACON STREET
Boston Tea Party
I-90
BACK BAY
COMM AVE
SOUTH END
MASSACHUSETTS AVENUE
BROOKLINE
THE FENS
JAMAICA PLAIN
SOUTH BOSTON
ROXBURY

AN INTRODUCTION TO BOSTON

Boston is almost 350 years old. It is the only major city in the United States for which its founders never intended it would become a great metropolis. Old Boston was on the tip of the peninsula at the mouth of the Charles and Mystic Rivers. It was approximately one-third of the size it is today. The town was divided into neighborhoods. There was the North End which clustered around the old North Church, the South End which was between the wharves on the water and the Old South Meeting House, and the Beacon Hill section which was mostly farmland. Each neighborhood operated as a small village with its separate stores, church and meeting house. Boston in the 17th and 18th centuries never had broad boulevards or public buildings sitting on major avenues. It wasn't until the middle of the 19th century (1824-1895) that Boston's city government filled in some swamp land and created the Boston Public Garden. Also, the city filled in some of the other backwater of the Charles River and created the section that we now know as the Back Bay. Originally, only a narrow srip of land, which was often underwater because of the tides, connected downtown Boston with the mainland. With the increase in land area, the city expanded rapidly. Commonwealth Avenue and Beacon Street were constructed to accomodate the traffic between downtown Boston and the Back Bay. The city slowly began to take the shape of modern Boston.

Boston is divided into fifteen distinct neighborhoods. There is Charlestown, East Boston, North End, Beacon Hill, South

End, Brighton, Allston, Back Bay, South Boston, Roxbury, Jamaica Plain, West Roxbury, Roslindale, Hyde Park and Dorchester. The population is a little over 600,000 and it is ethnically and racially mixed. There are immigrants from Ireland, Italy, England, Canada, Poland, Russia, Portugal, China, Puerto Rico and Cuba. These families live beside the old, traditional Bostonian families, who are called Brahmins, and a relatively small population of blacks. During the school year, thousands of students invade Boston and greatly increase the population.

Boston has the same kind of problems as most American cities. It suffers from air and water pollution and its traffic congestion is very bad. The confusing Boston street system makes the latter problem even worse. However, within a year, the city government will cut down on this pollution by limiting the number of cars which will be allowed to enter the city and by cleaning the Charles River.

There is also a serious shortage of housing for the low income residents of Boston. The Boston Housing Authority has built several housing projects in the city but these are already deteriorating and they aren't enough to give everyone a decent place to live. Boston has made an effort to preserve the historical, old buildings in the city but unfortunately, many of these buildings have given way to parking lots, the turnpike and wall-to-wall brick plazas like the one at Government Center. Boston still has quite a few beautiful brownstones, churches and public squares to admire, however.

Schools are another major problem for Boston. Most of Boston's schools are very old and in poor condition. There aren't enough qualified teachers and equipment is almost non-existent. Because of these conditions, a majority of white parents send their children to private schools. The low income parents cannot afford to do this. As a result, Boston's schools have become unintentionally segregated. Until this year, no one tried to correct this condition.

The Massachusetts Supreme Court ruled that segregation between blacks and whites does exist in Boston's schools and it further said that this condition should end by busing the school children. The purpose of busing is to insure that all of Boston's schools have the proper enrollment of 50% black and 50% white students. It is an enormous task to bus children from one section of the city to another one. Many parents, children and teachers are angry about the court's decision. There are currently a couple of cases in the United States Supreme Court which question the legality of busing children to schools they have not chosen to attend. But a decision by the United States Supreme Court will have little effect in Massachusetts because busing will begin on September 12th.

The question of de facto segregation versus integration in Boston's schools is very complex. Simple ethnic groupings around a neighborhood school, prejudice, fear and ignorance have contributed to the complexity of this problem. Unfortunately, it will take a long time to resolve this issue as well as the problems of pollution and housing.

INTERESTING SECTIONS OF BOSTON

The most interesting areas of Boston are the North End, Beacon Hill, the South End, Back Bay and the business district.

The North End is a section of the city where almost 75% of the families are of Italian descent. Social life centers around the family or Hanover Street, the main street. It is a place where you can buy freshly baked bread and fresh meat and vegetables. You can also find some of the best homemade pasta and pizza here. The North Church and Paul Revere's house are the most important historical landmarks in the North End. You can hear Italian spoken or smell the aroma of delicious Italian food by walking through the public square in front of the North Church.

Beacon Hill is famous because it is where the Boston Brahmins used to live and where some of these families still live. Most of their houses are old, well-preserved brownstones which have beautiful gardens behind them. This part of the city is still lit by gas lamps. The gold dome of the State House, which Charles Bullfinch designed, dominates the area and gives Beacon Hill an air of elegance.

