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SCHOOL DOCUMENT NO. 15 — 1901

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

1901



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1901





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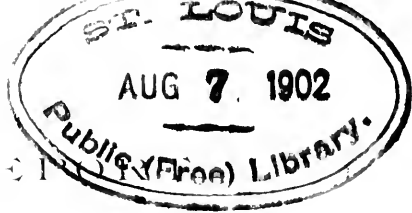
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RECEIVED

In compliance with the Statutes, and in accordance with the Rules of the School Board, the committee appointed to prepare the annual report of the School Committee for the year 1901 respectfully submit the following:

SCHOOL SYSTEM.

The public school system of Boston comprises¹ one Normal School (for girls), two Latin Schools (one for boys and one for girls), eight High Schools, the Mechanic Arts High School (for boys), fifty-eight Grammar Schools, six hundred and twenty-nine Primary Classes, two Special Classes, seventy-nine Kindergartens, one School for the Deaf, an Evening High School and thirteen Evening Elementary Schools, six² Evening Drawing Schools, a Special School on Spectacle Island, twenty-eight Manual Training Schools, and twenty-three Schools of Cookery.

STATISTICS.³

The following statistics are for the year ended June 30, 1901, excepting the number of children in Boston between the ages of five and fifteen years, and the number reported as attending public and private schools, which are from the census taken September 1, 1901:

Number of children in Boston between the ages of five and fifteen Sept. 1, 1901	90,114
Number attending public schools Sept. 1, 1901	69,260
Number attending private schools Sept. 1, 1901	14,083

¹ June 30, 1901.

² Includes Special Class for the Study of Design.

³ Other and more complete statistics may be found in School Documents Nos. 3 and 10, 1901.

Whole number of different pupils registered in the public schools during the year ended June 30, 1901 :
Boys, 46,933 : girls, 44,863 : total 91,796

REGULAR SCHOOLS.

Normal School.

Number of teachers	14
Average number of pupils belonging	196
Average attendance	191

Latin and High Schools.

Number of schools	11
Number of teachers	210
Average number of pupils belonging	5,539
Average attendance	5,205

Grammar Schools.

Number of schools	58
Number of teachers	979
Average number of pupils belonging	40,207
Average attendance	36,842

Primary Schools.

Number of schools	624
Number of teachers	627
Average number of pupils belonging	31,090
Average attendance	27,111

Kindergartens.

Number of schools	78
Number of teachers	158
Average number of pupils belonging	4,415
Average attendance	3,278

SPECIAL SCHOOLS.¹*Horace Mann School for the Deaf.*

Number of teachers	14
Average number of pupils belonging	123
Average attendance	105

¹ There are twenty-eight Manual Training Schools and twenty-three Schools of Cookery, but as the pupils of the regular public schools attend them they are not included in these tables.

Evening Schools.

Number of schools	14
Number of teachers	203
Average number of pupils belonging	5,470
Average attendance	3,930

Evening Drawing Schools.

Number of schools ¹	6
Number of teachers	29
Average number of pupils belonging	582
Average attendance	428

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	18
Average attendance	16

Special Classes.

Number of classes	2
Number of teachers	2
Average number of pupils belonging	28
Average attendance	23

RECAPITULATION.

Number of schools :	
Regular	772
Special ²	24
Number of teachers :	
In regular schools	1,988
In special schools ²	249
Average number of pupils belonging :	
In regular schools	81,447
In special schools ²	6,221
Average attendance :	
In regular schools	72,627
In special schools ²	4,502

¹ Includes Special Class for the Study of Design, established Nov. 13, 1900.² Special classes included.

EXPENDITURES.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-four years and nine months :

FINANCIAL YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77.....	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78.....	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79.....	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80.....	1,416,852 00	49,096 28	1,367,756 72	53,981	25 34
1880-81.....	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82.....	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83.....	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84.....	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85.....	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86.....	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87.....	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88.....	1,536,552 99	37,692 81	1,499,460 18	62,226	24 10
1888-89.....	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90.....	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91.....	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92..... nine months	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93.....	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94.....	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95.....	1,885,537 38	38,601 35	1,846,936 03	73,603	25 09
1895-96.....	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79
1896-97.....	2,077,377 56	39,500 83	2,037,876 73	78,167	26 07
1897-98.....	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10
1898-99.....	2,425,997 42	42,210 35	2,383,787 07	83,008	28 72
1899-00.....	2,533,988 82	45,681 35	2,488,307 47	86,719	28 69
1900-01.....	2,678,033 99	48,428 07	2,629,605 92	88,852	29 59

* Since January, 1892, financial year ends January 31 in each year. Before that date financial year ended April 30 in each year.

The following table shows the cost of repairs made and furniture provided since 1876-77. It includes also payment for hired accommodations :

FINANCIAL YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77.....	\$165,876 72	.....	\$165,876 72	50,308	\$3 30
1877-78.....	126,428 35	.....	126,428 35	51,759	2 45
1878-79.....	114,015 32	.....	114,015 32	53,262	2 14
1879-80.....	98,514 84	.....	98,514 81	53,981	1 82
1880-81.....	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82.....	178,008 88	247 50	177,761 38	55,638	3 19
1882-83.....	189,350 83	231 00	189,119 83	57,554	3 29
1883-84.....	186,852 18	300 00	186,552 18	58,788	3 17
1884-85.....	198,059 11	526 50	197,532 61	59,706	3 31
1885-86.....	188,435 03	137 50	188,298 13	61,259	3 07
1886-87.....	171,032 71	295 92	170,733 79	62,259	2 74
1887-88.....	243,107 89	221 00	242,886 89	62,226	3 90
1888-89.....	251,736 17	153 00	251,583 17	64,584	3 90
1889-90.....	262,208 75	850 20	261,358 55	66,003	3 96
1890-91.....	263,860 16	208 00	263,652 16	67,022	3 94
1891-92.....) nine months)	205,344 27	595 50	204,748 77	67,696	3 02
1892-93.....	221,905 53	165 00	221,740 53	68,970	3 22
1893-94.....	190,465 06	.....	190,465 06	71,495	2 66
1894-95.....	214,252 47	25 00	214,227 47	73,603	2 91
1895-96.....	250,107 13	.....	250,107 13	74,666	3 35
1896-97.....	225,973 76	937 68	225,036 08	78,167	2 88
1897-98.....	229,941 27	.....	229,941 27	81,638	2 81
1898-99.....	249,973 69	.....	249,973 69	83,008	3 01
1899-00.....	282,708 26	.....	282,708 26	86,719	3 26
1900-01.....	299,248 46	27 00	299,221 46	88,852	3 37

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil, which for 1900-1901 is \$32.96. The total running expenses, compared with those for 1899-1900 show an increase of \$1.01 in the rate per pupil.

* Since January, 1892, financial year ends January 31 in each year. Before that date financial year ended April 30, in each year.

THE NORMAL SCHOOL.

Perhaps the most important purely educational question that has engaged the attention of the Board during the year has been with reference to the Normal School. The object of the school is primarily to give professional instruction to young women who intend to become teachers in the public schools of Boston ; but during recent years the number of its graduates desirous of such employment has been far in excess of the number of vacancies to be filled, and the surplus of unplaced graduates, increasing from year to year, has been a source of embarrassment to the appointing power, and disappointment and hardship to graduates of the school. To remedy this condition various expedients were proposed. The one adopted was an amendment to the Regulations, which took effect on March 12, providing that candidates for admission to the Normal School, in addition to having completed a four-year course in the High Schools, receiving a diploma, or an equivalent course of study elsewhere, with diploma, must also successfully pass a special examination for admission, the intention being to limit in this way the number of pupils entering the school, to such as give a fair promise of high scholarship, which is a most essential requisite for success in teaching. Two such examinations have been held this year, one in June and the other in September.

Early in the year the Committee on Normal School announced an intention to recommend the establishment of a Normal College in place of the Normal School, having a broader and more extended course of instruction ; and this purpose found expression in an

order passed at the meeting of December 10, that a joint committee, consisting of the Committee on Legislative Matters and the Committee on Normal School petition the Legislature at its next session for authority to enable the School Committee to establish a Teachers' College for both sexes in place of the present Normal School; to determine and regulate the course of instruction in said college to grant honorary testimonials; to confer diplomas, and the degrees of Bachelor of Education and Master of Education.

The report upon which the action of the Board was based summarizes the scope of the proposed college as follows :

(1.) Retention of all the courses of the present Normal School.

(2.) Provision for four classes of teachers in a more generous way than the present school can afford.

These classes are

(1.) Pupils who need longer and better courses in distinctly academic work, as English, history, or science.

(2.) Teachers who desire to return to the school for advanced courses.

(3.) Teachers who desire special courses.

(4.) College graduates who are prepared on the academic side, but who need the professional training.

It is also intended that the courses shall be made equivalent to the ordinary college courses, and after four years' study and practice an appropriate degree shall be granted.

The Board of Supervisors has approved substantially the proposition thus briefly outlined, and the necessary steps to bring the matter before the Legislature have been taken.

THE EVENING SCHOOLS.

The Evening Schools now form no inconsiderable part of the public school system, and consist of a high school, with two branches, one in East Boston and the other in Charlestown, and fourteen elementary schools situated in various sections of the city and its suburbs. The term of these schools begins on the last Monday in September in each year, and ends on the second Friday in March of the year following, but it has been customary for a number of years to extend the term of the high school and some of the larger elementary schools for two additional weeks, by special order. The elective system is in operation in the high school and its branches, and the pupils are at liberty to select such studies as they consider will be of the greatest use to them, excepting that they are not allowed to elect a foreign language, English or American literature, advanced English composition or shorthand, unless they have a fair knowledge of elementary English composition, and those who desire to enter the class in typewriting must be acquainted with shorthand. Aside from these, and a few minor restrictions, they are at entire liberty to select the studies they desire to pursue. Examinations in the several studies taught are held at the close of each term, and certificates of proficiency are awarded successful pupils. Each of these certificates represents a credit unit or fractional part thereof, and a pupil who has received certificates, the aggregate value of which is equivalent to six credit units, is entitled to a diploma of graduation. Graduates of the grammar schools of Boston, of evening element-

ary schools, and those who have previously attended a day high school are admitted without examination. Others are required to pass a satisfactory examination in reading, writing, arithmetic, and geography.

The Evening High School has never been in a more prosperous condition, nor can the amount of good which it accomplishes easily be overestimated. In the language of the supervisor in charge, "It increases the general intelligence of the community, elevates the tone of public morals, cultivates self-respect, and increases civic pride." Its continued growth is sufficient evidence of its vitality, and the places filled by many of its graduates in business life attest the soundness of its teaching, and the breadth of its influence. The average registration of pupils during the months of October and November this year has been the largest in the history of the school.

The Evening Elementary Schools continue to improve in strength and efficiency. The course of study for these schools has been materially broadened during the present term by the formation of classes in cookery and in sewing, and by continuing and extending post-graduate classes—so called—which are intended for the benefit of pupils who have completed the regular course of study, but who find it inconvenient to attend the Central High School in the South End. Such classes were established tentatively last year in two of the suburban schools, the Washington Allston and Mather, and the success attending them was such as to warrant their continuance, and the formation of a similar class in the Dearborn School this year.

Instruction in cookery was first given in the Lyman Evening School in 1897, when one class in that subject

was established. The following year two classes were conducted in the same school. In 1900 additional classes in cookery in other schools were opened, as well as classes in sewing, and this year instruction in cookery is regularly given in the Bigelow, Hancock, Lyman, and Warren Schools, and in sewing in the Bigelow, Comins, Franklin, Hancock, Lincoln, Lyman, Mather, Minot, Quincy, Warren, and Wells Schools.

It was found advisable last year to establish a separate school for women only in the North End, and the Hancock School-house was utilized for this purpose, thus returning to the plan in effect previous to 1896, when this school was discontinued and its pupils consolidated with those of the Eliot School.

A new school has recently been established in the Minot School-house at Neponset in response to a demand from residents of that section who otherwise must needs go a considerable distance to reach the nearest school, situated on Meeting-House Hill.

On April 23, the Board appropriated the sum of \$1,000 to be expended under the direction of the Committee on Evening Schools for lectures in the several evening schools. The first of these lectures was given on November first in the Franklin School, and since then eleven others have been given on subjects connected with geography, all of which, with one exception, have been illustrated by the use of the stereopticon. The lecturers thus far have been, except in one case, those officially connected with the schools—masters and sub-masters, but a number of well-known public men have become interested, and have signified their willingness to aid in the work, and it is hoped to broaden and extend these lectures before the close of

the present term, by including a few of an inspirational nature by able speakers. The testimony of the principals of the schools where lectures have already been given has been very encouraging, as they speak in strong terms of the interest shown by the pupils and, without reserve, heartily endorse this method of public instruction.

Not the least important function of the Evening Elementary Schools is that of giving foreigners an opportunity to acquire English, thereby aiding in amalgamating the races and establishing higher ideals of citizenship.

The committee in charge have devoted much thought and attention to the various problems that have arisen during the past year in connection with this branch of our school system, and have endeavored by frequent visits and close supervision to encourage both teachers and pupils in their work.

THE EVENING SCHOOL OF DESIGN.

In response to a very general demand from designers, teachers, and those interested in the study of art in its relation to decorative industry, authority was given the Committee on Drawing on Nov. 13, 1900, to establish a special class in that subject to meet three evenings each week, and arrangements were made to hold its sessions in the Public Latin School-house on Tuesday and Thursday evenings, and on Saturday evenings, by invitation of the authorities of the Public Library, in the Art Reference Room in that institution. Competent and successful instructors were secured, a course of study arranged to provide two nights' work upon class-room problems, alternating

with one night for the study of material, making tracings, undertaking problems for research, etc.

The popularity of the class and the regularity of attendance early justified the wisdom of the action taken, and on September 24, 1901, in addition to the five free evening drawing schools heretofore maintained, and in place of the special class just described, the Board authorized the establishing of a School of Design for the study of the principles of design, composition, and color, and the preparation of designs for all branches of industry, having a three-year course, and meeting in the Public Latin School-house on the evenings of Tuesday and Thursday, and in the Public Library on Saturday evenings during the regular school term of sixty-six working nights.

Prior to the establishment of this class, and school, design had been taught in the regular evening drawing schools as a minor subject in the freehand classes. It now receives the entire attention of those who are enrolled in this school. Formerly design was a compulsory subject in which all pupils joined, regardless of professional preferences. In the new school the principles covering decorative work are taught to all, and then applied by individual students in the field of their daily occupations and interests. Thus the furniture worker plans his designs for furniture; the bookbinder works upon book covers; the wall-paper printer, in the field of his interest; while many teachers, particularly those of high and art schools, find in the course the inspiration for better work among their daily classes.

Such a school, long needed, was bound to be popular, and with the opening of the term this year

nearly all the students in the experimental class conducted during the previous term returned, while a gratifyingly large number of new pupils entered. The school promises to continue to extend its sphere of usefulness from year to year, and undoubtedly has already proved itself a distinct and needed addition to the public school system.

ELECTIVE COURSE OF STUDY FOR HIGH SCHOOLS.

Reference was made in the previous annual report to a further relaxation of the rigidity of the high school course of study, and the increasing tendency to recognize the individuality of the pupil, and to consider his educational needs in connection with his probable pursuit in after life, rather than to hold to the belief that one good course should be laid down to give what was fondly termed "a well rounded high school education," to which each pupil should be obliged to conform. The result of various modifications and changes in the old high school course of study adopted in 1891, has been the adoption of a purely elective system which went into operation at the beginning of the present school term, excepting in the Mechanic Arts High School which differs radically in its purpose and aims from the other high schools, and in the two Latin Schools whose sole function is to prepare their graduates for colleges. It is not intended in this report to expatiate upon the advantages of an elective course or to point out its weaknesses. Those who are interested are referred to the latest annual report of the Superintendent (School Document No. 3, 1901) which is mainly devoted to the subject, and states

at length the convictions of an earnest and able advocate of the system.

SCHOOLHOUSE CUSTODIAN.

With the creation of the Board of Schoolhouse Commissioners, whose Secretary the Schoolhouse Agent became, it was evident that the School Committee needed an officer who should have general supervision of the force of janitors and engineers, instruct them in the proper performance of their duties, report instances of negligence and inefficiency, and have charge of school property, aside from that coming particularly under the jurisdiction of the Committee on Supplies. The office of Schoolhouse Custodian was therefore created at the meeting of October 8. and at the same meeting, Mr. Edward C. Baldwin, a member of the School Committee since January, 1900, was unanimously elected to the position, and at a later date his salary was fixed at \$2,004 per annum.

RECENT LEGISLATION.

The most important event of the year, so far as the administration of the public school system is concerned, was the enactment by the Legislature of Chapters 448 and 473 of the acts of 1901. The first of these acts provides that the School Committee may annually make an appropriation in one sum for constructing and furnishing new school buildings, including the taking of land therefor, and for school yards, and the preparing of school yards, may appropriate another sum for repairs and alterations of school buildings, and may make such other appropriations by items for the support of the public schools as it deems

necessary. The total amount to be thus used during the current year is limited to \$2.90 upon each \$1,000 of the average valuation of the city during the preceding three years. Of the amount thus appropriated not less than 25 cents upon each \$1,000 of valuation is required to be expended solely for repairs and alterations of school buildings. So far the act is substantially the same as Chapter 400, 1898, which first gave the School Committee authority to make its own appropriations for school purposes to be met from the tax levy, excepting the minor change of basing the rate upon the average valuation of the city for three years instead of five years, as in the former act, thus allowing an increased expenditure of \$102,296.81 during the year 1901. Beginning with the year 1902, however, the rate is raised from \$2.90 to \$3.40, of which amount not less than 40 cents is required to be appropriated for new buildings, lands, yards, and furnishing, 25 cents must still be expended for repairs and alterations, and the balance available for the general maintenance of the public schools increases from \$2.65 to \$2.75 on each \$1,000 of the average valuation of the city.

By Chapter 473 of the Acts of 1901, the Legislature established a Schoolhouse Department, under the charge of a board of three salaried commissioners, appointed by the Mayor, without confirmation, for three year terms. This new Board exercises all the power and authority, subject to certain restrictions which it is unnecessary particularly to describe in this report, heretofore devolving upon the School Committee with respect to the taking of lands, the construction and furnishing of new buildings, the

providing of temporary accommodations, and the making of alterations and repairs upon all school-houses.

In addition to the amounts defined in Chapter 448, Acts of 1901, to be expended for repairs and alterations and, beginning with the year 1902, for lands and new buildings, a further sum, not exceeding one million dollars during the year 1901 and the same amount during each of the three following years may be expended by the Schoolhouse Department for additional land and buildings, and for securing proper ventilation, proper sanitary conditions, protection from fire, and facilities for escape in case of fire in connection with existing school buildings. To meet this expense the act provides that the treasurer of the city shall from time to time, on the request of the Mayor, approved by a two-thirds vote of all the members of each branch of the City Council, issue and sell bonds of the city within the debt limit. The School Committee, however, may proceed with the completion of such buildings as were in course of construction at the time of the passage of the act, all but two of which are substantially finished, and occupied, or may at any time transfer these duties to the Board of Schoolhouse Commissioners.

NEW HIGH SCHOOL-HOUSES.

The past year has been especially notable in that four new and magnificent high school-houses located respectively in Dorchester, East Boston, South Boston and West Roxbury, and representing an aggregate expenditure of more than \$1,350,000 have been completed and occupied. Each of these buildings

has been planned and built under the sole supervision of the School Committee and embodies the latest and most approved methods of school-house construction. In accordance with the usual custom full descriptions and illustrations of these buildings, with an account of the dedicatory exercises, will appear in the second edition of this report to be issued in the spring of 1902.

The large addition to the Mechanic Arts High School-house which was substantially completed late in 1900 has rendered it possible to receive those pupils who entered this school with the opening of the term in September, although the number was so large as to render it necessary to lengthen the daily session in order to provide for their accommodation. The growth of this school since its organization in September, 1893, has been remarkable. The maximum capacity of the original building, designed for a much smaller number, was three hundred fifty pupils. The present building accommodates comfortably nearly five hundred fifty pupils, while if the rate of increase of the last two years is maintained, and there is no reason for anticipating otherwise, there will be about seven hundred and twenty pupils in September, 1902, and nine hundred in September, 1903. If the natural growth of the school is to continue unhampered by the restrictions incident to crowded accommodations, it is clear that its present quarters will soon prove inadequate for its needs.

Repeated reference has been made in various reports to the striking increase in the number of high school pupils during the last few years not alone in Boston, but elsewhere throughout the country

where public schools are maintained on a wise and liberal basis. In view of the present policy of building up and developing the suburban high schools, it is difficult to believe that twenty or thirty years ago, following the period of annexation, it was seriously proposed to abolish the local high schools in the annexed districts, and to have but two central schools, one for boys and one for girls. Fortunately this course was not followed, but the local schools had their evil days when their courses of study were cut down and their usefulness impaired. Those days are now happily over, and the local schools, secure in the confidence of the respective communities which they serve, are able to pursue their work, with the sole exception of the Charlestown High School, in buildings far superior to those occupied by the central schools.

Yet much remains to be done before the reasonable requirements of the high school pupils in our city shall have been met. The Charlestown High School continues to occupy a building erected in 1848 of insufficient capacity, and far inferior to the modern buildings completed this year in other sections of the city. The Girls' Latin School is housed in a hired building at an annual expense of more than \$8,000; the Normal School is cramped and confined in the upper story of a building none too large for the use of the grammar school which shares the same structure; and the needs of the Mechanic Arts High School for additional accommodations have already been stated.

The responsibility of providing additional accommodations has recently been imposed, by legislative

enactment, upon a Board of Schoolhouse Commissioners whose attention has already been called to the necessities thus briefly and inadequately sketched.

A NEW ADMINISTRATION BUILDING.

While repeated reference has been made from year to year in various ways to the continued demand for more school-houses, but little has been said of the necessity that exists for a new administration building. The School Committee, and its officers, now occupy an old school building on Mason street, erected in 1848, and in no respect, except with regard to location, adapted for the purposes to which it is now and has been for twenty-five years devoted. While the hall used for meetings of the Board is fairly suitable in size and arrangement for the main purpose for which it is used, it is deficient in proper ventilation; the rooms used for the meetings of sub-committees, a number of which are usually held each day, are too few in number, too small in size, and some of them are necessarily occupied for office purposes by directors and others who are obliged to withdraw when their rooms are required for committee uses; the office accommodations provided for the Secretary, the Auditing Clerk, the Superintendent and the Supervisors, and their assistants, are totally inadequate for the proper administration of their business; while the lower story and basement are crowded to repletion with miscellaneous supplies. For the constantly increasing accumulation of documents and files no adequate facilities for proper and safe preservation are available, and valuable and original records are kept, exposed to the danger of fire, wherever a place can be found for

them. This leads to confusion, and renders impossible the adoption of a modern and suitable filing system indispensable in offices having the custody of records. Twice each year, usually, general examinations are held of candidates for certificates of qualification to teach in the public schools. For lack of a suitable hall in the Mason-street building such examinations have to be held in some school-house, to the exclusion of the regular pupils for one or two days. Those of the directors and officers who cannot find accommodations at Mason street are obliged to have their offices in some school building where a vacant room is available, an arrangement causing endless delays and inconvenience both to the members of the Board and their subordinates. For the present situation which is steadily growing worse in consequence of the yearly increase in the business of the school system, there is but one remedy—a new administration building adequate in size, modern in arrangement, and provided with all the facilities now deemed indispensable in the offices of a large corporation.

To this end an order was passed at the meeting of the Board held January 2, 1902, requesting the City Council to erect and furnish a suitable building on the Mason-street lot.

ILLUSTRATIONS AND DESCRIPTIONS OF SCHOOL-HOUSES.

In the appendix to this report is continued the plan adopted in 1900 of giving each year illustrations and brief descriptive sketches of public school buildings. Those in the first, second and third divisions have already appeared. This year the buildings in the fourth, fifth and sixth divisions, embrac-

ing the city proper, Back Bay, the South End, and South Boston follow. It would seem an easy task to trace the history of so prominent a feature in the life of the community as a school, yet such is far from being the case, and the short paragraphs devoted to each school often represent considerable investigation and examination of records which are frequently obscure and conflicting in their statements.

William L. P. Boardman, late master of the Lewis District, was born in Bridgewater, N. H., March 24, 1827, and entered the service of the city on September 4, 1854, as usher in the Brimmer School, becoming sub-master in the same school April 21, 1859. On January 4, 1869, the Lewis School in Roxbury opened its doors with Mr. Boardman as its master, in which position he continued until his death, which occurred on March 18 of the present year. Mr. Boardman served the educational interests of the community in which his school was situated, faithfully and efficiently, and his wise and judicious administration of the affairs of the school which he organized and conducted until his death, was fully recognized and appreciated by the Board.

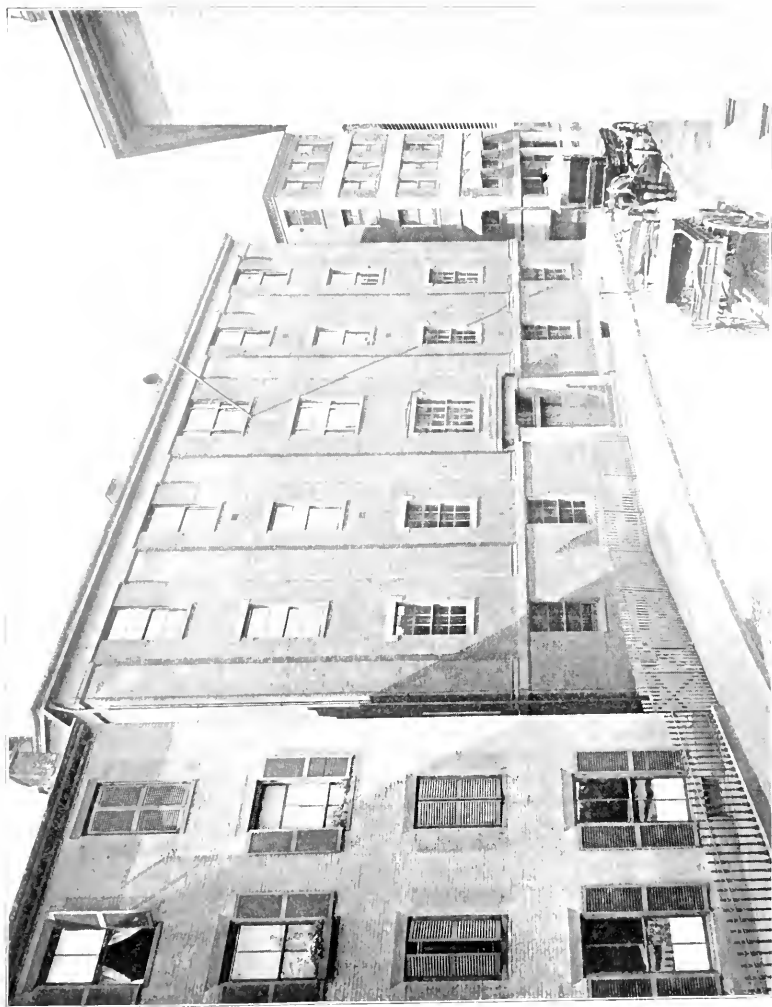
The recently completed Munroe-street Primary School-house, in which he took the deepest interest, bears his name, and will fittingly perpetuate the memory of a good man and faithful friend, whose kindly presence will always be remembered by those who knew him and valued his sterling qualities.

Ferdinand Abraham, who became a member of the Board in January, 1900, died September 3, 1901. Mr. Abraham took a deep and active interest in his duties as a member of the Board, and was chairman of this committee. He was a man of great earnestness of purpose, of genial manners, strong in his convictions, and faithful in his school duties. His sudden and unexpected death was a great shock to his associates, who had learned to esteem him as a friend. He was particularly interested in the evening schools and, by frequent visits, endeavored to promote their efficiency and success.

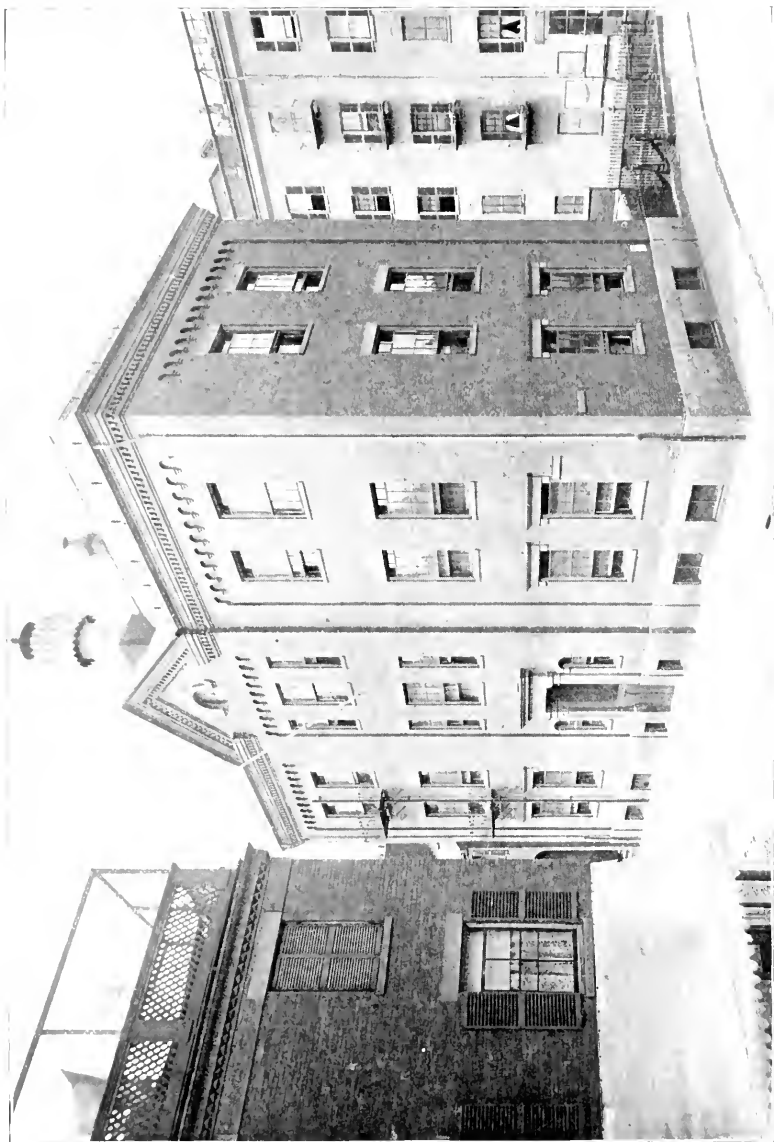
Respectfully submitted,

FRANK VOGEL.

DANIEL S. HARKINS.



BRIMMER SCHOOL.



SKINNER SCHOOL

APPENDIX .

FOURTH DIVISION (Central City).

BRIMMER DISTRICT.

BRIMMER GRAMMAR SCHOOL.

The Brimmer School was established in 1843 to accommodate the surplus pupils in the Adams, Winthrop and Franklin Schools, and was opened January 1, 1844, under the double-headed system. It received its name in honor of Martin Brimmer, Mayor of Boston during 1843 and 1844. The building is located on Common street (formerly Nassau street) on the site of the old Franklin School-house, and contains fourteen rooms and a hall. Martin Millmore, the sculptor, was a former pupil of this school, and his will contained a bequest of \$500, the income of which is expended by the master to aid in clothing poor children who attend the Brimmer School. Area of site, 11,401 square feet.

SKINNER PRIMARY SCHOOL.

The Skinner School-house on Fayette street was built in 1870, and was named for Rev. Otis A. Skinner, a well-known Universalist clergyman of Boston, a member of the Primary School Committee during 1842-1855, and of the School Committee for eleven years between 1840 and 1857. This building contains six rooms. Area of site, 5,238 square feet.

PRINCE DISTRICT.

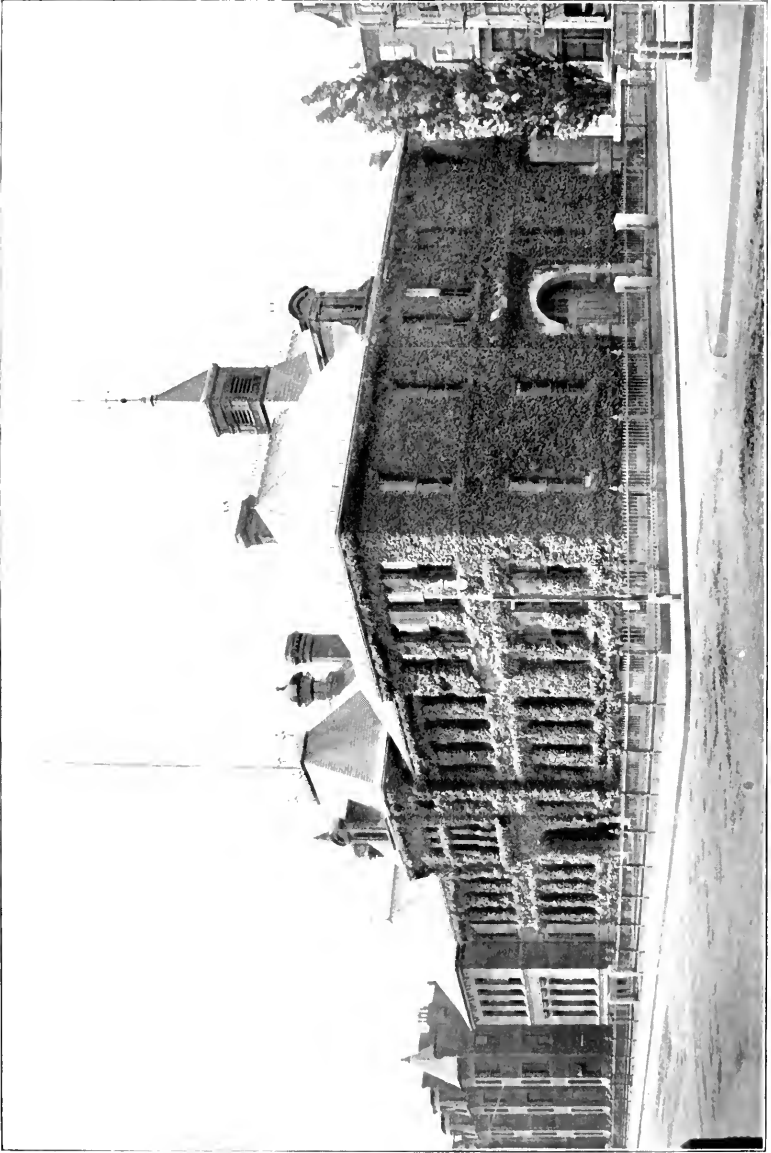
PRINCE GRAMMAR SCHOOL.

The Prince School was originally included in the Brimmer District, and became an independent district September 1, 1880. The present building at the corner of Newbury and Exeter streets originally contained but eight rooms and a hall, and was first occupied in 1876. Four more rooms were added in 1880, and the seating capacity of the hall correspondingly enlarged. It was the first building of the kind erected in the United States, the plans having been brought from Germany by Dr. John D. Philbrick, Superintendent of Public Schools. Previously the school buildings in this country had been built in the form of a rectangle, with some unimportant projections or rudimentary wings. This edifice is arranged around three sides of an open court, and no where does the width of the building exceed the width of a school-room, with the width of the corridor added. Its prototype stands, or stood, in the little town of Tetschen, in Bohemia, on the right bank of the Elbe, and was selected by the central authority of Austria to be represented at the Vienna Exposition in 1873, as a model village school-house.

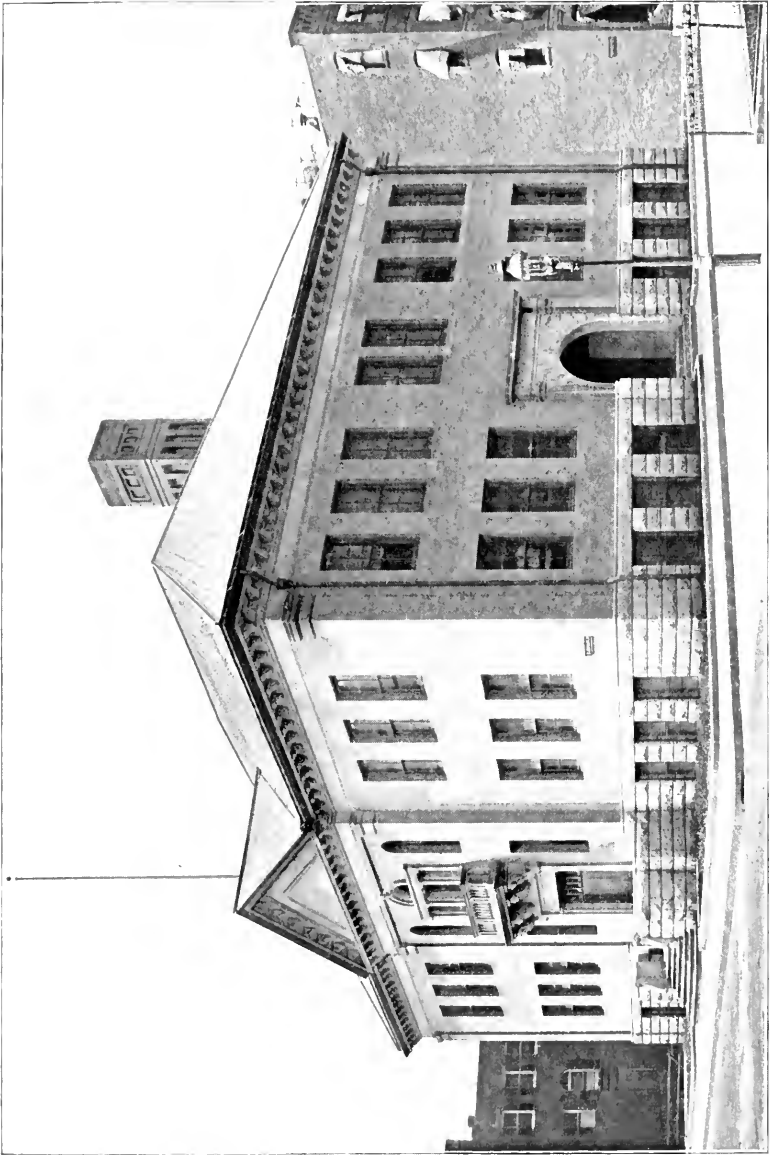
In 1879 the school was named in honor of Frederick O. Prince, Mayor of Boston during 1877, 1879-1881, inclusive. The formal dedication took place November 11, 1881. This is the only grammar school in the city having but one daily session from 9 A.M. to 2 P.M. Area of site, 22,960 square feet.

CHARLES C. PERKINS PRIMARY SCHOOL.

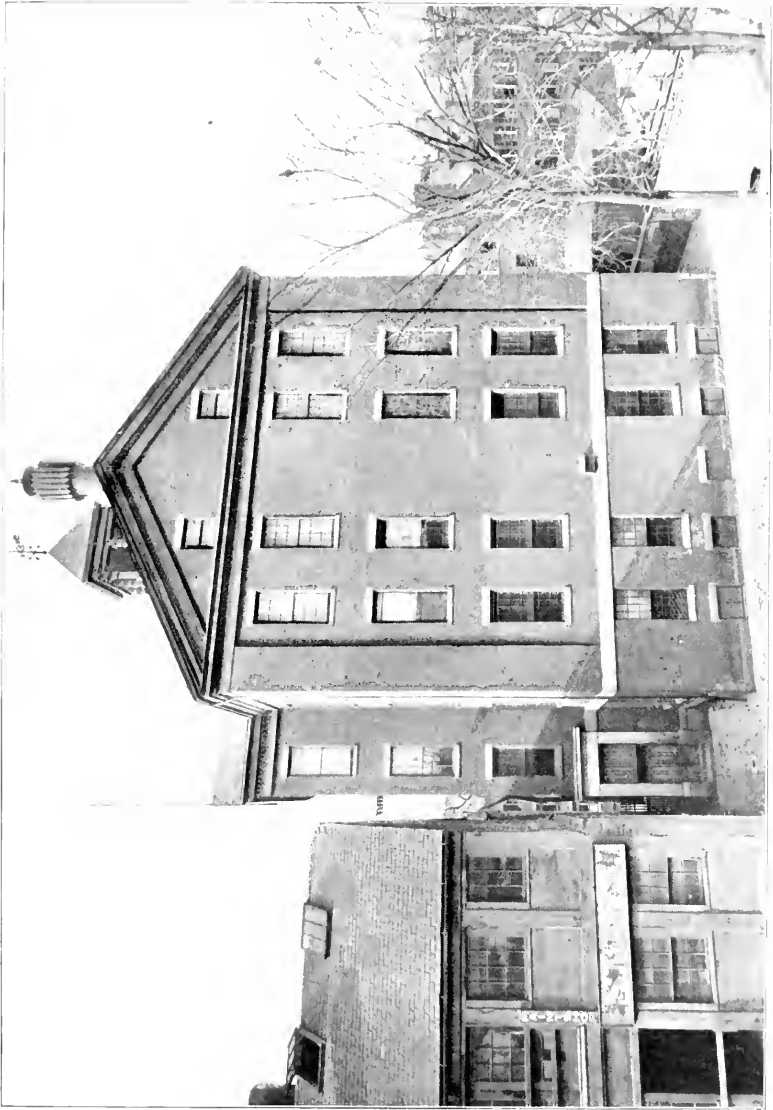
The Charles C. Perkins School-house on St. Botolph street was built in 1891, and occupied in September, 1892. It bears the name of a prominent member of the School Committee, whose term of service began in 1871 and ended in 1884. This building contains ten rooms. Area of site, 16,000 square feet.



PRINCE SCHOOL.



CHARLES C. PERKINS SCHOOL



QUINCY SCHOOL

QUINCY DISTRICT.

QUINCY GRAMMAR SCHOOL.

Early in 1847 the School Committee appointed a sub-committee to consider measures for relieving the crowded condition of the Brimmer and the Winthrop Schools, and this committee in its report recommended the formation, in the South Cove district, of a new school for boys.

The new school was accordingly established, and at the meeting of September 6, 1847, the School Committee, by a unanimous vote, decided to organize the school with a master and sub-master, instead of with two masters of equal rank, as had, up to that time, been the custom, and at the same meeting John D. Philbrick, one of the masters of the Mayhew School, who afterward became Superintendent of the Boston Public Schools, was transferred to this mastership.

This experiment in school organization proved so successful that the older schools were successively reorganized, and, in six years, not a "double-headed" school remained in Boston.

During the following year the building on Tyler street was erected, the school meanwhile being carried on in three sections, variously located.

The new school-house was dedicated June 26, 1848, and was the first Boston school-house with a separate room for each class and a separate desk for each pupil.

It was named in honor of Josiah Quincy, the second Mayor of Boston, from 1823-1828, who was present at the dedication, and his son, Josiah Quincy, Jr., then Mayor, took part in the exercises of dedication, and gave to the school a valuable library.

The building was partially destroyed by fire on the night of December 17, 1858, but it was immediately rebuilt on substantially the same plan, and rededicated December 28, 1859.

It contains fourteen rooms and a hall. Area of site, 12,413 square feet.

ANDREWS PRIMARY SCHOOL.

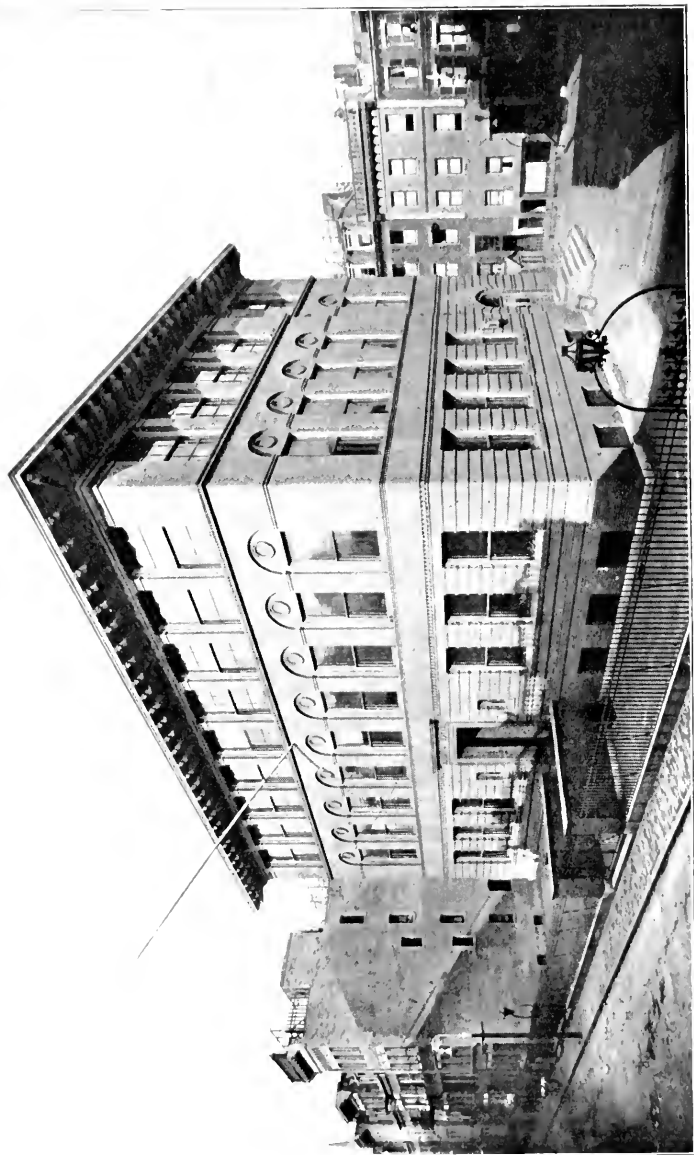
The Andrew School-house on Genesee street was built in 1848. This building was torn down in 1895 and a new school-house, containing nine rooms, was erected on the same site in 1896. The school was named in honor of William T. Andrews, a member and secretary of the old Primary School Committee from 1824 to 1828. Area of site, enlarged at the time of rebuilding, 19,761 square feet.

PIERPONT MANUAL TRAINING SCHOOL.

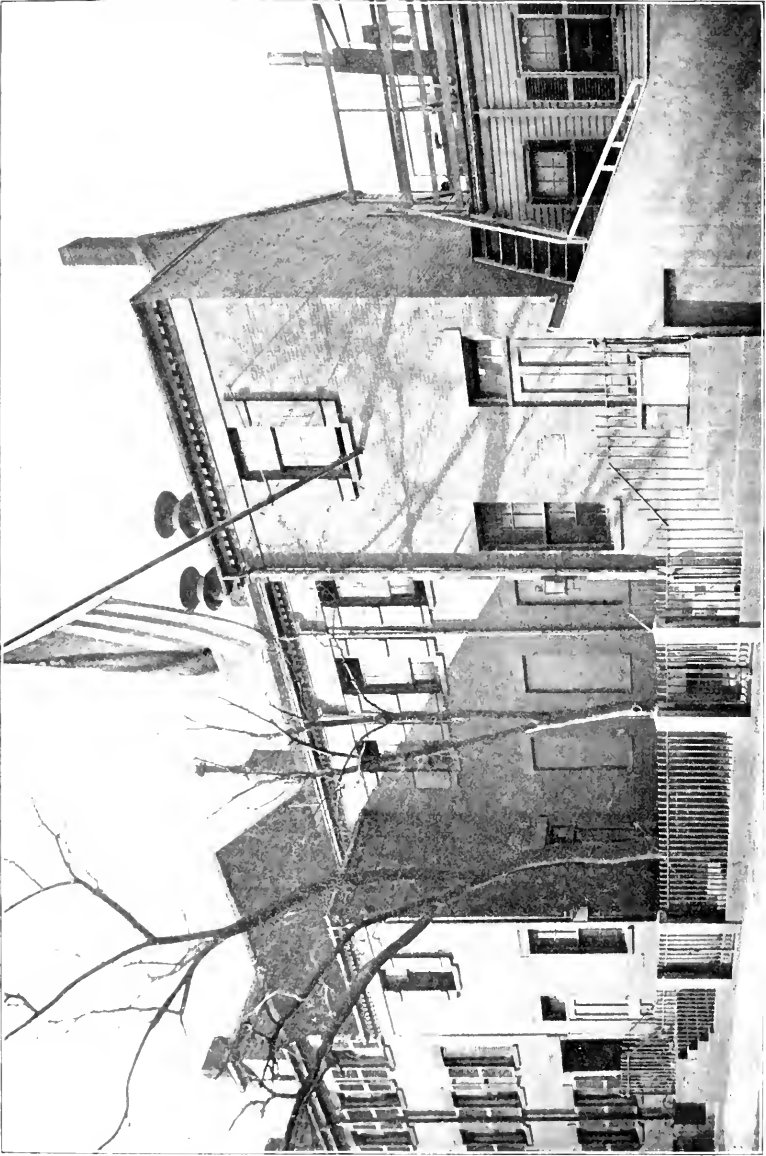
This building, formerly the Pierpont Primary School-house, is situated on Hudson street, near Oak street, and was built in 1850. It was named for Rev. John Pierpont, a member of the School Committee from 1822 to 1828, excepting during the year 1827. It originally contained four rooms, but has recently been remodelled and now has one large room on each floor, the upper room, fitted with thirty work-benches, being used for school purposes, and the lower room as a ward-room. The school-room, having windows on all four sides, is one of the best lighted manual training rooms in the city. Area of site, 4,216 square feet.

WAY-STREET PRIMARY SCHOOL.

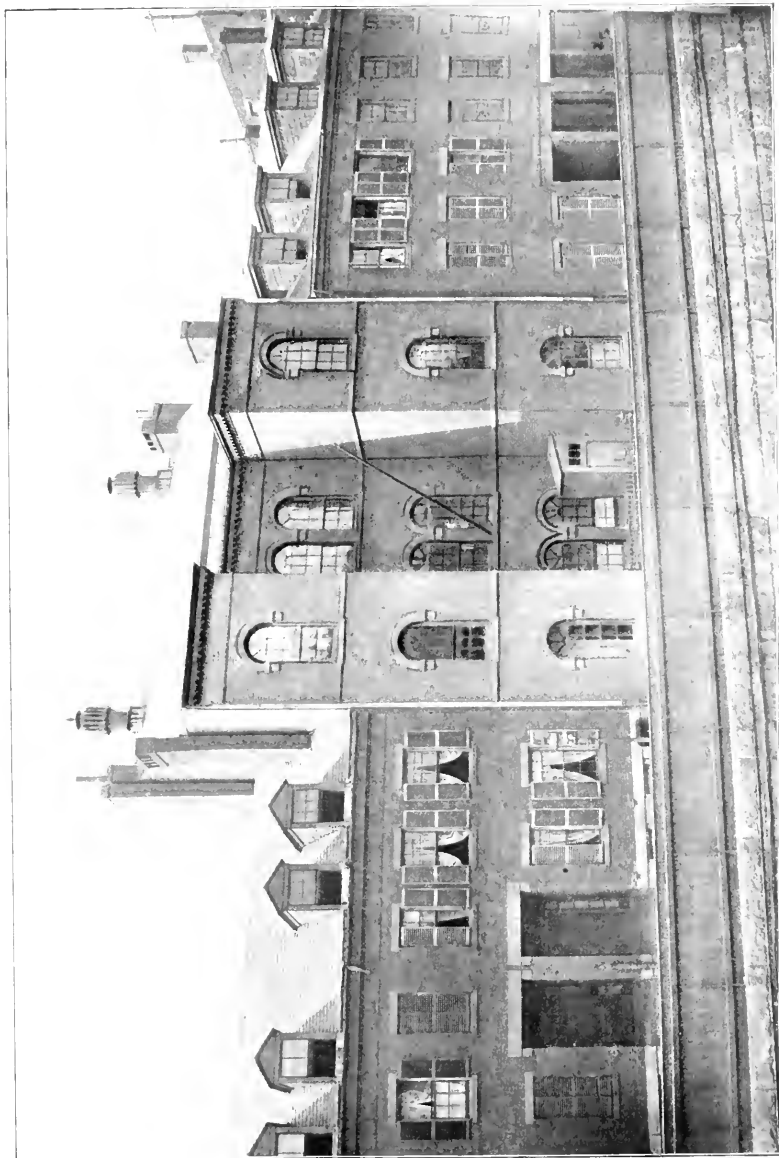
This building, containing three rooms, was erected in 1850. Area of site, 2,508 square feet.



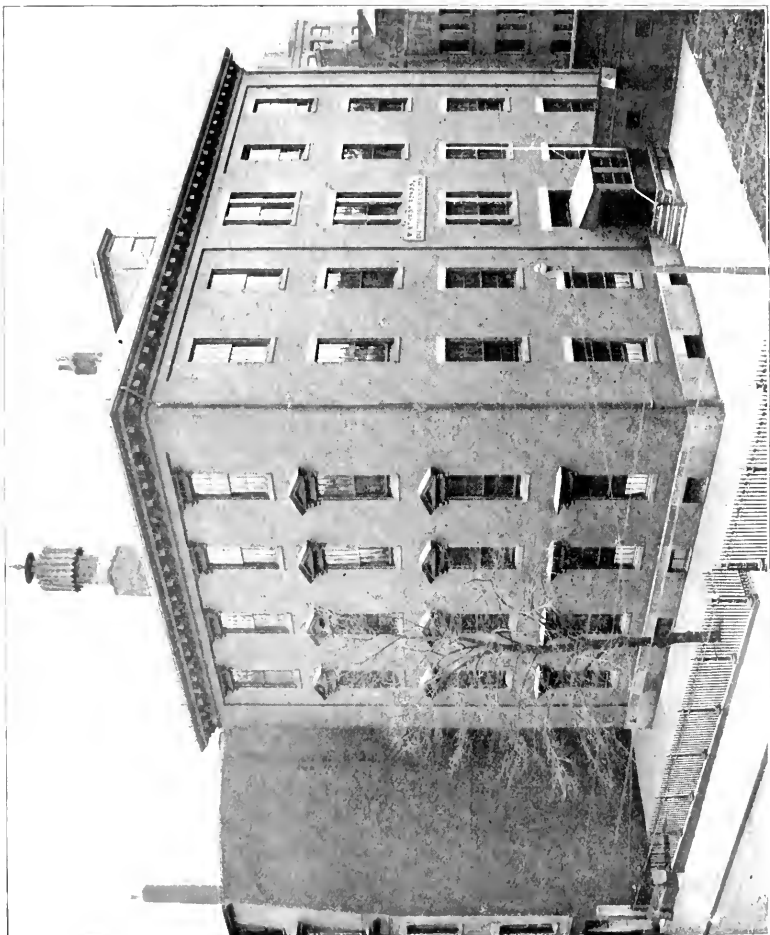
ANDREWS SCHOOL.



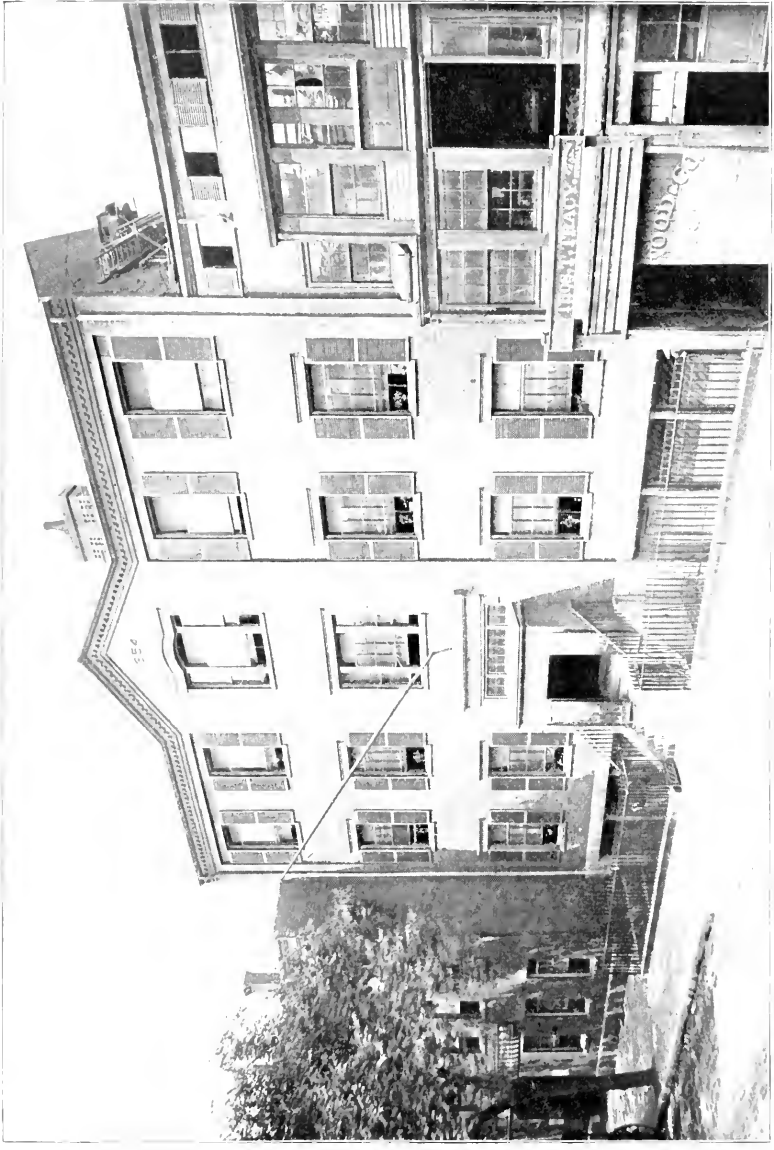
PIERPONT SCHOOL



WAY STREET SCHOOL.



WINTHROP SCHOOL.



TYLER STREET SCHOOL.

WINTHROP DISTRICT.

WINTHROP GRAMMAR SCHOOL.

The Winthrop School, named in honor of Governor Winthrop, was established in 1836 in a school-house located on East street. In 1854 the Johnson School, also established in 1836, was merged in the Winthrop School; the building originally erected for the former school on Tremont street was demolished, and the present Winthrop School-house, containing fourteen rooms and a hall, built on the same lot and dedicated February 24, 1855. Area of site, 16,100 square feet.

TYLER-STREET PRIMARY SCHOOL.

The Tyler-street School-house, built in 1854, contains six rooms. Area of site, 3,900 square feet.

FIFTH DIVISION (South End).**DWIGHT DISTRICT.****DWIGHT GRAMMAR SCHOOL.**

The Dwight Grammar School was established in 1844 as a boys' school. It was first known as the New South School, and its sessions were held in an old building on Washington street. In September, 1845, it was removed to the vestry of the Suffolk Chapel on Shawmut avenue, and remained there until the completion of the West Concord street School-house in March, 1846, which is now used for primary classes. It then received the name of Dwight, in honor of the late Edmund Dwight, and became a mixed school. In September, 1850, a master was elected for the boys' department, and the school reorganized on the single-headed plan. In September, 1850, the two departments were made entirely separate from each other, and in 1860, upon the completion of the Everett School-house on Northampton street, the girls were transferred to that building, and the Dwight School-house has since been occupied exclusively by boys. The present building, situated on West Springfield street, was built in 1856, and was occupied for the first time in November of that year. It contains fourteen rooms and a hall. Area of site, 19,125 square feet.

RUTLAND-STREET PRIMARY SCHOOL.

This building, erected in 1851, contains six rooms. Area of site, 7,850 square feet.

JOSHUA BATES PRIMARY SCHOOL.

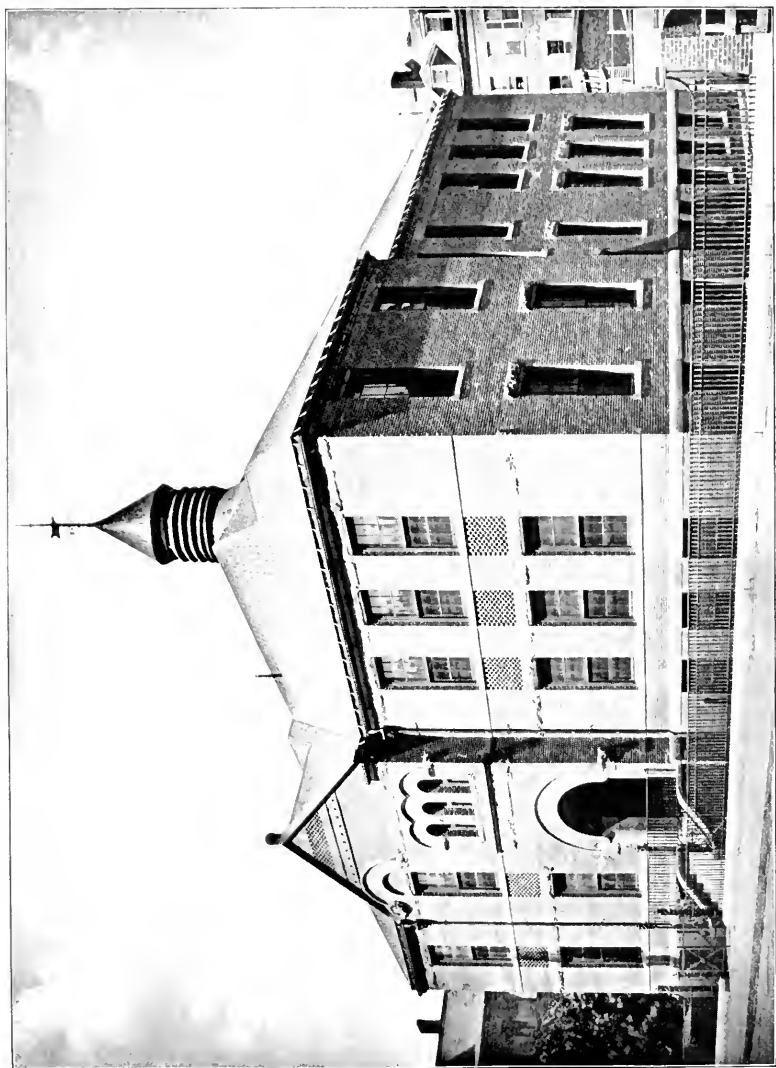
The Joshua Bates School-house on Harrison avenue was built in 1884, and contains eight rooms. It bears the name of the well-known master of the old Winthrop School in Charlestown, who subsequently became the first grammar master of the Brimmer School. Area of site, 15,237 square feet.



DWIGHT SCHOOL.



RUTLAND STREET SCHOOL.



JOSHUA BATES SCHOOL.



EVERETT SCHOOL.



WEST CONCORD STREET SCHOOL

EVERETT DISTRICT.

EVERETT GRAMMAR SCHOOL.

The Everett School was established in 1860, and was named in honor of Edward Everett, the distinguished orator and writer. It is exclusively a girls' school, and its first pupils were transferred from the Dwight School on West Springfield street. The building, located on Northampton street, was erected in 1860, and dedicated on September 17 of that year, the 230th anniversary of the settlement of the city. It contains fourteen rooms and a hall. Area of site, 32,409 square feet.

WEST CONCORD-STREET PRIMARY SCHOOL.

The West Concord-street School-house, erected in 1845-46, and remodelled and enlarged in 1861, was originally occupied by the Dwight School, until the completion of the West Springfield street building in November, 1856, since which time it has been occupied by primary classes. The building contains ten classrooms and a ward-room. Area of site, 10,756 square feet.

FRANKLIN DISTRICT.

FRANKLIN GRAMMAR SCHOOL.

The Franklin School, established in 1785, was formed of the South Writing School, established in 1717 in Mason street, and of the Nassau-street School, which was established after the Revolution. This school was named in 1818 in honor of Benjamin Franklin, and was the first school to be named for any individual. Rufus Webb, who served as its writing master, 1795-1826, left a legacy of \$1,000, the income of which was to be applied to the purchase of books, etc., for the use of indigent scholars in the writing department of the school. This income has remained unexpended since 1875, there seeming to be no way to use it in the manner proposed, the city being obliged under the free text-book law to provide pupils with all books needed. In 1826 a new building was erected for this school on Washington, near Dover street, which was damaged by fire in 1833. In 1844 it was totally destroyed, and a new building erected on the same site, which is still standing. The present school-house, situated on Ringgold and Waltham streets, was erected in 1858, and contains fourteen rooms and a hall. Area of site, 16,439 square feet.

COOK PRIMARY SCHOOL.

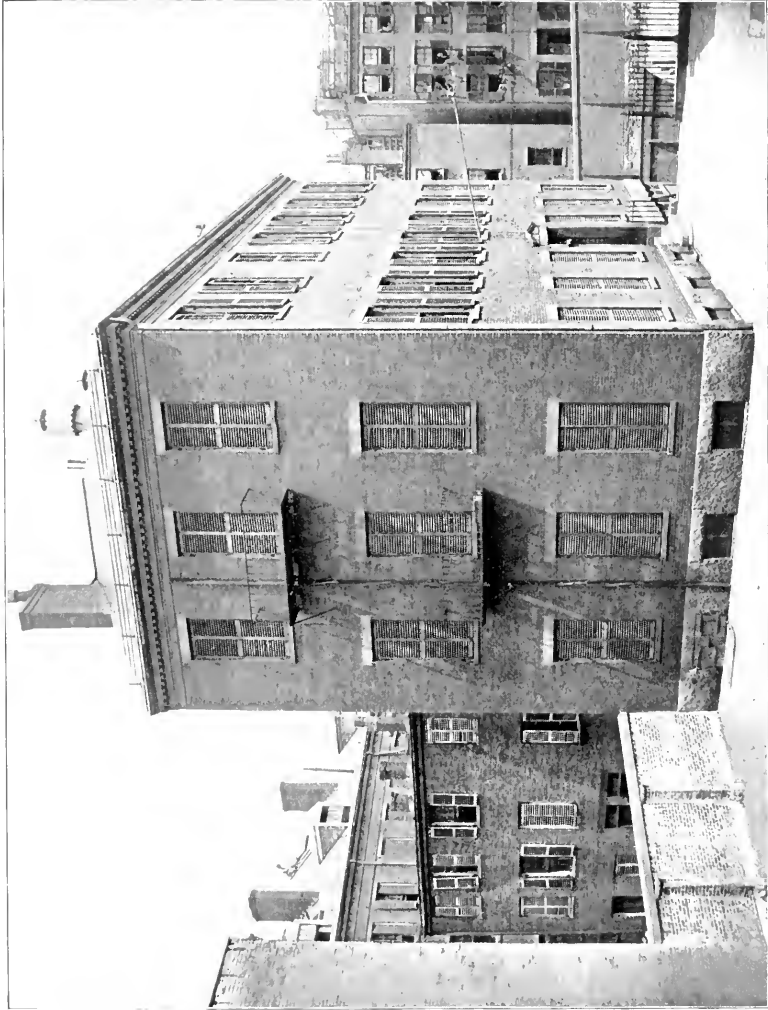
The Cook School-house on Groton street was built in 1852, and contains six rooms. It was named in honor of Charles E. Cook, who was a member of the Primary School Committee, serving as chairman during 1852-53.

WAIT PRIMARY SCHOOL.

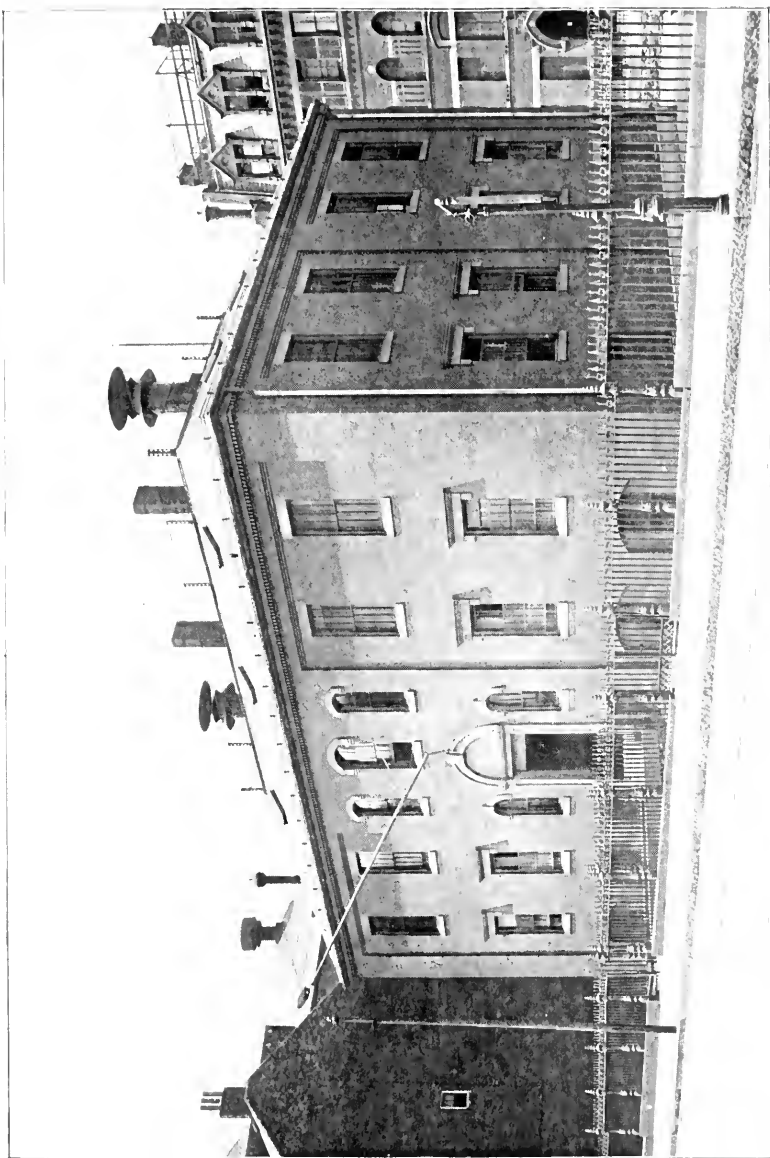
The Wait School-house on Shawmut avenue was built in 1860, and contains eight rooms. It was named in honor of Thomas B. Wait, who, with James Savage and Elisha Ticknor, successfully advocated the first appropriation made by the citizens of Boston for the establishment of primary schools. He served as a member of the Primary School Committee from 1818 until the close of 1822. Area of site, 16,341 square feet.



FRANKLIN SCHOOL.



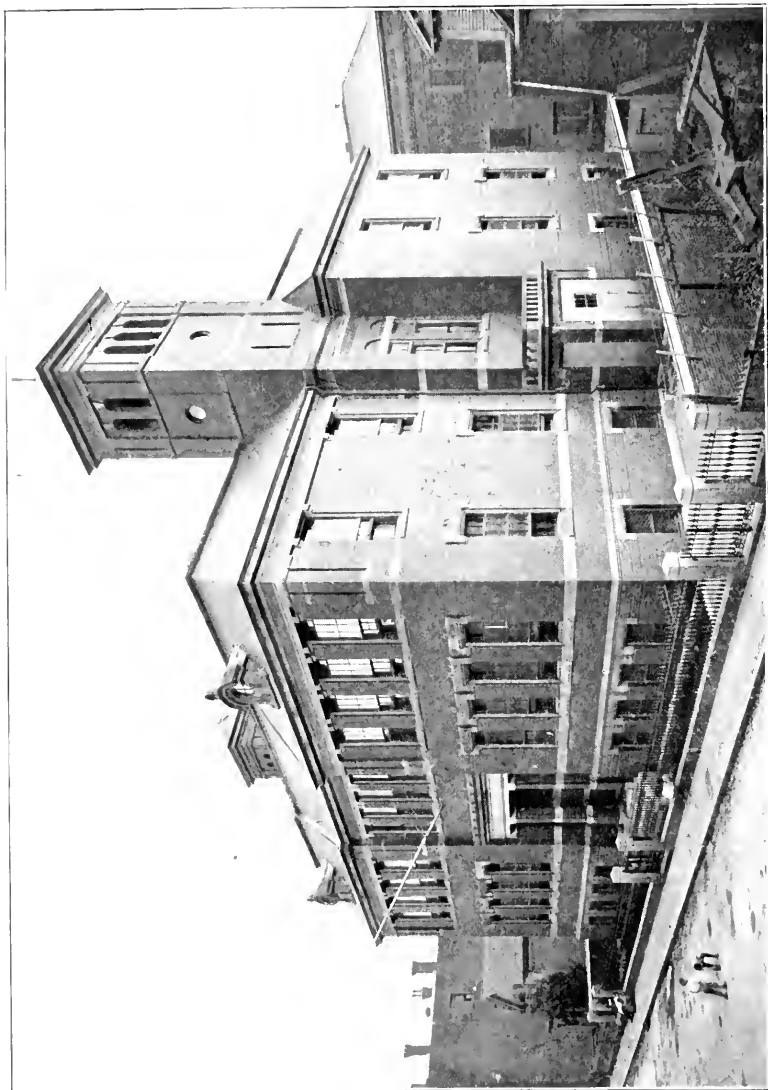
COOK SCHOOL.



WAIT SCHOOL.



HYDE SCHOOL.



WESTON STREET SCHOOL.

HYDE DISTRICT.

HYDE GRAMMAR SCHOOL.

The Hyde School was established in 1885, and so named in honor of George B. Hyde, a former member of the School Committee, 1879-88, and master of the Everett School, 1860-1878. The present building on Hammond street, Roxbury, was erected in 1885, and contains fourteen rooms and a hall. Area of site, 20,754 square feet.

WESTON STREET PRIMARY SCHOOL.

The Weston-street School-house was built in 1878, and contains eight rooms. Area of site, 11,973 square feet.

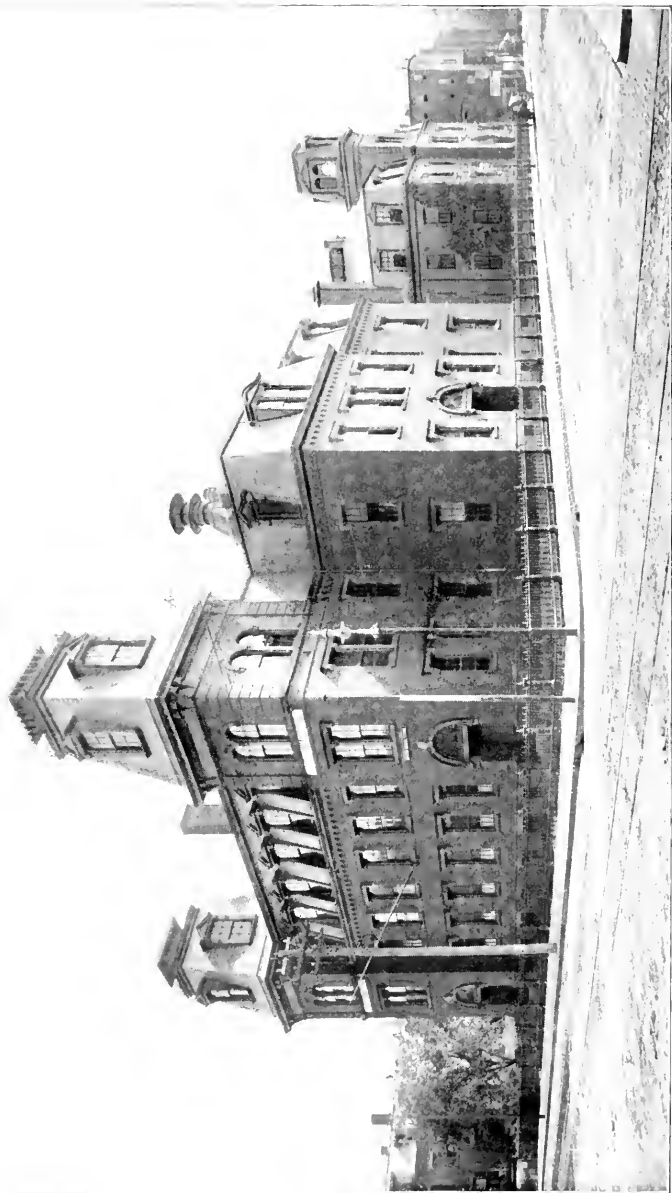
RICE DISTRICT.

RICE TRAINING SCHOOL.

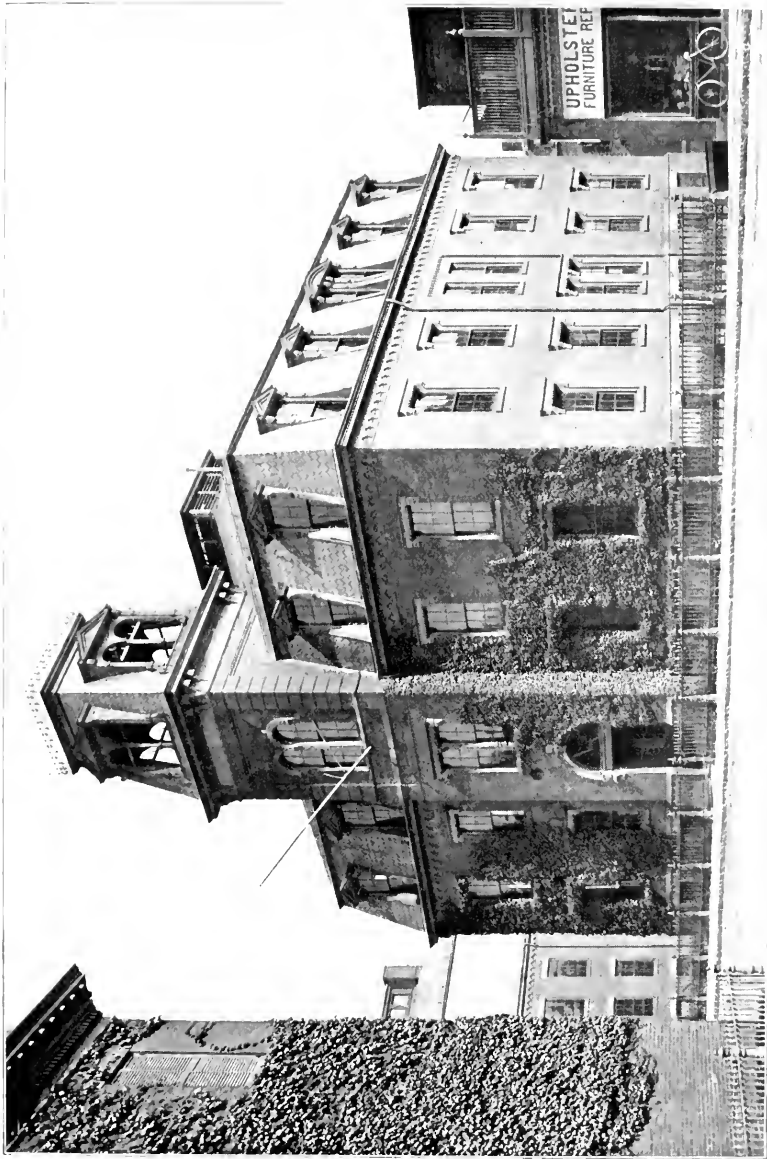
The Rice School was established in 1867, and named in honor of Alexander H. Rice, Mayor of Boston, 1856-57, and subsequently Governor of Massachusetts. The present building at the corner of Dartmouth and Appleton streets, was erected in 1869, partially destroyed by fire in 1875, and rebuilt in 1876. It contains fourteen rooms and a hall. In 1876 the Normal School was transferred from the Girls' High School-house on West Newton street to this building, and the school became a training school at that time. Area of site, 27,125 square feet.

APPLETON-STREET PRIMARY SCHOOL.

The Appleton-street School-house was built in 1870 and contains twelve rooms. Area of site, 18,454 square feet.



RICE SCHOOL.



APPLETON STREET SCHOOL.



SHERWIN SCHOOL.



IRA ALLEN SCHOOL.

SHERWIN DISTRICT.

SHERWIN GRAMMAR SCHOOL.

The Sherwin School was established in 1870. It was named in honor of Thomas Sherwin, head-master of the English High School from 1865 until his death in 1869. The present building, located on Madison square, Roxbury, was erected in 1870, and contains sixteen rooms and a hall. Area of site, 32,040 square feet.

IRA ALLEN PRIMARY SCHOOL.

The Ira Allen School-house on Parker street was begun in 1900, and has lately been completed and occupied. It contains six rooms, and is arranged with a view to a future addition of six more rooms. This building takes the place of an old school-house on Leon street, which was built in 1851, and named in 1894 in honor of Dr: Ira Allen, a member of the School Committee during 1868-75, who was largely instrumental in the establishment of the Sherwin School. On the completion of the new school-house, occupaney of the Leon-street building was discontinued, its name already having been transferred to the new school-house. Area of site, 20,051 square feet.

SIXTH DIVISION (South Boston).

BIGELOW DISTRICT.

BIGELOW GRAMMAR SCHOOL.

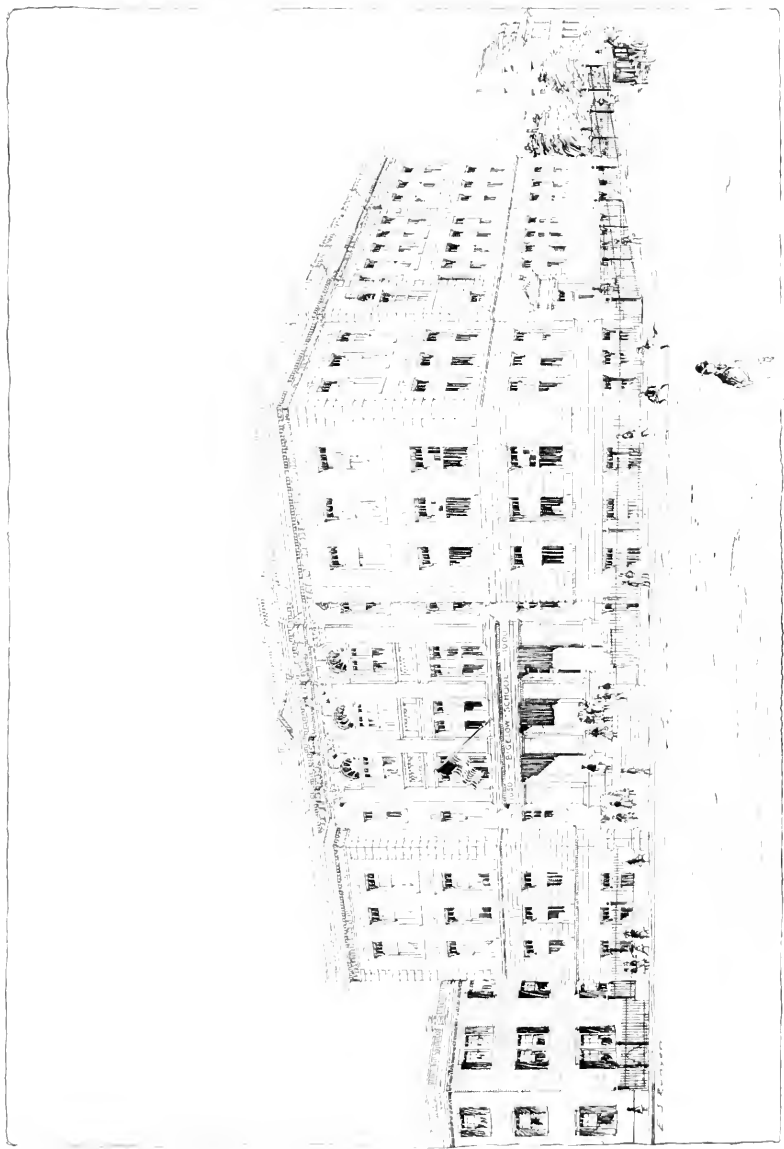
The Bigelow School was established in 1849, and received its name in honor of John P. Bigelow, Mayor of the city from 1849 to 1851, inclusive. It was originally organized as a girls' school, and so continued until 1859, when the Hawes School on Broadway was discontinued as a grammar school, and boys were admitted to the Bigelow. It continued as a school for both sexes until September, 1869, when, upon the organization of the Shurtleff School, it became a school exclusively for boys. The first building, situated at the corner of Fourth and E streets, was erected in 1850. In the fall of 1899 this building was torn down and the erection of a new school-house begun on the same site, which will soon be completed. It contains twenty class rooms, two manual training rooms, hall, library, gymnasium, and thirty-six shower baths. Area of site, 21,958 square feet.

HAWES PRIMARY SCHOOL.

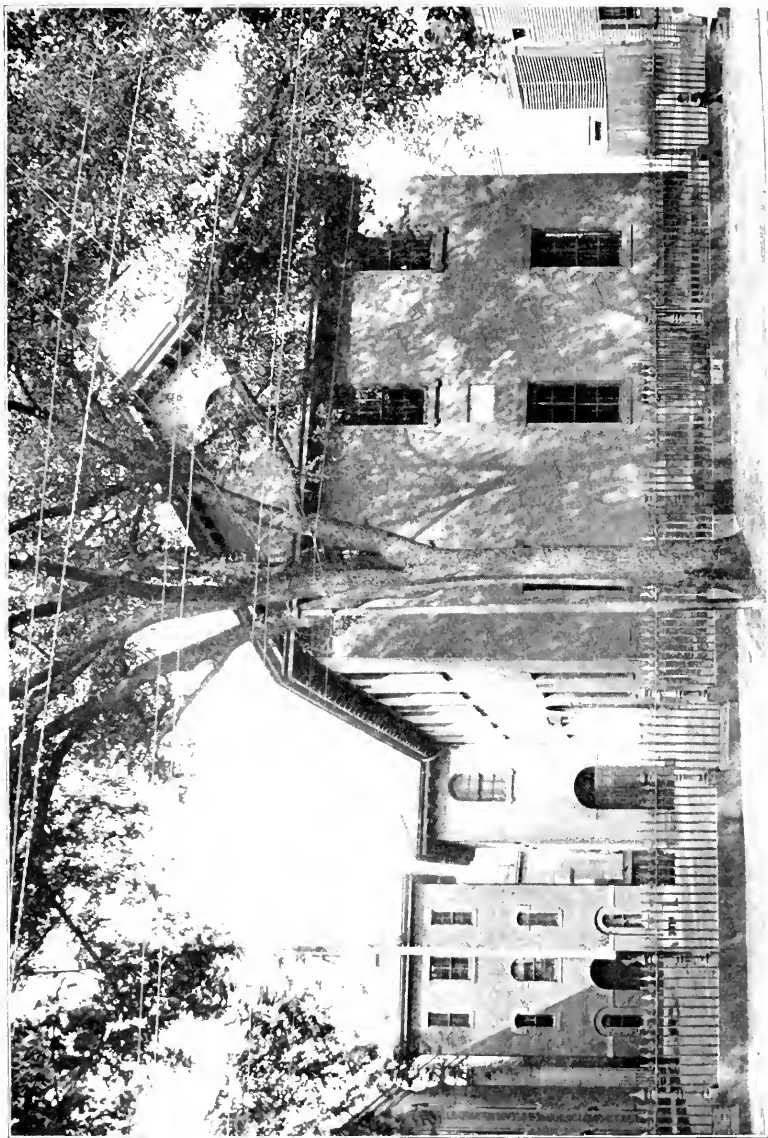
The Hawes Grammar School, named in honor of John Hawes, was instituted in 1811. The land upon which the building stands was given by Mr. Hawes in July, 1819, for a public market, but in March, 1823, he recorded his consent that it be used for a school-house, and the present building, containing eight rooms, one of the oldest school-houses in the city, was erected in that year. In 1859 it became a primary school, and has so remained. This school is probably the first in the country in which music was taught. Dr. Lowell Mason gave instruction to its pupils in this subject without charge during the year 1837, and the results were such that in the following year (1838), singing was introduced into all the grammar schools under Dr. Mason and his assistants. Area of site, 16,647 square feet.

SIMONDS PRIMARY SCHOOL.

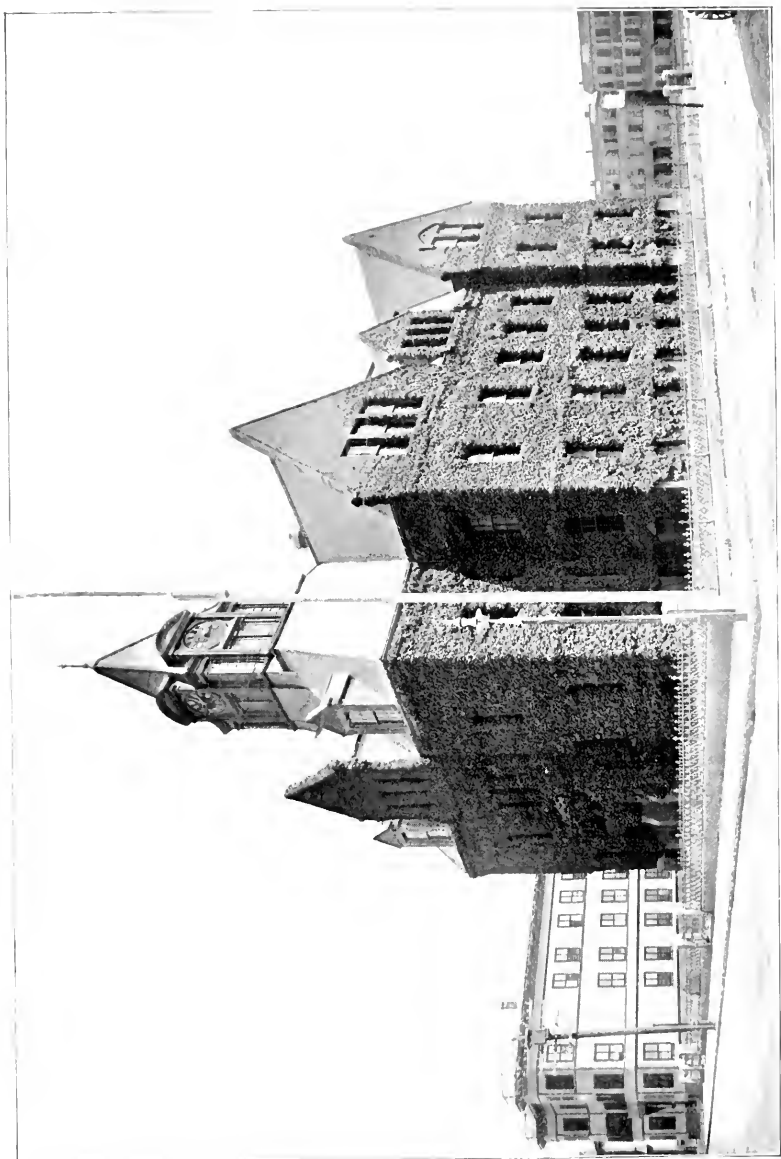
The Simonds School-house, situated on the same lot as the Hawes, was built in 1840, remodelled and enlarged in 1865, and contains three rooms. It received its name in honor of Alvan Simonds, a member of the Primary School Committee from 1834 to 1855, inclusive, who also served on the School Committee during 1841-46, 1851-53, 1861-63, 1867-69, and 1871. He was secretary of the Primary School Committee, 1842-1851, and chairman during 1854.



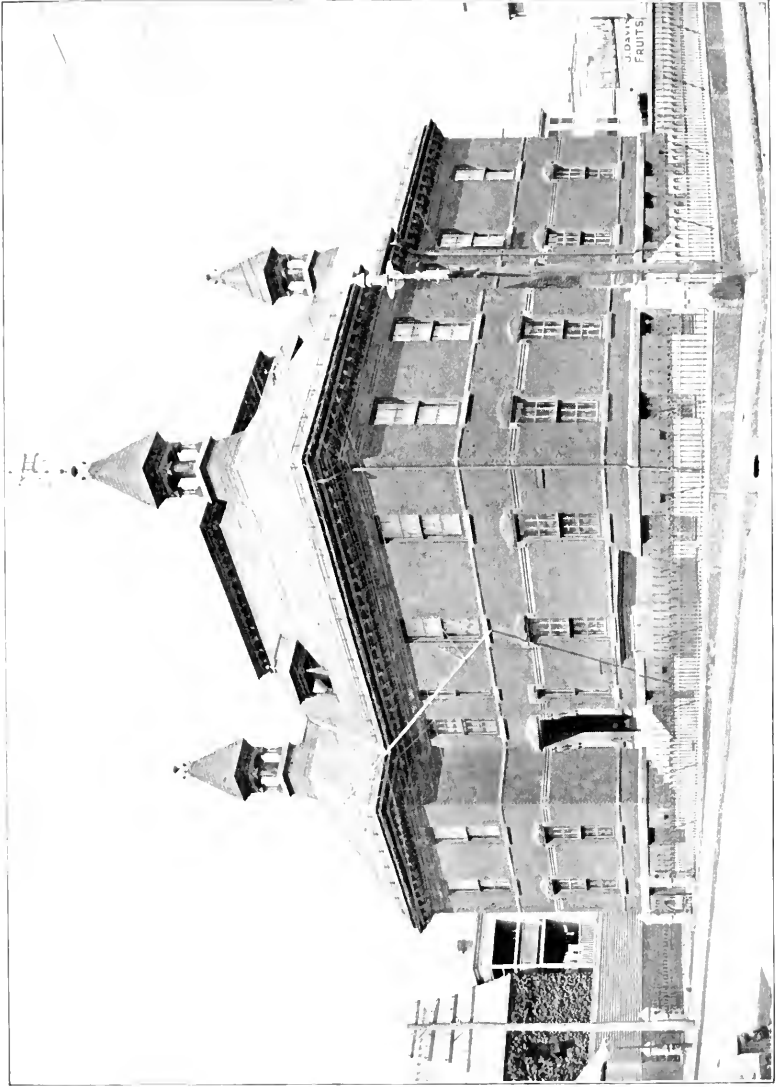
BIGELOW SCHOOL.



HAWES HALL AND SIMONDS BUILDING.



GASTON SCHOOL.



BENJAMIN POPE SCHOOL.

GASTON DISTRICT.

GASTON GRAMMAR SCHOOL.

The Gaston School-house, at the corner of Fifth and L streets, was begun in July, 1872, completed in August, 1873, and dedicated on September 17 of that year, the anniversary of the city's incorporation. It received its name in honor of William Gaston, Mayor of the city in 1871 and 1872, and who subsequently became Governor of Massachusetts. In April, 1887, it was seriously damaged by fire, and when repaired the clock tower upon the front of the building was enlarged, and a complete and successful system of ventilation introduced. The building contains fourteen rooms and a hall. Area of site, 37,358 square feet.

BENJAMIN POPE PRIMARY SCHOOL.

This building, located on O street, corner of Fifth street, was erected in 1883, and contains eight rooms. It was named in honor of Benjamin Pope, a member of the School Committee in 1862-63. Area of site, 20,000 square feet.

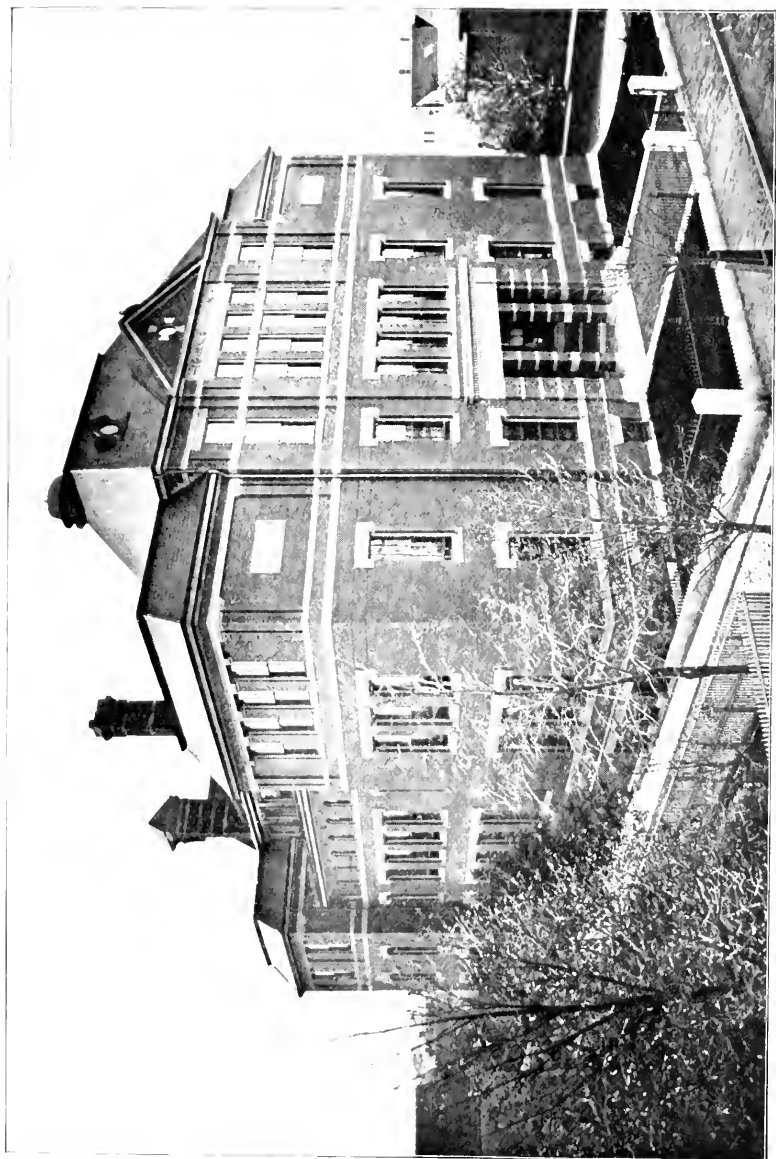
JOHN A. ANDREW DISTRICT.

JOHN A. ANDREW GRAMMAR SCHOOL.

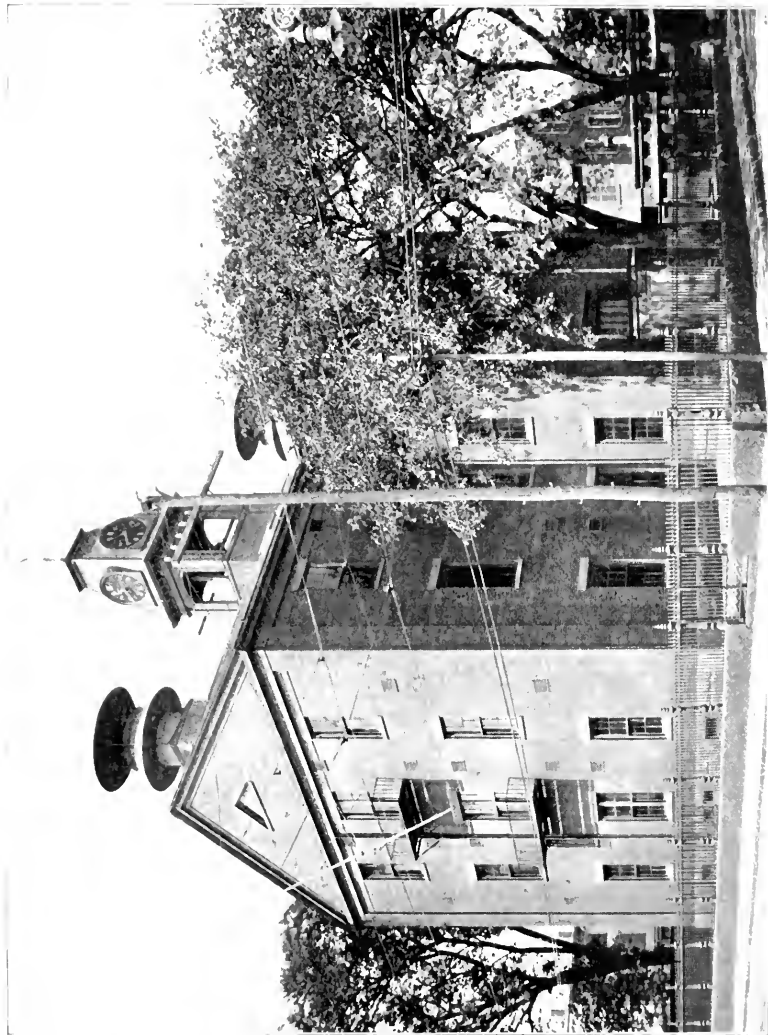
This school was established in 1873 in the Ticknor building on Dorchester street. It was named the Andrew School, in honor of Governor John A. Andrew, which name was, on February 25, 1890, changed to John A. Andrew. The present building on Dorchester street was built in 1877-78, and was first occupied March 27, 1878, and was dedicated on June 5 of that year. It contains sixteen rooms and a hall. Area of site, 24,889 square feet.

TICKNOR PRIMARY SCHOOL.

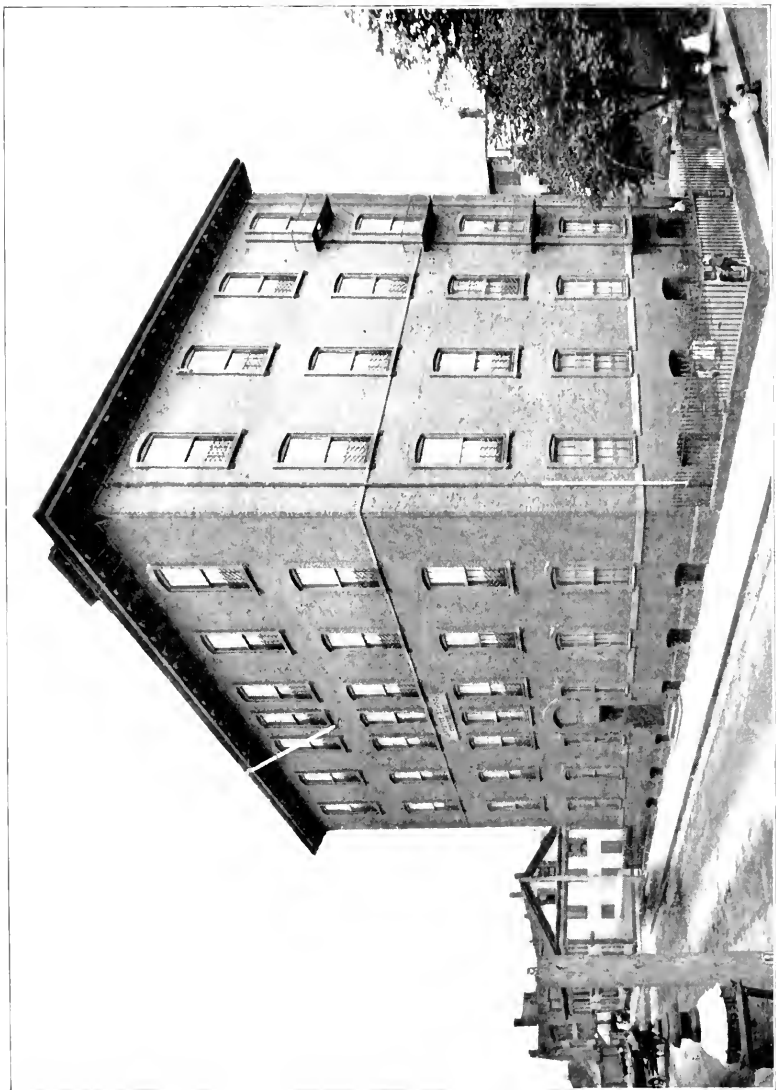
The Ticknor School-house on Dorchester street was built by the town of Dorchester in 1848, purchased by the city of Boston in 1855, and was enlarged from four to twelve rooms in 1865. It was named in honor of Elisha Ticknor, who, with James Savage and Thomas B. Wait, may be regarded as having founded the primary school system. Deacon Ticknor prepared the petition in 1818 and presented it to the town meeting in Faneuil Hall, and against the Selectmen and School Committee both, carried the town in favor of allowing children between four and seven years of age to have public instruction, which they did not have before that time. This petition was granted June 16, 1818, and Mr. Ticknor became one of the first members of the old Primary School Committee, serving during 1818-1822. Area of site, 11,486 square feet.



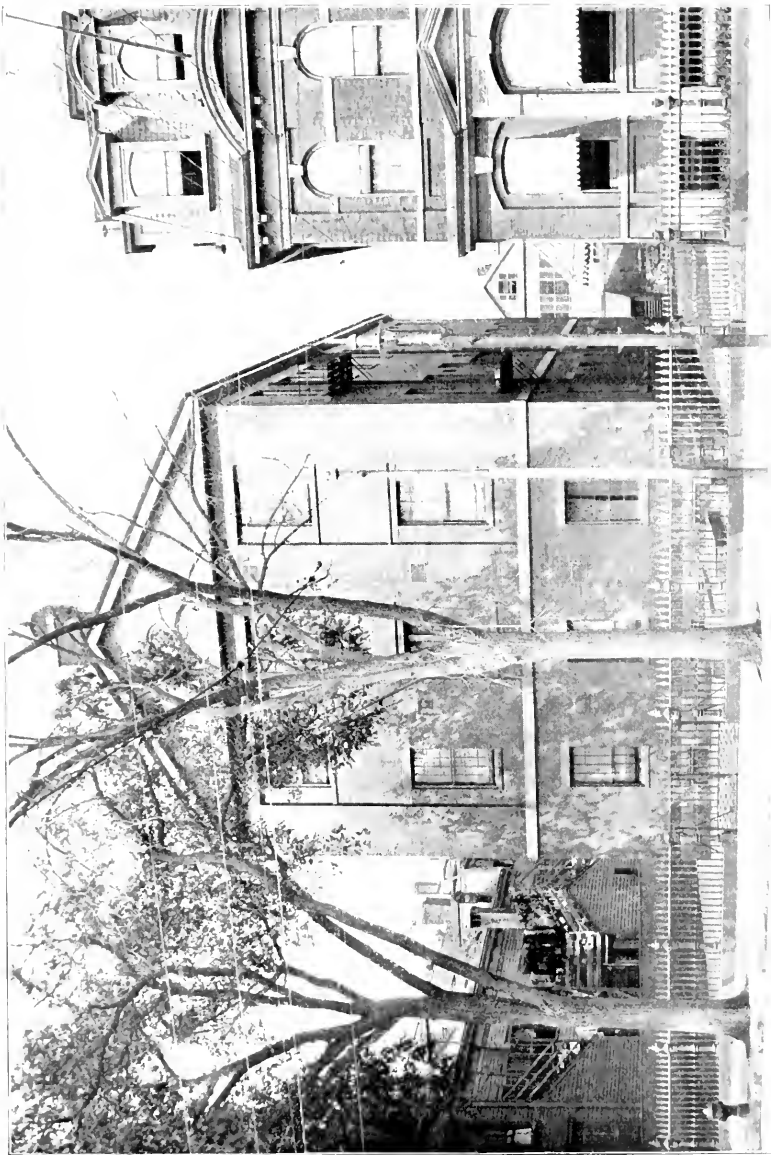
JOHN A ANDREW SCHOOL.



TICKNOR SCHOOL.

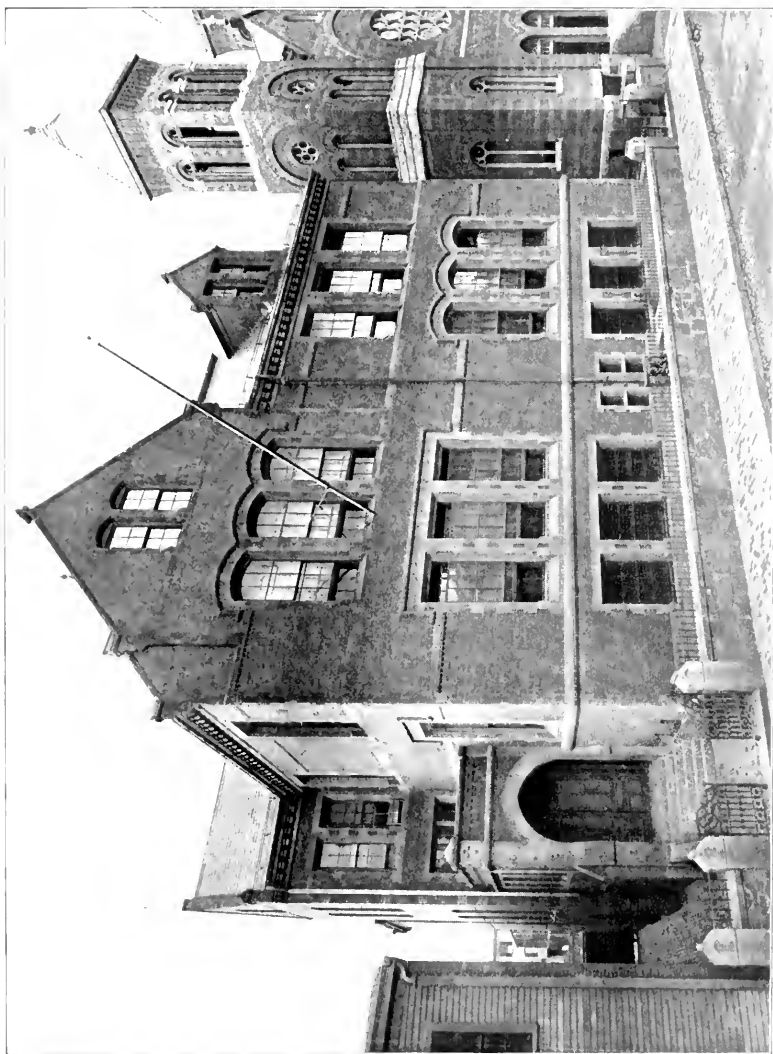


LAWRENCE SCHOOL.



PARKMAN SCHOOL.





SAMUEL G. HOWE SCHOOL.

LAWRENCE DISTRICT.

LAWRENCE GRAMMAR SCHOOL.

The Lawrence School was established in 1843, and was first named the Mather School, in commemoration of the distinguished divines, father and son, of that name, occupying the old Mather School-house on Broadway, which was renamed the Parkman in 1898, in order to avoid confusion with the Mather Grammar School in Dorchester. When the school was removed to the present building on B street in 1856, it received the name of Lawrence, in honor of Amos Lawrence, a distinguished merchant of Boston, who had taken for several years a particular interest in the school, and given valuable donations of books, etc., to The Lawrence Association, a society for intellectual and moral culture formed among its pupils in 1844. The building, which contains thirteen school rooms, a library, teachers' room and a hall, is located on what was formerly known as Nook Hill, an historical spot, from the fact that the occupation and fortification of this hill by the Americans on the night of March 16, 1776, hastened the evacuation of Boston by the British the following day. At that time the hill was about fifty feet higher than it is at the present time. A bronze tablet commemorating this event was placed on the front wall of the school-house March 17, 1900, by the Massachusetts Society of the Sons of the Revolution. Area of site, 14,343 square feet.

PARKMAN PRIMARY SCHOOL.

The Parkman School-house on Broadway, formerly known as the Mather School, was built in 1842, and was originally occupied by grammar classes until the completion of the Lawrence School-house in 1856. In 1898 the name "Parkman," borne by an old building on Silver street, in honor of Rev. Francis Parkman, an active and prominent member of the Primary School Committee, 1826-1834, was transferred to the Broadway building, in order to avoid confusing this school with the Mather Grammar School in Dorchester, it then being proposed to abandon the old building, which, however, is still occupied pending the completion of the new Bigelow School-house. This building contains eleven rooms. Area of site, 10,160 square feet.

SAMUEL G. HOWE PRIMARY SCHOOL.

The Samuel G. Howe School-house on Fifth street was built in 1874, and contains eight rooms. It was named in honor of Samuel G. Howe, a distinguished citizen of South Boston, and founder of the Perkins Institution for the Blind, who also served as a member of the School Committee during 1839 and 1845. Area of site, 12,494 square feet.

LINCOLN DISTRICT.

LINCOLN GRAMMAR SCHOOL.

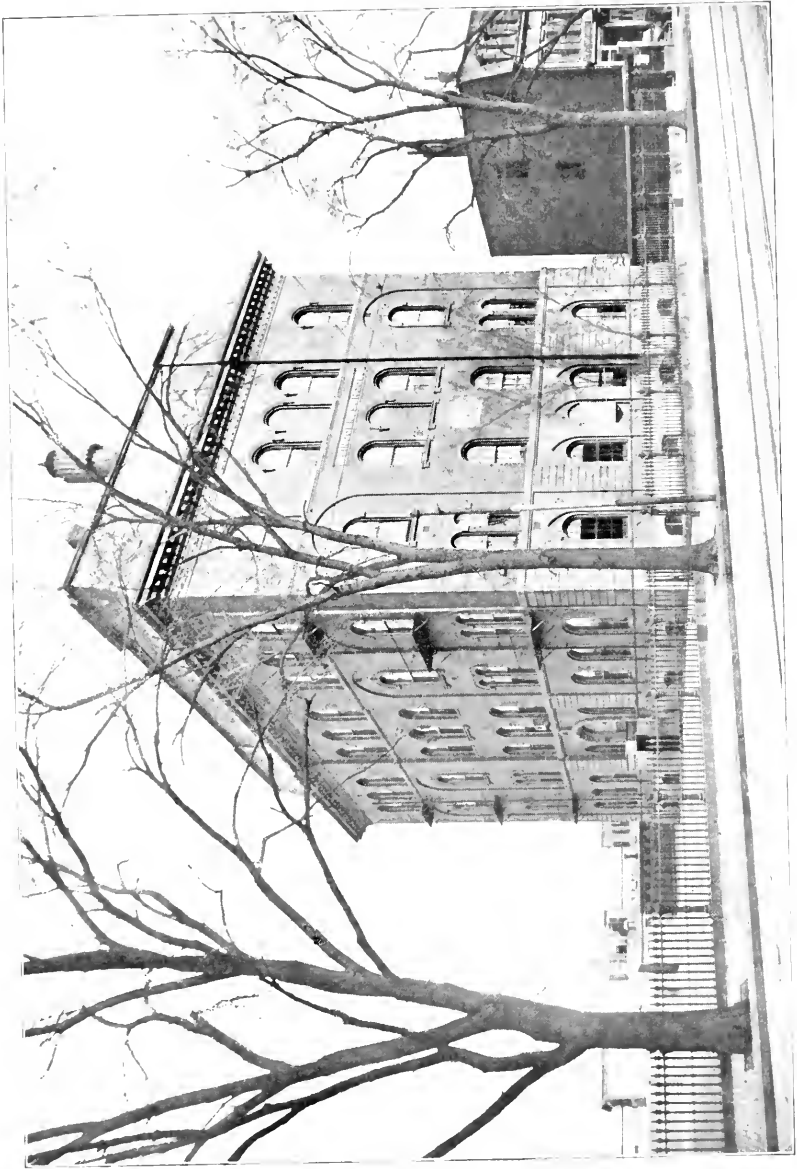
The Lincoln School was established in 1859, and named in honor of Frederick W. Lincoln, Mayor of the city in 1858-60, 1863-66. It was originally a mixed school, but in 1873 the district was divided, and the girls were placed in the new Gaston School-house. In 1889 the district was again divided and a portion of the pupils transferred to the Thomas N. Hart School, then newly completed. The building, situated on Broadway, was erected in 1859, and contains fourteen rooms and a hall. Area of site, 24,500 square feet.

CHOATE BURNHAM PRIMARY SCHOOL.

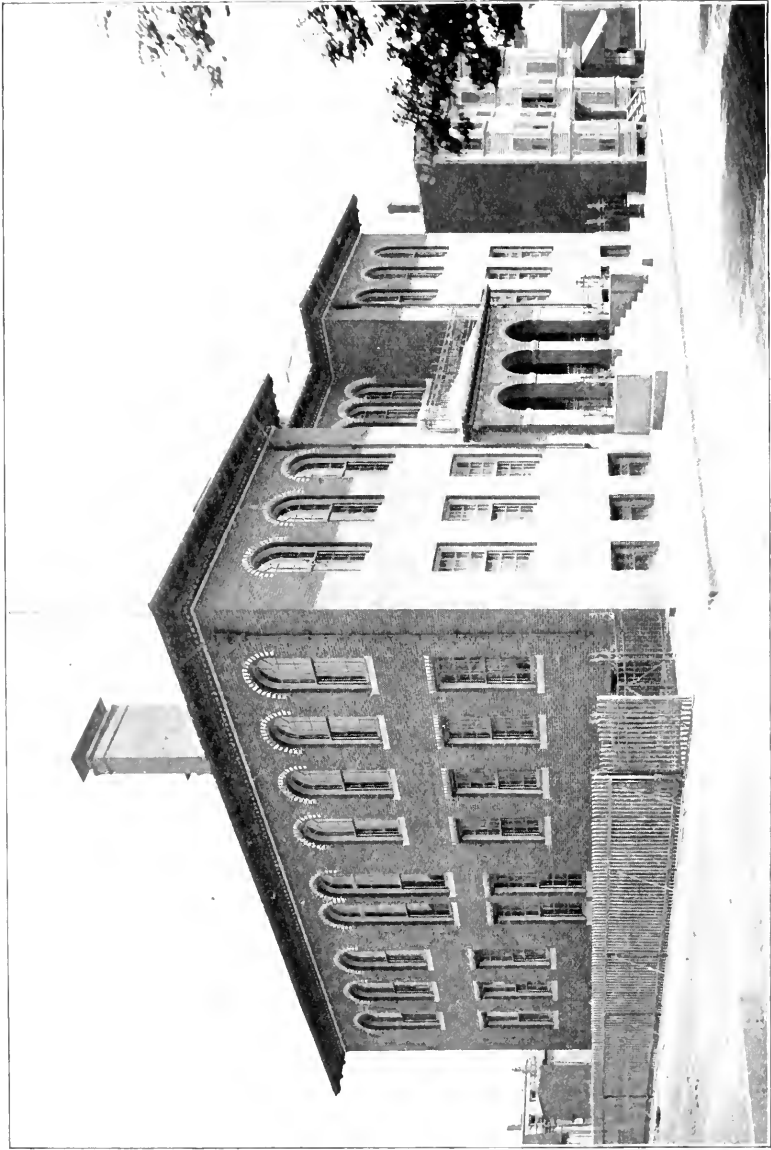
This building, situated on East Third street, was built in 1894, and contains eight rooms. It was named in honor of Choate Burnham, a prominent citizen of South Boston, who was a member of the School Committee during 1859-63, 1866-68, 1871, 1891, and a part of 1892. Area of site, 17,136 square feet.

TUCKERMAN PRIMARY SCHOOL.

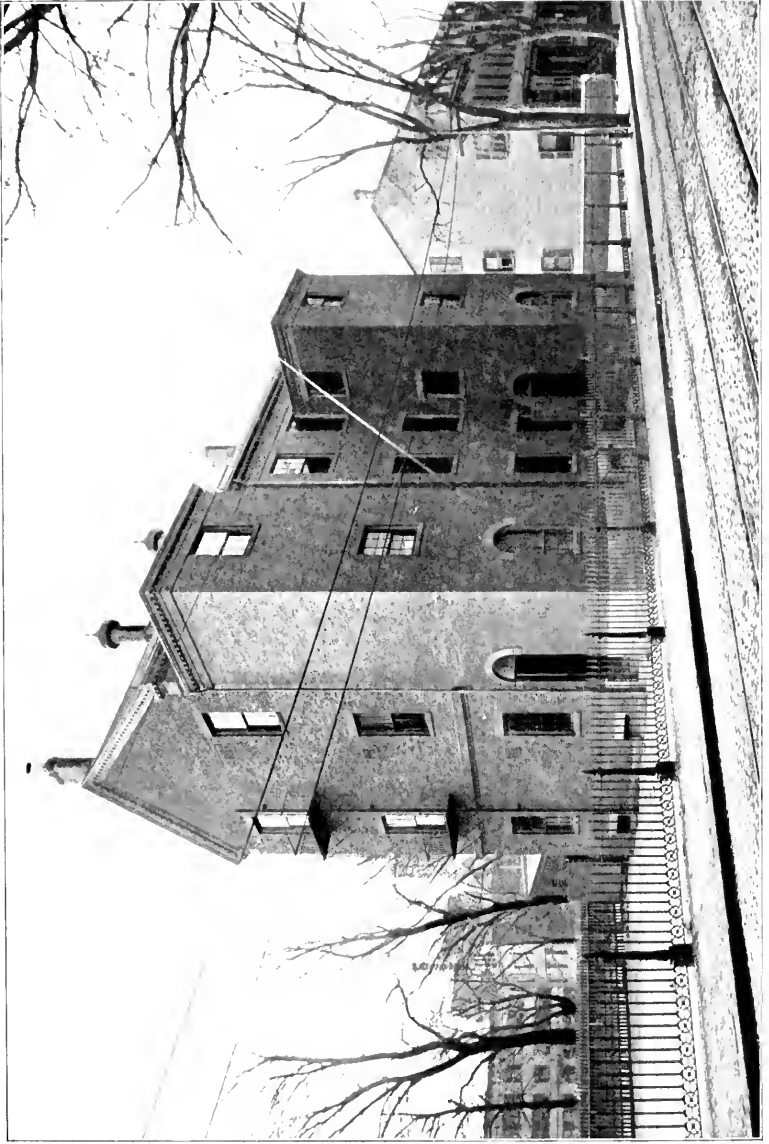
The Tuckerman School-house on Fourth street was built in 1850, and enlarged in 1865. It was named in honor of Rev. Joseph Tuckerman, a member of the Primary School Committee during 1827-28. It contains six rooms. Area of site, 11,655 square feet.



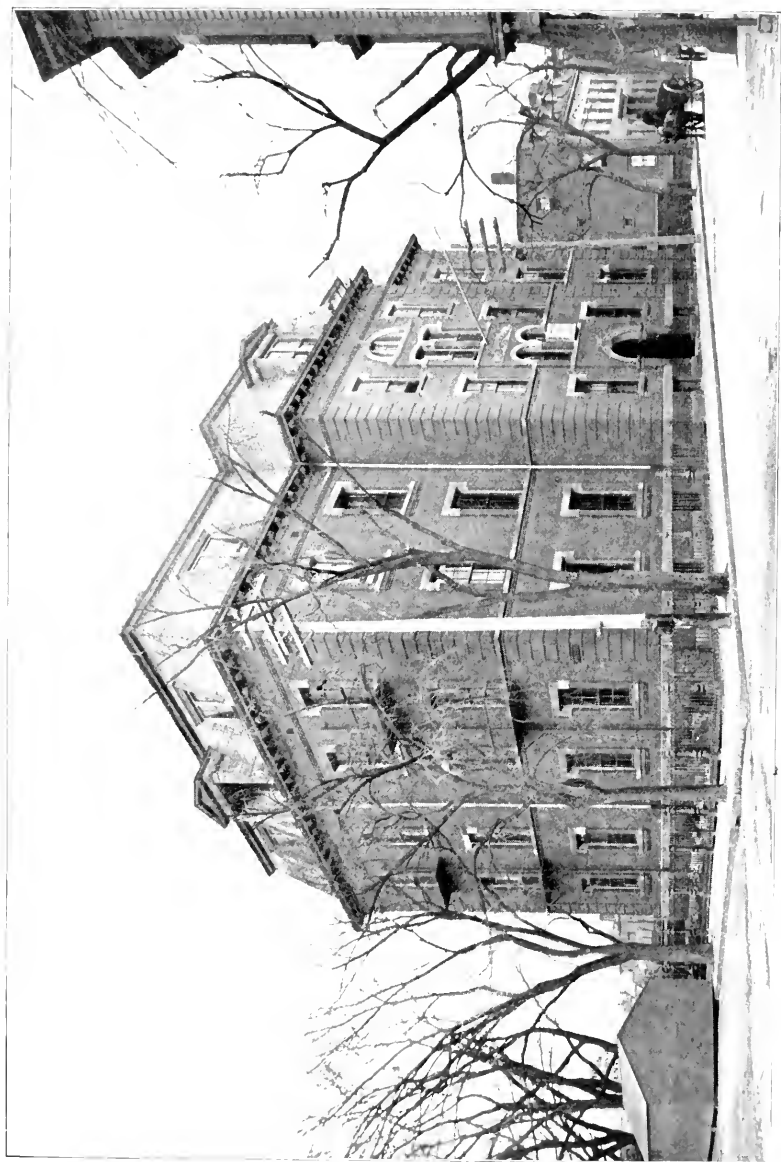
LINCOLN SCHOOL.



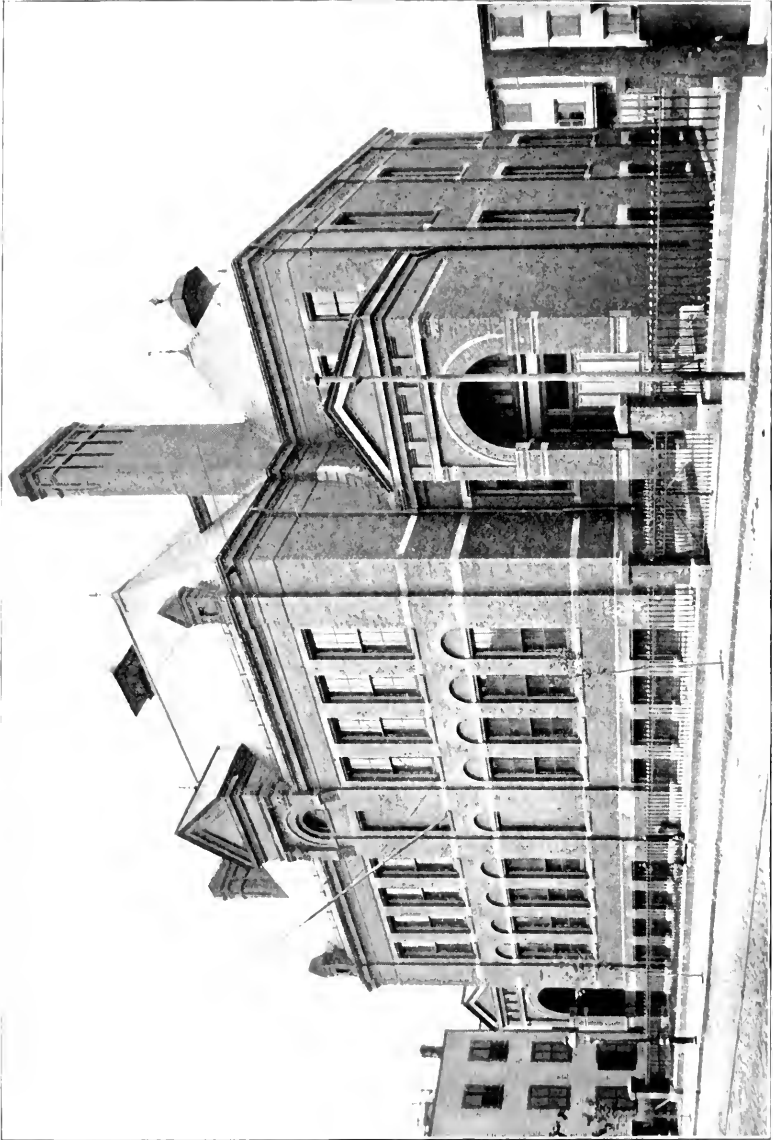
CHOATE BURNHAM SCHOOL.



TUCKERMAN SCHOOL

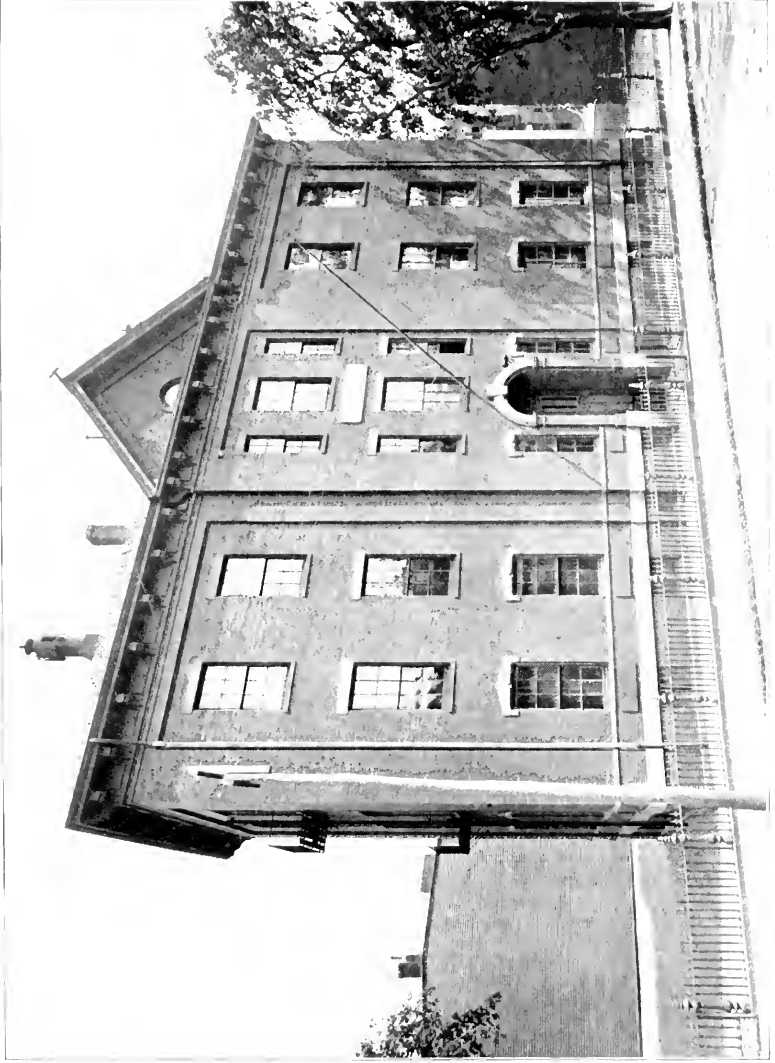


NORCROSS SCHOOL.



CYRUS ALGER SCHOOL.





DRAKE SCHOOL

NORCROSS DISTRICT.

NORCROSS GRAMMAR SCHOOL.

The Norcross School was established in the present building at the corner of D and Fifth streets, which was dedicated March 10, 1868. It received its name in honor of Otis Norcross, Mayor of Boston during 1867, who bequeathed a fund of \$1,000, the income of which is expended by the master for the benefit of the school library. The building contains fourteen rooms and a hall. Area of site, 12,075 square feet.

CYRUS ALGER PRIMARY SCHOOL.

This building, situated on Seventh street, was erected in 1880, and contains eight rooms. It was named in honor of Cyrus Alger, the celebrated iron founder of South Boston, who was especially noted for the excellent quality of his cannon, which for many years he cast for the United States Government. Area of site, 16,560 square feet.

DRAKE PRIMARY SCHOOL.

The Drake School-house, at the corner of C and Third streets, was built in 1869, and contains six rooms. It was named in honor of Henry A. Drake, a well-known resident of South Boston, who served on the School Committee from 1854 to 1858, inclusive, and from 1864 to 1868, inclusive. Area of site, 10,260 square feet.

SHURTLEFF DISTRICT.

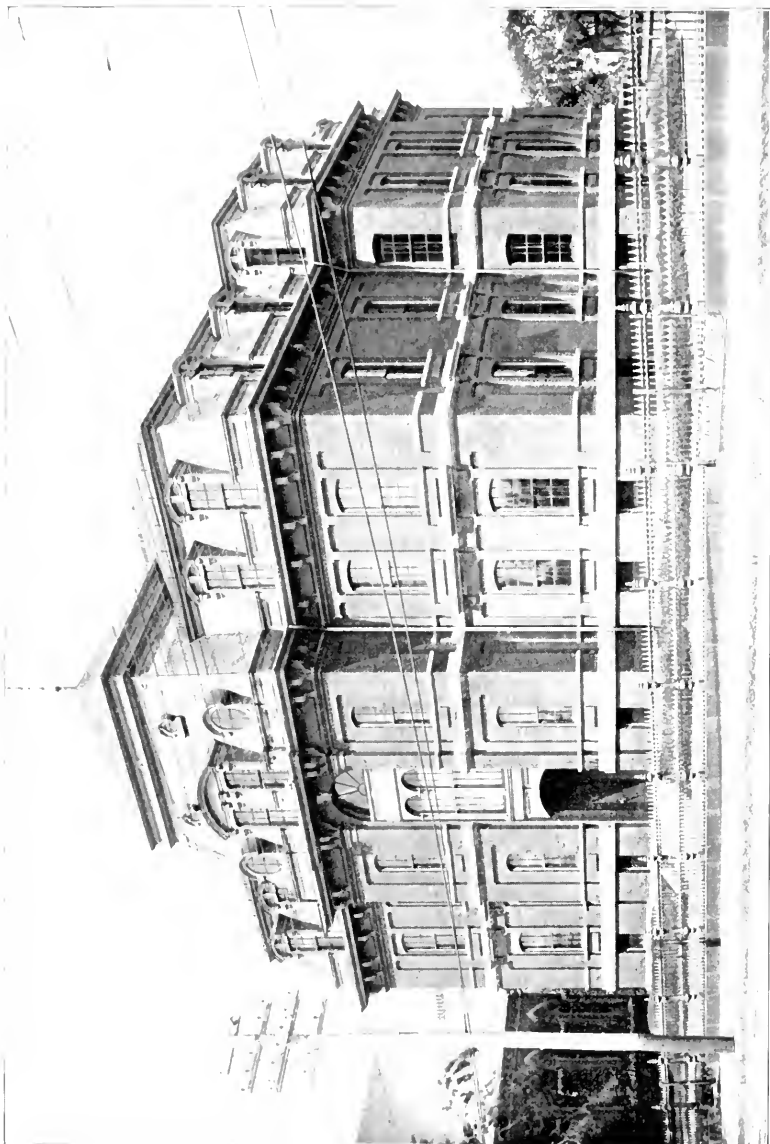
SHURTLEFF GRAMMAR SCHOOL.

The Shurtleff School was established in September, 1859. It first occupied the Bigelow Hall, a hired room on Broadway, the vestry of the church on Dorchester street, near Broadway, and rooms in the Ticknor building in Washington Village.

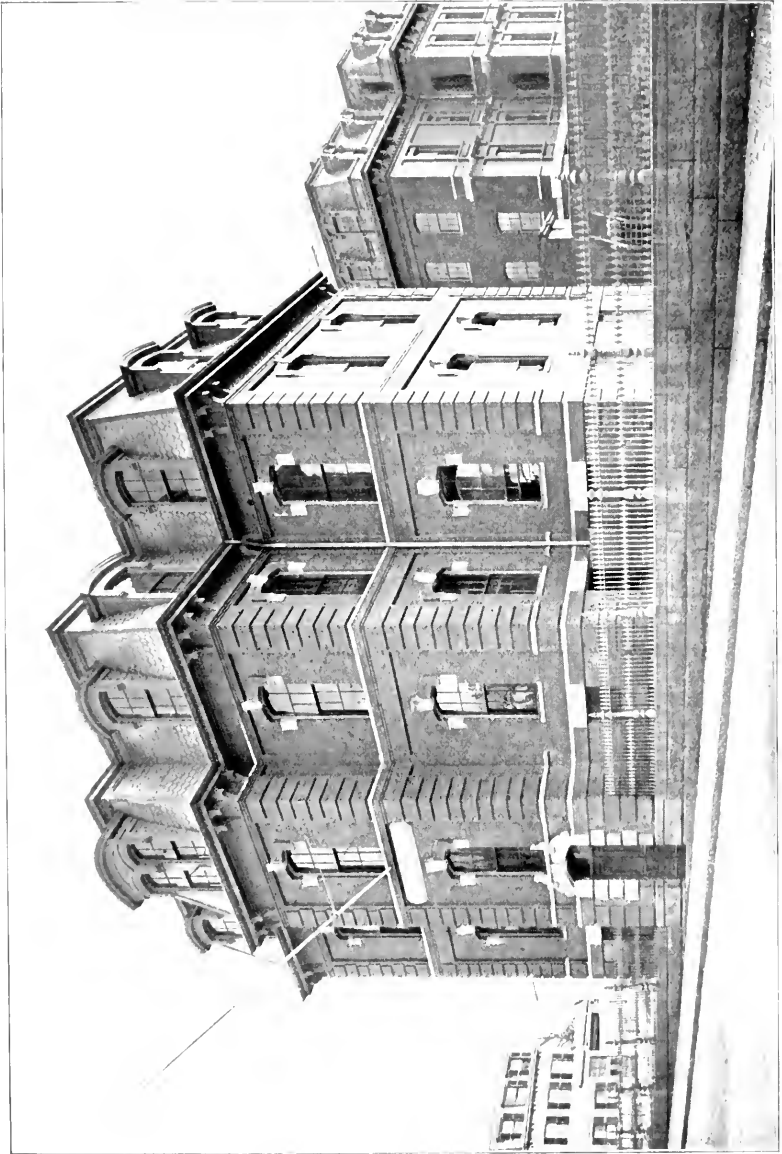
The present building, located on Dorchester street, was dedicated November 23, 1869, and contains fourteen rooms and a hall. It was named in honor of Nathaniel B. Shurtleff, Mayor of Boston 1868-70, who presented to the school an elegant and costly clock that ornaments the hall. Area of site, 40,553 square feet.

CLINCH PRIMARY SCHOOL.

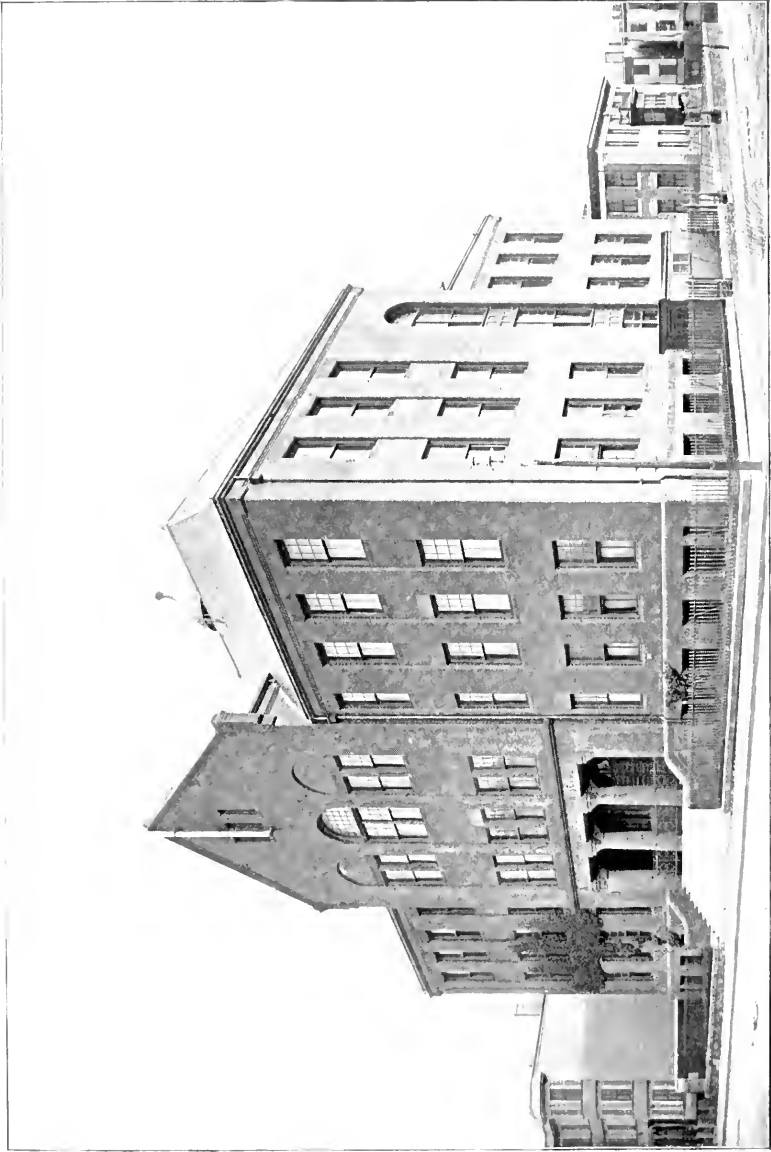
The Clinch School-house, at the corner of F and Seventh streets, in the rear of the grammar school lot, was built in 1871, and contains six rooms. It was named in honor of Rev. Joseph H. Clinch, an Episcopal clergyman, who served on the old Primary School Committee during 1853-54. Area of site, 13,492 square feet.



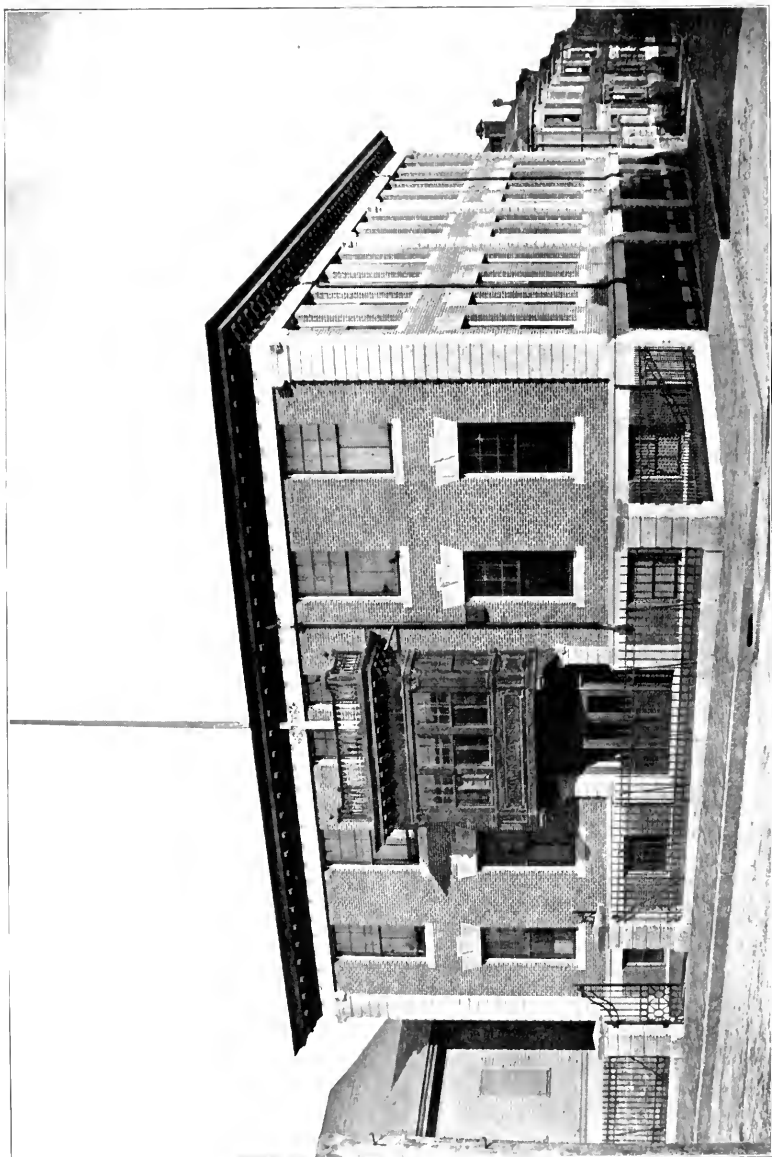
SHURTLEFF SCHOOL.



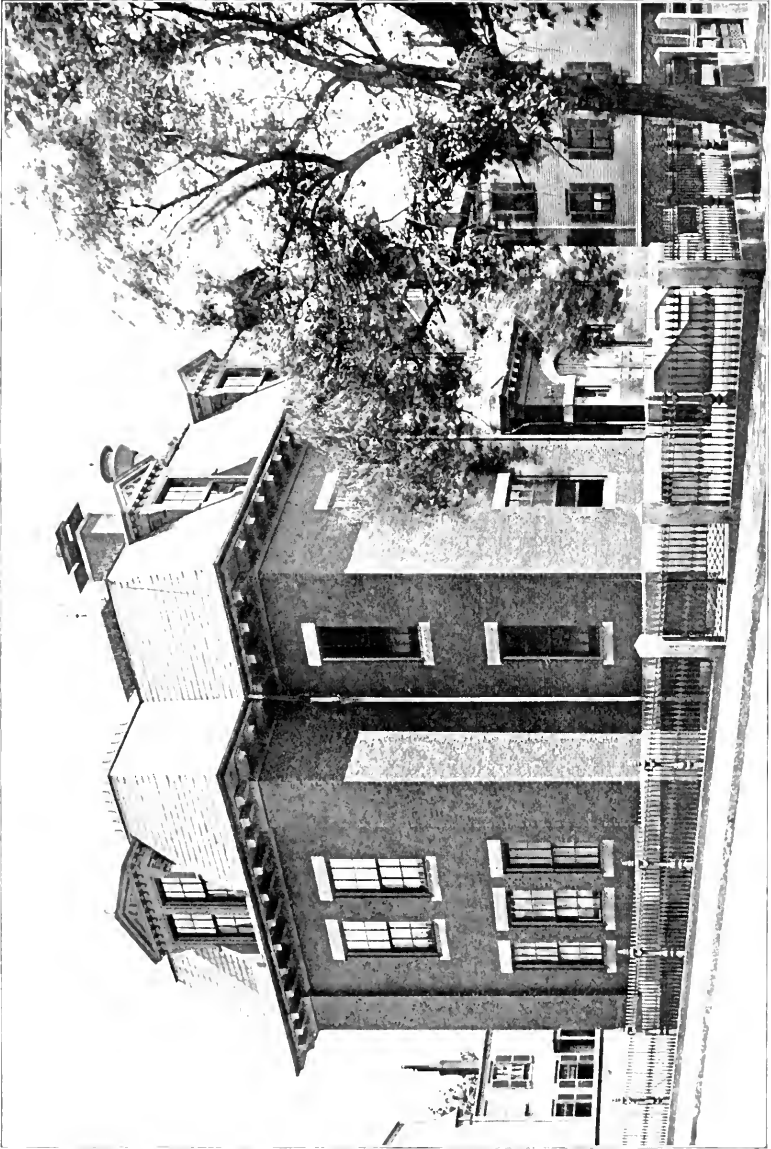
CLINCH SCHOOL.



THOMAS N. HART SCHOOL.



BENJAMIN DEAN SCHOOL.



CAPEN SCHOOL.

THOMAS N. HART DISTRICT.

THOMAS N. HART GRAMMAR SCHOOL.

The Thomas N. Hart District was established to relieve the Lincoln District. The present grammar building, at the corner of H and East Fifth streets, is located on what was the easterly slope of the hill formerly known as Mount Washington, one of the Dorchester Heights, and was dedicated December 4, 1889. It contains thirteen rooms and a hall. It received its name in honor of Thomas N. Hart, Mayor of Boston during 1889-90, and again during 1900-01. Area of site, 26,264 square feet.

BENJAMIN DEAN PRIMARY SCHOOL.

The Benjamin Dean School-house on H and Sixth streets, in the rear of the grammar building, was erected in 1898-99, and contains eight rooms. It was named in honor of Benjamin Dean, a well-known resident of South Boston, who was a member of the different branches of the City Government, the State Senate, and the National House of Representatives. Area of site, 11,977 square feet.

CAPEN PRIMARY SCHOOL.

The Capen School-house, at the corner of I and Sixth streets, was built in 1871, and contains six rooms. Originally it belonged in the Lincoln District. It was named in honor of Rev. Lemuel Capen, an esteemed clergyman who lived and died in its immediate neighborhood, and who served on the old Primary School Committee, 1823-31, 1842, 1843. Area of site, 12,354 square feet.



REPORT
OF
COMMITTEE ON ACCOUNTS.

THIRTY-THIRD ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March, 1901.

To the School Committee :

The committee present herewith their report for the financial year 1900-1901 in accordance with the requirements of the School Board, together with an account of the detailed expenditures furnished by the Auditing Clerk.

Under the provisions of Chapter 400, of the Acts of the Legislature of 1898, the School Committee were allowed two dollars and ninety cents (an increase of five cents over the rate for the year preceding) upon each thousand dollars of the average valuation of the taxable property of the city, in accordance with the law limiting the rate of taxation.

The average taxable valuation of the city for the previous five years, as reported by the Board of Assessors, was \$1,007,017,424, which at the rate fixed, allowed \$2,920,350 for school purposes. To this amount were added the estimated income for the year, the unexpended balance at the close of the previous financial year 1899-1900, and the excess of income over the amount estimated for the same year, making a total sum of \$2,998,385.31, as the legal limit available for the running expenses of the schools.

Under date of February 13, 1900, the committee recommended and the Board voted that the following sums be appropriated for the purposes stated:

Salaries of instructors	\$2,176,000 00
Salaries of officers	88,800 00
Salaries of janitors	159,000 00
Fuel, gas, and water	113,000 00
Supplies and incidentals	169,585 31
Repairs and alterations upon school buildings	252,000 00
Rents and taxes	40,000 00
	<hr/>
Total department expenses	\$2,998,385 31
	<hr/> <hr/>

As the year developed, several transfers were made from one item of the appropriation to another, as found to be necessary, by the passage of orders, as follows: November 27, 1900, page 481 of the Minutes,

Ordered, That there be transferred from the item "Fuel, gas, and water," in the annual appropriation order for 1900-1901, the sum of five thousand dollars (\$5,000) to a special appropriation, "Portable school-houses," to be expended by the Committee on New Buildings.

December 11, 1900, page 503 of the Minutes,

Ordered, That there be transferred from the item "Salaries of officers" in the annual appropriation order for 1900-1901, the sum of three thousand and thirty-nine dollars and sixty-seven cents (\$3,039.67) to the item "Repairs and alterations upon school buildings."

Ordered, That there be transferred from the item "Fuel, gas, and water" in the annual appropriation order for 1900-1901, the sum of four thousand two hundred and sixty-two dollars and eighty-eight cents (\$4,262.88) to the item "Repairs and alterations upon school buildings," including the payment of rents and taxes.

January 1, 1901, page 522 of the Minutes,

Ordered, That there be transferred from the item "Supplies and incidentals" in the annual appropriation order for 1900-1901, the sum of two thousand five hundred and ninety-seven dollars and seventy-two cents (\$2,597.72) to the item "Salaries of instructors."

These transfers resulted in the items of the appropriation being settled finally, as follows:

Salaries of instructors	\$2,178,597 72
Salaries of officers	85,760 33
Salaries of janitors	159,000 00
Fuel, gas, and water	103,737 12
Supplies and incidentals	166,987 59
Repairs and alterations upon school buildings	255,039 67
Rents and taxes	44,262 88
	<hr/>
Total	\$2,993,385 31
	<hr/> <hr/>

The ordinary expenses for the past year were as follows :

Salaries of instructors	\$2,178,597	72
Salaries of officers	83,168	88
Salaries of janitors	157,385	45
Fuel, gas, and water	96,528	01

Supplies and incidentals :

Books	\$58,806	61
Printing	7,512	55
Stationery and drawing materials	27,092	40
Miscellaneous items	67,007	08
	<hr/>	
School-house repairs, rents, etc.	160,418	64
	299,248	46
	<hr/>	
Expended from the appropriation	\$2,975,347	16
From income of Gibson and other funds	1,935	29
	<hr/>	
Total expenditure	\$2,977,282	45
Total income	48,455	07
	<hr/>	
Net expenditure	\$2,928,827	38

Your committee, in preparing the estimates, stated that the probable income would be as follows :

Non-residents, State and City	\$19,000	00
Trust-funds and other sources	21,000	00
	<hr/>	
Total estimated income	\$40,000	00

The income collected was as follows :

Non-residents, State and City	\$21,816	26
Trust-funds, etc.	23,610	26
Sale of books	530	73
State of Massachusetts, travelling expenses	2,497	82
	<hr/>	
Total income	\$48,455	07

The total income collected amounted to \$48,455.07, which, deducted from the expenditures, shows a net amount expended of \$2,928,827.38.

Of the income collected, \$3,723.04 were received on account of the Gibson and other funds, and set aside for expenditures under the provisions of these funds.

The balance, \$44,732.03, has been included in the amount that the School Committee could appropriate and expend for general purposes, and was \$4,732.03 more than was estimated.

This balance is included in the amount appropriated for the present year.

The net expenses, compared with those for 1899-1900, show an increase of \$157,811.65.

The average number of pupils belonging to the different grades the past year was 88,852. The average cost per pupil amounted to \$32.96, an increase, as compared with that for the previous year, of \$1.01 per pupil.

The gross expenses for the past year, compared with those for 1899-1900 show a variation in the different items of the appropriation as follows:

Salaries of instructors, increased	\$114,986 02
Salaries of officers, increased	14,223 55
Salaries of janitors, increased	6,647 66
Supplies and incidentals, increased	11,932 22
School-house repairs, etc., increased	16,540 20
	<hr/>
	\$164,329 65
Fuel, gas, and water, decreased	\$2,437 71
Gibson and other funds, decreased	1,306 57
	<hr/>
	3,744 28
	<hr/>
Total increase, gross	<u>\$160,585 37</u>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with those for 1899-1900:

High Schools, pupils increased 138; salaries increased . . .	\$25,585 45
Grammar Schools, pupils increased 1,163; salaries in- creased	43,940 58
Primary Schools, pupils increased 259; salaries increased . .	30,199 81
Horace Mann School, pupils increased 6; salaries in- creased	1,551 83
Kindergartens, pupils increased 196; salaries increased . .	6,111 98
Evening Schools, pupils increased 377; salaries increased . .	4,179 50
Evening Drawing Schools, pupils decreased 11; salaries increased	229 00
Manual Training Schools, salaries decreased	*1,027 88
Special teachers, salaries increased	3,915 75
Spectacle Island, and special classes, pupils increased 5.	

Total increase in pupils, 2,133; in salaries, \$114,986.02.

The number of regular instructors on the pay-rolls Jan. 1, 1901, was 1,912, divided among the several grades of schools as follows: High Schools, 192; Grammar Schools, 883; Primary Schools, 618; Horace Mann School, 14; Kindergartens, 158; Manual Training, including Cookery, 47 — an increase of 119 regular instructors since Jan. 1, 1900.

In addition there have been 103 temporary teachers and 124 special assistants employed in the day schools, an average of 245 instructors in the Evening and Evening Drawing Schools, and 107 special instructors, including 40 teachers of sewing, making a total of 2,491 instructors on the pay-rolls during the year.

The amount paid for salaries of instructors for 1900-1901 was \$2,178,597.72 an increase as compared with 1899-1901, of \$114,986.02.

This is a greater increase than the portion of the tax levy allotted to the School Committee would seem to warrant.

The change made in the Rules last year decreasing the number of pupils to a teacher from fifty-six to fifty in the Grammar Schools and in two grades of the Primary Schools, and from fifty-six to forty-two in the first grade, was an important factor in increasing this item.

Twenty years ago (1880-1881) the cost for this item was \$1,112,932.69 and five years ago (1895-1896) the cost was \$1,584,567 — showing an increase in fifteen years of \$471,634.31, an average each year of \$31,442.29. The increase in the past five years amounted to \$594,030.72, an average each year of \$118,806.14.

From the above it will be seen that salaries of instructors have increased on an average nearly four times as much during the past five years as they did during the preceding fifteen years.

The increased annual cost for carrying on the schools is not confined to salaries of instructors alone.

The natural growth of the schools on the present basis requires about \$6,000 additional each year to meet the cost for janitor service.

New appointments under the head of school officers are frequently being made.

The increased consumption of fuel, gas, and electric lighting calls for \$5,000 additional, at no advance in prices.

The opening of new schools and the appointment of additional teachers call for greater expenditures for supplies, both permanent and perishable. A conservative estimate for this item, considering the increased quantity and greater variety furnished, would be \$6,000.

Under the Statutes, twenty-five cents out of each thousand dollars of the taxable valuation must be appropriated for repairs and alterations of school buildings, which means a yearly addition of \$7,500 for this item. From past experience, even with this increase, the amount available is insufficient to meet necessary demands and keep the buildings in a condition to satisfy the public.

The annual increase in the taxable valuation of the city is about \$30,000,000, which at the fixed rate of \$2.90 upon each thousand dollars allows an addition of \$87,000 each year for School Board expenditures, for all purposes excepting the erection of new school-houses.

Many of these charges are not capable of reduction: and, taking everything into consideration, the increased cost for salaries of instructors (the largest item of expenditure) should not exceed \$57,000 annually, or less than one-half the increase in the year covered by this report.

It will be seen from the foregoing statements that it will be impossible to continue the yearly increase in salaries of instructors in the same ratio as for the past few years, and confine expenses within the limit fixed by statute law.

Early in the year orders were offered, providing for the establishment of a paid corps of substitutes, and to carry into effect the recommendation of the Superintendent that equitable deductions be made from the pay of all teachers who may be absent from duty for any cause, during the period of such absence.

The orders were referred to the Committee on Rules and Regulations, who reported amendments to the rules which were passed by the School Board June 26, 1900, as follows:

SECTION 146. A corps of substitutes not to exceed in number the number of grammar school districts in the city may be appointed by the Superintendent, subject to the approval of the Board, to serve in the places of absent assistants in the grammar and primary schools. The members of this corps shall attend daily at places designated by the Superintendent, and there be ready to answer calls for service. They shall report each month to the Superintendent on blanks prepared for the purpose the days on which they have attended without being called into service, the days on which, and the schools in which they have served as substitutes. They shall hold their places during the school year unless sooner removed by the Superintendent. They shall vacate their places on receiving appointments as permanent or temporary teachers or as substitutes for a period of two months or more; but, at the expiration of their service as temporary teachers or as substitutes for a fixed period, they may be reappointed to the corps of substitutes. In seeking for substitutes the principals of schools shall first apply for a member of the corps of substitutes; but failing to find one may then employ, with the approval of the Superintendent, any person holding the proper certificate of qualification.

SECTION 178. The compensation of all substitutes and temporary teachers shall be fixed by the Board annually in the month of June. The compensation of substitutes and temporary teachers in the different positions and schools respectively shall be established at a certain rate

for each day of actual service — one-session days in primary and grammar schools being reckoned as full days.

By action of the School Board, these orders did not go into effect until November 1, 1900. Since that time permanent substitutes have been approved in sufficient numbers to allow one substitute for nearly every grammar school district, and the salaries of all teachers who have been absent since November 1 have been reduced one-four-hundredth part of their yearly salaries for each day's absence.

As the pay-rolls are made up early in each month, and the teachers as a rule are paid before the services for which they are paid are actually completed, it would be impossible to deduct for absences the same month in which they occur.

This unavoidable delay in deduction may cause in some instances a loss to the city, or at least put the city to the trouble of collecting money after it has been paid to a teacher. For example, a teacher might be absent twenty days in January. She would receive her entire month's salary for the month of January and the amount due the city for her absence in January would be deducted from the February pay-roll. But, should she resign from the service or die February 1, she would owe the city for twenty days' substitute service, which the city must lose or take means to collect.

In cases of this nature it might be impossible, in some instances, to recover the amount due.

Doubtless the city will deduct a larger sum on account of absences of teachers than the payment of substitutes will amount to especially from special and high school teachers as it is difficult to find competent substitutes to take their places: but this may nearly be offset by the \$4,000 or \$5,000 required yearly for permanent substitutes in grammar districts for simply reporting and being in attendance, their actual services to be paid for in addition.

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows :

Normal School	\$97 90
Latin School	100 87
Girls' Latin School	55 03
English High School	93 93
Girls' High School	46 49
Roxbury High School	54 07
Charlestown High School	63 16
Dorchester High School	43 89
Brighton High School	74 10
West Roxbury High School	54 96
East Boston High School	56 53
Mechanic Arts High School	79 45
Average cost	\$67.11

The average salary paid during the year to each regular

High School instructor was	\$1,953 15
Grammar School instructor was	1,085 15
Primary School instructor was	810 26
Kindergarten instructor was	602 98
Horace Mann School instructor was	1,270 13

During the year \$96,516.92 were paid for instruction by special teachers, as follows:

Sewing: 40 teachers, 388 divisions	\$32,458 49
Music: director	2,999 00
6 assistants	7,500 70
Drawing: director	3,000 00
5 assistants	9,008 00
special teacher, Dorchester High School	1,200 00
English High School	2,500 00
West Roxbury High School	92 00
Modern Languages: 3 assistants	4,700 00
Physical Training: director	3,000 00
assistant	1,520 00
Military drill: instructor and armorer	3,050 00
Kindergarten methods: director and instructor	4,227 22
Vocal and physical training and reading: 5 instructors	4,193 58
Commercial branches: 11 instructors	8,132 10
Special assistance: High Schools	2,244 50
Chemistry: instructor, Girls' High School	1,620 00
assistant, Girls' High School	848 00
assistants, English High School	984 73
assistant, Mechanic Arts High School	500 00
assistant, Roxbury High School	804 00
Special ungraded classes	1,634 60
Special voice training	300 00
Total for special instructors	<u>\$96,516 92</u>

The Evening Schools comprising one high school, located in the English High School building, with two branches in Charlestown and East Boston, and thirteen elementary schools, held their sessions as usual, five evenings each week throughout the term. High school studies were taught, to a limited extent, in the Dearborn, Mather, and Washington Allston Schools.

The average number of pupils attending was 5,990, and the cost for instructors amounted to \$59,966.50, an increase over the year preceding of \$4,179.50.

The salaries paid teachers in the five Evening Drawing Schools for the sixty-six nights the schools were in session, amounted to \$11,756, as compared with \$11,527 paid the previous year.

The number of Kindergartens supported by the city at the present time is 77, requiring a force of 158 instructors. The salaries paid the past year aggregated \$95,271.38, an increase over the previous year of \$6,411.98.

The cost for salaries of officers during the year was \$83,168.88, an increase as compared with 1899-1900 of \$14,223.55. This considerable increase is due to the appointment of additional truant officers, and to the transference of the expense for the salaries of the School-house Agent and his assistants from the appropriation for repairs and alterations of school buildings to the appropriation for salaries of officers.

The number of janitors in the employ of the School Committee at the present time is 186, including 2 engineers and a matron. (Many of the janitors serve also as engineers.)

The number of buildings owned by the city and occupied for school purposes is 203, and in addition, accommodations are hired in 41 different buildings, making altogether 244 buildings to be cared for. This shows that a number of the janitors have charge of more than one building.

The amount paid for janitors' services, including washing of the school-house floors during the summer vacation, was \$157,385.45, an increase of \$6,647.66 over the year preceding.

The new school-houses lately acquired, and buildings now in course of construction, will add largely to the cost for this item. In this connection, it may be of interest to state that previous to last September, the cost for janitor service in the West Roxbury High School-house was \$540 per annum, and that after the addition to the building was completed, the salary for the janitor was fixed at \$2,160 per annum, just four times as much.

Notwithstanding the large increase in the cost for the care of this school-house, it is small in comparison with the increased cost for fuel needed.

The average salary paid to each janitor amounted to \$846.16, but out of their salaries many janitors were obliged to pay for such help as they required.

The average cost for taking care of the 10 High School-houses the past year was	\$2,059 01
The average cost for taking care of the 58 Grammar School-houses was	1,116 86
The average cost for each of the 143 buildings occupied for Primary Schools was	436 27
The total cost for the Horace Mann School was	1,399 00
The average cost for each Evening School was	164 16

On pages 32, 33, 34, and 35 of this report is a tabulated list of buildings with the salaries attached of janitors receiving more than three hundred dollars per annum.

During the past year the Committee on Supplies presented bills for approval to the amount of \$256,946.65, which represent the total expenditure of the School Committee, exclusive of salaries, repairs, rents, and the building of new school-houses. The income amounted to \$3,252.73, which, deducted from the gross expenditure, leaves the sum of \$253,693.92 as the net amount expended under their

direction. The schools consumed 16,457 tons of coal and 270 cords of wood, which, with the expense for water, gas, and electric lighting, amounted to \$96,528.01. This is included in the preceding amount.

Full particulars regarding the method and cost of supplying the schools are given in the report of the Committee on Supplies, lately presented.

During the year bills have been received, amounting to \$299,248.46, properly certified by the School-house Agent and approved by the Committee on School Houses, which sum represents the cost of repairs and alterations of school-houses, and includes rents paid for temporary accommodations.

The largest items of expense were as follows:

Furniture	\$34,146 04
Carpentry	38,555 17
Heating apparatus	33,104 53
Rents and taxes	44,262 88
Whitening and plastering	12,698 30
Masonry	38,133 43
Painting and glazing	16,722 67
Plumbing	45,428 55
Roofing and gutters	8,730 05

In addition to the amount allowed for repairs and alterations upon school buildings, the sum of \$40,000 was appropriated for the payment of rents and taxes, which proved insufficient for the purpose, and a larger sum will be needed for the present year.

While the School Committee are exempt from the payment of taxes and water rates upon buildings owned by the city, they are compelled to pay directly to the city or through the landlords, taxes and water rates on buildings hired for school purposes. The School Committee are obliged to engage temporary quarters, in most cases owing to a lack of funds with which to erect school buildings sufficient to house the entire school population.

The following shows the rents and taxes paid for each building hired for school purposes during the year:

Chauncy Hall, Copley square	\$7,502 74
Moon-street Parochial School	5,918 53
326-326A-328 Broadway, South Boston	3,600 00
Trinity Baptist Church, Trenton street, East Boston	1,999 99
Grand Army Building, E street, South Boston	1,900 00
Pilgrim Hall, 732 Broadway, South Boston	1,800 00
North End Union, 20 Parmenter street	1,300 00
147 Columbus avenue	1,297 00
20 Mt. Vernon street, Dorchester	1,200 00
276 Tremont street	1,149 99
Masonic Building, 348-350 Meridian street, East Boston	956 00
Stevenson's Block, Central square, East Boston	940 00
602-604-606 Dudley street, Roxbury	875 00
Athenaeum Building, Cottage street, Dorchester	801 00
Presbyterian Chapel, 33 Chambers street	800 00
766 Huntington avenue, Roxbury	793 00
737 Huntington avenue, Roxbury	673 00
Maverick Chapel, Beannington street, East Boston	672 00
St. Andrew's Chapel, 38 Chambers street	618 96
Roxbury House Associates, 1 Dayton avenue, Roxbury	600 00
Greenwood Hall, Glenway, Dorchester	600 00
Workingmen's Building, Centre street, Roxbury	600 00
Unitarian Church Vestry, South street, Roslindale	600 00
Centre-street Baptist Church, Jamaica Plain	500 00
341 Centre street, Jamaica Plain	490 00
Church of the Redeemer, East Fourth street, South Boston	480 00
170 Lauriat avenue, Dorchester	480 00
741 Huntington avenue, Roxbury	472 67
31 North Russell street	425 00
86 Milton avenue, Dorchester	392 00
Day's Chapel, Parker street, Roxbury	363 00
23 Byron court, Roxbury	360 00
323 Washington street, Dorchester	360 00
Sammett Hall, Boylston street, Roxbury	350 00
727 Walk Hill street, Forest Hills	328 00
399 Saratoga street, East Boston	325 00
Eliot School, Eliot street, Jamaica Plain	300 00
Boylston Chapel, Main street, Charlestown	300 00
4 Maywood street, Roxbury	200 00
6 Maywood street, Roxbury	200 00
370 Warren street, Roxbury	200 00
Methodist Chapel, Vinton street, South Boston	200 00
1508 Tremont street, Roxbury	150 00
Unity Chapel, Dorchester street, South Boston	150 00
17 Hewlett street, Roslindale	40 00
Total	<u>\$44,262 88</u>

During the year, under authority granted by the Legislature and by the Board of Estimate and Apportionment, and from the sale of land, the following sums were expended for new school-houses :

New Dorchester High School-house	\$100,216 13
New East Boston High School-house	91,934 59
South Boston High School-house	90,462 98
West Roxbury High School-house, addition	58,946 41
Furnishing	8,143 26
Mechanic Arts High School-house, addition	13,056 86
Furnishing	1,849 63
Grammar School-house, Quiney and Perth sts., Dorchester, Phillips Brooks School	58,200 54
Furnishing	7,435 41
Primary School-house, Warren District, Bartlett st., Charles- town, site	4,400 00
Building	24,156 59
Primary School-house, Munroe street, Roxbury	19,254 52
Furnishing	2,231 65
Primary School-house, Forest Hills, Francis Parkman School, Walk Hill street	5,644 12
Furnishing	1,422 64
Primary School-house, North End, Paul Revere School, Prince street	4,575 00
Masonry	498 90
Primary School-house, Brighton, Winship School, Dighton place	55,225 95
Primary School-house, Thomas N. Hart District, Benjamin Dean School, H street, South Boston	38 44
Primary School-house, Webster avenue, Brighton, Frederic A. Whitney School	503 82
Furnishing	1,015 86
Primary School-house, Baker street, West Roxbury, fur- nishing	68 50
Grammar School-house, Norfolk and Morton streets, Dor- chester	20,850 74
Grammar School-house, Eutaw street, East Boston, New Chapman School	72,853 27
Grammar School-house, Fourth and E streets, South Boston, New Bigelow School	49,064 69
Primary School-house, Parker street, Roxbury, New Ira Allen School	28,291 40
Normal School, building and land	264 70
Wooden Building, Adams and Chestnut streets, Charlestown,	3,582 40
PORTABLE SCHOOL-HOUSES.	
Two in Henry L. Pierce School-yard	2,566 00
Two in Christopher Gibson School-yard	2,511 00
Two in Hugh O'Brien School-yard	2,500 00
One in Chestnut-street School-yard	1,450 00
One in Albert Palmer School-yard	1,290 00
One in Adams-street School-yard	1,250 00
Heating apparatus for nine buildings	1,350 00
Plans, etc.	77 81
Total amount expended 1900-1901	<u>\$737,183 81</u>

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-four years and nine months :

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77.....	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78.....	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79.....	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80.....	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81.....	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82.....	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83.....	1,413,811 66	73,278 56	1,340,533 10	57,551	23 29
1883-84.....	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85.....	1,507,394 03	39,018 26	1,468,345 77	59,706	24 59
1885-86.....	1,185,237 20	31,213 34	1,154,023 86	61,259	23 74
1886-87.....	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88.....	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89.....	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90.....	1,651,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91.....	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92... } nine months }	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93.....	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94.....	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95.....	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96.....	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79
1896-97.....	2,077,377 56	39,500 83	2,037,876 73	78,167	26 67
1897-98.....	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10
1898-99.....	2,425,997 42	42,210 35	2,383,787 07	83,908	28 72
1899-00.....	2,533,988 82	45,681 35	2,488,307 47	86,719	28 69
1900-01.....	2,678,033 99	48,428 07	2,629,605 92	88,852	29 59

From the above table it will be seen that the running expenses, exclusive of repairs, were ninety cents more per pupil than for the year previous.

In the following table the total expenditure, exclusive of repairs and new buildings, is divided into the five items which go to make up the entire appropriation :

The net amount expended for each of these items during the past twenty-four years and nine months is shown herewith:

YEAR.	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel, Gas, and Water.	Supplies and Incidentals.
1876-77.....	\$1,190,375 10	\$56,867 56	\$77,654 63	\$55,490 16	\$122,673 25
1877-78.....	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79.....	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80.....	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 02
1880-81.....	1,087,172 23	52,470 00	77,204 10	57,483 62	65,562 93
1881-82.....	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83.....	1,094,491 01	57,038 83	81,281 84	60,863 11	46,858 31
1883-84.....	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85.....	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86.....	1,162,566 65	58,910 00	86,601 38	58,417 53	87,528 30
1886-87.....	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88.....	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89.....	1,247,482 78	58,157 00	99,248 74	75,067 07	77,407 97
1889-90.....	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91.....	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92..... } nine months }	1,005,050 71	45,638 33	78,652 64	56,665 22	79,217 13
1892-93.....	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94.....	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95.....	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96.....	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
1896-97.....	1,628,510 68	66,290 84	131,560 50	82,804 09	128,710 62
1897-98.....	1,779,039 35	69,385 00	139,220 29	96,016 29	128,557 41
1898-99.....	1,926,974 94	70,645 28	147,777 48	102,935 86	135,463 51
1899-00.....	2,020,324 75	68,945 33	150,737 79	98,965 72	146,092 02
1900-01.....	2,133,422 38	83,168 88	157,385 45	96,528 01	157,165 91
Total.....	\$33,797,338 06	\$1,505,238 41	\$2,559,675 43	\$1,757,246 89	\$2,415,405 09
Average.....	\$1,351,893 52	\$60,209 54	\$102,387 02	\$70,289 88	\$96,616 20

The average annual increase in pupils during the time covered by the table above was about sixteen hundred, which should enter into the account in comparing expenses.

The following table shows the cost of repairs made and furniture provided since 1876-77. It includes also payment for hired accommodations:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77	\$165,876 72	.....	\$165,876 72	50,308	\$3 30
1877-78	126,428 35	.....	126,428 35	51,759	2 45
1878-79	114,015 32	.....	114,015 32	53,262	2 14
1879-80	98,514 84	.....	98,514 84	53,981	1 82
1880-81	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82	178,008 88	247 50	177,761 38	55,638	3 19
1882-83	189,350 83	231 00	189,119 83	57,554	3 29
1883-84	186,852 18	\$300 00	186,552 18	58,788	3 17
1884-85	198,059 11	526 50	197,532 61	59,706	3 31
1885-86	188,435 63	137 50	188,298 13	61,259	3 07
1886-87	171,032 71	295 92	170,733 79	62,259	2 74
1887-88	243,107 89	221 00	242,886 89	62,226	3 90
1888-89	251,736 17	153 00	251,583 17	64,584	3 90
1889-90	262,208 75	850 20	261,358 55	66,003	3 96
1890-91	263,860 16	208 00	263,652 16	67,022	3 94
1891-92.....) nine months)	205,344 27	595 50	204,748 77	67,696	3 02
1892-93	221,905 53	165 00	221,740 53	68,970	3 22
1893-94	190,465 06	.....	190,465 06	71,495	2 66
1894-95	214,252 47	25 00	214,227 47	73,603	2 91
1895-96	259,107 13	.....	259,107 13	74,666	3 35
1896-97	225,973 76	937 68	225,036 08	78,167	2 88
1897-98	229,941 27	.....	229,941 27	81,638	2 81
1898-99	249,973 69	.....	249,973 69	83,008	3 01
1899-00.....	282,708 26	.....	282,708 26	86,719	3 26
1900-01.....	299,248 46	27 00	299,221 46	88,852	3 37

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses, compared with those for 1899-1900 show an increase of \$1.01 in the rate per pupil.

Later in this report the expenses of each grade of schools are given, but include only such as are chargeable directly to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, manual training expenses, printing, the Annual Festival, and similar expenditures, amounting to \$239,625.03, or about eight per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$23,386.08 is received for the schools in general, and not for any particular grade.

The different grades of schools are charged with the general expenses, and credited with the income received on account of the schools as a whole, as follows:

	General Expenses.	General Income.
High Schools	\$42,623 69	\$4,159 83
Grammar Schools	113,864 38	11,112 54
Primary Schools	63,729 01	6,219 60
Evening Schools	6,291 44	614 01
Evening Drawing Schools	1,444 25	140 95
Horace Mann School	2,133 68	208 24
Kindergartens	9,538 58	930 91
Totals	<u>\$239,625 03</u>	<u>\$23,386 08</u>

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expenses and income:

NORMAL, LATIN, AND HIGH SCHOOLS.	
Salaries of instructors	\$403,573 42
Salaries of janitors	20,590 05
Books, drawing materials, and stationery	19,444 02
Other supplies and miscellaneous items	7,008 97
Fuel, gas, and water	14,576 33
Furniture, repairs, etc.	21,650 66
Proportion of general expenses	42,623 69
Total cost	<u>\$529,467 14</u>
Income from sale of books	\$160 50
Proportion of general income	4,159 83
	<u>4,320 33</u>
Net cost	<u>\$525,146 81</u>

Average number of pupils, 6,014; cost per pupil, \$87.32	
Cost of educating 6,014 pupils	\$525,146 81
Tuition paid by 105 non-resident pupils	7,315 49
	<hr/>
Net cost of educating 5,909 resident pupils	\$517,831 32
	<hr/>
Average cost of each resident pupil	\$87.63

GRAMMAR SCHOOLS.

Salaries of instructors	\$996,016 94
Salaries of janitors	67,465 92
Books, drawing materials, and stationery	50,878 27
Other supplies, and miscellaneous items	5,056 51
Fuel, gas, and water	38,887 72
Furniture, repairs, etc.	142,242 14
Proportion of general expenses	113,864 38
	<hr/>
Total cost	\$1,414,411 88
Income from sale of books, etc.	\$396 63
Income from non-resident tuition	297 36
Proportion of general income	11,112 54
	<hr/>
	11,806 53
	<hr/>
Net cost	\$1,402,605 35
	<hr/>
Average number of pupils, 40,582; average cost per pupil	\$34.56

PRIMARY SCHOOLS.

Salaries of instructors	\$515,115 31
Salaries of janitors	62,387 18
Books, drawing materials, and stationery	11,841 81
Other supplies, and miscellaneous items	3,391 26
Fuel, gas, and water	34,740 86
Furniture, repairs, etc.	100,429 99
Proportion of general expenses	63,729 01
	<hr/>
Total cost	\$791,635 42
Income from sale of books	\$155 43
Income from non-resident tuition	44 26
Proportion of general income	6,219 60
	<hr/>
	6,419 29
	<hr/>
Net cost	\$785,216 13
	<hr/>

Average number of pupils, 31,110; average cost
per pupil \$25.24

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$59,966 50
Salaries of janitors	2,686 54
Books and stationery	2,515 92
Other supplies and miscellaneous items	473 17
Fuel, gas, and water	4,682 66
Furniture, repairs, etc.	1,535 44
Proportion of general expenses	6,291 44
Total cost	\$78,151 67
Income from sale of books	\$42 35
Proportion of general income	614 01
	<hr/>
	656 36
Net cost	<u>\$77,495 31</u>

Average number of pupils, 5,990; average cost
per pupil \$12.94

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$11,756 00
Salaries of janitors	432 50
Drawing materials and stationery	705 45
Other supplies and miscellaneous items	13 15
Fuel, gas, and water	933 24
Furniture, repairs, etc.	2,655 78
Proportion of general expenses	1,444 25
Total cost	\$17,940 37
Proportion of general income	140 95
Net cost	<u>\$17,799 42</u>

Average number of pupils, 632; average cost per
pupil \$28.16

HORACE MANN SCHOOL.

Salaries of instructors	\$18,876 83
Salaries of janitors	1,399 00
Books, drawing materials, and stationery	88 14
Other supplies, car-fares, and miscellaneous items	1,899 46
Fuel, gas, and water	506 86
Furniture, repairs, etc.	1,600 39
Proportion of general expenses	2,133 68
Total cost	\$26,504 36
Proportion of general income	208 24
	<hr/>
	<u>\$26,296 12</u>

Average number of pupils, 121; cost per pupil	\$217.32	
Total cost of educating 121 pupils		\$26,296 12
Received from the State for tuition and travelling ex- penses of pupils		16,656 97
Net cost of educating 121 pupils		<u>\$9,639 15</u>
Net average cost of each pupil, \$79.66.		

KINDERGARTENS.

Salaries of instructors	\$95,271 38
Salaries of janitors	1,335 16
Books, drawing materials, and stationery	165 37
Kindergarten supplies	2,218 65
Services of maids	2,600 25
Other supplies and miscellaneous items	376 86
Fuel, gas, and water	399 92
Furniture, repairs, etc.	6,581 09
Proportion of general expenses	9,538 58
Total cost	\$118,487 26
Proportion of general income	930 91
Net cost	<u>\$117,556 35</u>

Average number of pupils, 4,359; average cost, per pupil, \$26.97.

Under Chapter 3, Section 36, of the Rules and Regulations, this committee are obliged to make out bills for the tuition of non-resident pupils attending the public schools, and to transmit them to the City Collector for collection.

In accordance with this rule, tuition was collected on account of 237 pupils, who attended school, as follows:

105 Normal, Latin, and High School pupils	\$7,315 49
9 Grammar School pupils	297 36
2 Primary School pupils	44 26
121 Horace Mann School pupils	14,159 15
Total amount received	<u>\$21,816 26</u>

The principals reported a much larger number of pupils as being non-resident than are recorded above, but for good and sufficient reasons some were excused from payment of tuition, and others were decided to be residents of the city.

The total expenditure for the public schools, including new school-houses, for the past year was as follows :

Salaries and incidentals	\$2,676,098	70
Gibson and other funds	1,935	29
Repairs, etc.	299,248	46
New school-houses (special)	737,183	81
	<hr/>	
Total gross expenditure	\$3,714,466	26
Less income for the year (ordinary and special)	50,167	57
	<hr/>	
Total net expenditure	\$3,664,298	69

During the past thirty years the city has expended for new school-houses and for permanent improvements in old buildings, the sum of \$10,683,384.76.

Dividing the time into periods of six years each, we find the cost to have been as follows :

First period, 1871 to 1877	\$1,758,649	62
Second " 1877 to 1883	983,541	43
Third " 1883 to 1889	1,284,682	22
Fourth " 1889 to 1895	2,296,597	00
Fifth " 1895 to 1901	4,359,914	49

It will be noticed that the cost for the past six years equals almost the cost for the previous eighteen years.

As there is little or no abatement in the demand for additional school accommodations, it shows, among other things, the enormous growth of the school population, and the great development of the suburban wards for residential purposes.

Your committee have added to this report the estimates presented by them to the School Board under date of February 12, 1901, showing the amount which, in their opinion, would be needed under existing circumstances, to meet the running expenses of the schools for the present financial year.

The estimates by items were as follows :

Salaries of instructors	\$2,294,000	00
Salaries of officers	97,700	00
Salaries of janitors	166,000	00
Fuel and gas	107,000	00
Supplies and incidentals	172,600	00
Repairs and alterations upon school buildings	261,000	00
Rents and taxes	49,000	00
	<hr/>	
Total estimated cost	\$3,147,300	00

The estimated cost amounted to \$64,366.57 more than the sum that could be appropriated under the Statutes.

The School Committee, upon the recommendation of this committee, appropriated the full amount allowed by law, the appropriation by items being as follows:

Salaries of instructors	\$2,255.00 00
Salaries of officers	97,000 00
Salaries of janitors	164,000 00
Fuel and gas	104,000 00
Supplies and incidentals	162,533 43
Repairs and alterations upon school buildings	260,400 00
Rents and taxes	40,000 00
	<hr/>
Total amount appropriated	\$3,082,933 43

The available funds for the running expenses of the schools will permit an increase in expenditures over the past year of \$107,586.27. Inasmuch as the increase for the year just closed was \$161,891.94 over that for 1899-1900, it seems a difficult matter to reduce the probable and natural increase for the present year one-third. While it might be possible, with the strictest economy and without radical departure from present methods, to restrict expenditures within the amount available, it can be done only with the earnest co-operation of every one having any control over school affairs.

Respectfully submitted,

IGNATIUS S. McDONOUGH,

Chairman,

WILLARD S. ALLEN,

WILLIAM J. GALLIVAN,

WILLIAM F. MERRITT,

J. CARLTON NICHOLS,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows: Roxbury, January 6, 1868; Dorchester, January 3, 1870; Charlestown, Brighton, and West Roxbury, January 3, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging	No. of Evening Scholars Belonging	Total No. of Scholars Belonging	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of New Houses.	Total Expenditures.
1871-72	36,650	5,128	41,778	\$886,940 47	\$220,639 18	\$1,216,579 65	\$26,899 98	\$1,189,679 67	\$28 47	297,800 68	\$1,214,380 35
1872-73	35,324	4,121	37,745	863,502 06	358,370 85	1,242,472 91	28,113 35	1,260,586 26	33 50	454,250 31	1,746,703 25
1873-74	42,944	1,714	41,258	1,041,575 52	477,681 32	1,419,057 04	28,848 73	1,390,208 31	32 14	446,663 25	1,865,720 20
1874-75	41,942	46,464	46,464	1,243,498 33	471,874 68	1,724,373 01	26,220 82	1,698,152 19	36 54	556,669 74	2,081,043 35
1875-76	35,333	49,317	49,317	1,266,803 39	470,890 68	1,737,693 27	20,655 72	1,716,998 55	34 82	277,546 57	2,015,380 84
1876-77	46,381	3,727	50,308	1,268,604 23	422,472 22	1,691,076 45	21,999 03	1,669,077 42	33 18	181,615 49	1,816,615 49
1877-78	47,675	4,081	51,759	1,215,782 03	366,334 06	1,582,116 09	30,109 31	1,552,006 78	29 99	174,324 75	1,756,440 84
1878-79	49,700	3,462	53,262	1,172,489 69	317,173 23	1,519,662 92	32,145 54	1,487,517 38	27 95	240,222 98	1,759,885 90
1879-80	50,851	3,170	53,021	1,162,258 61	333,108 23	1,535,366 84	49,000 28	1,486,366 56	27 16	240,222 98	1,756,440 84
1880-81	51,542	3,170	54,712	1,163,402 69	331,274 52	1,534,677 21	47,076 08	1,487,601 13	27 15	240,222 98	1,756,440 84
1881-82	52,611	3,027	55,638	1,163,629 71	405,349 36	1,570,979 07	69,391 58	1,501,587 49	26 98	184,126 88	1,710,165 95
1882-83	54,390	2,964	57,354	1,180,133 73	422,368 76	1,603,162 49	75,969 36	1,527,193 13	26 58	77,628 73	1,680,791 22
1883-84	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	79,364 66	1,560,341 90	26 54	268,879 72	1,908,586 28
1884-85	55,888	3,818	59,706	1,230,771 71	473,681 43	1,705,453 14	81,374 76	1,624,078 38	27 90	278,114 65	1,983,567 19
1885-86	57,180	4,079	61,259	1,251,403 29	422,269 51	1,673,672 83	81,350 84	1,592,321 99	26 81	392,796 15	2,036,168 98
1886-87	58,266	3,933	62,259	1,263,545 91	386,890 09	1,650,435 80	83,681 20	1,566,754 60	26 06	125,627 45	1,782,063 45
1887-88	58,310	3,916	62,226	1,266,192 42	483,468 46	1,749,660 88	57,313 81	1,692,347 07	28 00	125,627 45	1,907,536 78
1888-89	60,224	4,300	64,524	1,332,306 17	516,179 08	1,848,485 25	39,738 32	1,808,746 93	28 42	121,328 95	1,970,014 20
1889-90	60,478	5,225	65,003	1,330,868 87	525,067 09	1,855,935 96	40,762 50	1,815,173 46	28 42	149,692 82	2,296,336 78
1890-91	61,019	6,003	67,022	1,424,988 20	524,232 21	1,949,220 44	41,417 06	1,907,803 38	28 47	172,523 90	2,121,744 34
For the nine months ending											
Jan. 31, 1892.	61,763	5,933	67,696	1,079,848 50	421,477 02	1,501,325 51	31,372 81	1,469,952 70	21 71	597,429 10	2,028,754 71
1892-93	63,347	5,023	68,370	1,483,411 12	565,480 05	1,960,891 17	35,743 66	1,925,147 51	28 32	569,596 75	2,560,391 92
1893-94	69,256	6,239	71,435	1,632,074 37	480,342 35	2,112,416 72	40,769 13	2,071,647 59	27 58	279,586 81	2,421,974 13
1894-95	67,007	5,896	69,900	1,609,000 15	569,189 70	2,098,189 85	38,629 35	2,060,160 50	29 00	397,983 62	2,497,473 47
1895-96	59,578	6,294	64,046	1,547,021 50	567,846 39	2,024,867 89	39,181 66	1,985,686 23	29 14	513,735 61	2,728,003 50
1896-97	71,777	6,294	78,167	1,730,083 58	573,267 74	2,303,351 32	40,438 51	2,262,912 81	28 95	1,729,655 37	3,033,006 69
1897-98	65,411	6,411	71,822	1,886,603 00	597,843 77	2,484,446 77	42,287 16	2,442,159 61	29 91	1,930,716 40	3,415,163 17
1898-99	5,630	6,411	83,006	2,032,900 46	642,070 65	2,675,971 11	42,210 35	2,633,760 76	31 73	1,629,515 93	3,262,187 04
1899-00	80,463	6,256	86,719	2,162,537 05	684,140 05	2,846,677 08	45,681 35	2,771,015 73	31 95	822,107 37	3,658,806 45
1900-01	82,230	6,922	88,852	2,261,766 60	715,515 85	2,977,282 45	48,453 07	2,928,829 37	32 96	737,183 81	3,714,464 26

¹ Includes Improvements in Buildings (\$172,950.86) paid from loans.

² Includes Improvements in Buildings (\$253,715.38) paid from loans.

³ Includes Improvements in Buildings (\$42,063.80) paid from loans.

TWENTY-FIRST ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.
MARCH, 1901.

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REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his twenty-first annual report.

STATISTICS.

Whole number of pupils belonging to all the day schools on the thirty-first day of January, each year:

1897.	1898.	1899.	1900.	1901.
71,949	75,561	77,464	80,650	82,197
Normal School:				
261	269	261	231	189
Latin and High Schools:				
4,574	4,871	5,184	5,411	5,592
Grammar Schools:				
35,886	37,240	37,945	39,439	40,522
Primary Schools:				
27,827	29,256	30,187	31,438	31,438
Kindergartens:				
3,401	3,925	3,887	4,205	4,427
Special Classes:				
			26	29

Average number of pupils belonging to all the day schools during the five months ending January 31, each year:

	1897.	1898.	1899.	1900.	1901.
	71,640	75,095	77,246	80,330	82,091
Normal School:					
	278	292	314	261	214
Latin and High Schools:					
	4,667	5,025	5,400	5,615	5,800
Grammar Schools:					
	35,906	37,229	38,059	39,419	40,582
Primary Schools:					
	27,435	28,685	29,666	30,851	31,110
Kindergartens:					
	3,354	3,864	3,807	4,163	4,359
Special Classes:					
				21	26

Average number of pupils belonging to the special schools during the time these schools were in session to January 31, each year:

Horace Mann School for the Deaf:					
	108	109	116	115	121
Evening High:					
	2,449	2,482	2,177	2,275	2,311
Evening Elementary:					
	3,308	3,413	2,887	3,338	3,679
Evening Drawing:					
	637	516	566	643	632
Spectacle Island:					
	25	23	16	18	18

THE HIGH SCHOOL COURSE OF STUDY.

In my report of last year was made a brief statement of reasons for thinking that a thorough reconstruction of the high school course of study was desirable. This statement did not relate to the two Latin Schools, the sole function of which is to prepare boys and girls for college; nor to the Mechanic Arts High School, which has a course of study appropriate to the special purposes of that school; but it related to the English High, the Girls' High, and the six (soon to be seven) district high schools, which have a course of study supposed to afford a good general preparation for the duties of life. It is this latter course, now followed by three-fourths of all the high school pupils in the city, which is believed to call for a thorough reconstruction.

The main question for consideration is whether this course does or does not afford the *best* preparation for the duties of life that can be offered to the boys and girls whose school days usually end with the high school. If it does, nothing more need be said or done; if it does not, and my belief is that it does not, then it is incumbent on me to propose a better, and advocate its adoption.

The Superintendent was instructed — May 22, 1900, — to report to the School Committee at its next meeting “a revised course of study for high schools, providing that all the studies pursued in said schools may be elective.” Such a course was prepared, reported to the School Committee, at the next meeting—June 12— and referred to the Committee on Courses of Study and Text Books. By this committee it was referred to the

Board of Supervisors, which board has suggested that, in view of the experiments now going on in several high schools, further time is necessary for the consideration of the whole subject in the light of the results of these experiments.

So matters rest for the present. Action has been put off, but discussion continues. It may, therefore, not be out of place for me to carry on my part of the discussion through the pages of this report.

I wish to describe, with some care, the features of such a system of elective studies as is believed to be best suited to the high schools of this city at the present time; to explain how it may be expected to work; to show how certain anticipated difficulties can be avoided or overcome; to answer objections; and to point out important advantages that elective studies will offer. And, by way of preface, I wish to explain, historically, how the high schools in the process of their development have come into the situation from the evils of which they now ought to be delivered.

RETROSPECT.

If we go far enough back in the history of non-classical high schools, we find a time when the studies were few, and these were more thoroughly mastered than they are at present. Lessons in each study, instead of coming two or three times a week, came every day; and a year's work in a given study covered more ground and meant greater acquisition than it does now. The curriculum was a uniform one. All the studies were required of all the pupils. There were no options. The theory was that the educational wants of all pupils were the same, and were to be supplied from the same

sources and in the same way. Individuality was ignored; the adaptation of instruction to the various probable future occupations of different groups of pupils was little thought of; but the ruling idea was that of one good course of mental gymnastics in a few studies for all pupils alike. The same idea prevailed at that time also in relation to education in classical schools and in colleges.

Gradually this idea lost its hold. The feeling grew that the old courses of study were narrow. They failed to recognize the existence or the educational value of large fields of modern knowledge in literature, science, and art. An "enrichment" of the old courses was called for, and efforts were made to meet this demand by crowding into the curriculum, one after another, various new branches of study. The curriculum thus enriched was believed to appeal to a wider range of intellectual interests and, consequently, to afford a more symmetrical mental development as well as to furnish a more useful fund of information. The idea of discipline or mental gymnastics had lost much of its prominence, but that of one uniform course of study still held its ground. It was thought that whatever studies were offered to any pupils ought to be required of all, for if good for one they must be good for another. When, for example, chemistry was introduced because of its obvious usefulness to many pupils, all were obliged to take it, and the older studies were cut down to make room for it. In the same way, also, experimental physics, additional foreign languages, botany, zoology, physiology, mineralogy, and other studies, some, or all of them, were crowded into the curriculum. Meanwhile the time available for these and the older

studies was shortened by the hours set aside for drawing, music, gymnastics, and military drill, amounting in the aggregate to one-fifth of the whole school time.

No wonder the curriculum thus enriched was soon complained of as being overcrowded, confused, superficial, and ineffective. No one study could be pursued beyond the elementary stage, or to the point of realizing from it any large educational value. The best pupils came out of school with some knowledge of many things, but knowing nothing thoroughly. The discipline of the old narrow curriculum was gone, and in its place the new curriculum offered miscellaneous information.

But even the new curriculum might have been defended, if it could be shown to have been constructed on any rational theory of the human mind and its development or to have been animated by any one definite practical purpose. But there was a confusion of purposes and no settled theory. Piece-meal legislation with no single and consistent aim has gradually piled up that rather unsystematic agglomeration of studies now bearing the name of a "Course of Study for the High Schools" of this city.

This course owes its present form to an attempt to bring the English High, the Girls' High, and all the district High Schools upon one uniform course of work. The theory was that the educational wants of the pupils in all these different schools were or ought to be the same. But the facts were against the theory. The educational wants of the pupils in different schools and even of different groups of pupils in the same school were not the same, but

quite different. Girls looking forward to teaching as their future occupation and boys to mercantile pursuits needed different studies. This need made itself felt, and so a few options were made necessary. There was an option allowed in the second year between zoölogy and bookkeeping, the girls generally taking the former and the boys the latter. A similar option was allowed in the third year between drawing and mathematics. Again, three foreign languages were too many for a three-year required course, even with a maximum time allotment of four hours a week. Hence pupils were allowed to take but one or at most two foreign languages during their course, one of these to be studied at least two years.

Another minor variation was permitted in the division of time between foreign language and mathematics, one hour a week being added to the minimum time of either at the option of the head-master of each school.

Thus to a limited extent and in a very guarded way has the elective principle been admitted in our present course of study; but this admission, having been forced by practical exigencies rather than by theoretical considerations, has scarcely affected the general character of the course. It is still, in the main, a uniform required course, embracing too many studies for the best results, and yet lacking in that breadth, proportion, and balance which are so pleasing to the theorists who frame courses of study on paper.

The last piece of legislation affecting our present course of study in high schools established the so-called commercial course. This came in response to

a large and urgent demand for more commercial instruction. Although in some measure responsible for the shape this legislation took, I do not hesitate now to declare it an unsatisfactory piece of work. This present commercial course of study is at best but a temporary makeshift, which ought soon to be replaced by something better. It was constructed by taking the first two years of the regular course, cutting out all the foreign languages and all the algebra and geometry, and filling their places with phonography, typewriting, commercial arithmetic, bookkeeping, commercial geography, and the elements of mercantile law. These studies combined with the remaining studies of the regular course, English language, history (ancient and mediæval), botany, zoölogy, physiology, and drawing constitute the present so-called commercial course.

This particular combination of studies has little to recommend it from a theoretical point of view, and in practice it has been found ill-suited to the wants of many, perhaps most, of the pupils. One may readily understand that commercial pupils would find a foreign language or algebra and geometry more serviceable adjuncts to their commercial studies than ancient history, botany, zoölogy, physiology, or drawing. At all events, it would be well to offer them a choice. With the advice of parents and teachers many of them doubtless would make a selection of studies better suited to their personal needs than is offered them by the present commercial course.

The next piece of legislation relative to high school studies that may suggest itself is the establishment of courses in household and industrial science and arts

for girls. Whether such courses would better be provided for in a separate high school or in connection with existing high schools is a debatable question, but either method would be feasible. In former reports I have advocated the establishment of a separate high school, which should be for girls what the Mechanic Arts High School is for boys. At the same time I am persuaded that, if good courses in household and industrial science and arts were offered as electives in the existing high schools, the same practical results could be secured. The addition of such electives would be an easy matter if the general system of elective studies which I now advocate should be adopted.

Finally it is to be observed that the course of study published in the official document is not the course actually followed in most of the high schools at the present time. Indeed it is probable that no two high schools are now pursuing exactly the same course. Experiments are going on; and there is high authority for the dictum that "experiments in education never go backwards." These experiments consist in various substitutions or rearrangements of studies and reallocations of time asked for by the head masters and granted by the proper authorities from time to time during recent years to meet certain educational wants that have made themselves felt.

The efforts of the head-masters are animated by a desire to make their several schools as serviceable as possible to the community, and so they feel the necessity for a larger liberty of action than the present fixed course of study allows. The departures from this

course which have been allowed by way of experiment rest upon good reasons in each case, and are not to be regarded as concessions to the whims and fancies of teachers or of parents. Rather do they indicate a growing recognition of the fact that the fixed course of study itself, having served us for a quarter of a century, has now outlived its usefulness, and ought to make way for something better.

Thus we come to our main question: How shall our high school courses of study be reconstructed so as to render them in the highest degree serviceable to the community? From the discussion of this question which has been going on in this and other parts of the country, have emerged two plans. One plan is to classify the educational needs of all pupils, frame a course of study to meet each class of needs, and offer a choice between these courses. The other plan is to draw up a list of studies covering the needs of all pupils, and to permit pupils to group themselves according to their needs by choosing, under advice, the particular studies they will take from the authorized list. As a matter of legislation resulting in an official course of study, I much prefer the latter of these plans, for reasons which I hope to make clear in the following discussion. And I hope further to show that the peculiar advantages claimed for the former plan can be quite easily secured under the latter.

A SYSTEM OF ELECTIVE STUDIES.

The system I have to propose is constructed by taking the studies of the present high school course, including the commercial branches and adding a few

others, arranging these in four lists corresponding to the four years a pupil may be supposed to spend in school, and assigning the conditions under which the studies in each list are open to choice.

The list of studies open to choice the first year is the following :

ENGLISH I, HISTORY I, LATIN I, FRENCH I, GERMAN I, ALGEBRA I, GEOMETRY I, BIOLOGY I, DRAWING I, BOOKKEEPING I, PHONOGRAPHY AND TYPEWRITING I. HOUSEHOLD SCIENCE AND ARTS.

Each of these studies would be given three, four, or five hours a week as provided in the program of each school. A pupil doing full work, which is usually reckoned as fifteen hours a week, could take but five, four, or three of these studies the first year. But all studies not taken the first year would still be open to choice the second year in addition to the studies of the second year's list.

In the same way studies not taken in the second year would be left open to choice the third and the fourth years. This arrangement enables pupils to take the fullest advantage of the instruction offered by the schools, though no one pupil would ever take all the studies. For example, pupils wishing to take the whole mathematical instruction offered would nevertheless find it inconvenient to take both algebra and geometry the first year, and so would reserve one of these studies for their second year. Again, a pupil wishing to take all the foreign languages would not be likely to begin all three of them in his first year, but would postpone one or two of them to his second or third year. Still, all the studies in the first list are suitable for beginners.

The Roman numerals I, II, III, IV, appended to the name of a study in the above and subsequent lists, indicate the first, the second, the third, or the fourth year's work in that study. No study is open to choice until the pupil has reached the year corresponding to the list in which the name of that study first occurs. Thus neither CHEMISTRY I nor PHYSICS I can be taken before the second year; other studies cannot be taken before the third year, and still others not before the fourth year. Moreover in general, no study is open to choice until the studies that afford the necessary preparation for it have been completed.

Returning to the list for the first year, a few remarks may indicate the kind of work called for in each study.

ENGLISH I is a study both of literature and language. A beginning is made in the study of English classic authors; and at the same time the English language itself is studied analytically (grammar) and synthetically (composition). The importance of this kind of study has long been recognized. Indeed, it is a significant fact that when the English High School was established eighty years ago the name "English Classical School" was given it as expressive of its main purpose, namely, to use English classics as a basis for education, just as Greek and Latin classics were used in older schools. This idea has been crowded out of view at times by the interest taken in other studies, but it has never lost its hold on thoughtful teachers. With excellent teaching, ENGLISH can easily be made the most useful and popular elective study in the list.

HISTORY I is Ancient History, chiefly that of Greece and Rome to the fall of the Western Roman Empire A.D. 476.

LATIN I, FRENCH I, and GERMAN I are each the work usually done by a beginner in one year.

ALGEBRA I is the elementary work usually done in one year carried far enough to include quadratic equations.

GEOMETRY I is plane geometry. This study is not usually placed in the first year of a course; but there are teachers (and I happen to be one of these) whose experience has taught them that geometry, demonstrative geometry, properly taught is even a better subject than algebra for the first year in a high school. However this may be, teachers who do not hold this opinion will be likely to advise their pupils to put off geometry till the second year, and this course of study intentionally offers no obstacle to their doing so.

BIOLOGY I consists of botany and zoölogy in different parts of the year, the supply of material for laboratory work being somewhat dependent on the seasons. These studies should be given an amount of time and a relative standing among the other studies commensurate with their importance, and this the present course of study fails to do.

DRAWING I. This study is at present given two hours a week — too little time for those pupils who are really interested in it and too much for those whose main interest lies elsewhere. Those who elect drawing should be allowed to spend four hours a week upon it. Thus the time spent on drawing by those who took it would be doubled, and their

acquirements greatly enlarged. Among the desirable results of this arrangement may be pointed out the possibility of training, in the high schools and the city normal school combined, competent teachers of drawing for the grammar and primary grades. Technical instruction four hours a week for four years in the high school, followed in the normal school by proper instruction in methods of teaching, ought to provide competent teachers of drawing for the grades. But this amount of instruction cannot be given under the present course of study.

BOOKKEEPING I. Besides bookkeeping proper, the first year's instruction under this title includes commercial arithmetic, penmanship and commercial forms.

PHONOGRAPHY AND TYPEWRITING I stands for the amount of work that can be done in these subjects with ample time allowance. The time required for practice with the typewriting machines, being considerable, might be found in part outside the regular school hours.

The last two electives above remarked upon, being specially commercial ones, would probably both be taken by the same group of pupils, called the commercial pupils, who would also probably all take **ENGLISH** in addition. For a fourth study, mathematics or a foreign language would be recommended. As already pointed out, such a recommendation is not permitted by the present course of study.

The title **HOUSEHOLD SCIENCE AND ARTS** is added to show where the branches of this subject would be added if they should be authorized as electives at some future time.