The South End is an interracially and internationally integrated neighborhood. Chinese, Syrians, Greeks, Irish and blacks live together in a section of town where half of the houses are in good condition and the other half looks like a ghetto. The Boston Housing Authority is attempting to improve the houses but it will probably take a long time. The Chinese

festivals are the most important events which take place in this part of town.

The Back Bay extends from the Boston Public Garden to Kenmore Square. Eighteenth century brownstones line the streets leading to Kenmore Square. Students and young, working people live in most of these houses which have been divided into apartments. There are several repertory theatres which hold plays in the historical churches in this area. The Boston Public Library, the Prudential Center and Copley Square are in the Back Bay. In addition, the Boston Red Sox play baseball at Fenway Park which is only four blocks from Kenmore Square. Naturally, because there are so many young people, there are a lot of good bars and discoteques here.

The business district extends from Park Street to the South End. Filene's and Jordan Marsh near Park Street, are two department stores which have clothes at reasonable prices. Each store has a basement section which has damaged or out-of-stock clothes at cheap prices. The clothes in Filene's and Jordan Marsh are similar except that the latter has a greater selection. Woolworth's, which is only a few blocks from Filene's, sells articles more cheaply than the other department stores. It is a good place to buy postcards, stationery and study lamps. In addition, there are many shoe stores throughout the city as well as shoe departments in every large department store. In the past, Boston was known as the shoe capitol of the country. Today, there is a great variety of shoes to choose from.

RACIAL JUSTICE: SOME DISCOURAGING NEWS[1]

The news has been very discouraging to those with an authentic and still undimished concern for racial justice in America. The Carnegie Corporation of New York reported that for all the efforts of the past decade to increase the number of black lawyers in the South, the number of black law students today represent only three percent of the student bodies of the seventeen major law schools in that region.

This represents no percentage change in ten years of effort and money. Shortly after the Carnegie report was made available, the Bureau of Census reported a widening income gap between blacks and whites.

Finally, the Supreme Court by its barest possible majority declared unconstitutional a reasonable solution to the problem of racially polarized and isolated schools. It ruled that cross-district busing was not a proper means of achieving racially balanced schools so long as there existed no proof that a particular suburb discriminated on the basis of race. Many people view that decision as being as diverting to the course of racial progress as the 1954 desegregation decision was enhancing to that struggle.

One hears rather a lot these days about the great strides black people have made in recent years. The press is filled with success stories, spotlighting the successful black lawyer, businessman, community organization. There are black

[1]John Robinson, "Racial Justice: Some Discouraging News," The Boston Globe (August 6, 1974), p.23.

models, mayors and, according to one recent report, mafia big wheels.

No reasonable man will question that these things signify a change from ten years ago and, of course, any reasonable man not choked by envy will applaud the individual success long overdue.

However, change is one thing, progress is quite another. Take the Carnegie findings, for instance. In 1969 there were only nine black lawyers practicing in Mississippi. Although their numbers have increased to forty-nine, so has the population increased so that there is still only one black lawyer for every 16,000 blacks in the state versus a ratio of one white lawyer for every 450 non-blacks.

The income data must be even more painful to read for the legions of cheery optimists who are convinced that "things are a lot better today." In the period 1969 to 1973, the median black family income did not grow while the median for non-black families grew apace. In 1973, the median for blacks was $7,269, for non-blacks $12,595. It does not take a keen mind to perceive the gross inequity these figures indicate, expecially when read against a backdrop of soaring consumer prices and debilitating inflation.

In a thousand different ways, non-blacks in America keep asking "What do blacks want, anyway? We've practically given the country to them as it is." That is self-serving deception, of course, and these recent news items point that fact up starkly.

Black Americans have always wanted the same thing: that the system they helped build and are helping to sustain, for better or for worse, work for them as well - or as badly - as it works for the majority of whites.

Tokenism, "voluntary" equal employment plans, ignorant, mindless political balancing acts will not achieve this. Revolution could. And so could honest efforts by business and government to squeeze the racist disparities out of the system before the country is confronted with a dilemma of one alternative.

SUBWAY SCAVENGER HUNT

DIRECTIONS

1. Use a subway map.
2. Ask people for directions or help.
3. Look at the people and things around you and answer the questionnaire.
4. Speak only in English.
5. Have fun!