The second year's list is the following:

ENGLISH II, HISTORY II, LATIN II, FRENCH II, GERMAN II, ALGEBRA II, GEOMETRY II, CHEMISTRY I, PHYSICS I, BIOLOGY II, DRAWING II, BOOKKEEPING II, PHONOGRAPHY AND TYPEWRITING II, COMMERCIAL GEOGRAPHY AND MERCANTILE LAW, HOUSEHOLD SCIENCE AND ARTS.

Any study in the first year's list not already taken or not successfully completed may be taken this year.

These studies being mostly in continuation of the same studies named in the first year's list call for little remark.

ENGLISH II continues the study of the classics of the language, grammar gives place to the beginnings of rhetoric, and the practice of composition is still carried on.

HISTORY II means Mediaeval History and early Modern History, to the end, say, of the sixteenth century.

ALGEBRA II embraces not only the topics usually placed after quadratic equations in the text-books but a treatment of earlier topics by advanced methods.

CHEMISTRY I and PHYSICS I are both placed in this list, because some pupils would wish to begin one and some the other in the second year. It is hardly probable that many would wish to begin both, and it might be inconvenient for some schools to offer both studies the same year. In such cases one or the other would be put off till the third year; indeed both could be put off, one to the third and the other to the fourth year—such is the range of accommodation given by this course of study. Under the present course both chemistry and physics *must* be taken the same year and by all the pupils. There may be a few pupils for whom this great amount of

science in one year is not too much, but for the great majority it is excessive and repulsive.

BIOLOGY II completes the study of botany and zoölogy, and affords the only suitable preparation for the physiology of the third year.

COMMERCIAL GEOGRAPHY and MERCANTILE LAW are two subjects which have nothing in common; but for convenience they are both admitted to share time given to one elective study. The character and scope of the instruction in mercantile law which is suitable for high schools are well determined and set forth in text-books; but commercial geography is not now such a substantial matter of instruction in this country as it is in European commercial schools or as it doubtless soon will become with us, in the accelerating development of our foreign commercial relations. Here is an inviting field for enterprising teachers, authors and publishers.

The third year's list is the following:

ENGLISH III, HISTORY III, CIVIL GOVERNMENT, LATIN III, FRENCH III, GERMAN III, SPANISH I, TRIGONOMETRY, DESCRIPTIVE GEOMETRY, CHEMISTRY II, PHYSICS II, PHYSIOLOGY, DRAWING III, PHONOGRAPHY AND TYPEWRITING III, HOUSEHOLD SCIENCE AND ARTS.

Any study in the earlier lists not already taken or successfully completed may be taken this year.

ENGLISH III continues the study of literature, rhetoric and composition as before. Pupils preparing for college—and there are a few of these now to be found in most of the non-classical high schools—read the authors prescribed by the colleges for that purpose.

HISTORY III is Modern History from the beginning, say, of the seventeenth century.

CIVIL GOVERNMENT means a study of the principles of civil government as illustrated both in their historic development in England and in the United States, and in their present application more especially in the United States.

SPANISH I is placed here in recognition of the demand which is beginning to make itself felt for instruction in that language. Experience may hereafter suggest placing it in the second year.

TRIGONOMETRY and DESCRIPTIVE GEOMETRY are subjects which do not require much time in high schools. Two hours a week for a year or four hours for half a year would be ample for either of them. The other studies call for no special remark.

The fourth year's list is the following :

ENGLISH IV, HISTORY IV, LATIN IV, SPANISH II, ECONOMICS, PHYSICAL GEOGRAPHY, ASTRONOMY, DRAWING IV.

Any study in the preceding lists not already taken or successfully completed may be taken this year.

ENGLISH IV is a study of the history and formation of the English language and of specimens of the earlier literature. Chaucer.

HISTORY IV is proposed to be the political history of the United States under the Constitution.

LATIN IV offers an opportunity to complete preparation for college in that language.

ECONOMICS is only the elementary definitions and principles of the science with such illustrations as are appropriate to a first reading of the subject in high schools.

PHYSICAL GEOGRAPHY and ASTRONOMY stand for that thorough mastering of these subjects which is possible only after the science or the mathematics of the preceding three years has been studied.

It will readily be perceived that many of the pupils who spend four years in the high school are likely to spend much of their time the last year upon studies set down in the first three lists, so that the fourth list is likely to be little used. Neither is it probable that all the new studies here suggested can be adequately provided for in all the schools. This limitation might lead some boys and girls to transfer themselves from the district to the central high schools for their last year.

The only matters not included in the foregoing scheme of work are Moral Training, Physical Training, and Music. These it is proposed to provide for in the same way that they are provided for in the first three years of the present course of study.

The formal instruction in morals and manners is given to all pupils in the time assigned to the "opening exercises." Moral *training* results from the whole life and tone of the school. It is going on at all times while teacher and pupils are working together.

PHYSICAL TRAINING takes two hours a week, in each of the first three years, and consists of gymnastics for girls and gymnastics and military drills for boys. It is required of all pupils alike.

Closely connected with physical training is the important matter of HYGIENE, in which all pupils should receive proper instruction. It is proposed to devote, in each of the first three years, one hour a week, for as many weeks as may be necessary, to instruction in the laws of life and health. This instruction includes not only sound advice with regard to diet, exercise, sleep, ventilation, dress, regular hours, etc., with the reason

therefor, but also the "special instruction as to the effects of alcoholic drinks, stimulants, and narcotics on the human system" which is by law required to be given in all public schools. A course of ten or twelve interesting lectures each year with examinations thereupon would secure proper attention to this subject.

MUSIC continues to be as heretofore an elective study. Pupils not joining the singing classes are required to give one hour a week to some other study. This other study might well be reading or declamation — two old-fashioned studies now much neglected. Or the extra hours could be added to the fifteen regularly required for a week's work in the other elective studies, and thus it would become easy to take four electives of four hours each — a combination which might be quite necessary for some groups of pupils. In any case, the work done in music or in any substitute for music would count for as much as the work done one hour a week in any other elective study. But pupils who substitute some other study for music are not necessarily shut out of the singing classes. If the time table permits they can take music as an extra, and are likely to do so for the mere enjoyment of it, if it is well taught.

RULES OF ADMINISTRATION.

The system of studies above-described can be administered only by observing certain conditions and limitations which are best expressed in the form of rules. The more important of these, with comments on some of them, follow.

1. The High Schools are in session five hours a day for five days in the week. The session begins

at nine and ends at two o'clock. But class exercises may be held from two o'clock to three or from three to four, provided no pupils are thereby required to attend school more than five hours daily, and provided also satisfactory arrangements for lunch can be made.

2. Of the five hours a day, a quarter of an hour is given to opening exercises, and half an hour to recess. The rest of the time is divided into five periods, called *hours* (program hours), of about fifty minutes each.

3. Of the twenty-five *hours* in a week, two are required to be given to gymnastics or military drill, one to music or to some study substituted for music, and one, for a part of the year, to hygiene, including the special instruction required by law.

4. Of the remaining *hours*, fifteen, or in some cases by permission sixteen, are given to studies chosen from the lists of elective studies, and the others are called study hours.

5. In the fourth year, gymnastics, military drill, hygiene, and music being no longer required the regular amount of work in elective studies is twenty hours.

6. A pupil may be permitted or may be required, for reasons satisfactory to the parent or guardian and to the head-master, to take less than the full amount of work in elective studies, and this reduction may be made at any time in the school year.

7. A pupil of good health and ability may for good reasons be permitted to take more than the full amount of work in the elective studies.

The last two rules permit a most wholesome inno-

vation upon the prevailing practice of requiring the same amount of work of all pupils.

There are many pupils whose health or ability does not permit them to undertake full work safely, and yet they ought not to cease work altogether. They ought not to feel obliged to leave school merely because fifteen hours' work is too much, when they could do twelve, nine, or even six hours' work well. Let such take fewer electives each year and spend one or two more years in school; and let them meanwhile be regarded as in good and regular standing, although taking fewer studies, and not set apart as "specials" in a class enjoying somewhat inferior consideration. On the other hand, there are pupils who may safely be permitted to do three or four hours of extra work, and may desire to do it in order to make up for deficiencies in their past record or for other purposes. These should be given the opportunity.

8. Classes are not organized for less than fifteen pupils choosing an elective study, nor continued after the number in the class has fallen below ten. The members of a class so discontinued are permitted to join other classes or to resort to other schools.

9. A change from one elective study to another is not permitted after the end of September except when such a change is made necessary by the discontinuance of a class.

10. Pupils who intend to enter the Boston Normal School make their choice of elective studies in accordance with the requirements for admission to that school. Pupils desiring to prepare for college or other higher institution of learning are advised as

to their choice of studies by the head-master and teachers of their respective high schools.

11. Copies of the Course of Study for High Schools, together with such suggestions as to the choice of studies as may be useful to pupils intending to enter the high school and to their parents and friends, are distributed annually in the month of April to all members of the graduating classes of the grammar schools.

12. Diplomas are granted for quantity and quality of work, represented as follows :

(1.) The amount of work represented by one hour a week for one year in any elective study or exercise counts as one point towards winning a diploma. For gymnastics or military drill three points, for music or the study substituted for music one point, and for hygiene one point are allowed for each of the first three years.

(2.) The number of hours a week, or diploma points, assigned to each elective study is three, four or five, as determined by the head-masters, each for his own school, with the approval of the Board of Supervisors.

(3.) The points assigned to each study or exercise are all won or all lost on the whole year's record of recitations and examinations in that study or exercise, and the standard used for determining whether this record be satisfactory or otherwise is such as has been approved by the Board of Supervisors.

(4.) A full year's work is credited with twenty points, five for required exercises and fifteen for elective studies in each of the first three years, and twenty for elective studies in the fourth year.

(5.) The First Diploma is awarded to pupils who

have won sixty points, which usually requires three years' attendance at school; and the Second Diploma is awarded for eighty points.

13. Certificates of proficiency in each study are given to pupils whose year's record in that study has been satisfactory. These certificates show the number of diploma points credited on account of such record.

14. Pupils are admitted to advanced standing on their passing examinations in one or more elective studies, and receiving certificates of proficiency therefor.

The great advantage that may be expected from these proposed rules for granting certificates and diplomas is this, that in the requirements for graduation emphasis will be transferred from the element of *time* to the element of *acquisition*. The present diploma means that its holder has been exposed to instruction three or four years in a course of many different studies, and has maintained, in those studies taken together, at least a passable average standing—an average standing in which failures that may have been made in some studies are offset by some degree of success in others. There is no disclosure of the strong or the weak parts of the scholarship. All are securely covered up in the general average. The proposed diploma, on the other hand, will mean that a positively satisfactory degree of proficiency has been attained in each of the studies named on the face of the parchment. It may go farther and qualify this proficiency as either "good" or "excellent." Such a diploma declares upon its face just what it stands for. The goal set up for pupils now is *the maintenance of a general average* for a given length of time; then the goal will be the *mastery of particular*

studies. There can be no question which goal is the better worth striving for, nor any doubt as to the superiority, moral and intellectual, of the education resulting from a striving for the worthier goal.

DIFFICULTIES AND OBJECTIONS.

Having described a proposed system of elective studies for the high schools, explained its leading features, and suggested the principal rules that ought to govern its administration, I pass to a consideration of the difficulties and objections that have been pointed out by those who are not ready for so radical a reform. Some of these difficulties are real or partly so and some are imaginary.

In the first place it is said that the pupils are not competent to make a wise choice of studies, and ought not, therefore, to be permitted to try. To do so would be "leaving the shaping of secondary education to the initiative of untrained adolescents" and to commit the mistake of assuming that "the crude youth of from fourteen to eighteen years of age, who have in advance no knowledge of the subjects among which a choice is to be made, who have almost no knowledge of themselves, and who in many cases come from families in which there is not, and has not been for generations, the faintest trace of culture, are competent to direct their own studies." This is the old stock argument against elective studies which has been used from the beginning, when elective studies were first proposed for the older classes in college, down to the present time. It rests on the assumption that no one can choose wisely who has not already a knowledge of the subjects among which a choice is to be made. But experience has proved over and over again that this assumption is not

true. Juniors, sophomores, and even freshmen, most of them, have been found to make wise choices among the elective studies opened to them, as the elective system has worked its way downward through the college classes. Even in high schools there is already some experience showing that "crude youth" can and do make wise choices of elective studies.

It is not a knowledge *of* the subjects among which a choice is to be made, but some knowledge *about* them, which is needed for a wise choice. And this knowledge about subjects is easily obtained from persons who have knowledge of them. Teachers are and ought to be ever ready to give information and advice. Parents, many of them, are entirely competent to guide the education of their children, and all of them have access to good advice if they wish for it. Parents now make the most momentous choice of all when they decide whether their children shall enter the Latin, the Mechanic Arts, or another high school; and, in the latter case, whether the studies shall be general or commercial.

General advice can be offered to pupils while yet in the grammar schools as to their choice of studies on entering the high school. This advice can take the form either of printed suggestions accompanying the official course of study when sent to the grammar schools or of oral explanations by grammar school teachers setting forth the grounds upon which different combinations of studies are to be recommended for choice the first year. Similar general advice can be offered from time to time in the high schools as the pupils pass onward in their course. All a pupil needs is a fixed purpose in the pursuit of his education, and some knowledge of the degrees in which different studies may be helpful in

the attainment of his purpose. If it be asked what is to be done for the pupils who have no fixed purpose, the drones and the shirks, the answer is that they are entitled to no consideration. The difficulty with them is moral not intellectual, and they are dealt with no less easily under an elective than under a required system of study.

We may safely conclude, then, that the danger of a wild choice of elective studies is chiefly imaginary; it is indeed a theoretical possibility, but practically, as experience has shown, it seldom becomes serious.

Nor is it just to press too far the term "crude" in its application to the youth about to enter or already in the high schools. To be sure, their general information is slender, and their knowledge of themselves is not intimate; but they have already entered upon the period in life when the soul begins to look for a deeper insight into things, questions the present, looks forward to the future, begins to be conscious of plans, purposes, hopes, ideals, and ambitions, and feels the first movements of the mental powers directing themselves towards these ends. It is a period of rapid development both in body and in mind, of emancipation from the discipline appropriate to childhood, and of preparation for the responsible freedom of manhood and womanhood. It is a transitional period during which the older and the newer elements of personal character are not always in harmony. The youth no longer owes to parents and teachers unquestioning obedience; he is entitled, more and more as he grows older, to know the reasons for the conduct expected of him; he is prepared to consider advice and listen to suggestions, but not to follow directions blindly; he wishes to be

self-dependent, to act upon his own judgment, and take the consequences. Within due bounds he should be encouraged, nay, required to do so. Only thus can he receive an essential part of the discipline appropriate to the period of youth.

There is, therefore, a distinct educational purpose to be served in inviting and encouraging adolescents to take some responsible part in the direction of their own studies. They are thus strengthened in the habits of self-dependence and self-direction, and become more sensible of their own responsibility for the ultimate outcome of their school work. This sense of personal responsibility for one's own education is perhaps the most precious result of the whole process.

Let it not be supposed that measures designed to induce young people to take an interest in the direction of their own studies are equivalent to "leaving the shaping of secondary education to the initiative of untrained adolescents." Very much less than this is proposed, and difficulty will be found in realizing even that little; for it will not be easy to lead young people out of their earlier habit of unthinking acceptance of all school work required of them into the later habit of rational inquiry as to the suitability of that work to their personal needs. But it is just this change of habit which ought to take place during the high school period, and the system of elective studies is perhaps the best means for promoting this change. It is even to be feared lest this desirable change of habit be delayed by the very abundance and urgency of the advice given to the young choosers; for there is such a thing as giving young people too much advice — tempting them to rely too much upon it, and too little upon their own judgment and initiative in choosing their courses of action.

Again, it has been pointed out that unlimited freedom in the choice of studies will bring on insurmountable difficulties in providing all the different groups of pupils with suitable school rooms, in finding competent teachers of all the elective subjects, in framing a program of recitations, in making the pupil's daily amount of work uniform, or nearly so, during the week, and in other ways.

This is also a well-known stock argument which makes its appearance whenever elective studies are proposed. And it has some force, or rather circumstances give it force, sometimes. The easiest kind of school course to provide with school rooms, teachers, programs and other things, is undoubtedly a course without elective studies. One can readily see the possibility of making a system of elective studies so complicated as to be practically unworkable. But experience has repeatedly surprised the users of this argument by showing them how little force it really has. Unlimited freedom though allowed is not taken, and the anticipated difficulties turn out to be in large part imaginary. Still, the argument in its application to our own schools suggests some points for consideration.

First, as to school buildings and rooms. These indeed impose physical limitations within which any course of study must be kept, and which necessarily circumscribe the practical working of a system of elective studies. The choice of studies can never be absolutely unlimited, for no school can offer a wider range of choice than is physically possible. The only question, therefore, is whether our existing buildings and rooms do, in fact, offer the facilities for a fairly satisfactory carrying on of the system of elective studies.

Whatever may be said of the inconveniences of particular buildings, there is no building, even the most inconvenient, in which a much larger range in the choice of studies could not be allowed than is allowed now. The four new buildings, now nearly finished, are surely as convenient for this purpose as could reasonably be desired. The buildings at Roxbury and Brighton are certainly not inconvenient. The Girls' High School building, when not overcrowded, as it probably will not be after this year for some years to come, affords all needed facilities. The building at Charlestown is an old one and inconvenient, but the hope is that it may soon be replaced by a new one adequate to all modern requirements. The English High building is admittedly inconvenient for a full range of elective studies. It was designed for quite a different plan of school organization — a plan which was passing away at the time the building was planned, and which has since wholly disappeared. But even in this building a much fuller range of elective studies could be used than the existing course of study allows. It is only a question of how far good administrative ability can be relied on to overcome the special difficulties of the situation. In this same building, it will be remembered, a system of elective studies is now carried on successfully, evenings, for a very large number of pupils.

Second, as to teachers. There are competent teachers in the schools now, who can carry on all the studies that are likely to be taken by large numbers of pupils. There are, however, some studies, like the Spanish language, descriptive geometry, economics,

and others placed late in the course, which are not likely to be chosen by large numbers of pupils, and for which it would be unreasonable to expect that competent teachers should be provided in all the high schools. Only in the larger schools should such studies be provided for, and pupils wishing to take them should be permitted to go thither from all parts of the city.

Lastly, as to the program of lessons. Here is the standing difficulty, well known to all program makers, which can never be wholly overcome by the utmost exercise of ingenuity. It arises out of necessary limitations of time, place, and number. Only so far as these can be escaped is the system of elective studies expected to operate anywhere. No program maker is required to accomplish or to attempt the impossible. All that ought to be expected in any school is a program that goes as far as practicable to meet an intelligent demand for freedom in the choice of studies. Therefore is the framing of programs best left to the head-masters, who are in immediate contact with those who make this demand, who can understand it, measure it, and judge, each for his own school, how far arrangements for meeting it are practicable.

Moreover the fact should not be overlooked that the proposed official course of study, under which the programs of the several schools are to be framed, is permissive rather than mandatory in its character; that is to say, no school is obliged by it to carry freedom of choice of studies to the utmost extent possible, but each school is permitted and encouraged to use this freedom so far as convenient and beneficial. As a

piece of legislation, the official course of study very properly is limited to declaring what studies are authorized to be taught and defining quite broadly the character and amount of the instruction to be given in each study. It limits a study to one year or extends it to two, three or four years; it assigns three hours a week as a minimum and five as a maximum time allowance for each study; and it prescribes certain general rules for the management of studies in all schools; but it leaves all matters of detail to the head-masters, who make the programs for their several schools. Whether pupils shall make up their fifteen hours a week by taking only three studies each five hours a week or five studies each three hours a week or four studies with an uneven allotment of time and whether, in the same school, one group of pupils shall be permitted to make up their fifteen hours in one way and another group in another way are questions which are best left open, so far as general legislation is concerned, and settled according to circumstances in each school.

Thus it is possible by making different selections from the authorized list of studies, to frame one program to favor the old idea of a few subjects thoroughly mastered; another to favor the idea of a broad mental culture by studying more subjects each to a less extent; another to offer the best selection of studies for commercial pupils; another to afford some form of non-classical preparation for college or other higher institution of learning; another to include branches of domestic or industrial science, and possibly still others. These different programs, some or all, can be framed and carried on in different

schools or indeed in the same school, so far as the inevitable limits of time, place and number allow, under the proposed official course of study.

Indeed the remark has been made that, under this proposed course, even the existing course of study could be carried on without material change. Not that anybody would think it wise to do so, but the remark bears testimony to the broad, liberal and permissive character of the proposed legislation. The purpose of this legislation is to invite and to facilitate certain desirable changes, which can be brought on gradually, but not to compel an immediate and sweeping revolution. It permits variations in the program of one school without requiring similar variations to be made in the programs of all the other schools.

ADVANTAGES OF ELECTIVE STUDIES.

Some of the advantages of a system of elective studies in our high schools have been pointed out in the course of the foregoing discussion. It has been shown that by means of such a system the educational wants of different groups of pupils can be more satisfactorily met than they are met now; that proper recognition can be given to the individuality of pupils, their several abilities, purposes, ambitions, and probable future occupations in life; that pupils seeking commercial instruction can be offered better selections of studies than the present course affords; that domestic and industrial instruction can easily be provided for girls by adding the appropriate elective studies to the authorized list; that a good preparation (other than a full classical one) for college or other higher institution of learning is more easily provided under a full elective plan than under the

present plan of studies; that the old theory of intense study of a few subjects, and the new theory of all-sided symmetrical development through study of more subjects, are both practicable, even in the same school, under the proposed course; that, while the School Committee retains all necessary general control of the contents of the course of study, the details of program making are left to the head-masters and the Board of Supervisors, as has been done already to some extent in recent years; that different programs can be framed for different groups of pupils in the same school, and a choice among these programs offered instead of a choice among single studies, thus promoting convenience of administration, and securing the advantages, if any advantages there are, of a restricted exercise of choice on the part of pupils; that, by changing their programs from time to time, the head-masters can make and keep their several schools always responsive to the wants of the community, without frequent application to the School Committee for legislation on matters of detail; that, when reasons of health, strength or mental ability require it, the amount of work undertaken by a pupil can be reduced by dropping one or more elective studies without the pupil's losing thereby his regular standing and consideration as a member of the school; that there is a distinct and valuable educational end to be gained by inviting young people to take a part in the direction of their own studies, so that they may feel in some measure responsible for the ultimate outcome of their school work; and finally that, in crowning a pupil's school work with a diploma, chief consideration can be given to the amount of positively satisfactory acquisition rather than to the length of time spent in school.

There are other good results that may reasonably be expected to follow the large use of elective studies in our high schools.

In the first place, the high school graduates will carry from their schools into the community a much larger total amount of sound and fruitful scholarship. This will be the result partly of the greater interest which all pupils take in studies of their choice, and partly of the increased time that can be given to such studies, when the time now wasted in vain efforts to master too difficult subjects shall have been redeemed. This waste of time is a serious matter not alone for the pupils. Why should teachers wear out their nervous energy, as they now do, in trying to teach algebra and geometry to pupils who have little or no capacity for mathematical reasoning? This does not refer to the drones or to the shirks, the bane of every school, whose incapacity is rather moral than intellectual; but to those whose minds are so constituted by nature as to be unable to respond effectively to mathematical instruction. There are many of these faithful and earnest but unable pupils, both boys and girls, but chiefly the latter, who would obtain a better education, and whose teachers would be spared much fruitless effort, if they were permitted to choose other studies than mathematics. But algebra and geometry are not the only studies on which too much vain endeavor is bestowed. Chemistry, physics, drawing, and even foreign language do not always furnish the best training for all minds. There are always excellent pupils who would do better to omit one or another of these subjects, and give the time to studies better suited to their capacities. Thus they would leave school with more real scholarship. Even the drones

and the shirks may be expected to do somewhat better with elective studies; for they will be deprived of their chief excuse for neglect — dislike of certain required studies — and for very shame work to prove themselves capable of something in the line of their preference.

Again, it may not be unreasonable to expect that elective studies will draw more pupils into the high schools, and induce a larger proportion of them to remain the second, the third, and even the fourth year. At present the falling off is considerable. Of 100 pupils who enter the first year, only about 60 remain the second year, 45 the third year, and 15 the fourth year. While a part of this falling off is undoubtedly due to causes that school authorities cannot reach, there is also a part which is due to causes within reach.

Still further, it may be expected that elective studies will offer inducements for remaining in school after graduation for the purpose of taking additional studies. There is ample room for this. All the studies entered on the proposed lists will occupy in the aggregate not less than one hundred and fifty hours a week, or at least eight years of one pupil's time. It would be highly desirable, I think, to restore the practice that once prevailed, notably in the Girls' High School, whereby graduates remained in school a fifth, a sixth, and even a seventh year. These graduates would not form separate additional classes, so as to occupy more of the teachers' time than their numbers warranted, but would join existing classes of undergraduates. If such post-graduate study were permitted in all the high schools, many young people would find near their own doors provisions for education which would otherwise lie beyond their reach in the colleges.

There is another class of young people who might usefully be drawn into the high schools by elective studies—namely, those who would not enter for a diploma, but merely for instruction in one or more of the subjects offered. There would seem to be no good reason why a youth desiring to study only Latin, or only Chemistry, should not be permitted to do so in a high school offering such instruction freely to all who are fitted to take it. The only conditions that need be imposed in such cases are good behavior and regular attention to work.

The last two suggestions indicate steps towards the realization of the ideal which, in the belief of many, the public high school will ultimately reach—that of the People's University.

Finally, the measures advocated in the foregoing pages have this merit, that they are not designed to produce a sudden, violent, and distressing revolution, but to promote, while keeping under due control, certain highly desirable changes—some of which have already begun, and others now await permissive legislation.

The whole matter is commended to the candid consideration of the school authorities and of the general public, in the hope that whatever sound reasoning or wise suggestion the foregoing discussion may contain will become effectual for improvement and progress.

Respectfully submitted,

EDWIN P. SEAVER,

Superintendent of Public Schools.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1901.

SCHOOL CENSUS.

September, 1900.

Number of children in Boston between the age of 5 and 15.....	90,144
Number reported as attending public schools.....	69,260
Number reported as attending private schools.....	14,083

SUMMARY.

January 31, 1901.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal.....	1	1	10	11	214	207	7	96.7	189
Latin and High.....	11	89	91	180	5,800	5,488	312	94.6	5,592
Grammar.....	58	125	759	884	40,582	37,297	3,285	91.1	40,522
Primary.....	619	.....	619	619	31,110	27,358	3,752	87.9	31,438
Kindergartens.....	77	.....	157	157	4,359	3,298	1,061	75.6	4,427
Totals.....	766	215	1,636	1,851	82,065	73,648	8,417	89.7	82,168

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Spectacle Island.....	1	1	18	16	2	88.8	18
Evening High, Central.....	1	*26	1,930	1,541	389	79.8	
Charlestown Branch.....		8	229	181	48	79.0	
East Boston Branch.....		6	152	120	32	78.9	
Evening Elementary.....	13	165	3,679	2,434	1,245	66.1	
Evening Drawing.....	5	27	586	476	110	81.2	
Special Class in Design.....	1	1	46	27	19	58.7	
Special classes.....	2	2	26	21	5	80.7	29
Totals.....	24	250	6,787	4,922	1,865	72.5	

* Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings; the other on Tuesday and Thursday evenings.

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School: Teacher		1	1
Girls' High School: Laboratory Assistant ..		1	1
Roxbury High School: Laboratory Assistant ..	1		1
Commercial Branches: Brighton High School: Special Teachers		2	2
Charlestown High School: Special Teachers	1	1	2
Dorchester High School: Special Teachers	1	1	2
East Boston High School: Special Teacher		1	1
Girls' High School: Special Teachers		2	2
Roxbury High School: Special Teacher		1	1
West Roxbury High School: Special Teacher	1		1
Cookery: Instructors		20	20
Drawing: Director and Assistants	3	3	6
Dorchester High School: Special Teacher ..		1	1
English High School: Special Teacher	1		1
Roxbury High School: Special Teacher		1	1
West Roxbury High School: Special Teacher ..		1	1
German: Girls' Latin and Girls' High Schools: Teacher ..	1		1
Kindergartening: Director		1	1
Normal School: Teacher of Theory and Practice		1	1
Military Drill: Instructor	1		1
Modern Languages: Assistant Instructors	2		2
Music: Director and Assistants	2	3	5
Physical Culture: Girls' Latin School: Special Teacher ..		1	1
Brighton High School: Special Teacher		1	1
Girls' High School: Special Teacher		1	1
Roxbury High School: Special Teachers		2	2
Physical Training: Director	1		1
Sewing: Teachers		39	39
Special Classes: Teachers		2	2
Wood-working: Principal and Assistant Instructors ..	7	20	27
Totals	22	107	129

NORMAL AND HIGH SCHOOLS.

Semi-annual Returns to January 31, 1901.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal		214	214		207	207	7	96	1				10		
Public Latin	580		580	558		558	22	96	1	9	12				
Girls' Latin		357	357		340	340	17	95		1				11	
Brighton High	87	162	249	83	154	237	12	95	1	1				7	
Charlestown High ..	91	242	333	87	225	312	21	94	1		2			9	
Dorchester High ..	191	355	546	180	334	514	32	94	1		3			9	
East Boston High ..	115	197	312	109	185	294	18	94	1		3			6	
English High	858		858	812		812	46	95	1	17	9				
Girls' High		1,075	1,075		1,013	1,013	62	94	1	1	1		1	24	
Mechanic Arts High ..	472		472	457		457	15	97	1	1	7			5	2
Roxbury High	133	576	709	125	536	661	48	93	1	1	3		1	15	
West Roxbury High ..	96	213	309	91	199	290	19	94	1		2			7	
Totals	2,623	3,391	6,014	2,502	3,193	5,695	319	95	11	31	42	2	98	5	2

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JANUARY 31, 1901.

SCHOOLS.	Whole number at date.																		
	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	
Normal.....	82	85	22	.....	.....	.....	.....	189	.....	.....	.....	.....	.....	2	23	58	51	55
Latin.....	56	61	91	110	71	49	128	566	.....	.....	.....	116	119	76	47	17	3	1
Girls' Latin.....	32	30	58	63	40	43	84	350	.....	.....	.....	69	74	55	24	12	3	2
Brighton High.....	118	74	36	29	.....	.....	.....	248	.....	.....	.....	59	74	56	14	6	2	2
Charlestown High.....	108	93	77	36	.....	.....	.....	314	.....	.....	.....	68	94	54	37	13	3	.....
Dorchester High.....	278	148	64	37	.....	.....	.....	527	.....	.....	.....	146	140	76	40	10	3	.....
East Boston High.....	159	71	46	23	.....	.....	.....	299	.....	.....	.....	67	75	50	26	7	1	.....
English High.....	388	222	100	45	.....	.....	.....	815	.....	.....	.....	163	232	148	71	15	4	3
Girls' High.....	510	250	182	85	.....	.....	.....	1,027	.....	.....	.....	225	264	212	116	51	11	4
Mechanic Arts High.....	189	135	105	24	.....	.....	.....	453	.....	.....	.....	72	113	108	89	42	8	.....
Roxbury High.....	324	202	112	64	.....	.....	.....	702	.....	.....	.....	143	189	168	96	37	8	5
West Roxbury High.....	144	74	38	35	.....	.....	.....	291	.....	.....	.....	77	76	56	27	7	5	.....
Totals.....	2,388	1,445	991	542	111	92	212	5,781	13	42	236	685	1,235	1,450	1,061	610	275	102	72

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, January 31, 1901.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. Pupils to a Regular Teacher.
Normal.....	10	214	21.4
Latin.....	21	580	27.6
Girls' Latin.....	12	357	29.7
Brighton High.....	8	249	31.1
Charlestown High.....	11	333	30.2
Dorchester High.....	12	546	45.5
East Boston High.....	9	312	34.6
English High.....	26	858	33.0
Girls' High.....	27	1,075	39.8
Mechanic Arts High.....	15	472	31.4
Roxbury High.....	20	709	35.4
West Roxbury High.....	9	309	34.3
Totals.....	180	6,014	33.4

ADMISSIONS, SEPTEMBER, 1900, NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Diploma Scholars, June, 1900.	Average Age.	
			Years.	Months.
Brighton High.....	4	2	19	10
Charlestown High.....	10	10	19	2
Dorchester High.....	8	8	19	1
East Boston High.....	34	4	19	5
Girls' High.....	17	34	19	1
Roxbury High.....	6	14	18	10
West Roxbury High.....	3	3	19	3
Post Graduates.....	44	39	21	5
Other sources.....	21	9	20	11
Totals.....	147	123	19	8

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months.
Public Latin.....	157		88	69	157	14	6
Girls' Latin.....		115	95	20	115	14	8
Brighton High.....	39	82	115	6	121	15	3
Charlestown High.....	39	96	114	21	135	15	3
Dorchester High.....	110	189	272	27	290	15	3
East Boston High.....	60	95	136	19	155	14	10
English High.....	367		319	48	367	15	1
Girls' High.....		551	477	74	551	15	10
Mechanic Arts High.....	223		175	48	223	15	10
Roxbury High.....	62	226	258	30	288	15	11
West Roxbury High.....	49	106	112	43	155	15	8
Totals.....	1,106	1,460	2,161	405	2,566	15	3

GRAMMAR SCHOOLS.

Semi-annual Returns, January 31, 1901.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	278	238	516	257	213	470	46	91	1	1	1	9
Agassiz	670	48	718	624	45	669	49	93	1	2	1	12
Bennett	302	324	626	292	309	601	25	96	1	2	1	9
Bigelow	763	.....	763	707	.....	707	56	93	1	2	2	13
Bowditch .....	.....	646	646	.....	606	606	40	94	1	.....	2	11
Bowdoin .....	.....	490	490	.....	435	435	55	88	1	.....	2	9
Brimmer	554	.....	554	489	.....	489	65	88	1	1	1	9
Bunker Hill.....	268	246	514	249	227	476	38	93	1	1	2	7
Chapman.....	333	323	656	302	292	594	62	91	1	.....	2	11
Charles Sumner.....	329	293	622	300	264	564	58	91	1	1	2	10
Christopher Gibson.	433	472	905	409	437	846	59	93	1	2	2	14
Comins	323	344	667	299	314	613	54	92	1	1	2	11
Dearborn	471	411	882	420	362	782	100	89	1	1	2	15
Dillaway .....	.....	847	847	.....	767	767	80	91	1	.....	2	15
Dudley	777	.....	777	728	.....	728	49	94	1	2	1	13
Dwight.....	613	.....	613	564	.....	564	49	92	1	2	1	10
Edward Everett	273	300	573	255	276	531	42	93	1	1	2	8
Elliot	1,320	.....	1,320	1,216	.....	1,216	104	92	1	3	1	26
Emerson	517	509	1,026	481	463	944	82	92	1	2	2	17
Everett.....	.....	722	722	.....	650	650	72	90	1	.....	2	12
Franklin .....	.....	711	711	.....	627	627	84	88	1	.....	2	11
Frothingham.....	382	325	707	354	300	654	53	93	1	1	2	12
Gaston .....	.....	923	923	.....	863	863	60	93	1	.....	2	15
George Putnam.....	283	244	527	269	228	497	30	94	1	1	1	8
Gilbert Stuart.....	249	240	489	235	226	461	28	94	1	1	1	8
Hancock .....	.....	1,012	1,012	.....	915	915	97	90	1	.....	2	21
Harvard	299	312	611	275	283	558	53	91	1	1	2	10
Henry L. Pierce....	420	446	866	388	402	790	76	91	1	2	1	15

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOL.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	492	363	855	453	330	783	72	92	1	1	2	14
Hyde		622	622		573	573	49	92	1	.....	2	10
John A. Andrew	452	331	783	421	301	722	61	92	1	1	1	12
Lawrence	619	.....	619	586	.....	586	33	95	1	2	.....	12
Lewis	315	368	683	295	339	634	49	93	1	1	2	11
Lincoln	680	.....	680	641	.....	641	39	94	1	2	1	10
Longfellow	248	220	468	235	205	440	28	94	1	.....	2	8
Lowell	551	519	1,070	518	487	1,005	65	94	1	1	2	17
Lyman	398	343	741	363	308	671	70	91	1	1	2	13
Martin	273	266	539	255	244	499	40	92	1	1	1	10
Mary Hemenway	326	342	668	303	316	619	49	93	1	1	2	10
Mather	490	488	978	446	436	882	96	90	1	2	2	15
Milnot	171	181	352	162	170	332	20	95	1	.....	1	6
Norcross		585	585	.....	532	532	53	91	1	.....	2	10
Phillips	1,323	.....	1,323	1,173	.....	1,173	150	89	1	3	1	21
Phillips Brooks	364	339	703	333	314	647	56	92	1	1	2	11
Prescott	274	248	522	251	222	473	49	91	1	1	1	9
Prince	268	383	651	251	357	608	43	93	1	1	2	10
Quincy	563	.....	563	499	.....	499	64	89	1	2	1	8
Rice	443	.....	443	408	.....	408	35	92	1	2	2	6
Robert G. Shaw	210	185	395	197	173	370	25	94	1	1	3	5
Roger Clap	283	298	581	264	270	534	47	92	1	1	1	9
Sherwin	568	.....	568	528	.....	528	40	93	1	2	1	8
Shurtleff		601	601	.....	541	544	57	91	1	.....	2	11
Thomas N. Hart	642	.....	642	616	.....	616	26	96	1	1	1	10
Tileston	187	214	401	178	199	377	24	94	1	1	1	7
Warren	315	338	653	303	320	623	30	95	1	1	2	10
Washington Allston	494	534	1,028	466	492	958	70	93	1	2	2	18
Wells		884	884	.....	785	785	39	89	1	.....	2	16
Winthrop		698	698	.....	618	618	80	89	1	.....	2	12
Totals	20,806	19,776	40,582	19,258	18,039	37,297	3,285	91	58	62	94	670

GRAMMAR SCHOOLS.

Number of Pupils in Each Grade, Whole Number and Ages, January 31, 1901.

SCHOOLS.	Number of Pupils in Each Grade, Whole Number and Ages, January 31, 1901.										Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.	
	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Whole number.															
Adams	40	46	87	93	95	113	36	510	3	19	55	67	87	101	77	70	27	4	.....	.....	.....	.....	.....
Agassiz	48	89	126	105	143	200	.....	711	2	35	100	103	101	108	101	88	46	13	3	.....	.....	.....	.....
Bennett	69	90	98	102	105	152	.....	616	1	24	66	100	101	87	89	78	39	16	1	.....	.....	.....	.....
Bigelow	96	105	143	120	105	104	91	762	2	21	82	105	137	166	142	61	39	7	.....	.....	.....	.....	.....
Bowditch	50	115	130	120	103	104	30	652	1	17	65	104	95	119	111	69	51	17	3	.....	.....	.....	.....
Bowdoin	56	54	95	47	93	98	48	491	.....	12	51	82	85	82	75	57	35	10	1	.....	.....	.....	.....
Brimmer	36	42	92	98	108	100	68	544	1	14	53	105	81	114	88	52	23	10	2	.....	.....	.....	.....
Banker Hill	46	48	80	90	108	111	17	500	.....	20	69	63	83	91	89	49	27	6	2	.....	.....	.....	.....
Chapman	81	77	106	102	128	133	35	662	3	37	82	126	102	100	102	65	29	13	3	.....	.....	.....	.....
Charles Sumner	53	93	120	127	111	108	.....	612	.....	26	67	103	93	104	117	63	32	5	1	.....	.....	.....	.....
Christopher Gibson	81	128	183	145	173	219	.....	929	.....	28	116	137	146	169	138	127	42	24	2	.....	.....	.....	.....
Comins	89	97	104	105	106	107	41	649	1	15	59	85	117	128	130	71	35	7	1	.....	.....	.....	.....
Dearborn	107	109	79	155	154	222	37	863	1	14	73	137	149	151	158	121	42	15	2	.....	.....	.....	.....
Dillaway	78	112	150	141	168	203	.....	855	2	16	92	138	125	135	133	107	68	34	5	.....	.....	.....	.....
Dudley	81	97	98	149	165	167	30	787	.....	20	56	128	142	153	141	89	39	14	5	.....	.....	.....	.....
Dwight	41	97	99	142	95	102	36	612	1	15	64	78	92	109	106	84	44	13	4	.....	.....	.....	.....
Edward Everett	78	85	74	111	115	117	.....	580	1	28	62	94	92	87	94	77	33	9	3	.....	.....	.....	.....
Elliot	50	98	99	160	210	265	441	1,323	6	37	122	190	247	286	226	133	40	15	1	.....	.....	.....	.....
Emerson	112	126	174	125	211	216	42	1,006	1	38	126	141	163	176	145	118	66	28	4	.....	.....	.....	.....
Everett	79	100	103	155	110	111	41	699	.....	15	55	98	127	109	135	81	43	27	6	.....	.....	.....	.....
Franklin	42	98	103	111	139	146	40	699	2	15	73	118	138	126	107	72	32	10	3	.....	.....	.....	.....
Frothingham	49	60	102	113	151	204	36	715	5	34	97	117	129	111	119	67	29	7	.....	.....	.....	.....	.....
Gaston	92	105	113	226	171	228	.....	935	.....	44	124	146	154	158	120	96	66	22	4	.....	.....	.....	.....
George Putnam	44	46	108	77	95	156	.....	526	.....	14	45	97	97	71	85	64	35	15	3	.....	.....	.....	.....
Gilbert Stuart	73	100	51	85	79	97	.....	485	.....	19	50	79	88	77	70	59	31	10	1	.....	.....	.....	.....

Hancock	42	53	98	150	101	203	366	1,016	8	36	113	182	164	177	167	115	37	14	3	
Harvard	48	88	101	98	105	131	23	591	.....	22	58	56	95	111	86	71	29	13	7
Henry L. Pierce	182	150	135	148	184	148	.....	897	2	29	106	139	157	150	115	99	76	21	3
Hugh O'Brien	103	78	128	140	193	203	.....	845	1	16	67	127	149	149	137	94	73	23	9
Hyde	47	95	97	103	113	74	89	618	.....	18	68	85	101	100	97	77	42	18	7
John A. Andrew	62	72	96	107	108	171	41	777	.....	26	81	134	147	140	133	73	30	10	.....
Lawrence	45	94	94	101	132	89	59	614	2	17	59	79	112	122	132	63	21	4	.....
Lewis	83	95	113	119	117	155	.....	682	1	31	79	100	107	114	98	72	59	15	3
Lincoln	55	89	88	109	151	175	.....	667	.....	29	92	108	104	107	98	75	40	12	2
Longfellow	49	96	57	89	77	96	.....	464	.....	15	64	76	88	73	64	42	32	10	.....
Lowell	123	167	168	214	178	229	.....	1,079	.....	31	100	192	189	196	191	124	49	6	1
Lyman	89	63	81	136	113	203	79	764	1	29	73	136	114	145	130	79	46	16	1	
Marth	43	84	90	106	110	109	.....	542	.....	10	51	67	100	94	98	72	31	12	7
Mary Hemenway	98	86	126	115	127	123	.....	675	.....	16	62	98	107	117	113	92	46	22	1
Mather	97	139	203	243	164	116	28	960	1	28	94	145	147	181	171	110	64	17	2	
Mindol	39	50	70	62	78	52	.....	351	.....	18	40	43	58	69	52	39	22	10	.....
Norress	45	53	86	102	162	129	.....	577	1	18	54	92	105	117	98	66	20	5	1
Phillips	59	116	164	227	221	319	212	1,318	.....	29	107	212	236	251	234	146	80	15	3
Phillips Brooks	46	102	136	140	130	147	.....	701	.....	30	58	117	105	109	129	84	45	18	5
Prescoll	45	75	71	109	121	104	.....	525	.....	9	55	68	62	111	96	73	32	14	2
Prince	82	91	120	116	143	113	.....	665	.....	19	63	111	104	103	109	81	50	17	5
Quincy	38	47	49	89	98	139	101	561	3	27	58	108	89	91	75	72	63	3	2	
Idee	34	47	91	97	82	99	.....	450	.....	6	48	41	70	87	106	63	25	4	.....
Robert G. Shaw	52	51	52	55	73	82	26	391	.....	10	59	69	63	61	63	43	29	7	1
Roger Clap	58	58	96	101	121	154	.....	588	.....	32	72	97	115	87	89	59	25	12	.....
Sherwin	55	55	56	113	113	114	69	575	.....	20	56	86	88	104	90	77	42	8	2
Sburtleff	58	56	96	190	99	95	.....	594	2	25	61	93	88	107	99	77	32	9	1
Thomas N. Hart	50	91	100	115	119	174	.....	649	1	36	83	83	113	105	98	67	35	17	10
Tilston	39	52	50	89	77	97	.....	404	.....	16	44	77	66	57	65	46	21	7	4
Warren	61	72	106	129	130	128	21	647	.....	27	61	84	103	121	105	73	46	22	5
Washington Allston	91	130	179	183	211	227	.....	1,021	3	42	128	182	164	168	157	119	47	9	2
Wells	95	70	74	185	158	209	102	893	1	40	86	150	169	170	157	81	30	7	2	
Windrop	59	96	105	109	107	164	55	695	.....	18	65	112	129	139	108	80	32	10	2
Totals	3,793	1,976	6,093	7,226	7,540	8,554	2,310	10,522	63	1,352	4,263	6,333	6,782	7,160	6,668	4,656	2,317	747	151	30

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.		Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....
High Schools.	Advanced Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Third-year Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Second-year Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	First-year Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
	Girls. ....	.....	.....	.....	.....	.....	.....
Totals .....	.....	.....	.....	.....	.....	.....	.....
Grammar Schools.	Ninth Grade .. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys. ....	.....	.....	.....	.....	.....	4
		Girls. ....	.....	.....	.....	.....	.....	1
	Sixth Grade .. {	Boys. ....	.....	.....	.....	.....	2	80
		Girls. ....	.....	.....	.....	.....	.....	64
	Fifth Grade... {	Boys. ....	.....	.....	.....	.....	35	493
		Girls. ....	.....	.....	.....	1	51	569
	Fourth Grade. {	Boys. ....	.....	.....	.....	25	566	1,419
		Girls. ....	.....	.....	.....	19	592	1,352
	Ungraded {	Boys. ....	.....	.....	.....	9	60	146
	Girls. ....	.....	.....	.....	9	46	135	
Totals .....	.....	.....	.....	.....	63	1,352	4,263	
Primary Schools.	Third Grade .. {	Boys. ....	.....	.....	19	668	1,720	1,195
		Girls. ....	.....	.....	19	655	1,606	1,094
	Second Grade. {	Boys. ....	.....	10	983	2,212	1,375	544
		Girls. ....	.....	12	943	1,967	1,221	412
	First Grade... {	Boys.	18	2,255	2,837	1,256	384	96
		Girls.	15	1,950	2,612	1,163	334	88
	Totals .....	.....	33	4,227	7,413	7,921	6,640	3,420
Kinder- gartens.	All Classes.... {	Boys.	191	1,177	742	88	3	.....
		Girls.	218	1,111	803	89	5	.....
	Totals .....	.....	409	2,288	1,545	177	8	.....
Totals by Ages .....	.....	409	2,321	5,872	7,590	7,992	7,992	7,692

TO AGE AND TO GRADES, JUNE 30, 1900.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
	3	19	64	101	116	119	76	47	21	566
	10	16	36	49	69	74	55	24	17	350
	13	35	100	150	185	193	131	71	38	916
						9	29	38	36	106
						24	59	93	87	263
				1	21	88	126	98	41	375
			1		16	117	174	99	38	445
			5	26	108	194	137	60	10	540
			2	45	147	240	192	81	22	729
		7	54	194	312	263	78	21	10	939
			74	269	446	322	133	26	9	1,279
		7	136	535	1,050	1,257	928	516	217	4,676
1	4	85	364	596	484	201	35	9		1,779
1	8	72	410	665	564	245	43	6		2,014
5	108	407	819	701	361	82	24	6		2,513
4	75	415	750	689	372	128	24	6		2,463
77	422	897	948	568	151	23	8			3,698
75	450	906	878	484	157	39	5			2,985
496	1,035	1,012	693	249	71	3	3	1		3,645
512	1,019	1,020	645	254	53	11	3			3,581
1,099	1,021	701	364	148	26	4	2	1		3,894
1,186	937	559	251	70	18	4				3,016
1,184	660	359	144	49	20	1				4,127
1,180	553	276	102	44	7		2			4,127
306	290	280	196	94	21	3	1			1,406
207	200	171	104	45	12	3	1	1		934
6,333	6,782	7,160	6,668	4,656	2,317	717	151	30		10,522
489	165	34	11							4,241
483	128	29	16							1,030
173	46	13	4							5,360
137	23	13	1							4,729
17	7	4	2							6,876
27	10	2	1							6,202
1,323	319	95	35							31,138
										2,201
										2,220
										1,127
7,659	7,111	7,297	6,039	5,311	3,552	2,197	1,110	617	285	81,979

PRIMARY SCHOOLS.

Semi-annual Returns to January 31, 1901.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams.....	8	228	157	385	201	136	337	48	88	304	67	371
Agassiz.....	8	213	149	362	193	133	326	36	90	301	71	372
Bennett.....	10	284	221	505	260	200	460	45	91	440	62	502
Bigelow.....	10	269	220	489	241	195	436	53	89	425	74	499
Bowditch.....	13	331	291	622	300	264	564	58	91	551	82	633
Bowdoin.....	9	227	225	452	193	190	383	69	85	391	78	469
Brimmer.....	7	179	140	319	158	122	280	39	88	272	66	338
Bunker Hill....	10	197	163	360	183	147	330	30	92	314	57	371
Chapman.....	8	194	201	395	161	169	330	65	84	368	47	415
Charles Sumner,	9	291	183	384	180	159	339	45	88	330	48	378
Christ'r Gibson,	15	411	383	794	370	332	702	92	88	662	134	796
Comins.....	7	187	157	344	154	129	283	61	82	295	62	357
Dearborn.....	20	540	430	970	467	356	823	147	85	745	266	1,011
Dillaway.....	10	268	281	549	243	252	495	54	90	486	80	566
Dudley.....	13	366	384	750	309	321	630	120	84	593	163	756
Dwight.....	10	227	259	486	203	220	423	63	87	418	78	496
Edward Everett,	8	218	208	426	196	182	378	48	89	368	68	436
Ellot.....	13	407	306	713	379	281	660	53	93	590	123	713
Emerson.....	15	407	358	765	360	310	670	95	88	626	122	748
Everett.....	10	239	262	501	291	218	419	82	84	382	127	509
Franklin.....	13	333	346	679	288	294	582	97	86	576	166	682
Frothingham....	11	287	276	563	255	246	501	62	89	505	69	574
Gaston.....	8	248	228	476	229	210	439	37	92	435	55	490
George Putnam,	8	214	196	410	194	176	370	40	90	335	79	414
Gilbert Stuart...	6	158	157	315	144	143	287	28	91	292	32	324
Hancock.....	23	637	698	1,335	563	623	1,186	149	89	1,074	256	1,330
Harvard.....	12	286	277	563	256	238	494	69	88	468	95	563
Henry L. Pierce,	11	286	271	557	256	236	492	65	88	497	51	548
Hugh O'Brien...	9	323	166	489	288	146	434	55	89	408	89	497

PRIMARY SCHOOLS.—*Concluded.**Semi-annual Returns to January 31, 1901.*

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hyde.....	8	219	192	411	194	167	361	50	88	321	76	397
John A. Andrew...	11	300	249	549	272	223	495	54	90	478	82	560
Lawrence.....	15	389	148	537	357	136	493	44	92	420	124	544
Lewis.....	10	259	224	483	228	193	421	62	87	431	59	490
Lincoln.....	13	400	266	666	361	227	588	78	88	574	92	666
Longfellow.....	6	181	147	328	164	130	294	34	90	267	53	320
Lowell.....	16	439	459	898	383	388	771	127	86	717	169	886
Lyman.....	13	369	305	674	330	268	598	76	89	565	96	661
Martin.....	5	152	144	296	133	124	257	39	87	232	72	304
Mary Hemenway...	9	219	204	423	199	182	381	42	90	342	67	409
Mather.....	17	437	399	836	373	331	704	132	84	672	145	817
Minot.....	5	129	120	249	117	106	223	26	90	218	31	249
Norcross.....	10	146	331	477	135	293	428	49	90	410	85	495
Phillips.....	5	143	157	300	132	142	274	26	91	249	55	304
Phillips Brooks.....	14	390	329	719	331	278	609	110	85	606	131	737
Prescott.....	9	205	205	410	177	173	350	60	85	333	87	420
Prince.....	8	213	228	441	183	191	374	67	85	359	107	466
Quincy.....	11	305	261	566	265	221	486	80	86	491	88	579
Rice.....	6	139	121	260	120	107	227	33	87	222	59	281
Robert G. Shaw.....	6	137	110	247	121	94	215	32	87	215	30	245
Roger Clap.....	10	288	256	544	263	225	488	56	90	479	77	556
Sherwin.....	10	254	244	498	225	210	435	63	87	453	77	530
Shurtleff.....	7	175	155	330	156	134	290	40	88	279	56	335
Thomas N. Hart.....	11	347	229	576	323	210	533	43	93	513	54	567
Tilston.....	7	163	159	322	150	142	292	30	91	265	59	324
Warren.....	7	169	162	331	155	145	300	31	91	292	45	337
Washington Allston,	15	394	398	792	352	345	697	95	88	699	122	821
Wells.....	31	880	823	1,703	768	711	1,479	224	87	1,440	267	1,707
Winthrop.....	5	135	151	286	115	127	242	44	85	241	32	273
Totals.....	619	16,341	14,769	31,110	14,507	12,851	27,358	3,752	88	26,234	5,204	31,438

PRIMARY SCHOOLS.

*Number of Pupils in Each Grade, Whole Number, and Ages,
January 31, 1901.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Adams	97	112	162	371	42	95	96	71	50	15	1	1	....
Agassiz	104	125	143	372	42	84	105	70	47	20	2	2	....
Bennett	92	175	235	502	74	120	121	125	41	16	5	....	....
Bigelow	138	159	202	499	70	116	135	104	46	22	4	1	1
Bowditch	177	217	239	633	51	169	167	164	61	13	6	1	1
Bowdoin	90	157	222	469	49	136	112	94	49	23	6	....	....
Brimmer	98	94	146	338	50	79	61	82	53	12	....	1	....
Bunker Hill...	111	120	140	371	69	71	78	96	37	17	3	....	....
Chapman	123	127	165	415	32	115	140	81	36	10	1	....	....
Chas. Sumner.	111	158	109	378	39	93	113	85	36	6	4	1	1
Chris. Gibson.	204	243	349	796	117	172	214	159	86	35	10	3	....
Comins	99	93	165	357	56	83	84	72	36	15	10	1	....
Dearborn	238	298	475	1,011	116	209	213	207	139	72	34	15	6
Dillaway	143	196	227	566	82	130	165	109	59	16	3	2	....
Dudley	170	263	323	756	103	149	169	172	104	41	12	5	1
Dwight	133	152	211	496	52	111	147	108	52	22	3	1	....
Edw. Everett.	125	150	161	436	56	98	102	112	51	15	1	....	1
Elliot	117	226	370	713	119	156	173	142	81	33	8	1	....
Emerson	195	241	312	748	108	178	192	148	88	26	6	2	....
Everett	147	159	203	509	62	114	107	99	93	24	6	4	....
Franklin	157	221	304	682	111	160	145	160	76	26	4	....	....
Frothingham..	140	207	227	574	81	160	157	107	56	13	....	....	....
Gaston	124	175	191	490	88	103	143	101	42	10	2	....	1
Geo. Putnam..	133	129	152	414	43	103	98	91	51	24	4	....	....
Gilbert Stuart.	99	109	116	324	34	80	106	72	21	10	1	....	....
Hancock	252	381	657	1,330	199	314	316	245	160	80	12	3	1
Harvard	142	217	204	563	92	119	146	111	64	26	5	....	....
H. L. Pierce...	119	203	226	548	85	153	155	104	40	9	2	....	....
Hugh O'Brien.	103	117	277	497	79	124	121	84	51	28	6	3	1

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	124	127	146	397	48	97	83	93	50	22	3	1	.....
J. A. Andrew.	154	176	230	560	88	137	132	121	55	19	6	1	1
Lawrence	152	175	217	544	79	112	123	106	70	38	11	3	2
Lewis	151	132	207	490	58	121	132	120	43	13	.....	3	.....
Lincoln	201	209	256	666	94	159	185	136	58	27	3	2	2
Longfellow ...	113	83	124	320	44	72	81	70	38	11	3	1	.....
Lowell	259	263	364	886	150	191	197	179	114	43	7	3	2
Lyman	158	196	307	661	105	181	147	132	79	16	1	.....	.....
Martin	97	97	110	304	27	62	76	67	41	15	14	2	...
M'y Hemenw'y	122	121	166	409	59	88	103	92	43	19	3	2	.....
Mather	224	319	274	817	96	202	201	173	85	42	13	3	2
Minot	81	79	89	249	42	66	54	56	18	9	4	.....	.....
Norcross	127	132	236	495	80	130	111	89	39	28	13	3	2
Phillips	57	121	126	304	39	71	57	82	37	17	1	.....	.....
P'l'ps Brooks..	213	243	281	737	98	150	179	179	92	27	10	1	1
Prescott	118	144	158	420	42	92	123	76	50	23	7	5	2
Prince	155	135	176	466	26	91	137	105	76	22	8	1	.....
Quincy	173	173	233	579	72	129	140	150	62	21	3	2	.....
Rice	99	82	100	281	27	47	71	77	38	13	6	2	.....
Rob't G. Shaw	69	86	90	245	32	54	72	57	19	8	2	.....	1
Roger Clap....	150	188	218	556	93	147	134	105	48	23	6	.....	.....
Sherwin.....	150	177	203	530	74	126	133	120	54	16	5	2	...
Shurtleff	98	102	135	335	43	82	85	69	31	18	5	1	1
Thos. N. Hart.	185	178	204	567	54	191	156	112	36	14	2	2	.....
Tileston	86	107	131	324	39	72	95	59	36	19	3	1	.....
Warren	101	96	140	337	51	77	97	67	30	15	.....	.....	.....
Wash. Allston.	160	296	365	821	101	190	234	174	78	27	8	4	5
Wells.....	465	531	711	1,707	254	414	417	355	181	74	10	2	.....
Winthrop	48	97	128	273	44	68	85	44	22	8	1	1	...
Totals ...	8,271	10,089	13,078	31,438	4,260	7,413	7,921	6,640	3,429	1,326	319	95	35

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1850.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	516	46.9	John A. Andrew	14	783	55.9
Agassiz	15	718	47.8	Lawrence	14	619	44.2
Bennett	12	626	52.1	Lewis	14	683	48.7
Bigelow	17	763	44.8	Lincoln	13	680	52.3
Bowditch	13	646	49.6	Longfellow	10	468	46.8
Bowdoin	11	490	44.5	Lowell	20	1,070	53.5
Brimmer	11	554	50.3	Lyman	16	741	46.3
Bunker Hill	10	514	51.4	Martin	12	539	44.9
Chapman	13	656	50.4	Mary Hemenway	13	668	51.3
Charles Sumner..	13	622	47.8	Mather	19	978	51.4
Ch'st'r Gibson....	18	905	50.2	Minot	7	352	50.2
Comins	14	667	47.6	Norcross	12	585	48.7
Dearborn	18	882	49.0	Phillips	25	1,323	52.9
Dillaway	17	847	49.8	Phillips Brooks.	14	703	50.2
Dudley	16	777	48.5	Prescott	11	522	47.4
Dwight	13	613	47.1	Prince	13	651	50.0
Edward Everett..	11	573	52.0	Quincy	11	563	51.1
Eliot	30	1,320	44.0	Rice	10	443	44.3
Emerson	21	1,026	48.8	Robert G. Shaw.	9	395	43.8
Everett	14	722	51.5	Roger Clap.....	11	581	52.8
Franklin	13	711	54.6	Sherwin	11	568	51.6
Frothingham.....	15	707	47.1	Shurtleff.....	13	601	46.2
Gaston	17	923	54.2	Thomas N. Hart.	12	642	53.6
George Putnam ..	10	527	52.7	Tileston	9	401	44.5
Gilbert Stuart....	10	489	48.9	Warren	13	653	50.2
Hancock	23	1,012	44.0	Wash. Allston...	22	1,028	46.7
Harvard	13	611	47.0	Wells	18	884	49.1
Henry L. Pierce..	18	866	48.0	Winthrop.....	14	698	49.8
Hugh O'Brien....	17	855	50.2				
Hyde	12	622	51.8	Totals	826	40,582	49.1

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1901.

DISTRICTS.	Number of Teachers.	Av. whole number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole number of Pupils.	Number of Pupils to a Teacher.
Adams	7	385	48.1	John A. Andrew	11	549	49.9
Agassiz	7	362	45.2	Lawrence	15	537	35.8
Bennett	10	505	50.5	Lewis	10	483	48.3
Bigelow	10	489	48.9	Lincoln	13	666	51.1
Bowditch	13	622	47.8	Longfellow	6	328	54.6
Bowdoin	9	452	50.2	Lowell	16	898	56.1
Brimmer	7	319	45.5	Lyman	13	674	51.8
Bunker Hill	10	360	36.0	Martin	5	296	59.2
Chapman	8	395	49.3	Mary Hemenway	9	423	47.0
Charles Sumner	9	384	42.6	Mather	17	836	49.1
Christopher Gibson	15	794	52.9	Minot	5	249	49.8
Comins	7	344	49.1	Norcross	10	477	47.7
Dearborn	20	970	48.5	Phillips	5	300	60.0
Dillaway	10	549	54.9	Phillips Brooks.	14	719	51.3
Dudley	13	750	57.6	Prescott	9	410	45.5
Dwight	10	486	48.6	Prince	8	441	55.1
Edward Everett	8	426	53.2	Quincy	11	566	51.4
Elliot	13	713	54.8	Rice	6	260	43.3
Emerson	15	765	51.0	Robert G. Shaw	6	247	41.1
Everett	10	501	50.1	Roger Clap	10	544	54.4
Franklin	13	679	52.2	Sherwin	10	498	49.8
Frothingham	11	563	51.1	Shurtleff	7	330	47.1
Gaston	8	476	59.5	Thomas N. Hart	11	576	52.3
George Putnam	8	410	51.2	Tileston	7	322	46.0
Gilbert Stuart	6	315	52.5	Warren	7	331	47.2
Hancock	28	1,335	47.6	Wash. Allston ..	15	792	52.8
Harvard	12	563	46.9	Wells	31	1,703	54.9
Henry L. Pierce	11	557	50.6	Winthrop	5	286	57.2
Hugh O'Brien	9	489	54.3	Totals	619	31,110	50.2
Hyde	8	411	51.3				

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1901.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	47	49	96	John A. Andrew....	82	66	148
Agassiz.....	43	32	75	Lawrence.....	65	21	86
Bennett.....	82	62	144	Lewis.....	56	68	124
Bigelow.....	73	67	140	Lincoln.....	100	86	186
Bowditch.....	88	85	173	Longfellow.....	57	33	90
Bowdoin.....	41	32	73	Lowell.....	100	92	192
Brimmer.....	46	40	86	Lyman.....	76	92	168
Bunker Hill.....	58	52	110	Martin.....	33	37	70
Chapman.....	72	78	150	Mary Hemenway....	48	56	104
Charles Sumner....	68	59	127	Mather.....	104	78	182
Christopher Gibson,	73	72	145	Minot.....	32	30	62
Comins.....	38	35	73	Norcross.....	15	52	67
Dearborn.....	93	122	215	Phillips.....	23	32	55
Dillaway.....	84	86	170	Phillips Brooks....	123	106	229
Dudley.....	73	80	153	Prescott.....	40	46	86
Dwight.....	64	67	131	Prince.....	49	80	129
Edward Everett....	38	55	93	Quincy.....	34	37	71
Eliot.....	68	36	104	Rice.....	53	34	87
Emerson.....	99	83	182	Robert G. Shaw....	41	35	76
Everett.....	71	73	144	Roger Clap.....	66	60	126
Franklin.....	59	84	143	Sherwin.....	53	72	125
Frothingham.....	73	62	140	Shurtleff.....	31	22	53
Gaston.....	60	60	120	Thomas N. Hart....	106	61	167
George Putnam....	78	45	123	Tileston.....	43	45	88
Gilbert Stuart....	42	45	87	Warren.....	42	53	95
Hancock.....	110	129	239	Washington Allston,	96	99	195
Harvard.....	60	82	142	Wells.....	189	170	359
Henry L. Pierce....	70	84	154	Winthrop.....	8	16	24
Hugh O'Brien.....	79	26	105				
Hyde.....	56	50	106				
				Totals.....	3,776	3,611	7,387

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1900. Number of these Admitted to High and Latin Schools, September, 1900.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Totals.			Boys.	Girls.	Totals.	
Adams.....	17	16	33	13	Hyde.....	.....	43	43	28
Agassiz.....	38	.....	38	26	John A. Andrew...	19	28	47	17
Bennett.....	30	42	72	53	Lawrence.....	54	.....	54	17
Bigelow.....	91	.....	91	42	Lewis.....	38	53	91	62
Bowditch.....	.....	55	55	37	Lincoln.....	39	.....	39	20
Bowdoin.....	.....	36	36	19	Longfellow.....	23	25	48	35
Brimmer.....	34	.....	34	12	Lowell.....	46	43	89	42
Bunker Hill.....	18	21	39	16	Lyman.....	28	21	49	32
Chapman.....	38	47	85	55	Martin.....	16	27	43	26
Charles Sumner.....	16	21	37	19	Mary Hemenway..	50	39	89	61
Christopher Gibson..	38	76	114	84	Mather.....	68	70	138	86
Comins.....	40	38	78	31	Minot.....	16	22	38	17
Dearborn.....	37	36	73	33	Norcross.....	.....	46	46	20
Dillaway.....	.....	84	84	64	Phillips.....	49	.....	49	28
Dudley.....	40	.....	40	26	Prescott.....	19	28	47	23
Dwight.....	45	.....	45	23	Prince.....	26	48	74	50
Edward Everett.....	29	45	74	55	Quincy.....	28	.....	28	17
Eliot.....	45	.....	45	21	Rice.....	40	.....	40	23
Emerson.....	51	63	114	59	Robert G. Shaw....	22	18	40	26
Everett.....	.....	94	94	60	Roger Clap.....	21	18	39	19
Franklin.....	.....	62	62	33	Sherwin.....	39	.....	39	19
Frothingham.....	22	34	56	33	Shurtleff.....	.....	58	58	31
Gaston.....	.....	78	78	43	Thomas N. Hart...	48	.....	48	30
George Putnam.....	7	26	33	22	Tileston.....	17	17	34	27
Gilbert Stuart.....	14	26	40	23	Warren.....	21	18	39	31
Hancock.....	.....	41	41	18	Washington Allston	45	59	104	72
Harvard.....	18	29	47	27	Wells.....	.....	86	86	47
Henry L. Pierce.....	42	56	98	72	Winthrop.....	.....	65	65	34
Hugh O'Brien.....	55	61	116	73	Totals.....	1,537	1,919	3,456	2,032

KINDERGARTENS.

Semi-annual Returns to January 31, 1901.

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	4	56	64	120	42	42	84	36	70	79	37	116
Agassiz	4	45	38	83	36	28	64	19	77	37	48	85
Bennett	2	24	21	45	17	17	34	11	76	19	25	44
Bowditch	4	51	59	110	39	46	85	25	77	50	62	112
Bowdoin	3	42	52	94	27	33	60	34	64	67	33	100
Brimmer	2	30	28	58	23	22	45	13	78	39	15	54
Bunker Hill	2	22	19	41	17	13	30	11	73	30	12	42
Chapman	4	52	64	116	39	43	82	34	71	71	50	121
Chas. Sumner	4	41	59	100	32	44	76	24	76	34	70	104
Christ'r Gibson	6	84	85	169	67	67	134	35	79	78	87	165
Comins	4	47	59	106	35	39	74	32	70	61	43	104
Dearborn	2	35	35	70	27	26	53	17	76	37	29	66
Dillaway	4	54	62	116	42	45	87	29	75	68	47	115
Dudley	4	61	63	124	45	45	90	34	73	97	35	132
Dwight	4	48	60	108	36	44	80	28	74	66	45	111
Eliot	2	21	42	63	18	37	55	8	87	38	24	62
Emerson	2	34	24	58	27	17	44	14	76	37	18	55
Everett	2	28	26	54	19	14	33	21	61	39	25	55
Franklin	2	31	27	58	24	20	44	14	76	53	2	55
Frothingham	2	30	23	53	26	19	45	8	85	38	15	53
Gaston	2	30	32	62	26	28	54	8	87	36	22	58
Geo. Putnam	2	21	25	46	17	17	34	12	74	20	26	46
Gilbert Stuart	4	46	55	101	40	44	84	17	83	68	35	103
Hancock	8	113	134	247	94	107	201	46	81	183	71	254
Harvard	2	30	21	51	22	16	38	13	75	33	23	56
H. L. Pierce	3	54	57	111	38	41	79	32	71	66	50	116
Hugh O'Brien	2	28	21	49	23	17	40	9	82	38	14	52
Hyde	2	24	32	56	16	25	41	15	73	21	34	55
J. A. Andrew	2	20	27	47	16	21	37	10	79	23	33	56
Lawrence	4	47	54	101	38	41	79	22	78	69	20	89
Lewis	2	31	27	58	23	21	44	14	76	43	17	60
Lincoln	2	39	18	57	31	13	44	13	77	30	29	59

KINDERGARTENS. — *Concluded.**Semi-annual Returns to January 31, 1901.*

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Longfellow . . .	2	21	23	44	17	18	35	9	80	36	15	45
Lowell	3	44	38	82	34	28	62	20	75	55	27	82
Lyman	6	83	72	155	59	47	106	49	68	142	27	169
Martin	2	29	27	56	22	26	42	14	75	40	17	57
M. Hemenway,	2	25	25	50	18	19	37	13	74	12	38	50
Mather	2	36	28	64	28	20	48	16	75	39	20	59
Minot	2	24	28	52	18	19	37	15	71	20	31	54
Norcross	2	25	34	59	18	23	41	18	69	37	20	57
Phillips	2	26	25	51	21	19	40	11	78	47	5	52
PhillipsBrooks	2	25	27	52	18	17	35	17	67	36	19	55
Prescott	2	26	28	54	20	20	40	14	74	26	31	57
Prince	3	37	27	64	30	21	51	13	80	43	37	80
Quincy	2	34	28	62	27	21	48	14	77	48	14	62
Rice	2	30	23	53	21	14	35	18	66	31	24	55
Robert G. Shaw	3	46	42	88	36	33	69	19	78	45	40	85
Sherwin	2	29	29	58	22	23	45	13	77	33	25	58
Shurtleff	2	26	33	59	22	25	47	12	80	20	38	58
Thos. N. Hart,	4	67	40	107	58	33	91	16	85	72	35	107
Tilley	2	32	30	62	25	24	49	13	79	33	30	63
Warren	2	21	27	48	16	21	37	11	77	38	9	47
Wash. Allston,	4	69	39	108	54	29	83	25	77	45	71	116
Wells	4	61	64	125	44	47	91	34	73	88	33	121
Winthrop	2	37	37	74	27	28	55	19	74	58	25	83
Totals	157	2,172	2,187	4,359	1,677	1,621	3,298	1,061	76	2,697	1,730	4,427

STATISTICS

FOR THE

HALF-YEAR ENDING JUNE 30, 1901.

REGISTRATION. — 1900-1901.

Pupils registered in the public schools during the year ending June 30,
1901 :

SCHOOLS.	Boys.	Girls.	Total.
Normal, Latin and High	2,855	3,664	6,519
Grammar	22,789	21,511	44,300
Primary	18,500	16,905	35,405
Kindergarten	2,789	2,783	5,572
Total registration	46,933	44,863	91,796

EXPENDITURES. — 1901.

Salaries of instructors.....		\$2,178,597 72
“ officers.....		83,168 88
“ janitors.....		157,385 45
Fuel, gas and water.....		96,528 01
Supplies and incidentals:		
Books	\$58,806 61	
Printing	7,512 55	
Stationery and drawing materials	27,092 40	
Miscellaneous items.....	67,007 08	
		160,418 64
School-house repairs, etc.....		299,248 46
Expended from the appropriation.....		\$2,975,347 16
From income of Gibson and other funds.....		1,935 29
Total expenditure		2,977,282 45
School-houses and lots (special).....		737,183 81
Total gross expenditure.....		\$3,714,466 26

INCOME.

Tuition of non-resident pupils.....	\$21,816 26	
Trust funds, etc.....	23,610 26	
Sale of books	530 73	
State of Massachusetts, travelling expenses.....	2,497 82	
Sale of old buildings.....	1,712 50	
		50,167 57
Total net expenditures for public schools		\$3,664,298 69

SUMMARY.

June 30, 1901.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	1	10	11	178	174	4	97.6	170
Latin and High.....	11	89	91	180	5,278	4,922	356	93.2	4,990
Grammar	58	125	768	893	39,831	36,387	3,444	91.1	38,724
Primary	629	.....	629	629	31,069	26,863	4,206	86.4	30,905
Kindergartens	79	.....	156	156	4,471	3,258	1,213	72.8	4,416
Totals	778	215	1,654	1,869	80,827	71,604	9,223	88.5	79,205

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann	1	14	125	103	22	82.4	124
Spectacle Island	1	1	17	16	1	94.1	19
Evening High, Central.....	1	*26	1,722	1,369	353	79.5	
Charlestown Branch.....	1	8	207	161	46	77.7	
East Boston Branch.....	1	6	138	108	30	78.2	
Evening Elementary	13	163	3,403	2,292	1,111	67.3	
Evening Drawing.....	6	28	582	428	154	73.5	
Special classes	2	2	29	24	5	82.7	32
Totals	26	248	6,223	4,501	1,722	72.3	

* Each subordinate teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings; the other on Tuesday and Thursday evenings.

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School: Teacher		1	1
Girls' High School: Laboratory Assistant		1	1
Roxbury High School: Laboratory Assistant	1		1
Commercial Branches: Brighton High School: Special Teachers		2	2
Charlestown High School: Special Teachers	1	1	2
Dorchester High School: Special Teachers	1	1	2
East Boston High School: Special Teacher		1	1
Girls' High School: Special Teachers		2	2
Roxbury High School: Special Teacher		1	1
West Roxbury High School: Special Teacher	1		1
Cookery: Principal and Instructors		21	21
Drawing: Director and Assistants	3	3	6
Dorchester High School: Special Teacher		1	1
English High School: Special Teacher	1		1
Roxbury High School: Special Teacher		1	1
West Roxbury High School: Special Teacher		1	1
German: Girls' Latin and Girls' High Schools: Teacher	1		1
Kindergartening: Director		1	1
Normal School: Teacher of Theory and Practice		1	1
Military Drill: Instructor	1		1
Modern Languages: Assistant Instructors	2		2
Music: Director and Assistants	2	3	5
Physical Culture: Girls' Latin School: Special Teacher		1	1
Brighton High School: Special Teacher		1	1
Girls' High School: Special Teacher		1	1
Roxbury High School: Special Teachers		2	2
Physical Training: Director	1		1
Sewing: Teachers		39	39
Special Classes: Teachers		2	2
Wood-working: Principal and Assistant Instructors	2	21	29
Totals	23	109	132

NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns to June 30, 1901.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Normal	178		178		174	174	4	98	1				10	
Public Latin	548		548	525		525	23	96	1	9	12			
Girls' Latin		337	337		316	316		21	94					11
Brighton High	83	154	237	79	144	223	14	94	1	1			7	
Charlestown High	80	229	309	75	199	274	26	91	1	2	2		9	
Dorchester High	171	326	497	161	300	461	36	93	1	3	3		9	
East Boston High	106	174	280	99	162	261	19	93	1	3			6	
English High	753		753	706		706	47	94	1	17	9			
Girls' High		961	961		882	882	79	92	1	1	1		24	
Mechanic Arts High	430		430	413		413	17	96	1	2	6			5
Roxbury High	127	533	660	118	486	604	56	92	1	3	1		15	
West Roxbury High	84	191	275	78	179	257	18	93	1	2			7	
Totals	2,382	3,074	5,456	2,254	2,842	5,096	350	93	11	32	41		2	98

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1901.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.
	Normal.....	77	84	9	170	6	37	61	66
Latin.....	55	59	82	94	66	50	123	529	3	11	43	84	106	117	83	51	25	6	.....
Girls' Latin.....	30	29	48	60	36	42	73	318	.....	15	26	38	61	68	59	31	15	4	1
Brighton High.....	104	70	40	18	.....	.....	.....	232	.....	1	2	17	40	76	62	24	7	2	1
Charlestown High.....	48	80	74	33	.....	.....	.....	285	.....	.....	2	21	47	72	70	43	19	9	2
Dorchester High.....	251	131	58	30	.....	.....	.....	470	.....	.....	6	47	134	141	80	37	20	5	.....
East Boston High.....	133	61	43	23	.....	.....	.....	260	.....	.....	4	37	53	69	53	31	11	2	.....
English High.....	336	190	157	38	.....	.....	.....	730	.....	.....	21	91	150	210	149	79	24	5	1
Girls' High.....	423	217	174	79	.....	.....	.....	843	.....	.....	11	69	178	223	212	119	55	18	5
Mechanic Arts High.....	171	121	99	18	.....	.....	.....	409	.....	.....	.....	8	39	90	115	88	47	19	2
Roxbury High.....	271	166	121	50	.....	.....	.....	698	.....	.....	3	22	81	156	155	115	56	16	4
West Roxbury High.....	119	57	49	31	.....	.....	.....	256	.....	.....	2	22	59	63	51	43	13	3	.....
Totals.....	2,068	1,274	954	474	102	92	196	5,160	3	28	123	456	948	1,285	1,089	667	329	150	32

NORMAL, LATIN, AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, June 30, 1901.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal.....	10	178	17.8
Latin.....	21	548	26.1
Girls' Latin.....	11	337	30.6
Brighton High.....	8	237	29.8
Charlestown High.....	11	300	27.2
Dorchester High.....	12	497	41.4
East Boston High.....	9	280	31.1
English High.....	26	753	28.9
Girls' High.....	27	961	35.5
Mechanic Arts High.....	15	430	28.6
Roxbury High.....	20	660	33.0
West Roxbury High.....	9	275	30.5
Totals.....	179	5,456	30.4

Graduates, June, 1901.

SCHOOLS.	REGULAR COURSE.		FOUR YEARS' COURSE.		Totals.
	Men.	Women.	Men.	Women.	
Normal.....		84			84
Latin.....	47				47
Girls' Latin.....		40			40
Brighton High.....	11	31	3	12	57
Charlestown High.....	15	57	5	22	99
Dorchester High.....	25	28	2	24	79
East Boston High.....	18	22	3	15	58
English High.....	144		28		172
Girls' High.....		169		76	245
Mechanic Arts High.....	98		19		117
Roxbury High.....	17	83	4	26	130
West Roxbury High.....	18	28	5	20	71
Totals.....	333	542	69	195	1,199

GRAMMAR SCHOOLS.

Semi-annual Returns, June 30, 1901.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	266	228	494	244	206	450	44	91	1	1	1	9
Agassiz	645	44	689	590	40	630	59	91	1	2	1	12
Bennett	303	315	618	293	293	586	32	95	1	2	1	10
Bigelow	767	.....	767	702	.....	702	65	91	1	2	2	13
Bowditch .....	.....	644	644	.....	588	588	56	91	1	.....	2	11
Bowdoin .....	.....	476	476	.....	420	420	56	88	1	.....	2	9
Brimmer	569	.....	569	516	.....	516	53	91	1	1	1	9
Bunker Hill.....	253	236	489	236	218	454	35	93	1	1	2	8
Chapman.....	336	321	657	307	284	591	66	90	1	1	2	11
Charles Sumner....	320	281	601	298	251	549	52	91	1	1	2	10
Christopher Gibson.	435	482	917	407	441	848	69	92	1	2	2	14
Comins	307	325	632	288	294	582	50	92	1	1	2	11
Dearborn	452	391	843	409	344	753	90	89	1	1	2	15
Dillaway .....	.....	823	823	.....	737	737	86	90	1	.....	2	15
Dudley	770	.....	770	728	.....	728	42	95	1	2	1	13
Dwight.....	590	.....	590	544	.....	544	46	92	1	2	1	10
Edward Everett	266	291	560	238	262	500	60	89	1	1	2	8
Eliot	1,281	.....	1,281	1,171	.....	1,171	110	91	1	3	1	25
Emerson	505	489	994	467	443	910	84	92	1	2	2	17
Everett.....	.....	677	677	.....	608	608	69	90	1	.....	2	12
Franklin .....	.....	672	672	.....	613	613	59	91	1	.....	2	13
Frothingham.....	358	331	689	331	304	635	54	92	1	1	2	12
Gaston .....	.....	920	920	.....	846	846	74	92	1	.....	2	16
George Putnam....	275	233	508	257	211	468	40	92	1	1	1	8
Gilbert Stuart.....	210	238	478	223	219	442	36	92	1	1	1	8
Hancock .....	.....	984	984	.....	896	896	88	93	1	.....	2	20
Harvard	279	305	584	256	272	528	56	90	1	1	2	10
Henry L. Pierce....	432	457	889	392	404	796	93	90	1	2	1	15

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	477	350	827	442	322	764	63	92	1	1	2	14
Hyde		604	604	.....	555	555	49	92	1	.....	2	10
John A. Andrew	439	325	764	405	291	696	68	91	1	1	2	12
Lawrence	606	.....	606	570	.....	570	36	94	1	2	.....	12
Lewis	309	364	673	285	330	615	58	91	1	1	2	11
Lincoln	651	.....	651	604	.....	604	47	93	1	2	1	10
Longfellow	247	212	459	234	195	429	30	93	1	1	2	7
Lowell	534	518	1,052	498	470	968	84	92	1	1	2	18
Lyman	419	364	783	379	327	706	77	91	1	1	2	14
Martin	273	265	538	254	242	496	42	92	1	1	1	9
Mary Hemenway	332	347	679	303	306	609	70	90	1	1	2	11
Mather	479	473	952	446	425	871	81	91	1	2	2	15
Minot	169	181	350	158	168	326	24	93	1	.....	1	6
Norcross		569	569	.....	506	506	63	89	1	.....	2	11
Phillips	1,294	.....	1,294	1,171	.....	1,171	123	90	1	3	1	22
Phillips Brooks	348	336	684	326	312	638	46	93	1	1	2	11
Prescott	277	244	521	247	211	458	63	88	1	1	1	9
Prince	259	369	628	240	340	580	48	92	1	1	2	10
Quincy	568	.....	568	500	.....	500	68	88	1	2	1	8
Rice	433	.....	433	400	.....	400	33	92	1	2	2	6
Robert G. Shaw	202	185	387	186	171	357	30	92	1	1	3	5
Roger Clap.	277	302	579	251	263	514	65	89	1	1	1	9
Sherwin	571	.....	571	529	.....	529	42	93	1	2	1	8
Shurtleff		597	597	.....	530	530	67	90	1	.....	2	11
Thomas N. Hart	623	.....	623	598	.....	598	25	96	1	1	1	10
Tileston	186	215	401	172	197	369	32	92	1	1	1	7
Warren	306	325	631	286	302	588	43	93	1	1	2	10
Washington Allston	484	530	1,014	448	485	933	81	92	1	2	2	18
Wells		866	866	.....	783	783	83	90	1	.....	2	16
Winthrop		712	712	.....	633	633	79	89	1	.....	2	12
Totals	20,412	19,419	39,831	18,829	17,558	36,387	3,444	91	58	64	95	676

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1901.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	494	44.9	John A. Andrew	15	764	50.9
Agassiz	15	689	45.9	Lawrence	14	606	43.2
Bennett	13	618	47.5	Lewis	14	673	48.0
Blgelow	17	767	45.1	Lincoln	13	651	50.0
Bowditch	13	644	49.5	Longfellow	10	459	45.9
Bowdoin	11	476	43.2	Lowell	21	1,052	50.0
Brimmer	11	569	51.7	Lyman	17	783	46.0
Bunker Hill	11	489	44.4	Martin	11	538	48.9
Chapman	14	657	46.9	Mary Hemenway	14	679	48.5
Charles Sumner..	13	601	46.2	Mather	19	952	50.1
Ch'ist'r Gibson....	18	917	50.9	Minot	7	350	50.0
Comins	14	632	45.1	Norcross	13	569	43.7
Dearborn	18	843	46.8	Phillips	26	1,294	49.7
Dillaway	17	823	48.4	Phillips Brooks.	14	684	48.8
Dudley	16	770	48.1	Prescott	11	521	47.3
Dwight	13	590	45.3	Prince	13	628	48.3
Edward Everett..	11	560	50.9	Quincy	11	568	51.6
Elliot	29	1,281	44.1	Rice	10	433	43.3
Emerson	21	994	47.3	Robert G. Shaw.	9	387	43.0
Everett	14	677	48.3	Roger Clap.....	11	579	52.6
Franklin	15	672	44.8	Sherwin	11	571	51.9
Frothingham.....	15	689	45.9	Shurtleff.....	13	597	45.9
Gaston	18	920	51.1	Thomas N. Hart.	12	623	51.9
George Putnam ..	10	508	50.8	Tileston	9	401	44.5
Gilbert Stuart	10	478	47.8	Warren	13	631	48.5
Hancock	22	984	44.7	Wash. Allston...	22	1,014	46.0
Harvard	13	584	44.9	Wells	18	866	48.1
Henry L. Pierce..	18	889	49.3	Wintthrop	14	712	50.8
Hugh O'Brien....	17	827	48.6				
Hyde	12	604	50.3	Totals	893	39,831	44.6

GRAMMAR SCHOOLS.

Number of Pupils in each Class, whole Number and Ages, June 30, 1901.

SCHOOLS.	Number of Pupils in each Class, whole Number and Ages, June 30, 1901.																				
	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years.	
Adams	35	44	55	58	88	114	39	476	.....	12	39	74	70	96	84	65	31	25	.....	.....	.....
Agassiz	48	81	95	93	124	197	.....	638	.....	7	77	107	89	109	98	95	53	20	1	.....	.....
Bennett	69	86	98	102	133	163	.....	611	.....	12	65	81	106	91	87	86	52	24	5	.....	.....
Bigelow	91	91	137	105	123	79	129	746	1	18	59	101	123	149	128	98	48	24	6	.....	.....
Bowditch	52	100	129	105	105	99	30	620	.....	6	39	96	106	93	124	98	31	15	.....	.....	.....
Bowdoin	53	49	81	43	85	93	40	444	.....	2	31	70	77	88	65	54	60	11	4	.....	.....
Brunner	35	45	86	99	106	107	75	533	.....	14	53	88	85	108	99	60	30	11	4	.....	.....
Bunker Hill	46	42	77	87	113	103	17	485	.....	7	48	69	82	87	74	74	46	12	2	.....	.....
Chapman	77	75	101	101	123	130	35	642	1	22	61	104	125	90	94	89	33	14	4	.....	.....
Charles Sumner	53	86	114	121	109	106	.....	592	.....	9	54	88	97	103	111	81	31	11	2	.....	.....
Christopher Gibson	73	124	177	115	177	215	.....	911	.....	11	74	148	138	170	142	134	65	27	.....	.....	.....
Comins	82	85	99	100	102	107	42	617	1	7	45	82	114	110	125	90	37	3	.....	.....	.....
Dearborn	111	92	72	150	177	181	32	821	1	4	43	110	160	152	149	125	55	18	4	.....	.....
Dartmouth	76	100	144	142	149	135	.....	806	1	9	64	105	144	142	169	111	64	36	16	.....	.....
Dudley	76	95	98	134	166	164	31	702	.....	9	64	107	131	131	141	110	46	16	7	.....	.....
Dwight	39	81	87	130	91	100	32	563	.....	7	42	79	91	95	102	78	43	20	4	.....	.....
Edward Everett	75	83	73	103	104	115	.....	533	.....	6	51	61	98	94	94	82	54	8	5	.....	.....
Elliot	51	90	93	139	181	258	414	1,226	1	24	78	179	212	250	243	157	59	19	4	.....	.....
Emerson	109	122	162	127	204	211	42	977	.....	15	82	147	155	171	157	140	72	33	5	.....	.....
Everett	78	88	97	134	103	101	41	642	.....	5	30	80	112	108	101	166	55	29	12	.....	.....
Franklin	39	83	95	104	147	142	31	639	.....	7	44	108	133	113	109	70	38	9	6	.....	.....
Frothingham	51	76	77	110	140	197	33	684	2	20	61	125	120	129	109	109	68	38	12	.....	.....
Gaston	92	90	103	223	169	225	.....	502	.....	27	110	140	142	146	145	86	68	34	4	.....	.....
George Putnam	44	36	101	70	91	146	.....	488	.....	1	30	78	94	77	79	72	31	20	5	.....	.....
Gilbert Stuart	70	93	52	82	80	96	.....	473	.....	5	46	62	90	75	67	72	42	1	3	.....	.....

Hancock	35	86	135	97	188	339	931	3	20	80	148	173	178	165	96	49	16	8
Harvard	46	73	88	103	131	22	568	.....	12	39	79	110	100	97	53	43	15	7
Henry L. Pierce	129	117	133	146	176	148	879	2	8	73	113	170	150	123	108	81	42	7
Hugh O'Brien	97	75	120	135	183	136	803	.....	9	50	119	133	137	133	122	74	20	5
Hyde	45	79	86	97	118	76	588	.....	6	52	84	96	107	99	71	38	25	6
John A. Andrew	60	60	88	158	163	169	743	.....	11	70	120	142	145	116	87	38	14	.....
Lawrence	43	78	86	91	130	89	573	2	14	42	72	102	133	107	65	30	2	1
Lewis	83	90	100	120	108	135	656	2	13	38	88	108	109	100	86	57	28	6
Lincoln	48	80	81	100	150	169	628	.....	16	63	104	113	92	108	66	47	16	3
Longfellow	49	80	46	76	70	108	456	1	12	47	75	77	79	68	50	31	15	1
Lowell	152	161	134	216	216	.....	1,060	.....	12	76	160	170	208	170	166	75	21	1
Lyman	82	45	85	118	102	234	71	4	12	71	137	152	128	124	73	37	26	2
Martin	39	74	85	101	109	111	546	.....	4	29	65	82	90	116	77	35	11	4
Mary Hemenway	97	91	120	111	106	142	667	.....	4	41	85	109	108	113	107	35	35	6
Mather	93	137	200	204	159	118	939	1	9	61	126	143	185	162	139	82	23	6
Minot	37	50	69	58	79	53	346	.....	6	35	41	49	64	69	40	27	14	1
Norcross	45	51	82	96	115	144	563	1	7	43	83	103	115	108	69	23	8	2
Phillips	57	102	141	209	217	301	225	.....	11	78	183	237	247	215	162	86	27	4
Phillips Brooks	43	96	121	119	129	145	656	1	11	51	98	100	89	121	102	50	22	10
Prescott	50	76	67	108	120	98	519	.....	7	41	71	71	96	98	81	31	21	2
Prince	82	83	120	115	132	103	635	.....	5	44	103	88	117	98	81	64	24	8
Quincy	39	43	47	99	104	145	554	3	10	37	104	94	106	73	76	41	8	2
Rice	33	42	82	85	75	87	402	.....	2	30	45	57	77	78	68	36	9	.....
Robert G. Shaw	45	54	44	52	78	83	383	.....	4	43	54	66	63	65	45	29	13	1
Roger Chap.	56	56	93	96	120	147	568	.....	15	55	90	103	85	99	71	31	16	.....
Sherwin	49	49	52	105	112	116	549	.....	8	40	75	89	107	86	78	47	13	3
Shurtliff	58	49	82	200	102	90	581	2	21	51	86	92	96	109	65	42	11	6
Thomas S. Hart	19	69	91	108	114	173	604	1	15	66	92	86	108	106	71	37	14	7
Tilston	39	51	45	86	84	94	399	.....	8	41	63	73	60	61	55	20	14	2
Warren	62	65	87	122	123	116	599	.....	10	40	80	74	117	107	79	53	29	10
Washington Allston	89	126	167	172	211	237	1,002	1	15	89	159	180	180	157	120	70	26	5
Wells	61	84	41	176	150	135	821	1	22	63	133	166	173	131	90	34	5	3
Winthrop	59	39	101	112	108	155	683	.....	26	55	106	126	128	117	68	41	13	3
Totals	3,682	4,601	5,627	6,845	7,318	8,316	23,305	33	631	3,156	5,730	6,611	6,951	6,524	5,045	2,763	1,055	242

GRAMMAR SCHOOLS.

Graduates, June, 1901.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	20	16	36	John A. Andrew...	35	25	60
Agassiz	46	.....	46	Lawrence	40	.....	40
Bennett	30	39	69	Lewis	38	45	83
Bigelow	91	.....	91	Lincoln	44	.....	44
Bowditch.....	.....	50	50	Longfellow	28	21	49
Bowdoin .....	.....	48	48	Lowell	71	70	141
Brimmer	34	.....	34	Lyman	42	40	82
Bunker Hill.....	27	18	45	Martin	17	21	38
Chapman.....	32	39	71	Mary Hemenway ..	39	56	95
Chas. Sumner	32	21	53	Mather	39	54	93
Chris. Gibson	35	37	72	Minot.....	12	23	35
Comins.....	31	45	76	Norcross .....	.....	45	45
Dearborn.....	52	62	114	Phillips	51	.....	51
Dillaway .....	.....	76	76	Phillips Brooks....	20	22	42
Dudley.....	57	.....	57	Prescott	32	18	50
Dwight.....	39	.....	39	Prince.....	28	51	79
Edward Everett....	29	46	75	Quincy	39	.....	39
Elliot.....	51	.....	51	Rice	39	.....	39
Emerson	45	64	109	Robert G. Shaw....	19	25	44
Everett.....	.....	78	78	Roger Clap.....	28	28	56
Franklin .....	.....	41	41	Sherwin	45	.....	45
Frothingham.....	31	20	51	Sturteff.....	.....	58	58
Gaston .....	.....	92	92	Thomas N. Hart....	49	.....	49
George Putnam....	19	24	43	Tileston	11	26	37
Gilbert Stuart....	18	49	67	Warren.....	23	39	62
Hancock .....	.....	31	31	Wash. Allston.....	32	52	84
Harvard.....	17	29	46	Wells .....	.....	61	61
Henry L. Pierce....	53	70	125	Winthrop....	.....	60	60
Hugh O'Brien	46	50	96				
Hyde .....	.....	39	39	Totals	1,658	1,924	3,582

PRIMARY SCHOOLS.

Semi-annual Returns to June 30, 1901.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	8	217	158	375	190	136	326	49	87	285	100	385
Agassiz	8	204	154	358	179	133	312	46	87	262	94	356
Bennett	9	276	218	494	253	194	447	47	90	412	92	504
Bigelow	10	263	214	477	238	186	424	53	89	358	110	468
Bowditch.....	13	345	294	639	305	256	561	78	82	506	129	635
Bowdoin.....	9	218	218	436	187	184	371	65	85	343	91	434
Brimmer.....	7	177	145	322	156	124	280	42	87	233	87	320
Bunker Hill.....	10	197	173	370	178	150	328	42	88	284	87	371
Chapman.....	9	196	212	408	163	174	337	71	83	306	94	400
Charles Sumner,	9	209	180	389	187	157	344	45	88	319	68	387
Christ'r Gibson,	16	424	385	809	371	327	698	111	86	630	183	813
Comins	8	205	177	382	177	147	324	58	85	283	88	371
Dearborn.....	20	583	433	1,036	481	365	846	190	82	689	347	1,036
Dillaway.....	10	282	279	561	244	233	477	84	85	461	118	579
Dudley.....	14	376	400	776	334	345	679	97	88	552	212	764
Dwight.....	10	224	251	475	198	216	414	61	87	340	111	451
Edward Everett,	8	224	215	439	195	189	384	55	87	330	104	434
Eliot.....	13	393	296	689	364	274	638	51	93	497	172	669
Emerson.....	15	409	358	767	358	308	666	101	87	592	184	776
Everett.....	10	233	264	497	204	222	426	71	86	348	147	495
Franklin.....	13	343	339	682	301	288	589	93	86	462	141	603
Frothingham....	12	274	282	556	245	242	487	69	88	459	104	563
Gaston.....	8	251	229	480	209	185	398	82	83	383	86	469
George Putnam,	8	220	202	422	187	165	352	70	83	307	110	417
Gilbert Stuart...	6	158	161	319	141	143	284	35	89	267	52	319
Hancock.....	28	611	692	1,303	545	620	1,165	138	89	943	338	1,281
Harvard.....	12	283	280	563	249	239	488	75	87	437	129	566
Henry L. Pierce,	12	272	255	527	232	204	436	91	83	439	96	535
Hugh O'Brien..	10	331	165	496	283	137	420	76	85	364	124	488

PRIMARY SCHOOLS. — *Concluded.*
Semi-annual Returns to June 30, 1901.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hyde.....	7	225	192	417	198	170	368	49	88	314	112	426
John A. Andrew...	11	305	254	559	268	213	481	78	86	423	120	543
Lawrence.....	15	392	161	543	356	134	490	53	90	380	171	551
Lewis.....	10	256	226	482	217	187	404	78	84	374	98	472
Lincoln.....	13	406	263	669	366	229	595	74	89	533	130	663
Longfellow.....	6	172	146	318	152	125	277	41	87	252	63	315
Lowell.....	16	424	452	876	357	367	724	152	83	652	217	869
Lyman.....	13	336	274	610	300	243	543	67	89	504	114	618
Martin.....	7	136	128	264	120	111	231	33	88	205	100	305
Mary Hemenway...	9	221	214	435	178	168	346	89	80	340	108	448
Mather.....	17	429	387	816	374	330	704	112	86	624	200	824
Minot.....	5	127	125	252	113	107	220	32	88	221	39	260
Norcross.....	10	141	334	475	125	294	419	56	88	389	87	476
Phillips.....	6	140	154	294	129	142	271	23	92	209	75	284
Phillips Brooks....	14	393	340	733	328	273	601	132	82	529	195	724
Prescott.....	9	200	202	402	174	171	345	57	86	309	94	403
Prince.....	8	202	219	421	173	182	355	66	84	317	129	446
Quincy.....	11	302	242	544	256	204	460	84	85	431	110	541
Rice.....	6	148	123	271	129	108	237	34	87	187	75	262
Robert G. Shaw....	6	130	110	240	113	92	205	35	85	198	48	246
Roger Clap.....	10	297	257	554	254	219	473	81	85	455	95	550
Sherwin.....	11	265	260	525	237	222	459	66	87	396	135	531
Shurtleff.....	7	156	156	312	138	134	272	40	87	255	53	308
Thomas N. Hart....	11	336	210	546	308	191	499	47	91	442	91	533
Tileston.....	7	172	163	335	150	139	289	46	86	259	87	346
Warren.....	7	170	164	334	155	136	291	43	87	263	70	333
Washington Allston,	15	422	412	834	365	348	713	121	85	663	175	838
Wells.....	32	856	826	1,682	745	716	1,461	221	87	1,253	362	1,615
Winthrop.....	5	137	142	279	113	116	229	50	82	256	30	286
Totals.....	629	16,294	14,775	31,069	14,245	12,618	26,863	4,206	86	23,724	7,181	30,905

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,
June 30, 1901.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Adams	100	101	184	385	27	83	93	82	57	38	4	1	....
Agassiz	97	115	144	356	20	70	89	83	58	28	6	1	1
Bennett	98	160	246	504	57	105	125	125	56	27	8	1	....
Bigelow	127	155	186	468	39	90	121	108	74	26	7	2	1
Bowditch	161	238	236	635	33	141	171	161	89	29	9	1	1
Bowdoin	80	137	217	434	23	98	129	98	60	28	3	....	....
Brimmer	94	89	137	320	30	74	63	66	66	19	2	....	....
Bunker Hill...	109	115	147	371	37	78	64	105	57	21	6	3	....
Chapman.....	127	112	161	400	20	89	110	87	57	33	4	....	....
Chas. Sumner.	112	175	100	387	28	76	114	101	52	8	5	2	1
Chris. Gibson.	203	233	377	813	71	169	208	182	124	44	10	5	....
Comins.....	96	93	182	371	43	63	81	96	52	24	8	3	1
Dearborn	239	299	498	1,036	55	198	202	234	190	87	43	13	14
Dillaway	161	167	251	579	37	122	166	136	70	36	9	2	1
Dudley	163	266	335	764	45	164	163	180	125	56	22	8	1
Dwight.....	119	139	193	451	12	84	135	109	76	26	7	2	....
Edw. Everett.	126	147	161	434	28	86	98	118	66	34	2	1	1
Eliot	110	210	349	669	66	131	153	147	101	56	14	1	....
Emerson	196	239	341	776	76	162	182	172	119	46	13	5	1
Everett.....	141	144	210	495	23	87	121	117	87	42	12	6	....
Franklin	144	144	315	603	62	135	127	138	96	39	6	....	....
Frothingham..	140	202	221	563	39	130	158	132	71	25	8	....	....
Gaston	119	172	178	469	44	105	116	118	53	25	6	1	1
Geo. Putnam..	129	135	153	417	22	96	94	95	66	30	12	2	....
Gilbert Stuart.	93	109	117	319	26	75	80	86	36	13	3	....	....
Hancock	245	368	668	1,281	90	276	289	288	209	95	27	6	1
Harvard	140	221	205	566	45	126	134	132	79	37	10	3	....
H. L. Pierce...	135	132	268	535	32	145	139	123	69	23	4	....	....
Hugh O'Brien.	103	114	271	488	53	113	107	91	70	35	13	4	2

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	120	135	171	426	38	80	105	91	63	35	10	4	....
J. A. Andrew.	171	143	229	543	55	110	129	129	82	26	11	....	1
Lawrence	163	177	211	551	56	94	122	108	92	52	20	5	2
Lewis	142	135	195	472	34	87	137	116	77	18	....	1	2
Lincoln	204	215	244	663	52	135	168	178	77	32	14	5	2
Longfellow ...	100	84	131	315	33	72	68	79	40	14	7	2	....
Lowell	253	266	350	869	66	167	222	197	141	52	16	5	3
Lyman	108	200	310	618	54	166	149	135	78	32	3	1	...
Martin	98	96	111	305	11	57	67	70	52	28	12	6	2
M'y Hemenw'y	130	118	200	448	39	90	106	105	74	25	5	4	....
Mather	224	288	312	824	77	165	206	176	116	53	24	5	2
Minot	80	84	96	260	22	66	64	69	23	12	4	....	....
Norcross	126	144	206	476	56	119	114	100	43	28	9	5	2
Phillips	57	102	125	284	6	68	78	57	43	27	5	....	....
Pl'tps Brooks..	208	232	284	724	54	128	189	158	132	44	13	3	3
Prescott	110	125	168	403	35	97	92	85	50	28	13	3	....
Prince	139	120	187	446	18	88	118	93	75	37	12	3	2
Quincy	180	164	197	541	43	132	124	132	83	23	3	1	....
Rice	91	78	93	262	13	37	52	85	51	14	8	2	....
Rob't G. Shaw	70	87	89	246	13	44	70	71	36	8	4	....	....
Roger Clap....	145	181	224	550	61	122	134	138	61	26	7	1	....
Sherwin.....	159	184	188	531	50	108	116	122	98	26	5	4	2
Shurtleff	97	103	108	308	27	64	89	75	29	20	2	1	1
Thos. N. Hart.	178	173	182	533	27	108	182	125	61	20	9	....	1
Tileston	91	108	147	346	36	66	93	64	42	33	8	3	1
Warren	100	94	139	333	22	77	86	78	51	17	2	....	....
Wash. Allston.	209	288	341	838	62	174	220	207	102	54	8	6	5
Wells.....	454	501	660	1,615	92	401	380	380	230	105	25	2	....
Winthrop	47	105	134	286	34	85	78	59	18	9	3	....	....
Totals . . .	8,161	9,661	13,083	30,905	2,369	6,578	7,590	7,187	4,505	1,928	545	145	58

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1901.