ASSIGNMENTS

1. Go to Northeastern University - Green Line, Arborway - Northeastern Stop. Get a catalogue of the undergraduate school.
2. Go to the John F. Kennedy Building - Green Line, Riverside - Government Center Stop. What floor is the immigration office on? Is this a federal, city or state building?
3. Go to Harvard Square in Cambridge - Red Line, Harvard Square - Harvard Square Stop. Where is the Design Research Building? What can you buy there?
4. Go to the State House - Green Line, Riverside - Park Street Station. Who built the State House? What street is it on? What is the dome made of?
5. Go to the John Hancock Building - Green Line, Riverside - Copley Square Station. What's wrong with the building? Are they fixing it? What is the name of the church opposite it?
6. Go to Woolworth's and Filene's - Green Line, Riverside - Park Street Station. What's the difference between the first floor of Woolworth's and that of Filene's?
7. Go to the Greyhound Bus Terminal - Green Line, Riverside - Arlington Street Station. Find out how often the bus runs between Boston and New York. Find out how much a round trip ticket is.
8. Go to the Boston Garden - Green Line, Riverside - North Station. Find out what the coming attractions are for the month of October at the Boston Garden.

9. Go to the Isabella Stuart Gardner Museum - Green Line, Arborway - Museum of Fine Arts Stop. It's a ten minute walk behind the Museum of Fine Arts. What is in the middle of this museum?

10. Go to Newberry Street - Green Line, Riverside - Copley Square Station. What are the names of five stores on this street? What large hotel is at the beginning of this street?

11. Go to the Prudential Center - Green Line, Riverside - Copley Square Station. What is the name of the bookstore in this mall? How much does it cost to go to the top of the Prudential?

12. Go to the North End - Green Line, Riverside - Haymarket Square Station. Where is the Fogg Art Museum? What building did Le Corbusier build?

13. Go to Harvard Square - Red Line, Harvard Square - Harvard Square Station. Find the store called Reading International. Go to the back of the store and find out what kind of magazines they sell in this store.

15. Go to the <u>old</u> City Hall - Green Line, Riverside - Government Centre Station. What is the name of the restaurant in the old City Hall? What is the difference between the old City Hall and the new City Hall?

QUESTIONS TO THINK ABOUT WHILE RIDING

THE SUBWAY

1. Where did you go by subway? What did you see when you got there?

2. How long did it take you to get there?

3. Was the driver courteous?

4. Was it a comfortable ride? Why or why not?

5. Was the car crowded?

6. What did you observe about the people around you? Were they old, young, rich, poor, sad, happy, interesting etc. Did you see any pickpockets? Did everyone pay the required fare?

7. Describe the subway car.

8. Have you ever ridden on another subway before? How was it different from the Boston subway?

TV STATION: WNAC

Try to watch the following television programs before we go on the WNAC tour: Channel 7 local and national news at 6 pm, The Paul Benzaquin Show at 9 am daily and Candlepins for Cash at 5:30 pm. Also listen to radio station WRKO to become familiar with the disc jockeys.

VOCABULARY

Station - a building where television or radio programs are filmed or sent.

Network - a chain of stations which operate as a unit. The major national networks are CBS (Columbia Broadcasting System), NBC (National Broadcasting System) and ABC (American Broadcasting Company).

Commercial - a short 2 or 3 minute skit which advertises a product on radio or television.

News - a program which gives the events of the day, the weather and sometimes an editorial.

Quiz Shows - a program which gives people in the sudience money in return for answering questions correctly or for doing special tasks.

Talk Shows - a program during which a regular actor or interviewer interviews famous or interesting people.

Studio - a room where a particular television or radio program is filmed or recorded or both.

Lighting - a system of lights in the studio.

Camera - a machine which is used to record or film a program.

Video Tape Camera - a special camera that films and records a program for the purpose of editing and then transmitting the program later.

Microphone (mike) - a machine which makes the human voice louder.

Boom Microphone - a microphone that is at the end of a long pole or extension.

Disc Jockey - a person who introduces the records which are played.

S T A T E G O V E R N M E N T

CONSTITUTION (1780)

EXECUTIVE

Administers laws, vetoes or approves laws, proposes laws, commander-in-chief, appoints cabinet & judges

Governor & Lieutenant Governor

Cabinet & Council
(10 Departments) (8 Advisers)

State Agencies

LEGISLATIVE

(The General Court, 1644)
Proposes laws & passes bills, approves appointments, investigates the other branches.

House of Rep. (240) & Senate (40)
Speaker of the House — President

Majority & Minority Leader — Majority & Minority Whip

Right of Petition
Any citizen of Massachusetts may petition his Representative or Senator to abolish an old law or to propose a new law.

JUDICIAL

Decides the constitutionality of laws, decides criminal and civil court cases.

Supreme Judicial Court
Chief Justice & 6 Associate Justices

Superior Court (Jury Trial)

District Court (County Court) no jury

Juvenile Ct. Land and Probate Ct.