DISTRICTS.	Number of Teachers.	Av. whole number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole number of Pupils.	Number of Pupils to a Teacher.
Adams	8	375	46.8	John A. Andrew	11	559	50.8
Agassiz	8	358	44.7	Lawrence	15	543	36.2
Bennett	9	494	54.8	Lewis	10	482	48.2
Bigelow	10	477	47.7	Lincoln	13	669	50.4
Bowditch	13	639	49.1	Longfellow	6	318	52.0
Bowdoin	9	436	48.4	Lowell	16	876	54.7
Brimmer	7	322	46.0	Lyman	13	610	46.9
Bunker Hill	10	370	37.0	Martin	7	264	37.7
Chapman	9	408	45.3	Mary Hemenway	9	435	48.3
Charles Sumner	9	389	43.2	Mather	17	816	48.0
Christopher Gibson	16	809	50.5	Minot	5	252	50.4
Comins	8	382	47.7	Norcross	10	475	47.5
Dearborn	20	1,036	51.8	Phillips	6	294	49.0
Dillaway	10	561	56.1	Phillips Brooks.	14	733	52.3
Dudley	14	776	55.4	Prescott	9	402	44.6
Dwight	10	475	47.5	Prince	8	421	52.6
Edward Everett	8	439	54.8	Quincy	11	544	49.4
Eliot	13	689	53.0	Rice	6	271	45.1
Emerson	15	767	51.1	Robert G. Shaw	6	240	40.0
Everett	10	497	49.7	Roger Clap	10	554	55.4
Franklin	13	682	52.4	Sherwin	11	525	47.7
Frothingham	12	556	46.3	Shurtleff	7	312	44.5
Gaston	8	480	60.0	Thomas N. Hart	11	546	49.6
George Putnam	8	422	52.7	Tileston	7	335	47.8
Gilbert Stuart	6	319	53.1	Warren	7	334	47.7
Hancock	28	1,303	46.5	Wash. Allston ..	15	834	55.6
Harvard	12	563	47.0	Wells	32	1,682	52.5
Henry L. Pierce	12	527	43.9	Winthrop	5	279	59.8
Hugh O'Brien	10	496	49.6	Totals	629	31,069	49.3
Hyde	7	417	59.5				

KINDERGARTENS.

Semi-annual Returns to June 30, 1901.

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	4	83	102	185	56	65	121	64	65	73	93	166
Agassiz	4	46	39	85	32	27	59	26	69	23	52	75
Bennett	2	26	18	44	18	14	32	12	73	5	39	44
Bowditch	4	48	60	108	36	45	81	27	75	36	76	112
Bowdoin	3	42	55	97	26	34	60	37	62	45	47	92
Brimmer	2	24	23	47	20	18	38	9	81	16	27	43
Bunker Hill	1	23	19	42	18	12	30	12	71	21	23	44
Chapman	4	59	65	124	45	41	86	38	69	52	70	122
Chas. Sumner	4	48	60	108	35	42	77	31	71	36	75	111
Christ'r Gibson	6	91	82	173	68	59	127	46	74	59	102	161
Comins	4	49	63	112	34	41	75	37	67	52	62	114
Dearborn	2	31	31	62	21	21	42	20	68	18	41	59
Dillaway	4	53	58	111	36	39	75	36	67	44	61	105
Dudley	4	59	67	126	46	52	98	28	78	72	56	128
Dwight	4	54	59	113	40	41	81	32	71	44	64	108
Eliot	2	26	34	60	21	28	49	11	82	39	21	60
Emerson	2	33	26	59	25	18	43	16	73	26	41	67
Everett	2	30	26	56	21	16	37	19	66	20	31	51
Franklin	2	34	27	61	25	19	44	17	72	49	10	59
Frothingham	2	30	24	54	24	20	44	10	81	23	34	57
Gaston	2	26	28	54	22	22	44	10	81	17	37	54
Geo. Putnam	2	22	27	49	15	20	35	14	71	11	40	51
Gilbert Stuart	3	47	56	103	38	40	78	25	76	40	66	106
Hancock	8	111	130	241	92	98	190	51	79	115	114	229
Harvard	2	29	25	54	22	18	40	14	74	27	27	54
H. L. Pierce	4	54	55	109	33	34	67	42	61	35	79	114
Hugh O'Brien	2	31	22	53	22	15	37	16	70	26	28	54
Hyde	2	23	38	61	17	29	46	15	75	11	52	63
J. A. Andrew	2	24	34	58	17	22	39	19	67	15	45	60
Lawrence	4	47	47	94	37	37	74	20	79	41	39	80

KINDERGARTENS. — *Concluded.*
Semi-annual Returns to June 30, 1901.

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Lewis	2	30	30	60	21	20	41	19	68	26	33	59
Lincoln	2	35	19	54	26	15	41	13	76	22	28	50
Longfellow ...	2	39	34	73	30	25	55	18	75	31	47	78
Lowell	3	43	37	80	34	29	63	17	79	34	44	78
Lyman.....	6	94	78	172	67	52	119	53	69	98	71	169
Martin	2	31	25	56	24	19	43	13	77	24	32	56
M. Hemenway.	2	25	29	54	16	18	34	20	63	9	46	55
Mather	2	33	23	56	27	17	44	12	79	25	33	58
Minot	2	27	33	60	20	22	42	18	70	19	46	65
Norcross	2	22	30	52	15	18	33	19	63	36	20	56
Phillips	2	25	25	50	21	17	38	12	76	.....	48	48
PhillipsBrooks	2	26	29	55	19	20	39	16	71	25	30	55
Prescott.....	2	20	30	50	14	22	36	14	72	11	39	50
Prince	3	39	29	68	32	23	55	13	81	30	42	72
Quincy	2	32	28	60	26	21	47	13	78	34	26	60
Rice	2	32	24	56	25	16	41	15	73	24	30	54
Robert G. Shaw	3	43	41	84	30	28	58	26	69	38	39	77
Sherwin.....	2	26	28	54	20	21	41	13	76	18	29	47
Shurtleff	2	26	31	57	22	24	46	11	83	6	48	54
Thos. N. Hart,	4	71	37	108	61	31	92	16	85	29	78	107
Tilston.....	2	36	27	63	29	21	50	13	79	33	35	68
Warren	2	21	29	50	17	23	40	10	80	24	27	51
Wash. Allston,	4	69	44	113	55	34	89	24	79	29	101	130
Wells.....	4	57	62	119	39	42	81	38	68	46	60	106
Winthrop.....	2	37	27	64	26	15	41	23	63	47	23	70
Totals.....	156	2,242	2,239	4,471	1,678	1,580	3,258	1,213	73	1,809	2,607	4,416

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.		Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....
High Schools.	Advanced Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Third-year Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Second-year Class. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....
Grammar Schools.	Ninth Grade .. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys. ....	.....	.....	.....	.....	.....	1
		Girls. ....	.....	.....	.....	.....	.....	1
	Sixth Grade .. {	Boys. ....	.....	.....	.....	.....	.....	24
		Girls. ....	.....	.....	.....	.....	.....	21
	Fifth Grade... {	Boys. ....	.....	.....	.....	.....	12	261
		Girls. ....	.....	.....	.....	.....	28	316
	Fourth Grade. {	Boys. ....	.....	.....	.....	12	257	1,154
		Girls. ....	.....	.....	.....	11	263	1,144
	Ungraded {	Boys. ....	.....	.....	.....	6	41	132
		Girls. ....	.....	.....	.....	4	30	96
Totals .....	.....	.....	.....	.....	33	631	3,150	
Primary Schools.	Third Grade .. {	Boys. ....	.....	.....	4	294	1,440	1,416
		Girls. ....	.....	.....	5	296	1,389	1,374
	Second Grade. {	Boys. ....	.....	5	450	1,894	1,676	721
		Girls. ....	.....	1	409	1,789	1,474	641
	First Grade... {	Boys.	7	1,279	2,971	1,747	671	199
		Girls.	8	1,069	2,739	1,570	537	154
Totals .....	.....	15	2,351	6,578	7,590	7,187	4,505	
Kinder- gartens.	All Classes.... {	Boys.	122	809	1,084	186	16	.....
		Girls.	104	774	1,087	217	17	.....
	Totals .....	.....	226	1,583	2,171	403	33	.....
Totals by Ages .....	.....	226	1,598	4,525	6,981	7,656	7,818	7,655

TO AGE AND TO GRADES, JUNE 30, 1901.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	3	11	43	84	106	117	83	51	31	529
.....	.....	15	26	38	61	68	59	31	20	318
.....	3	26	69	122	167	185	142	82	51	847
.....	.....	.....	.....	.....	.....	3	16	35	34	88
.....	.....	.....	.....	.....	.....	8	46	78	100	232
.....	.....	.....	.....	.....	10	56	118	114	68	366
.....	.....	.....	.....	1	7	83	167	123	68	449
.....	.....	.....	.....	16	75	167	142	65	19	484
.....	.....	.....	1	16	91	132	194	93	31	618
.....	.....	2	30	138	237	249	118	26	12	812
.....	.....	.....	23	163	361	342	146	45	14	1,094
.....	.....	2	54	334	781	1,100	947	579	346	4,143
1	.....	41	212	560	534	294	65	12	.....	1,719
1	1	34	250	619	612	341	90	15	.....	1,963
1	35	297	648	737	415	116	17	7	.....	2,273
1	39	247	675	747	409	159	44	7	.....	2,328
35	239	736	893	656	231	55	7	1	.....	2,854
32	277	757	876	567	208	46	8	1	.....	2,773
282	855	1,064	767	332	83	9	2	2	.....	3,420
319	882	1,046	762	300	79	12	4	.....	.....	3,425
893	1,154	820	454	176	48	6	1	.....	.....	3,825
991	1,081	666	313	98	25	4	1	.....	.....	3,523
1,370	787	448	200	62	9	3	.....	.....	.....	4,302
1,334	735	318	139	55	13	.....	.....	2	.....	4,014
289	301	301	219	91	24	1	1	.....	.....	1,406
181	225	179	116	45	13	9	.....	1	.....	899
5,730	6,611	6,954	6,524	5,045	2,703	1,055	240	48	.....	38,724
725	208	48	16	.....	.....	.....	.....	.....	.....	4,151
669	193	56	28	.....	.....	.....	.....	.....	.....	4,010
249	69	24	6	.....	.....	.....	.....	.....	.....	5,094
184	58	8	3	.....	.....	.....	.....	.....	.....	4,567
48	7	5	2	.....	.....	.....	.....	.....	.....	6,366
53	10	4	3	.....	.....	.....	.....	.....	.....	6,147
1,028	545	145	58	.....	.....	.....	.....	.....	.....	30,905
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,217
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,199
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,416
7,058	7,159	7,127	6,705	5,501	3,051	2,340	1,320	709	397	79,035

EVENING SCHOOLS.

October, 1900 — March, 1901.

HIGH AND ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	Average Number Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a teacher, exc. Principal.
				Men.	Women.	Total.		
High.....	116	2,712	1,722	737	632	1,369	*26	27
High, Ch'n Branch....	70	435	207	97	64	161	8	23
High, E. B. Branch....	72	300	138	56	52	108	6	21
Bigelow	117	432	203	101	88	189	13	16
Comins.....	103	479	208	88	37	125	9	16
Dearborn.....	102	459	163	68	29	97	8	14
Ellot.....	117	1,360	511	355	.....	355	23	16
Franklin	121	788	439	138	160	298	21	15
Hancock	117	400	246	.....	194	194	14	15
Lincoln	100	199	99	44	26	70	6	14
Lyman.....	107	416	164	65	43	108	8	15
Mather.....	107	305	119	50	26	76	7	13
Quincy.....	112	515	212	95	47	142	10	16
Warren.....	107	303	209	88	39	127	10	14
Washington Allston....	105	330	147	89	25	114	8	16
Wells	117	1,450	503	228	169	397	26	16
Totals.....	1,690	10,883	5,470	2,299	1,631	3,930	203	19

* Each teacher was in charge of two classes, one of which met on Monday, Wednesday and Friday evenings, the other on Tuesday and Thursday evenings.

DRAWING.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	Average Number Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Men.	Women.	Total.		
Charlestown	67	255	146	81	11	92	7	15
Columbus avenue.....	66	240	123	106	.....	106	6	21
East Boston	66	180	84	63	5	68	5	17
Roxbury	66	183	81	63	6	69	4	23
Special class for study of design.....	41	68	41	7	18	25	1	25
Warren avenue... ..	66	188	107	49	19	68	5	17
Totals.....	372	1,114	582	369	59	428	28	19

ANNUAL SCHOOL FESTIVAL.

1901.

ANNUAL SCHOOL FESTIVAL, 1901.

The Annual School Festival, in honor of the graduates of the Boston Public Grammar Schools, was held in the Massachusetts Charitable Mechanics Building, Huntington avenue, on the afternoon of Saturday, June 29, 1901, under the direction of the Committee of the School Board appointed for the purpose, consisting of Mr. Thomas J. Kenny (chairman), and Messrs. Allen, Brett, Miss Barrows, and Mr. Vogel.

The graduates of the Grammar Schools, nearly 3,200 in number, occupied the entire floor of the great hall.

The Chief Marshal was Mr. Lewis H. Dutton, master of the Hancock School, who was assisted by an efficient staff of masters from various other schools.

Mr. James M. McLaughlin, Director of Music, conducted the singing; the music was furnished by Carter's Band; the collation for the committee and graduates was provided by T. D. Cook & Co., and the decorations were designed and placed by the New England Decorating Company. Flowers for distribution to the graduates were arranged in large banks, extending the entire width of the platform, and presenting a background of varied colors suggestive of the occasion.

The exercises began at 2 o'clock, with the entrance of the committee and their guests, consisting of Mayor Thomas N. Hart, Hon. James J. Myers, Speaker of the Massachusetts House of Representatives, and President William J. Gallivan of the School Committee.

A detachment of the School Cadets marched from the rear of the hall to the platform, escorting the national colors,

which were placed on the platform and saluted; large American flags suspended near the roof were unfurled, and myriad stars of red, white and blue tissue paper showered the great audience, while all arose and, led by the band, sang two stanzas of the "Star Spangled Banner." The spectacle was beautiful and inspiring.

The Chairman of the Festival Committee then delivered the opening address, as follows:

ADDRESS OF MR. THOMAS J. KENNY.

Graduates of the Grammar Schools: Standing at the gateway of the new century, you represent to-day the wonderful march of enlightenment, — the glory of the nineteenth century.

You boys and girls of our dear old Boston are now the recipients of a mark of distinction conferred this week by our beloved city, which, for all time, will associate you with our proudest achievements, namely, our public schools.

It is your good fortune to enter into the affairs of life at a time when a free press, reaching into every hamlet in the land, is diffusing knowledge to all our citizens; when high schools and colleges are reared in every section; churches teaching every faith with the protection of the law; railroads spanning the continent; and the telegraph and telephone making every community the centre of the world's daily records: and, as you are each a unit in the great total which goes to make this nation the one great republic which has thus far in the world's history illustrated constitutional freedom in all its beneficence, power and grandeur, and which insures to all of her children enough of an education to place all things within their reach, if they are willing to make honest effort, — you must each now prepare to assume your share of the responsibilities toward perpetuating the blessings which have come to us.

To-day you are brought together upon an occasion of rejoicing. A few years hence each one of you must meet and mingle with the stern realities, in solving the problem of good citizenship, and aid in bringing to every home that true character which insures gentleness, integrity and force. I wish I might enter

into your feelings to-day,—into all your aspirations for the future,—and be able to indicate and point out the pleasures that lie in store for you,—the ambitions to be gratified, the work to be accomplished.

You are now in the Springtime of your lives,—at the fountain-head of the stream of your existence, which will deepen and widen with every year as time rolls on. It is a great thing to be standing where you are now.

You are just beginning to be thinkers, and, as such, responsible beings, who must encounter problems and solve them aright.

“The pebble on the streamlet’s brink
Has changed the course of many a river;
The dewdrop on the acorn leaf
May warp the giant oak forever.”

Let us remember that a pebble in the hand of the youth David hurled against Goliath struck down the giant. Let us, my dear young friends, be the pebble in the hand of God that shall defend our country whenever she is assailed. Let us be as the pebble in the mountain brook, turning the course of the stream toward the great ocean of American intelligence.

And now, my dear young graduates, on such an occasion, in this great assembly, a member of the School Committee of Boston would speak to no purpose if he did not remind you that your duties to your city, state and country have only just commenced. Every boy and girl here this afternoon has an opportunity of making for himself and herself a future just as complete with honor and happiness as the boy and girl in any other part of this great country of ours. To attain this, however, our country requires that every one of us shall do good work in our chosen field of labor. By honest endeavor we may all aspire to the highest places in our glorious old Commonwealth, and be admitted to the only aristocracy recognized here,—that of heart, brain, intelligent manhood and womanhood.

For the first time in my life I have recently crossed the continent to the Pacific Ocean: and the glory of America grows upon one as the journey proceeds.

General Grant, at the opening of his masterful work, for which the Almighty gave him a year of respite, says: "I am an American!"

Always be proud that you are Americans. Glory in your country and its institutions! Always great, it has risen to-day to a high summit. The strong difference in views of individuals and parties safeguards every step, and results attained are only after the fullest discussion and represent the consensus of opinion of our great people.

A distinguished Mayor of Boston once said, that of all monuments raised to the memory of great men the most appropriate are those whose foundations are laid in their own works, constructed of materials supplied and wrought by their own labors: and in going out from this gathering to-day, — many of you probably parting with your school companions and classmates at this milestone in life's journey, — remember that you each have a mission to perform, and that a life in any sphere which is the expression of a loving, gentle and honest heart will be certain to be a life of beneficence in the best possible direction.

"He liveth long who liveth well, —
 All else is life but thrown away;
 He liveth longest who can tell
 Of true things truly done each day.

"Then fill each hour with what will last,
 Buy up the moments as they go;
 The life above, when this is past,
 Is the ripe fruit of life below."

Upon the conclusion of his address, the band played a short selection, after which the Chairman said:

Upon a certain historic occasion, in the Senate of the United States, referring to Massachusetts, the great statesman, now sleeping at Marshfield, said:

"There she is — behold her, and judge for yourselves. There is her history — the world knows it by heart. The past at least is secure. There is Boston and Concord and

Lexington and Bunker Hill, and there they will remain forever. The bones of her sons, fallen in the great struggle for independence, now lie mingled with the soil of every State from New England to Georgia; and there they will lie forever."

We all wish that we might have had with us to-day, to speak for our glorious old Commonwealth, her chosen chief; but while regretting his absence, we are none the less proud of the opportunity of welcoming in his stead the Speaker of the House of Representatives; and I have now the great pleasure of presenting to you the Hon. James J. Myers.

ADDRESS OF HON. JAMES J. MYERS.

Mr. Chairman, Boys and Girls of the Public Grammar Schools: To me, to-day, has fallen the pleasant privilege and the honor of coming here to take part, briefly, in this beautiful occasion, to meet the boys and girls of the Boston schools and to bring to them the greetings and the good wishes of that Commonwealth into whose life they are so soon to be merged. It is a pleasure to do this, and I could sincerely wish that the honored Governor of the Commonwealth, who so splendidly typifies the highest type of Massachusetts manhood, devoted to good works, devoted to noble ideals of citizenship, proud of the Commonwealth over which he presides, and hopeful for all her children, could be here to utter these words of welcome himself.

I know that it would be cruel, in this heated atmosphere, to keep you long to listen to any words of advice or of preaching by me.

I know that this beautiful occasion which has brought you together is for other purposes than to be talked to about the lessons that life is to bring. Speaking for the Commonwealth, as its representative, all that I can say is to ask you to remember the heritage to which you, the children of Boston, are being led forth. I wish I could make you feel—young, fresh, full of enthusiasm and happy as you are to-day—the full meaning and value of these beautiful years through which you are now passing. I wish I could make you feel the full import of the opportunities and the privileges that open before you.

But I will not detain you longer from what you came here to-day especially to enjoy. I will only bid you go forward to become good men and women, honored citizens of this grand old Commonwealth.

The CHAIRMAN. — We are proud of our City and of her institutions. The home of Sam Adams, John Hancock and James Otis, the place where the spirit of American independence was born, — filled with the sacred legends of liberty. The history of Boston is the history of Massachusetts.

It is our pleasure to greet again to-day one who comes, as upon like occasions in the past, to extend to the school graduates the congratulations of the city. I have the pleasure to present to you the Mayor of Boston, the Hon. Thomas N. Hart.

ADDRESS OF HIS HONOR MAYOR HART.

Ladies and Gentlemen: That's the word. If I were to be asked what was the handsomest sight that I ever saw, I should say it was the Boston school children in Mechanics Hall to-day. I am not going to give you one word of advice. You have been filled with it for the last year, and a lot of it. For the past few days it has been mostly advice. You all know what that means. Do the best you know how.

I want to tell you a little story. A friend of mine who lived in a New England city had been elected its mayor a dozen times in succession. I asked him how he worked it to be elected so often. "Oh!" he said, "I know most boys and girls who go to school. They soon come out and become voters, and they make me mayor." Now I expect the same of you.

We are here for only one purpose. It is to make it pleasant and happy for you: not to give you advice, but to give to you these bouquets. They are a sort of premium for what you have gone through. You have suffered somewhat under your teachers the past year. This day is for you, and may you be happy and prosperous as long as you live; and don't forget that the schools of Boston are the jewels, and you the diamonds of Boston.

The Chairman then introduced President Gallivan of the School Committee :

ADDRESS OF DR. WILLIAM J. GALLIVAN.

Mr. Chairman, Ladies and Gentlemen, Boys and Girls:
I am expected to-day almost in one breath to bid you welcome to this Festival and to bid you godspeed out into the world of work and struggle and reward which you are going to enter. With all my heart I do welcome you, for I believe that the good things provided for you are none too much for the bright, willing, wide-awake, and even-tempered boys and girls I see before me, and I bid you godspeed on the journey which most of you will soon undertake. The sight of thousands gathered here this afternoon, the finished product of our public schools, is a gladsome, inspiring and soul-moving spectacle.

Years ago we received into our public schools a mass of humanity and have moulded it into intelligent, liberty-loving, American citizens, and to-day we take great pride in the candidates which we present for citizenship to the representative of His Excellency the Governor and to His Honor the Mayor.

Sometimes we are too apt to regard with indifference the great privileges we enjoy as citizens of this favored land. We take them as a matter of course, although such possessions have been hitherto unexampled in the history of the world. On occasion as at present we are led to reflect, and our thoughts are wont to extend beyond our city gates to state and nation over achievements so grand in the cause of humanity and civilization as to challenge the admiration of the world.

Such a government must have an educated people. And consequently the education of the youth of the land has always been a matter of state policy. We recognize that education will be, as it ever has been, the determining factor in the destiny of every nation. And the nations of the world, particularly those that are tasting the first fruits of political freedom, are turning their faces hitherward to the light for mental guidance and material advancement.

Responsibilities go with opportunities, and our good city asks of you, in return for the care and training of years, a loyalty

similar to that of the fathers ; in this confidence we are proud of the strong men and noble women that we see coming up, to keep the fame of our city and country high and fair.

At the conclusion of the address of the President of the School Committee "America" was sung, after which the graduates marched across the platform, each school being designated by a banner with the name of the school printed thereon, and the individual graduates received a bouquet from the hand of the Mayor. After the distribution of the flowers, a collation was served to the committee and their guests, and to the graduates, who were then dismissed.

FRANKLIN MEDALS, PRIZES
AND
DIPLOMAS OF GRADUATION.
1901.

FRANKLIN MEDALS, 1901.

PUBLIC LATIN SCHOOL.

Henry Sheffer,
Clifford H. Frost,
Joseph C. Walsh,

Allen F. Levy,
Henry R. Patterson,
Leo H. Leary,

James N. Clark

ENGLISH HIGH SCHOOL.

Charles H. Clapp,
Louis J. Killion,
Simon Cohen,
Richard T. Evans,
Charles R. Adams,
Nathan Wolfman,

George A. Cushman,
William I. Lourie,
Hyman Askowith,
Charles H. Coleman,
David A. Barron,
Hyman Diamond.

MECHANIC ARTS HIGH SCHOOL.

Charles LeB. Kasson,
Henry C. Snow,
Joseph Daniels,

Otto W. Fick,
Frank W. McMartin,
Frank A. Kraft.

PRIZES, 1901.

PUBLIC LATIN SCHOOL.

FROM TWO FUNDS.—One, a gift of several Boston gentlemen in the year 1819, and the other given by the late Abbott Lawrence of Boston, in the year 1845.

FOR EXCELLENCE IN CLASSICS.—Joseph C. Walsh, Henry Sheffer, Theodore F. Jones, Thomas M. Simpson, Elmer E. House, Forrest F. Harbour, Carl S. Downes, Earl L. Legg, Allan G. Tenney, Joseph B. Coolidge, F. J. A. Doherty, William J. Kelley, William H. Barrow, Marcus Horblit, Leon L. Alberts, Edward J. Riley, Stephen L. Stacey, William A. Corley, Averille D. Carlisle.

FOR EXCELLENCE IN MODERN STUDIES.—Clarence P. Whorf, Edson W. Cook, Henry A. Bellows, Dewitt H. Parker, William J. Foley, Arthur R. Taylor, Sidney N. Goodrich, Rufus C. Folsom, Isaiah Sharf-

man. John A. Breen, Aaron Prussian, Ralph M. Corson, Joseph H. Hutchinson, William H. Strong, Roswell T. Pearl, John J. Desmond, Corydon O. Orne, Louis W. Hickey, Samuel Crowell, Jr.

FOR EXCELLENCE IN DECLAMATION. — *First Prize*. — Waldo W. Weller. *Second Prizes*. — Howard V. Knight, Joseph A. FitzGerald. *Third Prizes*. — Henry C. Reardon, Lucius S. Hicks. *Special Prizes*. — Edward E. Bruce, Albert G. Wolff.

FOR EXCELLENCE IN READING. — *First Prize*. — Robert S. Richey. *Second Prizes*. — Henry A. Bellows, Theodore F. Jones. *Third Prizes*. — Waldo W. Weller, Frederick J. McIsaac.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Theodore F. Jones, Henry Sheffer, Joseph C. Walsh, Thomas M. Simpson, Joseph H. Hutchinson, Joseph Marcus, Clifford H. Frost, Austin W. Cheever, Allen F. Levy, William A. Corley, Louis W. Hickey, Dewitt H. Parker, John B. Worcester, Elmer E. House, Arthur R. Taylor, Allan G. Tenney, Arthur L. Stevenson, Joseph B. Coolidge, Leonard A. Doggett, William H. Barrow, Timothy A. Sheehan.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Charles F. Mahoney, Eugene A. Twomey, Harry F. Gould, Frederick H. Middleton, Albert V. Martin, Charles E. Whitmore, John A. Moy, Jr., James P. O'Hare, Maurice J. Lane, John B. O'Hare, William V. Ellis, Leo B. Carroll, Morris H. Horblit, Henry A. Boyle, Philip A. Mack, Charles J. Gale, Gardner Murphy.

FOR ORIGINAL WRITTEN EXERCISES. — *First Prizes*. — An English Essay. — Frederick J. McIsaac. A Translation from Cicero. — James N. Clark. *Second Prize*. — English Poem. — Henry A. Bellows.

GARDNER PRIZE.—From a fund given by pupils in New York and Boston of the late Francis Gardner, formerly head-master of the school.

ORIGINAL ESSAY.—The Education of the Indians in the United States. — James N. Clark.

DERBY PRIZE.—From a fund left by the late Elias H. Derby.

LINGUE GRÆCÆ STUDIUM IN RECENTIORE INSTRUCTIONE. — Henry Sheffer.

NICHOLS PRIZES.—From the income of a fund given by J. Howard Nichols of Newton, in memory of his son.

First Prize. — Charles Weil. *Second Prize*. — Henry R. Patterson.

HONORABLE MENTION OF PUPILS WHO HAVE BEEN CONSPICUOUS DURING THE ENTIRE COURSE.

FOR PUNCTUALITY. — Herman F. Clarke, James N. Clark, James F. Fitzsimons, Charles L. Smith.

FOR GOOD CONDUCT. — Frederick A. Alden, Henry Sheffer.

FOR PUNCTUALITY AND GOOD CONDUCT. — Albert L. Barry, Allen F. Levy.

FOR MILITARY DRILL.—These Prizes are awarded at the Annual Prize Drill, from funds contributed by the school.

First Prize. — Co. D, Capt. Michael S. O'Riorden, Lieuts. Horace P. Porter and Eldon Macleod; First Sergt. William J. Shanahan.

Second Prize. — Co. C, Capt. Clarence P. Whorf, Lieuts. Harold W. Crosby and Charles L. Smith; First Sergt. Murray Whittemore.

First Prize to Pony Companies. — (E. F. G.) Co. F, Capt. Howard F. Knight, Lieuts. Allen N. Swain and Albert L. Barry; First Sergt. Henry G. Tucker.

Eccellence in Manual of Arms. — *First Prize.* — Sergt. Murray Whittemore. *Second Prize.* — Corp. Reuben B. Gryzmish.

Eccellence in Drumming. — *First Prize.* — Priv. Percy R. Seamon.

ENGLISH HIGH SCHOOL.

From a fund given by the late Abbott Lawrence of Boston, in the year 1844.

FOR READING. — *First Prizes.* — Isaac Gerber (Middle Class), James C. Hayes (Senior Class). *Second Prizes.* — Edgar W. Allen (Senior Class), Daniel Harris (Middle Class), Morris Soperstein (Middle Class), Harry H. Briggs (Junior Class), Russell Appleton (Junior Class).

FOR DECLAMATION. — *First Prizes.* — Walter L. Lewis (Senior Class), Harry H. Briggs (Junior Class), Vincent Garro (Middle Class). *Second Prizes.* — Frederick Stanwood (Middle Class), Charles A. Wilson (Middle Class).

FOR PHONOGRAPHY. — *First Prize.* — Simon Kaplan (Junior Class). *Second Prize.* — Joseph T. Lynch (Middle Class).

FOR PHYSICS. — *First Prize.* — Charles R. Adams (Senior Class). *Second Prize.* — Charles H. Clapp (Senior Class).

FOR CHEMISTRY. — *First Prize.* — Louis J. Killion (Senior Class). *Second Prize.* — Simon Cohen (Senior Class).

FOR ALGEBRA. — *First Prizes.* — John N. Levins (Senior Class), Mark Linenthal (Junior Class). *Second Prizes.* — Charles H. Clapp (Senior Class), Ernest L. P. Treuthardt (Middle Class), Jacob J. Kaplan (Junior Class).

FOR SOLID GEOMETRY. — *Second Prize.* — Simon Cohen (Senior Class).

FOR DRAWING. — *Second Prizes.* — Hyman Askowith (Senior Class), Samuel B. Baker, Jr. (Senior Class).

FOR ESSAYS. — *First Prize.* — Hyman Askowith (Senior Class).

FOR FRENCH. — *First Prizes.* — Ernest L. P. Treuthardt (Middle Class), Mark Linenthal (Junior Class). *Second Prize.* — James E. Roche (Middle Class).

FOR GERMAN. — *First Prize.* — Hyman Askowith (Senior Class). *Second Prizes.* — Hyman Diamond (Senior Class), Louis J. Killion (Senior Class).

FOR GEOMETRY. — *First Prize.* — Ralph H. Jackson (Middle Class).

FOR COMMERCIAL ARITHMETIC. — *First Prize.* — Simon M. Daniels (Junior Class). *Second Prize.* — Vincent H. Jacobs (Junior Class).

FOR DEPARTMENT AND SCHOLARSHIP. — (Senior Class.) — John S. Pendleton, James C. Haynes, Fred P. Wardwell, Joseph W. A. Russell, Harry L. Lewenberg, Frank W. Regan, James J. Barry, Louis Greenbaum, Frank A. McCarthy. (Middle Class.) — Isaac Gerber, Daniel Harris, John D. Cooke, Warren W. Karnan, Patrick J. Morrissey, Ernest L. P. Treuthardt, Nathan I. White, Albert L. Mellor, Charles E. Hamilton. (Junior Class.) — William C. Proutt, Jacob J. Kaplan, Ludwig T. Bengston, John A. Reardon, Jr., Harry J. Graham, Mark Linenthal, James V. Nash, Paul S. Mosser, Gordon P. Martin.

FOR DEPARTMENT AND FIDELITY. — (Senior Class.) — Henry A. Buff, Thomas I. Robie, Richard L. Adams, William D. Taylor, Stephen Jones. — (Middle Class.) — Earl W. Bailey, Wolf Epstein, Edward J. Fayne, Samuel Starr, Andrew C. Minihan, Edward J. McCormick. — (Junior Class.) — Leonard A. McLeod, John A. Donoghue, John M. J. Neagle, Max Goldfarb, Jacob Schwartz, Harry L. Lourie, Allie Silverstein, Earl R. Hamilton, Eugene J. Talbot, Albert Astrin, Frederic A. Smith, Joseph G. Homer.

FOR MILITARY DRILL. — These prizes are awarded at the Annual Prize Drill from funds contributed by the school.

FIRST REGIMENT. — *First Prize.* — Co. F, Capt. Frank W. Regan, Lieuts. Maurice Cohen and James C. Haynes. *Second Prize.* — Co. A, Capt. Elmer A. Merriam, Lieuts. Samuel Czarlinsky and David A. Barron.

Pony Prize. — Co. C, Capt. James W. Milne, Lieuts. Richard T. Evans and Charles H. Coleman.

Individual Competitive Prizes. — *First Prize.* — Sergt. Charles H. Lawrence, Co. E. *Second Prize.* — Sergt. Loring R. Hawes, Co. B.

THIRD REGIMENT. — *First Prize.* — Co. C, Capt. Frederic E. Earl, Lieuts. Lawrence F. Bedford and Clarence J. Leuth. *Second Prize.* — Co. E, Capt. Frederic R. Bogardus, Lieuts. Walter C. Rogers and Winthrop D. Stacey.

Pony Company Prize. — Co. D, Capt. Charles H. Bauer, Lieuts. Samuel Shapira and John H. Griffin, Jr.

Individual Competitive Prizes. — *First Prize.* — Sergt. Ralph H. Jackson, Co. D. *Second Prize.* — Corp. Isaac Gerber.

Drumming Prize. — Harry Dodge.

DIPLOMAS OF GRADUATION, 1901.

NORMAL SCHOOL.

Girls.

Alice A. Banker,
Josephine M. Barrett,
Ruth C. Barry,
Lydia B. Blanchard,
Willena E. Browne,
Elva E. Buck,
Blanche Burdick,
Mary Burkhardt,
Alice M. Chenery,
Lucy J. Clapp,
Violet C. Coates,
Clara B. Cochran,
Beulah S. Cone,
Ellen L. Coughlan,
Elsie R. Cowdrey,
Mary M. Crane,
Ellen M. Cronin,
Leona N. Crowell,
Elizabeth E. Curley,
Emma L. Dahl,
C. Agnes Dailey,
Mary E. Davin,
Annie C. Deering,
Anna T. Dinand,
Bertha F. Dodge,
Judith E. Dugan,
Mary E. Durgin,
Sarah J. Fallon,
Mary G. Finnegan,
Helen A. Fleming,
Ida M. Gilcrease,
Sarah A. Ginn,
Jennie M. Good,
Carrie M. Goulding,
Annie K. Graham,
Jennie P. Grose,
Margaret E. Hart,

Margaret L. Higgins,
Katharine T. A. Hogan,
Edith M. Holway,
Sara F. Hooper,
Anna M. Horsford,
Helen M. Horton,
Mary A. G. Jones,
Mabel L. Josselyn,
Anna E. Keaney,
Elizabeth M. Keefe,
Frances G. Keyes,
Margaret T. Leahy,
Winifred T. Leonard,
Myrtle M. C. Linkletter,
Mary L. Logan,
Mary T. Lyons,
Lucy D. Macarthy,
Anna L. Maguire,
Elizabeth L. McCarthy,
Alice McGillicuddy,
Mary T. Melia,
Mary E. Merritt,
Caroline H. Moore,
Nellie S. Morris,
Katharine R. A. Nolan,
Jessie L. Nolte.
A. Gertrude O'Bryan,
Johanna J. O'Neill,
Emma M. Pearson,
Genevra M. Pennoyer,
Josephine L. Pickett,
Bertha E. Richardson,
Rachel Rosnosky,
Margaret C. Seaver,
Caroline A. Shay,
Gertrude W. Simpson,
Blanche V. Smith,
Caroline M. Sproul,
Florence M. Stephens,
Anna M. Stevens,

LaVinia E. Stewart,
 Esther F. Sullivan,
 Mary L. Sullivan,
 Annie R. Toye,
 Annie A. Warren,
 Carrie M. Wellington,
 Marion R. Weymouth.

PUBLIC LATIN SCHOOL.

Boys.

Frederick A. Alden,
 Albert L. Barry,
 Harry R. Bolan,
 Ernest L. Booth,
 James N. Clark,
 Herman F. Clarke,
 Edson W. Cook,
 Harold W. Crosby,
 John C. Daly, Jr.,
 Frederic J. Denning,
 Duncan H. Dewar,
 Arthur L. Doggett,
 John C. L. Dowling,
 James A. Finn, Jr.,
 James F. Fitzsimons,
 Edward V. Ford,
 Clifford H. Frost,
 John F. Greene,
 Frank K. Hahn,
 Daniel J. Hurley,
 Joseph B. Jacobs,
 Howard V. Knight,
 Leo H. Leary,
 Benjamin T. Leland,
 Allen F. Levy,
 Curtis Lublin,
 John E. Lynch,
 Eldon Macleod,
 Owen A. McGrath,
 Frederick J. McIsaac,
 Thomas H. McMahon,
 Leroy M. S. Miner,
 Albert S. Murphy,
 Frank V. Murphy,
 James V. O'Keefe,
 Henry R. Patterson,

Horace P. Porter,
 William J. Riley,
 Henry Sheffer,
 Charles L. Smith,
 Allen N. Swain,
 Louis T. Wallis,
 Joseph C. Walsh,
 Charles Weil, Jr.,
 Waldo W. Weller,
 Murray Whittemore,
 Clarence P. Whorf.

GIRLS' LATIN SCHOOL.

Sally S. Allen,
 Helen W. Armington,
 Grace J. Belknap,
 Ruth P. Bradford,
 Louise G. Caton,
 Bessie I. Clark,
 Frederica L. Cliff,
 Helen L. Colby,
 Isabella J. Cook,
 A. Gertrude Crosby,
 Sara D. Davidson,
 Carrie A. Davis,
 Elizabeth M. Dean,
 Louise Dodge,
 Harriette S. Fisk,
 Helen G. Flagg,
 Louise Gatch,
 Isabella M. Gillpatrick,
 Babette Herman,
 Methyl J. Hixson,
 Dorothy L. Hobson,
 Gertrude E. Homans,
 Laura B. Huxtable,
 Grace A. Johnson,
 Harriet I. Johnson,
 Helen F. Keefe,
 Grace E. King,
 Edith M. Kingsbury,
 Eva H. S. Lucas,
 Bertha C. Marshall,
 Anjennette Newton,
 Edith A. Ray,
 Blanche E. R. Renaud,

Florence A. Risley,
Eva G. Stiekney,
Jennie W. Sweeney,
Bertha M. Swenson,
Mabel E. Wainwright,
Lillie M. Wendemuth,
Helen M. Wright.

BRIGHTON HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

John Q. Adams, Jr.,
Cyrus W. Bruce,
Charles Mitchell.

Girls.

Marjory Christie,
Anne G. Collins,
Minnie B. Conant,
Katherine E. Cufflin,
Christina W. MacLachlan,
Lillian A. McCall,
Susan B. Meserve,
Jean B. Pond,
Gertrude M. Rogers,
Gertrude B. Sanderson,
Marion W. Woodbury,
Frances E. Woods.

THIRD-YEAR CLASS.

Boys.

Herbert J. Ball,
Edward F. Downs,
Harry J. Fagan,
Bernard D. Keefe,
Paul Macfarlane,
Robert L. Moore,
Thomas F. Muldoon,
John P. O'Hara,
William J. Ready,
Harry I. Shumway,
Harold B. Stratton.

Girls.

Jessie H. Bent,
Ella L. Bresnehen.

Elizabeth A. Clayton,
Elizabeth A. Coughlin,
Elinore R. Cowan,
Frances M. Cunningham,
Grace P. Danforth,
Bessie M. Dwight,
Helen S. Eaton,
Ruth T. Elliot,
Teresa Finnegan,
Carrie E. Forbes,
Mary Geary,
Elsie M. Hamilton,
Annie E. Houghton,
Emma M. Jones,
Avis A. Kingston,
Amy M. Lockwood,
M. Leonie McCanna,
Mary A. McVey,
Hattie M. Middlemas,
A. Lilian Morrissey,
Katherine Morse,
Margaret E. Murphy,
Mary E. Power,
Mildred M. Rich,
Ethel B. Rockwell,
Ethel K. Rolinson,
Clara M. Salisbury,
Mary A. Sawin,
Mary J. Stack.

COMMERCIAL COURSE.

Boys.

John J. Buckley,
James C. Gahan,
Richard J. Mitchell,
Edward L. Murtagh,
Fenno J. Porter,
William H. Scollans,
Harry A. Tilton,
Thomas H. Walsh.

Girls.

Katharine E. Casey,
Louella E. Davis,
Delima F. DeGrasse,
Mae L. Gurney.

Mary H. Ross,
Catherine A. Ryan,
Lottie E. Sproul,
Flora A. Sutherland,
Williamena A. Sutherland.

CHARLESTOWN HIGH
SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Charles W. Annable,
Joseph H. Brown, Jr.,
James A. Fayne,
Frank J. McDonough,
Frederick B. Smith.

Girls.

Apolonia C. Andreoli,
Katherine M. Brickley,
Julia F. Cody,
Mabel A. Collins,
Helen F. Davol,
Mary E. Gannon,
Gertrude M. Glennon,
Grace A. T. Hebron,
Rosalind W. Henderson,
Catherine A. Hogan,
Matilda J. Kennamon,
Margaretta L. Laughlin,
Theresa E. Leen,
Gertrude M. McManns,
Mary M. Murphy,
Florence L. Preble,
Mary S. Redican,
Ethel G. Ross,
Mary J. Steele,
Gertrude F. Sullivan,
Alice V. Wharff,
Martha M. Whitney.

THIRD-YEAR CLASS.

Boys.

Francis Ahearn,
Frederick H. Carroll,
Leo O. Colbert,
Martin Foley,

James F. Fonhy,
Walter A. Hanley,
Frank G. Hanson,
Leo J. Lambert,
Harry B. Leach,
Louis H. Maxson,
Charles T. Ritchie,
Harry L. Sutton,
William J. Toland,
H. Frank Tully,
Charles W. Wilson.

Girls.

Dora L. Adler,
Florence B. Atkins,
Mary T. Baker,
Agnes P. Brown,
Katherine G. Burns,
Emma L. Carroll,
Louise A. Casey,
Alice V. Chapman,
Grace E. Churchill,
Josephine W. Cowan,
Annie V. Cunningham,
Ella M. Donovan,
Georgia A. Donovan,
Lulu A. Donovan,
Mary V. Doyle,
Mary E. Drugan,
Sarah M. Eaton,
May G. Edwards,
Mary B. Fagan,
Ella M. Fay,
Mary E. F. Flaherty,
Agnes L. Flynn,
Martha S. Gallagher,
Florence A. Harrington,
Mary E. A. Hart,
Mary L. Hayes,
Christina A. Henchey,
Mary M. Henchey,
Margaret T. Higgins,
Mildred J. Hunter,
Katherine E. Hurley,
Grace L. Keleher,
Mabelle F. Kelley,
Gertrude F. Leaker,

Mary E. Lowder,
 Kathryn E. Lyons,
 Margaret I. Macgovern,
 Elizabeth G. MacIsaac,
 H. Florence Mason.
 Evelyn J. Maxson,
 Mary E. McCarthy,
 Elizabeth M. McDonough,
 Gertrude M. McManus,
 Mary M. McNeil,
 Madeline L. McPike,
 Mary F. Meade,
 Susie B. Pitman,
 A. Josephine Power,
 Emma J. Prendergast,
 Loretta V. Quinlan,
 Lizzie B. Rimbach,
 Alice C. Ringer,
 Elizabeth L. Rogers,
 Grace A. Sullivan,
 Charlotte R. Weild,
 Bernadette M. White,
 Lucy C. Wiig.

COMMERCIAL COURSE.

Boys.

Fergus M. Given,
 William J. Kelly,
 Edward F. Lehan,
 Arthur E. Nicholson,
 Joseph Sullivan,
 William F. Warner.

Girls.

Grace M. Cokely,
 Agnes M. Cronin,
 Katherine V. Gill,
 Loretta V. Golding,
 Edith E. Green,
 Elizabeth G. Harkins,
 Agnes M. Kiley,
 Katherine G. Killilea,
 Katherine E. Manley,
 Mary V. McGrath,
 Josie Murphy,
 Mary E. Phelan,

Clare Reardon,
 Mary Reardon,
 Albina Vincent.

DORCHESTER HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Frank W. McConnell,
 Alfred W. Smith.

Girls.

Ida E. Ansley,
 Elizabeth F. Bailey,
 Winifred C. Baker,
 Annie M. Barney,
 Marion E. Chase,
 K. Alberta Clark,
 Mary A. Dunican,
 M. Pauline Ferry,
 Alice M. Fuller,
 Katherine V. Gately,
 Anita P. Graziana,
 Elizabeth E. Haggerty,
 Rose D. Hoyer,
 Amy H. Lothrop,
 Margaret C. McCloskey,
 Alice M. McVey,
 Catherine A. Murphy,
 Mary G. L. Pickett,
 Ethel F. Smith,
 Josephine F. Sullivan,
 Helen Thomas,
 Fannie W. Weeks,
 Helen M. West,
 Mary F. Wilbar.

THIRD-YEAR CLASS.

Boys.

Charles A. Bachelder,
 Forrest S. Blanchard,
 William B. Carey,
 Henry P. Carruth,
 Arthur W. Chapin,
 Edwin L. Corthell,
 John W. Dahl,
 Harry B. Decker,

Thomas F. Dorsey.
 Oliver W. Fales,
 Miles H. Fowler,
 John A. Glynn,
 Frank E. Hallas,
 William J. Kennedy,
 Francis A. Lavelle,
 Frederic C. Meredith,
 Percival P. Nugent,
 Clarence I. Ochs,
 Harold F. Rice,
 Caspar Schindler, Jr.,
 John A. Sullivan,
 Albert A. Tarbox,
 Albert F. Wigley,
 Bernard Wigley,
 Daniel Woodhead.

Girls.

Lillian C. Brown,
 Bessie H. Coe,
 Sadie L. Conboy,
 Jane Crampton,
 Helen L. Creed,
 Jane K. Daly,
 Miriam K. Dasey,
 Marietta H. Delaney,
 M. Alice Hagerly,
 Mary F. G. Hanrahan,
 Alice M. Harrington,
 Helen B. Jenness,
 Annie E. Judge,
 E. Bertha Kimball,
 Mary C. Locke,
 Blanche A. Lockman,
 Ora G. Marr,
 Hione E. Millard,
 Theresa G. O'Brien,
 Elsie M. Paine,
 Marie E. Revell,
 Annie C. Simmons,
 Willa F. Spencer,
 Ethel F. Staples,
 Frances A. Walsh,
 Mary A. Ward,
 Helen S. Williams,
 Marcia A. Williams.

COMMERCIAL COURSE.

Boys.

John A. Brooks,
 Robert A. Dickey,
 William A. Fish,
 Chester C. Freeman,
 S. James Long,
 Francis O. McCrea,
 Frederick G. Rodin.

Girls.

Rose C. Brennan,
 Cecile A. Brown,
 Gertrude M. Cloney,
 Ellen M. Cummings,
 Gertrude A. Devine,
 Mary E. Donovan,
 Margaret M. Dooley,
 Lillian C. Feldman,
 Lilla M. Graves,
 Ellen L. Haley,
 Etta F. Hannigan,
 Florence L. Hickey,
 Margaret M. Kelley,
 Alice G. McCabe,
 Helen A. McMahon,
 Sarah E. Mellyn,
 Katherine J. Mulhern,
 Florence M. Murray,
 Catherine F. O'Connor,
 Rose M. Smith,
 Florence Wood,
 C. Gertrude Wright,

EAST BOSTON HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Bert L. Colby,
 John D. McLaughlin,
 David T. Pottinger.

Girls.

Adelaide M. Clarke,
 Margaret L. Coury,
 Alice M. Dicker,

Agnes B. Doyle,
 Ethel M. Elliott,
 Grace E. Fogg,
 Alice E. Fraser,
 Annie M. Gott,
 Anna R. Liden,
 Alice D. Murley,
 Mary G. Nelson,
 Eva I. Solari,
 Beatrice E. Strong,
 Mary A. Sullivan,
 Alice W. Wellington.

THIRD-YEAR CLASS.

Boys.

Arthur T. Anderson,
 Frank W. Anderson,
 Horace Baum,
 Ernest C. Evans,
 Gustaf J. T. Gustafson,
 Isaac A. Hamm, Jr.,
 Charles E. Johnson,
 Walter J. Kelley,
 Frederick L. McPherson,
 Lerman C. Prior,
 Frederick W. Proctor,
 David Rines,
 William H. Russell,
 William T. Salter,
 Abraham J. Silverman,
 William H. Slade,
 Arthur H. Stout,
 Charles S. Thompson.

Girls.

E. Viola Barker,
 Rebecca Barkin,
 Florence M. Bethune,
 Ida G. Beverly,
 Isabel M. Brown,
 Margaret Chandler,
 Wilma G. Dearborn,
 Josie E. Fletcher,
 Annie D. Goldberg,
 Annie W. Howland,
 Anna A. Johnson,

Emma R. Kelley,
 Kate E. McMullin,
 M. Pansie McPhee,
 Elizabeth J. Murphy,
 Dora Needham,
 Florence M. Porter,
 Ethel V. Rossiter,
 Celia Tilton,
 Mina B. Wallis,
 Bertha G. Westerberg,
 Florence M. Young.

COMMERCIAL COURSE.

Boys.

Alton F. Abbott,
 William T. Beath,
 Floyd S. Davis,
 Edward T. Donovan,
 Edwin J. Evans, Jr.,
 John B. Fitch, Jr.,
 John J. Gleeson,
 Walter L. Mack,
 Jerome J. Massa,
 Hugh R. O'Donnell,
 George A. Rowe,
 J. Henry Walsh.

Girls.

Alice M. Dunne,
 Juliette M. Dunne,
 Deborah Hallinan,
 Annie B. Kelley,
 Annie Krupp,
 Gertrude M. Luppold,
 Annie B. MacConnell,
 Mary A. Mack,
 Lucy C. McEnaney,
 Gwendola McMullin,
 Isabel G. McNeil,
 Sarah J. Miller,
 Millicent C. Oldreive,
 Mary F. Riley,
 Adina L. Westerberg.

ENGLISH HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Karl G. Baker,
 Waldo A. Barber,
 Rudolf C. B. Bartsch,
 Zadoc C. Baxter,
 George G. Bullinch, Jr.,
 Thomas H. Burton,
 Max Cline,
 Alonzo Collamore,
 Thomas J. Friary,
 Robert Gallagher,
 Edward V. Gartland,
 Hugo Giduz,
 Carl H. Gove,
 Harry J. Guerin,
 Fletcher Hale,
 Columbus W. Harrison,
 Charles W. Hawkes,
 Francis C. Healey,
 Adolph Hubbard,
 Frederic H. Johnston,
 Hyman Leftovith,
 Alden Merrill,
 Hyman Morrison,
 Dow H. Nicholson,
 Albert G. Prescott,
 Samuel A. Tolman,
 E. Payson Upham, Jr.,
 Howard R. Whitney.

THIRD-YEAR CLASS.

C. Robert Adams,
 Richard L. Adams,
 Chester Allen,
 Edgar W. Allen,
 Howard L. Allen,
 George T. Arey,
 Hyman Askowith,
 Sydney W. Bampton,
 William H. Barnes,
 Sidney G. Barnstead,
 David A. Barron,
 James J. Barry,
 Charles H. Bauer,

Lawrence F. Bedford,
 J. Lane Bishop,
 H. Warren Blanchard,
 Joseph E. Bleiler,
 David Bloom,
 Frederic R. Bogardus,
 Henry A. Buff,
 Eugene J. Cardarelli,
 Philip Castleman,
 Charles H. Clapp,
 Maurice Cohen,
 Simon Cohen,
 Charles H. Coleman,
 John J. Cronan,
 George A. Cushman,
 Samuel Czarlinsky,
 Guerik G. de Coligny,
 Paul A. de Silva,
 Hyman Diamond,
 Harry P. Dodge,
 Patrick J. Donoghue,
 Everett H. Draper,
 Frederick E. Earle,
 Richard T. Evans,
 Robert D. Farrington,
 Joseph A. Fitzgerald,
 Alfred A. Foss,
 William H. Foster,
 John N. Fulham,
 Charles W. Goetz,
 Elias Goldberg,
 Abraham Goldstein,
 Alexander L. Goldstein,
 Saul S. Gordon,
 Edward Graham,
 John S. Graham,
 Louis Greenbaum,
 John H. Griffin, Jr.,
 John B. Hackett,
 A. Garfield Hamilton,
 James A. Hatton,
 J. Chester Haynes,
 Natt S. Head,
 Joseph J. Heard,
 Otto J. H. Hermann,
 Oscar S. Hodgkins,
 M. Frank Hogarty,

Louis C. Hohl,
 Arthur J. Horne,
 Waldo E. Houghton,
 Henry H. Hudson,
 Henry L. Johnson,
 Charles Johnstone, Jr.,
 Stephen Jones,
 Andrew R. Kelley,
 William A. Kelly,
 Frank H. Kennedy,
 Louis J. Killion,
 James S. Knowles,
 Joseph H. Ladd, Jr.,
 H. Forest Leland,
 Jacob L. Levine,
 John N. Levins,
 Harry L. Lewenberg,
 Walter L. Lewis,
 Edward B. Locke,
 Edward H. Loomer,
 John P. Loughan,
 William I. Lourie,
 Clarence J. Lueth,
 James E. Lynch,
 Owen F. Lynch,
 Paul R. Manahan,
 John D. Marks,
 Francis A. McCarthy,
 James B. McCormack,
 Frank A. McDonald,
 Arthur H. McKenney,
 Albert McNaughton,
 Edmond B. Meehan, Jr.,
 Elmer A. Merriam,
 James W. Milne,
 Max I. Mydansky,
 Harry J. Norton,
 Robert L. Norton,
 Andrew J. O'Connor,
 John J. O'Keeffe,
 G. Edward Pearson,
 John S. Pendleton,
 Everett F. Poland,
 Thomas H. Pollard,
 Charles H. Powell,
 John J. Powers,
 Daniel R. Pray,

Hervey E. Preston,
 Frank W. Regan,
 Seymour M. Rivitz,
 Thomas I. Robie,
 Walter C. Rogers,
 Charles Rosnosky,
 Joseph W. A. Russell,
 Edgar L. Ryerson,
 Kenneth L. Salmon,
 E. Tucker Sayward,
 Walter L. Scanlan,
 Henry M. Schleicher,
 Herbert W. Scott,
 Samuel Shapira,
 William J. Sheridan,
 Winthrop D. Stacey,
 Charles H. Stackpole,
 Alfred H. E. Talpey,
 William D. Taylor,
 William W. Tenney,
 Paul Tetzlaff,
 William E. Thornton,
 John Tiews,
 Peter Tirinnanzi,
 Herbert W. Toombs,
 Lauris G. Treadway,
 Philip H. Tukesbury,
 August J. J. Vatter,
 Fred P. Wardwell,
 George E. Watts,
 William F. West,
 Henry Willard,
 Frederic B. Williams,
 Frederic Wingersky,
 Nathan Wolfman,
 Roys E. Woodward,
 Benjamin Wyzanski.

ENGLISH HIGH SCHOOL.

COMMERCIAL COURSE.

Walter G. Ambrose,
 Arthur S. Bornstein,
 Joseph G. Bresnahan,
 John J. Callahan,
 William E. Carr,
 Carl E. Clark,

Patrick J. Collins,
 Thomas H. Connelly,
 John D. Cooke,
 James T. Doherty,
 John A. Fallon,
 Clarendon W. Faulkner,
 John F. Fitzgerald,
 Scipio D. Fleming,
 Edward P. Fogarty,
 Henry X. Ford,
 Frederick W. Frech,
 Morris H. Freedson,
 Joseph Garofalo,
 Arthur E. Gaygin,
 Louis Green,
 Manuel H. Guell,
 Alfred A. Harvison,
 George W. Homer,
 Arthur E. Kane,
 Edward R. Kelly,
 Charles E. Kiely,
 Daniel F. Kinnaly, Jr.,
 Charles H. Lawrence,
 John E. Leahy,
 Abraham Levine,
 Charles B. Linnahan,
 Joseph T. Lynch,
 Daniel J. Macintyre,
 Edward J. McCormick,
 James A. McDonough,
 James L. McLoughlin,
 Albert L. Mellor,
 Andrew C. Minihan,
 William T. Mulvey,
 Daniel F. O'Connell, Jr.,
 Frank I. O'Neill,
 Lewis W. Peabody,
 Louis F. Pennie,
 Harry D. Powers,
 Gaetano Prine,
 James R. Quirk,
 Daniel J. Riley,
 George A. Robinson,
 Hermann Roetzel,
 Walter E. Sessler,
 Charles Shapiro,
 Francis J. Sheedy,

Lorenzo Shields,
 Maurice A. L. Sjobeck,
 Myer H. Slobodkin,
 Joseph B. Smith,
 James F. Sterritt,
 Henry W. Sullivan,
 Charles L. Walker,
 John H. Walsh,
 Leon H. Weener,
 Charles A. Wilson,
 Samuel Witkowsky,
 William U. Wyman.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Deborah F. Barry,
 Catherine P. Bishop,
 Alice D. Burke,
 Frances Burnce,
 Alice M. Cabill,
 M. Theresa Campbell,
 Margaret T. Casey,
 Georgiana Charleston,
 Ella M. Clark,
 Ethel M. Coe,
 Anna M. Cogan,
 Katharine L. Colbert,
 Sara H. Colman,
 Anna F. Cotter,
 Jennie G. J. Cox,
 Marguerite C. Cronan,
 Lottie A. Dodge,
 B. Pearl Dougher,
 Bessie M. Downey,
 Marion R. Fenno,
 Agnes C. Flynn,
 Mary M. Foley,
 Emma Foster,
 Sarah E. French,
 Mabel B. Fuller,
 Harriet A. Glover,
 Katherine J. Gorham,
 Jennie A. Green,
 Marjorie E. Groves,
 Ethelyn C. Hallstrom,
 Marian B. Healey,

Adelaide B. Hearn,
 Edna F. Henderson,
 Mary E. Hogan,
 Blanche G. F. Horner,
 Sarah E. Jackson,
 Mary Kelly,
 Bessie E. Kennedy,
 Mimie A. Kennedy,
 Sarah B. C. Lane,
 Lena Lee,
 Rachel Lewenberg,
 Susan H. Lynch,
 Annie C. MacDonald,
 Jennie F. MacDonald,
 Lucy A. Mackenzie,
 Florence A. Mahar,
 Mary A. Mahoney,
 Charlotte M. T. Maloney,
 Katharine V. McBreen,
 Margaret M. McCormick,
 Mary E. McCormick,
 Anna F. Moran,
 Margaret C. Murdoch,
 Theresa C. Murray,
 Mary E. Neagle,
 Helen A. Niles,
 Gertrude O. Oppenheim,
 Mary M. Oswald,
 Helen V. Peck,
 Lucille Pitts,
 E. Victoria Saunders,
 Ellen R. Scott,
 Catherine G. Sheahan,
 Gertrude M. Sias,
 Elsie K. Smith,
 Blanche A. Stevenson,
 Rose P. Stone,
 Henrietta L. Stumpf,
 Ellen L. Sullivan,
 Mary A. L. Timony,
 Nida F. Vesper,
 Pauline E. Voelpel,
 Julia C. Walker,
 Helen M. Waterman,
 Mary A. Watson.

THIRD-YEAR CLASS.

Celia Alkon,
 Mary A. Anderson,
 Ethel M. Angier,
 Mabel P. Atkinson,
 Minnie Baitler,
 Ruby J. Baker,
 Fannie Barnett,
 Mary A. Barrett,
 Hattie H. Batson,
 Ella F. Blaney,
 Agnes N. T. Bonython,
 Mary L. Brennan,
 Grace E. Brett,
 Bertha R. Brown,
 Mary T. Chittenden,
 Louise G. Cleary,
 Catharine F. Clifford,
 Maude E. Coates,
 Ruby H. Cole,
 Grace G. Colman,
 Geraldine F. Corbett,
 Margaret G. Cotter,
 Josephine A. Coulahan,
 Carrie M. Cox,
 Florence J. Crawford,
 Margaret A. Cronin,
 Loretta J. Curran,
 Elsie R. Cushing,
 Elizabeth E. Dacey,
 Grace M. Darling,
 M. Mae Davis,
 Lillian L. Decatur,
 Sophie W. de Veer,
 Katharine G. Donovan,
 Irene A. Dooley,
 Veronica E. Doyle,
 Agnes T. Dubuc,
 G. Florence Dunn,
 Sarah Dutch,
 Loretta J. Eichorn,
 Marion M. Emery,
 Anna V. Fallon,
 Alice R. Fay,
 Augusta H. Feffer,
 Bessie M. Fitzpatrick,
 Emma M. Fotel,

Bertha A. Fraser,
 Eva L. Friedlander,
 Annie T. Gannon,
 Catherine A. Gartland,
 Elsie M. Goulding,
 Florence B. Green,
 Margaret F. Griffin,
 Ethel F. Grove,
 Mary E. Haggerty,
 Seavour B. Hannaford,
 Charlotte Harris,
 Ida Harris,
 Louise E. Hartmann,
 Gertrude M. Hauck,
 Evelyn M. Haven,
 Mary A. A. Haverty,
 Alice L. Hayes,
 Ella M. B. Hayes,
 Elizabeth L. Heald,
 Gertrude D. Heller,
 Dora Hermanson,
 Margaret G. Hickey,
 Josephine M. Hodgkinson,
 Rose L. Hurvitz,
 Emma Hyman,
 Alice L. Jacobs,
 Katherine M. Jennings,
 Bertha W. Johnson,
 Elizabeth R. Johnson,
 Lizzie E. Johnson,
 Lucy E. Killea,
 Alice C. Kilroy,
 Minnie Kozminsky,
 Adele F. Lande,
 Elizabeth A. Landen,
 Agnes G. Lawless,
 Ruth Lissner,
 Caroline E. Livers,
 Goldie London,
 Marie M. Loughlin,
 Dora L. Lourie,
 Sarah Lowenberg,
 Margaret M. Lyons,
 Catherine M. Maddock,
 Caroline F. Mahady,
 Mary J. Mahoney,
 Florence E. Manchester,
 Mary R. Matthewson,
 Frances K. McCaffrey,
 Florence G. McCarthy,
 Mary A. McCarthy,
 Marguerita C. McDermott,
 Martha F. McElroy,
 Mary I. McIsaac,
 Lillian P. Moning,
 Elizabeth A. Moran,
 Anna E. Muldoon,
 Wilhelmina Mullan,
 Anna E. Murphy,
 Anna M. Murray,
 Ella F. Murray,
 Elizabeth B. Nichols,
 Mary E. F. Norris,
 Mary E. O'Donnell,
 Kathleen J. O'Keeffe,
 Mabel C. Osborne,
 Margaret H. Ostrander,
 Maude H. Park,
 Bessie Pearson,
 Rosa K. Perry,
 Mary W. Piper,
 Helen L. Pond,
 Josephine A. Poole,
 Evelyn M. Porter,
 Adeline E. Rand,
 Jennie Raphael,
 Rosa Raphael,
 Grace M. Rayner,
 Bereneice E. Reardon,
 Dora Reingold,
 Maud L. Richardson,
 Ethel M. Roberts,
 Alice M. Roche,
 Jeanie L. Ronald,
 Alice S. Rowe,
 Ethel M. Rowland,
 Ida S. Rubenstein,
 Dorothea M. Ryan,
 Margaret L. Ryan,
 Mary E. Sadler,
 Gertrude M. Sanders,
 Phoebe O. Savin,
 Susan B. Small,
 Almira E. Smith,

Elizabeth L. Souter,
 Gertrude T. Spitz,
 Mary A. Starkey,
 Annie P. Stearns,
 Gertrude H. Sullivan,
 Mary G. Sullivan,
 Katherine E. Swan,
 Mand L. Tarrer,
 Mary E. Thornton,
 Frances Thumim,
 Minnie E. Trendelenburg,
 Elizabeth L. Trotter,
 M. Emma Vogel,
 Florence B. Wadleigh,
 Florence B. Wait,
 Annie Waldstein,
 Bertha L. Wallace,
 Theresa B. Walley,
 Annie M. Walsh,
 Menia H. Wanzer,
 Grace F. Weden,
 Katharine Weisman,
 Geneva West,
 Alice G. Weymouth,
 Ellen A. Whalen,
 Katharine R. White,
 Helen S. S. Wilkinson,
 Esther Zussman,
 Sophie Zussman.

COMMERCIAL COURSE.

Ella M. Allen,
 Sarah L. Allen,
 Sophie E. Bardenhagen,
 Martha B. Basch,
 Lillian E. Bayers,
 Florenee M. Beam,
 Anna J. Burke,
 Margery H. Carroll,
 Catherine M. Coholan,
 Margaret M. Collins,
 Rose A. Collins,
 Anna R. Conlon,
 Grace M. Connell,
 Helen F. Doherty,
 Sophia Ebb,
 Ida A. A. Eichorn,

Mabel A. Emery,
 Winifred F. Fallon,
 Mary A. Farren,
 Sarah T. Fine,
 Annie Finklestein,
 Bessie Freedman,
 Anna B. Geary,
 Mary T. Geroir,
 Bessie L. Goldstein,
 Catherine E. Gough,
 Julia A. Greeley,
 Mary H. A. Greeley,
 Katharine C. Haley,
 Catharine M. Hamilton,
 Jennie E. Jenks,
 Alice T. Johnson,
 Lillian R. Junisky,
 Louise C. Keyes,
 Mary A. Kilroy,
 Silvia T. Kopf,
 Sarah Lahofsky,
 Mildred C. Learnard,
 Nellie Levenson,
 Mary Lipman,
 Mary M. McCarthy,
 Christina S. McGaw,
 Alice J. McKenna,
 Sarah J. Morgan,
 Amelia A. Munn,
 Mabel E. Murrow,
 Catharine M. Prevost,
 Mary E. Roberts,
 Sarah Roitman,
 Marie M. Ronca,
 Mary C. Ryan,
 Matilda Sanger,
 Fanny K. Segal,
 Zina Sharfman,
 Katherine A. Silva,
 Marietta Steinert,
 Alice M. Sullivan,
 Frances C. Sullivan,
 Winifred M. Swan,
 Rose G. Tighe,
 Mollie Volansky,
 Joanna M. Weiler,
 Henrietta White.

MECHANIC ARTS HIGH
SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Harry N. Atwood,
Walter E. Chadbourne,
John H. Flynn, Jr.,
Albert Holmes,
George W. Howard, Jr.,
Frederick V. E. Johansson,
George E. Litchfield,
Grosvenor DeW. Marcy,
John H. McManus,
Richard C. Mulroy,
Alfred E. Perkins,
Frank C. Rodman,
Arthur E. Spencer,
Harold R. Sweetser,
George C. Thomas,
William Tufts,
Raymond Ware,
Alfred H. Whitney,
William J. Young.

THIRD-YEAR CLASS.

Boys.

Richard C. Allen,
Albert C. Armstrong,
Ralph M. Barstow,
Roland Batson,
Alfred W. Blair,
Jesse E. Blake,
Henry S. Bowen,
George A. Brackett, Jr.,
Claude P. Brown,
B. Franklin W. Bryant,
Elmer J. Bryant,
Julius Celler,
Everett L. Cheney,
Prescott J. Clapp,
Arthur S. Cook,
Frederick S. Cowdin,
William M. Cramer,
William E. Cronin,
James W. Dammerall, Jr.,

Joseph Daniels,
Walter D. Davol,
Albert C. Dickerman,
Edward J. Dillon,
Daniel A. Doherty, Jr.,
William Dunn,
Winthrop B. Edwards,
Otto W. Fick,
Robert M. Folsom,
Henry W. L. Fox,
Dwight R. Goodwin,
Isaac Gordon,
Ronan C. Grady,
Joseph F. Haley,
Albert W. Hanington,
J. Frank Hanaford,
John J. Harmon,
G. Mortimer Hatch,
Karl P. Heinzen,
James D. Henderson,
William F. Higgins,
William V. P. Hoar,
Homer W. Holden,
William B. Holmes,
Samuel M. Kasanof,
Charles LeB. Kasson,
Daniel P. G. Kelley,
Frederick A. Kesseluth,
Daniel J. Kinnaly,
Frank A. Kraft,
Waldron G. Lawrence,
John P. Loftus, Jr.,
Samuel C. Lyman,
Paul Markiewitz,
Howard L. Marsh,
John J. McAdam,
Richard H. McGrath,
Edward F. McLaughlin,
Frank W. McMartin,
Chester S. Morrison,
Howard B. Morse,
Walter N. Munroe,
Max Myers,
Harry W. Newcomb,
Edward F. O'Brien, Jr.,
Alphonsus O'Farrell,
Maurice O'Keefe,

Frank M. Packer,
 Frank H. Peasley,
 Harold C. Plummer,
 Ernest J. Poole,
 Arthur N. Preston,
 Chester C. Ransch,
 Francis B. Riley,
 Frank E. Rogers,
 Gottlieb F. Rothfuss,
 Roger F. Scannell,
 Samuel Seaver,
 Joel F. Sheppard, 2d,
 John E. Simmons,
 Griffin H. Sims,
 Guerdon G. Skinner,
 Henry C. Snow,
 Robert S. Spavin,
 Karl J. Squier,
 Samuel S. Stevens,
 James G. Stressenger,
 Benjamin T. Tarbox,
 James D. Travers.
William M. Van Amringe,
 Edward W. Ware.
 Edwin E. Webb,
 Willis H. Weinz.
 Albert B. Weld,
 Charles C. West,
 Leslie T. Whitney,
 James A. Will,
 Edward E. Williamson,
 Charles F. Willis.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Clifford B. Clapp,
 William R. Redden,
 Arthur L. Wheeler,
 Kilborn Whitman, Jr.,

Girls.

Edith H. Archibald,
 Frieda F. Armstrong,
 Jessie A. Atkinson,
 Nellie V. Bradeen,

Ruth H. Call,
 Katharine L. Clarke,
 Lena A. Crowe,
 Anna M. Doherty,
 M. Louise Hoelile,
 Ruth Humphrey,
 Ella G. Jenkins,
 Myrtle E. Kilburn,
 K. Gertrude Marden,
 Gertrude E. Mayo,
 Elizabeth R. Meredith,
 M. Nellie Murphy,
 Imogene L. Owen,
 Angela M. Pearce,
 Mary M. Phelan,
 Lillie M. Redfern.
 Anna L. Sullivan,
 Marion I. Tobey,
 Anna A. Walsh,
 Elizabeth M. Whalen,
 Annie S. Winkler,
 Anna C. Wright.

THIRD-YEAR CLASS.

Boys.

Fritz C. Bickford,
 Clifford A. Blackman,
 Quincy Blanchard,
 Harry A. S. Brazer,
 Michael S. Donlan,
 Samuel J. Fraser,
 Clarence H. Greeley,
 Walter C. Hall, Jr.,
 Louis A. Hirshon,
 Edward D. King, Jr.,
 Joseph L. Mack,
 Walter R. Meins,
 Alfred B. Olson,
 John S. Russell, Jr.,
 Harold V. Skene,
 Albert C. Sproul,
 Albert W. Todd,

Girls.

Maude E. Abbott,
 Marion H. Andrew,
 Edith H. Archibald,

Emma L. Ball,
 Bertha I. Berger,
 Myra R. Blatt,
 Nellie V. Bradeen,
 Florence A. Brady,
 May L. Brett,
 Annie L. Cameron.
 Helen M. Cameron.
 Stella Chadbourne.
 Ida D. Clash,
 Alice W. Clement,
 Alice Coddington,
 Myra C. Cook.
 Alice M. Coveney,
 M. Frances G. Cronin,
 Anna H. Cullen,
 Phyllis M. Dacey,
 Ellen W. Delano,
 Alice L. Dunbar,
 Effie H. Faulkner,
 Charlotte R. M. Fisher,
 Florence M. Fogarty,
 Elizabeth Foss,
 M. Theresa Freeman,
 Angela Good,
 Grace A. Goodman,
 Alice M. Goodwin,
 May M. Gormley,
 Rita B. Grant,
 Mabel L. Harrington,
 Miriam Harris,
 Rosalind E. Harris,
 Ethel M. Haynes,
 Bertha F. Heuser,
 Beatrice C. Hill,
 Emma M. Hitchborn,
 Kate L. Hutchins,
 Mabel C. Johnston,
 Ethel M. Jones,
 Edith D. Jordan,
 Martha W. Joy,
 Grace A. Kelleher,
 Florence G. Kimball,
 Anna J. Lang,
 Sarah E. Lewis,
 Katharine M. Lyons,
 Maybelle J. Macgregor,

Genevieve A. Maher,
 Mary Maher,
 Anna T. Maybury,
 Gertrude E. Mayo,
 Irma E. Mayo.
 Alice M. McEttrick,
 Helen E. McKenney,
 Emeline O. Mendum,
 Eleanor Mills,
 Marcella M. Mockler,
 Frances A. Neilson,
 Mary F. O'Meara,
 Mary A. O'Neil,
 Mary F. O'Neil,
 Lillian F. Parks,
 Florence G. Peacock,
 Ethel M. Piper,
 Marion Polsey,
 Alice C. Pratt,
 Mabel P. Rafstedt,
 Edith R. Rand,
 Helen J. Rand.
 Grace G. Richardson,
 Mabel H. Rounsefell,
 Mariette C. Russell,
 Caroline Scanlan,
 Grace M. Shaw,
 Gladys M. Shea,
 Alice M. Shepard,
 Helen I. Thompson,
 Pearl R. Tishler,
 Harriet E. Underhill,
 Jeannette E. Vogel.

COMMERCIAL COURSE.

Boys.

W. Whitney Waugh.

Girls.

Alice Collins,
 Mary A. Finnerty,
 Ethel Frankenstein,
 Katherine M. Gair,
 Ella Gibbs,
 Mary A. Guinan,
 Katharine A. Haney,
 May E. T. Hanley,

Frances Heffer,
 Elizabeth A. Hogan,
 Mary A. Kane,
 Bertha P. McDonough,
 Mary G. McLaughlin,
 Etta L. McLean,
 Mary C. Smith,
 Maybelle S. White,
 Florence M. Wright.

WEST ROXBURY HIGH
 SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Arthur T. Balkam,
 Gilman Burt Joslin,
 Robert W. Morse,
 Henry H. Nelson, Jr.,
 Roger Pierce Stebbins.

Girls.

Esther Willard Bates,
 Agnes C. Curley,
 Jessie W. Dewar,
 Viola Wentworth Eldredge,
 Mary Eugenia Gardner,
 Clara E. Glover,
 Helen Josephine Gormley,
 Gladys Hayward,
 Grace Edna Larish,
 Mary S. MacInnis,
 Grace E. Mahan,
 Mary Regis Meehan,
 C. Isabel Mention,
 Elizabeth Wilson O'Connell,
 Martha L. Reid,
 Mary Josephine Rogers,
 Augusta C. M. Sautet,
 Anna Elizabeth Theisinger,
 Berenice M. Whiting,
 Blanche Pauline Williams.

THIRD-YEAR CLASS.

Boys.

Percy H. Curtis,
 J. C. Frank DeLeon,

Mark Joseph Donahue,
 William J. Driscoll,
 Walter Finigan,
 Laurence Hussey,
 George J. Knapp, Jr.,
 Otto M. Lindenberg,
 Bernhard F. Listemann,
 Guy Eliot McLean,
 Robert M. Morton,
 Joseph H. Peterson,
 Grover C. Proctor,
 James C. Reed,
 Edward A. Rowen,
 Joseph Siskind,
 Edward Herbert Swain,
 Thomas A. Travers.

Girls.

Emma Frances Alexander,
 M. Agnes Barry,
 Cora L. Berry,
 May S. Blake,
 Alice Marie Carberry,
 Augusta W. Chenery,
 Martha R. Cox,
 Katharine K. Crosby,
 Constance Drexel,
 Lillian Maebelle Farrington,
 Elizabeth S. Frykstrand,
 Mary F. Griffin,
 H. Beatrice Grover,
 Sadie A. Hallaren,
 Catherine Evelyn Haxton,
 Grace A. Hutclinson,
 Edna Elliott Jeffery,
 Mary Louise Killion,
 Emma M. Kraftner,
 Margarethe M. Ludwig,
 Klea Johanna Maas,
 Frances L. O'Connell,
 Margaret M. O'Gorman,
 Anna Elvira Peterson,
 Matilda W. Shepherd,
 Jessie Marian Spear,
 Grace Agnes Spencer,
 Evangeline St. Claire Thomas.

ADAMS SCHOOL.

Boys.

William Anderson.
 Abraham C. Berman.
 Jacob G. A. Berninger,
 Frank T. Brugman,
 Frederic A. Christiernin.
 Frederic E. Clague.
 Harry O. Clark.
 Walter C. Glynn.
 Henry J. Grady,
 Arthur W. Hagman,
 James J. Hurley,
 Arthur W. Larson.
 Samuel Lipinsky.
 James F. Mills,
 Joseph W. Murray,
 Evan A. Peterson,
 Charles Pomponio,
 Eric T. W. Sandquist,
 Joseph J. Sousa,
 George A. Wickson.

Girls.

Mary B. Brill,
 Mary J. Burke,
 Mabel B. Day,
 Mollie T. Duffy,
 Grace M. Ford,
 A. Louise Glynn,
 Susie M. Gwynne,
 Maude Holdsworth,
 Esther M. E. Holk,
 Ellen I. D. Johnson,
 Bessie Knudsen,
 Sarah L. Meredith,
 Elizabeth D. Segal,
 Frances L. Sousa,
 Florence Treadwell,
 Harriet J. Wills.

AGASSIZ SCHOOL.

Boys.

John Adam,
 John O. Baker,

Henry G. Bernhard.
 William H. Blake.
 Arthur Braey,
 Carl J. Brogren.
 William Henry Campbell,
 Leo J. Carpenter.
 Louis Connor,
 Lamert Seymour Corbett,
 Thomas A. Cronin,
 Carl C. Davis.
 William H. Flanagan.
 Wilbur Fowles,
 Herbert J. Franz,
 Robert A. Gaston,
 Thomas L. Gately.
 William Anthony Gilman,
 Walter Griffin.
 Albert E. Hahn.
 Louis Harris.
 Walter E. Hertig,
 Frank W. Hooper,
 Thomas P. Keene,
 Francis Joseph Kelly,
 William J. Kelly,
 William H. Knodell,
 Francis M. Leonard,
 A. Harold Lorey,
 Walter B. Ludwig,
 Robert S. McMorrow,
 William B. McNulty,
 George A. Nairn,
 John J. Reilly,
 Loring E. Sawyer,
 Joseph Henry Shurety,
 Oscar Silver,
 Francis H. Soderstrom,
 Robert A. Storton,
 C. Leslie Swartz,
 John K. Towne,
 Leo W. Twombly,
 Frank T. Walsh,
 Stanley W. Weir,
 Louis L. Wetmore,
 Francis H. Wilbur.

BENNETT SCHOOL.

Boys.

M. Charles Arthur,
 John H. Brophy,
 John Cameron,
 John M. Carroll,
 Frank I. Collins,
 Declan W. Coreoran,
 Howard P. Cotton,
 Edward T. Curley,
 James M. Cushing,
 Jere R. Downing,
 George T. Elliott,
 Clarence A. Fisk,
 G. Henry French,
 Harvey P. Hedden,
 Daniel F. Hickey,
 Bertie D. James,
 Harold W. Jennings,
 J. Albin Johnson,
 Edmund T. Keefe,
 William F. Leesam,
 Francis J. McCarthy,
 Edward H. McNamara,
 E. Lyle Morey,
 Thomas C. O'Brien,
 Martin H. O'Hara,
 Michael J. Rutledge,
 J. Herbert Sizer,
 G. Ernest Stone,
 James H. Welch,
 J. Albert Wood.

Girls.

M. Norah Arthur,
 Gertrude M. Berry,
 Katherine J. Brogie,
 Genevieve J. Burns,
 Maude V. Carberry,
 Annie M. Coughlin,
 Mary Coyle,
 Mary J. Cronin,
 Elsie M. Deering,
 Jessie A. Eldridge,
 Gertrude R. Ellis,
 Mary F. Fay,

Elizabeth L. Fowler,
 Lillian F. Hall,
 Virginia L. Harris,
 Georgia B. Heath,
 A. Isabelle Kelly,
 E. Marie Lappen,
 Helen G. Lawless,
 Lillian F. McCarthy,
 Nellie C. McDermott,
 Maryetta McElroy,
 Rosa McElroy,
 Katherine B. McGovern,
 Vera L. Middlemas,
 Hazel K. Miller,
 Ellen J. Murray,
 Annie M. Neal,
 Margaret C. O'Leary,
 Lillian T. O'Connell,
 Hazel D. Osborn,
 Flora A. Patterson,
 Laura M. Pierce,
 Alice Pugh,
 Rose M. Russell,
 Edith Shaw,
 Mary M. Wilson,
 Alice J. Woolley,
 Edna M. Zoller.

BIGELOW SCHOOL.

Boys.

Orlando R. Achorn,
 Leon T. Allen,
 Frank J. Ashman,
 James P. Aylward,
 John L. Aylward,
 Francis H. Barker,
 Charles Barter,
 Charles A. Birmingham,
 Nicholas A. Broderick,
 William T. Brown,
 Patrick V. Brunick,
 Robert L. Bryce,
 Edward J. Burley,
 John A. Burnett,
 John E. Condon,
 Thomas J. Conley,

John J. Costello,
 David Dale,
 Dexter R. Dearing,
 Joseph M. Devine,
 Edward A. Doherty,
 Florence H. Donahoe,
 Michael J. Donovan,
 Frank J. Doyle,
 August A. Draheim,
 Martin J. Duran,
 Thomas Fleming,
 James L. Foley,
 Timothy J. Fouhy,
 George A. Gallagher,
 Henry E. Gardner,
 Edward J. Godsell,
 Michael J. Greene,
 Joseph A. Hackett,
 Joseph A. Hanrahan,
 Harry W. Hanson,
 Lloyd L. Heald,
 John M. Hogan,
 William P. Hurley,
 John J. Irving,
 Joseph F. Joaquim,
 Patrick J. Kane,
 Henry H. F. Keenan,
 Arthur W. Kindred,
 Herbert A. Lantry,
 Henry L. Lee,
 Thomas F. Lombard,
 Charles W. Lowe,
 James F. Lydon,
 William G. MacCormack,
 Lawrence A. Mahoney,
 Thomas M. Maloney,
 Charles E. V. Mansfield,
 Arthur A. Marr,
 John A. Martin,
 Edward A. McCormick,
 George A. McDavitt,
 William F. V. McDonough,
 John J. McLeod,
 John G. McQuarrie,
 John J. Mehegan,
 Charles H. Middleton,
 Henry J. Moynihan,

Thomas E. Muldowney,
 Edward Murphy,
 Edward J. Murphy,
 Frederick A. Murphy,
 James A. Murphy,
 Timothy J. Murphy,
 John P. Murray,
 Frank C. Mutz,
 Patrick F. Nee,
 James Needham,
 Francis J. Neely,
 John F. O'Brien,
 Frank C. Odenweller,
 John F. O'Gara,
 William L. Phoenix,
 George T. Quinn,
 James C. Reardon,
 Patrick T. Regan,
 James H. V. Ryan,
 John A. Sharkey,
 Ray J. Stewart,
 Daniel J. Sullivan,
 John J. Veale,
 Charles A. Waggett,
 Alarich L. F. Wassmus,
 Joseph Wesner,
 Charles F. Wigley,
 Benjamin A. Zavesky.

BOWDITCH SCHOOL.

Girls.

Mabel A. C. Anderson,
 Edith E. Valentine,
 Agnes E. Browne,
 Anastatia Cahill,
 Mabel A. Campbell,
 Ethel C. Cobb,
 Alice G. Collins,
 Marian A. Crozier,
 Roxa B. Cushing,
 Ellen M. Dooley,
 Alice F. Doyle,
 Margaret R. Duncan,
 Mary F. Durning,
 Annie M. English,
 Frances A. English,

Lena G. Frost,
 Evelyn A. Gammons,
 Matilda J. Graumann,
 Amalie F. L. Grützbach,
 Mary F. Hogan,
 Amanda Horn,
 Frances Horn,
 Clara C. Jardel,
 Myrtle M. Jeffery,
 Mary K. Kelley,
 Margaret M. Kelly,
 Elsie G. Kimball,
 Anna C. Koch,
 Teresa C. Leonard,
 Jennie M. Lockman,
 Ina B. Lombard,
 Alice M. Macdonald,
 Catherine A. McCormack,
 Florence M. McCormack,
 Helen G. McDonald,
 Rose C. Moy,
 Avis R. Nelson,
 Amy E. Plant,
 Helena E. Pugh,
 Margaret Robinette,
 Katharyne Roden,
 Flora A. Ross,
 Wilhelmina Seyter,
 Ella A. Shea,
 Helen M. Silver,
 Rachel B. Simpson,
 Georgiana F. Smith,
 Jeannette E. Smith,
 Blanche G. Stone,
 Blanche E. West.

BOWDOIN SCHOOL.

Girls.

Letha S. Allen,
 Annie Andrews,
 Matilda M. Atkins,
 Grace E. Baker,
 Florence E. Bell,
 Florence M. Biggie,
 Winnifred A. Clark,
 Helen M. Connelly,

Rosetta Cuffee,
 Gertrude E. Edwards,
 Elizabeth Elkins,
 Rose Finkelstein,
 Sarah Finkelstein,
 Bertha Fischer,
 Rachel Foster,
 Lena G. Fowler,
 Theresa J. Gillespie,
 Elizabeth M. Gilli,
 Esther F. Gordon,
 Netta M. Ham,
 Dora Kallen,
 Mabel M. Lassell,
 Lillian F. MacCormack,
 Mary A. Mackin,
 Alice J. McMasters,
 Josephine F. McMullen,
 Frances B. Moody,
 Ethel Owens,
 Sarah I. Paeff,
 Rosalie Panfilio,
 Pauline Pearlman,
 Jeannette Pearlstein,
 Clotilde M. Pescia,
 Alice M. Reed,
 Helen W. Reed,
 Carrie M. Richardson,
 Esther I. Rogowsky,
 Martha Schlager,
 Mary E. Sealey,
 E. Graec Smith,
 Sarah Smith,
 Laura M. Stone,
 Katherine M. Sullivan,
 Margaret T. Toye,
 Bernice R. Turner,
 Pearl Urofsky,
 J. Mina Wallace,
 Helena D. Woolfolk,

BRIMMER SCHOOL.

Boys.

Alie Alexander,
 Harry Arenson,
 Emanuel Baum,

Jeremiah R. Boyle,
 Frederick J. Calway,
 Thomas J. Coffey,
 Thomas F. Connors,
 Ralph H. Corey,
 James J. Cronin,
 Israel Daniels,
 Hyman Diemont,
 Fremont S. Eggleston,
 Charles A. Fischer,
 Daniel A. Gallagher,
 Joseph B. F. Gamage,
 Abram A. Goldson,
 Mark D. Goldstein,
 Thomas R. Hazelum,
 Aaron Hershenson,
 Samuel I. Kaufman,
 A. Jacob Knoring,
 Harry Krensky,
 James F. Lynch,
 Thomas J. Maher,
 Daniel J. Maloney,
 George F. McCarthy,
 Robert M. McDonald,
 Robert S. Mortimer,
 Hymen Mysel,
 Samuel Peyser,
 Charles F. Sa'amano,
 David Schneider,
 Thomas F. J. Teehan,
 Maurice Wernick.

BUNKER HILL SCHOOL.

Boys.

William J. Boyce,
 James R. Brough,
 James P. Buckley,
 Edward F. Donovan,
 George A. Fellows,
 James J. Fitzpatrick,
 George C. Flye,
 William E. Flynn,
 Henry J. Foster,
 William H. Gilman,
 Raymond S. Joyce,
 Benjamin Kadetsky,

Frank J. Lowder,
 Paul F. Mason,
 Wilbur L. McEnery,
 Charles H. McMenimen,
 James H. Meaney,
 Arthur J. Mullen,
 Charles A. Nicholson,
 Elmer G. Page,
 William H. Quigley,
 Harold F. Reed,
 Charles Smith,
 John J. Sullivan,
 Edward G. Tyng,
 William H. Welch,
 Herbert S. Wilson.

Girls.

Helen A. Bryant,
 Alice M. Callaghan,
 Jennie V. Callahan,
 Grace M. Carroll,
 Mary W. Cauley,
 Althea W. Cheney,
 Alice M. Currier,
 Mary F. Daly,
 Myrtle E. French,
 Helen V. Houlihan,
 Ethel E. Macdonald,
 Mary E. Regan,
 Margaret A. Scott,
 Grace M. Stanley,
 Anna M. Sullivan,
 Nellie K. Thayer,
 Carrie E. Walker,
 Jessie C. Whiting.

CHAPMAN SCHOOL.

Boys.

Frank C. Armstrong,
 James F. Atkinson,
 Edwin W. Banks,
 Floyd R. Battis,
 Herbert F. Blair,
 Ralph B. Brooks,
 Ralph J. Brown,
 Robert H. Cross,

James W. Cullinane,
 William H. DeLong,
 Clarence S. Douglas,
 George E. Gillespie,
 W. Arthur Goldbold,
 George H. Higgins, Jr.,
 J. Herbert Hinds,
 Lewis M. Hollingsworth,
 George Huestis,
 William Jelloe,
 William A. Killam,
 Everett K. Low,
 Franklin McCallum,
 James A. A. Melville,
 Albert A. Milroy,
 Charles G. Morrissey,
 Egbert R. Murphy,
 Andrew J. Porter,
 Conrad P. Richardson,
 John D. Simpson, Jr.,
 Robert H. Smith,
 Walter A. Stout,
 Walter D. Thompson,
 George H. Varney.

Girls.

Helen B. Baker,
 Florence L. Burk,
 Carolyn E. Cassidy,
 Marion E. Cole,
 Charlotte B. Crane,
 Sarah E. Crosby,
 Alice L. Dickson,
 Mildred Ellis,
 Blanche M. Fuller,
 Edna B. George,
 Anna P. Gibbons,
 Elsie A. Godbold,
 Alice W. Griffin,
 Bertha E. Harding,
 Cecilia M. Herbert,
 Edith G. Johnson,
 Lena M. Johnson,
 Mary T. Jones,
 Irene B. Marsters,
 Minnie L. McKimmon,
 Alberta L. Morgan,

Jean E. Morrison,
 Jennie M. Morrison,
 Esolean Parsons,
 Eva M. Pierce,
 Metta L. A. Rauchs,
 Elizabeth J. Rebholz,
 M. Gertrude Rebholz,
 Rachel M. Reed,
 M. Clarissa Rollins,
 Lucinda H. Russell,
 Annie I. Smith,
 Sophia Smith,
 Helen I. Snow,
 Martha E. Southard,
 Evelyn F. Tait,
 Helen L. White,
 Mildred G. White,
 Lulu M. Woodworth.

CHARLES SUMNER SCHOOL.

Boys.

David E. Anderson,
 Kenneth F. Anderson,
 Paul G. W. Anderson,
 Loyd C. Blesedell,
 Orrin C. Bradeen,
 Charles J. Brooks,
 Joseph B. Carlson,
 William M. Cronin,
 Robert C. Dexter,
 Carl F. Doering,
 Fred G. Eldridge,
 Edward A. Fox,
 Alois Glaser,
 Laurence M. Hemman,
 David E. Hersee,
 Walter C. Hunter,
 Louis L. Keating,
 Harold L. Lang,
 Robert A. Louprette,
 Thomas F. Martin,
 Joseph J. Rankin,
 Emil A. Ratzel,
 John F. Redden,
 Frederick H. Richenburg,
 Ralph G. Rothfuchs,

Robert L. Smith,
John F. Travers,
Gilbert L. Valentin,
Julius Weismann,
William J. Welch,
William F. Wells,
Richard Wilson.

Girls.

Johanna M. Belger,
Anna M. Conniff,
Elizabeth E. Crawford,
Olivia K. Cutter,
Anna M. Deichert,
Amelia G. Flanagan,
Margaret Haley,
Mabel A. Hebl,
Helen Jordan,
Julia R. Kubli,
Ellice S. Larson,
Flora Martin,
Ertig A. Melcon,
Anne G. Mulrey,
Anna M. Reynolds,
Erna J. Rothfuchs,
Marie E. Schulz,
Minnie E. Small,
Elsie M. A. Stanley,
Mary S. Watkins,
Helen C. Wein,

CHRISTOPHER GIBSON
SCHOOL.

Boys.

Theodore E. Bauer,
Ralph L. Beale,
Joseph Bernhardt,
Harold H. Boardman,
Henry A. Brown,
Thomas H. Carr,
Clarence W. Clark,
Chester W. Cummings,
William H. Cunningham,
William T. Delaney,
Charles C. Dunn,
George F. Dunn,

Francis L. Ewing,
Alfred C. Greene,
Joseph C. Hearn,
Benjamin J. Henderson,
Edwin E. Houston,
Henry F. Kearns,
William F. Keefe,
Harold L. Keene,
Carlisle T. Kelly,
Martin V. Koellner,
Paul B. Littlehale,
Paul L. Madeleine,
Frederick H. Morawski,
Arthur A. Nixon,
Edwin J. Ritchie,
Bradford M. Sumner,
Frederick A. Traill,
Robert W. Tucker,
Joseph H. Van Ulm,
Robert Walden,
S. Walter Wales, Jr.,
G. Clifton Watts,
Ralph U. Wolmer.

Girls.

Ruth D. Barry,
Charlotte G. Bridge,
Lillian M. Burke,
Mary Burns,
M. May Cameron,
Ethel W. Chase,
Jessie M. Chisholm,
M. Alberta Coan,
Mildred Covell,
Rosalie M. Crowley,
Carrie L. Davis,
Alice A. Doherty,
Catherine Doody,
Etta M. Field,
Mary E. Flynn,
Marion G. Fottler,
Catherine A. Garrity,
Ida H. Hosmer,
Bessie G. Kaufmann,
Lorion S. Leon,
Lucy A. MacGregor,
Annie A. Mahoney,

Jessie E. Miller.
 Marguerite A. Morawski,
 Catherine L. Parker,
 Abby A. Robinson,
 Lucy M. Romer,
 Caroline Rothschild,
 Mildred L. Smith,
 Catherine M. Sullivan.
 Mary C. Sullivan.
 Ruby M. Taylor.
 Charlotte E. Wales,
 Ethel F. Watts.
 Gertrude L. Wetsell.
 Florence L. Wilson.
 Annie Wright.

COMINS SCHOOL.

Boys.

Sidney Arnold.
 Charles J. Blomquist,
 Emil J. Bopp,
 D. Pulsifer Colville,
 E. Louis Craffey,
 John J. Cronin.
 James F. Doyle,
 Michael T. Duggan,
 Thomas Durkin,
 William. C. Eastman,
 James J. Ferrick,
 Patrick F. Flynn,
 John E. Frey.
 Thomas J. Glennon,
 John W. Havey,
 William. J. Herlihy.
 John J. Horgan,
 Joseph M. Keily,
 George A. Lange,
 Jeremiah F. Lynch,
 Alexander McLeish,
 Bartholomew J. O'Brien.
 Paul W. O'Neil,
 F. Rudolph Ott,
 William. J. Pendergast,
 George P. Ruck,
 Charles J. Schumb,
 Charles W. Spencer,

Michael F. Tracey,
 Patrick H. Tracey,
 John E. Walsh.

Girls.

Florence M. Blair,
 Katherine H. Bletzer,
 May C. Boardman,
 Annabelle M. F. A. Boinay,
 Anna K. Brossmer,
 Barbara E. Brown,
 Lillian Campbell.
 M. Elizabeth Church,
 Jennette Clark,
 Frances M. Cole,
 Florence M. Colville.
 Ellen C. Gallagher,
 Camilla Gates,
 Mabel A. Gates,
 Agnes E. Glasle.
 Mary E. J. Gordon,
 Florence I. Grinham,
 Mary A. Hasselbrook,
 Bertha M. Hupp,
 Frances I. Hyams.
 W. Ellen Kelley,
 Gladys M. Killion,
 Anna B. Luppold,
 Mary H. C. Maguire,
 Anna E. McGuire.
 Mary E. McLaughlin,
 Mary A. C. Morgan,
 Mary A. Mullern.
 Elizabeth L. Murray,
 Alice V. Norton,
 Ella F. M. O'Brien,
 M. Olive Robinson.
 Margaret E. Scanlon,
 Dora E. Schiel,
 Martha A. Schlums.
 Anna M. F. Shaw.
 Elizabeth V. Shea,
 Bertha E. Smith,
 Margaret G. Stripp,
 Margaret Wall.
 Mabel E. Welch.
 Mildred E. Whitman,

Mary M. Willhauk,
Mary A. Winn,
Ellen M. Yetter.

DEARBORN SCHOOL.

Boys.

Chester T. Allison,
I. Harold Angell,
Andrew Y. Atwell,
Thomas F. Brogan,
Elmus W. Carleton,
George Cohen,
John A. Craft,
Robert D. Crowell,
Francis A. Drury,
Robert P. Drury,
John C. F. Farrenkopf,
Thomas J. Finneran,
William F. Ganey,
Henry F. Gately,
John H. Gavin, Jr.,
Edward F. Graham,
Francis J. Griffin,
Joseph A. Gross,
William J. Henebury,
Timothy F. Hooly,
John H. F. Howard,
Joseph A. Howard,
Richard J. Howard,
John B. Kenneally,
Fred Knoblock,
Thomas A. Lanagan,
Joseph Levine,
Joseph A. MacMenimon,
John A. Mahoney,
Harold W. Martin,
Edward F. McGodrick,
Joseph M. McGuinness,
Thomas Moore,
Richard F. Morgan,
John J. Morley,
Joseph T. Mulloy,
Arthur F. Newell,
John L. Nolan,
William J. Nolan,
Hugh F. O'Neil,

William J. O'Neil,
Cornelius A. V. Reardon,
Otto F. Roth,
Louis J. V. Schultz,
Wellington A. Smith,
A. Thomas Sundborg,
George D. Thomas,
Thomas J. Walsh,
Arthur L. Watts,
James J. Welch,
Bernard B. Whalen,
Augustus A. York.

Girls.