Small Claims Court (amounts less than $300 & no lawyer is necessary)

HOW A BILL BECOMES A LAW

House of Representatives

1. A representative files a petition in the clerk's office.

2. The clerk numbers the petition and sends it to the proper committee for discussion.

3. The committee has a public hearing and a discussion of the bill or petition. Afterwards, it votes. If the committee approves the bill, it goes to the full House for discussion and a vote.

4. The clerk of the House reads the bill three times in the House chamber. There is a discussion of it and this is followed by a vote. If a majority of the members of the House vote "Aye" for the bill, the Senate receives the bill.

5. The clerk's office in the Senate gives the bill a number and sends it to the proper committee for discussion.

6. If the committee approves the bill, it goes to the Senate for three readings, a discussion and a vote. If a majority of the Senate approves the bill, it then goes to the Governor's office. If the Senate has made some changes or amendments to the original bill, the new bill goes back to the House of Representatives for a final vote.

7. The Governor has ten days to decide whether to approve or veto the bill. If the Governor signs the bill, it becomes a law. If the Governor vetoes the bill, a two-thirds vote of both the Senate and the House of Representatives can still make this bill a law over the Governor's veto.

*Approximately the same process is followed if a bill is filed on the Senate side first. After the Seante votes on the bill, it goes to the House for a vote.

BUSINESS

In the 1970's the United States faces numerous serious social problems of major proportions.[1] Urban congestion, ghetto poverty, education of disadvantaged citizens, transportation deficiencies, and air and water pollution are some of the major issues. In a variety of ways and from a variety of sources, business is under attack for either contributing to the problems or for failing to devote enough effort toward solutions.

Businessmen are keenly aware of the demands being made upon them by society and are struggling not only to enhance the image of business as a socially responsible institution, but also to find answers to the question of how to accomplish best the tasks ahead. In increasing numbers, business leaders are accepting the challenge of social problems. Henry Ford II, in a speech before the National Association of Purchasing Agents, said:

> Those who are more fortunate, including the leaders of the business world, have a duty to their country and themselves to join the war on poverty, on descrimination, on ignorance, on unemployment. As long as these evils persist, our society will be diminished by crime and violence and demagoguery.

The question bothering most business leaders today is not whether business should participate in solutions to social problems, but how and to what extent.

[1]Keith Davies and Robert L. Blomstrom, Business, Society and Environment (New York, 1971) pp. 173-74, 299, 350-51.

Many individual businesses have exerted considerable effort to enhance their image through involvement in social problems. Economic education has been emphasized and encouraged in recent years. Support of community projects and activities has stressed corporate citizenship. Some companies have met head-on the problems of employing and training hard-core unemployed. On a broader scale, the American Management Association has established a summer camp dedicated to showing high school boys what makes business tick. A group of successful New York executives organized an Interracial Council for Business. By contributing their talents in the form of free consulting services to black businessmen, they see an opportunity to take a positive part in the civil rights movement. On a national scale, the National Alliance of Businessmen has been formed to work on social problems.

But efforts of this type have only scratched the surface. Many business leaders have concluded that the problems are so large and so complex that no single social institution working alone can solve them. Instead, many are becoming increasingly convinced that only a partnership between the major institutions of American society - particularly government and business - can achieve national social and economic objectives.

CASE STUDY

THE INFORMATION SERVICE CENTER

Corporate headquarters of a large firm were located on the edge of a fifty-block concentration of urban blight in a large Eastern city. Most of the residents of the area belonged to minority groups. For many years the company had been making substantial financial contributions to various local welfare agencies.

One day a young executive suggested to the president that the program of financial grants be largely discontinued, and he recommended an alternative program in its place. The residents of the area, the young executive contended, needed what he termed administrative support more than they needed financial support. While financial support should not be withdrawn completely, emphasis should be placed on providing information, guidance, and assistance that would help residents of the area solve their own problems. The key to the proposed program was an information service center which would direct people to help that was available, help them prepare complaints or requests, and make appointments with the right people. In extreme cases the center could assist directly with such activities as emergency requests for food and clothing, or negotiating out-of-court settlements with a finance company. Other activities might include help with neighborhood improvement projects and help in organizing Boy Scout troops or similar groups.

QUESTIONS

THE INFORMATION SERVICE CENTER

1. If you were the president of the company, would you give financial or administrative support to the neighboring poor community?

2. If you were a resident of a poor area, would you prefer money through loans or grants to welfare agencies, or would you prefer an information center to give you guidance and help for your legal and social problems?

3. Which program is more advantageous to the company?

4. Which program is more advantageous to the poor?

CASE STUDY

THE REPUBLIC OF NAURU

The republic of Nauru is situated on a small island of 5,263 acres in Polynesia near the equator. It is 2,600 miles southwest of Hawaii. The republic has a population of 3,304 persons. These people may be the richest in the world, and they are getting richer every day. Investment income and annual phosphate mining royalties paid to the government by the Nauru Phosphate Company, in which the British have an interest, amount to over $6,000 annually for each Nauruan.

Few Nauruans work because their affluent income does not require labor to support their needs. The phosphate mines are worked by Polynesians from other islands. The government, except for top positions, is run by employed civil servants mostly from Australia. They are paid such high salaries by the Nauruans that the Australian government is considering a special tax on their incomes. Most other work on the island is performed by Chinese.

There is enough phosphate on the island to last another twenty-five to forty years at the present rate of mining. If mining were stopped immediately, annual investment income for every Nauruan would be $1,200 for life. Nauru has no other significant income, although its colorful postage stamps are popular with philatelists. There is one beach area with possibilitites for tourist development. There is no port; only open sea anchorage is available. Air transportation to the island is provided by Fiji Airlines once a week and Air Micro-

nesia every two weeks. In order for planes to land, the phosphate mining operation is shut down the day before the plane is due. If it did not shut down, clouds of dust from the mining operation would obscure the runway and prevent the plane from landing.

QUESTIONS

1. What kind of ecological problems will the republic of Nauru have in the future?

2. Will the Nauruans have any social or political problems in the future?

3. What will happen when the Nauruans run out of phosphate?

4. What could the Nauruans do in order to insure a good income after they have no more minerals?

THE AMERICAN EDUCATIONAL SYSTEM: PROBLEMS[1]

An English mother recently complained that her eight year old son must attend the local "board" school, roughly the equivalent of the American public school. The boy's father was a clergyman in a parish in a laboring man's section of a medium-sized city, and the school was therefore attended largely by children of laborers. His mother complained:

> The school isn't suited to needs of those who will attend a university or even a good secondary school. With what he learns there, our boy will certainly never win a scholarship to a university-preparatory secondary school and probably couldn't pass the entrance examination anyway. We can't afford to send him to another elementary school, so I'm afraid he'll never go to the university. What would a person in similar circumstances in the United States do about his son's education?

These particular problems are not the most important ones in American education. For one thing, there is not the difference in types of schools. In similar circumstances in the United States, the boy would go to school with the laboring men's children just as he is doing in England. However, instruction and standards of achievement vary from school to school depending upon the adacemic ability and the interests of the majority of the students and the amount of money the community has available for education. Still, there is a degree of uniformity because state and regional accrediting agencies insist that certain standards be maintained and certain

[1]Gladys G. Doty and Janet Ross, "American Education and Its Problems," Language and Life in the U.S.A. (New York, 1968) pp. 380-84.

things be taught. Teachers' organizations encourage the use of standardized achievement tests so that a student may compare his attainment with that of students from schools not only in other parts of the community, but in other states as well.

After this boy finished an American elementary school, whether in a laboring man's neighborhood or not, he would be able to go on to the public high schools, which would offer college-preparatory training. The examination that most European students must take at the age of twelve or thirteen, which determines future schooling, your major field and to a certain degree, your choice of profession, does not exist in America. Before he went on to college, he would usually take a general college entrance test which would determine if the student was college material. If his grades were high enough in high school, he could get a scholarship that would pay most or some of his expenses. In a state university perhaps the proportion of a class doing outstanding work might not be so great as the proportion at Harvard, or at Oxford or Cambridge in England, because the average academic ability of those entering would not be so high. However, the group at the top in a state university would compare favorably with students in schools with more rigorous admission policies, and he could receive a good education there....

(Unfortunately) certain problems characteristic of American education come about as a result of trying to educate everyone together. Although the system does offer many

opportunities to the average person - opportunitites to develop his particular skills and abilities and to try to get as much education as he can absorb - a pressing problem is how to challenge the person of above-average academic ability and at the same time take care of the needs of the person with average ability. The problem exists to a degree in the elementary school, as there is a tendency to adjust teaching to the level of the class, but it becomes more acute at the high school level where differences in interests, backgrounds, voacational plans, and other factors in addition to academic ability enter in.