Mary E. Adamson,
Isma E. Bolton,
Eva H. Bowe,
Teresa A. Burke,
Beulah Clarke,
Mary T. Connors,
Emily E. Crosby,
Julia F. Dempsey,
Catherine J. Dooley,
Rose E. C. Driscoll,
Jennie F. Ducey,
Emma C. Eichorn,
Flora A. Ennis,
Marguerite E. R. Evans,
Margaret V. Fitzgibbon,
Lillian J. Franklin,
Mary E. Franklin,
Lena M. Garland,
Hazel G. Gay,
Elizabeth J. Gehring,
Catherine U. Geraghty,
Irene N. Grant,
Ida L. Hayden,
Elizabeth V. Hempting,
Jennie E. Hill,
Nellie A. Holleman,
Mary M. Hooley,
Elizabeth F. Hurley,
Margaret M. Kane,
Nellie G. Keating,
A. Louise Keefe,
Agnes T. Lennon,
Mabel H. Lewis,

Margaret D. Lill,
 Gertrude A. Lyman,
 M. Alice MacIsaac,
 K. Alice Magullion,
 Caroline F. Mahoney,
 Jane J. McDonough,
 Isabel R. McGoldrick,
 Helena G. McLaughlin,
 Katharine G. McLaughlin,
 Mary E. McShane,
 Margaret A. Morris,
 Alice M. Mulholland,
 Nellie T. Murphy,
 Margaret V. Nolan,
 Elizabeth K. O'Connor,
 Alice M. Parmelee,
 Catharine M. Pendergast,
 Alice C. Purcell,
 Elizabeth G. Purcell,
 Agnez J. Qualter,
 Catherine E. M. Riordan,
 Margaret E. Roche,
 Nellie L. Severance,
 Crystal O. Simpson,
 Margaret A. S. Sullivan,
 Honora J. Tully,
 Edith P. Turner,
 Abigail M. Walsh,
 Elizabeth A. White.

DILLAWAY SCHOOL.

Girls.

Alexia L. Abbot,
 Adelina M. Abrahams,
 Anna B. Althin,
 Josie M. Bartlett,
 Morgeanna Battiste,
 Ethel G. Bird,
 Clara B. Boesé,
 Beatrice A. Bubear,
 Gertrude Burkhardt,
 Helen L. Byrne,
 Margaret Calhoun,
 Annie C. Cambridge,
 Victoria M. Cameron,
 Mary V. Carroll,

Grace E. Clark,
 Emily M. Curtis,
 Sylvia B. Cushman,
 L. Regeina P. D'Arcy,
 Annie Davis,
 Ellen C. Dempsey,
 Grace M. Donelan,
 Teresa M. Downey,
 Mary T. Dunning,
 Harriet M. Eaton,
 Elizabeth A. Ebbets,
 Hazel H. Edgecomb,
 Anna G. Ferry,
 Mary FitzGerald,
 Charlotte Foster,
 E. Grace Gay,
 Ethel L. Gibson,
 Maud L. Gorham,
 C. Annie Gowen,
 Sarah E. Guinan,
 Elizabeth C. Hagan,
 Frances H. Harris,
 Alice E. Hatfield,
 Catherine J. Henry,
 Alice F. Hersey,
 Elizabeth B. Holden,
 Emma Jeselsohn,
 Anna C. Kelley,
 Charlotte A. Killion,
 Evangeline M. LaBossiere,
 Martha E. Lee,
 Myrtle R. MacNutt,
 Ada C. Manchester,
 Rose Marcus,
 Agnes M. Marcy,
 Rose L. Marston,
 Katharine C. McElroy,
 Isabel A. McHenry,
 Jessie M. McKenzie,
 Ruby F. Morrison,
 Lillian K. Munday,
 Agnes L. Murphy,
 Lillian V. Nowell,
 Gertrude E. O'Brien,
 Edith L. Pentland,
 Josephine F. Plagemann,
 Rebecca A. M. Pomeroy,

Ella S. Rosenkranz,
 Mary E. Rowan,
 Marion G. Smith,
 Winifred V. Smith,
 Lillian J. Spinoza,
 Edna F. Tonder,
 Josephine Torrey,
 Margaret M. Walsh,
 Myrtle A. Watson,
 Pearl Weiss,
 Ethel A. Wells,
 L. Mabel Wheeler,
 Annie M. Williams,
 Harriet B. Williams,
 Harriet M. Williams,

DUDLEY SCHOOL.

Boys.

Charles L. Adams,
 Joseph B. Aigen,
 Harry A. Anderson,
 Tower O. Askerlund,
 Stuart A. Barton,
 John P. Bogan, Jr.,
 Philip W. Brooks,
 Francis J. Burke,
 George A. Burns,
 Herbert Cameron,
 Maxwell J. Chaisson,
 Arthur B. Corey,
 John J. Coyne,
 Frederick A. Cronin,
 Davis J. Crowell,
 Stephen D. Curran,
 James J. Dempsey,
 John A. W. Dibbern,
 Daniel F. Dugan,
 Lawrence FitzGerald,
 Emanuel M. Foisie,
 Francis P. Foisie,
 Charles E. Fouhy,
 Arthur M. Fleming,
 Arthur J. Glennon,
 Arthur J. Good,
 Ralph E. Gould,
 John W. Grady,

Ernest A. Grimm,
 John J. Hagerton,
 Francis J. Hagerty,
 Albert Harrison,
 Harold E. Hayward,
 G. Thomas Holland,
 Daniel J. Hurley,
 Henry J. Johansen,
 Henry L. Kaufman,
 Dennis F. Leahy,
 William M. Lees,
 Arthur Lewenberg,
 Bernard D. Lewinsky,
 Joseph J. Madden,
 Walter L. Mirey,
 James W. D. Moulton,
 Charles H. Munster,
 John W. Nickerson,
 Charles D. Pearlstein,
 Frederick N. Phillips,
 Arthur R. Rabethge,
 Joseph M. Regan,
 F. Owen Robinson,
 Benjamin B. Rosenkranz,
 Chester R. Siegars,
 Harry P. Smith,
 Irving A. Thayer,
 Fred L. Thompson,
 Leon J. Young.

DWIGHT SCHOOL.

Boys.

Arthur D. Anderson,
 Richard V. Barry,
 Reginald Cameron,
 Franklin M. Cohen,
 Charles Cowans, Jr.,
 Joseph P. Cunningham,
 Herbert C. Deans, Jr.,
 Walter B. Dodge,
 John F. Doherty,
 Matthew Feffer,
 William Feffer,
 Charles S. Fyte,
 Frederick R. Gorham,
 Roseoe F. Grabert,

Milbrey S. Green,
 George B. Hall,
 Charles H. Hinman,
 Eric L. Johnson,
 Washburn Leavitt,
 Thomas A. Lee,
 John A. Lucy,
 William A. Macintyre,
 Herbert K. McAlvin,
 Joseph J. Moran,
 Joseph A. Queeney,
 William H. Reynolds,
 John J. Roche, Jr.,
 Wallace L. Rockwell,
 Sargent W. Schoppee,
 Samuel I. Shore,
 David R. Silverman,
 Jerome H. Simons,
 Walter H. Stevens,
 Alexander Solomon,
 Edward H. Spaulding,
 Lewis Taylor,
 Harold V. Wallace,
 Albert E. Wilson,
 Manuel Witkowsky.

EDWARD EVERETT SCHOOL.

Boys.

Edward T. Barnes,
 Edwin E. Chase,
 Gino P. Conti,
 Joseph P. Coughlan,
 Frank M. Desmond,
 George H. Desmond,
 Eugene H. Dorr,
 Robert S. Gillespie,
 Harold T. Johnson,
 Albert E. Jordan,
 William T. Jordan,
 John R. MacBeath,
 Charles E. McDonald,
 Thomas W. McDonald,
 James E. McGrath,
 Otto C. F. Meisel,
 E. Foster Olive,
 Joseph A. Ring,

Harry E. Robinson,
 Albert M. Rose,
 C. Francis Ryan,
 Carl O. Sayward,
 Edward J. Siney,
 William H. Slane,
 Robert C. Sprague,
 Hugh F. Steele,
 Frank R. Turner,
 Ralph J. Wark,
 Frederick O. Woodsome.

Girls.

Esther M. Anderson,
 Mildred P. Andrews,
 Emma R. Bantle,
 Annie M. C. Barry,
 Alice P. Bennett,
 Helen M. Besarick,
 Harriet M. Billings,
 Mabel E. Boorum,
 Marion F. Brown,
 Helen G. Casey,
 K. Gwladys Davies,
 Adah M. Dawson,
 Helen M. Donnelly,
 Rose M. Driscoll,
 Margaret A. Eagan,
 H. Marguerite Earle,
 Alice J. Foley,
 Maude W. Forest,
 Georgetta H. Fraser,
 Jennie T. Guilmartin,
 Maybelle G. Harvey,
 Margaret G. Hatch,
 Louise L. Henser,
 A. Josephine Hollings,
 Florence B. Hlidge,
 Leslie M. Jordan,
 Bertha Junisky,
 Alice M. Lockman,
 Louise G. McAuliffe,
 Grace A. McGrath,
 Frances E. Millette,
 Georgina E. Milne,
 Bessie A. Mowatt,
 Alice W. Nea,

Lillian G. Nelson,
 Calvina O. Nichols,
 Ruby F. Nickerson,
 Claire F. Shanahan,
 Blanche L. Shedd,
 Margaret D. Shields,
 Laura B. Sutherland,
 Frances B. Tupper,
 Florence E. Watts,
 Gertrude A. Wermers,
 Hazel A. Wheeler,
 Mabel E. Williams.

ELIOT SCHOOL.

Boys.

Frank T. Albert.
 Simon Arlovsky,
 Albert P. Bacigalupo,
 James J. Bacigalupo,
 Hyman Barron,
 Jacob Bloomberg,
 Jacob B. Boeholtz,
 Jacob Canter,
 David Cohen,
 Isaac Cohen,
 Israel Cohen,
 Joseph Danelovitz,
 Thomas A. Deery,
 Levitt J. Donahue,
 Robert T. Downes,
 Nathaniel A. Finkelstein,
 Joseph C. Fogarty,
 John A. Garrett,
 Louis I. Greenberg,
 Louis Harris,
 Solomon Hurvitz,
 Maurice Hurwitz.
 Walter J. P. Jones.
 Louis Kaplan,
 John F. Kenneally,
 John L. Kerrigan,
 Stephen Leveroni,
 Samuel Levine,
 Ferdinand B. Martini,
 Robert C. Matthews,
 Mark Matusewich,

Richard C. McHugh,
 Samuel Milton,
 James H. Moran,
 Antonio C. Mortali,
 Thomas A. Powers,
 David Rafeld,
 Charles C. L. Raffi,
 Max Rittenberg,
 Joseph H. Sasserno,
 Samuel Seskin,
 Abraham Shanker,
 Simon S. Shore,
 Abraham Sodekson,
 John T. Somers,
 John M. Sullivan,
 Charles A. Tosi,
 Myer Weinberg,
 Israel Wolfe,
 Cornelius S. Wool,
 Anthony J. Zolla.

EMERSON SCHOOL.

Boys.

James F. Anderson.
 Cecil E. Baum.
 Harold F. Behnke,
 Ernest L. Blaisdell,
 Edward L. Bonner,
 Anthony A. Bonzagni,
 Wilbur H. Burnham,
 Edward I. Cahill,
 Percy A. Carter,
 George W. Chase,
 Edward W. Cook,
 Henry L. Cook,
 Walter A. Corson,
 Joseph P. Deleskey,
 Frank L. Demarchi,
 William H. Dunbar,
 Warren W. Fogg,
 William H. Hart,
 Charles E. Huddleston.
 George H. Ivester,
 Clifford H. Jones,
 Harold B. Kelley,
 Harrison S. Kemp,

Edgar P. Lewis, Jr.,
 Lionel Linnell.
 G. E. Howie McArthur,
 Walter S. McDonald,
 Donald McQuarrie,
 Joseph A. Metcalfe,
 Royal C. Mugford,
 Leo W. Muleahy,
 John J. O'Donnell,
 Maurice E. Parker,
 William F. Pounder,
 James A. Sheffield, Jr.,
 Chester F. Simmons,
 James R. Skehan,
 Chester D. Smith,
 William E. Sterling,
 Alden R. Taylor,
 Antonio E. Teixeira,
 A. William Treen,
 William A. Tryder,
 Ernest L. Viveiros,
 Malcolm W. C. Woodley.

Girls.

Helena M. Adams,
 Jennie W. Baird,
 Edna D. Blake,
 Catharine G. Bonner,
 Mamie A. Bonugli,
 Ethel C. Bowditch,
 Alice M. Boyce,
 Grace E. Breese,
 Henrietta M. Brennan,
 J. Adaline C. Brown,
 Louise M. Brown,
 Alice G. Call,
 Nettie M. Carlton,
 Sarah Carlton,
 Addie M. Chandler,
 Alice I. Clifford,
 Jessie L. Corkham,
 Josephine Costa,
 Helen D. Cousins,
 Agnes S. Cuning,
 Ella M. Dolben,
 Martha W. Fisher,
 Margaret E. Forbes,

Gertrude S. Fraser,
 Etta L. Frederick,
 Clara M. Gale,
 Philena E. Gamage,
 Ida Ginsburg,
 Katherine G. Gorman,
 Henrietta E. E. Graham,
 Hazel L. Hadley,
 Mary E. J. Hamilton,
 Ida M. Hetler,
 Theresa C. Hendrigan,
 Pearl I. Hodgkins,
 Alicia E. W. Johnson,
 Barbara Kammerer,
 Alice L. Kelly,
 Katie I. Koch,
 Hannah Lewis,
 Anna B. Lindsay,
 Rosa E. Magrass,
 Mary M. Massa,
 Mary B. McCauley,
 Florence S. McLean,
 Catharine McLoughlin,
 Clara E. McPherson,
 Elizabeth Nichols,
 Helen D. Nolan,
 Nellie F. Payzant,
 Florence M. Phillips,
 Grace M. Quirk,
 Bessie E. Richardson,
 Leonora Rodenhiser,
 Carrie M. Sampson,
 Mary Santosuosso,
 Helen B. Shannon,
 Daisy Stevenson,
 Mabel I. Stewart,
 Alice M. Sweeney,
 Marion L. Viveiros,
 Margaret A. Walsh,
 Esther Warren,
 Grace Whitelhouse.

EVERETT SCHOOL.

Girls.

Edith J. L. Abele,
 Susie C. Baitler,

Abbie R. Baxter,
 Ethel K. Belcher,
 Gladys M. E. Blake,
 Bertha M. Bossardt,
 A. Gertrude Bulger,
 Annie E. Cederblad,
 Augusta C. Cederblad,
 Susie H. Cochran,
 Margaret L. Collins.
 Julia M. Craig,
 Katherine A. Daly,
 Marjorie F. Dearborne,
 Mabel Dickerman,
 Evora E. Dodge,
 Mary E. Donovan,
 Alice M. C. Dougher,
 Lillian E. Driscoll,
 Florence M. Edmester,
 Ethel M. Evans,
 Mabel S. Farwell,
 Josephine A. Fitzgerald,
 Isabella Frank,
 Helen G. Freeman,
 Florine L. Galvin,
 Emma J. Hanavin,
 Helen D. Harris,
 Mary M. Haynes,
 Mary E. Higgins,
 Helen M. Hoag,
 Harriet N. Holland,
 Mary C. Horgan,
 Lillian C. Hotchkiss,
 Addie R. Howard,
 Grace J. Jackson,
 Anna E. Johnson,
 Grace E. Johnson,
 Helen L. Keirstead,
 Lucy C. Kennedy,
 Josephine Laundrigan,
 Elizabeth C. Leahy,
 Annie Levy,
 Helena M. MacCormack,
 Margaret Mahoney,
 Katherine F. Manning,
 Mary E. Marron,
 Wilhelmina G. Marshall,
 Ethel B. Marzlin,

Agnes C. McCarthy,
 Ellen E. McCarthy,
 Catharine A. McFadden,
 Mary E. McFadden,
 Margaret F. McGonigle,
 Adelaide G. M. Nelson,
 Mary M. Norton,
 Mary B. O'Brien,
 Hortense Rosenthal,
 Vera L. Sawyer,
 Pauline E. Scheffer,
 Winifred Scott,
 Lillian A. Shay,
 Alice G. Shea,
 Laura Shlanger,
 Theresa Silverman,
 Edith M. Smith,
 Josephine M. Spillane,
 Gertrude Stahl,
 Anna B. Stewart,
 Mary V. Sullivan,
 Gertrude H. Thompson,
 Jennie F. Thompson,
 Mary B. Thompson,
 Jeannette V. Tierney,
 Mary T. Walsh,
 Charlotte B. Weston,
 Gertrude C. Whelan,
 E. Mae Wiggin.

FRANKLIN SCHOOL.

Girls.

Mary E. Alkern.
 Catherine Bartlett,
 Isabel Baum,
 Rebecca A. Birger,
 Fannie M. Blanchard,
 Annabelle C. N. Boyle,
 Gertrude E. Carpenter,
 Frances G. Cavanagh,
 Madeleine W. Clariety,
 Mary A. Coffey,
 Dorothy Cohen,
 Ava B. Dawson,
 Belle M. Doane,
 Viva L. Drew,

Elizabeth D. Fetter,
 Minerva R. Gordon,
 Maudestine E. Gregorie,
 Alice M. Healey,
 E. Gertrude Horgan,
 Mary A. Hurley,
 Agnes M. Johnson,
 Elizabeth Kaufman,
 Mary M. Keanan,
 Gertrude A. Lambert,
 C. Lillian Liechtenstein,
 Sarah E. Lucas,
 Mary T. Madden,
 Margaret A. Martin,
 Sophia E. Mayers,
 Mary J. McAnliffe,
 Margaret G. McIntyre,
 Mary E. Mountain,
 Lena M. Pelander,
 Annie Rosenfield,
 Eva Rosnosky,
 Lonise V. Silva,
 Sarah Susman,
 Teresa A. Tehan,
 Grace Tufts,
 Elizabeth R. M. Vaas,
 E. Louise Watson.

FROTHINGHAM SCHOOL.

Boys.

Allan C. Black,
 Walter J. Brennan,
 John J. Buckley,
 Maurice J. Cass,
 Edward F. Curtis,
 Anthony F. Doherty,
 George A. Donovan,
 Michael J. English,
 James E. Fitzpatrick,
 Edwin M. Harkins,
 Robert T. Heenan,
 Lawrence P. Hennis,
 George F. Hunter,
 Roger F. Kelley,
 Thomas W. Kenetick,
 John J. Leary,

Francis A. Leonard,
 Murdock J. McAdam,
 John L. McLaughlin,
 Edward H. McLaughlin,
 John J. McNamara,
 Edward N. Montgomery,
 William J. Murray,
 Edward M. O'Brien,
 John J. O'Halloran,
 Richard J. O'Neil,
 Cornelius F. Regan,
 James P. Riordan,
 Edward P. Ryan,
 Francis H. Steele,
 Dennis J. Sullivan,

Girls.

Elna L. Beck,
 Amelia P. Cavanaugh,
 Ellen A. Coady,
 Grace M. Daley,
 Florence C. Davis,
 Henrietta L. Day,
 Mabel G. Dillon,
 Elizabeth M. Disken,
 Helen L. Doherty,
 Katherine M. Doherty,
 Mary E. English,
 Anna M. Herbert,
 Annie C. Meade,
 Alice F. Morgan,
 Elizabeth C. Myers,
 Mary C. O'Hara,
 Mary E. O'Hayre,
 Margaret D. Sawyer,
 Katherine Wood,
 Leah E. Van Wyke.

GASTON SCHOOL.

Girls.

Agnes Ames,
 Edith M. Ames,
 Charlotte E. Barry,
 Emily O. Bencks,
 Eva E. Berg,
 Marion J. Bible,

Mary F. Bogue.
 Ella L. Bowser.
 Edna H. Boyd,
 Gertrude L. Brookins,
 Mary L. Burke.
 Harriet M. Cann,
 Lily M. Cann,
 Mary R. Chance,
 Elizabeth B. Cobb,
 Annie E. Conley.
 Mary A. F. Conley.
 Leslie M. Corbett,
 Ada G. Crane,
 Agnes H. Crawford.
 Louise Defren,
 Adelaide R. Delhommeau,
 Eilleen M. Donnell,
 Edna M. Donnell,
 Mary F. Driscoll.
 Isabella S. Dunn,
 Harriette R. Evans.
 Grace G. Ferguson,
 Adola F. Fitzgerald,
 Annie E. Flood,
 Lillian G. Ford,
 Emma G. Freethey,
 Mary L. Gallagher.
 Nora A. Given,
 Lucy W. Glynn,
 Alice K. Gorman,
 Elizabeth A. Griffin,
 Agnes K. Harrington,
 A. Louise Hartrey,
 Annie E. Heffernan,
 Emma A. Hutchings,
 Edith M. Isaac,
 Mary A. Jackson,
 Emma F. Jones,
 Catherine E. Kane,
 Mary E. Kelley
 Winnifred R. Kelley,
 Annie K. Kirby,
 Clara M. Knutson,
 Amelia M. Kowalker,
 Vera Lander,
 Jessie C. Lindsey,
 Martha T. Logan,

Eunice R. MacQuarrie,
 Elizabeth H. Maher,
 Mabel H. Marshall.
 Isabella D. McClare,
 Helen F. McQuaid,
 Frances Mitchell,
 Priscilla Mitchell,
 Mary F. Moloney,
 Mary E. Mulvaney,
 Edith E. Munn,
 Rosalia M. Murphy,
 Agnes G. Murray.
 Margaret A. O'Hearn,
 Melva W. Porter,
 Theresa H. Redman,
 Alice M. Riley,
 Alice M. Ryan,
 Marguerite E. Sheehan,
 Ethel M. Sinclair,
 Pauline F. Smith,
 Evelyn C. Spear.
 Lena M. Stone,
 Florence E. Sullivan,
 Margaret M. Sullivan,
 Mary G. U. Sullivan,
 Ella M. Swasey,
 Pearl V. Taber,
 Ella M. Tape,
 Rena C. Tarr,
 Elizabeth M. Upton,
 Lucy M. Walker,
 Clarissa E. Warren,
 Verona L. Wells,
 M. Edna Wesson,
 Ethel M. Whiting,
 Ethel Wilby,
 Esther N. Williams,
 Frankline E. Wood,
 Katherine L. Young.

GEORGE PUTNAM SCHOOL.

Boys.

William O. Armstrong,
 William E. Corkum,
 Harold W. Dunham,
 Edward C. Ekstrom,

Clarence F. Fogg,
 Thomas D. Ginn,
 William F. Glavey,
 Arthur A. Hathaway,
 Charles O. Heath,
 John A. Kelley,
 Frederic W. Maddox,
 John F. Pemple,
 Henry Rothenburg,
 Henry F. Ryder,
 Frederick W. Sheehan,
 Frank H. Stiles,
 Clarence A. Stone,
 John J. Sutton,
 Erwin W. Thielsch.

Girls.

J. Louise Caiger,
 Elizabeth T. Carlson,
 Susie J. Colquhoun,
 Harriet L. Dahl,
 Louisa C. Drew,
 Winnifred H. Hale,
 Lola M. Head,
 Lillie M. Hillman,
 Helen B. G. Hogan,
 Catherine J. Horne,
 Elizabeth G. Horne,
 Julia Lennon,
 Blanche E. Lord,
 Elizabeth G. McCormick,
 Annie F. Moeller,
 Louise M. Nagel,
 Esther E. Paddock,
 Martha H. Rafsky,
 Anna A. Raphael,
 Gertrude Reid,
 Olga B. Siebeneicher,
 Ethel W. Smith,
 Ellen C. Sproul,
 Mary E. A. Travers.

GILBERT STUART SCHOOL.

Boys.

M. Francis Carney,
 Edward J. Costello,

John P. Ego,
 William D. Farrell,
 Edward O. Hawes,
 Joseph H. Hickey,
 Homer H. Hunt,
 John G. Jones,
 William J. Lally,
 Edward B. Matz,
 Edward B. Osborne,
 Benjamin W. Pepper,
 John J. Riley,
 G. Waklo Sampson,
 Charles S. Sullivan,
 Alphonsus Walsh,
 Lester T. Willis,
 Arthur J. Voye.

Girls.

Katherine P. Aborn,
 Mary E. Bennett,
 Mabel Bonner,
 Mary A. Brennan,
 Helen M. Conroy,
 Josephine M. Conroy,
 Addie L. Cushing,
 Leonora Dwyer,
 Frances L. Eager,
 Katherine G. Finn,
 Caroline Galbraith,
 Ethel T. Gibson,
 Mary J. Gilbody,
 Alfreda H. Gore,
 Nellie A. Gowell,
 Alice M. Haley,
 Marian F. Hannum,
 Caroline M. Hauck,
 Ethel G. Hollis,
 Margaret L. Hughson,
 J. Mildred Hutchinson,
 Vera F. Hawes,
 Grace E. Karcher,
 Mary J. F. Keough,
 Mabel C. Kilcup,
 Addie M. Kinnear,
 Pearl H. Littlefield,
 Elizabeth F. Lyons,
 Annie E. Mahan,

Nellie L. Marr,
 Maude I. Newcomb,
 Esther G. Ochs,
 Annie L. O'Dea,
 Bertha E. Patterson,
 Sarah E. Pope,
 Mary T. Queeney,
 Margaret W. Reid,
 Mildred E. Roberts,
 Mary B. Rogers,
 Dora F. Roundy,
 Viola M. Sears,
 Mary S. Spargo,
 Agnes M. Sullivan,
 Emily Talbot,
 Charlotte A. Thatcher,
 Lucy V. Travers,
 Margery Waide,
 Alice Watson,
 Edith L. Wilde,

HANCOCK SCHOOL.

Girls.

Rebecca Baritz,
 Gertrude G. Berman,
 Annie Bloom,
 Esther Brignoli,
 Bertha Cohen,
 Minnie Cohen,
 Elizabeth G. Crowley,
 Margaret G. Crowley,
 Edwina E. DeVoto,
 Jennie A. Galaid,
 Ermine Garbarino,
 Sarah Ginsberg,
 Sarah E. Goldberg,
 Celia H. Goldman,
 Mary L. Gordon,
 Adele Govoni,
 Lillian P. Harris,
 Rebecca H. Krinas,
 Gertrude Levine,
 Julia Lubilsky,
 Esther R. Penansky,
 Fannie Pinkofsky,
 Bessie R. Rosenthal,

Joanna Segardelli,
 Ida F. Silverman,
 Emma E. Smith,
 Lillian Smolensky,
 Rose D. Steinberg,
 Jennie Stone,
 Paulina M. E. Tranfaglia,
 Rebecca Tusliinsky.

HARVARD SCHOOL.

Boys.

Bertram J. Ahearn,
 George H. Brock,
 Marion W. Brown,
 Dennis F. Coughlin,
 Edward L. Cushing,
 Frederic C. Elliott,
 Thomas J. Gallagher,
 John A. Gee,
 George J. Marrah,
 Joseph Meade,
 Patrick H. Murphy,
 Charles K. Robbins,
 Thomas J. Staek,
 Henry F. Steele,
 Frederic L. Tarbox,
 David H. Tegan,
 Frederic J. Welch.

Girls.

Teresa A. Bartlett,
 Teresa A. Bonner,
 Elizabeth G. Carney,
 Rose C. Colbert,
 Agnes G. Corbett,
 Mary G. Coyne,
 Ellen G. Dinneen,
 Alice E. Doherty,
 Catherine L. Driscoll,
 Florence G. Gillooly,
 Ellen G. Hasson,
 Alice D. Hoyt,
 Alice E. Hughes,
 Katherine W. Hunt,
 Josephine A. Hurley,
 Emily W. Johnson,

Theresa F. Kearns.
 Margaret A. Kirby.
 Ethel G. McDougall,
 Marguerite M. McKenna,
 Agnes T. McLean.
 Rosalind T. McQuatters.
 Helen M. Murphy,
 Anna M. Peters.
 Mabel L. Pilsbury.
 Anna M. Russell.
 Elizabeth A. Shea,
 Katherine J. Sullivan.
 Mary M. Wortelboer.

HENRY L. PIERCE SCHOOL.

Boys.

Andreas Anderson.
 George W. Bard.
 Irwin K. Bean,
 Leslie A. Black,
 John F. Callanan,
 Arthur D. Campbell,
 Michael J. Cannon, Jr.,
 William V. Chamberlin,
 Fred F. Coffin.
 Edward F. Coleman,
 John T. Desmond,
 William F. Doolan,
 Robert T. Fisher,
 D. Emmett Gee,
 George A. Goodnough,
 Arthur D. Gramer,
 James F. Hamburger,
 Albert L. Hasey,
 W. Arthur Haslam,
 Paul Hayes,
 Henry G. Hudson,
 Clarence E. Hyde.
 Howard K. Jackson,
 Edward J. Jones,
 Albert A. Lester,
 Frederick C. Lotterhand.
 William J. MacCarthy,
 Alexander S. MacDonald,
 Harold F. McWhirk,
 Edward K. Merrihew,

Austin J. Merrill.
 Myron N. Morris,
 Harold E. Morse,
 Charles C. Mullaly,
 Thomas H. Murray,
 Edward L. Nichols.
 Fletcher P. Osgood,
 George A. Patterson,
 Carl V. Payson.
 Granville B. Perry,
 Laurence G. Peyser,
 Albert Pond,
 Osborne B. Prouty,
 Harold L. Reid.
 William E. Rice,
 A. Franklin Russell,
 Clair Smalley,
 Myron W. Sparks,
 Henry K. Spencer,
 James Steele,
 Frank Sullivan,
 James W. Tolman,
 Arthur R. Wharton,
 J. Theodore Wharton,
 T. Irving Young.

Girls.

Eva J. Alexander,
 Martha E. Atwood,
 Estelle L. Bestram,
 Harriet M. Blaney,
 Jeannie N. Brackett,
 J. May Burbank,
 Helen T. Campbell,
 Laurette Campbell,
 Inez P. Carr,
 Edith G. Catchpole,
 Lotta C. Chipman,
 D. Theresa Christiansen,
 Bertha E. Clark.
 Lottie A. Corrao,
 Sadie A. Corrigan,
 Anna B. Cruikshank,
 Muriel M. Cruikshank,
 Edith H. Day,
 Grace C. Decker,
 Lucy M. Delcey,

A. Vera DeLiège,
 Sarah K. Feather,
 Anna Fenton,
 Mary A. S. Flynn,
 Katharine M. Fogg,
 Laura E. Follansbee,
 Maud V. D. Fox,
 Alice E. Freeman,
 Marion C. Frost,
 Ellen A. Gallivan,
 Gertrude Garran,
 Helen M. Glass,
 A. Vivien Grant,
 Ethel L. Hall,
 Aimee B. Hasey,
 Mary Hickey,
 Ruth L. Hosley,
 Caroline A. Kohler,
 Mary F. Lavelle,
 Geraldine Lawrence,
 Jennie M. Lent,
 Gail Linnehan,
 Margaret Litchfield,
 A. Nellena Little,
 Barbara S. Mansfield,
 Margaret A. McCreehy,
 Jennie M. Miller,
 Pauline E. Mulhall,
 Beatrice E. Nelson,
 Evelyn L. Pearson,
 Edith D. Perkins,
 M. Gertrude Prendergast,
 Josephine Richardson,
 Caroline E. Rockwell,
 Arlene N. Rozelle,
 Helen L. Shuttleworth,
 Ethel M. Smith,
 Margaret Stedman,
 Mary B. Sullivan,
 Dorothy E. C. Tarbox,
 Lucy L. Vance,
 Mollie E. Wadsworth,
 Winifred F. Wagner,
 Winifred J. Wallace,
 Lillian B. Warren,
 Rhobe West,
 Blanche E. Wharton.

A. Olive Wigley,
 Grace E. Wilcox,
 Sybil M. Witt.

HUGH O'BRIEN SCHOOL.

Boys.

James F. Allen,
 Edwin B. Amsbury,
 Louis C. W. Bensen,
 Albert A. Bergheim,
 John F. Cahill,
 John J. Carney,
 Hanson H. Curtis,
 James T. Dacey,
 William S. Daly,
 Stephen A. Donlan,
 John P. Doty,
 Maurice P. Downey,
 Amedeo L. S. Ferrandi,
 Francis M. Flanagan,
 Alfred H. Fortier,
 Richard L. Foundation,
 Herbert R. Gillpatrick,
 Joseph B. L. Glynn,
 William E. Glynn,
 Charles R. Hanlon,
 Benjamin J. Hartnett,
 Frank C. Heard,
 Franklin H. Jones,
 Abraham Keller,
 James F. Kenney,
 Augustus Kliman,
 Frank S. Lane,
 Samuel Lazarus,
 Abram J. McVicar,
 Charles W. Melzard,
 Charles Miller,
 Thomas J. Mitchell,
 Larra K. Munroe,
 William J. Neville,
 Frederick L. Ortle,
 Vincent Percival,
 Chester N. Perry,
 Frank D. Power,
 Samuel Rubin,
 William H. Shaughnessey,

John J. A. Slattery,
 Albert Thorley,
 Percival W. Toombs,
 James A. Tully,
 George I. Whitman,
 James Woods.

Girls.

Wilhelmina H. Andersen,
 Grace L. Bowman,
 Ethel Burgess,
 Rachel Calish,
 Estelle G. Campbell,
 Lillian H. C. Carlson,
 Dorothy M. Carney,
 Elizabeth Chalamel,
 Margaret J. Conway,
 Jennie Davis,
 Katherine T. Dimmock,
 Ida M. Easterbrooks,
 Margaret C. Elliot,
 A. Grace Emery,
 Emma G. Engel,
 Jessie H. Fisher,
 Linda E. Guteruth,
 Julia C. Guyer,
 Florence L. Hallett,
 Agnes R. N. Hayes,
 Helen A. Healey,
 Caroline Heintz,
 Susan V. Hicks,
 Minnie F. Howe,
 May E. Huber,
 Inez F. Ingalls,
 Annie Laurie,
 Anna J. Lynch,
 Mary F. MacGordrick,
 Rose A. McEll,
 Grace M. McGeoch,
 Annie J. McNealy,
 Hattie L. McPherson,
 Theresa J. Minnitti,
 Margaret I. Mulligan,
 Edna J. Palmer,
 Laura Pierson,
 Laura I. Scamman,
 Clarice Vera Smith,

Irene E. Stimson,
 Frances E. Sullivan,
 Bertha W. Thaxter,
 Eva P. Thomas,
 Amy M. Thyng,
 Irene M. Walsh,
 M. Louise Walsh,
 Mae A. Waters,
 Mary J. Webster,
 Eunice L. Williams,
 Nellie E. Wilson,

HYDE SCHOOL.

Girls.

Beatrice M. Channell,
 Mabel E. Channell,
 Susan H. Chesley,
 Mabelle E. Clark,
 Margaret J. Clarke,
 Minnie Cohen,
 Margaret F. Collins,
 Mary E. Connor,
 Helen A. Cooke,
 Lilla Davenport,
 Jennie R. Donnelly,
 Marion W. Farnsworth,
 Mary M. Farrell,
 Olie J. Freeman,
 Christine Hoskeer,
 Catherine I. Ingram,
 Rose E. Kalish,
 Hilda S. Karlson,
 Anna G. Kelley,
 Mary E. T. Kelly,
 Onida F. Mackey,
 Catherine F. Maguire,
 Sarah E. McNeil,
 Harriet M. Montgomery,
 Rachel Morse,
 Mary J. O'Neil,
 Florence L. Ordway,
 Maud E. Percy,
 Eva W. Pickard,
 Sophia Polak,
 Anna V. Regan,
 Vivien A. Reon,

Lillian F. Reynolds,
 Gertrude V. Scott,
 Gertrude L. Sprague,
 Mary C. Staudigl,
 Susan A. Troop,
 Marie C. Turner,
 Edith E. Weye.

JOHN A. ANDREW SCHOOL.

Boys.

Paul H. Block,
 Alfred W. Bohm,
 Christopher G. Brady,
 William P. Bransfield,
 Gunnar Carlson,
 John P. Cassidy,
 Charles W. Cleary,
 William J. Doherty,
 William F. Downey,
 Edward J. Duncan,
 James M. Dunphy,
 Daniel P. Fair,
 Walter J. Farley,
 John E. Fleming,
 Henry C. Francis,
 William J. Gallagher,
 James Hogarth,
 John V. Keane,
 William P. Moran,
 Arthur Morton,
 William E. Nelson,
 Horace C. Nowlin,
 Joseph E. O'Keefe,
 Daniel J. O'Neill,
 Frank R. Peters,
 Charles G. Prentiss,
 Joseph P. Rowe,
 Thomas J. Ryder,
 Roy J. Sears,
 Walter F. Shea,
 Joseph F. Sullivan,
 Clarence L. Tower,
 Daniel P. J. Walsh,
 Edward F. Walsh,
 Henry J. Wilbur.

Girls.

Annie V. Barry,
 Florence C. Bersig,
 Gertrude M. Cantwell,
 Veronica M. Cavanagh,
 Mary G. Conley,
 Mary Gertrude Conley,
 Mildred E. Coombs,
 Julia J. Crowley,
 Lillian G. Davis,
 A. Elizabeth Hamilton,
 Grace G. Hunt,
 Josephine G. Hurstak,
 Helena M. Lang,
 Catharine G. Lyons,
 Emily H. Mills,
 Annie G. Murphy,
 Florence M. Quinn,
 Gertrude F. Ray,
 Nellie A. Spratt,
 Elizabeth R. Sullivan,
 Mary Swehla,
 Helen M. Walsh,
 Katherine L. Walsh,
 Jeanett F. Wells,
 Lucy C. Yanda,

LAWRENCE SCHOOL.

Boys.

John F. Ambrose,
 William L. Anderson,
 John T. Barrett,
 John W. Bourke,
 Cornelius J. Cahill, Jr.,
 Martin F. Conley,
 Michael J. Conley,
 M. Ambrose Connelly,
 James F. Daley,
 Thomas F. Delaney,
 Frank W. Doyle,
 Richard J. J. Driscoll,
 Francis C. Field,
 William P. Foley,
 John J. Galvin,
 John V. Gookin,
 Matthew J. Gorham,

James F. Hayes,
 John F. Howard,
 James J. Kearney,
 James J. Keohan,
 John I. Lane,
 A. Henry Larsen,
 Michael J. Lee,
 Thomas J. Loughlin,
 William C. Martin,
 George V. McNamara,
 Leo V. McSherry,
 Joseph L. Murphy,
 James C. Norton,
 Cornelius J. O'Hara,
 John F. O'Keefe,
 Leon M. Parent,
 Richard P. Pavlick,
 Matthew F. Pendergast,
 James V. Splan,
 Michael J. Sullivan,
 Daniel J. Walker,
 Michael F. Welsh,
 William E. Wilcox.

LEWIS SCHOOL.

Boys.

Ralph F. Amidon,
 B. Earl Appleton,
 Douglas M. Cairns,
 Harold B. Carruth,
 Francis C. Cassidy,
 Emanuel P. Cohen,
 Edward B. Daily, Jr.,
 Adolph Dinner,
 William G. S. Ghirardini,
 Arthur T. Good,
 Amelio F. Gregory,
 William E. Hearn,
 Frederic L. Howard,
 Clinton W. Jackson,
 Carlton D. Jacobs,
 Albert E. Kelleher,
 Arthur C. Killion,
 James F. Magee,
 John H. McCarthy,
 Owen McCusker, Jr.,

Edmund J. McDermott,
 Charles L. Miller,
 Earl W. Miller,
 Ira F. Miller,
 Warren J. Nichols,
 Clarence R. O'Brien,
 Albert Raphael,
 Frank A. Reardon,
 David S. Reynolds,
 Oscar E. B. Risem,
 Herbert F. Ryan,
 Francis M. Shay,
 Edward B. Sheehan,
 Minot H. Snow,
 Eric H. Swenson,
 Henry L. Vose,
 Mortimer H. Wells,
 Channing Wentworth.

Girls.

Vermena C. Allen,
 Eudora Anderson,
 Agnes F. Armington,
 Grace V. Bachelder,
 Ida B. Berger,
 Gertrude H. Bugbee,
 Mabel M. Cushing,
 Marion Dole,
 Agnes V. Downey,
 Alice E. Du Moulin,
 Dorothy Fairbanks,
 Irene M. Fay,
 Enla G. Ferguson,
 Mary L. Fogarty,
 Esther Frank,
 Adelaide F. Frve,
 Margaret M. Good,
 Gladys A. Graves,
 Maude F. Gregory,
 Elizabeth T. Hickey,
 Denzie Hotchkiss,
 M. Alberta Hunter,
 Elizabeth Johnson,
 Katharine Y. Kearney,
 Rena A. Koopman,
 K. Grace Kurrus,
 Frances Lion,

Margaret E. McDermott,
 Alice M. E. Minard,
 Genevieve S. Moulton,
 Henrietta Nureberg,
 Lydia G. Pembroke,
 Eleanor L. Rand,
 Bertha Reinstein,
 Lucie L. Reynolds,
 Elizabeth I. Savage,
 Grace H. Seymour,
 Josephine Smith,
 Helen L. Souther,
 Harriet F. Stevens,
 Harriet M. Strange,
 Bertha M. Strong,
 Marion L. Tilton,
 Louise F. Wallburg,
 Elizabeth V. Walsh.

LINCOLN SCHOOL.

Boys.

Robert J. Bowman,
 John V. Brennick,
 Clyde G. Bruhn.
 Arthur C. Cadegan,
 John J. Cahill,
 John A. Collins,
 John B. Collupy,
 Thomas F. Couroy,
 Arthur E. Coupal,
 William N. Cronin,
 Hugh M. Cunningham,
 William F. Fanning,
 Michael J. Flynn,
 William A. Fotch,
 Henry A. Gallagher,
 Thomas F. Griffin,
 Robert A. Grimes.
 Daniel J. Haley,
 James F. Haley,
 James A. Healy,
 David D. Henwood,
 Clifford G. Hillier,
 John S. Hunt,
 Joseph F. Keenan,
 James W. Kelley,

Frederick M. Kimball,
 Guy P. Leslie,
 John J. Magner,
 William F. McDonough,
 John M. McDowell,
 John H. McSolla,
 Everett R. Merson,
 Thomas F. Minton,
 Andrew B. Morrissey,
 Jerome V. Murphy,
 Edward J. Murray,
 Chester B. Park,
 George W. Pingree,
 George A. Prohaska,
 Edward R. Smith,
 John R. Thompson,
 Clarence P. Wallen,
 Harold F. Wilkinson,
 George E. Young.

LONGFELLOW SCHOOL.

Boys.

George A. Bamberg,
 Henry F. Bindbeutel,
 Arthur W. Brown,
 Edward Callahan,
 Charles A. Dunkel,
 Henry W. Dunkel,
 Rudolph F. Dunkel,
 William T. Fairclough,
 Edward H. Gibbons,
 Karl A. Guild,
 Werner Helmboldt,
 Albert Hussey,
 Charles D. Keefe,
 Frank F. Kuchenmeister,
 John D. Lawson,
 Reinhard Lorenz,
 Paul Lounsbury, Jr.,
 William Ludlam,
 Harry T. McGrath,
 Robert Mehegan,
 Charles T. Nagel,
 John Noyes,
 Frank W. Peterson,
 John G. Sawalsky,

Allen R. Seaver,
William A. Sprague,
John S. Webb,
Arthur E. Willard.

Girls.

Anna G. Barak,
Hattie A. Barter,
Lillian E. Dean,
Lila D. Gould,
May E. Julian,
Harriet S. Keeley,
Emma W. Kerr,
Lillian M. Kuchenmeister,
Sarah M. Macdonald,
Anna P. McCormick,
Marguerite A. McKenna,
Mary A. McKenna,
Mary E. J. Murphy,
Olga A. Oberlander,
Ruth M. Roemer,
Ethel M. Rollins,
Eva M. Sherman,
Elizabeth J. Stein,
Lillian L. Trout,
Caroline E. Verrill,
Fredericka L. Wagner,

LOWELL SCHOOL.

Boys.

George V. Aker,
Harry M. Brandley,
Lawrence P. T. Cain,
James D. Campbell,
Arthur G. F. Chapman,
John W. Coffey,
Alfred Cohen,
Thomas A. Connolly,
Harry Coster,
Oscar F. Cox,
Norman E. Curtis,
Charles O. Dahl,
George W. Darby,
Russell L. Davison,
Edward J. Deveney,
Adolph Ehrenzeller,

Perry J. Farrington,
Frank E. Fisher,
Samuel Furtado,
Charles Goode,
John W. Goode,
Edward Gorman,
William F. Grabert,
Leo A. Helfrich,
William J. Helfrich,
William W. Henderson,
Harry B. Hill,
Michael J. Keaveney,
John H. Kelleher,
Walter E. Kelley,
John W. Kelley,
William Knight,
Otto Kruse,
Luther D. Lawrence,
Paul A. Leiske,
Charles H. Löve,
James M. Levey,
John H. Mack,
Archibald M. MacNeill,
Fred Matthies,
George McDonald,
Alexander B. McKechnie,
Thomas F. McLaughlin,
William L. Metzger,
John J. Mitchell,
Fred D. Munro,
William E. Nolan,
Joseph M. O'Brien,
Daniel J. O'Donnell,
Arthur J. O'Neil,
Emil H. Pflock,
Phillip S. Phillips,
Robert L. Richardson,
Arthur E. Rudolph,
Elmer A. Schaehrer,
Irvine H. Shearer,
Walter Spaans,
Frank H. Steinbacher,
John B. Stuart,
C. Wilfred Thompson,
George Tiews,
Thomas A. Tighe,
Arthur V. Timmins,

William A. Tobin,
 Nicholas J. Tyler,
 Frederic L. Vegkley,
 Carl L. Walters,
 Walter L. Willey,
 Richard Wolf,
 Richard E. Wolf,
 Henry C. Zimmer.

Girls.

Jessie Allan,
 Gertrude Ascher,
 Mary A. Barrett,
 Elizabeth Bensusan,
 Mary E. G. Boggie,
 Marguerite H. Braun,
 Martha J. Buckley,
 Ethel M. Burbank,
 Bessie H. Cassidy,
 Elizabeth G. Conway,
 Edna L. Cook,
 Elsie M. Cook,
 Annie O. Dittler,
 Grace C. Duffy,
 Margaret J. Dunlap,
 Magdalene T. Fallert,
 Margaret F. Fitzgibbons,
 Emelege A. J. E. Franz,
 Pauline A. Furgang,
 Jennie F. Gerrish,
 Julia T. Gillis,
 Mary K. Gilmore,
 Katharyne F. Glennon,
 Gertrude L. Graf,
 Matilda Greenman,
 Emily R. M. Griesman,
 Elizabeth C. Guinan,
 Mary E. Hackett,
 Hazel B. Hanley,
 Mary L. Harney,
 Grace A. Hartnett,
 Charlotte S. Hay,
 Gertrude E. Hayes,
 Mary H. Healey,
 Gertrude A. Horan,
 Elsie S. Hupprich,
 Julia A. Johnson.

Elizabeth Kelly,
 Marion E. Killion,
 Anna E. Knox,
 Anna Leng,
 Alice C. Ludwig,
 Hilda B. MacKinnon,
 Sarah J. Marcus,
 Alice J. McCarthy,
 Mary E. McPherson,
 Rosa C. A. H. Meier,
 Rebecca Melhado,
 Emily M. Miller,
 Katherine F. Mitchell,
 Annie C. Moeller,
 Frances M. Montrose,
 Helen K. O'Connell,
 Elizabeth M. O'Rourke,
 Evelyn Patten,
 Elizabeth C. Peterson,
 Bertha A. Pflock,
 Helen F. Ryan,
 Julia M. L. Sachs,
 Florence C. Scott,
 Clara H. Seidell,
 Aline C. Sheridan,
 Katherine L. Sommering,
 Martha D. Stickel,
 Eva M. Stokinger,
 Caroline W. Vollmer,
 Josephine D. Weber,
 Marietta Weden,
 Sophia Weener,
 Edith M. Wilds.

LYMAN SCHOOL.

Boys.

Israel Aronson,
 Israel Baitler,
 David Bloch,
 Ernest F. Borgess,
 Samuel J. Butler,
 John A. Caddigan,
 William J. Cady, Jr.,
 John F. Carciolfo,
 William L. Caulfield,
 Charles Cohen.

Solomon Croan,
 George B. Dixon,
 Michael L. Dorgan,
 Marcus H. Ensworth,
 Edward M. Evarts,
 Harris Feingold,
 George B. Gammon,
 Morris Ginsberg,
 Aaron Greenberg,
 Andrew J. Gunning,
 George P. Harvender,
 William P. Kelleher,
 Joseph M. Klein,
 Herbert D. Leary,
 Edward J. Lynch,
 Jesse J. Marshall,
 Joseph R. McDonald,
 Jacob J. Mugglebee,
 Edward Ober,
 William O'Hare,
 Alfred H. Queenan,
 Henry M. Russell,
 Morris Schweig,
 Harry Silverman,
 Joseph Silverman,
 Joseph F. Smith,
 Isaac Spellman,
 Frank M. Wallerstein,
 Jacob Weinberger,
 John E. Winston,
 Myer H. Zacroveritch,
 Warren J. Zinek.

Girls.

Ada Barnett,
 Lily M. Bethune,
 Julia L. Betts,
 Louise W. Blackwell,
 Bessie Cohen,
 Josephine A. Cronin,
 Catherine M. Cummings,
 Esther M. Dow,
 Alice L. Elpert,
 Rebecca B. Fox,
 Helen E. Gears,
 Ada Godinski,
 Josephine C. M. Harrington,

Edith Helman,
 Evelyn F. C. Hennessy,
 Annie A. Hogan,
 Mary L. Leary,
 Margaret J. Mackin,
 Mary M. Mackin,
 Anna M. Maloney,
 Rebecca Margolis,
 Jessie K. McLeod,
 Ethel Murdock,
 Hilda C. Nelson,
 Ellen L. Peterson,
 Jennie Z. Popitz,
 Rose Popitz,
 Margaret C. Pottinger,
 Christina C. Robin,
 Catherine B. Roskilly,
 Alice M. Small,
 Annie E. Snow,
 Agnes M. Spillane,
 Ethel M. Spofford,
 Lena H. Stertz,
 Etta K. Teaman,
 Florence E. Webster,
 Lillian Wolinski,
 Florence M. Wyman,
 Esther A. Zacroveritch.

MARTIN SCHOOL.

Boys.

Louis C. Clarke,
 Henry J. Corbett,
 William A. Doering,
 William J. Donovan,
 William J. Goode,
 Louis H. Heintz,
 Charles Jacobs,
 George A. Libby,
 Frederick W. Lorway,
 William B. Macgregor,
 Thomas McCourt,
 Charles F. McGonagle,
 Edward J. Mitchell,
 Thomas F. Murphy,
 Frank W. Reynolds,
 Sidney L. Sink,
 Carroll H. Tiffany.

Girls.

Caroline A. Coolidge,
 Mary D. Corbett,
 Florence D. Coughlan,
 Clara Dick,
 Genevieve M. Ferguson,
 Clara H. Franke,
 Ruth H. Haven,
 Jeannette G. Hunter,
 Lena Jakoby,
 Eva A. Knight,
 Elizabeth Leitch,
 Christine F. Loewen,
 Marietta Marchi,
 Mary E. McGreevey,
 Stella R. Naumann,
 Helena E. O'Dea,
 Adeline J. Oswald,
 Marion G. Scholl,
 Sabina J. Stanek,
 Helen L. Stearns,
 Esther M. Wright.

MARY HEMENWAY SCHOOL.

Boys.

Nathaniel W. Abbott,
 Edgar E. Abrahams,
 James J. Ahern,
 Timothy J. Ahern,
 Irving F. Brown,
 John A. Cavanagh,
 James A. Coffey,
 Horatio G. N. Cromack,
 William Doherty,
 John L. Eddy, Jr.,
 Thomas Farrell,
 Charles C. Grosse,
 George E. Hanlon,
 Willis H. Hatch,
 John H. Hausman,
 Howard Jones,
 Robert W. Lawler,
 Paul B. Lord,
 Raymond H. Lord,
 William J. Maloney,
 Samuel McIver,

John C. Meade,
 Edward C. Merrill,
 Grover C. Merrill,
 Arthur L. Morris,
 William L. Murphy,
 Christopher G. Murray,
 Jerome B. Murray,
 George F. Noble,
 James J. O'Keefe,
 Lewis E. Owen,
 Harold Paine,
 Frank H. Reid,
 Francis A. Rich,
 Thomas J. Rooney,
 Arthur W. Smith,
 Roy E. Smith,
 Stephen V. White,
 Arthur Wiswell.

Girls.

Alice C. Abrahams,
 Alice I. Addison,
 June Adkinson,
 Louise W. Armstrong,
 Emma A. Beadle,
 Harriet Bentham,
 Marion Bentham,
 Mary O. Borden,
 Mabel E. Bradshaw,
 Maude A. Bradshaw,
 Evangeline C. Brown,
 Marion K. Burns,
 Elsa M. Carlson,
 Ethel C. Carpenter,
 Harriett E. Caswell,
 Edith F. Chenoweth,
 Viola F. Coffen,
 Alice M. Collins,
 Laura B. Congdon,
 Ethel L. Currier,
 Alice H. DeLappe,
 Mary A. Flynn,
 Frances A. Foster,
 Emma M. Glynne,
 Annie S. Hagarty,
 Alice I. Hemsworth,
 Blanche A. Hull,

Martha L. Kelley,
 Esther L. Kimball,
 Florence M. Ladd,
 Evelyn F. Lally,
 Charlotte M. Laming,
 Amy G. Littlehale,
 Alma M. Lundquist,
 May C. Magee.
 Mary A. Mulligan,
 Kittie L. Murphy,
 P. Viola Northrup,
 Alida S. Pear,
 Estelle S. Rice,
 Mary F. Rich,
 Berenice A. Robinson,
 Lelia A. Rogers,
 Susan Rollins,
 Annie G. Scannell,
 Ina F. Sears,
 Mary B. Slattery,
 Florence E. Smith,
 Lillian A. Sweeney.
 Marion Swift,
 Frances I. Thompson,
 Editha J. Toliver,
 Almeria K. Wheeler,
 Lillian G. White,
 Bertha S. Wood,
 Florence Wright.

MATHER SCHOOL.

Boys.

William H. Berigan,
 Albert A. Billings,
 Edward J. Carey,
 George R. Cumings,
 D. Llewellyn David,
 Walter J. Dayton.
 Francis S. Devlin,
 Walter L. Donahoe,
 Edward J. Doyle,
 Ora S. Drew,
 John E. Fitzgerald,
 George A. Freeman,
 Walter J. Freeman,
 John F. Fultz,

James J. Glennan,
 Arthur W. Godfray,
 Patrick J. Hart,
 George F. Leahy,
 William G. Logue,
 Henry Lustig,
 John A. MacDonald,
 Edward P. McCarthy,
 W. Allan McCraw,
 Bernard J. McTernan,
 John J. Meehan,
 John B. B. Mullin,
 G. Edward Nagle,
 Richard J. Nagle,
 Charles A. Ochs,
 Thomas F. O'Connell,
 Arthur F. O'Neill,
 C. Ephraim Peterson,
 William C. Raymond,
 Michael J. Reagan,
 Otto L. Schulz,
 Joseph J. Sheehan,
 William H. Sweeney,
 John O. Taber, Jr.,
 John A. Woodhead.

Girls.

Alice S. Ball,
 Ellen J. Bemis,
 Alice F. Berigan,
 Florence E. Brainerd,
 Margaret Pearl Campbell,
 Ethel A. Chafee,
 Anna C. Crowley,
 Ellen W. Cullen,
 Johanna M. Cunningham,
 Eva C. Daley,
 Jeannette Dann,
 Anna J. Denning,
 Elizabeth G. Dolan,
 Mary G. Donahoe,
 Cecilia V. Dorsey,
 Katherine L. C. Doyle,
 Helen C. Dunican,
 Helen E. Earle,
 Margaret A. Fay,
 Julia A. D. Fitzgerald,

Mary E. Fitzgerald,
 Mary E. Ford,
 Marion Francis,
 H. Mabel Fratus,
 Katherine C. Gately,
 Josephine T. Goldie,
 F. Marguerite Griffin,
 Elizabeth F. Griffith,
 Ellen G. Griffith,
 C. Estella Hennigar,
 Blanche E. Hudson,
 Gertrude H. Leslie,
 Grace I. MacCallum,
 Mary E. MacDonald,
 Rosita S. McVeigh,
 Winnie O. Miller,
 Cecilia H. O'Brien,
 Viola C. Pakulski,
 Amy Pool,
 Natalie L. Prescott,
 Marion B. Sawyer,
 Mary E. T. Scanlon,
 Clytie R. Sherman,
 Florence L. Sproul,
 Minnie G. Stuart,
 Ellen F. Sweeney,
 Mary G. Sweeney,
 Mary A. E. Taber,
 Edna F. Tower,
 C. Florence Tracy,
 Mary B. Urquhart,
 M. Arline C. Webber,
 Alice A. L. Wright,
 Martha Zoph.

MINOT SCHOOL.

Boys.

Albert L. Connor,
 Elmer B. Dinsmore,
 William T. Doyle,
 William F. Flanagan,
 James F. Galvin,
 Ralph I. Harris,
 James A. Heden,
 Jeremiah C. Murphy,
 Harold C. Packard,

James R. Smith,
 Paul Sherman,
 George H. Thomas,

Girls.

Florence P. Allen,
 Gladys L. Brandt,
 Hilda A. Brooks,
 Mary I. Brooks,
 Alice W. B. Courtney,
 Margaret M. Cummings,
 Mary A. Cummings,
 Mary J. Dooley,
 Helen J. Eagan,
 Lillian H. Forsaith,
 Grace E. Hallett,
 Estelle Hanlon,
 Mary W. Lane,
 Elizabeth D. Locke,
 Susan J. McCloskey,
 Louise K. Murphy,
 Ethel S. Rich,
 Katherine G. Roche,
 Pyra N. Rolfe,
 Hilda S. Setterlund,
 Edna H. Stock,
 Katherine F. Sullivan,
 Grace M. Timberlake.

NORCROSS SCHOOL.

Girls.

Leah Bloom,
 Mary E. Buckley,
 Matilda A. Burns,
 Sarah E. J. Callahan,
 Ellen A. Carey,
 Mary E. Clougherty,
 Sophia P. Collins,
 Helena M. J. Collins,
 Grace U. Connor,
 Hannah E. Costello,
 Margaret M. A. Cotter,
 Elisabeth S. Curtaz,
 Catherine C. Dempsey,
 Anna V. Donovan,
 Mary E. V. Donovan,

Mary G. Donovan,
 Sarah G. Doyle,
 Anna E. Flynn,
 Mary A. Fouhy,
 Maria L. Freeman,
 Mary A. E. Gaughen,
 Maud M. Gerhardt,
 Alice L. Grant,
 Ida E. Graul,
 Mary H. Hennessey,
 Annie J. Horgan,
 Mary E. Hunt,
 Mary E. G. King,
 Amelia A. Lane,
 Mary E. Lanigan,
 Ann C. Levins,
 Sarah C. McLeod,
 Lillian G. McVay,
 Ellen J. Monaghan,
 Mary M. Moore,
 Anna A. Murphy,
 Margaret M. Murray,
 Rose L. Nechotovich,
 Florence G. Norton,
 Mary J. Norton,
 Mary J. O'Neill,
 Agnes M. Shipsey,
 Elizabeth V. Sullivan,
 Lillian G. Threadgold,
 Mary L. Williams.

PHILLIPS SCHOOL.

Boys.

Abraham S. Bernstein,
 Moses Brodie,
 James B. Brophy,
 John E. Burke,
 Robert J. Callahan,
 William J. Clark,
 Abram S. Cohen,
 Mark Cohen,
 Walter F. Coppinger, Jr.,
 Herbert T. Cronin,
 Aleck S. Czarlinsky,
 Preston A. Eddy,
 Arthur J. Feinberg,

Harry D. Fineberg,
 Thomas J. Flynn,
 Charles Freed,
 Louis Freed,
 Louis H. Goldberg,
 Nathan Goldberg,
 Samson Goldberg,
 Harry Gottlieb,
 Max T. Guren,
 Charles H. Haven,
 Charles J. Heller,
 Thomas H. Keenan,
 John J. Kelley,
 Edwin F. Kenswil,
 Charles Kovensky,
 Hyman M. Landisman,
 John P. Lee,
 Alexander Leonard,
 Hyman Levine,
 David Lichtenstein,
 Bernard Mann,
 Hyman Mover,
 Harry V. Murphy,
 Michael U. R. Nagle,
 Richard J. O'Donnell,
 Aaron Paterlosky,
 Charles J. Petofsky,
 Edward M. Pofcher,
 Ezra Rosenthal,
 Max Segal,
 Charles Silverman,
 George F. Sliney,
 William D. Stein,
 Abraham Weiss,
 Charles W. Wellington,
 William J. White,
 Edward Willis,
 William Zarling.

PHILLIPS BROOKS SCHOOL.

Boys.

Adam J. Amrhein,
 Norman F. Faunce,
 Joseph R. S. Gillis,
 William T. Glidden,
 Clayton H. Hartford,

Ingram A. Howell,
 Charles H. Kent,
 Bradford D. Kuhn,
 Francis E. Lodge,
 Clarence J. Martin,
 George S. Miller,
 Andrew C. Mumler,
 Abraham Nadell,
 John Parry,
 Edward C. Prescott,
 Lewis Solomon,
 Charles M. Stevenson,
 Henry W. Stucklen,
 William A. Teelan,
 G. Herman Wright.

Girls.

Grace L. Adams,
 Eleanor P. Best,
 Louise C. Brinn,
 Margaret J. Carney,
 Ruth W. Davenport,
 Grace A. Durgin,
 Mabel G. Endres,
 Stella Falk,
 Rose R. First,
 Ida M. Forrest,
 Rosetta E. Grishaver,
 Emma L. Kelley,
 Martha Lowenberg,
 Florence M. McCloskey,
 Annie Nadell,
 Ethel M. Nutting,
 Florence M. Patrician,
 Marguerite Poppelhower,
 Elizabeth J. Reddish,
 Christina H. Shaw,
 Alice M. White,
 Bertella M. Wright.

PRESCOTT SCHOOL.

Boys.

John L. Boyle,
 Thomas E. Butler,
 Frank J. Callahan,
 Joseph A. Campbell,
 George T. Carven,

James T. Corish,
 Walter H. Cox,
 William J. Cronin,
 John F. Desmond,
 Richard J. Dobbyn,
 John J. Donovan,
 Matthew Dreghorn,
 Edwin H. Drew,
 Francis W. Duffy,
 John J. Dunbar,
 Daniel V. Fitzgerald,
 James A. Galvin,
 Kenneth Jacobs,
 Harold C. Lane,
 Frederick A. Lawrence,
 William S. Maloney,
 Edward T. McGlinchey,
 James F. McInness,
 John J. McInness,
 Harold E. Melzar,
 Dennis W. O'Sullivan,
 George J. Pilicy,
 George L. Richards,
 J. Percy Richardson,
 Malcolm B. Seaver,
 Gordon T. Smith,
 George E. White.

Girls.

Agnes V. Anderson,
 Ellen F. Bailey,
 Olive M. Brown,
 Mildred Carpenter,
 Mary A. Cronin,
 Florence R. Fleck,
 Mary E. Gillogly,
 Emma Hickey,
 Elizabeth M. Holman,
 Helen V. Hughes,
 Ella T. McCarthy,
 Alice McGovern,
 Alice R. Murphy,
 Helen M. O'Brien,
 Bridget O'Mara,
 Eleanor Pratt,
 M. Grace Seymour,
 Myra A. Sullivan.

PRINCE SCHOOL.

Boys.

Stanley Bishop.
 Raymond Bliss.
 Herbert C. Brown.
 Garfield T. Chapman.
 John O. Conolly,
 Augustine E. Cullinane,
 Stephen J. Doherty,
 Francis L. Ducharme,
 Leland F. Hadley,
 James W. Hawkes, Jr.,
 Jesse A. Holton,
 Charles P. Howard.
 Paul F. Hubbard,
 John H. G. Locke.
 Lester H. Loring,
 Walter I. Lowther,
 Frank W. Mayer,
 Cornelius J. O'Brien,
 Joseph S. O'Brien,
 Harold S. Parkhurst,
 Dexter Perkins.
 Bayard F. Pope,
 Gilman D. Rankin,
 Alton W. Ridley,
 James E. Rogers,
 Irving W. Sibley.
 Herbert J. Stiebel,
 Leon Whitaker.

Girls.

Cora W. Annable,
 Mary E. Badger,
 Marion C. Born.
 Fannie F. Braune,
 Helen L. Brown,
 May Brown.
 Pauline V. Casey,
 Florence E. Clark,
 Ethel M. Cook,
 Istheia DeL. Derby,
 Nellie C. De Wolf,
 Florence Driscoll,
 Ethel H. Edwardes,
 Grace V. Edwardes,

Florence Fisher,
 Rachel Fuller,
 Sarah A. Glover,
 Shirley K. Grant.
 Viola W. Green,
 Edna I. Gurney,
 Evangeline M. Harris,
 Hortense H. Henking,
 Mabel S. Howard,
 Linda R. Hutchinson,
 Marguerite M. Jobin,
 Beatrice F. Judkins,
 Florence Kimball,
 Grace K. McCandlish,
 Mary L. B. McClure,
 Mary M. McMullen,
 Florence G. Millard,
 Mary K. A. Moran,
 Mary C. Mungovan,
 Clara P. Nelson,
 Agnes T. O'Brien,
 Ethel I. Patterson,
 Mary G. Pearson,
 Alice F. Ramsey,
 Sallie E. B. Sadler,
 Florence Seaver,
 Leila R. Shaw,
 Mary R. Smith,
 Cora I. Somersall,
 Lalia E. Southworth,
 Reba A. Speirs,
 Edna W. Vose,
 Marion Wadleigh,
 Elsie H. Welch,
 Ellen F. Whelan,
 Dorothy S. Wood,
 Marie Wyman.

QUINCY SCHOOL.

Boys.

William Alexander,
 Frederick J. Armstrong,
 Leonard T. Barry,
 Simon Blumberg,
 Michael J. Bowen,
 David A. Burns,

Edward L. Callahan.
 Francis J. Cavanagh.
 William T. Costello,
 John V. Cullinane,
 Abraham Daniels.
 Jules M. Dorsaz,
 William Einstein,
 Jacob Finkelstein,
 James A. Galvin.
 William J. Geary.
 William Greenberg.
 John J. Griffin,
 Paul Hackel,
 Eugene L. Hannon,
 Abram Harfield,
 William X. Huber,
 Max Lewis,
 Patrick A. Manstield,
 Jeremiah J. McCarthy,
 Frank J. McNamara,
 John T. Murphy,
 Samuel Nahas,
 Jacob Nathan,
 P. Francis O'Leary,
 Moses Paleias,
 Samuel Rosenthal,
 Francis I. Shea,
 Timothy F. Shea,
 Joseph Silverman,
 Lawrence J. Sullivan,
 Richard W. Wallace,
 Israel Wesalo,
 Bernard Zion.

RICE TRAINING SCHOOL.

Boys.

Walter L. A. Boland,
 James J. Bowen,
 Walter Broderick,
 Howard Cobb,
 Henry A. Delaney,
 Robert F. X. Dixon,
 Charles J. Dullea,
 James L. Glass,
 William E. Harrold,
 Emory R. Hickie,

Henry J. Hosford,
 Robert J. Howell,
 Solomon Jacobs,
 Robert M. Johnson,
 Edward C. Kailher,
 Abram Kaplan,
 George L. Kelley,
 Arthur A. LaPorte,
 Orville W. Layton,
 John C. Linelian,
 Wilbur Lougee,
 George F. MacDougall,
 Robert T. McCance,
 Justin L. McCarthy,
 John J. McElwain,
 Henry J. Murray,
 Thomas E. Pigott,
 George F. Pingree,
 Samuel Raskind,
 Edward A. Riley,
 James D. Ruffin,
 George A. Shaw,
 Leon H. Stevens,
 John J. Sullivan,
 John J. Sullivan,
 William E. Turner,
 William R. Webb,
 Henry P. Wennerberg,
 Frederick A. Wilmot.

ROBERT G. SHAW SCHOOL.

Boys.

Melville C. Bagnall,
 Hermann W. Bohm,
 Frederick W. Covill,
 Chester E. Crowe,
 Frederick J. Cunningham,
 Charles A. Devney,
 Joseph P. Gallivan,
 Harry A. Grant,
 Charles P. Maloney,
 Francis W. Manning,
 Edgar A. McCoy,
 James B. Murrow,
 Carl Myers,
 William H. Nourse,

J. Carroll Poland,
Louis H. Schlimper,
Herbert Schortmann,
Edgar D. Seabrooke,
Howard Shepherd.

Girls.

Frances K. Callahan,
May F. T. Cunningham,
Lillian E. Duquet,
Ruth Everett,
Mary Foster.
Catharine C. Gately,
Daisy L. Hodgdon,
Natalie Irving.
Annette L. Kane,
Lillian R. Leeman,
Katherine J. Lynch,
Jessie V. Merlin,
Dorothy Metcalf,
Katharine M. Moore,
Rose E. Perron,
Katherine B. Power,
Clarissa P. Redonnet,
Helen Robinson,
Frieda E. Smith,
Dora M. Soule.
Edith L. Stiles,
Adella Thomas,
Emma M. Tileston,
Florence M. Vogel,
Emily P. Zeuner.

ROGER CLAP SCHOOL.

Boys.

Chester L. Bradeen,
Robert J. Brennan,
Philip E. Brosnahan,
William E. Clahane,
Martin J. Coyne,
George W. Cuddy,
Leon F. Cummings,
Thomas J. Day.
J. Edmund Deegon.
John H. Dowd,
Walter B. Elcock.

Howard L. Farwell,
Jeremiah J. Kelligrew,
John J. Lally,
Edward J. Loftus,
S. Roy. MacDougall.
Timothy J. Mahoney.
Fred S. McLean.
Vernor E. McLean,
Thomas J. Morley,
Edward D. Murphy,
Edward O'Connor,
James F. J. O'Halloran,
Arthur J. Roberts,
Henry P. Smith,
J. Frederick Walker,
Harry C. Wells,
Edward E. Whidden.

Girls.

M. Louise Bailly,
Florence G. Calahan,
Elizabeth M. Carey,
Florence P. Craig,
Margaret F. Cummings,
Rose A. M. Doran,
Ella M. Eadie,
Helena A. Flaherty,
Mary R. Gallagher,
Grace M. Hinckley,
Mary A. Houlihan,
Annie M. Hufton,
Gertrude E. H. Loeffler,
Elizabeth M. Loftus,
Nellie F. Ludy,
Margaret E. MacDonald,
Gertrude Maklausky,
Irene F. McCabe,
Margaret F. R. McCarty,
Mary L. McDonald,
Anita P. McDonough,
Katherine McLaughlin,
Mary E. Meadows,
Lillian E. Norton,
Alice F. Read,
Ethel I. Silva,
Lillian F. Thomas,
Helen L. Tobin.

SHERWIN SCHOOL.

Boys.

Isidor J. Banash,
 Samuel B. Bloomberg,
 George Bryant,
 Leo J. Buckley,
 Herbert G. Castelle,
 Francis J. Connell,
 William T. Dacey,
 John G. Deery,
 John F. Donovan,
 Jacob Doringier,
 Henry F. Faul,
 William O. Gaskins,
 Albert B. Grundy,
 John T. Hackett,
 Frank J. Harris,
 James F. Haywood,
 David B. Irons,
 John A. Janse,
 William J. Keogh,
 John Mahoney,
 James J. Manning,
 Arthur M. Marston,
 William P. Maynard,
 James H. McDade,
 James F. McKeever,
 Joseph P. Meehan,
 Halford L. Mode,
 Edward T. Murphy,
 Joseph F. O'Keefe,
 William M. Prendergast,
 Albert Quinlin,
 Harrison O. Quinlin,
 Frederick A. Robinson,
 Adam F. Schottmiller,
 Benjamin F. Shepard,
 Israel Shohar,
 Peter M. J. Stapleton,
 Israel N. Strumph,
 Oscar W. Swenson,
 Fritz H. Tenggren,
 Henry C. Turner,
 Walter J. Upshur,
 Edward J. Wanders,
 William E. Webster,
 Arthur S. Woodis.

SHURTLEFF SCHOOL.

Girls.

Catherine E. Aarons,
 E. Elizabeth Ahearn,
 Gertrude A. Ahearn,
 Beatrice A. Anderson,
 Charlotte L. Aughterton,
 Mary E. Barry,
 Margaret E. Bell,
 Elsie M. Berlo,
 Lydia Bernard,
 Alma Boodro,
 Lillian M. Brennan,
 Abigail E. Brown,
 Frances G. Burns,
 Katherine F. Carey,
 Catherine J. Cashman,
 Anna A. Clority,
 Anna C. Condon,
 Katherine J. Connors,
 Isabel Crane,
 Lucy Crane,
 Catherine S. Cronin,
 Mary J. Cronin,
 Agnes T. Cross,
 Catherine V. Cussen,
 Agnes A. Danker,
 Alice L. Dempsey,
 Rosalie J. Elyko,
 Edith E. Faulkner,
 Mary F. Finnegan,
 Annie Gallacher,
 Marie F. Gavin,
 Magdalena E. Grages,
 Blanche D. Haley,
 Caroline A. Hoyt,
 Sadie E. Kidder,
 Katherine F. Leahy,
 Mary V. Leahy,
 Jessie Malcolm,
 Ethel R. Martin,
 Alice G. Mason,
 Alice C. McArdle,
 Josephine F. Minehen,
 Mary G. Mooney,
 Alice M. J. Nolan,
 Mary M. O'Neil,

H. Elizabeth O'Neill,
 Mary L. G. O'Neill,
 Edith A. Raper,
 Ethel L. Sanders,
 Margaret H. Sheehan,
 Iona E. Simpson,
 Agnes R. Sullivan,
 Gertrude M. Sullivan,
 Annie Ticha,
 Grace E. Tobin,
 Florence A. Walsh,
 Annie J. Wheeler,
 Agnes I. Whiting.

THOMAS N. HART SCHOOL.

Boys.

James W. Brenner,
 Francis Campbell,
 John C. Clougherty,
 Franklin E. Collins,
 William J. Connell,
 Pierce H. Coolidge,
 Francis C. V. Crowley,
 Richard J. Dealy,
 Frank E. Denehy,
 Charles W. Donahue,
 Joseph L. Dowd,
 G. Edward Engdahl,
 Sidney T. Farrell,
 Joseph W. FitzPatrick,
 Ralph W. French,
 Frank Given,
 M. Joseph Greeley,
 William J. Howe,
 Charles S. Jenney,
 Charles E. Kenney,
 Clyde R. Kerwin,
 Henry A. E. Kewer,
 Joseph M. Kinsella,
 Walter Lamb, Jr.,
 Theodore M. Logan,
 Andrew J. McCoubrey,
 Henry F. McWhirk,
 Henry G. Mitchell,
 Walter X. Moran,
 William A. O'Meara,

Wilbert R. Patterson,
 Frank J. Pendergast,
 James E. Pendergast,
 Eugene S. Potter,
 Edmund I. Reynolds,
 James E. Robertson,
 James E. Rush,
 Henry Samson,
 Willard R. Seallan,
 T. Edgar Sewell,
 Francis C. J. Shea,
 Ralph W. Taylor,
 Walter I. Tibbetts,
 Albert H. Walsh,
 Walter T. Walsh,
 Forrester B. Washington,
 Raymond W. Wheeler,
 George M. Wilder,
 Chester Wood.

TILESTON SCHOOL.

Boys.

Arthur B. Brown,
 John Curley,
 Edward F. Eckert, Jr.,
 Edward J. Evans,
 Guy W. Lucas,
 Harold R. Perry,
 Norman D. Scheffreen,
 John H. Schindler,
 Horace Seaver,
 Rodney D. Smith,
 Robert H. Sullivan.

Girls.

Ruth F. Atkinson,
 Etta M. Broderick,
 Ruth Burt,
 Clara A. Cooke,
 Margaret E. Croft,
 Ruth M. Crosman,
 Lydia I. Eldridge,
 Jessie H. Franklin,
 Ellen V. Hammersley,
 Ethel L. Higgins,
 Etta M. Hunt,

Annie A. Kelley,
 Edith G. Larson,
 Marion Lovis,
 Florence Maybury,
 Mary E. McGann,
 Ethel B. Miller,
 Louise H. Parker,
 Mildred A. Parker,
 Maud B. Perry,
 Bertha C. Quinnam,
 Anastasia E. C. Ring,
 Bertha F. Rollins,
 Elmira A. Smith,
 Lena L. Smith,
 Ruth E. Weston.

WARREN SCHOOL.

Boys.

Benjamin J. Bean,
 James H. Connors,
 Leander F. Corbin,
 Frank L. Cox,
 Frederick DeCaro,
 Joseph DeCaro,
 Arthur J. Elwood,
 John J. Fitzpatrick,
 F. Lothrop Gibby,
 Walter F. Hall,
 William G. Johnson,
 William J. Mahoney,
 Chester E. Morse,
 Frank J. Murphy,
 Harry I. Phippen,
 George F. Pope,
 Percy A. Quadros,
 Ward H. Robinson,
 Bert B. Silberman,
 James A. Smart,
 Raymond E. Smith,
 Frank F. Stevens,
 George G. Wellington.

Girls.

Jennie A. Borden,
 Salvina Brault,
 Grace C. Carroll,

Katheryn G. Carroll,
 Grace L. Coleman,
 Grace M. Dowd,
 Mary Driscoll,
 Marguerite H. Evans,
 Margaret J. Finn,
 Vergie V. Hall,
 Josephine V. Harrington,
 Mabel C. Hayden,
 Jessie A. Kennedy,
 Bertha C. Kenney,
 Mildred R. Kimball,
 Ethel G. King,
 Josephine C. Leonard,
 Mary A. Maguire,
 Ida M. Marrali,
 Katherine F. McCarthy,
 Lottie M. Meaney,
 Annie S. Nickerson,
 Jennie V. O'Brien,
 Ethel M. Pearce,
 Gertrude G. Pearson,
 Grace A. Preble,
 Annie A. Regan,
 Clara P. Simpson,
 Caroline Small,
 Alice L. Smith,
 Kate E. Smith,
 Jennie E. Southwick,
 Florence L. Spratt,
 Edna C. Stevens,
 Anna E. Tyter,
 Mildred F. Williams,
 Annie L. Willson,
 Florence I. Wolfe,
 Edith B. Woodbury.

WASHINGTON ALLSTON SCHOOL.

Boys.

Albert E. Beckius,
 Justin W. Bent,
 Henry Bennett,
 Arthur H. Cooper,
 Pierpont M. Cowan,
 Lowell D. Crandon,

William J. Cusack,
 James M. Davis,
 Fred W. Denney,
 Aubrey W. Doane,
 James E. Donovan,
 Leo J. Geary,
 Edward P. Gokey,
 Benjamin H. Goodkin,
 William L. Greene,
 Frank Harrington,
 Ernest Johnson,
 Charles F. Maguire,
 Frank L. Maguire,
 William T. Maguire,
 William S. Mitchell,
 William H. Murphy,
 Richard F. O'Brien,
 Daniel L. Riordan,
 Ernest G. Small,
 Arthur L. Smart,
 Lon J. Smith,
 George C. Sullivan,
 Arthur S. Tooker,
 Willard D. Woodbury,
 Samuel Young,
 Otto W. Youngren.

Girls.

Marie Applebee,
 Alice Blake,
 Gladys V. Bowditch,
 Catherine L. Bowles,
 Margaret A. Boyle,
 Corinne B. Chapman,
 Jennie M. Crowley,
 Delia M. Cusack,
 Grace H. Daniels,
 Jennie A. Davis,
 Florence M. Dillingham,
 Lulubelle Drew,
 Annie E. Evans,
 Anna B. Fagan,
 Edna C. Farrington,
 Maud S. Fay,
 Florence M. Ferre,
 Ida F. Goyette,
 Ernestine B. Greene,

Jessie L. Greene,
 Mary E. Grinley,
 Mary E. Hendricks,
 Mary C. Henry,
 Ivie B. Holt,
 Helen F. Johnson,
 Katherine Keefe,
 Grace L. Kelly,
 Mary M. Kenney,
 Catherine Killion,
 Ella M. Mackenzie,
 Mary M. Maguire,
 Lillian J. McCarthy,
 Mary McCarthy,
 Elizabeth McDermott,
 Ellen McNulty,
 Anna M. Muldoon,
 Ellen J. Murphy,
 Margaret O'Brien,
 Victoria A. Olssen,
 Alice O'Meara,
 Beatrice C. Rosnell,
 Helmi J. Rosnell,
 Ellen M. Ryan,
 Teresa B. Ryan,
 Ellen E. Schroeder,
 May S. Sjogren,
 Marcella Van Buskirk,
 Gertrude N. Wetzler,
 Ethel B. White,
 Helen H. Woodbury,
 Gertrude L. Yapp,
 Jessie Young.

WELLS SCHOOL.

Girls.

Ida Adalman,
 Pauline E. Alman,
 Ella M. Auseon,
 Gertrude E. Averill,
 Katheryn E. Barry,
 Florence Berlow,
 Ida Bolonsky,
 Rose C. Brosman,
 Ruth E. Butler,
 Michaelina A. Cardarelli,

Mary M. A. Clark,
 Anna Cline,
 Beatrice B. Cohen,
 Sarah Cohen,
 Annette Coretsky,
 Anna Davidson,
 Sadie E. N. Emery,
 Mary M. Feeney.
 Jennie M. Finklestein,
 Florence E. Finn,
 Vera G. Fox,
 Elizabeth A. Freedman,
 Rosa A. Freeman,
 Dora Gerling,
 Gertrude P. Gerling,
 Edith Goldman,
 Frances G. Goldstein,
 Rebecca Goldstein,
 Rose C. Goldstein,
 Sarah Goldstein,
 Hannah Greenberg,
 Elizabeth H. Greenstein.
 Tyna Helman,
 Charlotte Helpin,
 Anna B. Herbsman,
 Sarah Horblit,
 Anna F. Kessler,
 Gertrude Lichtenstein,
 Ellen M. Lombard,
 Elizabeth M. Lynch,
 Catherine L. Mahoney,
 Jeannette C. McGrath,
 Rose Menovich,
 Ethel Novograbelsky,
 Elizabeth E. Power,
 Edith Price,
 Ida R. Quinn,
 Caroline G. Rashkowitz,
 Grace I. V. Riley,
 Rose L. Riley,
 Ida E. Rosenschein,
 Etta Rubens,
 Deborah N. Rudginsky,
 Helen Saxe,
 Ada Seelenfreund,
 Frances Segool,
 Mary T. Sullivan,

Dora Swartz,
 Mary B. Waldstein,
 Beatrice Wasserman,
 Anna Weinstein,

WINTHROP SCHOOL.

Girls.

Jennie Abramovitz,
 Mildred Alexander,
 Sarah Alkon,
 Daisy M. Beck,
 Josephine M. Bialas,
 Josephine M. Bowen,
 Florence V. Brown,
 Florence T. A. Carlezon,
 Ruth A. Chamberlain,
 Libby P. Cohen,
 Catherine A. Costello,
 Julia L. Costello,
 Mary A. Cotter,
 Helena E. Cronin,
 Mary J. M. Cronin,
 Mary A. Crowley,
 Mary A. Delaney,
 Delia J. Devine,
 Isabella S. Disbrow,
 Amanda E. Dodge,
 Ella Feldman,
 Helen Frankstone,
 Anna C. Giannotti,
 Sadie Goodman,
 Emma F. Graham,
 Kathryn A. Green,
 Bertha Guggenheim,
 Mary R. Harris,
 Ruth Howard,
 Florrie M. Hurtlely,
 Cecilia E. Kelley,
 Sarah I. Koplen,
 Annie E. Leventhal,
 Dora M. Locke,
 Eugenia U. C. Losero,
 Josephine C. Magee,
 Theresa Marcus,
 Margaret A. M. McBrearty,
 Mary A. McCarthy,

Mary T. A. McCarthy,
Catherine C. Murphy,
Bessie A. Myers,
Elizabeth A. Newton.
Catharine A. Nicholson,
Ernestine E. V. Parsons,
Katherine J. A. Reardon.
Mary C. P. Regan,
Martha H. Renmuth,
Barbara E. Ridland,
Mary M. Riley,

Alice M. V. M. Scaddan,
Annie E. Segool,
Lillian M. Shenberg,
Rose E. Silverman,
Augusta Student,
Frances A. Sweeney,
Mary E. Towle,
Blanche V. Wallace,
Sarah Wapner,
Ida Weinick,

ROSTER OF
CADET OFFICERS AND NON-COMMISSIONED
STAFF OFFICERS
OF THE
BOSTON SCHOOL CADET BRIGADE,
JUNE. 1901.

ROSTER OF CADET OFFICERS
AND
NON-COMMISSIONED STAFF OFFICERS
OF THE
BOSTON SCHOOL CADET BRIGADE,
JUNE, 1901.

FIRST REGIMENT.

(English High School.)

TWO BATTALIONS.

Cadet Lieut.-Col. — Frank W. Regan.

Cadet Major. — Elmer A. Merriam.

Cadet Major. — James W. Milne.

STAFF OFFICERS.

Cadet Regt. Adjutant. — Maurice Cohen.

Cadet Batt. Adj. — Samuel Czarlinsky.

Cadet Batt. Adj. — Louis C. Hohl.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt. Major. — Oscar S. Hodgkins.

Cadet Batt. Sergt. Major. — William H. Harrison.

Cadet Batt. Sergt. Major. — Clement G. Godfray.

Cadet Color Sergt. — Thomas P. Scully.

Cadet Drum Major. — Harold W. Blanchard.

COMPANY OFFICERS.

COMPANY A. *Cadet Captain.* — David A. Barron; *Cadet Lieuts.* — Harry Caswell, George E. Watts.

COMPANY B. *Cadet Capt.* — Waldo E. Houghton; *Cadet Lieuts.* — Hervey E. Preston, Philip Castleman.

COMPANY C. *Cadet Capt.* — Charles H. Coleman; *Cadet Lieuts.* — Eugene G. Wallingford, John D. Marks.

COMPANY D. *Cadet Capt.* — John J. Cronan; *Cadet Lieuts.* — Charles W. Goetz, Joseph J. Heard.

COMPANY E. *Cadet Capt.* — John J. O'Keefe; *Cadet Lieuts.* — Kenneth L. Salmon, Howard L. Allen.

COMPANY F. *Cadet Capt.* — James C. Haynes; *Cadet Lieuts.* — Chester Allen, Joseph B. Smith.

COMPANY G. *Cadet Capt.* — Walter L. Lewis; *Cadet Lieut.* — Roys E. Woodward.

SECOND REGIMENT.

(Public Latin School.)

TWO BATTALIONS.

Cadet Lieut.-Col. — Michael S. O'Riorden.

Cadet Major. — Clarence P. Whorf.

Cadet Major. — Howard V. Knight.

STAFF OFFICERS.

Cadet Regt. Adjutant. — Eldon Macleod.

Cadet Regt. Q. M. — Herman F. Clarke.

Cadet Batt. Adj. — Charles L. Smith.

Cadet Batt. Adj. — Albert L. Barry.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Charlton B. Hibbard.

Cadet Regt. Q. M. Sergt. — Claxton Monro.

Cadet Batt. Sergt.-Major. — Gordon G. Gatch.

Cadet Batt. Sergt.-Major. — William H. Brock.

Cadet Color-Sergt. — John C. L. Dowling.

Cadet Drum-Major. — Ernest L. Booth.

COMPANY OFFICERS.

COMPANY A. *Cadet Capt.* — Frederick A. Alden; *Cadet Lieuts.* — Harry R. Bolan, William J. Fitzpatrick.

COMPANY B. *Cadet Capt.* — Frederick J. McIsaac; *Cadet Lieuts.* — James V. O'Keefe, Allen F. Levy.

COMPANY C. *Cadet Capt.* — Harold W. Crosby; *Cadet Lieuts.* — Joseph A. Flanagan, Henry A. Bellows.

COMPANY D. *Cadet Capt.* — Horace P. Porter; *Cadet Lieuts.* — Edward H. Bonelli; Lucius S. Hicks.

COMPANY E. *Cadet Capt.* — Leroy M. S. Miner; *Cadet Lieuts.* — Joseph B. Jacobs; Arthur J. Timmins.

COMPANY F. *Cadet Capt.* — Allen N. Swain; *Cadet Lieuts.* — Harold I. Dyer; Robert S. Richey.

COMPANY G. *Cadet Capt.* — Daniel J. Hurley; *Cadet Lieuts.* — James N. Clark, Joseph C. Walsh.

THIRD REGIMENT.

(English High School.)

TWO BATTALIONS.

Cadet Lieut.-Col. — Frederic E. Earle.*Cadet Major.* — Frederic R. Bogardus.*Cadet Major.* — Charles H. Bauer.

STAFF OFFICERS.

Cadet Regt. Adjutant. — Laurence F. Bedford.*Cadet Regt. Q. M.* — Richard T. Evans.*Cadet Batt. Adj.* — Walter C. Rogers.*Cadet Batt. Adj.* — John H. Griffin, Jr.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Edward H. Loomer.*Cadet Batt. Sergt.-Major.* — Guerik G. P. de Coligny.*Cadet Batt. Sergt.-Major.* — James K. R. Gamage.*Cadet Color-Sergt.* — John M. J. Neagle.

COMPANY OFFICERS.

COMPANY A. *Cadet Capt.* — E. Tucker Sayward; *Cadet Lieuts.* — William H. Foster, Otto J. H. Hermann.COMPANY B. *Cadet Capt.* — Frederic B. Williams; *Cadet Lieuts.* — George A. Cushman, Edward B. Locke.COMPANY C. *Cadet Capt.* — Clarence J. Lueth; *Cadet Lieuts.* — Charles Rosnosky, Rufus G. Pendleton.COMPANY D. *Cadet Capt.* — Samuel Shapira; *Cadet Lieuts.* — Robert D. Farrington, Ralph H. Jackson.COMPANY E. *Cadet Capt.* — Winthrop D. Stacey; *Cadet Lieuts.* — Arthur G. Hamilton, Robert R. Clark.COMPANY F. *Cadet Capt.* — Joseph H. Ladd, Jr.; *Cadet Lieuts.* — John P. Loughan, Alfred A. Foss.COMPANY G. *Cadet Capt.* — William H. Barnes; *Cadet Lieuts.* — Herbert W. Toombs, John B. Hackett.

SUBURBAN SCHOOLS.

THIRD BATTALION, FIRST REGIMENT.

(Charlestown and East Boston High Schools.)

Cadet Major. — Lerman C. Prior, East Boston.*Cadet Adjutant.* — Louis H. Maxson, Charlestown.COMPANY E. (Charlestown.) *Cadet Capt.* — Charles W. Wilson; *Cadet Lieut.* — Charles T. Ritchie.

COMPANY K. (Charlestown.) *Cadet Capt.* — Frederick F. Carroll; *Cadet Lieuts.* — H. Frank Tully, Frank Ahearn.

COMPANY H. (East Boston.) *Cadet Capt.* — Herbert F. Wright; *Cadet Lieut.* — John T. O'Connell.

COMPANY I. (East Boston.) *Cadet Capt.* — Frederick W. Proctor; *Cadet Lieut.* — Arthur H. Noble.

THIRD BATTALION, SECOND REGIMENT.

(Roxbury and West Roxbury High Schools.)

Cadet Major. — Albert C. Sproul, Roxbury.

Cadet Adjutant. — Wallace W. Waugh, Roxbury.

COMPANY A. (Roxbury.) *Cadet Capt.* — Harry S. Aronson; *Cadet Lieuts.* — Harry A. Brazer, Albert W. Todd.

COMPANY C. (Roxbury.) *Cadet Capt.* — Joseph L. Mack; *Cadet Lieuts.* — Clarence H. Greeley, Samuel J. Fraser.

COMPANY G. (West Roxbury.) *Cadet Capt.* — Lawrence Hussey; *Cadet Lieuts.* — Otto M. Lindenberg, Robert M. Morton.

THIRD BATTALION, THIRD REGIMENT.

(Brighton High School.)

Cadet Major. — John H. Timmins.

Cadet Adjutant. — Robert L. Moore.

COMPANY F. *Cadet Capt.* — Edward F. Downs; *Cadet Lieut.* — Harold B. Stratton.

COMPANY M. *Cadet Capt.* — Harry W. Broadbridge; *Cadet Lieuts.* — T. Frank Muldoon, John P. O'Hara.

FOURTH BATTALION, THIRD REGIMENT.

(Dorchester High School.)

Cadet Major. — Frank E. Hallas.

Cadet Adjutant. — Daniel Woodhead.

Cadet Sergt.-Major. — William J. Kennedy.

COMPANY A. *Cadet Capt.* — Albert F. Wigley; *Cadet Lieuts.* — Miles H. Fowler, Charles A. Bachelder.

COMPANY B. *Cadet Capt.* — Bernard Wigley; *Cadet Lieuts.* — John A. Glynn, Forrest S. Blanchard.

COMPANY C. *Cadet Capt.* — Albert A. Tarbox; *Cadet Lieuts.* — Harry B. Decker, Clarence I. Ochs.

COMPANY D. *Cadet Capt.* — Edward L. Corthell; *Cadet Lieuts.* — John W. Dahl, Francis A. Lavelle.

LIEUTENANT-COLONEL GEORGE H. BENYON,

Asst. Inspector-General, M. V. M.

INSTRUCTOR OF MILITARY DRILL.

ORGANIZATION
OF THE
SCHOOL COMMITTEE
FOR
1901.

SCHOOL COMMITTEE, 1901.

[Term expires January, 1902.]

Thomas W. Berridge,
John A. Brett,
Francis A. Campbell,
Elizabeth C. Keller,

Thomas J. Kenny,
Ignatius S. McDonough,
William F. Merritt,
J. Carlton Nichols.

[Term expires January, 1903.]

Ferdinand Abraham,¹
Willard S. Allen,
Edward C. Baldwin,²
Augustine J. Bulger,

Francis L. Coolidge,
Grafton D. Cushing,
Emily F. Fifield,
James A. McDonald.

[Term expires January, 1904.]

Anna Barrows,
Wilfred Bolster,
Charles L. Burrill,
Julia E. Duff,

George A. O. Ernst,
William J. Gallivan,
Daniel S. Harkins,
Frank Vogel.

OFFICERS OF THE BOARD.

President.

WILLIAM J. GALLIVAN.

Secretary.

THORNTON D. APOLLONIO,

Auditing Clerk.

WILLIAM J. PORTER.

School-house Agent.

HORACE B. FISHER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

ELLIS PETERSON,
ROBERT C. METCALF,
GEORGE H. CONLEY,

GEORGE H. MARTIN,
WALTER S. PARKER,
SARAH L. ARNOLD.

Messenger.

ALVAH H. PETERS.

Rooms of the Board, Mason street, open from 9 o'clock A. M. to 5 o'clock P. M. Saturdays, from 9 o'clock A. M. to 2 o'clock P. M. During July and August the rooms close at 12 o'clock M. on Saturdays.

¹ Deceased, Sept. 3, 1901.

² Resigned, Oct. 8, 1901. Elected Schoolhouse Custodian same date.

STANDING COMMITTEES.

- ACCOUNTS. — Ignatius S. McDonough, *Chairman*; Messrs. Allen, Gallivan, Merritt, and Nichols.
- COURSES OF STUDY AND TEXT-BOOKS. — Elizabeth C. Keller, *Chairman*; Mrs. Duff, Mrs. Fifield, Messrs. Kenny, and McDonald.
- DRAWING. — James A. McDonald, *Chairman*; Messrs. Allen, Baldwin, Brett, and Coolidge.
- EVENING SCHOOLS. — John A. Brett, *Chairman*; Messrs. Abraham, Baldwin, McDonald, and Vogel.
- HORACE MANN SCHOOL. — Francis L. Coolidge, *Chairman*; Mr. Cushing, Mrs. Fifield, Mrs. Keller, and Mr. Vogel.
- HYGIENE AND PHYSICAL TRAINING. — James A. McDonald, *Chairman*; Mr. Allen, Miss Barrows, Messrs. Coolidge, and Ernst.
- LEGISLATIVE MATTERS. — Willard S. Allen, *Chairman*; Messrs. Bolster, Ernst, Harkins, and Merritt.
- MANUAL TRAINING. — Emily A. Fifield, *Chairman*; Miss Barrows, Mr. Bulger, Mrs. Duff, and Mr. Harkins.
- MUSIC. — Elizabeth C. Keller, *Chairman*; Messrs. Berridge, Gallivan, Kenny, and Nichols.
- NEW BUILDINGS. — William F. Merritt, *Chairman*; Messrs. Abraham, Campbell, Cushing, and McDonough.
- RULES AND REGULATIONS. — John A. Brett, *Chairman*; Messrs. Bolster, Burrill, Cushing, and Ernst.
- SALARIES. — Charles L. Burrill, *Chairman*; Mr. Abraham, Miss Barrows, Mr. Ernst, and Mrs. Fifield.
- SCHOOL HOUSES. — Thomas W. Berridge, *Chairman*; Messrs. Baldwin, Bulger, Harkins, and Nichols.
- SUPPLIES. — Thomas J. Kenny, *Chairman*; Messrs. Burrill, Campbell, Coolidge, and Vogel.
- TRUANT OFFICERS. — J. Carlton Nichols, *Chairman*; Messrs. Berridge, Bulger, Burrill, and McDonough.

NORMAL, HIGH SCHOOL AND DIVISION
COMMITTEES.

- NORMAL SCHOOL. — Thomas J. Kenny, *Chairman*; Messrs. Allen, Coolidge, Mrs. Duff, and Mrs. Keller.
- HIGH SCHOOLS. — William J. Gallivan, *Chairman*; Messrs. Brett, Cushing, Merritt, and Vogel.

- FIRST DIVISION. — Augustine J. Bulger, *Chairman*; Messrs. Allen, Campbell, Harkins, and McDonald.
- SECOND DIVISION. — James A. McDonald, *Chairman*; Miss Barrows, Mr. Berridge, Mrs. Duff, and Mr. Ernst.
- THIRD DIVISION. — Charles L. Burrill, *Chairman*; Mr. Bolster, Mrs. Duff, Messrs. Kenny and Nichols.
- FOURTH DIVISION. — Francis L. Coolidge, *Chairman*; Messrs. Abraham, Burrill, Cushing, and Mrs. Fifield.
- FIFTH DIVISION. — Francis A. Campbell, *Chairman*; Mr. Baldwin, Miss Barrows, Messrs. Brett and Coolidge.
- SIXTH DIVISION. — J. Carlton Nichols, *Chairman*; Messrs. Baldwin, Gallivan, Kenny, and Vogel.
- SEVENTH DIVISION. — Ignatius S. McDonough, *Chairman*; Messrs. Abraham, Bolster, Brett, and Merritt.
- EIGHTH DIVISION. — Elizabeth C. Keller, *Chairman*; Messrs. Berridge, Ernst, Merritt, and Vogel.
- NINTH DIVISION. — Emily A. Fifield, *Chairman*; Messrs. Campbell, Harkins, McDonough, and Merritt.

SPECIAL COMMITTEE ON VACATION SCHOOLS.

FRANCIS L. COOLIDGE, *Chairman*; Miss Barrows and Mr. Bulger.

GRAMMAR DISTRICTS.

- First Division.* — Adams, Chapman, Emerson, and Lyman.
- Second Division.* — Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
- Third Division.* — Bowdoin, Eliot, Hancock, Phillips, and Wells.
- Fourth Division.* — Brimmer, Prince, Quincy, and Winthrop.
- Fifth Division.* — Dwight, Everett, Franklin, Hyde, and Sherwin.
- Sixth Division.* — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, and Thomas N. Hart.
- Seventh Division.* — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin, and Phillips Brooks.
- Eighth Division.* — Agassiz, Bennett, Bowditch, Charles Sumner, Longfellow, Lowell, Robert G. Shaw, and Washington Allston.
- Ninth Division.* — Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Mather, Minot, Roger Clap, and Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Waban, Mass. * Office hours, Mondays to Fridays, 1 to 2 P.M.

* At School Committee Building, Mason street.

BOARD OF SUPERVISORS.

Ellis Peterson, 305 Chestnut avenue, near Green street, Jamaica Plain.

* Office hour, Thursday, 4.30 to 5.30 P.M.

Robert C. Metcalf, 17 Kenwood street, Dorchester. * Office hour, Tuesday, 4.30 to 5.30 P.M.

George H. Conley, Osborne road, Brookline. * Office hour, Monday, 4.30 to 5.30 P.M.

George H. Martin, 388 Summer street, Lynn. * Office hour, Thursday, 4.30 to 5.30 P.M.

Walter S. Parker, Reading. * Office hour, Wednesday, 4.30 to 5.30 P.M.

Sarah L. Arnold, 21 Institution avenue, Newton Centre. * Office hour, Wednesday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors are held on the Friday preceding each regular meeting of the School Committee, at 9 o'clock A.M.

SUPERVISORS OF SCHOOLS.

Ellis Peterson. — Public Latin and Girls' Latin Schools. High Schools: Brighton, Charlestown, Dorchester, East Boston, English, Girls', Roxbury, and West Roxbury, Horace Mann School. Districts: Comins, Lowell, Martin, and Prince. Evening High School and branches.

Robert C. Metcalf. — Districts: Bowdoin, Bunker Hill, Franklin, Frothingham, Harvard, Phillips, Prescott, Quincy, Warren, Wells, and Winthrop. Evening Schools: Franklin, Lyman, and Warren.

George H. Conley. — Mechanic Arts High School. Districts: Dearborn, Dillaway, Dudley, Dwight, George Putnam, Hugh O'Brien, Hyde, Lewis, Phillips Brooks, and Sherwin. Evening Schools: Comins, Dearborn, and Washington Allston.