The problem is solved in part by differentiated curricula. There is a wide variety of course offerings in an American high school, and students are allowed to choose a certain number of the subjects they study. Presumably the student who has neither the academic interests nor the ability to do college work will not take courses such as college preparatory algebra, advanced chemistry, or third year courses such as Latin. In spite of the guidance systems set up to help students make their choices, however, there are always a certain number who pick courses for which they are unsuited. Until they drop or fail the course, they sometimes slow down the progress of the class. A greater difficulty arises from the fact that in the usual type of comprehensive high school certain courses are required of all students. These usually include two years of English, two years of mathematics, and at least one [illegible]

one laboratory science. In such basic courses students are sometimes separated into different classes according to ability or according to their vocational plans. Thus some students will study English and American literature in their courses while others study business English. In small schools, such a separation is not possible, and the tendency to plan the course for the average student is a factor to contend with.

At the college level, particularly in state-supported schools with a liberal admission policy, this problem still exists. The general courses offered in the first two years are often designed to round out the education of the average person rather than to appeal merely to the specialist in a field, and there is much debate in educational circles over what the standard of performance for the "average" person at this level should be....In more specialized fields in the third and fourth years and especially at the graduate level the problem is less acute because the attempt is usually to make standards rigorous enough so that students whose special abilities do not lie in that particular field will drop out.

Educators are keenly aware of the difficulties that lie in the way of educating everyone together. There is the problem of the point to which such education should go. There is the problem of keeping the poorer students from holding back the better ones or being satisfied with a level beneath their abilities. The solutions that have been tried are sometimes, though not always, successful. There is always the danger that "equal opportunity" for all may be interpreted to

mean "the same education for all" regardless of differences in ability and need.

For problems that are not merely characteristic of the educational system of the United States but that all systems must face, the attempted solutions also reflect the philosophy upon which American education is based - the philosophy that everyone should be given the opportunity to develop his greatest potentiality. One of the major problems is the question of what should be the true goal of education. Is it to master facts or to develop the mind and spirit? While different educational systems may agree on the soundness of the latter goal, they may differ on the interpretation of what this means and on the best way to carry it out. The American system tends to interpret it to mean understanding man and society in order to get along with oneself and in the community. Learning to think for oneself and learning by doing are stressed as means of developing the character and judgment that will help achieve these goals. Thus discussion plays a large part in the classroom, and teachers are urged to encourage self-expression....

The emphasis on learning by doing is one of the reasons for the large number of extracurricular activities that characterize the American high school. These activities serve a unique function in the educational pattern. Most of them foster special skills and interests that develop out of classroom activities, but some exist purely to provide recreation.

The extent to which the American school system lives up to its ideal of providing equal opportunity to develop mind and spirit to the fullest possible extent is, again, a debatable question. The American system prides itself on offering students more than mere memorization of facts; yet it must guard against going too far in the opposite direction. Self-expression and discussion in the classroom are admirable learning experiences. Yet to explain oneself intelligently one must have knowledge of facts as a basis for discussion. Extracurricular activities have much to recommend them. Yet there is the danger that students will be kept so busy with activities that academic learning is neglected.

When we try to evaluate how good a job the American public schools do, the American high school graduate is often compared with the graduate of a European gymnasium, or college-preparatory secondary school, and it is contended that the European knows more facts. A European student who has graduated from a gymnasium may, in some respects, be more nearly at the educational level of an American student in his second year of college. Critics of the American system say that this is the result of educating everyone together and of placing too much emphasis on extracurricular activities. There may be some truth in this charge, but there is something to be said on the other side also. In the first place, the difference between the performance of the two groups may not be so great as it first appears to be. For one thing, the American school year is nine months long, whereas the

European one is usually ten to ten and a half. Thus, the European student who has finished a twelve year program of study may have spent twelve more months in school than the American at the end of a similar period. Also, the two groups do not represent the same segment of the population. A much smaller percentage completes the college-preparatory type of secondary school in Europe than completes the American high school. The European group is selected on the basis of difficult examinations, while the American group represents the average. A comparison of the European group with the top ten percent of the American group might be a fairer comparison and doubtless would not reveal such a discrepancy in the knowledge acquired....

A free education for all is the American ideal. The general educational level in the United States has risen steadily. The number attending school has more than doubled during the last fifty years. More than three-fourths of the population between the ages of five and nineteen is now enrolled. After World War II there was a tremendous increase in college enrollment because many thousands of military veterans took advantage of the program of higher education that was offered them at government expense. All this has put a tremendous burden on the school facilities. In spite of the country's efforts to give a high quality of education to every citizen, there are inequalities from region to region because the schools are supported largely by local funds. Not only are educators constantly experimenting to find better methods of

teaching, but parents and teachers are constantly trying to improve the country's education by working for improved school facilities and for increased salaries and higher professional standards for teachers.

QUESTIONS TO THINK ABOUT

1. What is the purpose of an education?

2. Do you believe in "education of the masses" or "education of a select few?"

3. How does the American educational system compare with the one in your country?

4. What are some of the problems of the American educational system?

5. Do you think that slow learners should be mixed in with a class of fast learners?

6. What is the difference between between private and public schools in your country? In America?

7. Do you feel that if people are not satisfied with their educational system, they should be allowed to establish their won schools?

STUDENTS: HOW DO THEY GROW?[1]

The schools that give definite alternatives to high school age people are The Group School of Cambridge and the Warehouse Cooperative School of Boston....After looking at the alternatives, public and private, around Boston, I think these two schools best illustrate the two main directions of "free" schools at the high school level. Both schools carry on the general challenge and philosophy of the early free school movement - little or no age-grading or letter-grading; student-centered curriculum; more-or-less "open" classes; little emphasis on content, more on the critical thinking and discovery. Neither school considers itself "radical". Billy Igo, a student at The Group School, told me, "The purpose of a school is not 'liberation' but education." Most students in both schools would agree. But I find that these two schools give their students and teachers a "liberated" setting for learning. Students and teachers relate openly with each other without heirarchy. Students test what they know by building things and by challenging them. They appear to have control over their lives and learning.

But Warehouse and The Group School part company on the question that divides much of the rest of progressive education and politics, too, for that matter. Warehouse focuses on individual students flourishing as they decide, but within

[1]Tom Reeves, "Students: How Do They Grow," The Boston Phoenix, April 23, 1974, pp10-14.

the context and control of a parent-centered cooperative. At The Group School, everything starts with the group of students and teachers. I think Warehouse has found an optimum of individual expression within a family community while The Group School has the fullest process of participation by students.

Besides its powerful emphasis on group participation, The Group School differs from Warehouse in other ways. One major difference is the role of parents. Parents at Warehouse started the school and run it. The Group School is run by the fifty-plus students and the twelve full-time adults. It did not begin as a school at all, but as a group of kids around a teen center in North Cambridge. Mike Lawler was a youth worker there. He invited a few kids to his house and they became aware they were a "Group." "Most of all," says Billy Igo who has been a student at The Group School all three years, "They were fed up with public school and wanted to make their own."

More than any other "free" school I know of, The Group School students have made their own school. Co-directors Neil Didriksen and David Kelston are teachers whose time is partially freed for fund-raising and administration. They do not "direct" the school. When I first visited The Group School I was not aware of any directors. Didriksen later told me, "Most alternative schools and other programs for youth are set up by older people who have very definite ideas. They do the initial work, make the plans and then find some youth and say

'OK, you run it.' The Group School happened differently. It evolved from the plans of some kids and a youth worker who then talked to a lot of older people - 'young educators' - and together they built a school that was their own."

They built more than a school. The Group School is the current major project of The Group, Inc., the name for a community of kids and adults who have made their lives more interesting by building common projects and creating a set of equal relationships. Some of these resemble a school. The classes are more structured than at Warehouse and attendance is required. The students come from families where "getting an education" is important. They want solid evidence that they have been to school - complete with graduation. These formalities are not the most important things for The Group. Individual needs are respected far more than in the public schools, but the emphasis is not on the individuals as it is at Warehouse. It is on the whole set of Group relationships - daily meetings, committees, planning, mutual evaluations - that create a genuine student-teacher equity and participation.

The only gap seems to be lack of parent participation. There are regular happenings that include parents - dramas, dinners and meetings. Billy's father, Joseph Igo, a custodian, told me, "From the start we have all worked on this together. I've learned as much as Billy. He has turned from a boy going nowhere into a man. I really love those people down there. I can say it is my school as much as anybody's." But it is the students' and teachers' school as far as decisions are concerned....

I had first hand experience in The Group School process as I wrote this article. In a moment of agism, I asked the student who answered the phone for a "staff member." Billy said he was staff and besides, "You can talk to any student or teacher who happens to be around." I visited the school when most students were out doing projects including a play, visits to court, a yearbook, and participation with Farah strikers. Those who were around interviewed me first before consenting to my interviewing them. The Group School has managed to avoid the kiss of the media. Larry Aaronson, a staff member, commented, "Most media make you heroes or villains. Even writers we respect we don't encourage to write articles, because the kind of thing they write makes us into some kind of political case. We just want a fair description of what is going on."

The next day The Group met. Despite opposition from some teachers, They decided in favor of an article. The draft I submitted a week later caused an uproar. It was not that I criticized the school, but that I drew political conclusions that students and teachers decidedly did not draw. A political outsider like me might see important political consequences in a student-created and student-run school and in the class awareness obvious around the school, but people at The Group School do not see themselves as engaged in politics or social change. Their purpose is to sustain a Group out of which they put a school together. As Billy said, "The purpose of the

school is to give me a good education - as good as anybody's - so that I can have a choice to do whatever I want."