George H. Martin. — Normal and Rice Training Schools. Spectacle Island School. Districts: Bigelow, Brimmer, Everett, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, and Thomas N. Hart. Evening Schools: Bigelow and Lincoln.

Walter S. Parker. — Districts: Bennett, Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Mather, Minot, Robert G. Shaw, Roger Clap, Tileston, and Washington Allston. Parental School. Evening Schools: Mather, Quincy, and Wells.

Sarah L. Arnold. — Districts: Adams, Agassiz, Bowditch, Chapman, Charles Sumner, Eliot, Emerson, Hancock, Longfellow, and Lyman. Evening Schools: Eliot and Hancock.

Kindergartens are assigned to the Supervisors of the districts in which the kindergartens are located.

* At School Committee Building, Mason street.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

- Ellis Peterson. — Psychology, Economics, Latin, Greek, Spanish, and Physical Training.
- Robert C. Metcalf. — English Language, English Grammar, Reading, and Arithmetic.
- George H. Conley. — Algebra, Plane and Solid Geometry, Descriptive Geometry, Drawing, Woodworking, Mechanic Arts, and French.
- George H. Martin. — History, with Historical Geography, Civil Government, Physics, and Chemistry.
- Walter S. Parker. — Geology, Geography, Physiology, Book-keeping, Commercial Law, Penmanship, Phonography, and Typewriting.
- Sarah L. Arnold. — English Literature, Botany, Zoölogy, Manual Training for Girls, and German.

HOLIDAYS AND VACATIONS.

Every Saturday, the half-day before Thanksgiving day and the remainder of the week; the half-day before Christmas day; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; the nineteenth of April; the week immediately preceding the second Monday in April; Decoration day; the seventeenth of June; and to the Primary Schools from the Friday preceding the week of graduating exercises in the schools, and to the Normal, High, and Grammar Schools, from their respective graduating exercises to the second Wednesday in September.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton Streets.

Head-Master. — Wallace C. Boyden. *Master.* — — — — —
Assistants. — L. Theresa Moses, Katharine H. Shute, Dora Williams, Laura S. Plummer, Alice M. Dickey, Fanny E. Coe, Gertrude E. Bigelow, Mary C. Mellyn, Lillian M. Towne, Rose A. Carrigan. *Special Kindergarten.* — Mary C. Shute. *Drawing.* — Henry W. Poor. *Janitor.* — Thomas F. Durkin.

Rice Training School. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton Streets.

Master. — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Assistants.* — Florence Marshall, Mary E. Mailman. *Assistants.* — Ella T. Gould, Dora Brown, Edith F. Parry, Mattie H.

Jackson. *Manual Training*. — Mary E. Pierce. *Janitor*. — Thomas F. Durkin. *Truant-officer*. — Charles B. Wood.

APPLETON-STREET SCHOOL.

Assistants. — Margaret A. Leahy, Alice M. May.

PRIMARY SCHOOL.

APPLETON-STREET SCHOOL.

1st Assistant. — Mabel I. Emerson. *Assistants*. — Eleanor F. Lang, Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn, Mabel C. Kinney. *Janitor*. — George W. Collings.

KINDERGARTEN.

APPLETON-STREET SCHOOL.

Principal. — Caroline D. Aborn. *Assistant*. — Clara A. Malloch.

LATIN AND HIGH SCHOOLS.

Public Latin School. (Boys.)

Warren Avenue.

Head-Master. — Moses Merrill. *Masters*. — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, John K. Richardson, George W. Rollins, Henry C. Jones, William R. Morse, Francis DeM. Dunn. *Junior-Masters*. — Henry Pennypacker, William T. Campbell, Selah Howell, Walter A. Robinson, Alaric Stone, William P. Henderson, Patrick T. Campbell, John Haynes, Frederick Reed, Herbert T. Rich, William K. Norton. *Janitor*. — Matthew R. Walsh. *Engineer*. — Lemuel B. Sawyer.

Girls' Latin School.

Copley Square.

Head-Master. — John Tetlow. *Master*. — Edward H. Atherton. *Assistants*. — Jessie Girdwood, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart, Mary D. Davenport, Matilda A. Fraser, Sybil B. Aldrich, Edith H. Wilder. *Physical Training and Reading*. — M. Eloise Talbot. *German*. — Jacob Lehmann. *Janitor*. — Patrick J. Riordan.

Brighton High School. (BOYS AND GIRLS.)

Cambridge and Warren Streets, Brighton.

Head-Master. — Frederic A. Tupper. *Master*. — Benjamin Wormelle. *Assistants*. — Marion A. Hawes, Ida M. Curtis, Mariette F. Allen.

Eunice A. Critchett, Elvira B. Smith, Laura M. Kendrick, Lucy W. Warren. *Commercial Branches.* — Grace I. Fox, Helen M. Hanscom. *Physical Training.* — Eleanor J. O'Brien. *Janitor.* — Charles H. Kelly.

Charlestown High School. (BOYS AND GIRLS.)

Monument Square, Charlestown.

Head-Master. — John O. Norris. *Junior-Masters.* — Edward F. Holden, Malcolm D. Barrows. *Assistants.* — Sarah Shaw, Abbie F. Nye, Grace Hooper, Margaret T. Wise, Marion K. Norris, Abby M. Thompson, Elizabeth G. Dowd, Harriet E. Hutchinson, Lotta A. Clark. *Commercial Branches.* — John H. Moore, Jennie V. Richardson. *Janitor.* — Joseph Smith.

Dorchester High School. (BOYS AND GIRLS.)

Centre Street.

Head-Master. — Charles J. Lincoln. *Junior-Masters.* — Albert S. Perkins, Frederick G. Jackson, Milford S. Power. *Assistants.* — Laura E. Hovey, Edith S. Cushing, Lucy A. Frost, Anna M. Fries, Margaret Cunningham, Jane A. McLellan, Louisa E. Humphrey, Katherine K. Marlow, Charles T. Wentworth. *Drawing.* — Adalena R. Farmer. *Commercial Branches.* — William L. Anderson, Mabel M. Taylor. *Janitor.* — Thomas J. Hatch.

East Boston High School. (BOYS AND GIRLS.)

Paris and Meridian Streets.

Head-Master. — John F. Eliot. *Junior-Masters.* — Charles W. Gerould, George D. Bussey, William H. Godfrey. *Assistants.* — Lucy R. Beadle, Kate W. Cushing, Grace M. Crawford, Lucia R. Peabody, Gracia E. Read, Alma F. Silsby. *Commercial Branches.* — Lizzie J. Fitzgerald. *Janitor.* — Oliver E. Wood.

English High School. (Boys.)

Montgomery Street.

Head-Master. — Robert E. Babson. *Masters.* — Charles B. Travis, Alfred P. Gage, John F. Casey, S. Curtis Smith, William H. Sylvester, Rufus P. Williams, William T. Strong, James A. Beatley, Frank O. Carpenter, Melvin J. Hill, Charles P. Lebon, Joseph Y. Bergen, James E. Thomas, Albert P. Walker, Edward H. Cobb, George W. Evans, William B. Snow. *Junior-Masters.* — Henry C. Shaw, James Mahoney, Samuel F. Tower, Henry M. Wright, Charles E. Stetson, Frederic B. Hall, Peter F. Gartland, Fred R. Miller, Frank E. Poole. *Drawing.* — Edward R. Kingsbury. *Janitor.* — Patrick W. Tighe. *Engineer.* — Lemuel B. Sawyer.

Girls' High School.*West Newton Street.*

Head-Master. — John Tetlow. *Master.* — Samuel Thurber. *Assistant Principal.* — Harriet E. Caryl. *Junior-Master.* — Thomas H. H. Knight. *Assistants.* — M. Medora Adams, Abby N. Arnold, Zéphirine N. Brown, Alla W. Foster, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Florence M. Kilburn, Augusta C. Kimball, Parnell S. Murray, Sarah J. C. Needham, Julia K. Ordway, Emerette O. Patch, Sarah E. Potter, Elizabeth M. Richardson, Laura E. Richardson, Emma G. Shaw, S. Annie Shorey, Elizabeth L. Smith, May M. Smith, Grace G. Starbird, Adeline L. Sylvester, Mary E. Winn, Lucy R. Woods. *Chemistry.* — Laura B. White. *Laboratory Assistant.* — Margaret C. Brawley. *Physical Training.* — Edith T. Sears. *Commercial Branches.* — Helen Torrey, Clara H. Hanks. *German.* — Jacob Lehmann. *Janitor.* — John Murphy, Jr. *Assistant Janitor.* — Charles J. Hurlbert.

Mechanic Arts High School. (BOYS.)*Belvidere, corner of Dalton Street.*

Head-Master. — Charles W. Parmenter. *Masters.* — Roswell Parish, William Fuller. *Junior-Masters.* — Herbert S. Weaver, Charles L. Reed, Charles L. Hanson, Thomas G. Rees, Robert E. Burke, William B. Carpenter. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Jr., Allan K. Sweet. *Assistant Instructors.* — Harriet E. Bird, Anna M. Vaughn. *Janitor.* — George W. Fogg. *Engineer.* — Charles L. Drew.

Roxbury High School. (BOYS AND GIRLS.)*Warren Street.*

Head-Master. — Charles M. Clay. *Master.* — Nathaniel S. French. *Junior-Masters.* — Josiah M. Kagan, Irving H. Upton, Lyman G. Smith. *Assistant Principal.* — Jennie R. Ware. *Assistants.* — Eliza D. Gardner, Edith A. Parkhurst, Persis P. Drake, Helen A. Bragg, Mabel L. Warner, Mary E. Upham, Eugenia M. Williams, Charlotte A. Maynard, Maud G. Leadbetter, Florence E. Leadbetter, Anna F. O'Hara, Josephine Hammond, Elsie M. Blake, Bertha F. Courtney, Annie L. Bennett. *Vocal and Physical Training.* — Mary Hubbard. *Assistant to Teacher of Physical Training.* — Florence L. Carter. *Laboratory Assistant.* — John W. Dow. *Commercial Branches.* — Celia F. Stacy. *Drawing.* — Bessie J. Sanger. *Janitor.* — Frank W. Turner.

West Roxbury High School. (BOYS AND GIRLS.)*Elm Street, Jamaica Plain.*

Head-Master. — George C. Mann. *Junior-Masters.* — George F. Partridge, George A. Cowen. *Assistants.* — Josephine L. Sanborn, Mary I. Adams, Blanche G. Wetherbee, Caroline W. Trask, Frances B. Wilson, Rebecca Kite, Annie N. Bunker. *Drawing.* — Florence B. Phelan. *Commercial Branches.* — Ernest V. Page. *Janitor.* — John H. Kelley.

FIRST DIVISION.

Adams School. (BOYS AND GIRLS.)*Belmont Square, East Boston.*

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *Assistants.* — Clara Robbins, Adiline H. Cook, Ellenette Pillsbury, Sarah E. McPhaill, Jennie A. Mayer, M. Luetta Choate, Florence E. Marshall, Clara M. White, Harriet Sturtevant. *Instructor of Cookery.* — N. Florence Treat. *Manual Training.* — ————. *Instructor of Sewing.* — Esther C. Povah. *Janitor.* — Michael J. Burke. *Truant-officer.* — Charles E. Turner.

PRIMARY SCHOOL.

PLUMMER SCHOOL, BELMONT SQUARE.

1st Asst. — Ellen M. Robbins. *Assistants.* — Fanny M. Morris, Emma M. Weston, Mary A. Palmer, Helen L. Dennison, Annie A. Doran, Eleanor C. Butler, Blanche F. Kingsley. *Janitor.* — John H. Crafts.

KINDERGARTEN.

PLUMMER SCHOOL, BELMONT SQUARE.

Principal. — Cora E. Bigelow. *Assistants.* — Mabel J. Houlahan, Lida J. Hamilton, Martha L. Eaton.

Chapman School. (BOYS AND GIRLS.)*Eutaw Street, East Boston.*

(New building in course of construction.)

Master. — Tilson A. Mead. *Sub-Master.* — ————. *1st Assts.* — Lucy W. Eaton, Jane F. Reid. *Assistants.* — Gertrude L. Gardner, Clara A. Brown, Florence M. Glover, Gertrude W. Merrill, Margaret D. Barr, Lucy E. Woodwell, Mary E. Buffum, Katharine L. Niland. *Instructor*

of Cookery.—N. Florence Treat. *Manual Training.*—Alexander Miller. *Instructors of Sewing.*—Susan M. Cousens, Elizabeth A. Power. *Janitor.*—James E. Burdakin. *Truant-officer.*—Daniel J. Sweeney.

AUSTIN SCHOOL, PARIS STREET.

Assistants.—Grace M. Strong, Annie L. Evans. *Janitor.*—Arthur Mooney.

348-350 MERIDIAN-STREET SCHOOL.

Assistant.—Frances A. Gallagher. *Janitor.*—Bradford H. Blinn.

PRIMARY SCHOOLS.

TAPPAN SCHOOL, LEXINGTON STREET.

1st Asst.—Marietta Duncan. *Assistants.*—Hannah F. Crafts, Clara A. Otis, Mabel V. Roche, Catherine F. Atwood, Mary E. Sheridan, Calista W. McLeod. *Janitor.*—Bradford H. Blinn.

348-350 MERIDIAN-STREET SCHOOL.

Assistant.—Lillian G. Farmer.

KINDERGARTEN.

TAPPAN SCHOOL, LEXINGTON STREET.

Principals.—Mariannie H. Simmons, Helen M. Paine. *Assistants.*—Katharine L. Roche, Grace G. Kendall.

Emerson School. (BOYS AND GIRLS.)

Prescott, corner of Bennington Street, East Boston.

Master.—J. Willard Brown. *Sub-Master.*—James H. Leary. *1st Assts.*—Frances H. Turner, Mary A. Ford. *Assistants.*—Louise S. Hotchkiss, H. Elizabeth Cutter, Mary D. Day, Emma J. Irving, Almarretta J. Critchett, Mary L. Sweeney, Ida E. Halliday, Charlotte G. Ray, Ellen S. Bloomfield, Elizabeth A. Turner, Helen M. Souther, Eliza D. Graham. *Instructor of Cookery.*—N. Florence Treat. *Manual Training.*—Alexander Miller, ————. *Instructor of Sewing.*—Annie F. Marlowe. *Janitor.*—Edward C. Chessman. *Truant-officer.*—Daniel J. Sweeney.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

Sub-Master.—Bremen E. Sinclair. *Assistants.*—Sara F. Littlefield, Caroline E. Nutter, Margaret C. Littlefield, Alice M. Macdonald. *Instructor of Cookery.*—N. Florence Treat. *Instructor of Sewing.*—Annie M. Cullen. *Janitor.*—Jairus S. Hendrick.

PRIMARY SCHOOLS.

NOBLE SCHOOL, PRINCETON STREET.

1st Asst. — Mary E. Plummer, *Assistants.* — Sarah A. Atwood, Ethel C. Brown, Isabella J. Ray, Abby D. Beale, Grace H. Mareman, Harriet E. Litchfield, Lizzie M. Morrissey, Susan A. Slavin. *Janitor.* — George J. Merritt.

399 SARATOGA-STREET SCHOOL.

Asst. — Jennie E. Chellman. *Janitor.* — Edward C. Chessman.

BENNINGTON-STEEET CHAPEL SCHOOL.

Assistants. — Charlotte A. Fraser, Florence G. Erskine. *Janitor.* — Ida A. Starks.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

Assistants. — Annie F. McGillicuddy, Helen A. Burke, Margaret E. Gray.

KINDERGARTEN.

NOBLE SCHOOL, PRINCETON STREET.

Principal. — Flora S. McLean. *Asst.* — G. Caroline Penchard.

Lyman School. (BOYS AND GIRLS.)

Corner of Paris and Gove streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Emma B. Harvey, Nellie M. Porter. *Assistants.* — Cora F. Murphy, Julia A. Logan, Helen Harvie, Katherine G. Garrity, Amelia H. Pitman, Eva L. Morley, Clara B. George, Mary F. Moore, Loretta Sullivan, Leonora E. Scolley, Isabel P. Reagh. *Instructor of Cookery.* — N. Florence Treat. *Manual Training.* — — — — —. *Instructor of Sewing.* — Mary L. Dermody. *Janitor.* — Charles L. Glidden. *Truant-officer.* — Charles E. Turner.

PRIMARY SCHOOLS.

AUSTIN SCHOOL, PARIS STREET.

Assistants. — Lucy M. Goodwin, Josephine Fitzgerald. *Janitor.* — Arthur Mooney.

CUDWORTH SCHOOL, GOVE STREET.

1st Asst. — Mary E. Williams. *Assistants.* — Grace O. Peterson, Adelaide R. Porter, Sophie G. Thayer, Josephine A. Ayers, Alvira M. Bartlett, Catherine A. Sullivan, Florence M. Bertram, Lena E. Synette. *Janitor.* — Samuel I. Crafts.

WEBB SCHOOL, PORTER STREET.

1st Asst. — Annie M. Wilcox. *Assistants.* — Elizabeth C. Quirk, Katharine L. Fitzpatrick, Ethel M. Fales. *Janitor.* — Arthur Mooney.

KINDERGARTENS.

CUDWORTH SCHOOL, GOVE STREET.

Principals. — Grace S. Mansfield, Alice L. McLauthlin. *Assistants.* — Hattie Browne, Charlena D. Hoyt.

WEBB SCHOOL, PORTER STREET.

Assistants. — Mabel Lovell, Florence M. Welch.

SECOND DIVISION.

Bunker Hill School. (BOYS AND GIRLS.)

Baldwin School, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Harriet H. Norcross, Abby P. Josselyn. *Assistants.* — Mary E. Minter, Angela M. Knowles, Clara B. Brown, Josephine F. Hannon, Anna M. Prescott, Kate C. Thompson, Charlotte E. Seavey. *Instructor of Cookery.* — Josephine Morris. *Manual Training.* — Frank Carter. *Instructor of Sewing.* — Julia A. Skilton. *Janitor.* — Gustavus H. Gibbs. *Truant-officer.* — John T. Hathaway.

PRIMARY SCHOOLS.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

1st Asst. — Elizabeth B. Norton. *Assistants.* — Mary E. Flanders, Mary D. Richardson, Effie G. Hazen, Jennie F. White, Sarah A. Smith, Anna P. Hannon. *Janitor.* — Gustavus H. Gibbs.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Assistants. — Kate T. Brooks, Annie B. Hunter, Ada E. Bowler. *Janitor.* — Jerome F. Rice.

KINDERGARTEN.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Principal. — Gertrude F. Chamberlain. *Asst.* — Cora L. Pickering.

Frothingham School. (BOYS AND GIRLS.)

Corner of Prospect and Edgeworth Streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — Walter L. Harrington. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *Assistants.* — Sarah

H. Nowell, Margaret J. O'Hea, Jane E. Tobey, Martha J. Bryant, Helen G. Stark, Madeline A. Foppiano, Margaret A. Meruin, Florence O. Brock, Mary A. Quirk, Persis M. Whittemore, Mary Colesworthy. *Instructor of Cookery*. — Josephine Morris. *Manual Training*. — Frank Carter. *Instructor of Sewing*. — Frances Tully. *Janitor*. — Warren J. Small. *Truant-officer*. — Charles S. Wooffindale.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Assistants. — Martha Yeaton, Mary E. Corbett.

FROTHINGHAM ANNEX.

Assistant. — Florence I. Morse. *Janitor*. — Warren J. Small.

WILLIAM H. KENT SCHOOL, MOULTON STREET.

1st Asst. — Fannie M. Lamson. *Assistants*. — Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Abbie C. McAuliffe. *Janitor*. — Jeremiah F. Horrigan.

CHAUNCEY-PLACE SCHOOL.

Assistant. — Lena E. Campbell. *Janitor*. — Mary Watson.

ADAMS AND CHESTNUT-STREETS SCHOOL.

Assistants. — Caroline E. Morse, N. Louise Huff. *Janitor*. — Margaret Walsh.

KINDERGARTEN.

WILLIAM H. KENT SCHOOL, MOULTON STREET.

Principal. — Phebe A. DeLande. *Assistant*. — Margaret V. Meade.

Harvard School. (BOYS AND GIRLS.)

Devens Street, Charlestown.

Master. — Warren E. Eaton. *Sub-Master*. — Darius Hadley. *1st Asss.* — Sarah E. Leonard, Abbie M. Libby. *Assistants*. — Caroline E. Gary, Elizabeth W. Allen, Ida B. Nute, Katharine C. Wigg, Sarah J. Perkins, Mabel P. Foster, Theresa G. Power, Marcella C. Coyle, Isabel A. Smith, Elizabeth B. Porter. *Instructor of Cookery*. — Josephine Morris. *Manual Training*. — Annie V. Comins. *Instructors of Sewing*. — Ella Whiting, Frances Tully. *Janitor*. — Walter I. Sprague. *Truant-officer*. — Charles S. Wooffindale.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

1st Assistant. — Frances A. Foster. *Assistants*. — Sarah J. Worcester, Grace M. Broaders, Louisa A. Whitman, Effie A. Kettell, Sarah R. Dodge, Elizabeth G. Desmond, Lana J. Wood. *Janitor*. — Levi H. Hayward.

COMMON-STREET SCHOOL.

1st Asst. — Agnes A. Herlihy. *Assistants.* — Sarah V. Porter, Elizabeth R. Brower, S. Janet Jameson. *Janitor.* — Levi H. Hayward.

KINDERGARTEN.

COMMON-STREET SCHOOL.

Principal. — Sallie Bush. *Assistant.* — Adah M. Hasbrook.

Prescott School. (BOYS AND GIRLS.)

Elm Street, Charlestown.

Master. — William H. Furber. *Sub-Master.* — Melzar H. Jackson. *1st Asst.* — Mary C. Sawyer. *Assistants.* — Julia C. Powers, Elizabeth F. Curry, Lydia A. Nason, Frances A. Craigen, Mary E. Moran, Julia F. Sawyer, Margaret M. Whalen, Margaret F. Gannon, Ellen E. Kelly. *Instructor of Cookery.* — Josephine Morris. *Manual Training.* — Frank Carter. *Instructor of Sewing.* — Ella Whiting. *Janitor.* — James W. Ede. *Truant-officer.* — John T. Hathaway.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

1st Asst. — Mary E. Frankliu. *Assistants.* — Lizzie Simpson, Elizabeth J. Doherty, Hattie L. Todd, Alice Simpson. *Janitor.* — George A. King.

MEDFORD-STREET SCHOOL.

Assistants. — Lydia E. Hapenny, Lillian M. Park, Agnes M. Turnbull, Katharine F. O'Brien. *Janitor.* — George A. King.

KINDERGARTEN.

POLK-STREET SCHOOL.

Principal. — Daisy G. Dame. *Assistant.* — Helen L. Arnold.

Warren School. (BOYS AND GIRLS.)

Corner Pearl and Summer Streets, Charlestown.

Master. — Edward Stickney. *Sub-Master.* — Henry C. Parker. *1st Assts.* — Anna D. Dalton, Abbie M. Mott. *Assistants.* — Rose M. Cole, Ellen A. Pratt, Sarah J. Taff, Angelia M. Courtney, Abby E. Holt, Katherine A. Sweeney, Ellen M. O'Connor, Alice Hall, Georgietta Sawyer, Caroline A. Meade. *Instructor in Cookery.* — Josephine Morris. *Manual Training.* — Annie V. Comins. *Instructor of Sewing.* — Julia A. Skilton. *Janitor.* — John P. Swift. *Truant-officer.* — John T. Hathaway.

PRIMARY SCHOOLS.

WARREN SCHOOL, SUMMER STREET.

Assistant. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

Assistants. — Mary F. Benson, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

Assistants. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Jessie G. Paine. *Janitor.* — James Shute.

KINDERGARTEN.

BOYLSTON-CHAPEL SCHOOL, MAIN STREET.

Principal. — Ruphine A. Morris. *Assistant.* — Alice V. Tuttle. *Janitor.* — Margaret Walsh.

THIRD DIVISION.

Bowdoin School. (GIRLS.)*Myrtle Street (West End, near State House.)**Master.* — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, James W. Webster. *Assistants.* — Eudora E. W. Pitcher, Ella L. Macomber, Annetta F. Armes, Martha T. O'Hea, Mary W. French, S. Frances Perry, Florence M. Halligan, Catherine M. Dolan, Edith L. Caverly. *Instructor of Cookery.* — Margaret W. Howard. *Instructor of Sewing.* — Ella L. Thomas. *Janitor.* — Charles J. Carlson. *Truant-officer.* — David F. Long.

PRIMARY SCHOOLS.

SHARP SCHOOL, ANDERSON STREET.

1st Asst. — Elizabeth R. Preston. *Assistants.* — Sarah E. Brown, Eliza A. Thomas, Julia G. L. Morse, Gertrude G. O'Brien, Mary F. Murphy. *Janitor.* — Mary A. Maguire.

BOWDOIN SCHOOL, MYRTLE STREET.

Assistants. — Harriet L. Smith, Mabel West, Clara J. Reynolds.

KINDERGARTEN.

SHARP SCHOOL, ANDERSON STREET.

Principal. — Serena J. Frye. *Assistants.* — Sarah E. Kilmer, Carolyn M. Fletcher.

Eliot School. (Boys.)*North Bennet Street.*

Master. — Granville S. Webster. *Sub-Masters.* — Irving M. Norcross, Benjamin J. Hinds, John J. Sheehan. *1st Assistant.* — Frances M. Bodge. *Assistants.* — Anna L. Foster, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Isabel R. Haskins, Annie M. H. Gillespie, Mary V. Cunningham, Theresa Currie, Celia V. Leen, Ellen G. Desmond, E. Idella Seldis, Anna M. T. Sheehan. *Janitor.* — Patrick M. Connolly. *Traut-officer.* — John McCrillis.

WARE SCHOOL, NORTH BENNET STREET.

Assistants. — B. Louise Hagerty, Agnes C. Moore, Genevieve C. Roach, Catherine J. Cunningham. *Janitor.* — William Swanzey.

PORMORT SCHOOL, SNELLING PLACE.

Assistant. — M. Persis Taylor.

MOON-STREET SCHOOL.

Assistants. — Nannie May, Mary W. Bonython, Charlotte A. Hood, Martha J. Ambrose, Susie F. Jordan, Emma C. Keating, Mary E. Hartnett, Theresa A. Dacey, Mary G. Welch.

PRIMARY SCHOOLS.

PORMORT SCHOOL, SNELLING PLACE.

1st Assistant. — Rosa M. E. Reggio. *Assistants.* — M. Elizabeth McGinley, Sylvia A. Richards, Sophia E. Krey, Winifred C. Wolff. *Janitor.* — William Swanzey.

MOON-STREET SCHOOL.

1st Assistant. — Mary E. Hanney. *Assistant.* — Mary E. Hughes.

FREEMAN SCHOOL, CHARTER STREET.

1st Assistant. — Carrie A. Waugh. *Assistants.* — Katharine G. Sutliff, Ellen G. Bird, Marcella E. Donegan, Harriett E. Lampee, Viola M. Allen. *Janitor.* — Jennie Harvey.

KINDERGARTEN.

39 NORTH BENNET-STREET SCHOOL.

Principal. — Ellen M. Murphy. *Assistant.* — Anna E. Brigham. *Janitor.* — Mary Corcoran.

Hancock School. (Girls.)*Parmenter Street.*

Master. — Lewis H. Dutton. *1st Assistants.* — Ellen C. Sawtelle, Honora T. O'Dowd. *Assistants.* — Helen M. Hitchings, Agnes L. Dodge,

Mary R. Thomas, Susan E. Mace, E. Lillian Mitchell, Matilda F. Bibbey, Florence A. Dunbar, Elizabeth T. O'Brien, Annie G. Conroy, Marion A. Dogherty, Katherine E. Gillespie, Annie M. Niland, Fanny L. Rogers, F. Maud Briggs, Hattie L. Gates. *Instructors of Cookery.* — Elizabeth T. Sumner, Mary A. Tilton. *Instructors of Sewing.* — Kate A. Clare, Kate A. Doherty. *Janitor.* — Joseph P. Fleming. *Truant-officer.* — John McCrillis.

PAUL REVERE SCHOOL, PRINCE STREET.

Assistants. — Eleanor M. Colleton, Ella A. Curtis, Mabel C. Higgins, Margaret Mulligan, Catherine C. O'Connell, Evelyn M. Pearce, Mary J. Ryan. *Janitor.* — Humphrey C. Mahoney. *Matron.* — Honora Cochrane.

NORTH END UNION SCHOOL, 20 PARMENTER STREET.

Assistant. — Annie G. Colbert.

32 PARMENTER-STREET SCHOOL.

Assistant. — Elsie M. Sawyer.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

1st Asst. — Teresa M. Gargan. *Assistants.* — Mary J. Clark, Julia E. Collins, Mary L. Desmond, Katherine F. Doherty, Maud E. Downing, Harriet M. Fraser, Catharine W. Fraser, Marcella C. Halliday, Mary J. Murray, Florence E. Phillips, Lena M. Rendall, Mary G. Ruxton, Mary E. Meaney. *Janitor.* — John S. Keller.

PAUL REVERE SCHOOL, PRINCE STREET.

1st Assts. — Margaret D. Mitchell, Theresa E. Fraser. *Assistants.* — Sophia G. Whalen, Adelaide R. Donovan, Helen A. Hackett, Margaret Mais, Mary G. Mahar, Lucy M. A. Moore, Mary E. O'Hare.

NORTH END UNION SCHOOL, 20 PARMENTER STREET.

Assistant. — Anna E. Neal.

KINDERGARTENS.

CUSHMAN SCHOOL, PARMENTER STREET.

Principal. — Anne R. Howard. *Assistant.* — Laura W. Montague.

64 NORTH MARGIN-STREET SCHOOL.

Principal. — Eliza A. Maguire. *Assistant.* — Bertha M. Druley. *Janitor.* — Mary McDermott.

PAUL REVERE SCHOOL, PRINCE STREET.

Principals. — Esther F. McDermott, Mary C. Peabody. *Assistants.* — Minnie A. Prescott, Mary I. Parker.

Phillips School. (Boys.)*Phillips School.*

Master. — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *Assistants.* — Elizabeth G. Hutchison, Eva M. Morand, Adeline F. Cutter, Ruth E. Rowe, Leanora E. Taft, Martha A. Knowles, Annie G. Scollard, Emeline C. Farley, Julia F. Holland, Sarah F. Cole, Elizabeth M. Shine, Mary E. Doyle. *Janitor.* — Jeremiah W. Murphy. *Truant-officer.* — David F. Long.

GRANT SCHOOL, PHILLIPS STREET.

Assistants. — Katherine J. Burke, Agnes G. Tarpey, Clara A. McNamée, Katherine C. Coveney. *Janitor.* — Catherine O'Sullivan.

SOMERSET-STREET SCHOOL.

Assistants. — Katharine A. Burns, Mary E. Towle, Henrietta L. Dwyer, Julia E. Sullivan, Henrietta Chase. *Janitor.* — Annie J. Butler.

PRIMARY SCHOOL.

BALDWIN SCHOOL, CHARDON COURT.

1st Asst. — Jennie A. Dodson. *Assistants.* — Leila L. Rand, Josephine F. Joyce, Mary L. Bibbey, Angie P. S. Andrews. *Janitor.* — William Swanzey.

KINDERGARTEN.

BALDWIN SCHOOL, CHARDON COURT.

Principal. — Ida A. Noyes. *Assistant.* — Julia T. A. Maloy.

Wells School. (Girls.)*Corner of Blossom and McLean Streets.*

Master. — Orlando W. Dimick. *1st Assts.* — Hope J. Kirby, Emeline E. Durgin. *Assistants.* — Elizabeth J. Strongman, Catherine E. McCarthy, Hattie A. Watson, Ellen F. Jones, Susan R. Gifford, Elizabeth Campbell, Lillian W. Prescott, Lizzie F. Stephens, Clara B. Shaw, Selina A. Black, Mary F. Flanagan, Alice Dunn. *Instructor of Cookery.* — Margaret W. Howard. *Instructor of Sewing.* — Clara L. Dorr. *Janitor.* — Charles D. Gallagher. *Truant-officer.* — David F. Long.

ST. ANDREW'S CHAPEL SCHOOL, 38 CHAMBERS STREET.

Assistant. — Mabel M. Anderson.

31 NORTH RUSSELL-STREET SCHOOL.

Assistant. — Schassa G. Row. *Janitor.* — Henry C. Cornish.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

1st Asst. — Sarah G. Fogarty. *Assistants.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Mary F. Finneran, Adelaide A. Rea, Nellie M. Durgin, Etta L. Jones, Annie E. Flanagan, Winifred H. Berry, Ida H. Ayers. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

1st Asst. — Mary F. Gargan. *Assistants.* — Anna F. Daly, Hannah E. Collins, Alicia I. Collison, Katharine L. King, Alice M. Hagerty. *Janitor.* — Jennie Bradbury.

MAYHEW SCHOOL, CHAMBERS STREET.

1st Asst. — Georgia D. Barstow. *Assistants.* — Esther C. Moore, Mary F. Magrath, Mary Lillis, Katherine A. Kiggen, Stella L. Cotton, Gertrude M. Dimick, Carrie M. Cogswell, Jeannette A. Nelson, Margaret G. Melia, Mary J. Jenkins, Adelaide E. Badger, Margaret A. Connell. *Janitor.* — Christopher P. Curtis.

31 NORTH RUSSELL-STREET SCHOOL.

Assistant. — Emily Frazer.

33 CHAMBERS-STREET SCHOOL.

Assistants. — Eleanora A. Smith, Grace H. Clifton. *Janitor.* — Charles D. Gallagher.

KINDERGARTENS.

WINCHELL SCHOOL, BLOSSOM STREET.

Principal. — Caroline C. Voorhees. *Assistant.* — Mary P. Corrigan.

MAYHEW SCHOOL, CHAMBERS STREET.

Principal. — Ada C. Williamson. *Assistant.* — Josephine H. Calef

FOURTH DIVISION.

Brimmer School. (Boys.)*Common Street.*

Master. — Quincy E. Dickerman. *Sub-Master.* — Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *Assistants.* — Josephine Garland, Sarah E. Adams, Mary E. Keyes, James Burrier, Mary A. Carney, Annie P. James, Mary E. W. Hagerty, Nellie A. Manning, Katherine E. Lahey. *Manual Training.* — Mary J. Marlow. *Janitor.* — James F. Latrobe. *Truant-officer.* — Richard W. Walsh.

PRIMARY SCHOOLS.

BRIMMER SCHOOL, COMMON STREET.

Assistant. — Margaret L. Eaton.

SKINNER SCHOOL, COR. FAYETTE AND CHURCH STREETS.

1st Asst. — Edith L. Stratton. *Assistants.* — Emma F. Burrill, Emily B. Burrill, Mary E. Tiernay, Mary E. Collins, Elizabeth G. Cahill. *Janitor.* — Bridget A. Goode.

KINDERGARTEN.

WARRENTON-STREET SCHOOL.

Principal. — Etta D. Morse. *Assistant.* — Juliette Billings.

Prince School. (BOYS AND GIRLS.)

Newbury, corner Exeter Street.

Master. — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Assts.* — Lillian F. Sheldon, M. Louise Fynes. *Assistants.* — Luthera W. Bird, Kate A. Raycroft, Katherine C. Martin, Anna C. Murdock, Rosalie C. Williams, Eva G. Reed, E. Isabelle Bense, Ellen F. O'Connor. *Instructors of Cookery.* — Grace D. Bachelder, Elizabeth T. Sumner. *Manual Training.* — Edward C. Emerson. *Instructors of Sewing.* — Alice N. Skillings, Ella L. Thomas. *Janitor.* — Bernard L. Donnelly. *Traunt-officer.* — David L. Jones.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

Assistants. — Clara E. Fairbanks, Abbie E. Wilson.

PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

Assistants. — Manetta W. Penney, Nellie E. Boyd.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

1st Asst. — Laura K. Hayward. *Assistants* — Anna C. Cousens, Katharine L. Campbell, Alice C. Butler, Laura A. Ells, Amy E. Emery. *Janitor.* — Robert A. Butler.

KINDERGARTEN.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH ST.

Principal. — Ellen Gray. *Assistants.* — Mary E. Denehy, Mabel L. Dodge.

Quincy School. (Boys.)*Tyler Street.*

Master. — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George G. Edwards. *1st. Asst.* — Angie C. Damon. *Assistants.* — Bridget A. Foley, Ida H. Davis, Roberta J. Hardie, Emma F. Colomy, Margaret E. Carey, Ellen L. Collins, Theresa A. Mullin, Evelyn E. Kelley. *Manual Training.* — Mary J. Marlow. *Janitor.* — Jane A. Daly. *Truant-officer.* — Richard W. Walsh.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

Assistant. — Anna T. Nolan.

WAY-STREET SCHOOL.

Assistants. — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Margaret A. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

1st Asst. — Annie F. Merriam. *Assistants.* — Emily E. Maynard, Katherine L. Wilson, Julia A. McIntyre, Harriet M. Bolman, Marion L. Dally, Blanche F. Harrington. *Janitor.* — George F. Chessman.

KINDERGARTEN.

ANDREWS SCHOOL, GENESEE STREET.

Principal. — Adelaide B. Camp. *Assistant.* — Mary H. Fruean.

Winthrop School. (Girls.)*Tremont, near Eliot Street.*

Master. — Robert Swan. *1st Assts.* — Helen L. Hilton, May G. Ladd. *Assistants.* — Emma K. Valentine, Mary A. Murphy, Ellen M. Underwood, Mary L. H. Gerry, Jane M. O'Brien, Emma A. Gordon, Mary L. Hennessy, Carrie Merrill, Josephine L. Smith, Dorothy A. O'Reilly, Minnie E. Sutherland, Helen DeS. Regan. *Instructor of Cookery.* — Emeline E. Torrey. *Instructors of Sewing.* — Isabella Cumming, Margaret McDonald. *Janitor.* — Joseph T. Whitehouse. *Truant-officer.* — Richard W. Walsh.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

1st Asst. — Mary E. Noonan. *Assistants.* — Mary A. Reardon, Emily H. Osborne, Emma I. Baker, Teresa M. Sullivan. *Janitor.* — Ellen McCarthy.

KINDERGARTENS.

TYLER-STREET SCHOOL.

Principal. — Caroline M. Burke.

DENISON-HOUSE SCHOOL, TYLER STREET.

Principal. — Edith F. Winsor.

FIFTH DIVISION.

Dwight School. (Boys.)

West Springfield Street.

Master. — James A. Page. *Sub-Masters.* — Jason L. Curtis, Jr., George A. Tyzzer. *1st Asst.* — Ruth G. Rich. *Assistants.* — Mary C. R. Towle, Sarah C. Fales, Nellie L. Shaw, Georgiana Benjamin, Mary E. Trow, Georgie M. Clark, Clara P. Wardwell, Emma A. Child, Frances J. White, Susan L. Mara. *Manual Training.* — Celia B. Hallstrom. *Janitor.* — Charles O. Newell. *Truant-officer.* — Charles B. Wood.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

1st Asst. — Emma F. Gallagher. *Assistants.* — Delia L. Viles, Mabel E. Latta. *Janitor.* — Daniel H. Gill.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

1st Asst. — Miriam Sterne. *Assistants.* — Anna J. O'Brien, Mary Ranney, Sara Mock, Georgina E. MacBride, Jennie M. Henderson, Annie T. McCloskey. *Janitor.* — Michael Dundon.

KINDERGARTENS.

RUTLAND-STREET SCHOOL.

Principal. — Eleanor P. Gay. *Assistant.* — H. Maude Marshall.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

Principal. — Ella T. Burgess. *Assistant.* — Laila G. Staples.

Everett School. (GIRLS.)

West Northampton Street.

Master. — Myron T. Pritchard. *1st Assts.* — Eliza M. Evert, Janet M. Bullard. *Assistants.* — Susan S. Foster, Emma F. Porter, Evelyn E.

Moore, Minna L. Wentworth, Abby C. Haslet, Sarah L. Adams, Margaret A. Nichols, Annie J. Reed, Sara C. Linscott, Emily T. Kelleher, Bertha L. Mulloney, Ida B. Henderson. *Instructor of Cookery.* — Ellen L. Duff. *Instructor of Sewing.* — Annie S. Meserve. *Janitor.* — Edward Bannon. *Truant-officer.* — Charles B. Wood.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

1st Asst. — Louise Robinson. *Assistants.* — Mary S. Damon, Minnie T. Varney, Alice E. Stevens, Estelle M. Williams, Florence A. Perry, Dora W. Rohlsen, Lydia F. Willis, Susan E. Abbot, Alice E. B. Dockham. *Janitor.* — Annie Harold.

KINDERGARTEN.

WEST CONCORD-STREET SCHOOL.

Principal. — Clara L. Hunting. *Assistant.* — Mabel F. Kemp.

Franklin School. (GIRLS.)

Waltham Street.

Master. — Horatio D. Newton. *1st Assts.* — Jennie S. Tower, Isabel M. Harmon. *Assistants.* — Margaret J. Crosby, P. Catherine Bradford, Octavia L. Cram, Abby A. Hayward, Annie G. Merrill, Priscilla Whiton, Isabel H. Wilson, Florence R. King, Lillian S. Bourne, Ida M. Mitchell, Lillian J. McRae. *Instructors of Cookery.* — Ellen L. Duff, Emeline E. Torrey. *Instructor of Sewing.* — Lizzie A. Thomas. *Janitor.* — Michael J. Crowley. *Truant-officer.* — Charles B. Wood.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

1st Asst. — Harriet M. Faxon. *Assistants.* — Affie T. Wier, Kate R. Hale, Gabrielle Abbot, Elizabeth H. Marston. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

1st Asst. — Josephine G. Whipple. *Assistants.* — Kate R. Gookin, Emma E. Allin, Clara J. Bates, Etta M. Smith, Lillian Tishler, Henrietta C. Wort, Elizabeth F. Dorn. *Janitor.* — Mary E. Johnson.

KINDERGARTEN.

COOK SCHOOL, GROTON STREET.

Principal. — Mary T. Mears. *Assistant.* — Isabella F. Wallace.

Hyde School. (GIRLS.)*Hammond Street.*

Master. — Silas C. Stone. *1st Assts.* — Esther H. Fletcher, Lucy L. Burgess. *Assistants.* — Emma S. Gulliver, E. Elizabeth Boies, Jane Reid, Caroline K. Nickerson, Etta Yerdon, Helen Perry, Frances M. Supple, A. Maud Gilbert, Ada M. Fitts, Alice T. Kelley. *Instructor of Cookery.* — Angeline M. Weaver. *Instructor of Sewing.* — Margaret A. Kelley. *Janitor.* — Patrick F. Higgins. *Truant-officer.* — David L. Jones.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

1st Asst. — ————. *Assistants.* — Susan J. Ginn, Mary F. Cogswell, Louise A. Kelley, Rose A. Mitchell, Mary A. Higgins, Celia Bamber, Delia E. Cunningham. *Janitor.* — James McNabb.

KINDERGARTEN.

HYDE SCHOOL, HAMMOND STREET.

Principal. — Caroline E. Carr. *Assistant.* — Edna W. Marsh.

Sherwin School. (BOYS.)*Madison Square.*

Master. — Francis A. Morse. *Sub-Masters.* — John F. Suckling, Caspar Isham. *1st Asst.* — Elizabeth B. Walton. *Assistants.* — Adella L. Baldwin, Mary B. Chaloner, Mary N. Regan, Mary F. Roome, Mary E. T. Healey, Nellie F. Brazer, Sara M. Baker, Frances M. Mooers. *Manual Training.* — Edith A. Pope, Ella G. Smith. *Janitor.* — Joseph G. Scott. *Truant-officer.* — David L. Jones.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

1st Asst. — Emma L. Peterson. *Assistants.* — Laura L. Brown, Nellie H. Crowell, Sarah E. Gould, Estella M. Hall. *Janitor.* — Joseph G. Scott.

IRA ALLEN SCHOOL, LEON STREET.

Assistants. — Abbie E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Peter Murphy.

DAY'S CHAPEL-SCHOOL, PARKER STREET.

Assistant. — Rose E. Conaty. *Janitor.* — John Cole.

KINDERGARTEN.

147 RUGGLES-STREET SCHOOL.

Principal. — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

SIXTH DIVISION.

Bigelow School. (Boys.)*Fourth, corner of E Street, South Boston.*

(New building in course of construction.)

Master.—J. Gardner Bassett. *Sub-Masters.*—John F. McGrath, Carroll M. Austin. *1st Assts.*—Amelia B. Coe, Ellen Coe. *Assistants.*—Martha A. Goodrich, Eleanor M. Jordan, Angeline S. Morse, Margaret E. Roche, Sabina G. Sweeney, Frances Z. Whalen, Mary Nichols, Alice M. Robinson, Malvena Tenney, Josephine Crockett, Evelyn M. Howe, Katharine P. Kelley, Catharine H. Cook. *Manual Training.*—Sybel G. Brown, Louise H. Billings, ————. *Janitor.*—Honora Hanlon. *Truant-officer.*—Amos Schaffer.

PRIMARY SCHOOLS.

HAWES-HALL SCHOOL, BROADWAY.

1st Asst.—Ann J. Lyon. *Assistants.*—Sarah D. McKissick, Ella F. Fitzgerald, Margarette H. Price, Laura S. Russell, Mary L. Howard, Julia A. Rourke. *Janitor,* Alexander Nelson.

SIMONDS SCHOOL, BROADWAY.

Assistants.—Annie S. McKissick, Julia G. Leary, Florence L. Spear. *Janitor.*—Alexander Nelson.

Gaston School. (Girls.)*Fifth, corner of L Street, South Boston.*

Master.—Thomas H. Barnes. *1st Assts.*—Juliette R. Hayward, Sarah C. Winn. *Assistants.*—Carrie M. Kingman, Clara A. Sharp, Mary B. Barry, Carrie A. Harlow, Emogene F. Willett, Ellen R. Wyman, Emma M. Sibley, Josephine A. Powers, J. Adelaide Noonan, M. Isabel Harrington, Jennie G. Carmichael, Lila Huckins, Agnes R. Leahy. *Instructor of Cookery.*—Julia T. Crowley. *Instructor of Sewing.*—Mary E. Patterson. *Janitor.*—Albion Elwell. *Truant-officer.*—James Bragdon.

PILGRIM-HALL SCHOOL, 732 BROADWAY.

Assistants.—Mary S. Loughton, Florence E. Bryan.

PRIMARY SCHOOL.

BENJAMIN POPE SCHOOL, O STREET.

1st Asst.—Ella R. Johnson. *Assistants.*—Katharine J. McMahon, Carrie W. Haydn, Mary E. Dee, Lelia R. Haydn, Isabella J. Murray, Louise E. Means, Katherine E. Goode. *Janitor.*—Charles H. Carr.

KINDERGARTEN.

EAST FOURTH-STREET SCHOOL.

Assistants. — Grace L. Sanger, Katharine Macdonald.**John A. Andrew School.** (BOYS AND GIRLS.)*Dorchester Street, South Boston.*

Master. — Joshua M. Dill. *Sub-Master.* — Edgar L. Raub. *1st Asst.* — Emma M. Cleary. *Assistants.* — Mary L. Fitzgerald, Alice T. Cornish, Bertha E. Miller, Olga A. F. Stegelmann, Anna M. Edmands, Sarah E. Connelly, Alice E. Daey, Agnes M. Cochran, Annie M. Zbrosky, Mary E. Bernhard, Ellen M. Collins, Ethel A. Borden. *Instructor of Cookery.* — Julia T. Crowley. *Manual Training.* — Louise H. Billings. *Instructor of Sewing.* — Elizabeth S. Kenna. *Janitor.* — Thomas Buekner. *Truant-officer.* — Timothy J. Kenny.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

1st Asst. — Mary A. Jenkins. *Assistants.* — Sarah E. Ferry, Alice P. Howard, Sarah E. Welch, Alice L. Littlefield, Grace E. Holbrook, Annie M. Driscoll, Emily F. Hodsdon, Annie C. O'Reilly, Mary C. Gartland, Charlotte C. Hamblin. *Janitor.* — Alexander McKinley.

KINDERGARTEN.

METHODIST CHAPEL-SCHOOL, VINTON STREET.

Principal. — Isabel B. Trainer. *Assistant.* — Effie M. Charnock. *Janitor.* — Thomas E. Baldwin.

Lawrence School. (BOYS.)*Corner of B and Third Streets, South Boston.*

Master. — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst.* — ————. *Assistants.* — Charlotte L. Voigt, Agnes G. Gilfether, Isabella F. Crapo, Katherine Haushalter, Mary E. McMann, Mary A. Montague, Maud A. Gleason, Mary A. Conroy, Margaret J. Schenck, Mary F. O'Brien, Jennie E. Bailey. *Manual Training.* — Sybel G. Brown, Louise H. Billings. *Janitor.* — William F. Griffin. *Truant-officer.* — Amos Schaffer.

PARKMAN SCHOOL, BROADWAY.

Assistants. — M. Louise Gillett, Elizabeth J. Andrews. *Janitor.* — Thomas M. Hogan.

PRIMARY SCHOOLS.

PARKMAN SCHOOL, BROADWAY.

1st Asst. — Sarah E. Lakeman. *Assistants.* — Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn, Eva C. Morris, Amelia McKenzie.

SAMUEL G. HOWE SCHOOL, FIFTH STREET.

1st Asst. — Martha S. Damon. *Assistants.* — Emma Britt, Marie F. Keenan, Martha J. Krey, Mary E. T. Shine, Henrietta Nichols. Sabina F. Kelly. *Janitor.* — Michael T. Reagan.

KINDERGARTENS.

SAMUEL G. HOWE SCHOOL, FIFTH STREET.

Principal. — Bertha Arnold. *Assistant.* — Anna M. Mullins.

PARKMAN SCHOOL, BROADWAY.

Principal. — Mary Wall. *Assistant.* — Ida G. Thurston.

Lincoln School. (Boys.)

Broadway, near K Street, South Boston.

Master. — Maurice P. White. *Sub-Masters.* — William E. Perry, Charles N. Bentley. *1st Asst.* — Martha F. Wright. *Assistants.* — Josephine A. Simonton, Hattie E. Sargeant, Louise A. Pieper, Florence O. Bean, Vordisa J. Comey, Annie M. Mulcahy, Ellen A. McMahon, Hannah L. Manson, Jennie M. Pray, Agnes G. Nash. *Manual Training.* — Olive I. Harris. *Janitor.* — Joseph S. Luther. *Truant-officer.* — James Bragdon.

PRIMARY SCHOOLS.

TUCKERMAN SCHOOL, FOURTH STREET.

1st Asst. — Elizabeth M. Easton. *Assistants.* — Ellen V. Courtney, Mary A. Crosby, Ella M. Kenniff, Mary F. Lindsay, Anna E. Somes. *Janitor.* — Artemus D. Bickford.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

1st Asst. — Laura L. Newhall. *Assistants.* — Kate A. Coolidge, Eleanor F. Elton, Helen M. Canning, Daisy E. Welsh, Helen A. Emery, Rachel W. Washburn. *Janitor.* — George L. Dacey.

KINDERGARTEN.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

Principal. — Marita M. Burdett. *Assistant.* — Annie E. Pousland.

Norcross School. (GIRLS.)*Corner D and Fifth Streets, South Boston.*

Master. — Fred O. Ellis. *1st Assts.* — M. Elizabeth Lewis, Mary R. Roberts. *Assistants.* — Emma L. Eaton, Mary E. Downing, Maria L. Nelson, Emma F. Crane, Juliette Smith, M. Josephine Leary, Elsie M. Paul, Agnes J. Hallahan, Cherrie W. St. Clair, Ellen T. Noonan. *Instructor of Cookery.* — Julia T. Crowley. *Instructors of Sewing.* — Catherine J. Cadogan, Mary J. McEntire. *Janitor.* — Samuel T. Jeffers. *Truant-officer.* — Amos Schaffer.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

1st Asst. — Eleanor J. Cashman. *Assistants.* — Fannie W. Hussey, Abbie C. Nickerson, Kate E. Fitzgerald. *Janitor.* — Matthew Gilligan.

CYRUS ALGER SCHOOL, SEVENTH STREET.

1st Asst. — Ann E. Newell. *Assistants.* — Hannah L. McGlinchey, Harriet L. Rayne, Jennie A. Mullaly, Alice W. Baker, Josephine J. Mahoney. *Janitor.* — James M. Demeritt.

KINDERGARTEN.

CYRUS ALGER SCHOOL, SEVENTH STREET.

Principal. — Louise M. Davis. *Assistant.* — Ruth Perry.

Shurtleff School. (GIRLS.)*Dorchester Street, South Boston.*

Master. — Henry C. Hardon. *1st Assts.* — Annie M. Penniman, Ellen E. Morse. *Assistants.* — Katherine A. Dwyer, Jane M. Bullard, Winifred C. Folan, Harriet S. Howes, Mary M. Clapp, Marion W. Rundlett, Anna L. Scallan, Ella G. Fitzgerald, Marguerite S. Clapp, Margaret L. Nolan, Margaret M. Ring. *Instructor of Cookery.* — Julia T. Crowley. *Instructor of Sewing.* — M. Lillian Dunbar. *Janitor.* — James Mitchell. *Truant-officer.* — Timothy J. Kenny.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

1st Asst. — Lucy A. Dunham. *Assistants.* — Alice G. Dolbeare, Mary E. Morse, Alice C. Ryan, Lillian M. Hall, Florence G. Frazer, Katherine S. Nash. — *Janitor.* — John McLeod.

KINDERGARTEN.

SHURTLEFF SCHOOL, DORCHESTER STREET.

Principal. — Frances S. Tufts. *Assistant.* — Florence H. Murray.**Thomas N. Hart School.** (Boys.)*H, corner of East Fifth Street, South Boston.*

Master. — John F. Dwight. *Sub-Master.* — John D. Phillbrick. *1st Asst.* — Margaret S. Stewart. *Assistants.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Fannie G. Patten, Anastasia G. Hyde, Bertha Peirce, Florence Harlow, Carrie L. Prescott, Maude C. Tinkham, Mary E. Donnelly. *Manual Training.* — Helen F. Veasey. *Janitor.* — Nathan Gray. *Truant-officer.* — James Bragdon.

PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

Assistants. — M. Edna Cherrington, Mary F. Keyes.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

1st Asst. — Mary E. Powell. *Assistants.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Mary E. Farrell, S. Louella Sweeney. *Janitor.* — Artemas D. Bickford.

BENJAMIN DEAN SCHOOL, COR. OF H AND SIXTH STREETS.

Assistants. — Evelyn M. Condon, Laura M. Power, Anna T. Mahar. *Janitor.* — Mary A. Walsh.

KINDERGARTEN.

BENJAMIN DEAN SCHOOL, COR. OF H AND SIXTH STREETS.

Principal. — Mary I. Hamilton. *Assistants.* — Alice J. Sughrue, M. Isabel Wigley, Gertrude C. L. Vasque.

SEVENTH DIVISION.

Comins School. (BOYS AND GIRLS.)*Tremont, corner Terrace Street, Roxbury.*

Master. — William H. Martin. *Sub-Master.* — W. Lawrence Murphy, *1st Assts.*, Elinor W. Leavitt, Sarah E. Lovell. *Assistants.* — Mary Bradford, Elizabeth G. Phelps, Jane E. Gormley, Mary E. Crosby, Mary L. Tiernay, Mary H. Brick, Margaret A. Dooley, Alice A. Sanborn,

Lillian E. Cronin, Margaret E. Sullivan, Mary A. Rourke. *Instructor of Cookery*, Julia A. Hughes. *Manual Training*.—Sigrid Cederroth. *Instructor of Sewing*.—Margaret McDonald. *Janitor*.—Michael Gallagher. *Truant-officer*.—Henry M. Blackwell.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

1st Asst.—Anna R. McDonald. *Assistants*.—Elizabeth P. Brewer, Sarah B. Bancroft, Sarah E. Haskins, Sabina Egan, Sarah Kallman. *Janitor*.—Thomas F. Whalen.

KINDERGARTENS.

SMITH-STREET SCHOOL.

Principal.—Annie S. Burpee. *Assistant*.—Clara G. Dennis. *Janitor*.—John Cole.

COTTAGE-PLACE SCHOOL.

Principal.—Ellen M. Pinkham. *Assistant*.—Anna M. White. *Janitor*.—Michael Gallagher.

Dearborn School. (BOYS AND GIRLS.)

Dearborn Place, near Eustis Street, Roxbury.

Master.—Charles F. King. *Sub-Master*.—Alanson H. Mayers. *1st Assts.*—Lily B. Atherton, Philena W. Rounseville. *Assistants*.—Martha D. Chapman, Lillian A. Wiswell, Abby E. Flagg, Anne M. Backup, Mary F. Walsh, Abby W. Sullivan, Lizzie M. Hersey, Helen Doherty, Sarah A. Driscoll, Abbie G. Abbott, Elizabeth B. McKeon, Annie L. Coffey, Emma Frye, Mary A. Scully, Katharine A. Regan. *Instructor of Cookery*.—Mary C. Mitchell. *Manual Training*.—Ella G. Smith, Edith A. Pope. *Instructor of Sewing*.—Mary E. Jacobs. *Janitor*.—Michael J. Lally. *Truant-officer*.—Frank Hasey.

PRIMARY SCHOOLS.

AARON DAVIS SCHOOL, YEOMAN STREET.

1st Asst.—Mary A. P. Cross. *Assistants*.—Ellen M. Oliver, Katharine O'Brien, Amanda C. Ellison, Mary L. Gaylord, Kate A. Nason, Lucy Hamlin, Ada L. McKean, Louise D. Gage, Florence M. DeMerritt. *Janitor*.—William H. Bowman.

ALBERT PALMER SCHOOL, EUSTIS STREET.

1st Assistant.—Adaline Beal. *Assistants*.—Annie S. Irving, M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill, Mary C. Harrington, Mary A. Lynch. *Janitor*.—Spencer E. Seales.

MT. PLEASANT-AVENUE SCHOOL.

Assistants. — Mary F. Neale, Eloise B. Waleott. *Janitor.* — John J. Dignon.

1 DAYTON-AVENUE SCHOOL.

Assistant. — Alice W. Peaslee.

KINDERGARTEN.

AARON DAVIS SCHOOL, YEOMAN STREET.

Principal. — Mary T. Hale. *Assistant.* — Amy E. Lang.

Dillaway School. (GIRLS.)*Kenilworth Street, Roxbury.*

Principal. — Sarah J. Baker. *1st Assistants.* — Elizabeth M. Blackburn, Helen C. Mills. *Assistants.* — Ella M. Donkin, Phebe H. Simpson, Abby M. Clark, Cordelia G. Torrey, Lucia A. Ferguson, Eliza Brown, Susan H. McKenna, Ada L. Donkin, Mary L. Gore, Carolena C. Richards, *Instructor of Cookery.* — Mary C. Mitchell. *Instructor of Sewing.* — Emma A. Waterhouse. *Janitor.* — William M. Kendriken. *Truant-officer.* — Henry M. Blackwell.

KENILWORTH-STREET SCHOOL.

Assistants. — Ellen Carver, Annie L. Wood, M. Edith Cole, Marion L. Owen. *Janitor.* — John Schromm.

BARTLETT-STREET SCHOOL.

Assistant. — Annie E. Mahan.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

1st Asst. — Anna M. Balch. *Assistants.* — Florence W. Aiken, Agnes A. Watson, Julia E. Diekson, Elizabeth Palmer. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

1st Asst. — Mary L. Shepard. *Assistants.* — Elizabeth A. O'Neil, Ellen A. Scollin, Edith Rose, Theresa B. Finneran. *Janitor.* — Charles F. Travis.

KINDERGARTENS.

KENILWORTH-STREET SCHOOL.

Principal. — Florence A. Fitzsimmons. *Assistant.* — Evelyn L. Barrows.

ABBY W. MAY SCHOOL, THORNTON STREET.

Principal. — Elizabeth C. Barry. *Assistant.* — Helen L. Holmes.

Dudley School. (Boys.)*Corner of Dudley and Putnam Streets, Roxbury.*

Master. — Abram T. Smith. *Sub-Masters.* — William L. Phinney, Joseph A. Reddy. *1st Asst.* — Alice E. Farrington. *Assistants.* — Frances Zirngibel, Harriet E. Davenport, Maria E. Wood, Margaret T. Dooley, Adah F. Whitney, Alice M. Crowell, Ida S. Hammerle, Ella M. Hersey, Mary H. Cashman, M. Alice Kimball, Catharine M. Lynch, Antoinette M. Getchell, Mary L. Long. *Manual Training.* — Ella G. Smith, Edith A. Pope. *Janitor.* — ————. *Truant-officer.* — Henry M. Blackwell.

PRIMARY SCHOOLS.

SAMUEL ELIOT SCHOOL, VERNON STREET.

1st Asst. — Alice L. Williams. *Assistants.* — Ingemisca G. Weysse, Lucy G. M. Card, Mary A. Brennan, Mary I. Chamberlin, L. Adelaide Colligan, Edith E. Knowlton. *Janitor.* — Perez H. Knight.

ROXBURY-STREET SCHOOL.

1st Asst. — Helen P. Hall. *Assistants.* — Delia T. Killion, Hattie A. Littlefield, Sarah E. Rumrill, Elizabeth F. Johnson, Ella M. Seaverns, *Janitor.* — Frank W. Munroe.

KINDERGARTENS.

ROXBURY-STREET SCHOOL.

Principal. — Sarah H. Williams. *Assistant.* — Blanche E. Thayer.

SAMUEL ELIOT SCHOOL, VERNON STREET.

Principal. — Ellen M. Fiske. *Assistant.* — Kate F. Crosby.

George Putnam School. (BOYS AND GIRLS.)*Columbus Avenue, Roxbury.*

Master. — Henry L. Clapp. *Sub-Master.* — William L. Bates. *1st Asst.* — Katharine W. Huston. *Assistants.* — Maria F. Bray, Mary L. Crowe, Ellen E. Leach, Thalia Goddard, Carrie A. Colton, Lillian K. Lewis, Annie G. Ellis. *Instructors of Cookery.* — — — — —, Mary C. Mitchell. *Manual Training.* — Edith A. Pope. *Instructor of Sewing.* — Mary L. Spencer. *Janitor.* — Luke Kelley. *Truant-officer.* — Frank Hasey.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistant. — Mary B. Tenny.

PRIMARY SCHOOLS.

GEORGE PUTNAM SCHOOL, COLUMBUS AVENUE.

Assistants. — Mabel L. Brown, Mary A. Gove.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistants. — Julia H. Cram, Ella J. Brown, Maud L. Parker. *Janitor.* — Luke Kelley.

SCHOOL-STREET SCHOOL.

Assistants. — Orphise A. Morand, Mary L. Sullivan. *Janitor.* — Luke Kelley.

SAMMETT-HALL SCHOOL, BOYLSTON STREET.

Assistant. — Amoritta E. Esilman. *Janitor.* — Henry Marshman.

KINDERGARTEN.

23 BYRON-COURT SCHOOL.

Principal. — Anita F. Weston. *Assistant.* — Mabel A. Jenkins.**Hugh O'Brien School.** (BOYS AND GIRLS.)*Corner of Dudley and Langdon Streets, Roxbury.**Master.* — John R. Morse. *Sub-Master.* — George E. Murphy. *1st Assts.* — Sarah W. Loker, Margaret Holmes. *Assistants.* — Myra E. Wilson, Helen M. Hills, Maria L. Mace, Esther E. McGrath, Mary J. Mohan, Edwin I. Beal, Helen F. Brigham, Evangeline Clark, Viola M. I. Clark, Grace M. Maher, Ellen F. A. Hagerty, Elizabeth F. Pinkham, Helen L. Bradford. *Instructor of Cookery.* — Althea W. Lindenburg. *Manual Training.* — Sölvi Grevè. *Instructor of Sewing.* — Mary E. Jacobs. *Janitor.* — Thomas J. Gill. *Truant-officer.* — Timothy J. Kenny.

PRIMARY SCHOOLS.

HUGH O'BRIEN SCHOOL.

*Corner of Dudley and Langdon Streets, Roxbury.**Assistants.* — Elinore G. Lynch, Evelyn M. Rich, Ermina C. Leach.

GEORGE-STREET SCHOOL.

1st Asst. — Emily M. Pevear. *Assistants.* — Abby S. Oliver, Florence C. Gordon, Anna W. Clark, Bridget E. Scanlan, Alice G. Russell. *Janitor.* — William H. Bowman.

KINDERGARTEN.

HUGH O'BRIEN SCHOOL.

*Corner of Dudley and Langdon Streets, Roxbury.**Principal.* — Edith S. Emery. *Assistant.* — M. Gertrude Breckenridge.

Lewis School. (BOYS AND GIRLS.)*Corner of Dale and Sherman Streets, Roxbury.*

Master. — ¹William L. P. Boardman. *Sub-Master.* — Allan L. Sedley.
1st Assts. — Ellen M. Murphy, Alice O'Neil. *Assistants.* — Grace M. Clark, Mary E. Howard, Emma R. Gragg, Gertrude H. Lakin, Anna F. Bayley, Abigail A. Scannell, Martha C. Gerry, Mary L. Green, Emily I. Boardman, Beatrice L. Hadcock, Elizabeth B. Richardson. *Instructors of Cookery.* — Mary C. Mitchell, Althea W. Lindenberg. *Manual Training.* — Ella G. Smith, Edith A. Pope, Sölvi Grevè. *Instructor of Sewing.* — Margaret T. McCormick. *Janitor.* — James A. Howe. *Truant-officer.* — Frank Hasey.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

Assistants. — Frances N. Brooks, Mary E. Deane, Edith A. Willey, Alice M. Sibley. *Janitor.* — John J. Dignon.

MUNROE-STREET SCHOOL.

1st Asst. — Anna A. von Groll. *Assistants.* — Grace C. Boyden, Catherine G. Foley, Mary L. Murphy, Marguerite G. Brett, Mary H. Burgess. *Janitor.* — Dennis Kirby.

KINDERGARTEN.

MUNROE-STREET SCHOOL.

Principal. — Lucy Kummer. *Assistant.* — Agnes R. Elliott.

Martin School. (BOYS AND GIRLS.)*Corner Huntington avenue and Worthington street.*

Master. — Augustine L. Rafter. *Sub-Master.* — George W. Ransom. *1st Asst.* — Emily F. Carpenter. *Assistants.* — Emma E. Lawrence, Mary V. Gormley, Isabel M. Wier, Grace C. Dillon, Charlotte P. Williams, Jane F. Gilligan, Alice B. Fuller, Mary L. B. Reynolds, Alice E. Lawrence. *Instructor of Cookery.* — Julia A. Hughes. *Manual Training.* — Sigrid Cederroth. *Instructor of Sewing.* — Esther L. Young. *Janitor.* — Thomas M. Houghton. *Truant-officer.* — David L. Jones.

PRIMARY SCHOOLS.

MARTIN SCHOOL, HUNTINGTON AVENUE.

Assistants. — Fannie D. Lane, Alicia F. McDonald, Charlotte Z. Church.

¹ Deceased March 18, 1901.

737 HUNTINGTON-AVENUE SCHOOL.

Assistant. — Katherine Boyd.

741 HUNTINGTON-AVENUE SCHOOL.

Assistants. — Lydia A. Buxton, Aloyse B. Tierney.

KINDERGARTEN.

766 HUNTINGTON-AVENUE SCHOOL.

Principal. — Miriam S. Cutler. *Assistant.* — Annie J. Eaton.

Phillips Brooks School. (BOYS AND GIRLS.)

Quincy and Perth Streets, Dorchester.

Master. — Henry B. Hall. *Sub-Master.* — James H. Gormley. *1st Assts.* — Mary H. Thompson, Alice G. Maguire. *Assistants.* — Esther M. Meserve, A. Estelle Allen, Blanche L. Ormsby, Annie A. Maguire, Theresa F. Dupree, Mary A. H. Fuller, M. Jennie Moore, Blanche L. Bachelder, Mary W. Currier, Mary C. Drum, Julia S. Dolan. *Instructor of Cookery.* — Althea W. Lindenberg. *Manual Training.* — Sólvi Grèvè. *Instructor of Sewing.* — Margaret T. McCormick. *Janitor.* — Charles F. Hartson. *Truant-officer.* — Maurice F. Corkery.

PRIMARY SCHOOLS.

HOWARD-AVENUE SCHOOL.

1st Asst. — Elizabeth R. Wallis. *Assistants.* — Florence Cahill, Mary F. McDonald, Kathie H. Emery, Ethelyn L. Jameson, Mary E. McCarty, Isabella L. Bissett, Matilda Mitchell. *Janitor.* — Samuel S. McClennan.

QUINCY-STREET SCHOOL.

1st Asst. — Almira B. Russell. *Assistants.* — Helen Crombie, Isabel Thatcher, Mary C. Maloy, Emma F. Wilson. *Janitor.* — Henry C. Hunneman.

606 DUDLEY-STREET SCHOOL.

Assistant. — Mary F. O'Brien. *Janitor.* — Annie McDonald.

KINDERGARTEN.

QUINCY-STREET SCHOOL.

Principal. — Cora K. Pierce. *Assistant.* — Almeda A. Holmes.

EIGHTH DIVISION.

Agassiz School. (Boys.)*Brewer and Burroughs Streets, Jamaica Plain.*

Master. — John T. Gibson. *Sub-Masters.* — Arthur Stanley, Joshua Q. Litchfield. *1st Asst.* — Mary A. Gott. *Assistants.* — Clara I. Metcalf, Caroline N. Poole, May E. Ward, Mary E. Stuart, Mary A. Cooke, Clara J. Reynolds, Annie C. Gallup, Sarah A. Moody, Jennie A. Faxon, Alice C. Clapp. *Manual Training.* — Helen I. Whittemore, George F. Hatch. *Janitor.* — George A. Cottrell. *Truant-officer.* — Warren J. Stokes.

WASHINGTON-STREET SCHOOL.

Assistant. — Josephine A. Slayton.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Assistant. — Mabelle E. Lounsbury. *Janitor.* — George Kornatis.

PRIMARY SCHOOLS.

OLD AGASSIZ SCHOOL, BURROUGHS STREET.

1st Asst. — Caroline D. Putnam. *Assistants.* — Annie C. Gott, Josephine Fokes, Mary H. McCready, Gertrude V. Sharp. *Janitor.* — George A. Cottrell.

WASHINGTON-STREET SCHOOL.

Assistant. — Mabel E. Smith. *Janitor.* — John T. Morrissey.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Assistants. — Annie V. Lynch, Margaret M. Burton.

KINDERGARTEN.

OLD AGASSIZ SCHOOL, BURROUGHS STREET.

Principal. — Gertrude L. Kemp. *Assistant.* — Helen B. Foster.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Principal. — A. Gertrude Malloch. *Assistant.* — Eleanor G. Hutchinson.

Bennett School. (Boys and Girls.)*Chestnut Hill Avenue, Brighton.*

Master. — Henry L. Sawyer. *Sub-Masters.* — Charles F. Merrick, James H. Burdett. *1st Asst.* — Melissa Abbott. *Assistants.* — F. Maud Joy, E. May Hastings, Clara I. Harrington, Annie R. Cox, Katherine

McNamara, Helena D. Smith, Rose S. Havey, Julia M. Talbot, Mabel M. Chapman. *Instructor of Cookery*.—Elizabeth T. Sumner. *Manual Training*.—John C. Brodhead. *Instructor of Sewing*.—Elizabeth A. Power. *Janitor*.—John W. Remmonds. *Truant-officer*.—John H. Westfall.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, DIGITON PLACE.

Assistants.—Charlotte Adams, Frances W. Currier, Anna L. Hooker, Emma P. Dana. *Janitor*.—John W. Remmonds.

OAK-SQUARE SCHOOL.

Assistants.—Anne Neville, Jennie L. Worth. *Janitor*.—Jeremiah Shaw.

UNION-STREET SCHOOL.

Assistants.—Margaret I. Scollans, Katherine F. Wood. *Janitor*.—Samuel H. Mitchell.

HOBART-STREET SCHOOL.

Assistant.—Leslie D. Hooper. *Janitor*.—Joseph A. Crossman.

ABERDEEN SCHOOL, CHESTNUT HILL AVENUE AND CHISWICK ROAD.

Assistant.—Elizabeth R. Bradbury. *Janitor*.—Albert P. Young.

KINDERGARTEN.

UNION-STREET SCHOOL.

Principal.—Margaret T. McCabe. *Assistant*.—Gertrude F. Briggs.

Bowditch School. (GIRLS.)

Green Street, Jamaica Plain.

Master.—Edward W. Schuerch. *1st Assts*.—Amy Hutchins, Elizabeth G. Melcher. *Assistants*.—Annie E. Lees, Elizabeth L. Stodder, Cora B. Mudge, Alice B. Stephenson, Mary A. M. Papineau, Nellie I. Lapham, Lucy M. Bruhn, Delia U. Chapman, Emily H. Maxwell, Mary O'Connell, M. Louise C. Hastings. *Instructor of Cookery*.—Ellen B. Murphy. *Instructor of Sewing*.—Helen E. Hapgood. *Janitor*.—Samuel S. Marison. *Truant-officer*.—Warren J. Stokes.

PRIMARY SCHOOLS.

MARGARET FULLER SCHOOL, GLEN ROAD.

1st Asst.—Mary E. Whitney. *Assistants*.—Olive A. Wallis, Anna K. Vackert, Mary E. McDonald, Annie FitzGerald. *Janitor*.—Charles W. Robinson.

HILLSIDE SCHOOL, ELM STREET.

1st Asst. — Margaret E. Winton. *Assistants.* — Lena L. Carpenter, Alice Green, Martha T. Howes, Sara L. Palmer. *Janitor.* — Samuel S. Marison.

CHESTNUT-AVENUE SCHOOL.

Assistants. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Thomas Alchin.

KINDERGARTENS.

MARGARET FULLER SCHOOL, GLEN ROAD.

Principal. — Anna E. Marble. *Assistant.* — Theresa I. Russell.

HILLSIDE SCHOOL, ELM STREET.

Principal. — Lillian B. Poor. *Assistant.* — E. Elizabeth Brown.

Charles Sumner School. (BOYS AND GIRLS.)

Ashland Street, Roslindale.

Master. — Loea P. Howard. *Sub-Master.* — E. Emmons Grover. *1st Assts.* — Charlotte B. Hall, Angeline P. Nutter. *Assistants.* — Alice M. Barton, Mary E. Lynch, Bertha L. Palmer, Ellen J. Kiggen, Ida M. Dyer, Alice J. Jewett, Margaret F. Marden, C. Emma Lincoln. *Instructor of Cookery.* — Mary Cunningham. *Manual Training.* — Grace J. Freeman. *Instructor of Sewing.* — Ellen M. Wills. *Janitor.* — William L. Lovejoy. *Truant-officer.* — Frank A. Dothage.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS (NEAR MT. HOPE STATION).

Assistants. — Josie E. Evans, Esther M. Davies. *Janitor.* — Henry E. Meyer.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

1st Asst. — Katharine M. Coulahan. *Assistants.* — Martha W. Hanley, Dora M. Leonard, Mary G. Kelley. *Janitor.* — Frank H. Spinney.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS.

1st Asst. — Anna M. Leach. *Assistants.* — Maud C. Hartnett, Louise M. Cottle.

CANTERBURY-STREET SCHOOL.

Assistants. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

KINDERGARTENS.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS.

Principal. — Mabel S. Eddy. *Assistant.* — Marion L. Weston.

FLORENCE-STREET SCHOOL.

Principal. — Ida P. Wait. *Assistant.* — Isabelle H. Earnshaw.**Longfellow School.** (BOYS AND GIRLS.)*Corner of South and Hewlett Streets, Roslindale.*

Master. — Frederic H. Ripley. *1st Asst.* — Elizabeth M. Mann. *Assistants.* — Herbert S. Packard, M. Alice Jackson, Mary M. A. Twombly, Helen E. Chandler, Leila R. Haynes, Hattie L. Littlefield, Rose E. Keenan, Adalyn P. Henderson. *Instructor of Cookery.* — Mary Cunningham. *Manual Training.* — Grace J. Freeman. *Instructor of Sewing.* — Ellen M. Wills. *Janitor.* — Patrick A. O'Brien. *Truant-officer.* — Frank A. Dothage.

PHINEAS BATES SCHOOL, BEECH STREET.

1st Asst. — Jennie A. Owens. *Janitor.* — Frederick W. Brauer.

HEWLETT-STREET SCHOOL.

Janitor. — Henry Keenan.

PRIMARY SCHOOLS.

LONGFELLOW SCHOOL, SOUTH AND HEWLETT STREETS.

Assistants. — Emma Burrows, Mary A. McCarthy, Elizabeth A. Breivogel.

UNITARIAN-CHURCH SCHOOL, SOUTH STREET.

PHINEAS BATES SCHOOL, BEECH STREET.

Assistants. — Mary B. Adams, Lydia W. Jones, L. Idalia Provan.

KINDERGARTEN.

UNITARIAN-CHURCH SCHOOL, SOUTH STREET.

Principal. — Bessie H. Stark. *Assistant.* — Julia G. Davison.**Lowell School.** (BOYS AND GIRLS.)*310 Centre Street, Jamaica Plain.*

Master. — Edward P. Sherburne. *Sub-Master.* — Edward J. Cox. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *Assistants.* — Cora F. Sanborn, Sarah A. Lyons, Mary E. Morse, Alice A. Batchelor, Rebecca

Coulter, O. Augusta Welch, Susan E. Chapman, Mary F. Cummings, Annie B. Dooley, Eleanor F. Somerby, Mary W. Howard, Helen C. Laughlin, Mary E. Healey, Annie W. Leonard, Mary G. Lyons. *Instructor of Cookery*. — Ellen B. Murphy. *Manual Training*. — George F. Hatch. *Instructor of Sewing*. — Eldora M. S. Bowen. *Janitor*. — Frank L. Harris. *Truant-officer*. — Warren J. Stokes.

LOWELL ANNEX.

Assistants. — Mary J. Fitzsimmons, Mary E. Clapp. *Janitor*. — Frank L. Harris.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL, PARKER STREET.

1st Asst. — Flora J. Perry. *Assistants*. — Catherine T. Sullivan, Agnes L. Moran, Jane J. Wood, Lillian S. Hilton, Susan H. Nugent, Amy W. Watkins. *Janitor*. — John D. Hardy.

WYMAN SCHOOL, WYMAN STREET.

1st Asst. — Caroline F. Cutler. *Assistants*. — Jessie K. Hampton, Mary E. Murphy, Emma L. MacDonald, Mary C. Crowley, Georgia L. Hilton. *Janitor*. — Thomas Alchin.

HEATH-STREET SCHOOL.

Assistants. — Ella F. Howland, Ellen C. McDermott. *Janitor*. — Catherine H. Norton.

341 CENTRE-STREET SCHOOL.

Assistant. — Mary V. Prendergast. *Janitor*. — Thomas Alchin.

KINDERGARTEN.

CENTRE-STREET SCHOOL.

Principal. — Ida E. McElwain. *Assistants*. — Lila C. Fisher, R. Genevieve McMorro. *Janitor*. — Frank L. Harris.

Robert G. Shaw School. (BOYS AND GIRLS.)

Hastings Street, West Roxbury.

Master. — William E. C. Rich. *Sub-Master*. — Gardner P. Balch. *1st Asst.* — Emily M. Porter. *Assistants*. — Frances R. Newcomb, Julia F. Coombs, Mary C. Richards, Helen S. Henry, William W. Howe. *Instructor of Cookery*. — Mary Cunningham. *Manual Training*. — James C. Clarke. *Instructor of Sewing*. — Mary L. Spencer. *Janitor*. — Owen Woods. *Truant-officer*. — Frank A. Dothage.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Assistant. — Harlan P. Ford.

BAKER STREET SCHOOL.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

MT. VERNON-STREET SCHOOL.

Assistants. — Mary C. Moller, Florence J. Reddy, Mary Butler. *Janitor.* — Owen Woods.

BAKER-STREET SCHOOL.

Assistants. — Frances A. Griffin, F. Mabel Cassidy. *Janitor.* — Carl F. Meyer.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Assistant. — Mary G. Hudson. *Janitor.* — Minnie L. Karcher.

KINDERGARTENS.

ROBERT G. SHAW SCHOOL, HASTINGS STREET.

Principal. — Lelia A. Flagg. *Assistant.* — ——— ———.

BAKER-STREET SCHOOL.

Assistant. — Ellen G. Earnshaw.

Washington Allston School. (BOYS AND GIRLS.)

Cambridge Street, Allston.

Master. — George W. M. Hall. *Sub-Master.* — William C. Crawford.
1st Assts. — Marion Keith, Alice A. Swett. *Assistants.* — Annie E. Bancroft, Jessie W. Kelly, Sara F. Boynton, Arvilla T. Harvey, Eliza F. Blacker, Marguerite L. Lillis, Gertrude Weeks, Mary F. Child, Elizabeth C. Muldoon, Ella L. Sullivan, Margaret C. Hunt, Ida F. Taylor, Louise A. Keeler. *Instructor of Cookery.* — Agnes A. Fraser. *Manual Training.* — Anna M. Pond. *Instructor of Sewing.* — Sarah A. Stall. *Janitor.* — Charles McLaughlin. *Truant-officer.* — John H. Westfall.

FREDERIC A. WHITNEY SCHOOL, WEBSTER AVENUE.

Assistant. — Fannie B. Sanderson.

WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

Sub-Master. — Alexander Pearson. *Assistants.* — Mary E. O'Neill, Emily C. Brown, Lydia E. Stevenson, Grace G. Johnson, Mary A. Dutton. *Janitor.* — Francis Rogers.

PRIMARY SCHOOLS.

ACBURN SCHOOL, SCHOOL STREET.

Assistants. — ——— ———, Leona J. Sheehan, Lillian S. Allen, Margaret A. Foley, *Janitor.* — Francis Rogers.

FREDERIC A. WHITNEY SCHOOL, WEBSTER AVENUE.

1st Asst. — Emma F. Martin. *Assistants.* — Anna N. Brock, Edith S. Wyman, Helen E. Raymond, Grace Hammond. *Janitor.* — Otis D. Wilde.

HARVARD SCHOOL, NORTH HARVARD STREET.

Assistants. — Clara B. Hooker, Adelaide C. Williams, Agnes A. Aubin, Elsie L. Travis. *Janitor.* — Charles McLaughlin.

EVERETT SCHOOL, BRENTWOOD STREET.

Assistant. — Ruby A. Johnson. *Janitor.* — Margaret Kelly.

WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

Assistant. — Ella L. Chittenden.

KINDERGARTENS.

EVERETT SCHOOL, BRENTWOOD STREET.

Principal. — Sarah N. Stall. *Assistant.* — Annie L. McCarty.

FREDERIC A. WHITNEY SCHOOL, WEBSTER AVENUE.

Principal. — Helen L. Duncklee. *Assistant.* — Alice R. Eliot.

NINTH DIVISION.

Christopher Gibson School. (BOYS AND GIRLS.)*Head of Morse Street, Dorchester.*

Master. — William E. Endicott. *Sub-Master.* — Frederick W. Shattuck. *1st Assts.* — Ida L. Boyden, Charlotte E. Andrews. *Assistants.* — Joanna G. Keenan, Catherine F. Byrne, E. Gertrude Dudley, Annie H. Pitts, Flora E. Billings, Edith M. Keith, Emily A. Evans, Edith M. Sandsbury, E. Leora Pratt, Alice M. Williams, Florence S. Fairbrother, Mary M. Robinson. *Instructor of Cookery.* — Julia M. Murphy. *Manual Training.* — Susie M. Thacher. *Instructor of Sewing.* — Helen L. Burton. *Janitor.* — Winthrop B. Robinson. *Truant-officer.* — William B. Shea.

OLD GIBSON SCHOOL, SCHOOL STREET.

Assistant. — Corinna Barry.

ATHERTON BUILDING SCHOOL, COLUMBIA ROAD.

Sub-Master — Joseph T. F. Burrell. *Assistants*. — Clara C. Howland, Helen F. Tarpey.

PRIMARY SCHOOLS.

OLD GIBSON SCHOOL, SCHOOL STREET.

1st Asst. — E. Louise Brown. *Assistants*. — Feroline W. Fox, Ellen A. Brown, Mary A. Cussen, Annie B. Emery, Eleanor J. Murphy. *Janitor*. — Thomas Kinsley.

OLD GIBSON SCHOOL ANNEX.

Assistant. — Katherine J. Daily. *Janitor*. — Thomas Kinsley.

323 WASHINGTON-STREET SCHOOL.

———. *Janitor*. — Thomas Kinsley.

ATHERTON BUILDING SCHOOL, COLUMBIA ROAD.

Assistants. — Rose E. A. Redding, Elizabeth G. Crotty, Bessie C. Jones, Florence A. Stone. *Janitor* — Thomas Shattuck.

GLENWAY SCHOOL, NEAR BLUE HILL AVENUE.

Assistants. — Grace Hall, Agnes T. Kelly, Isabel M. Horsford. *Janitor*. — Margaret Kelly.

KINDERGARTENS.

ATHERTON BUILDING SCHOOL, COLUMBIA ROAD.

Principal. — Gertrude L. Watson. *Assistant*. — A. Gertrude Bowker.

OLD GIBSON SCHOOL ANNEX, SCHOOL STREET.

Principal. — Kate S. Gunn. *Assistant*. — Alice B. Torrey.

GREENWOOD HALL SCHOOL, GLENWAY.

Principal. — Edith L. Phelan. *Assistant*. — Mary A. Daly.

Edward Everett School. (BOYS AND GIRLS.)

Summer Street, Dorchester.

Master — Henry B. Miner. *Sub-Master*. — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *Assistants*. — Emma M. SaviI, Clara J. Doane, Hildegard Fick, Alice E. Aldrich, Mary A. Whalen, Anna M. Foster, Harriet A. Darling, L. Cora Morse. *Instructor of Cookery*. — Alice L. Manning. *Manual Training*. — Alice L. Lanman, James C. Clarke. *Instructor of Sewing*. — Henrietta L. Yelland. *Janitor*. — George L. Chessman. *Truant-officer*. — George W. Bean.

PRIMARY SCHOOLS.

OLD EDWARD EVERETT SCHOOL, SUMNER STREET.

1st Asst. — Florence N. Sloane. *Assistants.* — Florence A. Goodfellow, Lizzie M. Pearson, E. Mabel Clarke, Sally T. Fletcher, Louise T. E. Waterman. *Janitor.* — George L. Chessman.

SAVIN HILL SCHOOL, SAVIN HILL AVENUE.

Assistants. — Lucy G. Flusk, C. Margaret Browne. *Janitor.* — Laura Reed.

Gilbert Stuart School. (*Boys and Girls.*)

Richmond Street, Lower Mills, Dorchester.

Master. — Edward M. Lancaster. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Elizabeth H. Page. *Assistants.* — Caroline F. Melville, Mary E. Harris, Edith A. Scanlon, Margaret A. Page, Elizabeth B. Wetherbee, Anna M. McMahon, Cornelia M. Collamore, Rebekah C. Riley. *Instructor of Cookery.* — Annie M. Eaton. *Manual Training.* — Fannie B. Prince. *Instructor of Sewing.* Katharine M. Howell. *Janitor.* — Asa C. Hawes. *Truant-officer.* — William B. Shea.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

1st Asst. — Janet B. Jordan. *Assistants.* — Esther S. Brooks, H. Adelaide Sullivan. Lydia D. Jolmson, Mary M. Hoye. *Janitor.* — Asa C. Hawes.

ADAMS-STREET SCHOOL.

Assistant. — Mary M. Dacey. *Janitor.* — Ellen James.

KINDERGARTENS.

STOUGHTON SCHOOL, RIVER STREET.

Principal. — Alice D. Hall. *Assistants.* — Julia E. Hall, E. Mabel Gibson.

ADAMS-STREET SCHOOL.

Principal. — Margaret E. White.

Henry L. Pierce School. (BOYS AND GIRLS.)

Washington Street, corner Welles Avenue, Dorchester.

Master. — Horace W. Warren. *Sub-Master.* — Charles C. Haines. *1st Asst.* — Mary E. Mann. *Assistants.* — Elizabeth C. Estey, Lucina Dun-

bar, Helen A. Woods, Anna S. Coffee, Mary L. Merrick, Ella F. Carr, Alice B. Cherrington, Clara B. Cutler, Minnie A. Worden, Annie L. Knight, Elizabeth R. Brady, Catherine G. Foley, Mary J. Collingwood. *Instructor of Cookery.* — Emily H. Hawes. *Manual Training.* — Florence P. Donelson. *Instructor of Sewing.* — Harriet E. Browne. *Janitor.* — Timothy Donahoe. *Truant-officer.* — William B. Shea.

THETFORD-STREET SCHOOL.

Sub-Master. — Orris L. Beverage. *Assistant.* — Mary A. Crafts.

PRIMARY SCHOOLS.

THETFORD-STREET SCHOOL.

1st Asst. — Mary E. Nichols. *Assistants.* — Louise L. Carr, Keziah J. Anslow, Mary A. Fruean, Agatha P. Razoux. *Janitor.* — A. Benson Rowe.

BAILEY-STREET SCHOOL.

Assistants. — Anna B. Badlam, Flora C. Woodman, Helen F. Burgess, Laura D. Fisher. *Janitor.* — A. Benson Rowe.

86 MILTON-AVENUE SCHOOL.

Assistant. — Ethel C. Flynn. *Janitor.* — A. Benson Rowe.

63-65 BAILEY-STREET SCHOOL.

Assistant. — Lola C. Holway. *Janitor.* — A. Benson Rowe.

KINDERGARTENS.

THETFORD-STREET SCHOOL.

Principal. — Katherine H. Perry. *Assistant.* — — — — —.

63-65 BAILEY-STREET SCHOOL.

Principal. — Clara G. Locke. *Assistant.* — Ida M. Fisher.

Mary Hemenway School. (BOYS AND GIRLS.)

Corner of Adams and King Streets, Dorchester.

Master. — N. Hosea Whittemore. *Sub-Master.* — Frederic L. Owen. *1st Assts.* — L. Gertrude Howes, Mary Polk. *Assistants.* — Mary F. Mc-Morrow, Annie B. Drowne, Fanny L. Short, Anna E. Leahy, Cora I. Young, Margaret C. Schouler, Minnie A. Noyes, Emily F. Small. *Instructor of Cookery.* — Annie M. Eaton. *Manual Training.* — Cornelia D. Burbank. *Instructor of Sewing.* — Martha F. French. *Janitor.* — Wallace Kenny. *Truant-officer.* — Maurice F. Corkery.

HARRIS SCHOOL, ADAMS STREET, CORNER MILL STREET.

Assistants. — Martha E. Lang, Frances M. Campbell, — — — — —.

PRIMARY SCHOOL.

HARRIS SCHOOL, ADAMS STREET, CORNER MILL STREET.

1st Asst. — Ida K. McGiffert. *Assistants.* — Mary Waterman, Florence G. Willis, Bertha F. Cudworth, Sophia W. French, Susan J. Berigan, Cecelia Coyle, Elnora O. C. Fossett, Mary E. Wilbar. *Janitor.* — John Buckpitt.

KINDERGARTEN.

DORCHESTER-AVENUE SCHOOL.

Principal. — Mabel M. Winslow. *Assistant.* — Annie M. Smith. *Janitor.* — Edward P. Clark.

Mather School. (BOYS AND GIRLS.)*Meeting House Hill, Dorchester.*

Master. — Edward Southworth. *Sub-Master.* — Arthur A. Lincoln. *1st Asst.* — J. Annie Bense, Marietta S. Murch. *Assistants.* — Mary B. Corr, Frances Forsaith, Carrie F. Parker, Clara G. Hinds, Jennie E. Phinney, Isabel W. Davis, Ella J. Costello, Lucy J. Dannels, M. Esther Drake. *Instructor of Cookery.* — Alice L. Manning. *Manual Training.* — Alice L. Lanman. *Instructor of Sewing.* — Emma G. Welch. *Janitor.* — Benjamin C. Bird. *Truant-officer.* — George W. Bean.

LYCEUM-HALL SCHOOL, MEETING HOUSE HILL.

Sub-Master. — George A. Smith. *Assistants.* — Helen E. Hobbs, Annie H. Holbrook, Mary H. Knight, Gertrude F. Newman, Alice G. Williams, Eva C. Fairbrother. *Janitor.* — Cyrus Grover.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING HOUSE HILL.

1st Asst. — Elizabeth Donaldson. *Assistants.* — Ruth E. Browne, Mary L. McCollough, Grace O. Allen, Grace R. Clark, Elizabeth C. Bonney. *Janitor.* — Benjamin C. Bird.

BON HOMME RICHARD SCHOOL.

Assistant. — Ella L. Howe. *Janitor.* — Cyrus Grover.

BENJAMIN CUSHING SCHOOL, ROBINSON STREET.

1st Asst. — Clara A. Jordan. *Assistants.* — Viola S. Churchill, Louise C. Howes, Bessie McBride, Bertha E. Dennis, Elizabeth M. Grant, Helen M. French. *Janitor.* — James A. Hanlon.

QUINCY-STREET SCHOOL.

Assistants. — Florence J. Bigelow, Lillian B. Blackmer. *Janitor.* — Carrie Sergeant.

WARD-ROOM SCHOOL, MEETING HOUSE HILL.

Assistant. — Mary G. Cahill. *Janitor.* — Cyrus Grover.

KINDERGARTEN.

BENJAMIN CUSHING SCHOOL, ROBINSON STREET.

Principal. — Julia F. Baker. *Assistant.* — Emma F. Temple.

Minot School. (BOYS AND GIRLS.)

Neponset Avenue, Dorchester.

Master. — F. Morton King. *1st Asst.* — Mary K. Tibbits. *Assistants.* — Katherine M. Adams, Lillian A. Simmons, Mabel A. Jepson, Mary E. Palmer, Etta F. Shattuck, Annie H. Gardner. *Instructor of Cookery.* — Annie M. Eaton. *Manual Training.* — Cornelia D. Burbank. *Instructor of Sewing.* — Mary J. McEntyre. *Janitor.* — George P. Phillips. *Truant-officer.* — Maurice F. Corkery.

PRIMARY SCHOOL.

WALNUT-STREET SCHOOL.

1st Asst. — Celia A. Scribner. *Assistants.* — A. Isabelle Macarthy, Mary E. Glidden, Annie T. Kelley, Amy K. Pickett. *Janitor.* — George P. Phillips.

KINDERGARTEN.

WALNUT-STREET SCHOOL.

Principal. — Mary B. Johnson. *Assistant.* — Sara C. Bullard.

Roger Clap School. (BOYS AND GIRLS.)

Harvest Street, Dorchester.

Master. — Edwin T. Horne. *Sub-Master,* Murray H. Ballou. *1st Asst.* — Nellie J. Breed. *Assistants.* — Jessie D. Stoddard, Williamina Birse, Mary E. Irwin, ————, Josephine A. Martin, Elizabeth W. O'Connor, Annie R. Mohan, Grace L. Griffiths, Lillie M. M. Loughlin. *Instructor of Cookery.* — Alice I. Manning. *Manual Training.* — James C. Clarke. *Instructor of Sewing.* — Henrietta L. Yelland. *Janitor.* — Joseph W. Batchelder. *Truant-officer.* — George W. Bean.

PRIMARY SCHOOLS.

ROGER CLAP SCHOOL, HARVEST STREET.

Assistant. — Minnie E. G. Price.

HARBOR VIEW-STREET SCHOOL.

Assistants. — Cora L. Etheridge, Caroline D. Bere, Mary G. Ellis, Charlotte K. Holmes. *Janitor.* — Nathaniel H. Hall.

ATHENEUM SCHOOL, EAST COTTAGE STREET.

Assistants. — Winifred Emerson, Kate L. Brown. *Janitor.* — Andrew C. Scott.

20 MT. VERNON-STREET SCHOOL.

Assistants. — Marguerite T. Morse, Sarah T. Driscoll, Alice B. Hennessey. *Janitor.* — James W. Lindsay.

Tileston School. (BOYS AND GIRLS.)

Norfolk Street, Mattapan.

Master. — Hiram M. George. *Sub-Master.* — Henry E. Loring. *1st Asst.* — Ida T. Weeks. *Assistants.* — Emeline W. Ripley, Clara A. Emerton, Mary E. G. Collagan, Alice M. Ryan, Sarah B. Turner. *Instructor of Cookery.* — Emily H. Hawes. *Manual Training.* — Fannie B. Prince. *Instructor of Sewing.* — Esther C. Povah. *Janitor.* — Peter Cook. *Truant-officer.* — William B. Shea.

MORTON-STREET SCHOOL ANNEX.

Assistants. — Harriet M. Gould, Katharine C. Merrick. *Janitor.* — Napoleon B. Whittier.

PRIMARY SCHOOLS.

TILESTON SCHOOL, NORFOLK STREET.

Assistants. — Louisa W. Burgess, Ruth C. Higbee, F. Mabel Sykes.

MORTON-STREET SCHOOL.

Assistants. — Emma L. Samuels, Elizabeth C. Banker, Mary G. Morton, Helen A. Fernald. *Janitor.* — Napoleon B. Whittier.

KINDERGARTEN.

170 LAURIAT-AVENUE SCHOOL.

Principal. — Jennie B. Brown. *Assistant.* — Anna L. Fitzsimmons.

DIRECTORS AND SPECIAL INSTRUCTORS.

DRAWING.

Director. — James Frederick Hopkins. *Assistants.* — Henry W. Poor, Henry Hitchings, Kate F. Pierce, Margaret J. Patterson, Estelle E. Potter.

KINDERGARTENS.

Director. — Laura Fisher.

MILITARY DRILL.

Instructor. — George H. Benyon. *Armorer.* — Charles H. Reardon.

MODERN LANGUAGES.

Assistant Instructors. — Henri Morand, J. Frederick Stein.

MUSIC.

Director. — James M. McLaughlin. *Asst. Director.* — Leonard B. Marshall. *Assistants.* — Susan H. Hall, Mary L. McNulty, Laura F. Taylor.

PHYSICAL TRAINING.

Director. — James B. Fitzgerald.

INSTRUCTORS OF SEWING.

Eldora M. S. Bowen, Lowell School.
 Harriet E. Browne, Henry L. Pierce School.
 Helen L. Burton, Christopher Gibson School.
 Catherine J. Cadogan, Norcross School.
 Kate A. Clare, Hancock School.
 Susan M. Cousens, Chapman School.
 Annie M. Cullen, Blackinton School.
 Isabella Cumming, Wintthrop School.
 Mary L. Dermody, Lyman School.
 Kate A. Doherty, Hancock School.
 Clara L. Dorr, Wells School.
 M. Lillian Dunbar, Shurtleff School.
 Martha F. French, Horace Mann and Mary Hemenway Schools.
 Helen E. Hapgood, Bowditch School.
 Katharine M. Howell, Gilbert Stuart School.
 Mary E. Jacobs, Dearborn and Hugh O'Brien Schools.
 Margaret A. Kelley, Hyde School.

Elizabeth S. Kenna, John A. Andrew School.
 Annie F. Marlowe, Emerson School.
 Margaret T. McCormick, Lewis and Philips Brooks Schools.
 Margaret McDonald, Comins and Winthrop Schools.
 Mary J. McEntyre, Minot and Norcross Schools.
 Annie S. Meserve, Everett School.
 Mary E. Patterson, Gaston School.
 Esther C. Povah, Adams and Tileston Schools.
 Elizabeth A. Power, Bennett and Chapman Schools.
 Alice M. Skillings, Prince School.
 Julia A. Skilton, Bunker Hill and Warren Schools.
 Mary L. Spencer, George Putnam and Robert G. Shaw Schools.
 Sarah A. Stall, Washington Allston School.
 Ella L. Thomas, Bowdoin and Prince Schools.
 Lizzie A. Thomas, Franklin School.
 Frances Tully, Frothingham and Harvard Schools.
 Emma A. Waterhouse, Dillaway School.
 Emma G. Welch, Mather School.
 Ella Whiting, Harvard and Prescott Schools.
 Ellen M. Wills, Charles Sumner and Longfellow Schools.
 Henrietta L. Yelland, Edward Everett and Roger Clap Schools.
 Esther L. Young, Martin School.

SPECIAL SCHOOLS.

Horace Mann School for the Deaf.

178 Newbury Street.

Principal. — Sarah Fuller. *Asst. Principal.* — Ella C. Jordan. *Assistants.* — Kate D. Williams, Mary F. Bigelow, Sarah A. J. Monro, Elsa L. Hobart, Ida H. Adams, Sally B. Tripp, Kate F. Hobart, Mabel E. Adams, Josephine L. Goddard, Martha C. Kincaide, Stella E. Weaver, Martha E. Melchert. *Instructor of Cookery.* — Grace D. Bachelder. *Instructor of Sewing.* — Martha F. French. *Janitor.* — James Hamilton. *Asst. Janitors.* — Flora H. Frizzell, Annie L. Gannon.

Manual Training Schools.

There are thirty wood-working rooms, located as follows:

EAST BOSTON. — Cudworth School, Gove street; Austin School, Paris street.

CHARLESTOWN. — Harvard School, Devens street; Prescott School Annex, Elm street.

BOSTON. — Appleton-street School; Pierpont School, Hudson street; Dwight School, West Springfield street; Prince School, Newbury street.

SOUTH BOSTON. — E-street School (three rooms); Thomas N. Hart School, H street; Lincoln School, Broadway.

ROXBURY. — Kenilworth-street School (two rooms); 1508 Tremont-street School.