I think a fair description of The Group School must make these points. The group process itself is the main success of the school. The plant of the school leaves much to be desired. It consists simply of a number of rooms on two floors at the University Lutheran Church. There is little lab or workshop equipment, although there are now business machines for clerical courses. The school has not done much with the space, probably because it is also used by the church. The school and church have a good relationship but do not interfere with each other....

The teaching and course material are diverse and excellent. The curriculum and atmosphere of the school reveal a philosophy which tries to look critically at the society and emphasized working-class origins. The course descriptions are modest and factual....Besides the courses already mentioned - "Growing up Female," "Breaking and Entering" and the clerical courses - there is Labor History, drama, math, and "Words People Play." A strong women's group has been in the school all along and influences many classes. The school magazine, for instance, has a section of non-sexist fairy tales like "Little Jack Riding Hood." The title poem of that magazine says a lot:

> This tree started growing in
> the City of Cambridge...
> It was a strong unusual
> looking tree;
> people thought it wouldn't
> have a chance to grow.
> But this fall we collected all
> the leaves which
> fell from the many branches...
> Our tree is growing!

QUESTIONS TO THINK ABOUT

1. How does The Group school differ from a traditional American high school?

2. The Group school consists of young adults of similar backgrounds who learned how to work together as a group. Do you feel that this similarity of backgrounds is an advantage to the students educationally or a disadvantage?

3. Are there any alternative schools in your country? If there are, why were they established?

4. Does the physical environment of a school effect the learning process at a school?

5. Do you feel that students should not only go to school, but, should also have a "say" in what they learn and how they learn?

6. Should the time spent in school be devoted to academic study and the practical application of what one has learned?

MUSEUM OF FINE ARTS

WORDS AND PEOPLE

DEFINITIONS

Acrylic - a kind of acid which is mixed with paint to produce a plastic-like painting.

Bust - a piece of sculpture representing the head, shoulders and chest of a human body.

Canvas - the material on which an oil painting is made; a coarse, heavy cotton cloth.

Portrait - a picture of a person, especially of his face, drawn, painted or photographed from life.

Watercolor - a painting which is made from a paint having a water base.

PAINTERS - Look up these artists in an encyclopedia.

John Singleton Copley

Gilbert Stuart

John Singer Sargent

Winslow Homer

Childe Hassan

Arthur Goodwin

Andrew Wyeth

TOUR OF THE MUSEUM

Begin at the Huntington Avenue Entrance. Go into the visitors' room and look at the floor plan.

Comtemporary Art Gallery

1. Stand at a distance and look at "Blue Float" by Ron Davis. What is unusual about this picture?

Rotunda

2. Go into the rotunda and look at the sculptures. Who did Auguste Renoir depict in marble?

Leaders of the Colony, the Revolution, and the Republic (circular room)

3. Who was Benjamin Franklin?

4. Who did John Singleton Copley paint?

5. What is unusual about Gilbert Stuart's portrait of Washington?

6. What are the differences between Gilbert Stuart's portraits and those of John Singleton Copley?

Twentieth Century American Painting and Sculpture

7. Look at Childe Hassan's "The State House Seen from the Charles River." Does the view look familiar?

8. Look at Andrew Wyeth's "Sandspit". Where do you think the picture was painted?

9. Look at Winslow Homer's "Fog Warning." Why was the fisherman in the boat worried?

10. Stand at a distance and look at John Singer Sargent's "The daughters of Edward D. Boit." Do you like it? Why?

Watercolors by Winslow Homer and John Singer Sargent

11. What kinds of scences did Winslow Homer depict?

12. What kinds of scenes did John Singer Sargent paint?

Eighteenth and Nineteenth Century American Painting and Furnishings

13. Look at the furnished rooms from an 18th century house in Peabody, Massachusetts. Describe one of the rooms.

Neoclassical America (1790 1830)

14. Find Gilbert Stuart's finished painting of George Washington. Where was Wahington painted?

American Silver Gallery

15. Look at Paul Revere's silver. What does the large Sons of Liberty Bowl commemorate?

16. Find the two paintings in the museum which have holes in them. What are the names of the paintings and why are there holes in them?

17. What scenes did he paint?

18. How are the scenes of Park Street different from the Park Street of today?

QUESTIONNAIRE

FEEDBACK SESSION

1. Where did you go and what did you see?

2. Was the trip interesting? Why or why not?

3. Were the articles or the films which you read or saw before the trip helpful? If the answer is "yes," which ones?

4. Would you like to on other trips which deal with this topic? If "yes," where?

5. Do you have any other suggestions for related field trips or activities in this area?

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