JAMAICA PLAIN. — Eliot School, Trustee building, Eliot street; Agassiz School, Brewer street.

WEST ROXBURY. — Robert G. Shaw School, Hastings street.

ROSLINDALE. — Longfellow School, South street.

ALLSTON. — Washington Allston School, Cambridge street.

BRIGHTON. — Bennett School, Chestnut Hill avenue.

DORCHESTER. — Phillips Brooks School, Quincy and Perth streets; Lycenm Hall, Meeting House Hill; Roger Clap School, Harvest street; Henry L. Pierce School, Washington street; Christopher Gibson School, Bowdoin avenue; Mary Hemenway School, Adams and King streets; Gilbert Stuart School, Richmond street.

MATTAPAN. — 727 Walk Hill-street School.

Principal of Manual Training Schools. — Frank M. Leavitt. *Assistant Instructors.* — Louise H. Billings, John C. Brodhead, Sybel G. Brown, Cornelia D. Burbank, Frank Carter, Sigrid Cederroth, James C. Clarke, Annie V. Comins, Florence P. Donelson, Edward C. Emerson, Grace J. Freeman, Sölvi Grevè, Celia B. Hallstrom, Olive I. Harris, George F. Hatch, Alice L. Lanman, Mary J. Marlow, Alexander Miller, Mary E. Pierce, Anna M. Pond, Edith A. Pope, Fannie B. Prince, Ella G. Smith, Susie M. Thacher, Helen F. Veasey, Helen I. Whittemore, ———, ———,

Schools of Cookery.

The school kitchens are twenty-two in number, located as follows :

EAST BOSTON. — Lyman School, Paris street.

CHARLESTOWN. — Harvard School, Devens street.

BOSTON. — Bowdoin School, Myrtle street; Hancock School, Parmenter street; Winthrop School, Tremont street; Prince School, Newbury street; Rutland-street School; Hyde School, Hammond street.

SOUTH BOSTON. — Drake School, Third street.

ROXBURY. — Phillips-street School; Kenilworth-street School.

BRIGHTON. — Bennett School, Chestnut Hill avenue.

JAMAICA PLAIN. — Bowditch School, Green street.

WEST ROXBURY. — Robert G. Shaw School, Hastings street.

ROSLINDALE. — Charles Sumner School; Ashland street.

ALLSTON. — Washington Allston School, Cambridge street.

DORCHESTER. — Phillips Brooks School, Quincy and Perth streets; Christopher Gibson School, Bowdoin avenue; Gilbert Stuart School.

Richmond Street; Henry L. Pierce School, Washington street; Mary Hemenway School, Adams and King streets; Mayflower School, Harbor View street.

Principal of Schools of Cookery. — — — — —. *Instructors.* — Grace D. Bachelder, Julia T. Crowley, Mary Cunningham, Ellen L. Duff, Annie M. Eaton, Agnes A. Fraser, Emily H. Hawes, Margaret W. Howard, Julia A. Hughes, Althea W. Lindenberg, Alice L. Manning, Mary C. Mitchell, Josephine Morris, Ellen B. Murphy, Julia M. Murphy, Elizabeth T. Sumner, Mary A. Tilton, Emeline E. Torrey, N. Florence Treat, Angeline M. Weaver.

School on Spectacle Island.

Instructor. — Herbert L. Swan.

Special Classes.

APPLETON-STREET SCHOOL, ROOM NO. 9.

Instructor. — Cora E. Wood.

ROXBURY-STREET SCHOOL, ROOM NO. 5.

Instructor. — Harriet E. Lyman.

Evening Schools.

The term of the Evening Schools begins on the last Monday in September, and closes on the second Friday in March.

EVENING HIGH SCHOOL, Montgomery street. *Charlestown Branch.* — Charlestown High School, Monument square. *East Boston Branch.* — East Boston High School, Meridian street. *Principal.* — Fred A. Fernald. *Secretary.* — Frank E. Barnard.

¹ BIGELOW SCHOOL, E street, South Boston. *Principal.* — John D. Philbrick.

COMINS SCHOOL, Tremont street, Roxbury. *Principal.* — John E. Butler.

DEARBORN SCHOOL, Dearborn place, Roxbury. *Principal.* — John S. Richardson.

ELIOT SCHOOL, North Bennet street. *Principal.* — Walter Mooers.

FRANKLIN SCHOOL, Waltham street. *Principal.* — Gustavus F. Guild.

HANCOCK SCHOOL, Parmenter street. *Principal.* — W. Hector S. Kollmyer.

¹ Temporarily in Norecross School-house, corner Fifth and D streets.

LINCOLN SCHOOL, Broadway, South Boston. *Principal*. — James H. Gormley.

LYMAN SCHOOL, corner Paris and Gove streets, East Boston. *Principal*. — Henry H. Folsom.

MATHER SCHOOL (Lyceum Hall), Meeting House Hill. *Principal*. — Orris L. Beverage.

QUINCY SCHOOL, Tyler street. *Principal*. — Alanson H. Mayers.

WARREN SCHOOL, corner Pearl and Summer streets, Charlestown. *Principal*. — James H. Leary.

WASHINGTON ALLSTON SCHOOL, Cambridge street, Allston. *Principal*. — George E. Murphy.

WELLS SCHOOL, Blossom street. *Principal*. — Charles E. Harris.

Evening Drawing Schools.

The term of the Evening Drawing Schools begins on the third Monday in October and continues for sixty-six working nights. Registration on Monday, Wednesday, and Friday evenings, of the week preceding the opening of schools.

Master of Evening Drawing Schools. — Henry Hitchings.

CHARLESTOWN CITY HALL. *Principal*. — Albert L. Ware.

EAST BOSTON, Stephenson's Block, Central Square. *Principal*. — Anson K. Cross.

147 COLUMBUS AVENUE. *Master*. — George Jepson.

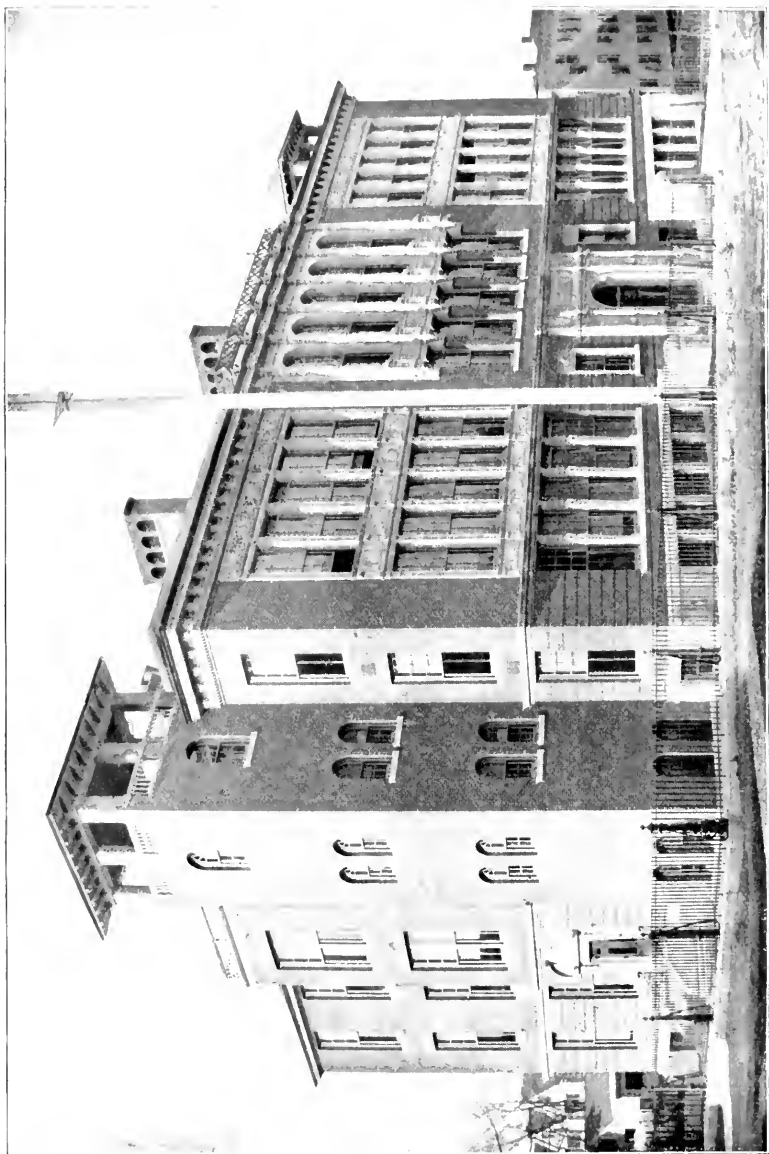
ROXBURY MUNICIPAL COURT BUILDING, Roxbury street. *Principal*. — Charles L. Adams.

WARREN AVENUE, Public Latin School. *Master*. — George H. Bartlett.

TRUANT-OFFICERS.

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief.</i>	
George W. Bean.....	Edward Everett, Mather, and Roger Clap Districts.
Henry M. Blackwell.....	Comins, Dillaway, and Dudley Districts.
James Bragdon.....	Lincoln and Thomas N. Hart Districts.
Maurice F. Corkery.....	Mary Hemenway, Minot, and Phillips Brooks Districts.
Frank A. Dothage.....	Charles Sumner, Longfellow, and Robert G. Shaw Districts.
Frank Hasey.....	Dearborn, George Putnam, and Lewis Districts.
John T. Hathaway.....	Bunker Hill, Prescott and Warren Districts.
David L. Jones.....	Hyde, Martin, Prince, and Sherwin Districts.
Timothy J. Kenny.....	Hugh O'Brien, John A. Andrew, and Shurtleff Districts.
David F. Long.....	Bowdoin, Phillips, and Wells Districts.
John McCrillis.....	Eliot and Hancock Districts.
Amos Schaffer.....	Bigelow, Lawrence, and Norcross Districts.
William B. Shea.....	Christopher Gibson, Henry L. Pierce, and Tileston Districts.
Warren J. Stokes.....	Agassiz, Bowditch, and Lowell Districts.
Daniel J. Sweeney.....	Chapman and Emerson Districts.
Charles E. Turner.....	Adams and Lyman Districts.
Richard W. Walsh.....	Brimmer, Quincy, and Winthrop Districts.
John H. Westfall.....	Bennett and Washington Allston Districts.
Charles B. Wood.....	Dwight, Everett, Franklin, and Rice Districts.
Charles S. Woofindale.....	Frothingham and Harvard Districts.

DEDICATION
OF THE
PHILLIPS BROOKS SCHOOL-HOUSE.



PHILLIPS BROOKS GRAMMAR SCHOOL

PHILLIPS BROOKS SCHOOL-HOUSE.

DESCRIPTION.

THIS building, situated on Quincy, Perth and Fayston streets, Dorchester, contains fifteen regular school-rooms, a manual training room, a cookery room, an assembly hall, a teachers' room and a master's office. It accommodates 840 pupils.

In planning this school-house the architect has produced a design attractive in appearance, and well calculated for the comfort and health of its occupants; especially is this so in the lighting of the various school-rooms, each of which has spacious windows on one side only. A central corridor extends the entire length of the building on each floor, at the ends of which are broad iron staircases extending from the basement to the top story. Over these staircases are wooden flights leading to the book-rooms, which are located in the towers above.

The main corridor on the first floor is reached by four separate and distinct entrances, three of which are located on the three street fronts and one in the rear. The rear entrance is through a vestibule communicating with an iron stairway enclosed in brick walls, and extending from the basement to attic floors, and provided with fireproof doors.

The first floor contains five school-rooms, each

provided with a commodious, well-lighted and well-ventilated wardrobe, a teachers' room and the principal's office.

The second floor contains six school-rooms and wardrobes. The third floor contains four school-rooms, wardrobes and the assembly hall. The hall is lighted by large windows in the front and rear, and a skylight in the roof. It is provided with an ample stage and other necessaries.

The basement contains two large school-rooms, one for cookery and the other for manual training. It also contains a boiler-room, a fuel-room, boys' and girls' bicycle rooms, lavatories and a janitor's room. There are five separate and distinct means of ingress and egress to the basement, four of which open into the school-yard.

The entrances are of artistic design and well executed. The school-yard is concreted and curbed with heavy cut granite, supporting a wrought-iron fence, which encloses the entire lot.

The question of heating and ventilation has been given a great deal of attention, and all modern appliances adapted to a simple and practical system have been used. As at present arranged, this is one of the best heated and ventilated school-houses in the State.

The style of architecture used is Spanish renaissance, and is well adapted to the requirements of the plan.

The materials employed in the exterior walls are common red brick, with limestone and terra-cotta trimmings.

The cornices are of copper, and the roof is covered with green slate.

The building was planned and constructed under the

supervision of A. Warren Gould, architect; the principal contractors being James Fagan, general construction; J. H. Townsend, plastering; Lynch & Woodward, heating and ventilating; D. L. Billings & Company, plumbing; A. McArthur & Company, furniture; Shreve, Crump & Low, gas and electric fixtures.

CHILDREN'S DEDICATORY WEEK, MAY 20
TO MAY 25, 1901.

In dedicating the Phillips Brooks School the purpose was to have it done as far as possible by the pupils of the district. To this end the Children's Dedicatory Week was inaugurated, and the parents and friends were invited to inspect the building and see the school as it actually appeared in its daily work. In order to accommodate all who might wish to come a day was given to each grade, and all invitations for that day were issued by the pupils making up the classes of the grade. During the week, exercises of a somewhat formal character were held each morning at nine o'clock in the hall. These consisted of a Scripture reading by the principal, and singing, compositions, declamations and recitations by the children. Other than this, no change was made in the daily programme. Visitors would assemble in the hall in the morning, listen to the children's special contributions for the day, and at the close of the exercises visit the pupils in their respective rooms. The cookery, the manual training and the sewing classes were centres of much interest at all times.

The only formal ceremony was the transferring of the keys from the custody of the School Board to that of the Principal. This function was brief and impressive. It immediately preceded the children's programme on Monday morning, May 20, 1901, and was participated in by Dr. William J. Gallivan, President of the School Board, Mr. Ignatius S. McDonough,

Chairman of the Seventh Division, Mr. William F. Merritt, Chairman of the Committee on New Buildings, Mr. A. Warren Gould, the Architect, and Mr. Hall, the Principal of the District. At its conclusion, Mr. Edwin P. Seaver, the Superintendent of Public Schools, made a brief address, directing his remarks chiefly to the prospective graduates.

The programmes for the week were as follows :

Monday, May 20. — Grades nine and eight: March; Scriptures; Song; the Ceremony of Transferring the Keys, Messrs. Gould, Merritt, Gallivan, McDonough and Hall; Song; Remarks by Mr. Seaver; Song.

Children's Programme. — A Class Exercise, "Phillips Brooks"; Song; Declamation, "Marengo"; Recitation, "Michael Angelo"; Song; Declamation, "Samuel Adams"; Class Recitation, "Character"; Song.

Tuesday, May 21. — Grade seven: March; Scriptures; Song; Declamation, "John Burns of Gettysburg"; Declamation, "Bell of Atri"; Song; Declamation, "Ship of State"; Class Exercise, Historical Recitation; Song; Recitation, "The Picket Guard"; Recitation, "The Fatherland"; Song; Recitation, "Lexington"; Declamation, "Paul Revere's Ride"; Song; March.

Wednesday, May 22. — Grade six: March; Scriptures; Song; Memory Gems on Kindness; Recitation; Song; Declamation, "An Incident at Ratisbon"; Class Exercise, "Sandalphon"; Song; Declamation, "The State"; Class Exercise, "The Tapestry Weavers"; Song; Recitation; "In School Days"; Song; March.

Thursday, May 23. — Grade five: March; Scriptures; Song; Recitation, "The Will and the Way"; Song; Song by pupils of Miss Batchelder's class; Song; Recitation, "John Green, Slave, John Ames, Master"; Song; A Class Exercise on Whittier; Songs; Recitation, Quotations from the writings of Phillips Brooks; Song; March.

Friday, May 24. — Grade four: March; Scripture; Hymn; Recitation, "Crumbs of Comfort"; Recitation, "The Recessional"; Class Exercise, "Jack in the Pulpit"; Song; Selections from the writings of Phillips Brooks; Declamation, "Noble Thoughts"; Song; Class Exercise, "Poets who have

loved Children"; Declamation, "A Very Intelligent Bird"; Round; Recitation, "Sandpiper"; "A Bristol Legend"; Song; Recitation, "Handel"; Class Exercise, "History of our Flag"; Song.

THE CEREMONY OF TRANSFERRING THE KEYS.—
NINE O'CLOCK, MAY 20, 1901.

ADDRESS OF MR. IGNATIUS S. McDONOUGH.

Ladies and Gentlemen:

We have left the routine of a busy life, that we might assemble here this morning for the purpose of dedicating to the cause of education this magnificent structure, which bears the name of the late illustrious Phillips Brooks. The committee feel that it is most fitting that these dedicatory exercises should be, so far as is possible, committed to the children, as they can the better fulfil what we know would be the wish of him for whom it is named were he here to advise us. Hence the committee in charge have agreed to allow the children of the school the pleasure of this duty. That part of the proceedings reserved for the committee will be brief. We shall deviate somewhat from the established custom by introducing a new feature in the transfer of the keys. The usual method has been for the President of the Board to hand the keys to the Chairman in charge of the district, and he, in turn, to the Master of the school. To-day, as we are honored with the presence of two other gentlemen, who have had much to do with the creation of this temple of learning, I propose to introduce the architect, Mr. A. Warren Gould, who planned and supervised the construction of this handsome edifice, who will hand the keys to Mr. William F. Merritt, Chairman of the Committee on New Buildings, under whose careful management it was completed. Mr. Merritt in turn will pass the keys to Dr. William J. Gallivan, President of the Board, and from the latter's hands they will pass through the hands of the Chairman in charge to the Master of the school.

I take great pleasure in presenting the architect, Mr. A. War-

ren Gould, who will kindly turn over the keys of the building to Mr. Merritt.

RESPONSE OF MR. A. WARREN GOULD.

Mr. Chairman :

In the performance of the small part allotted to me in the dedication of this building, I desire your pardon for a few references to the structure itself.

I do not claim it to be architecturally grand, nor artistically beautiful, but I trust it may prove in a large degree acceptable to the officials and citizens of Boston as a well-appointed temple of learning.

No doubt errors will manifest themselves, but it is hoped they will not altogether counteract the advantages.

Mr. Merritt, as Chairman of the New Buildings Committee, I thank you, and your fellow-members, through you, for the ever courteous treatment accorded me while in the performance of my services as Architect of the Phillips Brooks School building, the keys of which I now transfer to your keeping, together with my best wishes for the success of the master, teachers and pupils who may occupy it in the future.

RESPONSE OF MR. WILLIAM F. MERRITT.

Mr. Architect :

In behalf of the Committee on New Buildings I accept from you the keys of the Phillips Brooks School-house. Permit me, for the committee, to congratulate you upon the skill and good taste shown by you in the design of this building, and to thank you for the care and watchfulness exercised by you in its construction.

Mr. Architect, you may well feel a just pride in this, the latest and best of Boston's grammar-school buildings.

Then, addressing Dr. William J. Gallivan, the President of the School Committee, Mr. Merritt continued :

Mr. President :

Upon the Phillips Brooks School-house the work of the Committee on New Buildings is now done. All that remains is its

transfer to the School Committee. In token of that transfer I now hand you its keys. A substantial and beautiful building, well worthy of the illustrious name it bears. May it long stand a monument to Boston's liberality to her school children.

RESPONSE OF DR. WILLIAM J. GALLIVAN.

In accepting these keys from your hands, Mr. Chairman of the Committee on New Buildings, I cannot allow the occasion to pass without publicly paying my tribute of appreciation for the able, conscientious and thorough manner in which you have discharged your official duties. No one knows better than I the many hours you have taken from your professional life to devote to this work, and no one knows better than I the satisfaction you feel in thus paying back in part the debt of gratitude which, in common with us all, you owe this city for the munificent educational facilities furnished us.

Addressing Mr. McDonough, the speaker continued.

Mr. Chairman:

This is one of the pleasantest duties that falls to the lot of the President of the School Committee. Custom has ordered that at a dedication of a school building in this city the President of the School Committee shall deliver the keys of the building to the Chairman of the committee in charge.

I am glad to conform to this time-honored custom. I am glad to take these few hours from a busy life and devote them to the purpose for which we have assembled, the dedication of this magnificent structure to the cause of education.

Some eminent worthy has said, "The education of a people ought to be the first concern of a state." From the earliest settlement of Massachusetts the education of the people has been an important object of state policy. Scarcely had Massachusetts lost its sylvan appearance when schools were established for the education of the youth, and they have continued down to the present day, a precious legacy from the early settlers. For many years the best thought of our people has been given to the improvement and development of our schools, and truly remarkable has been the progress made. The development of the Public School System has been the most notable educational movement of the past century.

In this age we have learned that education means more than intellectual training. It means the development of the body, the mind and the soul. We have recognized that the value of an education depends not so much upon the acquirement of knowledge, as upon the development of individual power to make use of the knowledge acquired. For the successful accomplishment of this end we require good school buildings, competent teachers, and a co-operating public.

It is particularly gratifying to find so many present at these exercises. It is good for us to be here. Many of us owe all that we are to the matchless system of the public schools of this city, and it is our earnest desire to preserve for our children what the Fathers have handed down to us. Hence our daily prayer, "As God was to our Fathers, so may He be to us."

And now, Mr. Chairman of the Seventh Division Committee, it is my pleasant duty to deliver to you the keys of the Phillips Brooks School. If I remember correctly, it was from your lips that I first heard the suggestion of the name for this building, which it proudly bears to-day. It must be a supreme moment of satisfaction for you to place these keys, the symbol of authority, into the hands of the respected master of this school, whose worth and merit I have heard you so often relate.

RESPONSE OF MR. IGNATIUS S. McDONOUGH.

Mr. President :

I accept these keys from you with the knowledge that the work must have been conscientiously and faithfully performed by the two gentlemen who have preceded you, to have won the approval of one so conservative and ever-watchful of the interests of the public schools as yourself.

Turning to the master of the school, Mr. McDonough said :

Mr. Hall :

Before handing the keys to you, I must congratulate the School Committee on having selected one so able, upright and painstaking as yourself to preside over the destinies of this school, and I must congratulate you on having gathered about

you such an excellent corps of teachers, who, since the opening of the school, have worked with a firm purpose to have the Phillips Brooks School rank second to none in Boston. It is needless to say that this is an accomplished fact, which shows the result of harmonious relations between master and teachers.

I am happy to give you these keys as master of the school. I will not speak of the responsibility which rests upon you in the care of the building and the guidance of the pupils entrusted to your charge, for I am satisfied you appreciate that duty much better than I.

My earnest hope and prayer is this: that you may be spared to the school for many years to come.

RESPONSE OF MR. HENRY B. HALL.

Gentlemen of the Committee:

It would be most ungracious in me to let this occasion pass without publicly thanking you for the uniform courtesy and kindness which you have always shown to the Phillips Brooks district and its teachers. Through your untiring energy this beautiful structure with all of its modern improvements and fittings, with its many opportunities for the best instruction of youth, became possible. We hope that not only the children of the present, but those of the future as well, by their care of the building and by their watchfulness over the reputation of the school and of its best interests, will ever manifest a keen appreciation of the benefits which the city of Boston through its School Board has bestowed upon this neighborhood.

Then turning to Mr. McDonough, Mr. Hall said:

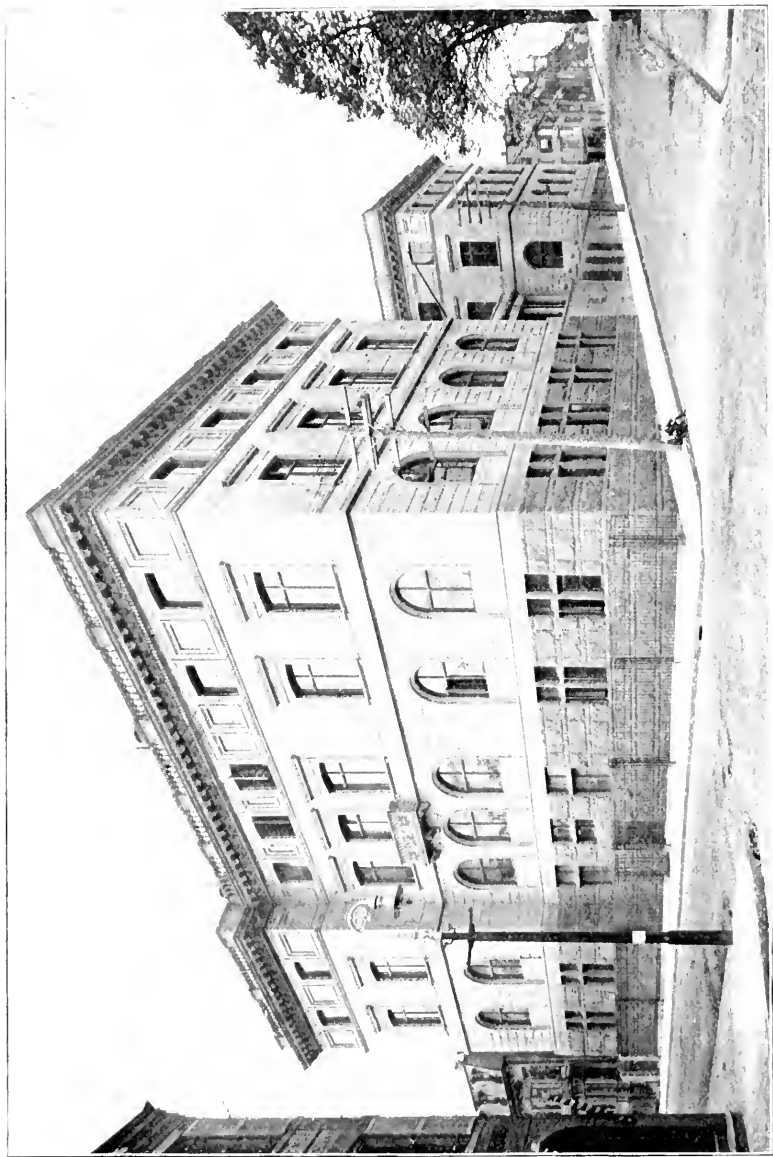
Mr. Chairman:

In hopes that we may do much for the pupils of this district in assisting them to become upright and useful citizens of this grand old Commonwealth, which has ever been venerated and cherished for the men it has produced, I, in behalf of the teachers, receive these keys as a sacred trust, realizing, I hope, how far-reaching and obligatory are the responsibilities which that trust imposes upon pupils and instructors; and entreating that He who rules the destiny of men may make very plain to both the teacher and the taught their duty.

DEDICATION
OF THE
EAST BOSTON HIGH SCHOOL-HOUSE.

NOVEMBER 21, 1901.





EAST BOSTON HIGH SCHOOL

EAST BOSTON HIGH SCHOOL-HOUSE.

DESCRIPTION.

The new East Boston High School-house was placed under contract October 10, 1898, and was first occupied for school purposes on May 13, 1901. This school, established in 1878 as a branch of the English High School and of the Girls' High School, previously occupied a part of the old municipal building at the corner of Paris and Meridian streets, in company with a branch of the Public Library and the East Boston Municipal Court.

The area of the land upon which the new building is erected is 27,500 square feet, being 200 feet on Marion street, 150 feet on Princeton street, 125 feet on Saratoga street. The area of the building is approximately 21,000 square feet, and to a greater or less extent touches the lot lines on all sides.

Owing to the position of the site, in respect to the points of compass, the restricted area of the land, and a sharp up-hill grade on Marion street, the longest frontage, the problem presented many difficulties of adaptation to destined use and the desideratum of securing all possible sunlight in all class-rooms during school hours; the result being that out of 24 class-rooms and two halls, only three class-rooms are without sunlight during some portion of the school session.

Architecturally, the building is in the Florentine Renaissance of the first half of the fifteenth century, and accommodates 675 pupils. The structure has four stories, and while irregular in plan outline, the masses are symmetrical. The architectural treatment consists of a massive basement of rock faced granite ashlar, in regular courses, forming a terrace upon which the building proper is erected; the first, second and third stories are faced with light cream brick, with the architectural members in light gray limestone, and the design is graduated in treatment from the massive simplicity of the basement and first story to the enrichment of the third story, which is crowned by a Corinthian cornice and balustrade, the design of the cornice being a slight modification of that on the Palazzo Strozzi, in Florence. The centre of the north and south façades are enriched at the second story by carved balconies similar in design to those of the Palazzo Cancellaria in Rome; and the façade on Marion street (between the projection of the north and south wings) is accentuated by the Ionic portico to the main entrance, richly carved, 70 feet long between the wings, having the city shield over the middle intercolumniation, and above, the head of Minerva, goddess of wisdom.

The basement on the Marion street front is marked by three broad flights of steps ascending to the portico above mentioned.

The building has ten entrances and exits, five to the basement and five to the first story, and eight exits.

The principal entrance, from Marion street, opening from the portico, has three wide doorways, the doors and casings being covered with heavy copper facings, panels and mouldings; these doors open to the main

vestibule, 18 feet 6 inches by 28 feet 6 inches by 15 feet high, which has a ceiling of groined vaulting, and the walls are sheathed with Rubbio marble, with pilasters of beautifully veined Verde-antique marble, with bases of black and green. To the right of the vestibule is the master's office, and to the left the reception room. The vestibule opens to the main corridor, running north and south, by three doorways, corresponding with the entrance doors, having full length plate glass panels; the doors and casings being of cherry.

The main corridor is 12 feet wide by 130 feet long, and 15 feet high, with wing corridors at the ends, running east and west, 9 feet wide by 54 feet long by 15 feet high, each; the corridors have ceilings of groined vaults and ribs, springing from wall pilasters, and are wainscotted with Olivo marble with Knoxville Rose bases; the plastered walls above are painted a warm terracotta red; the vaulting in *écru*.

The basement and upper stories are approached by two staircases in monolithic concrete work, enclosed by solid walls of brickwork, with panelled and groined ceilings; the stairs are 8 feet 6 inches wide, in two runs, of 17 feet each, with landings 8 feet 6 inches by 18 feet 6 inches midway up; and in the third story are finished in groined domes 18 feet 6 inches by 25 feet 6 inches.

The corridors in the second and third stories are similar to those of the first story; back of the main corridors and between the staircases, forming the centre of the building, is the exhibition hall over the drill hall. The area of the hall, in plan, is a three-quarter circle, 49 feet 6 inches by 67 feet 6 inches by 40 feet high, and, including the balcony, seats about 800 people.

The ceiling of the hall is an elliptic dome with a clear span of 67 feet 6 inches and a rise of 16 feet. The stage, 14 feet by 29 feet, is at the flat or corridor side of the hall; the back wall of the stage and the dome over being elliptic in section. The stage opening is finished with an elliptic arch of the Ionic order. Entrance to the main floor of the hall is from the landings of the staircases at both sides, and to the balcony from the second story corridor. The dome has a skylight of 9 feet diameter, filled with a design in stained glass, with the city shield as the central motif, and the light surrounded by a laurel wreath. The walls of the hall are painted a warm sage green; the architectural members, ivory white, and the stage front and order picked out in gold. The wood finish of the hall is, as throughout the major portion of the building, red sycamore.

Under the exhibition hall, in the basement, is the drill hall, 59 feet 6 inches by 67 feet 6 inches.

The basement contains two locker-rooms 37 feet 6 inches by 42 feet 3 inches, two bath-rooms 12 feet by 27 feet 9 inches, two sanitariums 12 feet by 27 feet 9 inches, girls' gymnasium 33 feet 6 inches by 56 feet, lunch room 33 feet 6 inches by 59 feet, vestibules, corridors, boiler-room, janitor's work-room, janitor's bed-room, pump-room, engine-room, coal-rooms, etc. The walls of the basement vestibules and corridors are finished with face brickwork and painted with white enamel, and the walls of baths and sanitariums are of white enamel brick; all other walls are painted white, and floors are asphalt and granolithic.

The first story contains two class-rooms 37 feet 6 inches by 42 feet 3 inches, four class-rooms 27 feet 9

inches by 33 feet 6 inches, two recitation-rooms 17 feet 1 inch by 26 feet 7 inches, two teachers' studies and toilets, two wardrobes 18 feet 6 inches by 18 feet 6 inches, reception-room 18 feet 6 inches by 18 feet 6 inches, master's office 18 feet 6 inches by 18 feet 6 inches. The master's office and reception-rooms have spacious fireplaces, with oak mantles and Verde-antique marble facings.

The second story contains two class-rooms 37 feet 6 inches by 42 feet 3 inches (of which one is a botanical and zoölogical laboratory), four class-rooms 27 feet 9 inches by 33 feet 6 inches (of which one is a work-room to botanical and zoölogical laboratory), two recitation-rooms 17 feet 1 inch by 26 feet 7 inches, two teachers' studies and toilets, two wardrobes 18 feet 6 inches by 18 feet 6 inches, two sanitariums 9 feet by 18 feet 6 inches, library 18 feet 6 inches by 49 feet, with fireplace same as in master's office. The library opens to a terrace over the portico by a French window.

The third story contains a lecture-room 37 feet 6 inches by 42 feet 3 inches, drawing-room 37 feet 6 inches by 42 feet 3 inches, two class-rooms 27 feet 9 inches by 33 feet 6 inches, physical laboratory 33 feet 6 inches by 56 feet, apparatus-room 18 feet 6 inches by 18 feet 6 inches, chemical laboratory 33 feet 6 inches by 56 feet, one recitation-room 18 feet 6 inches by 28 feet 6 inches, two sanitariums 9 feet by 18 feet 6 inches, one book-room 18 feet 6 inches by 18 feet 6 inches. The corridors in first story and before the staircase in second and third stories, the wardrobes and sanitariums and baths have floors of terrazzo.

The walls of the wardrobes are wainscotted 5 feet high with Portland cement, and have marble bases,

and are fitted with specially designed clothes-racks, so that clothing may hang free of the walls; also specially designed and copper-lined racks for umbrellas and rubbers.

All class-rooms, recitation-rooms, studies, library, etc., have wainscotting of Portland cement (no wood sheathing) and hospital bases, floors of rift hard pine, and walls painted in neutral tints.

The construction throughout is of the most thorough and substantial character, and has been pronounced by competent persons to be the best fireproof building in the country.

All exterior, partition and division walls are of solid brickwork (not of steel framing), and floors are of Gustavino tile construction, or of steel beams with terracotta arches in Portland cement, and all plastering is done directly upon the mason work; the standing wood finish has been eliminated to bare necessity, and not for show. The walls of the chemical and physical laboratories are of face brick, painted with white enamel. The laboratories are fitted up with most complete and up-to-date fixtures and appliances for demonstration work.

The plumbing has received careful consideration, and is of the best type of workmanship, and the fixtures are products of the Sanitas Company and the Meyer Sniffin Company.

The heating and ventilation system was designed by the S. Homer Woodbridge Company, and is a combination of the plenum and direct radiation type, automatically controlled. The plans of the building were prepared and the building erected under the supervision of John Lyman Faxon, Architect. The principal con-

tractors were: Mead, Mason & Co., general construction; Lynch & Woodward, heating and ventilating; Huey Brothers, plumbing; Library Bureau Co., fittings and furniture for science and art departments; C. H. McKenny Co., gas and electric fixtures; George S. Perry & Co., furniture.

DEDICATION.

The exercises arranged for the formal dedication of the new East Boston High School-house, the first of the four new high school buildings to be dedicated within the space of two weeks, took place on Thursday evening, Nov. 21, 1901. The assembly hall was filled to its utmost capacity by an audience numbering over eight hundred. The exercises were in charge of Mr. Willard S. Allen, senior member of the School Board and a resident of East Boston. The singing was by a selected choir of sixty pupils of the school under the direction of Mr. James M. McLaughlin, Director of Music, who was assisted by Mr. Grant Drake, Assistant Director.

After singing "Yea, Thank the Father" (Rheinberger) by the choir, Mr. Allen spoke as follows:

ADDRESS OF MR. WILLARD S. ALLEN.

Ladies and Gentlemen:

We are assembled to-night to dedicate this beautiful and commodious building to the uses for which it has been so nobly and successfully designed.

We cannot look at its graceful proportions, and the thorough and complete equipment for its anticipated uses and purposes, without an exultant feeling, not alone that this rich fruition of our long-deferred hopes is at last realized, but that some of us have been the humble instruments in providing so bountifully for the on-coming generations, and of contributing so beneficently to the purposes of higher education.

The elusive, vanishing dream of years has at last become a substantial reality.

The vast procession of the in-coming and out-going classes continued year after year until the promised structure had almost faded into tradition, and now we stand within the confines of its finished beauty. To-night it is forcibly borne in upon us what burdens the citizens of Boston cheerfully assume in the form of taxation, that their sons and daughters may reap a rich harvest for brain and heart. The old world cities spend millions, and vie with each other in securing the master-pieces of painting, sculpture and architecture to command the homage of the world.

Boston points to her rapidly multiplying school buildings as the monuments by which she best desires to be known, while by her generous expenditures in the cause of an improved and constantly improving popular education, she commands, if not the homage, at least the admiration of the whole world. The High School is the people's college, the consummate flower of an advanced civilization, the keystone of the arch in popular education. In the economy of civic life this building fulfils a higher purpose than merely to provide accommodations for the children of the Island Wards. With its symmetry and beauty, with the conveniences so thoughtfully provided, with its corps of able teachers, and an equipment surpassed by few colleges in the land for the pursuit of the sciences, it stands for a type of the supreme effort of the public schools of our day for complete, generous and ungrudging recognition.

As such it challenges, too, the love, the respect, and the devotion of all who have at heart the best interests not alone of the city, but of the republic to which we owe the fealty of a true service. This building, with site, represents an expenditure of more than three hundred thousand dollars. Our High School, established in 1878 as a branch of the English High School and of the Girls' High School, was continued as such until 1880, when it was made an independent school. It has sent out 662 graduates whose attainments will compare favorably with those of any high school graduates in this or any other city. It requires no vision of prophecy to see this school shedding its blessings on increasing numbers of pupils, whose hours spent here will be among the happiest of their lives and who, as the years wing their flight, will

make pilgrimages to this their Alma Mater with an intensity of love and devotion. We congratulate the citizens of East Boston in the possession of this beautiful addition to their school buildings. We congratulate the pupils who were born under that lucky star which brought them to this school at this propitious time. We congratulate this grand body of teachers, who have so long done faithful work under most depressing conditions, that they now come in possession of every facility for the accomplishment of the finest work. We are confident that such a conjunction of favorable conditions as are here presented will enable us all to look back upon this hour as the most auspicious in the history of this community.

The man who planned this building, and who worked out this beautiful design and superintended the construction of the same, is present with us this evening, and I take great pleasure in presenting him to you — Mr. John Lyman Faxon.

Mr. Faxon, holding in his hands the keys of the building, came forward, and, addressing the audience, said :

ADDRESS OF MR. JOHN LYMAN FAXON.

Mr. Chairman, Ladies and Gentlemen :

Keys are generally considered to be common-place and insignificant things, but the lock and key was one of the first products of human ingenuity, of Phœnician or Egyptian origin, and dating probably some time back of Rameses the Great. They were mentioned in the Bible ; Homer tells us of those in the palace of Odysseus ; and Penelope had a key to her apartment of fine wrought bronze with an ivory handle. The Romans spent much wealth on their locks, and I have seen some of the finest goldsmith work in Florence in the old locks of the Renaissance. We know that one of the French kings found relaxation from the cares of State by making locks, and that he was expert thereat.

While it might be expected by some that I will say something of the architecture of the East Boston High School-house I will leave that part to others, except to say that I am not one of those who believe that a school-house must be modelled after a factory or a barn, and that I am one of those who believe that our school-

houses should have a large element of beauty, and that such beauty is not inconsistent with a practical mental workshop. How well I have carried out the idea will finally be determined by the arbitrament of public opinion. But one thing I can say is that this building is fireproof, not in any misapplied sense of that term, but substantially so, and I will illustrate that by saying that if a person should come into the hall at this moment and say there was a fire above or below, it would not disturb me in the least; I would finish what I had to say and then go and see what the damage was.

The function of delivering of keys is a very old one, and our Lord in delivering the keys to Peter emphasized and sanctified an old custom of that day. The delivery of keys typifies two functions: the performance of work well done and relinquished, and the acceptance of a trust. In this sense I have the pleasure of now delivering these keys to William F. Merritt, Chairman of the Committee on New Buildings, who receives them on behalf of the city of Boston.

ADDRESS OF MR. WILLIAM F. MERRITT.

Mr. Architect:

It is with much pleasure that I now accept from you the keys to the East Boston High School-house. You have done your work well. No better school building exists. On behalf of the committee, permit me to congratulate you upon the perfection attained in this building, and to thank you for the skill and taste displayed by you in its design; for the faithfulness with which you have superintended its construction, and for the freedom with which you have given of your time and talents in aid of the committee. You may well feel a just pride in the East Boston High School-house. As we sever our business relations the best wishes of this committee go with you.

Turning to the audience, Mr. Merritt continued:

Ladies and Gentlemen of East Boston:

No words of praise of this building are necessary from me. It speaks for itself. The work of the architect and of the various contractors has been well done. The committee feels proud

of the East Boston High School-house. Your thanks are due to the resident members of the School Committee for all they have done towards it; to the senior member of the Board, who presides to night, for his efforts in behalf of the necessary appropriations for the school, and to both your representatives for the watchful care displayed by them at all times during its construction. Your thanks are also due to the head-master of the school and his teachers for the care with which they have looked after the details of the building in the interest of the convenience and comfort of their pupils. May this school-house stand for years, the pride of East Boston, and for the good of her school children.

Addressing Dr. Gallivan, Mr. Merritt said :

Mr. President of the School Committee :

The work of your Committee on New Buildings upon the East Boston High School-house is now done. All that remains is to transfer the custody of this building to the School Committee, and, in token of this transfer, I now place the keys of the building in your hands. And, sir, permit me to say that they could not be placed in worthier hands. Yourself a graduate of Boston's public schools, of that oldest of all our schools, the Public Latin School, a graduate, also, of Harvard College and its Medical School and now engaged in the active and successful practice of an honorable profession, you well represent the product of our public schools. You have given generously of your abilities for the good of our schools. They have no more zealous protector than you. Their interests are safe in your hands. It gives me pleasure to now transfer this building to your keeping.

Dr. Gallivan responded as follows :

ADDRESS OF DR. WILLIAM J. GALLIVAN.

Mr. Chairman of the Committee on New Buildings :

In accepting these keys from your hands, I eagerly seize the opportunity to express to you the congratulations of your associates upon the School Committee. No one knows better than they, the many hours you have given to this work, and no one can appreciate better than they the joy and satisfaction you must feel

upon this successful achievement of your labors. I congratulate you upon this happy occasion for this evidence of civic worth and civic virtue.

Addressing the audience Dr. Gallivan said :

Ladies and Gentlemen :

We have met to-night to dedicate this building to the noblest of human uses, for education is the supreme work of man. We are impressed with its magnificent proportions, its majestic outlines and its dignified architecture, and we have every reason for just pride in this noble structure.

Some ancient worthy has said that "the education of a people ought to be the first concern of a State." From the earliest settlement of New England the education of the people has been an important object of state policy. Scarcely had this rugged New England lost her forest appearance, when schools were established for the education of the youth of the land, and they have continued down to the present day, a precious legacy from the early settlers.

It is the glory of our schools that every child is freely and equally entitled to the advantages of the best education that can be given; and what was once obtainable only by the wealthy has now been placed within the reach of all.

Therefore, we are dedicating, to-night, not a mere building of brick and timber, but a temple of lofty aspirations and unlimited possibilities, where the sacred fires of learning shall be kept aglow, where the best of civilization shall be saved and where patriotism, the foundation principle of its being, shall perpetuate the stability and augment the honor and glory of the State.

Turning to Mr. Eliot, the head-master of the school, Dr. Gallivan continued :

Mr. Head-Master :

In keeping with a time-honored custom there falls to my lot the pleasing duty of placing these keys in your hands. They symbolize the authority you possess over this school. Thoroughly conversant with your standing as a scholar, thoroughly conversant with your career as an instructor of youth, the school looks forward to your future in this school with perfect confidence. That you may continue in the future what you have been in the past is our earnest prayer.

RESPONSE OF MR. JOHN F. ELIOT.

I accept these keys, Mr. Chairman, with, I trust, a fitting sense of the responsibility which the act implies.

The position of an instructor of youth at any time in the history of education has been one of great responsibility, but never so great as at this opening of the new century; for in all the marvellous changes of recent years which have affected human society none have been more widely reaching in their results than those concerning education; and these changes, which have modified all grades of instruction from kindergarten to university, impress one not only with the unity of the great whole, but with the importance of each as a part of the whole, the most important one of which it would be difficult to designate.

The old notion of a certain aristocratic status of any grades of education or subjects of study has passed away by the dignifying, so to speak, of whatever object of thought tends to improve the individual or society. The closer union of the college and technical school with the world, the remarkable increase in high school attendance throughout the country, the opening wider and wider the doors of education, to give a "chance," as it is called, to the humblest, — this spirit of democracy, or of humanism, that is to-day felt in all education, — is the peculiar boast of the last years of the last century. With these changes there has come a change in the spirit of the teaching. The old-time "master with his rod," the traditional caricature of our literature, has disappeared. The "whimpering school-boy" is no longer the characteristic pupil of our schools. The introduction of art, of music, of literature, of physical and manual training, the kindergarten, and, chiefest of all, the teacher with the human and sympathetic attitude toward the pupil rather than the negative attitude of repression, the elective system instead of the required course of study — all these are matters characteristic of recent times.

But all change is not progress, and those results are best when a wise conservatism retains the good in the old. These periods of readjustment to new conditions are critical; just as in geological periods, when the environment of temperature and climate have begun to change, and to modify animal and vegetable life,

and old forms begin to develop new features adapted to new conditions, so there is danger to-day that the emphasis be placed too strongly upon the intellectual side of human development. In the discussion of purely educational themes we may lose sight of the higher aims of scholarship that contemplate the value of the educated person to society, that scholarship of our fathers which has been called the baptizing of learning with the idea of service. As education concerns itself with the great things that make for the progress of the world, and not simply with the narrow aims of the individual, it must forever be consecrated to what is higher than mere intellectual attainment. In receiving these keys, then, I recognize the high duty to which I am called. But, sir, it will bring to me a task always lightened by many considerations that will make it pleasant. This building is a proud memorial to the men — not a few — who, in the interests of a higher education, have in years past labored for its inception and completion, and, thanks to an architect who has expressed his high artistic sense in the stateliness and beauty of the structure, it speaks forcefully its own lesson, as a place adapted and devoted not only to the study of Art and Science, inscribed upon its outer walls, but also to the cultivation of the high elements of character there, coupled with these, Truth and Honor. A great and impressive precept to those seeking Knowledge here, that the city looks to them as owing a debt for what has been so generously provided for training, not only in accuracy of scholarship but in uprightness of character, for the high duty of citizenship. In a sense, the building awaits its dedication in the years to come by all the influences upon its inmates, in the buoyant days of youth — the time of high ambitions and lofty aspirations — that shall make, later, noble realities in elevated character, and a citizenship, let us hope, that places public interest above personal advancement.

Is it not a great tribute to our times that public money is devoted by the public to such costly buildings as to-day are seen not only in this city but throughout the Commonwealth? The highest example of the confidence of our people in the value of the public school, as well as evidence of the union, strong and abiding, of our citizens of whatever race, religion, or rank, for its support as a great factor in American development, and the high promise in

the future of producing what shall be a prouder than the proud boast of the ancient Roman — the American citizen.

And so this act of accepting these keys suggests the re-dedication of the teachers to the high work of their profession. Empty, indeed, will be any words spoken here that shall not be followed by endeavor to exert the highest and finest influence upon those who day after day shall assemble here. Speaking for all the teachers, I may say that the spirit of the age is upon us, and we shall eagerly take up the work anew, having in mind always, amid the great changes of the present day, in the marvellous results of inventive skill, in the discovery of the forces of nature, in the improvements in transportation and travel and communication, in the increase in population and resources and opportunity in our country, in the growth and expansion of civilization on the world's stage in the East as well as in the West — amid all these changes which fulfil the prophecy of England's great poet, Tennyson, "The thoughts of men are widened with the process of the suns," that other truth that has come down the centuries from the great singer of old, "Righteousness exalteth a nation."

After singing by the pupils the Chairman next introduced Hon. Frank A. Hill, Litt. D., Secretary of the State Board of Education, who spoke, in part, substantially as follows:

ADDRESS OF HON. FRANK A. HILL.

After commending the commodiousness, equipment and beauty of the building, the speaker alluded to the thoughts that were doubtless passing through the minds of elderly people in the audience. They were contrasting the palatial conditions under which the youth of to-day are schooled with the humbler ones of their own childhood. Somewhere for them there is or has been some meagre, weather-worn school-house, about which the memory lovingly lingers as it will never linger about another, whatever its magnificence. The old schools were as good as the times to which they belonged, and therefore were not without their excellence. But there is a tendency to idealize them, to change them in the

backward view, so that they become other than they once were. And it is the idealized schools that stir our souls rather than the real ones, whose plain, hard details we so easily forget. The poet is right when he says :

“ Our dreams diffuse
O'er life's pale landscape their celestial hues,
Lend Heaven the rainbow it has never known,
And robe the earth in glories not its own.”

And we do not care to quarrel with the poet when he adds :

“Blest be the power that works its lawless will,
And makes the weediest patch an Eden still.”

The old schools have had their day. Let them be reverently shelved. We might as well go back to the New England Primer as to their primitive ways. “What is good enough for the father is good enough for the children,” — that is a doctrine we repudiate. It is the Chinese theory, under which the Chinese civilization and Chinese satisfaction with it are to-day what they were millenniums ago. There is ample room in the liberal soul for all the respect to which the past is entitled as well as for all the aspiration to which the future invites.

The speaker traced the rise of the high school system from colonial times down to the present. The equivalent in early times of the modern high school was known as the grammar school. It was Latin grammar, not English, that it taught. Its aim was to fit boys for college. Every community of one hundred families was required to maintain one. But as time wore on, public ability to support it fell off, and public interest in supporting it as well. In 1789 the limit of one hundred families was changed to one of two hundred families, and in 1824 to one of five thousand inhabitants, or a thousand families. What a decline here from the high conceptions of the fathers! Previous to 1824 one hundred and seventy-two towns under legal obligation to maintain this grammar school, previous to 1789 a larger number still, but after the legislation of 1824 only seven! Thus public secondary education became nearly extinct; and it might have died out altogether had there not been here and there families in whom the old-time reverence for high learning still survived — families resolved that their children should enjoy the advantages of such

learning at whatever private expense and sacrifice. Hence private schools and, in particular, those famous academies in which the altar fires of the higher education were kept brightly burning during the darkest days of our public school history. But where the treasure is, there the heart is also. Increased interest in private schools meant reduced interest in public schools, and so the latter suffered. At length the reaction came. Why should not the children of the many have the privileges enjoyed by the children of the few? Mann planted himself squarely on the platform of the child's right to the best education he is capable of receiving, and of the State's duty to see that it is furnished. The upward movement began before his day, but he gave it a mighty impetus. In 1826 the Legislature ordered that towns of four thousand inhabitants should maintain a high school of the first grade, that is, a high school with Greek and college connections; and that towns under that limit, but with more than five hundred families, should maintain a high school of the second grade, that is, a high school without a college course. This second-grade school was abolished soon after 1826, restored in 1836, practically abolished again in 1840, and restored once more in 1848, to stay until 1898, when it was raised to the rank of the first-grade school. In 1891 the State for the first time went ahead of the fathers — it gave to every properly qualified child within its borders the right to free high school tuition either at home or in some neighboring high school. The development of the public high school system has been especially conspicuous during the last twenty years. Perhaps no finer sign of public interest in the high school can be pointed out than the superb buildings which civic pride so frequently erects for its accommodation.

The speaker alluded to the uplift given by the high school to the lower grades, to the work of the high school in the academic training of the school teachers, to the excellent patronage enjoyed by the high school in that nearly thirty per cent. of all the school children at some time enjoy its advantages, to its well-earned distinction as the people's college, and to its precious contributions to both the material and the intellectual wealth of the Commonwealth. The earning power of the State is over \$200,000,000 a year higher than it would be if it were only the average power exhibited by the Union as a whole; and it is largely due to that

superior intelligence that improves workmanship on the one hand and increases the demand for such improved workmanship on the other — intelligence that, in its turn, may be largely traced to the public schools for its beginnings and its inspiration. Magnificent as the material investment is, it is not to be compared with the intellectual and the spiritual investment.

The charge of over-education is sometimes made against the schools. Under-education, defective education, miseducation — that is something to understand and lament; but that children should be too well informed in the field of scholarship or too well trained in active doing — that is hardly conceivable. It is high time to protest against the assumption sometimes made that the masses should not be trained beyond their station. Who are these superior beings that presume to assign some of us to a lower class and to say that the primary school will do for our children while the university is for theirs? A believer in an aristocracy, a monarchy, the divine right of kings, might, perhaps, consistently dispose of you and me, of yours and mine, in this summary way; not so a believer in a democracy, in the divine right of the people. It is the very essence of democracy — this freedom of intelligent initiative and push by the individual along the line of his capacity; and so fine a thing is it for the material and intellectual welfare of the State that the public should spare no pains to keep the avenues of ascent open. Massachusetts keeps them open in her public schools. This freedom of the people to choose, to aspire, has its risks, of course. Children fall by the wayside. Still it remains true that the only way to train a feeble sense is to give it a free field and let it work out its own salvation if it can. "If privileged from trial, how cheap a thing were virtue!" Since the world began the chance to show true has carried with it the chance to show false as well. Honor would not be honor without its background of dishonor, nor heaven heaven without a world of woe behind it. It is so with the schools, freely offering, as they do, priceless privileges to all the children, by which vast numbers profit with varying measures of success, but by no possibility able, under the principle of free choice, to insure for all these children entire wisdom of choice or to save them wholly from the consequences of physical, mental or moral incapacity.

The speaker concluded with the thought that there is not a

grace of good citizenship in the larger life beyond the school that has not its close and interesting parallel in the school itself. Good citizenship begins when manly boyhood, when womanly girlhood, begins. There is no finer arena, therefore, than the schoolroom for the earlier expressions of that order-loving, law-abiding, patriotic spirit so highly prized in the finer citizens of the Commonwealth.

The CHAIRMAN. — We have with us, this evening, one who for twenty-one years has been at the head of the Boston public schools, coming to his position from the head-mastership of the English High School. During his service as head-master, it was his fortune to come to East Boston to organize what was then to be a part of the English High School, as the East Boston Branch, which he taught for one day. I have the honor to present Edwin P. Seaver, Superintendent of Schools.

ADDRESS OF MR. EDWIN P. SEAVER.

Some thirty years ago Mr. Philbrick, then Superintendent of Public Schools, speaking of the probable future development of secondary education in this city, regarded it as a fortunate circumstance that Boston already had, in the annexed municipalities of Roxbury, Dorchester, West Roxbury, Brighton, and Charlestown, several high schools, which, though small at that time, could be developed so as to meet the wants of their different localities, and thus provide the city with high schools of various types. With freedom of resort to any one of these schools from all parts of the city, boys and girls could find the particular kind of instruction their parents might desire. Thus early was the need of variety in secondary education recognized. This idea of variety, however, was not accepted by the new School Committee of 1876, nor by succeeding committees in the late seventies and early eighties. The Branch High School in East Boston met with strenuous opposition; and a little later an order was actually passed in School Committee abolishing the Roxbury High School.

But this repressive policy soon failed. The popular demand for high school instruction was already strong, and was growing stronger. The policy of the School Committee was reversed. The East Boston High School, no longer a mere branch, but independent, flourished: and the central high schools drew in other pupils, more than enough to make up for the loss of their East Boston pupils. For the Roxbury High School a large new house was built, which soon proved not large enough, and to-day ought to receive an addition of ten or twelve rooms. The Brighton High School-house, recently built, already calls for enlargement. The Mechanic Arts High School, which now contains over five hundred boys, drew heavily when first opened upon the English High School; but the latter made up the loss within two years. The talk about setting up a high school in South Boston began some seven or eight years ago. Here was a large community, well marked off from the rest of the city by natural boundaries, containing fully one-fifth of the whole number of school children in the city, and animated by a strong local sentiment — just the right sort of community for supporting a good high school.

Not only was there no fear of depleting the central high schools by opening a new high school in South Boston, but the project was looked upon as a measure of relief for those schools, especially for the Girls' High School, which was very much overcrowded.

Now all these things have come to pass in the recent history of our high schools, because the number of high school pupils has been rapidly increasing. The other day I made a comparison of the number of pupils now in all our public schools with the number one year ago, and I found that the increase of the whole amounted to 3.6 per cent. But when I took the high schools by themselves, I found that the increase in the number of their pupils amounted to 6.4 per cent. In other words, the present rate of increase in our high schools is nearly double the rate in the lower schools. Nor is this remarkable growth of high schools confined to Boston. It is observable everywhere. The total number of pupils in the high schools of the country has more than doubled in the last fifteen years.

Meanwhile the character of the instruction given in these schools has been much improved, and its scope greatly enlarged.

It is within bounds to say that better instruction in the physical and natural sciences and in the modern languages, and better facilities for giving it, are now found in our best high schools than were found in the colleges a generation ago. In Greek, Latin and Mathematics our high schools have not advanced beyond the standard set by the colleges as a sufficient preparation in those subjects for admission to college. But, in all other subjects, the high schools have been free to set up their own standards, and the consequence is that considerable portions of the work done in our best high schools to-day is fairly parallel to that done in the colleges.

It is not intended to suggest by this remark that our high schools are to become colleges, or are to replace colleges in the educational system of the country; but it is quite reasonable to expect, in the course of educational development, that the high schools will assume considerably more of the work now done in colleges, thus leaving the colleges more freedom to enlarge their own higher ranges of instruction — to become universities in fact. The American high school should be strengthened and developed until it attains the same relative standing as that held by the *gymnasien* and *real schulen* of Germany — fit to send its graduates to a university, though not existing for that purpose alone or even principally.

But leaving aside the question of the future development of the high school, we may find matter of more immediate interest by asking what can this present high school do for our children in this neighborhood. This school is already the centre and culmination of all the educational interests of this community. This splendid building, its fine architecture, its ample rooms, halls and corridors, well-lighted, warmed and ventilated; the gymnasium, drill-hall and bath-rooms; the well-furnished libraries, cabinets and laboratories, — all these are the outward and material tokens of a public interest in high-school education, which has notably intensified itself in this city and this neighborhood during late years.

But this is not all. The awakened public interest more and more demands teachers of the highest character and ability to give the instruction in high schools. The School Committee has recognized this in the requirement lately made, that henceforth all

high school teachers shall be college men and women or persons with an equivalent liberal education. And it is further proposed that hereafter college graduates shall have proved their character and ability by successful experience elsewhere before receiving their certificates of qualification to teach in the high schools of Boston.

But there is another form in which public interest in high schools may manifest itself and may operate very directly and powerfully upon a particular school in a particular neighborhood. It is the form in which the public interest identifies itself with the parental interest, and is reinforced by this, through coöperation between the home and the school.

As a parent I recognize the great interest the State has in the education of my children, — in making them, so far as may be, through the agency of the public schools, self-supporting, honest, intelligent and public-spirited men and women — good citizens, in short. But I do not admit that the State's interest in this enterprise is any greater or more immediate and pressing than is my own. I perceive, however, that I shall best further my own ends by coöperating with the State — by identifying my private parental interest with the public interest — and working with the State to the same end. The State invites me to such coöperation by the offer of such large and excellent opportunities for my children's education as cannot be found elsewhere. Is it not the part of the good parent, as well as of the good citizen, to enter into such an advantageous alliance with the State?

But leaving the general point of view, it may be worth while to mention a few ways in which home and school can coöperate with the happiest results in both.

The recent change in the high school course of study, whereby the old prescribed course has been almost wholly superseded by elective studies, now offers to parents an opportunity to shape their children's high school course of work with close reference to the individual abilities, needs, and future prospects of those children. You are no longer offered a ready-made course of studies which your boy or girl must take entire or go to another school or to no school. You are no longer informed that the course of study, the whole course, and nothing but the course, will lead to a diploma.

You are told that a diploma no longer stands for time spent in schools, but for the amount of satisfactory work done there; that the basis of award is not a general average of scholarship — an average which may conceal some serious deficiencies — but an aggregate of positively satisfactory acquirements in each study; and that the pupil himself will choose the studies in which he will undertake to make his acquirements satisfactory.

This choice the pupil will make under advice — under your advice as parent (and herein lies your opportunity to coöperate with the school), and also under the advice of teachers, which brings you into consultation with the teachers and gives you further opportunity to coöperate with them. The more parents and teachers consult thus together the better.

But you will not let your boy or girl be overwhelmed with advice. It is important to leave young people in some measure to their own initiative. Give the boy or girl a chance. There is a definite and valuable educational end to be gained by allowing pupils in a high school to take a part in the direction of their own education, so that they may feel in some measure responsible for the ultimate outcome of their school work.

One other point on which the home and the school can now come to a better understanding than ever before. We have all heard complaints about overwork in the high schools. And there has been a real cause for such complaints. There has been overwork always on the part of some pupils, just as there has always been on the part of other pupils underwork. And one difficulty has been that a general stimulus applied to a whole school to arouse the latter has operated too powerfully with the former. The remedy usually demanded has been to abstain from all appeals to ambition, and to cut down the requirements for promotion and graduation so far as to remove from the slower and feebler pupils the temptations to overwork. But the old uniform course of study could not in justice be cut down merely to accommodate those who could not do the whole of it. There were others who could do the whole of it, and more too, easily. Because your son or my daughter could not meet the general requirements without overwork, we had no right to insist that the sons and daughters of other people should be underworked. So a general remedy under the old course was impossible. Nor

was the remedy applied in particular cases at all satisfactory. A pupil might, indeed, be permitted to drop a single study or some studies for the time being, but the unavoidable consequence was a loss of the diploma, while the pupil became a so-called "special pupil" and enjoyed somewhat less respect and consideration than a regular pupil.

Now, under the elective system of studies the remedy for overwork is in your own hands. You can apply it without removing the pupil from school, and without inflicting the humiliation of becoming a "special pupil" — "not a candidate for a diploma." It consists in simply requiring your son or daughter to drop one or more studies, and to keep on with the rest. And this can be done by a pupil while at the same time preserving good and regular standing. You and I as parents know, and all family physicians know, that many girls of the high-school age are in such a state as regards growth, health, and strength, that overwork is peculiarly dangerous, and yet entire cessation of regular work is also quite injurious. Physicians have been prone to advise the latter as the less of two evils, knowing of no third alternative. The new course of elective studies offers just this third alternative, which is certainly free from the evils of either of the opposite extremes. If your daughter's health is endangered by her effort to carry on five studies at once, let her take four, or three, or two, or even one, so that you keep her working regularly within and never beyond the proper measure of her strength. She will not thus be put out of the course leading to a diploma. She will merely take another year or two for doing the work.

We sometimes hear the question asked, though less often now than formerly, Are not the public high schools over-educating the children of the people? In reply to which I would ask, What do you mean by over-education?

For my part, I have never seen a boy or a girl, a young man or a young woman, who appeared to me to have too much education. But in saying this, I mean genuine education, not any of its spurious counterfeits—not stores of information without power to use them effectively; not the conceit of power begotten of superficial accomplishments; nor yet well trained intellectual power backed by a well stored mind without a high moral purpose. A sound education includes all three of these—a well stored

mind, well trained mental power, and a high moral purpose. That is the education that makes for good citizenship. Of such education no people and no persons can have too much.

Our hope in dedicating this school therefore is that it may long stand in this community to guide the children of all the people through sound and liberal education into good citizenship.

The Chairman expressed his regret at being obliged to announce that His Honor Mayor Hart was prevented from being present by temporary illness.

The choir then sang "Stars Look O'er the Sea," after which the Chairman introduced his friend and neighbor, Hon. John L. Bates, Lieutenant Governor, to whom especial credit should be given for his interest in securing the preliminary legislation necessary for the erection of the building.

ADDRESS OF HON. JOHN L. BATES.

Mr. Chairman and Fellow-Citizens:

It is a pleasure to extend to you the greetings of the Commonwealth on such an occasion as this, an occasion that is typical of the spirit of Massachusetts. But the address of the Secretary of the State Board of Education leaves nothing for me to add as to the attitude of the Commonwealth. I therefore leave that gladly with the Secretary, that I may join with you as a fellow-citizen in expressing gratification at this event.

This building was greatly needed. My recollections easily go back to the time of the beginning of the East Boston High School. It was in the nature of an experiment. Many contended that the people would prefer that their sons and daughters attend the great school in the city, and that the number who would attend the school on this side of the harbor would not be sufficient to justify the continuance of the experiment. Hence quarters were secured with no expectation of their being permanent. The experiment, however, showed the demand and the need for the school. It outgrew its quarters, and an annex was built to the old building, and there for years, with the gong of

the electric car marking off time in its irregular way, with the district court for a foundation, and the police station for a neighbor, and with the daily spectacle of the passing of human wrecks from cell to court, and court to cell again, the school continued.

This building is worthy the city of Boston, but it has not been obtained without effort, and, while the Chairman of the evening has kindly directed your attention to such aid as it was possible for me to render, I wish to emphasize the indebtedness of East Boston to Mr. Allen, Mr. Huggan and Dr. Bulger, whose long-continued and successful efforts have resulted in the erection of this noble building. In a great city composed of many localities, each with its multitude of claims for recognition, such improvements as this are not to be obtained except through the public-spirited, diligent, persevering effort of those representing the community in the councils having jurisdiction over such matters. Therefore let us all join in expressing our gratitude to those members of the School Committee who have rendered this consummation possible. In doing this, they have not only exerted an influence that shall extend during the years of their public service, but they have projected that influence through all the future years that these walls shall stand.

East Boston rejoices to-night that her high school is the equal of any. Its corps of teachers have made it successful notwithstanding its adverse environment and lack of modern facilities. What may they not accomplish under the new conditions?

We take note to-night of the fact that this is the finest building on the island. We have homes of beauty, stately churches, factories and business blocks, but there is no home, no church, no factory, no business block that in its beauty can approach, or in its perfect adaptation to the uses for which it was built equals this. As our most costly building is dedicated to education, may the building stand throughout the coming years as typical of the intellectual and moral life, the aspirations and the hopes of this community. May it be to the community a bulwark for defence against the foes bred of darkness and ignorance. May it be the armory where the youthful citizen shall receive the training, the armor and the weapons with which to fight successfully the battles of life. But above all, may it be a temple of education where shall be led forth, as the Latin implies, the talents that are locked

up in the youthful mind, a temple where possibilities shall become realities, and the highest, the noblest and best in humanity be developed to bless the lives of those who pass through these doors, and of all with whom they come in contact.

The next speaker was Mr. John O. Norris, the present head-master of the Charlestown High School, who was introduced as the successor of Mr. Seaver in his service of one day's duration as head-master of the East Boston High School, and who spoke as follows :

ADDRESS OF MR. JOHN O. NORRIS.

To one who knows, as I do, the earnest and persistent efforts made by the people of East Boston to obtain and maintain this high school, the first thought, at this time, is one of congratulation.

I congratulate you all heartily and sincerely that you are now beginning to reap the reward of your efforts. I am sure that you must feel that the result is a full compensation for all your struggles, protracted through long and weary years of waiting, and I may say that, in my mind, it is but a fitting and suitable reward for the deep interest that the citizens of East Boston have taken from the first in high school education.

As I look upon this magnificent building, beautiful in design and supplied with the amplest accommodations for the work of this school, and as I think of the other new and elegant structures that within a few days are to be dedicated to the same work in other sections of the city, I can but contrast the situation of our suburban high schools at the present with that presented by them when this school began its career. Then the new building for the English High and Latin Schools was in process of erection, and a strong party among the citizens and in the School Committee was of the opinion that all the high schools should be consolidated, and that no others than those in the central portions of the city should be maintained.

For several years the local high schools had to fight for their lives. Their salvation was that all were in the same boat. An

attack on one was an attack on them all. This school was established as a branch of the central schools, and given the studies of the first two years because it was hoped that its life was to be short, and that it would be simpler to cut off a branch than to uproot a tree.

Less than two years after this branch was established, and in the midst of this difference of opinion, some members of the Committee on High Schools spent a day visiting it, and not long afterward surprised everybody by offering in the School Committee an order, which was adopted, that the East Boston Branch High School be established as a separate high school. That act practically settled the standing of all the local high schools.

Next came the struggle for the same course of study as that possessed by the central schools. It was not until 1890 that permission was given the Charlestown High School to introduce the fourth year, and that was on the understanding that a reasonable number of pupils would take it. The next year, I think, some other schools obtained the same privilege, and since 1892 or 1893 most of the high schools have had the full course of study.

So that to-day our high schools all stand equal as to privileges and opportunities, and one who should suggest that this high school be abolished would be looked upon as having taken leave of his senses.

Now that your high school is firmly established and supplied with a good building, I hope the people of East Boston will find a way to utilize the school and the building for the public good in a wider way than is the custom. It is my belief that the various classes of the school should be open to adult students, if they wish to take advantage of them. If any person (or any number of persons) wishes to study foreign languages, or English literature, or chemistry, or book-keeping, or phonography and typewriting, or any subject in the course of study, I would welcome him and say, "So long as you can use these opportunities to advantage, they are yours."

Now that household science and art is a branch of study, it seems to me quite possible to organize classes in cooking, in dressmaking, in millinery, and in other subjects, perhaps, that would be of great advantage to many people who cannot attend high school regularly.

This course of action would be a distinct advantage to the school as well, for it would make it more a centre of interest in the community, and would attach to it the people in a way not hitherto known.

Happily we are outgrowing the idea that a fine school-house is too good for the people to use. It is not many years since it required the eloquence of a Wendell Phillips to convince the people of Boston that the English High School ought to open its doors to the Evening High School, but now no one would think of raising his voice against such a proposition.

The people have built this building, their money has paid for it or will pay for it, and shall any one say it is too good for their use for such purposes as will promote their intellectual, moral or spiritual growth? An anecdote is told of the librarian of the Philadelphia Public Library that expresses the right thought.

An attendant called his attention to a collection of books beginning to show the effect of use, saying, "Don't you think these books had better be withdrawn from circulation for a time? They will be worn out." The old librarian threw back his head and shouted, "Books worn out! Good! That is the best of news. That is what books are for. It shows that this library is doing its work for the people."

That is what *this building* is for, to be used, worn out, if it comes to that, by the people who own it.

Let its rooms and halls be open, then, to such meetings of the people as tend to make life purer, cleaner, sweeter, more worth the living. Let it become a centre of the broadest and best culture of the people in whose midst it is located. Let it be the home of lectures, and popular concerts, of meetings to promote better citizenship, purer morals, higher ideals of life and duty; and thus be so connected with the life, the growth and the happiness of this people that they will come, through its influence, to love and cherish more earnestly and more deeply the home, the school, and the State, the foundations of our greatness and of our hopes as a people.

I cannot forget that some of the happiest years of my professional life were passed in this school, and I shall ever cherish as a precious memory the devotion and loyalty of the pupils, and of the citizens of East Boston as well, to the school, and their

kindness to me while I was its principal, and I am grateful for this opportunity to speak these few words to you at this time.

I trust that the future of this school may equal in excellence and in beauty this building, which to-night is dedicated to its use.

The Chairman then called the attention of the audience to the statues upon the platform, — the Minerva presented by the Benjamin Lincoln Chapter of the Daughters of the American Revolution — the St. George from the graduating class of 1901 — the Clio from the Home Club — and introduced Mr. John J. Douglass, president of the Alumni Association, who concluded the remarks with an appeal to the Alumni Association to maintain its interest in the school.

The following prayer was then offered by Rev. Lewis B. Bates, D.D. :

Infinite One — Our Father :

In the hush of this closing hour of the dedication of this Temple of Light, to Thee we come, for during all the generations past our fathers received light from Thee, and centuries ago, out on the deep tempestuous sea, the Prophet said, "More light shall come!" To our fathers, to us, and to our children it has come.

Because of this place of learning, may still greater light and wisdom be given to our sons and our daughters. Here, in coming days, may hundreds and thousands of the children of our city find greater light to guide them in life's great duties and conflicts !

We thank Thee, Father, for Thy great goodness to us and to our children. No other people has ever been so blessed. The Egyptian, the Athenian, and the Roman never dreamed of this light. They had their temples, vast and beautiful in their adornments, but they were not for the people. They were for the few. This temple stands for all ! *All* the youth of our citizens shall be welcomed here !

Give Thy blessing, Father, to the special committee who have toiled so long and faithfully until they rejoiced in this beautiful

and substantial school building. On all who have been interested in this enterprise, may Heaven's richest blessings fall.

May those gentlemen who have addressed us at this dedication find their counsels well received. May the School Committee, the principal and the teachers of this school, as well as its pupils, be ever guided by Thy wisdom, and that we may not be selfish, we pray that like facilities for the culture of the human mind may come to all the people of this republic and of all our race.

Our Father, Giver of all wisdom, hear us for the sake of Him who loved us. Amen.

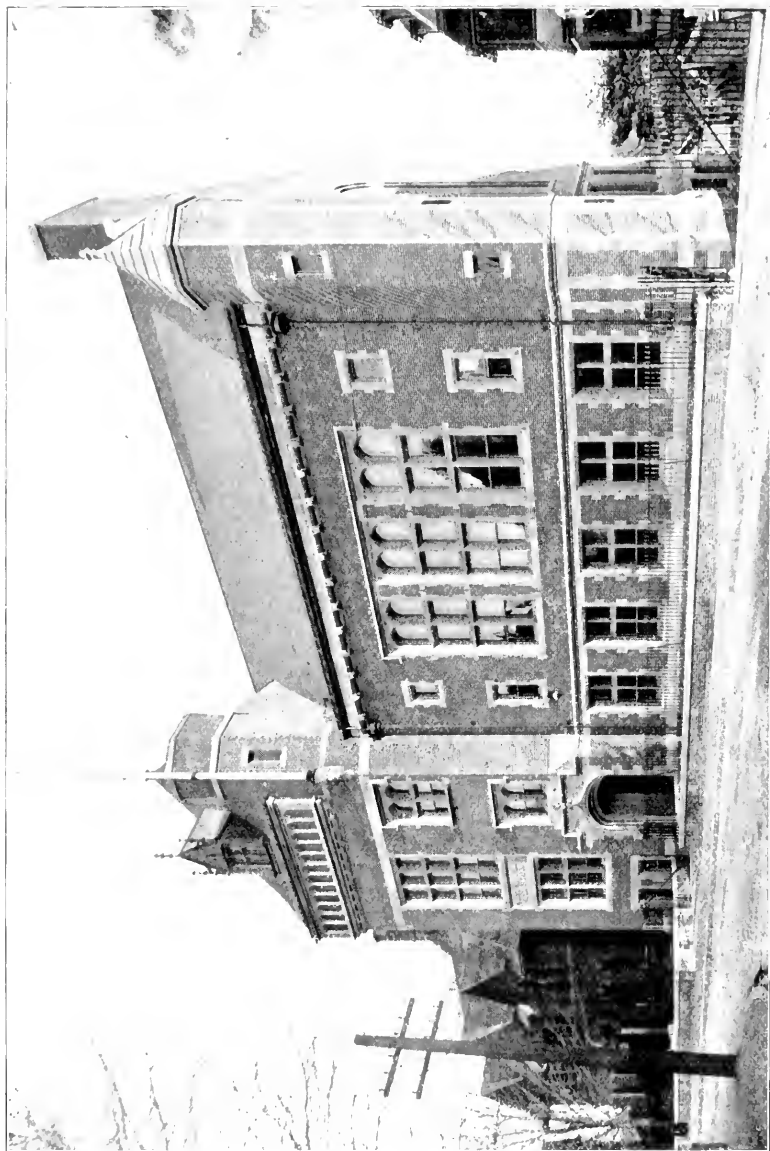
The exercises closed by the singing of "America" by the entire audience.

DEDICATION

OF THE

WEST ROXBURY HIGH SCHOOL-HOUSE.

NOVEMBER 22, 1901.



WEST ROXBURY HIGH SCHOOL

WEST ROXBURY HIGH SCHOOL-HOUSE.

DESCRIPTION.

The old West Roxbury High School-house on Elm street, Jamaica Plain, has long been a conspicuous landmark. On the stone transom over the front entrance appears the following striking inscription: "1689 — Eliot High School — 1867." When the increasing number of pupils rendered it necessary to provide additional accommodations it was determined to erect a new building on the adjoining lot, already owned by the city, and the old school-house, now remaining as one wing of the new structure, will ultimately be replaced by the proposed addition to the new edifice. The old building has been extensively remodeled and improved, and is now used as follows: In the sub-basement there is a large bicycle room for girls, with an entrance at the grade from the rear. In the basement, toilet accommodations are provided for the female pupils, including shower baths, dressing and locker rooms. The first floor contains a biological laboratory and connecting work-room, a class-room and janitor's office. On the second floor are a triple-size class-room, emergency room and a teachers' room.

A difference of about 40 feet in the grade between Elm street on the front and John A. Andrew street on the rear of the lot, made the planning of the addition and the grading of the lot both difficult and expensive

in execution. In order to utilize to the best advantage this difference in grade a sub-basement was built under the rear portion of the addition, in which are placed the boiler room, coal bin, and rooms for the heating and ventilating apparatus.

The basement covers the whole area of the building and is well lighted throughout. On this floor there is a gymnasium 18 feet in height with a clear floor space 48 feet by 63 feet ; a lunch room for both sexes, fitted with facilities for serving warm lunches ; bicycle and locker rooms ; and toilet accommodations, with connecting bath and dressing rooms for the male pupils.

On the first floor, convenient to the main entrance, there is a reception room and the head-master's office. On this floor are also three recitation rooms, one triple-size class room, three single class rooms, a book room and a toilet room for the male teachers.

On the second floor is situated the assembly hall, having a seating capacity for 700 persons, provided with a stage and ante-rooms. A separate staircase connects these ante-rooms with the first floor, basement and yard. On this floor there are also two recitation rooms, three class rooms, and toilet accommodations for the female pupils and teachers.

The gallery and upper part of the assembly hall occupy the front wing of the addition on the third floor. In the rear wing there is a lecture room, with demonstration table, raised seats for pupils, and connecting work room, fitted with cases and suitable apparatus for the instructor ; a physical laboratory, with connecting apparatus room ; a chemical laboratory, with connecting work room, each with modern fittings and furnishings ; and a recitation room especially

adapted for the accommodation of classes using the laboratories.

In the attic a dark room has been fitted up to meet all the requirements of photography. A stairway extends to the roof, where a large platform and suitable fittings for the convenient use of a telescope have been provided.

The construction of the addition is fireproof throughout, the floors being of steel beams with terra-cotta arches between them, and the partitions of terra-cotta blocks. A special iron staircase, enclosed in a brick shaft, has been provided as a second means of exit from all portions of the addition in case of fire.

The principal first floor entrance to the school is in the addition on Elm street, the girls' entrance is in the basement of the old building, and the boys' entrance in the basement of the addition, each convenient to the locker-rooms; special entrances are provided for the gymnasium, boiler-room and stage. All the pupils' entrances are accessible from either street.

The Free Tudor style is employed in the design of the building, and the materials used are selected common red brick and Indiana limestone.

The building has a steep roof covered with grayish blue slate, with copper trimmings.

The interior finish throughout the building is red oak, finished in its natural color, except in the assembly hall. The plaster walls are painted a soft neutral gray in the corridors, and a dull green in the class and recitation-rooms. The assembly hall on the second floor has a panelled oak wainscot, and an elliptical ceiling of plaster, handsomely moulded; the wood work is stained nearly black, the plaster walls are a soft red, and the

ceiling is white. The floors in the toilet-rooms and basement are terrazzo; elsewhere throughout the building they are Georgia hard pine.

The grounds about the building have been carefully and completely graded, and concrete walks and driveways provided. The steps in connection with these walks are of bluestone, and sloping buttresses at each side of them are provided for bicycles. The grounds are enclosed by brick and iron fences.

The plans were prepared and the building erected under the superintendence of Messrs. Andrews, Jaques & Rantoul, Architects, the principal contractors being: Mack & Moore, general construction and grading; William Lumb & Co., heating and ventilating; Edward C. Kelley, plumbing; C. H. McKenney & Co., gas and electric fixtures; A. McArthur & Co., furniture.

DEDICATION.

The dedication of the new West Roxbury High School-house took place in the hall of the new school building, Elm street, Jamaica Plain, Friday evening, November 22, 1901. A chorus of graduates and pupils occupied seats at the right of the hall, and rendered selections at intervals in the program. Present and former teachers of the school and members of the School Committee occupied front seats. The speakers were seated on the platform, which was decorated with palms and ferns.

The exercises were opened with music, "Recessional" (Kipling). Schnecker, sung by the chorus.

In the absence of Mr. Frank Vogel, who was ill, Dr. William J. Gallivan, President of the School Committee, presided. He said:

Ladies and Gentlemen:

I am very sorry to have to announce that the gentleman who had been selected to preside at these exercises is unable to be here on account of illness. In his absence I have been asked to perform the duties of that office. If you will accept such a poor substitute I shall be perfectly happy and pleased to comply with that request.

ADDRESS OF DR. WILLIAM J. GALLIVAN.

Ladies and Gentlemen:

We have come together to-night to dedicate this building to the noblest of human uses, for education is the supreme work of man. The century that has just closed was remarkable for the progress made in many lines, but nowhere has such advance been made as in the work of education. Toward the latter end of this period the public school system of the country was developed and the public high school came into existence.

On occasions as at present we are led to reflect, and our thoughts are wont to extend beyond our city gates to State and Nation over achievements so grand in the cause of humanity and civilization as to challenge the admiration of the world.

We have a country where education is free to all. We have just laws and a people that square their lives by them, and crowning all we have a country where citizenship is freedom. Such a people will be free to work out the ends for which God created them. They will be law-abiding free-men, great in the double glory of righteous law and lawful liberty.

We come here to-night to dedicate this building to the cause of education. We are impressed with the magnificent proportions, the majestic outlines, and the dignified architecture of this building, and we have every reason to take a just pride in this noble edifice. We are dedicating, however, not a mere building of brick and timber, but a temple of lofty aspirations and of unlimited possibilities, where the sacred fires of learning shall be kept aglow, where the best of civilization shall be preserved, and where patriotism, the foundation principle of its being, shall perpetuate the stability and augment the honor and glory of the State.

In pursuance of my duties as presiding officer of these exercises, it devolves upon me to present to you the architect of the building. Though a member of the School Committee for many years, it has never been my fortune to serve on the committee which has the construction and completion of these buildings, but I was very much pleased to hear the chairman of the Building Committee say that the firm of architects for this building gave his committee very little trouble. It is therefore a pleasure to me to present to you Mr. Robert D. Andrews, of the firm of Andrews, Jaques & Rantoul, architects of this building.

ADDRESS OF MR. ROBERT D. ANDREWS.

Ladies and Gentlemen, Mr. Chairman :

I come here to-night in a very humble capacity. I presume that the building is completed, that it is substantially erected, and capable of meeting the purposes for which it was built. I come here to pass the keys of this structure over to the hands of the Committee on New Buildings of the city of Boston. It may be of interest, however, to those who are not familiar with the progress of the work, to hear me roughly outline it.

It was in the summer of 1897 that work upon this structure was first begun I mean the head work. The summer of 1897 was given to consultation upon the plan of the building with the committee and the principal, and with Superintendent Seaver. During the winter the plans were drawn, the contracts were made, and let in the following summer of 1898, and building was then begun.

Owing to the very unusual condition which confronted the architects, the problem was far from an easy one. Between Elm street on the front and John A. Andrew street on the rear to the east, there is a fall or difference in level of forty feet, which is more than the height of three ordinary building stories. To make a building which practically came to the street on one side and on the other, and at the same time met all rational demands of school planning, and of economy also, was a difficult question.

That, however, was met and solved, with the advice of Mr. Seaver and Mr. Mann, to the best of our ability, and in the present

way, as you see it. The building is one of the first of the fire-proof school-houses of the city of Boston. In saying that it is a fire-proof structure, I mean of course to say that it is fire-proof in exactly the same sense as the very best and most permanently constructed office buildings of New York, Boston or Chicago. I believe it is as thoroughly fire-proof and carefully constructed as the master workmen know how to build. Mothers may be at rest as to the safety of their children while they are here: they will not burn up, for one thing.

I feel as though I might be permitted to add one expression, one comment upon what is of course clearly discernible in such structures as this — the increasing tendency of expending additional money for the beautifying and the adornment of our school buildings. That seems to me to-day to be something that has occurred without anybody very much trying to bring it about. I think there is perhaps an increasing sense in the public mind of the dignity and value of education. I feel that it is so. Standing as the architect does between many classes of people, this sentiment he finds to be a common sentiment, and it makes a great difference. It dignifies the architect's task and makes it one of extraordinary moral responsibility.

I want to say that I have found in the progress of this work in connection with the Board, and the sub-committees of the School Committee who have had charge of the erection of this building, one uniform purpose — to make the building in every way fitting and suitable, and to meet the best and highest standards and ideals of modern architecture. On the part of the teachers, represented by the principal of the school, Mr. Mann, again we have found the same intensity, the same zealous desire to achieve everything that could be done. This attitude of all with whom we have come in contact has made our task a very pleasant one, and it has made it possible to inspire the workmen with the same spirit. I am glad to make that testimony to the interest and to the value of the service which has been done by the gentlemen with whom we have worked. I also do not wish to close what I say without thanking the workmen and the contractors who have worked upon this school-house. Their service has been in no sense inferior in responsibility and in quality to that of any one who has taken part in the creation of this building.

Mr. Andrews then turned to Mr. Merritt, Chairman of the Committee on New Buildings, and said: "Mr. Merritt, may I kindly give to you the keys of this building?"

RESPONSE OF MR. WILLIAM F. MERRITT.

Mr. Architect:

In behalf of the Committee on New Buildings I take pleasure in accepting from you the keys of the West Roxbury High School-house. And as I do so, allow me on behalf of that committee to congratulate you upon the success you have achieved in this magnificent building, and to thank you for your work so well done. You may well be satisfied with the West Roxbury High School-house.

Mr. Merritt then addressed himself to the audience as follows:

Ladies and Gentlemen of West Roxbury:

It was my pleasure last night to take part in the exercises of the dedication of the East Boston High School-house, and it is with equal pleasure that I come here to assist in West Roxbury. As you know, the city of Boston has lately completed four high school buildings, four as fine as any in this country. The committee feels proud of this building, and I know that the citizens of West Roxbury feel proud of it. Your thanks are due to the local members of the committee, both the present and past, for their efforts in its behalf; they are also due to the master of the school and to the teachers for the interest that they have shown in the details of this building for the convenience of the pupils. I trust that it will last long for the comfort and pleasure of you and your children, an ornament to West Roxbury.

Turning to President Gallivan, Mr. Merritt continued:

Mr. President of the School Committee:

The work of the Committee on New Buildings on the new high school-houses is fast drawing to a close. Last evening I had the

pleasure of turning over to the School Committee the East Boston High School-house. Now, all that remains here is the transfer to you of the custody of this building, and, in token of such transfer, I place its keys in your hands. I cannot do this without saying to you, as I did in East Boston, that I could not place these keys in worthier hands; a graduate of Boston's schools, of that oldest school, the Boston Latin School, of Harvard College, of its Medical School, and now engaged in the practice of an honored profession; a fitting example of the product of our public schools. I know that the interests of the schools will always be safe in your hands. I now give this building to your charge.

RESPONSE OF DR. WILLIAM J. GALLIVAN.

Mr. Chairman of the Committee on New Buildings :

In accepting these keys from your hands I desire to express to you my sincere appreciation of your faithful performance of duty. No one knows better than I, the many hours you have taken from your professional life to devote to this work, and the satisfaction you must feel in seeing your efforts so happily crowned. I desire to add my humble tribute of praise and commendation.

President Gallivan then handed the keys to Mr. George C. Mann, head-master of the school, with these words :

Mr. Head-Master :

In placing in your hands these keys, the symbol of the authority you possess over this school, it gives me pleasure to express to you the confidence and esteem in which you are held by the School Committee. We assure you of hearty support, and we pray that long life may be yours in the field of labor which you so brilliantly adorn.

Mr. Mann accepted the keys and said :

RESPONSE OF MR. GEORGE C. MANN.

Mr. President :

Although I have seen these keys before, I am glad to accept them from you as the official representative of the School Com-

mittee of the city of Boston, formally and finally. And I do so with a deep sense of the honor done me by entrusting me with them, and of the increasing responsibility that my office imposes upon me.

Ladies and Gentlemen:

It may appear that we are a little late in dedicating a building that has been in use for more than a year. But every one who has built a house knows that the only way to get it completed is to occupy it, and so to crowd the workmen out. That is what we have done; and I may add that it is only within a few days that the last stroke of work on the building has been finished.

Perhaps no single person has been more vitally interested in this new building than myself. And yet I am the only one concerned who has had no definite authority or responsibility in connection with it. It was authorized by the State and city, planned by the architects, the plans were approved by the School Committee and the superintendent of schools, and it was constructed by the contractors. Nevertheless I wish to acknowledge that my wishes and my suggestions have been listened to by all parties interested with uniform courtesy and respect.

So long ago as 1892, when it was obvious that additional accommodations would be required here, an adjoining parcel of land, upon a part of which one end of this building now stands, was purchased through the efforts of our valued neighbor and fellow-citizen, Mr. Samuel B. Capen, then a member of the School Committee.

Early in 1897 the time seemed to have come to ask for the new building. Other sections of the city were moving in the same direction. But our needs were as great as theirs. A building erected twenty years before, for one hundred pupils, contained at this time nearly two hundred pupils. The school had doubled in the twenty odd years since West Roxbury was annexed to Boston. The claim was made that a still further increase was inevitable,—as the result has proved. Now, less than five years later, the school contains more than three hundred pupils.

Through the coöperation of citizens, members of the Eliot Club and others, among whom I wish to mention by name Mr. Solomon B. Stebbins of Roslindale, a hearing was held before the School

Committee, a petition was presented to the Legislature for a share in the special loan then proposed for the high school-houses in Boston, and through the efforts of our representatives, Messrs. Estey and Peters, the bill was passed.

I have always supposed that the selection of our excellent architects was due to Mr. A. Lawrence Lowell, then a member of the School Committee. Plans were made, and, after gaining the approval of the committee and the superintendent (who courteously included my approval with his own), the building was put under contract in the spring of 1898, and work was begun on the day of our school graduation in June.

We were fortunate, too, in our contractors, Messrs. Mack & Moore, who have given us a thoroughly built, honest house. It is said that by the curious laws of average one can tell beforehand how many men will be killed in the construction of a large building of a given cost. Perhaps it is a tribute to the faithfulness and carefulness of Mr. Moore that in this building nobody was killed, and the only personal injury was a slight one to Mr. Moore himself. I must not omit to mention by name the foreman of the architects, Mr. Nims, upon whom more than upon any one else, fell the responsibility of supervising in detail the work of construction. It is most particularly to his professional skill, to his fidelity, his conscientiousness, and his courage, that the building as a whole is so thoroughly good as it is.

Two years and two months from the time that ground was broken for its construction, the building was occupied by the school. As public work goes, and in consideration of the character of the building and the many novel questions arising in its construction, this was not an excessive period. In comparison with some other school buildings in the city, which have long been needed and are not yet begun, we may consider ourselves very fortunate.

We have a building that has been and may justly be characterized as costly, magnificent, palatial, luxurious. But it is all of these without wasteful excess or extravagance. What is more costly — that is, more precious — than education? What is more magnificent than the institution of public schools? Where should we have palaces under a democracy if not for the people? And what luxury is purer and more ennobling than the luxury of public and private intelligence and virtue?

So far, I have spoken of the physical, material building. But this, after all, is but the shell of our school. The living organism is to be sought for within its walls. In speaking of the intellectual and spiritual part of the school I shall limit myself to a single observation.

The seed of this magnificent institution of the free public school was germinating in the minds and hearts of the founders of our State three hundred years ago, when they were persecuted in England or exiled in Holland; in the cabin of the "Mayflower," and during the hardships of the first winter at Plymouth. To their spiritual eyes the system existed in all its perfection. Materially, all was poverty and imperfection.

The contrast is striking and dramatic. For us the material side is perfected. Is the ideal maintained with it?

A trifling incident that occurred to me a few days ago may be given a symbolical meaning. It was on a dark morning, and there was insufficient light in my class-room. I stepped to the side of the room, turned with my thumb and forefinger an electric button, and "There was light."

Our forefathers, amid their poverty and hardships, never lost sight of their great creative fiat of spiritual, civic, and moral enlightenment. They called out over the dark western continent, "Let there be light," and we, their descendants and successors, may answer back, "There is light."

For the teacher the responsibility is great, is appalling. We need and we bespeak the sympathy, the interest, the coöperation, the devotion of every parent, of every patriot, of every citizen.

At the conclusion of Mr. Mann's address a chorus of female voices rendered "The Angel" (Rubinstein).

The Chairman then presented Superintendent Seaver thus: "The name of the next speaker upon the program is familiar to all the citizens of Boston. He needs no introduction to a Boston audience, so I shall simply give way to Edwin P. Seaver, the Superintendent of Schools."

ADDRESS OF MR. EDWIN P. SEAVER.

Mr. Chairman, Ladies and Gentlemen :

In considering what might be the most appropriate word for me to utter on this occasion I remember that I have been connected more or less intimately with the high schools of this city for twenty-seven years. I am in a position therefore to compare things as they were a quarter of a century ago with things as they are to-day, and also in a position to explain somewhat the process of evolution that has brought out of the things which have been the things which we see before us to-day. And in that review we may see a number of circumstances which are significant and appear to be worthy of notice on an occasion like this.

The development of high schools in the last quarter of a century, and particularly in the last half of this period, has been something most impressive. It has been said by high authority that the number of pupils in the high schools of the country has more than doubled in the last fifteen years. That is a matter of statistics easily proved. The other day I put together the figures showing the number of pupils in all the day schools of this city last September (1901) and the corresponding figures for September (1900) a year ago, to find the total increase. That increase amounted to 2,888 pupils, or $3\frac{6}{10}$ per cent. for all the schools taken together. I took the figures for the high schools by themselves, and compared the number of pupils this year with the number last year, and found the rate of increase had been $6\frac{4}{10}$ per cent. So you see that the high schools of this city have been growing about twice as fast as the schools of the lower grades, although these latter schools have been growing at a very satisfactory rate — that is, as fast as the population of the city is growing.

Just here I may be permitted, if you please, to give my young friends in the school a little mathematical problem. Let me state it, and if any of you succeed in solving it next week, send me your solutions; I should like to see them. The problem is this: Given the annual rate of increase, $6\frac{4}{10}$ per cent., in how many years will the number of pupils in our high schools double itself?

This number has doubled itself in the last fifteen years. May it be expected to double itself again in the next fifteen years, or in less time, or in more? This is for some one of you to find out and let me know, if you feel like writing me a letter.

Some thirty years ago Mr. Philbrick, then Superintendent of Schools, was considering what the probable future development of the high schools of this city would be. At that time Roxbury, West Roxbury, Charlestown, Brighton and Dorchester had recently been annexed to Boston, and each of these municipalities came in with a high school already organized and in running order, occupying a building more or less old and inconvenient. His idea was that these high schools should be separately dealt with — developed on different lines. They might become useful high schools, each of a different type; and if children were allowed to go from one section of the city to another, advantage could be taken of the different courses of study that might be put into operation in these different schools. Some might be classical schools, some non-classical, giving more attention to the sciences, or modern languages, or commercial branches, and thus a variety of schools could be developed, wherein a much wider range of educational wants could be provided for than could be by giving all the schools one and the same course of study. But Mr. Philbrick's idea was in advance of his time. It had the merit of recognizing the necessity of greater variety in the provisions made for secondary education, if the educational wants of the people were to be met in the fullest and best manner. Mr. Philbrick, I say, recognized this, but there were not many to share his view.

The new School Committee, which was created in 1876, and the succeeding School Committees in the late seventies and early eighties did not accept this view at all. The prevailing sentiment at that time was that the local or suburban high schools should be abolished, and all youth in the whole city seeking secondary education should be brought together into the schools in the central part of the city — the boys into the Public Latin School or into the English High School, according as they wished or did not wish to prepare for college, and all the girls into the Girls' High School on West Newton street. There was no Girls' Latin School at that time. Such was the ruling idea which some

good people sought to establish as a settled policy, but fortunately without success.

But this ruling idea manifested itself at various times in attempts to abolish, one after another, the local high schools. Motions were passed in School Committee abolishing the high schools in Brighton and in West Roxbury; but this action was reconsidered later, and the schools were not disturbed. The friends of each suburban high school had the support of the friends of all the other suburban high schools: they made common cause, and saved their high schools by bringing the whole force of their influence to bear for the protection of any one high school — even the smallest one — which the School Committee undertook to abolish.

The final attempt of this kind was made when an order was passed to abolish the largest of the suburban high schools, the high school in Roxbury. It was alleged, and perhaps with good reason, that this action was prompted by a desire to fill with pupils the new buildings lately erected for the English High and Latin Schools. The many rooms then empty seemed to convict the authorities of extravagance in the matter of buildings for high schools, and to fill these rooms would take away this reproach. Whatever may have been the reasons, the School Committee, after no very long time, reconsidered its action, and rejected the order abolishing the Roxbury High School — and in this action the whole policy of the abolition of suburban high schools may be said to have met its Waterloo. From that time on the policy has been just the reverse, and these suburban high schools have been built up and encouraged to become large and flourishing.

Let me allude to some of the particulars of this rather interesting course of development.

East Boston, a community marked off by natural boundaries from the rest of the city, has always been characterized by an active local sentiment, and had, for some years, been asking for a high school. At last a branch high school was granted. It was a branch at once of two trunks, the English High and the Girls' High School. It was started as an experiment. There were some who hoped the experiment would fail and there were others who were determined that it should fail, but the people of

East Boston and their friends were determined the other way. When the general change of policy occurred, the branch in East Boston became an independent high school. From that time on the school has grown larger and larger; and yesterday evening we dedicated to its use a fine new building capable of accommodating seven hundred pupils.

The next result of the reversed policy was a fine new building for the Roxbury High School—a building which has already proved itself too small, and which must soon be enlarged by the addition of ten or a dozen more rooms.

There was a fear that the high schools in Roxbury and East Boston might deplete the central high schools—a foolish fear, for what was the result? The central schools did indeed lose some pupils, but within a very short time they had taken in additional pupils, so that their numbers were larger than ever. A similar fear was excited by the opening of the Mechanic Arts High School eight years ago. This drew away from the English High School a hundred or more boys, and made the teachers feel uneasy lest some of them might lose their places. But the English High School made up its numbers within two years, while the Mechanic Arts High has grown until to-day it contains 566 boys. If these boys were in the English High School now the building would be greatly overcrowded.

Some years ago began the talk that has led to the provision of a new high school building for South Boston. Here again is a somewhat isolated community, marked off from the rest of the city by natural boundaries, inhabited by a public-spirited people, ready to support a high school in the best way, numbering I don't know just how many, but I know that one-fifth part of all the school children of the city reside in South Boston. The fear that a new high school in this quarter of the city might deplete the central schools no longer troubled anybody; indeed, depletion was welcomed as a promising measure of relief; for the English High School was full, notwithstanding the other depletions it had suffered, and the Girls' High was very much overcrowded. In the latter case was a building intended for 800 pupils, but containing between 1,300 and 1,400—a state of things calling loudly for relief. And now that the South Boston High School has been opened, and has taken a large number of pupils away from the Girls' High School, the latter is still full.

Now all these things — and many more that I might mention were there time — have been possible and have come to pass, because, all along, the increasing public interest in high schools has led more and more to an increase in the number of pupils. All the things which the city has been doing towards the development of the system of high schools — more teachers, more branches of study, new buildings, superior equipment, and so forth — have been possible because we have been working, so to speak, on a rising tide. Things can be done on a rising tide which are impossible on the ebb.

Now this public interest in the high schools is most gloriously manifested at the present time in this splendid building, this noble architecture, these fine rooms, halls, and corridors, well lighted, warmed, and ventilated, the gymnasium, the drill hall, the bath rooms, the lunch room, the laboratories, the apparatus cabinets, the lecture rooms, the lavatories, bicycle rooms, and the lockers for clothing — all these things, everything, in short, the heart of teacher could wish for, provided in the utmost abundance and with the utmost excellence, do but remind us how liberal the people of this city are in matters touching high school instruction.

Nor is this all. The authorities representing public sentiment are insisting more and more upon the enlargement of the scope of high school instruction, upon the improvement of its quality, upon higher and higher qualifications of its teachers in character, in learning, and in professional skill.

There is another way in which public interest in high schools can be made to work beneficially, if it can be brought into alliance with an interest which I will call the parental interest. Coöperation between the home and the school is a topic well worth a moment's thought on an occasion like this. Let us consider it from our point of view as parents. As a parent I see and admit that the State, of which I am a citizen, has an interest in the education of my children. I do not admit that this interest of the State is any greater, any more immediate and pressing than is my own interest; but I observe that the State offers me, in its high schools, an education for my children which I cannot find elsewhere even if I paid large sums of money for it. I am invited to go into an advantageous partnership with the public authorities

for the education of my own children, to coöperate with those authorities and work with them to the same end. I recognize my duty as a good citizen to send my children to the public schools, and I find that my duty as a good citizen coincides with my duty as a good and wise parent.

Now, there are many ways in which parents can coöperate effectively with the school; but I must content myself with pointing out one or two. I will point out, in the first place, that the recent change in the high school course of study, whereby the old list of prescribed studies has been replaced by a system of elective studies, offers the parents a new and very valuable opportunity to interest themselves in the education of their children. You can now have something to do with shaping the course of study which your boy or your girl shall take in the high school. You can consider the several characters of your children, their mental abilities, their health and strength, their needs, their probable future occupations; and you can shape their education somewhat in accordance with these circumstances, and with your own ideas as to how far these circumstances should govern. This naturally brings you into conference with the teachers. Your children will select their studies under advice — under your advice as parents, and under the advice of teachers. It is important therefore that the advisers should consult. The more consultation between parents and teachers there can be, the better for your school, the better for the children in the school. Your children will thus get the best advice. Just here I wish to utter a word of caution. I want to say that I have a conviction, growing out of considerable experience, that there is such a thing as giving young people too much advice. It is often a good thing to let them act on their own initiative, to follow their own judgment and take the consequences, provided these are not too serious. Give the boy a chance, give the girl a chance, and see what they will do for themselves. They will often surprise you by doing better than you expected. There is a distinct and very valuable educational end to be gained by putting young people — under favorable circumstances, of course — upon their own responsibility in choosing their studies and in shaping their courses of work in the high school. It is a good thing for them to feel that the ultimate outcome of their school work depends, in some measure, upon

their wisdom in selecting the work they will do. Interest and zeal are more likely to be elicited by work chosen than by work prescribed, because there will be a natural desire to justify by results the choice made without or even against advice.

One other point I shall mention, upon which the home and the school can now, under the new course of study, come into a mutual good understanding. Not infrequently during the past twenty years I have heard complaints from one quarter or another of overwork in the high schools, particularly among the girls in the high schools. Pupils, it has been said, have too much required of them; they are jaded, tired out, by the tasks required of them. Now, these complaints need be heard no more. The remedy, an effective remedy for every case, is now in your own hands. You alone can apply it, and you need the help of nobody in doing so.

Let me explain. When the old, uniform required course of study was in vogue, the demands of those who complained of overwork could not be satisfied. Why? Because the demand usually was that the course of study for all pupils should be cut down in order that the overworked pupils might be relieved. The authorities understood very well that there were not only overworked pupils in the high schools, but underworked pupils — not shirks, but pupils who really had not enough to do. Because your son or my daughter failed to do all the work without being overtired, we had no right to expect that other people's sons and daughters should be underworked — that is to say, should be deprived of the advantage to be gained from doing all the work they could do, and do easily. This would be a levelling down which would injure more pupils than it would benefit. But considerations of the general good seldom satisfy the complainant, who has only his own case in view.

Now under the system of elective studies all occasion for complaint is taken away. Each parent can cut down the course of study to suit his child. Nothing is easier than for you to say to the girl who is worrying or wilting under a full load of work, "You may drop one of your studies, drop two, or three, drop enough so that you may still be regularly employed, but yet within the limit of a prudent regard for your health and strength." Parents and family physicians well know that there

are pupils, more especially girls, who are injuriously affected by striving to do all the work they find set before them. The remedy usually suggested by the physician is to take the girl out of school altogether. And yet this remedy may be nearly as bad as the disease. What the girl needs is not utter cessation of work, but a reduced amount of work. By dropping one, two, or three studies, this reduction is easily made; and yet the pupil does not thereby throw herself out of the regular course leading to a diploma. It may take her a year or two longer to get the diploma, which now stands for the quantity of work done and not for the time spent in doing it. Under the old course of study, if a single part of it were left out, the pupil making the omission became at once a "special," so called, that is to say, "not a candidate for the diploma," and so fell into a class of pupils who enjoyed somewhat less consideration and respect in the school than the regular pupils enjoyed. But now the distinction between regular and special pupils has no reason for existing and should disappear — in all probability will disappear.

My final word is prompted by an old question, which some one has repeated lately by asking whether we are not bringing too many children into the high schools, and whether, forsooth, we are not over-educating the children of the people. Well, who are "we" but the agents of the people. Under our form of government, it is the people who support the schools for the children of the people. It is the people who are educating, or, if you please, "over-educating," their own children. So it only remains to ask what you mean by "over-education." What do you mean by education, any way? According to my thought no young person was ever over-educated; but when I say this I attach to the word education a meaning which, perhaps, is not always present in the minds of those who use it loosely. The part is often taken for the whole. Thus, education means more than mere scholarship. A man may have great stores of information, but if he lack judgment and reason in the use of his information he is not a well-educated man. Again, education means more than mere intellectual training. A man may have a very acute and active mind, and yet from the narrowness of his knowledge cannot be truly described as well educated. Nor does education mean highly trained intellectual power backed by a well

stored mind, if high moral purpose be absent. A rogue may have been so educated. A good education includes all three of these essential elements, large store of knowledge, well trained intellectual power, and high moral purpose. These lead to the consummate flower of education, which is wisdom, and to the fruit, which is good citizenship. Of such education no person and no people can have too much. Our wish, then, in dedicating this new temple to education, is that it may long stand to provide a sure way through sound instruction to good citizenship.

In introducing President Eliot, of Harvard University, the Chairman said: The opening of the school year witnessed the introduction of the elective system of studies into the high schools of this city. One can hardly speak of the elective system of study without almost unconsciously pronouncing the name of Eliot. Ladies and gentlemen, the President of Harvard University.

ADDRESS OF MR. CHARLES W. ELIOT.

Mr. Chairman, Ladies and Gentlemen:

I may be excused, perhaps, if I address what I have to say chiefly to the pupils of this high school. I want to congratulate them in the first place on coming into possession of such a beautiful building — so perfectly adapted to its uses. I want to congratulate them next that under the lead of Superintendent Seaver they are going to pass some years in this building, with choice of studies — one of the great new privileges of American youth. I want to congratulate you also that this school is situated just where it is, near the Franklin park and the Arnold arboretum. Why do I count that a considerable advantage for you? Simply because I always feel that the acquisition of a love for nature, the acquisition of some thorough knowledge of even a little bit of natural science, is one of the most desirable of acquisitions for a human being. Now, you have a vastly better opportunity for such an acquisition than the pupils of most Boston schools. I trust that this school provides you with guides to such knowledge.

It can provide you with nothing better fitted to make your after-life happy.

I remember that almost all the pupils of this school are going to stop their school life at an early age, perhaps at seventeen or eighteen years of age. That seems early to me, who am used to seeing young men pursuing what we call education until they are twenty-two or twenty-six years old. Now, can that be satisfactory — an education which stops at eighteen? Is not this a great denial of privilege — to be forced to stop learning at eighteen, and go out into the world to earn a livelihood? Can an education with such limits be anything but tantalizing? Can it lead to a life full of enjoyment and full of power? That must be an interesting question, I think, for you pupils of this high school — for all pupils in high schools. You see a few of your mates going on to a prolonged education denied to the great majority.

But this inquiry prompts a further inquiry. What is the real test of the satisfactoriness of any education? I see from my own standpoint a considerable proportion of men that have been under training till they are twenty-four or twenty-five years old, of whom I should say that their education had been profoundly unsatisfactory. Why must that judgment be pronounced? Because they cease too early to grow mentally. The continuance of growth seems to me to be the real test of the results of any education, short or long — the continuance of the intellectual expansion of the individual. You know that lately you have been growing fast in your bodies, but that such growth comes to an end. By the time you are twenty-five years old, or thirty years old at the latest, you will have attained the maximum size and strength of your bodies. Now, if your minds and souls have that same experience, your education will not have been satisfactory, no matter at what age it ended. The test of the satisfactoriness of an education is the growth afterwards through the whole span of life, and life itself should give us the best part of our education.

How may we secure that continuous growth of mind and soul which is the only satisfactory issue of training? I believe that this result must be secured by constant attention to what is after all the very first principle in all successful study and teaching.

Always make sure that when you get an impression you get also the means of expression, that when you make an observation all by yourself you tell somebody just what you have seen. That is almost the first impulse of a child. All you parents know that when your little child has seen something that delights it its instinct is to ask for your sympathy. The child wants to tell the father, mother, brother, or sister what it has seen, or what it has done. Profound lesson of the true education! If you acquire something by observation or through the words of your teacher, try to give it out on paper or in conversation. It will grow clear and vivid in the giving out; and the perfect impression on your mind will not be attained until you have given it expression. Therefore that education which is symbolized by the pumping into a bucket, or a tub, or a tank, is not true education. The educated person, no matter whether eighteen years old or twenty-six, should be not a pitcher, or a tank, but a force-pump, which both sucks and throws water.

The steam fire-engine is the right symbol of an educated mind; with one motion of the piston it sucks, with the other it throws out. That is the sort of engine which puts out a fire; and that is the sort of mind which works effectually in developing itself and serving the community. A mind small originally, if it works through life in that way, can develop a great power.

An old lady stood looking for the first time in her life at a steam fire-engine pumping on a burning house; suddenly she said "Gracious, I never expected to see such a lot of water coming out of so small a place." Don't be discouraged therefore if your mind seems to you at eighteen a small place. Go on absorbing all impressions, reading, listening to good speaking, going to a good theatre, going to church — taking every means of absorbing knowledge into your minds and motive power into your hearts; but also take every opportunity of giving out what you have taken in. So you will find as life goes on that your minds will steadily expand, gain power, and become more and more capable at every stage of life of being useful to your country. Then I hope you will all remember to pay the debt of gratitude you owe to the city of Boston for the education it gave you. The best return you can make to the city is to lead honorable, useful, upright lives.

“To Thee, O Country” (Eichberg) was rendered by the chorus.

The Chairman presented Mr. George A. O. Ernst, as follows: The order of exercises for the dedicatory ceremonies of these high schools is practically uniform. They have consisted of the ceremony of the passing of the keys, of the address of acceptance, and then there has been a principal address, practically the oration of the evening, and following that have been remarks of those prominent in educational works. His Honor the Mayor had been invited to attend these exercises to-night, but, as you know, has been prevented by illness. It is now my pleasure to introduce to you the orator of the evening, Mr. Ernst of the School Committee.

ADDRESS OF MR. GEORGE A. O. ERNST.

Mr. Chairman, Ladies and Gentlemen:

A family tree is good or bad according to the use to which it is put. There are dangers from the serpent of false pride, of an unworthy egotism, lurking within its branches as great as any which ever confronted Eve. A blind worship of ignoble ancestry is indeed degrading; but there is also the possibility of a noble inspiration which comes from fellowship with the great and the good, and just so far as the conscious presence of worthy ancestors helps us to this inspiration and enables us to do better work, to avoid weakness and gain strength, the knowledge is good and not evil.

The West Roxbury High School has a family tree which is well worth the study. Its roots are set in consecrated ground. The short, narrow way called Thomas street, which leads from Centre street, opposite Harris avenue, at the north of the soldiers' monument, is named after one of the earliest benefactors of our schools. Hugh Thomas, who, with Clement, his wife, on March 23, 1676, more than one hundred years before the Declaration of Independence, proposed to give to the people at the Jamaica end

of the town of Roxbury their "house, orchard, home lot and night pasture" for the benefit of a school. The offer was accepted by vote of the inhabitants on the same day, March 23, 1676, but the actual conveyance to trustees was made April 7, 1677.

It is well for us to consider just what a gift of this kind means, and that we may do so it is necessary to put ourselves as nearly as we can into the life of that day. You will remember that the great Indian uprising, known as King Philip's war, broke out in the summer of 1675, and that it was raging with especial violence in the early spring of 1676. On February 10, 1676, the Indians attacked Lancaster, on February 21 Medfield, and on February 26 Weymouth and Mendon: on March 12 they were at Eel river, Plymouth; on March 14 at Northampton; on March 18, just five days before Hugh Thomas and Clement, his wife, made their gift for a school, they attacked Groton; three days after, viz., March 26, the savages were in such force at Marlborough that the inhabitants abandoned the settlement.

In his account of this war, John Fiske in the "Beginnings of New England" says: "The destruction of life and property had been simply frightful. Of ninety towns, twelve had been utterly destroyed, while more than forty others had been the scene of fire and slaughter. Out of this little society nearly a thousand staunch men, including not a few of broad culture and strong promise, had lost their lives, while of the scores of fair women and poor little children that had perished under the ruthless tomahawk, one can hardly give an accurate account. Hardly a family throughout the land but was in mourning."

Roxbury took a prominent part in the war and bore her share of the burdens. John Eliot writes in his diary, "We had many slain, no towne for bigness lost more, if any so many."

It was in close proximity to scenes like these that the devoted men and women "at the Jamaica end of the town" bethought themselves of establishing a school, and quietly went to work to furnish the funds. To this there were thirty-eight subscribers, the highest subscription being for one pound and the lowest two shillings, the total amount subscribed being fourteen pounds, eleven shillings, which sum was to be given annually for twelve years. The subscriptions were to be paid in corn, one-half Indian and one-half English.

On October 16, 1676, John Ruggles gave to the town "for the use of a school only" the triangular piece of land at the junction of South, Centre and Eliot streets, where now stands the soldiers' monument and the flagstaff, and it was upon this spot that our first school-house was built. The size of the lot is pretty strong evidence that the building was not very large, and we fairly may assume that it had neither electric lights nor ventilating fans, and that its systems of heating and sanitation were somewhat primitive. That it was built at all is the wonder.

Hugh Thomas made a later gift to trustees of real estate which came to him under the will of his nephew, John Roberts, and in 1681 he made an assignment of all his bills, bonds, legacies, and other personal property.

It was, however, through John Eliot, the Indian Apostle, that the real impetus to the school fund was given. On July 10, 1689, but a few months after the violent overthrow of the arbitrary government of Sir Edmund Andros, in which proceedings the town of Roxbury took an active part, John Eliot conveyed seventy-five acres of land to trustees "to and for the maintenance, support and encouragement of a school and school-master at that part of Roxbury commonly called Jamaica or the Pond plain for the teaching and instruction of the children of that end of the town (together with such negroes or Indians as may or shall come to said school) and to no other use, interest or purpose under any color or pretence whatever." It is well to note this phraseology. The main purpose of the gift was the teaching "of the children of that end of the town," and only incidentally was it for negroes or Indians. It is distinctly a free school. It is for any child, of whatever race or color, who "may or shall come to said school." There is a broad catholicity about it that was characteristic of the man. He already had shown the same spirit in the more thickly settled part of the town, that part now known as Roxbury, where, largely through his efforts, a free school had long since been established. Of this Cotton Mather says :

"God so blessed his endeavors that Roxbury could not live quietly without a free school in the town and the issue of it has been this, that Roxbury has afforded more scholars, first for the college and then for the public, than any other town for its

bigness or if I mistake not of twice its bigness in New England. From the spring of the school at Roxbury there have run a large number of the streams which have made glad the whole city of God."

Who was this John Eliot to whose generous inspiration we of the West Roxbury High School owe so much?

He was born at Nazing, Essex, England, in the year 1604. He was educated at Cambridge University, and was early conspicuous for his proficiency in the study of languages, a quality which later enabled him to acquire the Indian language in America with astonishing rapidity.

Soon after leaving Cambridge he taught in a grammar school at Little Baddow under the Rev. Thomas Hooker. It is probable that this early experience in teaching influenced his later efforts to establish free schools in the New World.

When twenty-seven years old he came to Boston in the ship "Lion," arriving in season to take part in the celebration of the second New England Thanksgiving Day, which was observed on November 11, 1631. Boston was very anxious to retain his services, but he had many friends in Roxbury, whither he went in 1632, and Roxbury thereafter was his home until he died in 1690, at the ripe age of eighty-six.

John Eliot was in every way a remarkable man, singularly in advance of his times. In the Massachusetts charter, Christianizing the Indians is expressly declared to be "the principal cause of this plantation." Eliot thought that this meant what it said, and unlike many of his fellows, who thought the only good Indian was a dead Indian, he, believing in the Gospel of Christ rather than in the sword of Mohammed, went zealously to work, not to exterminate but to redeem. He genuinely desired not to swindle nor to kill, but to share with the Indian the blessings of civilization. Moreover, he had faith that this was feasible.

To enable him to understand the Indians and the Indians to understand him he learned their language. He laboriously wrote out an Indian primer and grammar and translated into the language the whole Bible, the task requiring twelve years. It is a monument of patience, industry and philological skill. He wrote other books in the same language.

He may be said to have established the first manual training

school, for when he gathered his Indians together into a community, knowing the dangers of idleness and the value of work, he had them taught all manner of useful employments, urging upon them the necessity of industry, cleanliness, good order and good government. He drew up a simple code of laws for them, and in every way tried to make them useful and law-abiding citizens.

He tried to stand between the Indians and the fury of the people after King Philip's war, but in vain. For the Indians that war was, as John Fiske says, "utter destruction. Most of the warriors were slain, and to the survivors the conquerors showed but scant mercy. The Puritan who conned his Bible so earnestly had taken his hint from the wars of the Jews, and swept his New English Canaan with a broom that was pitiless and searching. Hundreds of captives were shipped off to the West Indies to be sold into slavery."

Eliot protested vigorously against this, and in an earnest letter to the Federal Commissioners said: "To sell souls for money seemeth to me dangerous merchandise."

He was one of the first to recognize the right of a woman to an education, saying, "My desire is that all women be taught to read."

He was a pioneer in the belief that a vote is a duty, not a privilege, saying, "Freemen are bound, personally, to act in the choice of their publick rulers," a doctrine now woefully out of date, when it frequently happens that fully one-fourth of those who might do not take the trouble to register, and of those who are registered one-third do not go to the polls.

He was no mere dreamer, but was distinctly a man of action. "We must not sit still," he says, "and look for Miracles. Up and be doing and the Lord will be with thee. Prayer and pains through Faith in Christ Jesus will do anything."

Cotton Mather's famous anagram, reversing the name Eliot into the French *Toile*, well describes his life. It was, indeed, a life of toil.

A man of tremendous energy, a stern moralist, yet gentle and winning, a tender husband and fond father, particularly thoughtful for and loved by young people, full of charity and genuine human sympathy, this was the man who was chiefly instrumental

in planting the first weak sapling, which has had such sturdy growth, and one branch of which is now the West Roxbury High School.

The year following his gift to the school (1690) he died, still in the harness, his last words, "Welcome, joy."

A large part of the land given by him has been sold and the proceeds reinvested, but a part is to this day held by the trustees, some of it wild land near the Blue Hill Reservation. A part belongs to that Reservation, having been taken by the Park Commissioners.

Three years after John Eliot's death in 1693, John Watson gave to trustees three acres of salt marsh for the use of a school at Jamaica or Pond plain, and the records show that two women made contributions, a Mrs. Gurnal giving £6 and Mrs. Mead £7.

In 1804, complications having arisen, because the different trusts were held by different people, the Legislature incorporated the "Trustees of the Eliot School," confirming to said trustees and their successors all land, buildings, and other property conveyed by John Eliot and by all others for supporting said school.

The old school-house (built as I have said in 1676 on the site of the present soldiers' monument) being decayed beyond profitable repair, and so small that it could not receive with comfort all the children that properly belonged to it, a new building was built in 1731 upon the same land; Fifty-five of the public spirited inhabitants subscribed for this purpose more than £125.

This second building lasted until 1787, when the third in the series was erected, this time on Eliot street, where the present Eliot School stands, next the Unitarian Church. You can appreciate the magnificence of this new edifice when I tell you that part of it is the frame building now used as a grain store on the corner of Green and Centre streets, having been removed there in 1831, when the fourth in the series of buildings took its place. This fourth building still stands on Eliot street. From the dedicatory address, delivered by Benjamin P. Williams on January 17, 1832, we can form some idea of the relative value of adjectives. He calls the new building a "large and commodious edifice" and speaks of the times as being "emphatically an age of improvement." He makes a strong appeal to the scholars, telling them that this large and commodious edifice "has been erected and

completed at much expense, and on you it depends in a great measure whether it shall retain its present neat and pleasant appearance, or whether it is destined to be maimed, disfigured, injured and deranged. Those commodious seats are made for you to sit upon: then never let them be polluted with the print of a footstep. Those handsome forms are made for you to lay your books and slates upon: then never let them be disfigured by any unruly jack-knife in a hand belonging to an unthinking head." He speaks of "elegant and expensive maps," and other remarkable improvements. I might easily borrow the same adjectives, and make a somewhat similar appeal for this new building which we are dedicating to-night: and yet I think we all will agree that, large and commodious as is the building on Eliot street, we would not readily exchange this for that, notwithstanding the adjectives.

On May 27, 1851, the Town of West Roxbury was incorporated by the Legislature and set off from Roxbury. On June 3, the first School Committee of the new town organized with George R. Russell as chairman.

One of the first acts of this new committee was to order that the teaching of singing be discontinued. Whether this was from motives of economy or because of the quality of the singing I do not know. But the opposition later was overcome, for we find that in 1860 \$200 was appropriated for a piano and in 1868 \$850 for a grand piano.

At that time the highest salary paid to any teacher was \$1,000 and the lowest \$225.

On February 23, 1853, the trustees of the Eliot School asked from the School Committee an appropriation towards the salary of a teacher, and on March 15 the committee decided that it was inexpedient to grant the request. A number of conferences were thereupon held, and as a result at the Town Meeting, held March 26, 1855, \$800 was appropriated towards the support of the Eliot School, provided that the trustees would agree to relinquish the management thereof to the School Committee of the town. This the trustees at first declined to do, but subsequently, a legal opinion having been obtained that the town could not use its money for any school not under its own management, and the income of the trust not being sufficient to enable the trustees to act independently, a compromise was effected, and on May 15, 1855, the town assumed control.

At the school's head was a man famous among teachers, Daniel B. Hagar, whose influence for good was so potent that the Eliot High School for a long time was distinguished as one of the best among the secondary educational institutions of the country. His salary was the munificent sum of \$1,500, and, although he was in charge of the school for many years resigning in 1865, and its fame was due mainly to him, he never received more than \$2,000. Hagar street, which connects Thomas street and Eliot street, is named in his honor. Hagar, Thomas and Eliot form a worthy trio.

In 1855 it seems that the girls' side of the school was not satisfactory, and it was decided that it should be entirely reorganized and transferred to a separate building, Village Hall on Thomas street. The building is still standing. In 1857 it was proposed to reunite the two schools, but the committee voted adversely. In 1858 the sentiment changed, the union was made, the boys being transferred to Thomas street in the same building with the girls, and the building on Eliot street for the time was closed. The school continued to be held on Thomas street until the erection in 1867, still under the name Eliot High School, of the building which this adjoins.

In 1858 Rev. James Freeman Clarke was chosen to the School Committee, and in 1861 was made its chairman.

I find upon the records that at one time our distinguished fellow-citizen, Robert M. Morse, was an assistant teacher. He graduated from Harvard in 1857, and entered the school service at the especial request of Mr. Hagar. He resigned February 10, 1859, to enter upon the career of a lawyer, and to-day is the leader at the Suffolk bar.

Mr. Hagar resigned July 29, 1865. On December 11, 1865, E. M. Howe became principal.

In January, 1866, the matter of a new building was suggested, and on March 11, 1867, an appropriation was made by the town for the purpose. Land was purchased, plans were drawn, and on June 17, 1868, the building was dedicated.

In 1873 West Roxbury became part of Boston, and since then the school, as the West Roxbury High School, has been in charge of the Boston School Committee, the old title of Eliot High School being dropped, except as it appears cut in stone on the

front of the building. In 1898 an unsuccessful attempt was made to change the name to the Jamaica Plain High School.

On November 11, 1879, the present head-master, George C. Mann, son of that distinguished educator and friend of free schools, Horace Mann, was first elected, and he has been in charge of the school ever since, to the eminent satisfaction of all, a worthy successor of the able men who had held the place.

In 1881 a new building, the Latin and English High Schools, was erected on the present site at the South End, and there was great fear at the time that there would not be scholars enough to fill it. A movement accordingly was started to abolish the suburban high schools, including our own, and thus force scholars from the suburbs to go in to town. I find in looking over the records that on April 12, 1881, Dr. Henry P. Bowditch, then a member of the School Board, presented a remonstrance signed by George A. O. Ernst and 171 others, citizens of Ward 23, against the abolition of the West Roxbury High School. The danger was imminent, but the protest availed, the school was not abolished, and now, twenty years afterwards, the one who headed the list of remonstrants has the honor of addressing you in this "large and commodious edifice." There is no thought to-day of abolishing suburban high schools.

I have thus sketched as best I could in the limited time at my disposal the family tree of this splendid institution. I shall make no appeal like that of my predecessor in 1832, that you do not maim, disfigure, injure or derange the building on its physical side, for of that I know you are incapable. But I do beg of you to remember that the acceptance of the privileges which this building affords carries with it a solemn obligation to use them to the best advantage, and I pray that the fellowship which you share with the great body of good and true men and women who have graduated from the school, and especially with those noble natures whose charitable and public-spirited foresight made the school possible, may be an inspiration to high and honorable achievement in the lives you are to lead.

In concluding the exercises, the Chairman said: As you may read from the program, we will now

hear from the head-master acknowledgment of gifts to the school.

Mr. Mann said:

I shall detain you but a moment. The exercises to-night would be incomplete if no mention were made of the very beautiful gifts that have been given to this school. They are indicated upon the printed program. After the close of the exercises in this room, the building will be open for the inspection of the audience, and I beg of you to go into room 23 on this floor and see the beautiful gift that was given to the school by the ladies of the Jamaica Plain Tuesday Club — a series of pictures, casts and busts — representing the renaissance art. In the rooms below this hall, in room 10 and room A, you will find some fine photographs of Roman and Greek architecture. They are the gift of the Jamaica Plain Eliot Club. In the corridors of this floor are photographic enlargements of cathedrals, on the floor below of public buildings, which are the proceeds of a subscription formed at the time this building was begun and made up by friends of the school and graduates. There are besides a number of pictures and busts that have been given to the school during the last twenty or thirty years and that are placed in various parts of the building.

I should like to say in closing that the laboratories of the building in the upper story, room 23 on this floor, the rooms containing the gift of the Eliot Club on the floor below, and also in the old building a biological laboratory, which we value highly, will be open. Still below that you will find the locker rooms and pupils' lunch room, and again below that the gymnasium. All these will be open, and I hope the audience will have time to go through the building.

DEDICATION
OF THE
SOUTH BOSTON HIGH SCHOOL-HOUSE.

NOVEMBER 26, 1901.



SOUTH BOSTON HIGH SCHOOL

SOUTH BOSTON HIGH SCHOOL-HOUSE.

DESCRIPTION.

The South Boston High School is the latest addition to the high school system of Boston. The later annexations had brought into the city system the local high schools of their communities; but the central high schools served for the secondary education of pupils in South Boston and East Boston till, in 1875, a high school was established for the latter, on account especially of its isolation. In that year a South Boston member of the School Committee vainly endeavored to obtain a girls' high school for South Boston.

In 1892, the City Council requested the School Committee to consider the advisability of establishing a high school in South Boston, but the reply was returned that there appeared to be no necessity or demand for such a school. In 1894, however, a petition of 1,099 citizens of South Boston formally requested of the School Committee its establishment, and the reply was this time made that the necessity of a high school there was recognized, but that other needs of the city should first be met, and that this one ought to be supplied as soon as the finances of the city might permit.

In 1895 active steps were taken, the first estimate

of the cost of the building being \$100,000 and the first lot favored containing 20,349 square feet.

When the Water Department vacated the reservoir on Thomas park, that site was selected for the school; and the City Council turned over to the School Committee so much of it as might be needed for school purposes. The area of the reservoir lot, according to the original plan and a subsequent enlargement, measures 79,646.2 square feet. The School Committee paid the Water Department for this land, at the rate of thirty cents a square foot, or \$23,893.86 in all.

In 1897 Mr. Herbert D. Hale was chosen architect for the building. His description of the edifice, with a statement of the contracting parties in the several lines of work, is presented in this account. The first or general contract was executed October 11, 1898. The building was formally accepted January 2, 1902.

The head-master, Mr. Augustus D. Small, was elected April 9, 1901, and entered upon his duties, April 15. One junior-master and nine assistants were elected in June, two junior-masters and three assistants September 10, and three assistants at later dates.

The school was organized September 11, the opening of the school year, with advanced, senior, middle, and junior classes, and the total registration is 539 pupils.

The exterior of the building is of Colonial design, which seems in keeping with the historical spot upon which the school is placed. The exterior walls are built of white limestone and gray brick, and all the ornamental stone work and carving is placed directly above the large front entrance and the two side door-ways: the effort evidently being to have the building as a whole as simple as possible with the

more decorative portions massed in the most important position.

The plan of the school-house is radically different from any other in Boston. There is a large central motive, on either side of which are open courts surrounded by side wings. This central part of the building contains the drill hall with the assembly hall above, and directly in front of them the entrance hall, the office next above, and the lecture hall in the third story.

The two open courts on either side give a maximum amount of light and air to the school-rooms and corridors, which is of vital importance in a building of this kind.

Opening out of the corridors in the side wings are the school-rooms, recitation-rooms, lavatories, etc., in the first and second stories, with the laboratories and special study rooms above in the third story.

Two side entrances, one for boys and one for girls, open from the north and south to the basement of the building. A scholar, entering by one of these side doors, turns first to one of the large locker rooms, where he leaves his outside clothing preparatory to passing upstairs to the school-rooms. The lockers are ventilated most thoroughly, in conjunction with the general ventilation scheme of the building; and it may be noted that this arrangement of lockers in the basement, where damp clothing can be left to dry apart from the school-rooms, is one which has met with universal approval in our latest school buildings.

We also find in the basement a large drill hall and gymnasium, 60 feet by 80 feet, which has been fitted up with gun-racks and gymnasium apparatus.

Accompanying the gymnasium are the shower-baths for both boys and girls, with also the main lavatories of the building on either side. Directly below the front entrance in the basement are a lunch-room and a kitchen; and bicycle rooms, leading from the large locker rooms, furnish the proper facilities for bicycle storage.

The northwest corner of the building in the basement is occupied by the heating and ventilating plant. The building is heated by the plenum system, which proves very satisfactory.

The formal front entrance leads directly to the vestibule with Italian marble steps and wainscoting, and just beyond is the entrance hall on the first floor. The treatment of the entrance hall is classical; a base of white marble runs around the lower part of the wall, while above are panels painted in Pompeiian red with classic borders. The ceiling is paneled in stucco work, and the floor finished in mosaic, the central feature being a Pompeiian lamp, surrounded by a wreath of large leaves of inlaid brass. On both sides of the entrance hall iron stairs lead to the second and third floors; also, on either side, corridors extend from this hall to the south and north wings, which contain class-rooms, recitation-rooms, and lavatories; and opposite the entrance is the balcony to the drill hall.

The second floor is similar in scheme to the first, except that directly above the entrance hall is placed the head-master's office suite, properly equipped with lavatories, coat rooms, etc. In the office is placed the central telephone apparatus, which connects with each room in the building, and also the master-

clock. controlling the electric clocks placed in classrooms throughout the building.

In the central portion of the second floor, and directly above the drill hall, is the large assembly hall, two stories in height. This hall is 60 feet by 80 feet, and contains a large semi-circular stage, which is of ample size to seat a large graduating class and the School Committee. Convenient dressing rooms lead to the stage, and at the opposite end of the hall the gallery is entered from the second floor. The light is entirely from overhead, two-thirds of the entire ceiling being devoted to this purpose, the sash being glazed with ripple glass with a fret border of green around each panel, giving a well diffused and modified light. The treatment of the assembly hall is distinctly Pompeiian in character; pilasters the entire height of the hall support a carefully designed cornice, above which is the ceiling paneled in stucco. The color scheme of this assembly hall presents a general tone of gray, with dull green borders and large panels arranged between the pilasters, which, like the cornice and ceiling, are white,—except that the lower third is painted a dull green to conform with the general Pompeiian style in which they are designed. The seating capacity is 548 on the floor, 102 in the gallery, and fifty or more upon the platform.

The arrangement of exits from the assembly hall is ample, one being provided at each side of the hall leading directly to the staircases in the north and south wings, and two from the rear connecting directly with the front staircases.

The third floor includes the usual chemical, physical and biological laboratories, lecture-rooms, drawing-room,

and lavatories such as are found in modern high school-houses.

The school contains, on the first and second floors, sixteen rooms which have been designed according to the most modern and approved ideas with a view to obtaining the maximum amount of light to each pupil. Of these school-rooms four are double class-rooms, arranged to seat eighty-one pupils each, and may be used as study-rooms. Nine rooms are single class-rooms whose capacity is forty-two pupils each. Thus, there are seating accommodations for 702 pupils. A library and two lecture or recitation-rooms complete the sixteen school-rooms. A teacher's parlor, a public parlor, a store-room, a book-lift, janitor's closets, and lavatories complete the arrangement of this building.

In turning again to the exterior of the façade, one notes especially the large pediment on which the seal of the city has been carved in stone with allegorical figures of the youth of South Boston on either side. Large Ionic columns run up for two stories, and with the cornice give a dignified appearance to the exterior, which otherwise is distinctly simple in character. At each side of the building, above the entrances, a head of Minerva has been carved in stone, designed to represent the character of this home of learning; and over the upper windows in front are two large eagles, which will convey an impression of patriotism to the children of the school.

The rear looks out toward the centre of Thomas park, on which the new monument stands, commemorating the evacuation of Boston by the British. The ample space, both in front and at the rear of

the building, may be utilized in part for a playground, and in part for floral beds. Concrete walks will be laid out to complete the exterior surroundings of the school.

The building was planned and erected by Herbert D. Hale, architect. The principal contractors were: John S. Jacobs & Son, general construction; Lynch & Woodward, heating and ventilating (plans and specifications by the S. Homer Woodbridge Co.); T. Costello & Co., plumbing; Library Bureau Co., fittings and furniture for science and art departments; Lord Electric Co., electric wiring, etc.; McKenney & Waterbury, gas and electric fixtures; Chandler Adjustable Chair and Desk Works, and William White, furniture.

DEDICATION.

The formal exercises of dedication occurred on Tuesday, November 26, 1901, at 2 o'clock P.M. The seating capacity of the Assembly Hall was taxed to its utmost, and many auditors stood. On the platform were seated, beside the participants in the exercises, members of the School Committee, of the clergy, of the South Boston Citizens Association, and of the Schoolhouse Commission and other guests.

The exercises were opened with singing by the Senior Glee Club of the school, consisting of nearly one hundred and fifty voices, led by Mr. James M. McLaughlin, Director of Music in the Public Schools, "Song of Peace" (Sullivan).

Mr. Thomas J. Kenny of the Boston School Committee in charge of the exercises then delivered the opening address, as follows:

ADDRESS OF MR. THOMAS J. KENNY.

Ladies and Gentlemen :

“ How beautiful upon the mountains are the feet of him that bringeth good tidings ! ”

To-day, in behalf of the School Committee, I have the honor of bidding you all a cordial welcome to the South Boston High School.

The Constitution of Massachusetts admonishes us that wisdom and knowledge are necessary for the preservation of the liberties of the people, and it requires the Legislature and the magistrates, among other things, to cherish public schools.

The establishment of schools for the education of the children of the whole people, is not, however, the result of statutory enactment ; it is not even the growth of our present constitutional government or of the provincial government which preceded it, but extends back more than two hundred and fifty years to the early settlement of the colony.

A colonial act in 1647 required each town containing fifty householders to maintain a school in which the children should be taught to read and write, and each town containing one hundred householders to set up a grammar school, with a master who was able to instruct youth so far that they might be fitted for the university.

We see, therefore, that the founders of the colony appreciated the importance and the necessity of providing for the universal education of the people, and, in order to make it secure, they placed it under the *control* of the people in each municipality.

Time has worked stupendous changes along the pathway of education, and from the modest little school-room of a century ago we have passed through many evolutions, until to-day, in this section of the city, we have reached the architectural triumph wherein we have gathered to perform these exercises of dedication.

Viewed from a distance, as one approaches the old town of Canterbury in England, where Christian learning and civilization first struck root in the Anglo-Saxon race, the great cathedral is seen towering over the red-tiled roofs of the town, looking — as a rustic remarked, seeing it for the first time — “ like a hen brooding over her chickens.”

So may we look upon this high school (the final gift of a municipality to its children) towering over the junior schools of South Boston. Erected in a section of the city containing almost one-fifth of the entire school population, may it be a Mecca toward which the eyes of the children of the under schools of this part of Boston will be steadily turned.

If I know the thought which is uppermost in your minds this afternoon, it is, How appropriate is all we behold in this magnificent temple of learning!

With high and noble purpose, on this historic spot, teeming with recollections of the Revolution, with proud and tender memories of the past, surrounded with the sacred legends of liberty, we dedicate to-day this splendid edifice as a living monument and inspiration to the youth of South Boston.

May it long endure — a place where the aspirations of the humblest child may be fostered and encouraged, — a beacon to light the pathway which leads toward lives of usefulness and good citizenship, a place where every patriotic impulse will be strengthened, thus helping to win for us as a whole people that immortality which comes only from eternal justice and progress!

The Chairman then introduced the architect of the the building, Mr. Hale, who said:

ADDRESS OF MR. HERBERT D. HALE.

Mr. Chairman, Ladies and Gentlemen:

I was asked the other day if I could get any tickets for the Harvard and Yale football game. I said "No, but I have a ticket for the dedication of the South Boston High School, if that will do?" My friend said it would, and he is here now; so you see some people regard the dedication of the South Boston High School of as much interest as the Harvard and Yale football game.

I was told by an architect that two speeches were always made during the dedication of a high school:

The first, to the Chairman of the Building Committee:

“Sir, you see before you the finest High School in the city.”

The second, to the audience :

“Ladies and Gentlemen, I have done my best, and you see before you the result.

“I trust you find the result satisfactory.

“I notice that the boys of the school have a crack football team, and I may say to the scholars I believe that they will be as successful in their studies.

“To the teachers, I would say that I hope they will be successful in all their work.

“In concluding, I will hand these keys to the Chairman of the Building Committee, trusting that he will find entire satisfaction in every way.”

ADDRESS OF MR. WILLIAM F. MERRITT.

Mr. Architect :

I am much pleased to receive from your hands the keys to the South Boston High School-house.

This beautiful and well arranged building shows the thought and study which you have bestowed upon its design, and the thoroughness with which you have superintended its construction. It is a credit to your professional ability.

Now that your work is over I desire to thank you for all which you have done so well, to congratulate you upon your success, and to express to you the appreciation of the committee of the cordial relations which have at all times existed between us. Please accept from the committee its best wishes for your future.

Turning to the audience, Mr. Merritt continued :

Ladies and Gentlemen of South Boston :

I am glad of the privilege of taking part in the dedication of this, the third of the four magnificent high school buildings lately erected by the School Committee.

The committee feels a great pride in this building, and I know that the people of South Boston will feel the same pride.

I trust that you appreciate the efforts of the members of the School Committee from South Boston, both past and present,

in behalf of this school-house. You hear much about politics in the School Committee, and citizens are charged with sending politicians to represent them. Now I want to say to you, citizens of South Boston, that had you sent to the committee men less able, less adroit, and less competent to deal with other men, you might never have had a high school in South Boston.

To the master of the school, the committee and you all are much indebted for zeal and energy in watching over the details of the building for the comfort and convenience of its pupils.

May the new high school make a name for itself in this new building. May this house long stand on this historic spot a blessing to South Boston's school children.

Addressing Dr. Gallivan, Mr. Merritt said :

Mr. President of the School Committee :

It is with peculiar pleasure that I transfer the custody of this building to you, an honored resident of this district. You have watched over it from its beginning, and have been constant in aid of your committee. Here in your own home, no words of praise of you are necessary from me, but I cannot refrain from offering to you my tribute to your worth as a graduate of Boston's public schools, as a man, and as a member of the School Committee. The interests of the school children are safe in your hands, and, with the utmost confidence in your ability at all times to guard their interests, I now transfer to your charge the South Boston High School-house.

Dr. Gallivan responded as follows :

ADDRESS OF DR. WILLIAM J. GALLIVAN.

Mr. Chairman of the Committee on New Buildings :

In accepting these keys from your hands I cannot allow the occasion to pass without expressing to you the hearty words of praise and satisfaction which your associates on the School Committee have spoken of the performance of your duty as a public servant. On behalf of the people of South Boston I bring to

you greetings and expressions of the warmest gratitude for your labors in their behalf. Your work has been well done, and your conduct as a public official will long stand as a model of American citizenship.

Addressing the audience, Dr. Gallivan continued:

Ladies and Gentlemen:

The century that has just closed was remarkable for progress in many lines, but nowhere was advancement more notable than in the work of education. During the latter part of this period the public school system of the country was developed, and the public high school come into existence.

Boston was foremost in the movement, and the educational advantages offered to the people of this city have always stood unsurpassed. Spacious and elegant primary and grammar school buildings, with the best teachers obtainable, are found on all sides; and in different sections of the city are high schools that are by no means inferior even to the colleges of the State in completeness of appointments, in excellence of instruction, and general adaptation to their uses.

The first year of the new century marks still further progress along educational lines. With the opening of this new high school has begun a new era in high school instruction. The old course of study has been put aside, and with the opening of our school the new elective system of study is inaugurated. The South Boston High School is the embodiment through and through of the new education, and stands unique in the educational history of the city.

We have met this afternoon to dedicate South Boston's finest building. We are impressed with its magnificent proportions, majestic outlines, and dignified architecture, and we have reasons for just pride in this noble structure.

We dedicate it to the noblest of human uses, for education is the supreme work of man. We are dedicating, therefore, not a mere building of brick and timber, but a temple of lofty aspiration and unlimited possibilities, where the sacred fires of learning shall be kept aglow, where the best of civilization shall be saved,

and where patriotism, the foundation principle of its being, shall perpetuate the stability and augment the honor and glory of the State.

Then addressing Mr. Augustus D. Small, head-master of the school, the speaker said :

Mr. Head-master :

I am glad to conform to the time-honored custom which decrees that at the dedicatory exercises of a school building the keys of the building shall be formally placed in the hands of the head-master by the representative of the School Committee. I need not tell you of the pleasure it gives me to perform this pleasing duty. Your long service in this part of the city has endeared you to the people of South Boston, and we rejoice that this school will have as head-master a ripe scholar, a wise counsellor, an honored and revered instructor of youth.

RESPONSE OF MR. AUGUSTUS D. SMALL.

My Honored President and Friend :

With singular pleasure and appreciation I receive from your hands these keys, and with them the power and responsibility they typify.

Great is the power of the keys which, by the little circumstance of adjustment, can open and close, can guard and defend. They admonish us to open to the morning sunbeams and to close against the approach of darkness ; to open to the innocence and bloom of youth and to shut against the insidious destroyer ; to open to mental improvement and physical development and moral beauty, to the all-possible culture of that most precious gift of heaven — the child of to-day, the citizen of to-morrow, the immortal of the hereafter — and to bar the gates to whatever influence would mar his divinest perfection.

Friends, Honored Guests and Citizens :

The School Committee, at the earnest desire and petition of the good people of South Boston, have erected, on this historic and commanding eminence of this fair peninsula, a temple of learning and wisdom.

At the foot of this hill stretches out our beautiful city, which, for its devotion to humanity and the humanities, to life-long culture and the education of the young, likened to that classic city of the Grecian peninsula, has been called the Athens of America. Above the plains of ancient Athens rose the City Heights, the famous Acropolis, whereon Phidias built the Parthenon, a temple sacred to the tutelary Athene, like the Roman Minerva, the goddess of Wisdom. This is our Acropolis. Here we have built a temple now dedicated to greater than Athene: dedicated to our youth and to their education in science and lore never dreamed in ancient Athens. The old Parthenon, beautiful of form even in its decay, was consecrated to an imagination and a memory; our new Parthenon we now dedicate to a worthy purpose and a lofty hope, to an exigent present and a momentous future. On these patriot heights we have built an institution of the highest patriotism, an American school.

The public schools of America have been called the "bulwark of American liberty." They are more than that — far more than all that. A bulwark is protection from foes that are without; but, thanks to Perry and Farragut, to Dewey and Sampson and Schley, and to the American navy and American soldiery, we fear no foes that are without. And when any influence foreign to America dares plant the seeds of disorder within, thousand thousands of willing hands are ready to uproot the bane and cast it from the earth. The blood of our martyrs has baptized our beloved land.

The public schools of America are the fruitage of the tree of liberty, not its roots. When our ancestors first landed upon these shores they established the school, that learning might not be buried with them. Pilgrims, and patriots from their settlement, they were to make America their home. Her fertile soil and majestic forests, her rich mines and noble rivers, her bracing airs and sparkling waters, her broad bays and plains and mighty waterfalls were theirs to use, and invited million others from the Old World to this country of grand possibilities. The aspirations of humanity and the opulence of nature combine to make this indeed the "land of refuge and land of benedictions." As the great Webster on a particular occasion once said, "No people possessing such a waterfall can ever lose their liberties"; so,

indeed, all the affluence of nature pledges the American to eternal love of country. The tree of liberty strikes its roots deeply and tenaciously in the lives and privileges, the prosperity and expectation, of the people. The public school is a fruit of that tree, containing within itself the seeds of perpetuity and multiplication. It is the payment of a debt which one generation owes to the past, but can pay only to the future. It stands not merely for preservation and protection, but much rather for extension and enrichment. It throws out more and broader avenues for the coming generation, creates new industries and fertilizes old ones, adds new power to thought and energy to the will, imparts to the arts and to architecture new beauty and to machinery new subtleness, widens the scope and economizes the forces of American activity; and so it increases the general welfare and happiness.

What patriot American then will not look beyond the consideration of bulwark or selfish benefits present and rejoice to see the Youth of America provided with greater facilities of education than he ever enjoyed, with equipments better adapted to individual capacities and abilities, and with courses of study along which the individual mind can faster or more steadily travel toward special vocation or that personal adaptedness which is the voice of God calling him.

Such is the ideal of the American high school; such we make the ideal of the South Boston High School. We purpose to make this school intensively American. We hold to the largest liberty, but we oppose all license; and we believe that, in and through liberty, the young mind can be educated to appreciate and deserve and conserve liberty. "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these rights are life, liberty, and the pursuit of happiness"; and, as Americans, we would develop the richest life, the wisest liberty, and the most enduring happiness. In this miniature America, as elsewhere in our grand republic, both sexes of all races and religions may be co-educated without partiality or distinction, "with malice toward none and with charity for all." All are alike welcome, from him of oldest pedigree to him of latest immigration; from the child of the most ancient faith, the mother religion, to the child of the seeker after the yet

undiscovered truth, like the sweet Plato, the philosopher of "the true, the beautiful, and the good," who, raising the ideal good almost to personal divinity, prayed to it, "Oh, make me beautiful in the inner man."

We do not seek, in our little domain, to settle the vast mooted questions of the world, the great problems whereon even the doctors still disagree; but we aim to teach well and wisely that science which is always and everywhere and by all accepted as the truth. We promote investigation, but we do not impose opinions. We take the pupil warm with the affection of the domestic fireside and, holding sacred ourselves what is sacred to him, we appeal to that which is highest within him, to conform him to his own most cherished convictions.

Send us your pupils then, as God may give you ability to provide here for their welfare, and we will endeavor to return them to you with more cultured intellects, with more practised self-control, with better equipment for life's duties and honest citizenship, and that ascending career to which they may be summoned by the voice of Providence.

After the delivery of the keys was completed the girls of the Senior Glee Club, led by Mr. McLaughlin, rendered another selection, "Queen of the Night" (Smart).

The Chairman then introduced the orator of the occasion, Mr. Thomas A. Mullen, whose address follows:

ADDRESS OF MR. THOMAS A. MULLEN.

Mr. Chairman, Ladies and Gentlemen:

I must admit at the outset that, as your Chairman has twice pronounced me an orator, I have come almost to believe it to be a fact myself. But I can assure you that, if I had thought for a moment that I was to be the orator on this occasion, I should have made fitting preparation, and should not be guilty of the impertinence of appearing in this distinguished presence, and on such an occasion, in the hope of being able to catch an inspiration from the circumstances of the dedication.

When I heard you, Mr. Chairman, go to the Good Book for a quotation, and when I heard you say, "How beautiful upon the mountains" I was charmed into quotation and the figure of the Royal Psalmist rose before me as he uttered those beautiful words, so appropriate to this hour "This is the day which the Lord hath made, let us be glad and rejoice therein." When I think, too, that you reminded the good people of South Boston, the very garden and shrine of our city, that this is the latest of the good works which the municipality has done for the people here, I recall the language of the great Irish Churchman, Bishop Berkeley, "Time's noblest offspring is the last." The city certainly has not been niggardly. Roxbury, West Roxbury, Dorchester, Brighton and East Boston have already come within her bounty; and to-day we dedicate this noble building, consecrated to the development of the body, the mind, and the heart of the child, to the end that perfect manhood and perfect womanhood may abide in our midst forever. The object of education is not the development of the intellect only. Our children must be taught in the schools to respect their bodies, which are the temples of the Holy Ghost, and to be pure in heart, which is the seat of love, that they may merit the reward promised by the Master in the Sermon on the Mount "Blessed are the pure in heart for they shall see God." The end of education, also, is good citizenship, and it would almost seem as if the committee meant to teach this lesson in selecting as a site for this school this historic hill on which the great and good Washington planted his batteries, thereby forcing the British to take a dismal journey to Halifax, and relieving Boston forevermore from the rule and even the presence of the oppressor. Surely as long as the story of Dorchester Heights is told, so long will this ground teach a lesson in patriotism, and the children attending this school pray the God of Hosts that they may not prove unworthy of their fathers.

As I look at your programme, I am struck with the fact that you have honored with a place on it two men, graduates of, and teachers in, the oldest school in America. Dr. Hale is a graduate of so long ago that I do not dare to name the year lest his youthful face, upright carriage — no more upright than his soul — and quick step may contradict me. The other is the speaker, who begs to remind you that here in Boston in 1635, five years

after the settlement of the town, at a meeting of the inhabitants, our fathers entreated their brother, Philemon Pormort, to establish a school for the nurturing of children among them, voted a sum of money, and the free public school system in America was born. I should like to trace the history of education in this land from that year to this, but I must not take up your time. I will, however, touch upon some of the capital events in this history, and ask you to recall with me the fact that in 1789 our schools were thrown open for the first time to girls, who were privileged to study reading and writing only, and that it was not until 1826 that girls were allowed to take the full course in the schools on the same terms as boys. The development of our system has been rapid. Strong men and noble women have spent themselves in the effort to make our schools the admiration and the despair of the rest of the world. Horace Mann and others abandoned bright prospects at the bar, on the platform and in the senate, to devote their energies to the training of the young, the hope of the country. The old notion that learning and education are convertible terms was combatted and vanquished. The Normal School came to hold a prominent, if not a controlling, position in the school system, and the study of the child mind became an indispensable prerequisite to the successful teacher. No one who has observed the changes in the examinations for admission to college can fail to see that interest in educational methods has been ceaseless. Twenty-one years ago, when I left the Public Latin School to enter college, the preparation for the examination was vastly different from what it is to-day. The translation at sight from the classics was scarcely known; to-day such translation forms the larger part of the examination. Then geometry might be learned by heart and the examination successfully passed; now two-fifths of the examination are original propositions. In physics, we were asked to prepare ourselves on the first one hundred and sixty-four pages of Arnot's Physics. Nothing was done to train the observational powers of the boy or the girl. Now, how changed the picture! The pupil is sent into a laboratory to see nature, and to wring from her her secrets. She asks only to be wooed. I have referred to this change merely to show how education has advanced. Moreover, modern methods, as introduced this year into the South Boston High School, recognize the wholesome

variety of minds and offer an opportunity to each child to select subjects for which he is peculiarly fitted. I do not fear the effects of the elective system with such guides as Mr. Small and his corps of able instructors. I have said that our public school system runs back to 1635. In England the popular educational system is but thirty-one years old; and it is a fact that, fifty years ago, Boston spent as much money on education as was spent in the whole of Great Britain.

Now, Mr. Chairman, I bid you God-speed in the work you have begun in this the first year of the new century. I charge the orator who stands in my place one hundred years from to-day to exhort his hearers to look back gratefully to those who reared this magnificent temple to learning; to tell them, as I hope he honestly may, that this temple has ever been the residence of truth, and that the children who were instructed here never questioned it; and may he be able to say of us, his and their forefathers, that we builded better than we knew. Surely if the child is the father of the man, the school is the mother. This school has no past; she has no line of illustrious graduates to whom she may point with becoming pride; but she has also no children to mourn over. These boys and girls before us and all posterity are her jewels. You remember that, after Cicero's remarkable defence of the actor Roscius, the question was asked, "Who is this parvenu, this upstart, and who were his ancestors?" "Ancestors? Ancestors?" answered the orator, "Ancestors? I have no ancestors, but, by Jupiter Optimus Maximus, I'll start an ancestry myself." So this school, this mother, will start an ancestry herself.

Mr. Small, you are the guardian of these children. The people and the School Committee have perfect confidence in you. To you is intrusted the care of immortal souls. It is a sacred, an awful trust. To you are given the first fruits of this mother, which, under the living God, will go on from strength to strength until time shall be no more. Teach your children to love their Alma Mater, and teach them more. Teach them the love of the home, which is the very corner-stone of the nation; teach them to love their fellow-man; teach them love of country; but, above all, teach them the first commandment of the law, "Thou shalt love the Lord thy God."

Pupils of the South Boston High School I congratulate you on

the possession of this beautiful temple. May it prove a temple of Virtue like unto that which Marcellus erected at Rome, through which alone lay the path to the temple of Honor. May your lives be as beautiful and as conspicuously bright in the sight of men. The school seems to me to stand on this hill as if it would impose a benediction on our whole city. Here you will learn the love of your country, your neighbor and your God; here you will receive a fitting preparation for the great responsibility which is called life. Be ever worthy of this school and the lessons you may have learned here, and when the future opens up to you and you address yourselves to the more serious problems, which come to all who are truly upright and conscientious, and sometimes wring the heart, may you turn to this school for comfort, and may you, like dear St. Francis of Assisi, the great thirteenth century reformer, come back to your mother and raise your hands in grateful benediction over her for having well prepared you for the struggle of life.

Mr. Chairman, your work is done. Time alone will tell how well. To the advancement of learning, to sound education, we dedicate this building; to the favor and blessing of heaven we commend it.

The Senior Glee Club then sang "Let all with merry voices sing" (Hatton).

His Honor, Thomas N. Hart, Mayor of Boston, expected to be present and deliver an address; but he was detained at home by serious illness. It may be mentioned that the nearest neighboring school is the Thomas N. Hart Grammar School. Mayor Hart sent the following letter of regret, which the chairman read:

MAYOR'S OFFICE,
BOSTON, MASS., 25 November, 1901.

To the School Committee:

In thanking you for your courteous invitation to attend the dedication of the South Boston High School, to-morrow, and in expressing regret that I cannot be present, permit me to convey to you my great interest in the cause you represent, in the building you dedicate, and in the happy future of the school. It is a

happy fact that several high-school buildings are dedicated about this time. If official and personal interest on my part avails, Boston will soon be properly supplied with educational facilities. All those who have forwarded the building now to be dedicated are entitled to public thanks. Wishing the school great success,

Respectfully yours,

THOMAS N. HART, *Mayor*.

The Chairman then introduced Mr. Edwin P. Seaver, Superintendent of Public Schools, who said :

ADDRESS OF MR. EDWIN P. SEAVER.

Mr. President, Ladies and Gentlemen :

You certainly have a magnificent building for your new high school; there is nothing superior to it in the whole city; but there are some things about the school itself which are even more remarkable than the building.

Your new high school is a wholly new creation. It has had no history, no period of slow growth and development, but comes into existence all at once, a large, complete, and fully organized school. Like Athene springing forth from the head of her father, Zeus, with a mighty war shout and in complete armor, your school suddenly takes its place in the educational world and assumes full work. It will graduate a large class at the end of its first year. The lower classes are also large and in full working order. All the teachers are new, but working harmoniously. The school has no traditions, no need of reforms, no past to improve upon. All is new and newly put together, yet running smoothly.

This implies the existence of an excellent organizing power somewhere; and I cannot be mistaken in ascribing it to the new head-master, Mr. Small.

There has been, also, a remarkable executive energy at work. A few months ago the unfinished condition of this building was such as to make the idea of occupying it in September seem a hopeless wish. There was more to be done than could reasonably be expected to be done, even under favorable conditions; but

conditions were very unfavorable. Nevertheless, the building was finished, very nearly, and was occupied in September comfortably. It seemed as if Dr. Gallivan possessed Aladdin's wonderful lamp, so quickly did things respond to his desires. We know, however, that it was his unremitting vigilance and hard work that did the thing.

Your school is fortunate, too, in setting out with the best wishes of all the other high schools. There is not one of them which will be in the least inconvenienced by the loss of its South Boston pupils. Indeed, you have hardly enough relieved the overcrowded Girls' High School. So the whole city looks with favor on your high school. Not so has it been in other cases. The East Boston High School met with strenuous opposition both before and after its first establishment. The existence of the Mechanic Arts High School was much regretted at one time on account of the large number of boys it drew away from the English High and other schools. The Roxbury High School for many years had difficulty in protecting itself against measures intended to build up the central high schools at its expense or by its abolition. But things have changed, and there is no one now to look with jealous eye on the prosperity of your school.

Your school is fortunate, again, in having the support of a strong and active local public sentiment. I have elsewhere spoken of South Boston as a territory separated from the rest of the city by well-marked natural boundaries, and containing a fifth part of all the school children of the city; its people animated by a local pride and a feeling for their common local interests; a community of the right sort to support a high school in the best way. Had South Boston grown up a separate town or city, as Dorchester and Roxbury did, doubtless you would have had your own high school many years ago, and would have brought it with you into the city upon annexation. Your growing up as an integral part of the city may have retarded, but it has not prevented, the development of a local community feeling, which has been recognized in many ways, but in no way more satisfactorily than in the high school we now dedicate to your use.

As my words must be few, let me invite your attention to one point of great significance. Let me speak of the interesting partnership which the State offers to form with you in the education of your children.

You and I are parents, and we are also citizens of the State. Let us see where our interests and our duties in either character lie. As a parent I have a deep interest in the education of my children. I wish them so educated that they will grow up to be self-supporting, self-respecting, honest, intelligent, and useful men and women. As a citizen I perceive that the State has an important interest in the education of all children, my own included. The State must have, for her own safety and perpetuity, honest, intelligent, useful, and public spirited citizens; and these she seeks to obtain through public education.

The State's interest in the education of our children is largely identical with our parental interest, for there is no element of character needed to form the good citizen which is not also necessary to form the good son or the good daughter. What we wish our children to become and what the State wishes them to become, may be expressed in the same terms, and can be realized through the same efforts. The State offers us parents in her public schools, and especially in her public high school, excellent educational opportunities, without money and without price, the equal of which we could not otherwise procure except at large cost. We are asked to identify our private parental interest with the public interest, and join our efforts to those of the State in the education of our own children. As patriotic citizens we can do no less than obey the call of the State and send our children to her public schools; as wise and loving parents we can do no better for our children than to keep them as long as possible in those schools. Thus our duty as good parents identifies itself with our duty as good citizens. It is the State that has made this identification possible, through her liberal provisions for public education. An example of this liberality we behold in the building we now dedicate.

Let me, then, in concluding, offer you this sentiment: The South Boston High School, long may it continue to train up for your homes well-educated, noble and loving sons and daughters, and for the State intelligent, high-minded, and patriotic citizens.

The next speaker expected was Rev. Edward Everett Hale, D.D., LL.D. There was especial significance and interest in his coming, as his son, Mr. Herbert D. Hale,

is the architect of the building; but by an error not his own the event was set down for another day, and the mistake discovered too late.

The Chairman then read the following letter of regret from Rt. Rev. Mgr. Denis O'Callaghan, D.D.

BALTIMORE, November 24, 1901.

My Dear Mr. Small:

I now find, contrary to expectations, that I cannot reach Boston in time to attend the opening exercises of your school. Will you then kindly excuse me? Be assured, however, that my best wishes will be with you and your corps of teachers, and that I shall pray, on Tuesday morning, that your school may long stand for all that is noble and good, and that from out its walls may come forth young men and women well qualified for the exigencies of life and fitted to become worthy citizens of our city, State and country. And here I would like to say that the people of South Boston owe a debt of gratitude to the excellent men who labored and toiled to secure for our section the benefit of a high school; and among such men I might, perchance, and without prejudice to others, mention my old friend Mr. John B. Martin. May the present and future pupils of your school appreciate the advantages which are theirs. May they so employ the passing hours that South Boston High School may soon attain a record among its sister schools for thoroughness in education, for exalted morality and for the fear and love of God.

Sincerely yours,

D. O'CALLAGHAN.

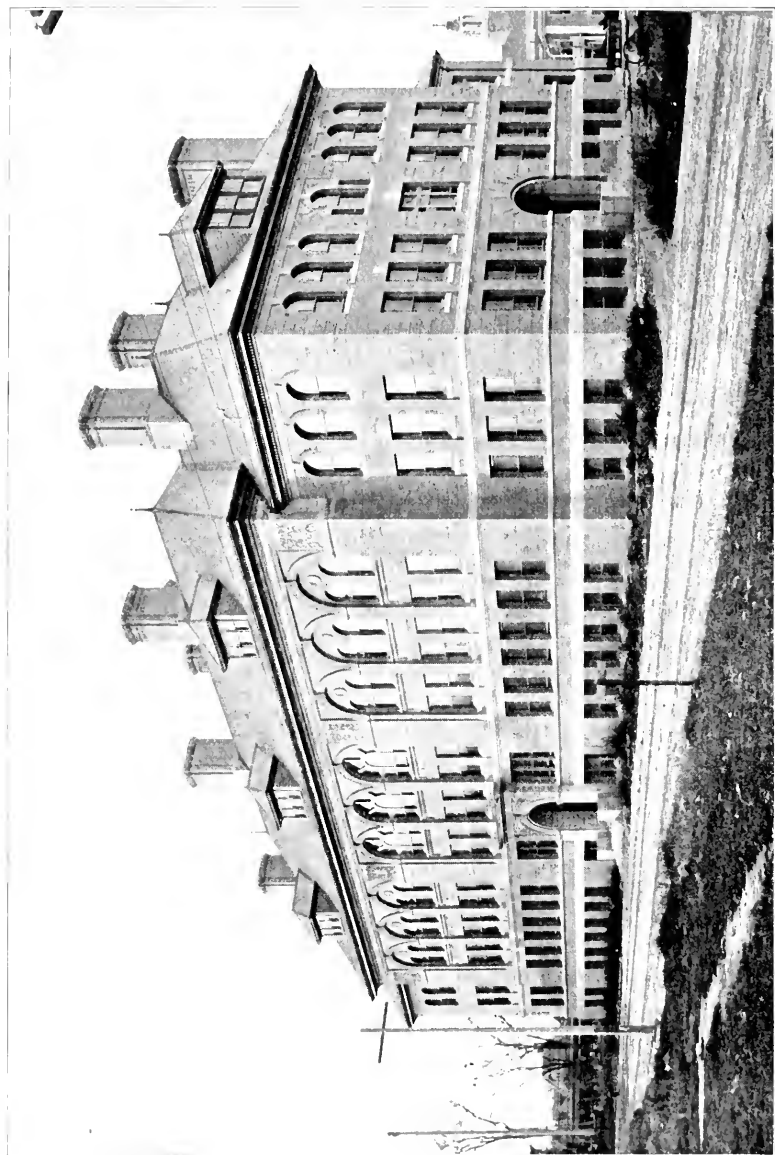
The Senior Glee Club then sang "Our Native Land" (Billeter).

Mr. Small next announced the first gift to the school, a bust of Hermes, presented by Mrs. Emily A. Fifield, a member of the School Committee, and accepted it with thanks on behalf of the school.

The exercises closed with the singing of "America" by all assembled.

DEDICATION
OF THE
DORCHESTER HIGH SCHOOL-HOUSE.

DECEMBER 5, 1901.



DORCHESTER HIGH SCHOOL.

DORCHESTER HIGH SCHOOL-HOUSE.

DESCRIPTION.

The Dorchester High School was organized under the School Committee of the old town of Dorchester in 1852, with Mr. William J. Rolfe, the eminent Shakspearean scholar, yet living, as the first principal. The first school building was a four room wooden edifice at the corner of Gibson street and Dorchester avenue, at present occupied by primary classes of the Mary Hemenway district. Mr. Rolfe, after a service of four years, was succeeded by Mr. Jonathan Kimball, now deceased, who remained as principal until 1865. He was followed by Mr. Elbridge Smith, who was principal until 1889, and is now passing in Dorchester a serene and happy old age in the esteem and respect of the community. In 1870, shortly after the annexation of Dorchester to Boston, the school removed to a brick building erected at the corner of Dorchester avenue and Centre street, the design of which is said to have originated with the Rev. James H. Means, the pastor of the Second Church, at that time a member of the School Committee of the town. Mr. Charles J. Lincoln became the head-master in 1889, and under his administration the present or third building has been completed, it having been placed under contract August 22, 1898, and occupied by the school June 3, 1901.

The new school-house is situated at the junction of Talbot avenue, Centre and Washington streets, and stands upon a triangular lot of land, 60,000 square feet in area, the apex of the triangle pointing toward Washington street into Codman square. The line upon Talbot avenue is a curve of long radius, and the base of the triangle is a somewhat broken line running from the avenue to Centre street. The lot presented unusual difficulties, which were met by constructing a main building in the form of a parallelogram with the front façade on Talbot avenue, and an annex in the rear containing the assembly hall and gymnasium. This main building is 248 feet in length with an average depth from front to rear of 71 feet, having a high basement, three full stories and a fourth story at the middle of the rear.

The principal entrance is on Talbot avenue, opening directly into the main corridor, which runs the whole length of the building and connects the entrances at the east and west ends. Two broad ornamental stairways starting from the basement continue to the upper floors. On each story also is a wide corridor running parallel to Talbot avenue, with the school-rooms placed at the front facing the avenue and at the two ends, while the various service rooms are at the rear. The building contains fourteen class-rooms, seven seating forty-two pupils each, and seven accommodating double that number. There are, besides, nine recitation-rooms, with about 300 chairs; four thoroughly furnished laboratories, chemical, physical, botanical and zoölogical, each with a storeroom adjoining; a well equipped lecture room conveniently located in the middle front of the third story, arranged

in amphitheatre, accommodating 200; a library with shelving for 5,000 volumes, situated at the southwest corner of the second story; and near the latter a book room with a lift serving from the basement. Upon the street floor, at the northwest corner, are the headmaster's office, the reception-room, and the men teachers' private room, the women teachers' room being situated at the other end of the building upon the same floor. In the fourth story, and fronting the north, to avoid direct sunlight, are located two drawing-rooms capable of being thrown into one, and with an equipment ample for all the demands of a secondary school. On the third story is a "dark" room for the development of photographs and lantern slides for school purposes. The basement contains 900 lockers, each with a combination lock, for the accommodation of all the pupils; two bicycle rooms; a well equipped lunch room, adapted for serving warm lunches; ample toilet conveniences; and a chemical storeroom, with a lift running to the laboratory in the third story.

Every class and every recitation room has connected with it a teacher's private closet, and a bookcase for reference books, while each class-room has a storage room for text books. On the third story coat rooms have been placed, it being the intention to have the pupils of the two lower stories use the lockers in the basement. Suitable toilet accommodations for both boys and girls are placed on each floor.

Quite outside the building at the easterly end, and below the surface of the ground, is located the apparatus for generating the steam employed in heating, and in running the ventilating plant. Here, besides the coal storage space, are three 66-inch 88 horse-power

steam-boilers, a powerful fan 9 feet in diameter, an engine, a pump and the steam-pipes of the indirect radiating surface. Two systems of heating are employed, one that of direct radiators placed in the rooms and under automatic control. By the other, which is really the ventilation system, air from outside is taken in near the boiler-room, passes over steam-piping, heated or not as desired, and then entering the fan or blower is forced through brick ducts throughout the building. With the fans running at a speed of 160 revolutions per minute 1,000,000 cubic feet of air per hour are delivered. The air is admitted to the rooms at a height of about 8 feet, and the design is that it shall maintain a temperature of about 70° F. The assembly hall and gymnasium are supplied with auxiliary fans run by electric motors, which ventilate by an exhaust system. It has been found that the boilers have a daily consumption of from three to six tons of coal. The ventilation of the building seems to be generally equal to the demands made upon it.

In the rear of the main edifice just described, and upon the triangular area of land remaining, is placed the other building, somewhat less in height, connected with the former at two points so as to be entered from it. The lower story of this semi-detached section or annex is the gymnasium, 110 by 52 feet and 27 feet high, which is also arranged to serve as a drill hall. Its floor is on the same level as that of the basement of the main building. Opening from it are two series of shower baths for boys and girls, rooms for the officers of the school battalion and the director of the gymnasium, and at one end a spacious balcony. Immediately above the drill hall is the assembly hall,

the floor of which is level with the second floor of the main building. This can be approached from two separate points in the main building, and has besides, at the northeast corner, a special staircase from the ground with an outside entrance. This hall will seat a thousand persons, and has a stage, two anterooms, and at the rear end a wide balcony. It is finished as an "open-timber roof," and, while not needlessly expensive, is in its design both handsome and dignified.

The materials used in the exterior of the building are buff brick with limestone trimming. Architecturally the style is of the Renaissance. The interior finish is of hardwood, chiefly ash, and the whole effect is exceedingly light and cheerful.

The color scheme of the interior is in excellent taste, and the whole lends itself to decoration as far as the architecture of school-rooms well can. Already individuals and local bodies of citizens have expressed the desire and purpose to undertake the decoration of rooms.

While the school-house is outside the building limits, and is not technically fireproof, in nearly all respects it meets the requirements of the law for fireproof or "first-class" construction.

Great pains have been taken not only to meet the needs, present and prospective, but to make the appointments as convenient as possible. Telephones connect the principal's office with every teacher's desk, and with every room, and are so arranged that there is communication from each room to every other. A "programme" electric clock controls all the time of the building. The school furniture is of the latest design; the pupils' desks and chairs are adjustable to

height, and the latter revolve sufficiently to enable the occupant to turn to any quarter of the room. The commercial department is equipped with furniture of special design, including a working model of a bank counter.

The school has practically filled the house from the beginning, having numbered since the opening of this school year nearly 800 pupils.

The plans were prepared and the building erected under the supervision of Messrs. Hartwell, Richardson & Driver, Architects, the principal contractors being Frank G. Coburn & Co., general construction; Lynch & Woodward, heating and ventilating (plans and specifications by the S. Homer Woodbridge Company); Edward C. Kelley, plumbing; Seth W. Fuller & Co., electric work; John Y. Mainland, fittings and furniture for art and science departments; McKemey & Waterbury, gas and electric fixtures; Chandler Adjustable Chair and Desk Works, furniture; Blodgett Bros., electric clocks.

DEDICATION.

The dedication of the Dorchester High School-house took place in the assembly hall of the building on Thursday, December 5, 1901, at 8 o'clock P.M. Mrs. Emily A. Fifield of the School Committee presided, and an audience of about one thousand persons, consisting chiefly of citizens of the community, was present. The music was rendered by a choir of about two hundred pupils of the school, trained and conducted by Mr. James M. McLaughlin, the Director of Music in the public schools.

The exercises were opened with "The Skies Resound,"

by Beethoven, after which Mrs. Fifield delivered the following introductory address:

ADDRESS OF MRS. EMILY A. FIFIELD.

Gentlemen and Ladies, Citizens of Dorchester and Old Friends:

I have been entrusted by my colleagues with the pleasant duty of opening the exercises on this delightful and important occasion, and I therefore bid you welcome on their behalf, and on my own, to the dedication of this new home of the Dorchester High School.

There has always been in Dorchester a genuine and wholesome local pride, plainly manifest in the support given to the public schools.

Having established the first free school in the days of the infancy of the town, from that day to this it has been foremost in all matters of education, and to-day offers its children as good educational opportunities as the world affords. Half a century ago was opened the first Dorchester High School with less than sixty pupils. Boston presents to you and to your children this beautiful new building in which ten times that number of pupils can readily be taught.

This spacious house, so perfect in all its appointments and with every modern appliance, must inspire us all with enthusiasm to do our utmost to carry on the work of the fathers.

To make noble men and women—unselfish, honest, upright citizens—for this our schools were formed, for this they should evermore be munificently maintained.

To the citizens of newer Dorchester, to those who have lately come to live among us, our welcome is also extended. Your children will share the influence of the traditions and memories of the old Dorchester High School, the wider opportunities and greater advantages of the new.

Of all the many institutions of interest and importance in Boston this is essentially yours, for the Dorchester High School belongs to no other part of the city.

As this great school begins its new career of usefulness, may we all consider it a sacred trust, to be faithfully and conscientiously carried out, and may generations of grateful children continue to renew the devotion of Dorchester to the public schools.

We should be extremely grateful to our city, which has been so lavish towards us, and has given us this beautiful high school. We should thank the architects, who have added so much to the comfort and convenience of the building with every luxury for teaching children well, and I have great pleasure in introducing to you Mr. Hartwell, of the firm of Hartwell, Richardson & Driver, who have had the building of this beautiful temple in their hands.

Then followed the presentation of the building by Mr. Henry W. Hartwell, representing the firm of Messrs. Hartwell, Richardson & Driver, architects.

ADDRESS OF MR. HENRY W. HARTWELL.

Mrs. Fifield, Ladies and Gentlemen:

Six years ago the site upon which we now are was selected for this building—a fine location, but a strange spot of ground; shaped not unlike a kite, 200 feet across the shoulders and 500 feet as to its length, the sides running almost to a point as they approach Washington street; a truly difficult site for a modern school building.

Visions of Mediæval towers, one at each angle, with curtain walls between, through the many openings in which light was to pour to the class-rooms within, filled the minds of your architects. But a few earnest attempts to harness this vision showed that only with unlimited means could it be done, and even then no two rooms within the building would be alike, and the triangular hall in the centre, while picturesque in the extreme, could hardly serve its purpose as does this more simple room. It was picturesque, but it was not a school-house.

The scheme was then reluctantly laid aside, sober prose took the place of poetry, and a plan resulted which, while doing no violence to the inevitable shape of the lot, meets the serious demands of the modern high school.

Here are class-rooms, recitation-rooms, library and book-rooms, laboratories and storerooms, lecture-room, wardrobes, toilet and emergency rooms, drawing-room, gymnasium, armory and drill hall, baths, dressing and lunch-rooms.

Down among the foundations, instead of the foul passages and dungeons of old, we have the apparatus for warming and ventilation, in one of the ducts of which a pair of horses could be driven abreast, and through which warmed and tempered air is forced, this duct being divided and subdivided, and its contents delivered to the various rooms of the building, even to the last, where air at 70 degrees Fahrenheit is furnished, which but a moment since started hundreds of feet away, far down at the extreme opposite end of the building, underground and outside the main wall, at a possible temperature of zero.

One thing I have not named, the flower — if a flower there be — of all the rest. I mean the hall in which we now are. No great effort has been made, or could be admitted, to render this room fine or splendid. Like the rest of the apartments throughout this building it is for service. It is easily seen and appreciated in all but a single thing. As to this, you may even now be forming an opinion. I refer to that most elusive thing — the acoustic properties of the hall.

We look forward to the time when the grounds around this building can be finished with border, grass and shrubs, and perhaps some monumental feature, placed upon that narrow portion of the lot which now reaches helplessly toward Washington street, that shall say to the wayfarer: “This is the site, and here is the building, dedicated to the uses of the Dorchester High School.”

Turning to Mr. Merritt, Chairman of the Committee on New Buildings, Mr. Hartwell continued:

Mr. Merritt:

The work done upon this spot has been long and sometimes trying, but it has come to its end, and it is my duty to hand you the keys of the building. This I do with great pleasure, and take the occasion to thank you, in behalf of myself and my co-workers, for all the kindness and consideration which we have received at your hands.

RESPONSE OF MR. WILLIAM F. MERRITT.

Mr. Architect :

In behalf of the Committee on New Buildings it is a great pleasure to receive from you the keys of the Dorchester High School-house. Allow me to congratulate you on the success with which you have executed your commission. Permit me in behalf of the committee to thank you for the skill and taste displayed by you in the design of this great building, and for the care and watchfulness with which you have superintended its construction. As we are about to terminate our official relations I desire to offer you the best wishes of the Committee on New Buildings.

Turning to the audience, Mr. Merritt continued :

Ladies and Gentlemen of Dorchester :

It is with much pleasure, here in my home for many years, that I take part in these exercises to-night in dedicating the largest of the four high schools which the committee has recently built. I say the largest, not the best ; there is no best, except that each is the best that skill and money can provide. For two years I have had the honor by appointment of the President to be the Chairman of the Committee on New Buildings. During that time the city has expended hundreds of thousands of dollars in the erection of school buildings, and for the proper disbursement of this large sum no man is more responsible than I. I very gladly accept that responsibility. I take great pride, and, I think, a pardonable pride, in the work which the Committee on New Buildings has done, and in the confidence reposed in that committee by the members of the School Board. You have here one of the finest high school-houses in this country, — I may say in the world. I trust that this building may long remain the pride of Dorchester, and a lasting reminder of the liberality of the city towards its school children.

Then addressing Dr. William J. Gallivan, President of the School Committee, Mr. Merritt said :

Mr. President of the School Committee:

In making the formal transfer of this building to the School Committee, I desire to thank you for the assistance which you have at all times rendered the Committee on New Buildings in its sometimes arduous duties. I now desire to place the keys of this building in your hands. Permit me, sir, to say that I do this with the utmost confidence in your devotion to the interests of Boston's public schools. A worthy graduate yourself, you have given liberally of your time and talents in long service upon the committee. You appreciate fully the responsibilities of your position. The pupils of our schools have no better friend. It is with great pleasure that I now entrust to your keeping the Dorchester High School-house.

Dr. Gallivan, accepting the building and transferring it to the charge of Mr. Charles J. Lincoln, head-master of the school, said:

ADDRESS OF DR. WILLIAM J. GALLIVAN.

Mr. Chairman of the Committee on New Buildings:

This is the fourth time within a fortnight that you have placed in my hands the keys of buildings, for high-school purposes, completed under your administration. Seldom has the world's history witnessed such a scene. Under your administration an expenditure approximating the sum of one and one-half millions of dollars has been spent to the entire satisfaction of your associates upon the School Committee and the public in general.

Coming into your own home, the town of Dorchester, finding you surrounded as you are by your friends and neighbors, secure in their affection and esteem, it is quite unnecessary for me to speak of the time and the thought you have given to this work, and I shall feel content to give expression to the sentiment that I feel is upon every lip, "Well done, thou good and faithful servant!"

Addressing the audience, the speaker continued:

Ladies and Gentlemen :

Over the entrance to Boston's oldest, dearest and most cherished public school is the inscription : " These studies nourish youth, delight old age : in prosperity are an ornament, and in adversity furnish a refuge and a solace."

Owing to the introduction of the elective system of studies into our high schools, and the extension of this great privilege to boys and girls of high-school age, this inscription might with appropriateness be placed over the portals of every high-school building in the city of Boston.

It reminds us that this great democracy of ours is educating the child of the blacksmith and the shoemaker, not so much with the view of making him a President of the United States, as has been recently claimed, as with the intention of providing him with the means of securing those privileges promised by the Constitution, " Life, liberty and the pursuit of happiness," of providing for him companionship in his days of prosperity, and a haven and a refuge when misfortune and adversity befall him.

We have come here to-night to dedicate this building to the noblest of human uses, and we are reminded of the words of the lamented Lincoln : " But in a larger sense we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract." And so here, the great mass of humanity, who enter these portals and leave this school moulded into an intelligent, liberty-loving American citizenship, will dedicate, aye, consecrate this building far beyond our poor power to add or detract.

Then addressing Mr. Lincoln, Dr. Gallivan continued :

Mr. Head-Master :

A celebrated statesman has recently said that the hope of universal peace lay in education, and far beyond the power of international conferences was that of education. Continuing, he said that America, being foremost in education, would play an important part in securing the abolition of war and the attainment of universal peace. " Peace hath her victories no less renowned than war."

Years hence, when history shall be rewritten side by side with the soldier and sailor patriot who have made this government possible, will be placed the names of the Apostles of Peace, the successful instructors of youth. In this list, it pleases me to place your name. No greater contribution to country could be paid than the work in which you are now engaged. That you may continue in the future what you have been in the past is our earnest prayer.

RESPONSE OF MR. CHARLES J. LINCOLN.

Mr. President:

It would be affectation in me not to say that a deep sense of the trust you have now formally transferred is felt by me. The experiences of the past three months of occupation of this building give one a clear notion of the realities involved. For you would doubtless agree with me that this period means more to the high schools of this city than any like extent of time in their history, from the magnitude of the issues being worked out. If, as you say, education is the noblest of life works, the responsibility becomes almost overwhelming when one realizes that in some sense the higher interests of 800 youth are in his charge, and that at one of the extraordinary epochs of their lives. I am glad that I know that there are here more than a score of devoted, wise, able and experienced teachers in this great responsibility, and in their name, and by the help of God, is the trust accepted.

The erection of this magnificent edifice has been a work in which many have had a share, and to it the earnest thought of builders and educators and committeemen has been given that we might have a building worthy, and adequate to its intent. This occasion ought not to be allowed to pass without some expression of the debt which is owed to three gentlemen in particular, citizens of our own community. The selection and securing of this site (confessedly the ideal one in all Dorchester), the awakening of public sentiment and the selection of architects are due to Mr. B. B. Whittemore while he was Chairman of the Committee on High Schools, and it is questionable if men could have been found with a larger experience in just the kind of work to be done than the architects chosen, Messrs. Hartwell, Richardson & Driver.

An equal debt is due to Mr. I. Austin Bassett, who, as a member of the School Building Committee, carefully watched over the preparation of the plans, and was a party in bringing the School Board to make the necessary appropriation. The wise foresight of this committee has given us the commodious edifice we have. His labors have been taken up by Mr. Merritt, who has been, as Chairman of the New Buildings Committee, tireless in his devotion to our interests. Very few, if any, know the labor he has given, and are aware of the debt we owe him.

It has surely been a great good for us that we have had those gentlemen at just the critical point where they could assist. I should be ungrateful to refrain from an expression of my own thanks that they and the architects have been willing to listen to suggestions from the school and allow us to work with them.

The externals, the architectural symmetry and beauty, you may yourselves see and judge. But I believe I am not making an untrue statement to say, that, for the practical needs of high-school work, in its adaptation to the purpose for which it was to be built, to keep school in, it is not surpassed in the State or the country.

Only one mistake has been made, — we have not built large enough for this rapidly growing section. The building is now practically full; fifty more pupils, and every chair in every classroom in it would be occupied, and, gentlemen of the School-house Commission, I give you fair notice that, next summer, we shall be knocking at your doors asking that the unfinished areas in the roof be made habitable, if only the architects can see that it will do to throw out more dormers. Personally I believe, however, that the school is as large as a high school ought to be, if conducted according to long-time model, and if I could fix the policy of our city she would build another house in another locality instead of massing 2,000 or 3,000 pupils at one point as is done in the city of New York.

I do not care to devote all my time to these material considerations. These occasions which we have been celebrating during the past two weeks are tokens of deeper things. We have been for more than half a century in Massachusetts developing the high school idea, and yet in spite of all our experience a wide range of unsettled questions confronts us. Here, rather than in the

college above, or in the primary school below, seems to be the open field of debate. I have sometimes a fancy that after a long period of germination the seed is about to burst and we are to see a new epoch. There is just that unsettlement which accompanies in nature a period of change. It is the good fortune of this city that she has the ample equipment in which some of these problems may be advantageously worked out. Who knows but we have come to the kingdom for such a time as this? Doubtless others who follow will give some consideration to some of these questions. It is my purpose not to discuss, but only to raise some of them, in order that you may be taken into our confidence and see some of the things we are thinking about.

An important educational phenomenon of our immediate day is the enormous increase in high-school attendance, and it thrusts upon us a whole range of questions. What is the deep lying cause of it? Who are these new patrons? From what mental ranges do they come? What is their aim in coming to us? Will the old methods apply to them? Shall we give them the same literary, linguistic, mathematical and scientific training which has been felt to be the only real *educational* pabulum? Can we continue to hold up the old standard of attainment for them? If not, shall we lower our standards, or shall we say to them the high school is not for such as you, and so they be crowded out? A generation ago we should have answered some of these queries by our rule of thumb method, with the full assurance that we knew what was best. They are now up for adjustment and will not be settled until they can be settled right. It will be understood that I am not indicating convictions, but merely asking these questions. I am willing to say that I am glad that these numbers are flocking in upon us. It is the glory of the high school that it is compelled to meet these responsibilities, her glory that the opportunity to do for the community has come to her. May she be equal to the occasion.

A partial answer to some of the questions propounded above has been the introduction of commercial and domestic science courses. And they raise new problems claiming solution. Are these studies as efficient for the purposes of real discipline as the old ones? The iconoclast will persistently ask, *is one study better than another for the development of the whole man?* Is it not

all in the method of approach and handling by the teacher, and in the earnest application of the learner? Should we not in fact throw to the winds this question of disciplinary value and fit the youth who undertakes the commercial studies for his wage-earning occupation as soon as possible, and keep this end quite in view always? Akin to this is the debate over manual training in the high school. Has *this* a value which gives it a claim to be ranked with the so called book studies? If so, should not the pupils of all our high schools be allowed to reap its benefits? Why then concentrate it at one centre? Why, to ask the broader question, since our schools have returned of late to their old function of college preparation, and have taken on commercial work besides, should they not also not only enlarge their borders toward manual training and become four square by including any branch suitable for their purposes?

Again, has not the time arrived when we should add a year or two years to the possibilities of study for a high school student? Would not the community be served if the training necessary in preparation for professional study could be given in our high schools? Would not the problem which is now giving some trouble, the coming to the practice of one's profession at too late an age, be by this method put in process of solution? What a boon to a young man or woman who, at the age of eighteen or nineteen, has just learned to study, to have the open door before him for two years more in his own city. These years, even had he no intention to pursue professional study, would be worth to him double any preceding.

Again, from our long usage we have come to feel that by a kind of Divine Providence school should keep from nine to two o'clock. Is there any reason why those who can come from two to nine should not have the opportunity? May not those who have reached maturer years, too, come when they can and obtain what they want? May we not alter our whole point of view of the end of a secondary school? Would not the community be the gainer? Should we not be relieved of some of the erudity still all too prevalent in much of our thinking?

These are questions of administration in a great degree. There are others of equal magnitude and perplexity, which are those of teaching strictly so called. President Stanley Hall has this sum-

mer been giving expression to some views which reflect on the methods and aims all along the line in nearly all our subjects of study. Do we study our noble English literature in such a way as to make it reach the soul of a young student, or are we tithing the mint, anise and cummin of commas, derivations, analysis? Does our mode of historical instruction lead the boy to read history after he has left his school? A whole brood of questions he has given utterance to which many of us have long felt. As to these further I forbear.

One other of our questions I approach, both because it is fundamental, and, though as old as education, yet daily and hourly before us. This question is one I do not so much care to ask as to express conviction about it. What is the end of it all and how is that end attained? We have had something of a righteous revolt, at least in our theories, against the doctrine that the great object of study is the acquisition of learning. We profess to have before us the development of high moral and intellectual character. In this we are doubtless all at one. I am seriously raising the question whether there is not prevalent among us a quite inadequate conception of what is meant by character. I shall not have the hardihood to attempt the definition, but I am desirous of asking if we are not in danger of leaving some elements out of it. To be honest, peaceable, a good neighbor, is vital, but are not strenuousness, downrightness and capacity to endure hardships equally desirable in the whole man? This question is raised because in the many interviews I have, scarcely does this stronger side get its full due. It is too often said, I do not care to have my boy troubled with Latin or algebra. It is character training that I covet for him, and I want him to come in contact with the richer minds in books and teachers. It may be that to struggle with Latin or algebra is just the thing that he needs for the full rounded man. So the idea of character training is used to defeat itself. We delight to say that the real teacher imparts his own high nature to the young people under him. Mark Hopkins on the end of the log is fine philosophy, but is in danger of being overworked unless the young man himself will follow in the footsteps of the master in the strenuous endeavor. It is not education to sit at the feet of the master and absorb merely. Men and women cannot be hypnotized into high nature.

I trust I am making my thought clear. I am not a believer that the old way is better than the new, but welcome the new chiefly because I hope through it there may come the more strenuous endeavor. A part of our problem, then, is how we best may produce the strong, earnest, efficient man and woman. The good citizen not only tells the truth, votes right, does not steal, and leads a moral life, but should have toughness in his fibre, iron in his blood. He must be able to pursue a good end with an unyielding purpose, to deny himself the pleasing thing if it will wrong the community or himself, to do that which he does not like to do. These qualities will not come to him without furnishing the soil for them to grow in. I am appealing not simply to boys and girls to see to it that they practise the virtues here named, but that fathers and mothers be willing to be Spartan fathers and mothers for their children's sake. I do not believe the wisdom of man has yet discovered a better means of high moral and intellectual development for the most of us than that of intense and unremitting application to books in school. I am entering here upon no psychology or philosophy, but am uttering what I believe is the wisdom of the ages. I am almost iconoclast enough to say that it makes but little difference upon what branch this labor is spent. But that these things should be said with tenfold emphasis, commences as they are, I am convinced. Mr. Seaver's remarks in his latest annual report, that so many pupils go through the high school "exposed" to instruction, but not being much infected with it, is to the same effect. I am not one who believes, as many do, that the American nature is declining, but its ascendant path may be made clearer and brighter if we recall that for us even "the straight gate and the narrow way" is the only road to high character. The Creator has so ordained the laws He has made for His universe, and we are in the unyielding grip of them.

Asking pardon for this preaching, but in the full conviction of its need, I will raise no more of our burning questions.

Then followed the singing of "Fair Luna," by Barnby, after which a dedicatory prayer was offered by Rev. Arthur Little, D.D., of Dorchester.

Mrs. FIFIELD.—We have been extremely honored by being allowed to place on our program the name of Rev. William J. Tucker, D.D., LL.D., President of Dartmouth College. I can think of nothing to add to his renown unless I were able to say he was a graduate of the Dorchester High School.

ADDRESS OF REV. WILLIAM J. TUCKER, D.D.

Madam Chairman, Ladies and Gentlemen :

When I received the courteous and urgent invitation of your committee to take part with you in these exercises it seemed to me quite out of my power to accept it. I had been obliged to decline a similar invitation from a neighboring source. It was not until I met the head-master of the school, in company with Dr. Little, and in the interview found the subject which seemed to claim a present hearing that I committed myself, wisely or unwisely, to the task before me. I am here therefore partly under the stress of personal persuasion, and partly under the persuasion of my subject.

My subject is the very natural outgrowth of the remarkable movement of which this occasion marks a given stage. Possibly your familiarity with the movement may lessen its significance to your minds. Let me give the facts back to you out of the impression which they have made upon my mind.

The completion of this building, the fourth in close succession, concludes the expenditure of \$1,400,000 by the city of Boston upon high-school houses during the past four years. Meanwhile, including the present year, there has been expended, under the same authority, the sum of \$1,800,000 for grammar-school houses. And these expenditures are a part of the amount authorized by the Legislature within the term of eight years for like uses. There remains, as I understand, for expenditure, under legislative permission, the sum of \$5,500,000 during the next four years. This is in addition to the \$2,000,000 expended annually for teaching and supplies. You are therefore at the date of the dedication of this building hardly midway in the process of the expenditure of over \$8,000,000 by the city of Boston for the

erection and equipment of school-houses. Viewed in its local aspects, this movement represents the honorable endeavor of this ancient city to maintain its educational primacy. Viewed in its wider aspects, it represents that vast increase in one form of the educational capital of the country which has been so rapidly taking place during the past decade.

Passing at once into the wider relation of this local movement I wish to speak to you about the use of educational capital, and especially about economy in the use of it. We have before us one form of educational capital. The educational capital of this community, as of the country, consists in three things.

First, in the amount of knowledge which is available, or which can be made available, for the purpose of instruction.

Second, in the amount of money which is available, or which can be made available, for the maintenance of schools.

Third, in the amount of time which is available, or which can be made available, for attendance at school.

There can be no wise and economical use of educational capital without the full recognition of each of these three sources, and without the constant effort to bring them into the closest working relation with one another. You may have a well-ordered supply of knowledge, but it remains inactive capital till you furnish the proper means of distribution. You may have costly means of distribution running to waste for want of a well-ordered supply of knowledge. And worst of all you may have the well-ordered supply of knowledge, and the abundant means for distributing it, and both may be made relatively useless, for the want in any community of a corresponding sense of the value of knowledge, for the want of the true hunger and thirst after it, for want of the patience which can alone secure it, for want of the denial and sacrifice of lower and incidental things which are always to be found in competition with it. Or, to put the last point more definitely, I suspect that in many communities it is far easier to raise money for the sufficient maintenance of schools than it is to ensure the time of scholars against the inroads of social life, against the premature allurements of business, or against the growing spirit of impatience with hard and protracted intellectual work. The great danger to economy in the use of educational capital lies, as you see, in the difficulty of bringing all

three parts of it together, and using them to mutual advantage. But there is special danger of waste at each of the three sources to which I have referred.

Let us begin with the waste which is going on in the use of that knowledge which forms so large a part of our educational capital. We are now happily free from the great waste which came from the withholding of knowledge, whether it was withheld out of fear for the truth or from distrust of the human mind. Of course, the chief illustration of this wasteful economy was to be found in the handling of religious knowledge, but it was practised in the handling of all knowledge. Many of us can remember how closely the principle was applied in the administration of libraries. I do not know of any better characterization of this old-time economy than Mark Twain has given in the aphorism which he puts into the mouth of Puddenhead Wilson, "Truth is precious; let us be saving of it."

We are also in the process of outgrowing that waste which comes from so many misfits in the use of knowledge. It is no new fact that men do not think alike, but it is a new discovery that they cannot be made to think alike. The acknowledgment of this fact, the fact that there is a possible and desirable variety in the mind itself, is the basis of modern education. Certainly, it is the basis of the whole elective system. No one can tell what would have happened if the new subject matter of education — all that lies within the range of modern science — had found only a stereotyped mind to deal with. What did actually happen was the uprising of a new order or type of mind to meet the new knowledge.

We may also fairly say that we have arrested a vast deal of waste through changes in the methods of teaching. Doubtless, every change is attended with a certain waste, especially if there is a long stage of experimentation. But the net result of the changes in method has been an actual saving of time to both teacher and scholar, the vivifying and stimulating of each alike, and a general quickening of the educational pace.

The present waste in the use of knowledge for the purposes of instruction is due chiefly to the overwhelming amount of knowledge. We have not yet learned how to organize the mass of material at hand so that we can distribute it with a wise economy. I think

that the demand just now is not so much for the teacher as for the organizer, the man who can bring simplicity and order out of this confusing abundance. At present we have hardly more than the option of giving a student fragmentary and unrelated subjects of study, or of guiding him by some narrow lane through the wide territory of knowledge. We are in a constant dilemma between thoroughness and breadth, with the danger of reaching variety in place of breadth and monotony in place of thoroughness. The difficulty admits of no easy solution. It is not enough to say to an inquiring mind, "You cannot go amiss," or "Take what you like best," or "Fix your object in life and make a straight line toward it." No one of these courses means education. Education, when once it passes beyond the stage of mental discipline, means some true appreciation of the known and knowable world. It means intellectual citizenship in that world. "See how much," Emerson says, "you would impoverish the world if you could take clean out of history the life of Milton, of Shakespeare, of Plato, — these three, and cause them not to be. See you not instantly how much less the power of man would be?" No, our answer depends entirely upon the fact whether these men represent to us known or unknown values. And precisely the same answer must be given to a like question put from the side of scientific culture.

It would be unfit to this occasion, and quite beyond my object, to enter upon any technical discussion of the true method of economy in dealing with the present educational material. I will, however, venture one statement, namely, that all so called modern courses of study ought to be heavily weighted with history, and that courses which perpetuate the ancient discipline ought to have somewhere a clear, vivid outlook into science. Nothing less than this can satisfy the idea of education. The distinct end of technical training is utility, culminating in the earning power of the individual. The distinct end of education in any natural sense of the term is some power of appreciation of the known and knowable world.

I pass from the question of economy in the use of educational material to the question of economy in the use of educational property. The dedication of this building, taken in connection with the movement of which it is a part, is an object lesson

pointing to the increased value of the educational plant of the country. The significant fact is the ratio of increase in the value of the plant to that of the cost of teaching. Boston expends, as I understand, about \$2,000,000 annually for teaching. The city is expending at the rate of \$1,000,000 annually for the increase of its educational plant. The increase of expenditure for school-houses is far more than the increase of expenditure for teaching. This is an example of what is taking place everywhere. The endowed educational institutions of the country are fast becoming great corporations, not only because of the value of their invested funds, but also because of the value of their local property. This vast increase in the value of the educational plant is sure to raise its own question of economy. For considerations affecting the teacher or the scholar the school time is limited to so many hours in the day, so many days in the week, and so many weeks in the year. It is not the habit of a business plant to fall into idleness for from one-fourth to one-third of every year. I know of no analogy in this limited use of educational property except in the use of ecclesiastical property. And here it must be remembered that there is a great difference between the Roman Catholic and the Protestant Churches. The former shows far more economy than the latter. At this particular point it is the Roman Catholic who is modern and the Protestant who is mediæval.

The vast increase in the value of our educational plants, public or private, is sure, as I have said, to raise its own question of economy. The summer school, organized in some colleges into the curriculum, is a protest against the present situation. The protest takes other forms. In one way or another we are becoming concerned about the larger and continuous use of the property invested in education. The use required of the property of the public school will vary according to the needs of the various communities. In some communities the teaching force will be increased so that the work in the buildings can be duplicated or diversified. The buildings will be used more hours in the day and more weeks in the year. In other communities, like your own, I have no doubt that the high school will be made to satisfy all those educational needs for which local provision can be made. The courses of instruction will be widened, advanced courses will be

introduced especially in the sciences, and in some cases one or two years will be formally added to the high school curriculum.

You naturally ask me, as representing the college, what effect this extension of the local high school will have upon the college. My answer is that here and there a man will be by this means diverted from a college course; but that in all probability where one man is thus diverted two will be sent to college in his place. This is the law of educational increase. Any large development of the local educational spirit creates wants which reach beyond the local supply. I do not fear, from the point of view of the college, any extension of the high schools to meet the full local demands. The college will reap the ultimate benefit.

The American college holds a distinct, and, I think, a secure place in the life of the people, secure through its traditions and through its uses. It stands for advantages which are almost opposite to those which are of local character. It draws its constituency from far and near. In its own way it is cosmopolitan, certainly national. It brings students together under conditions through which they affect one another in every possible way.

It introduces them into a great, and wide-spread, and permanent fellowship. It holds them during the years in which they pass into a certain maturity of judgment, and a certain breadth of purpose. It gives them a wider environment, a more continuous discipline, and a larger access to men and things most to be desired than can be given elsewhere. The college can have no contention with the best results of local educational development. The time has come when small competitions and petty jealousies are over, when it is recognized that whatever helps anywhere helps all around, when the one need upon which all educators are agreed is the need of more education, assured that as this result is gained every educational institution will prosper according to its merits.

It remains for me to consider within the limits of this brief discussion the question of economy in the use of educational time. Of the three sources of educational capital — knowledge, money, time — the last is by far the most precious, for it represents the human element. It covers the hunger and thirst after knowledge of which I have spoken, the noble ambition to win the high rewards of life by sufficient means, the patience which endures,

the courage which overcomes obstacles, and the joy of intellectual discipline. These are the terms in which educational time is to be measured, not days, and weeks and years. And it is the proportion in which this element enters into the general capital which determines the profit of the whole business. If this is lacking in any community the profit is small. If it is large the profit is great.

A generation ago — perhaps I had better say two generations ago — New England was dotted with small academies, whose only riches consisted in the quality of life which they drew to them from their limited areas. The knowledge at their command was scant, though genuine; equipment was practically wanting, and yet the educational profit from these schools was enormous. They filled our colleges with men who straightway took possession of the high places of church and state. I know of no way, except through such an illustration, in which I can impress upon your minds the relative value of time as a part of the educational capital. And yet it is by far the most difficult part to secure and to preserve. There is more waste in the use of it than in the use of knowledge or of property.

What is a true and proper economy in the use of time? Let us answer the question from the point of view of the average family. I do not reckon in this answer the family of extreme poverty, or the family which for any reason is dependent upon the earliest available earning power of children. From the point of view of the average family I should say that, measured by the test of economy, the education of a boy ought to be carried to some reasonable conclusion. It ought not to be left a fragment. Education, as a whole, can never be finished, but certain parts of it can be so far completed as to be of service. For lack of completion they are comparatively useless. One begins a modern foreign language. The beginning carries with it a certain amount of discipline, but if the study is dropped before a reading or speaking knowledge of the language is secured the waste is apparent. One may begin a course of mathematics, and gain another kind of discipline, but no result is secured until the foundation is well laid upon which one may build in physics or engineering. A like continuance, till a definite end is reached, gives value to a science, or to any subject which calls

for results. It is uneconomical to the last degree to stop short of an available end.

Further than this, I should answer that the truest economy in education fixes an end which measures the full capacity of the boy. It is uneconomical, we shall all agree, for a man to work below his powers, even though this reduced service is necessitated by the failure to train his powers. Economy requires service at full capacity in a man as in a machine. True, it may not be possible to determine in advance just what one's capacity is, but wherever there is promise of the development of personal power of any sort through education, the opportunity for development ought to be seized upon. We have no such surplus of personal power of a high order as to allow any to run to waste. I believe that every growing life which shows signs of an efficiency, which may be increased by an education, should be encouraged, stimulated, and, if need be, aided toward an education fitted to secure the desired result. I have had occasion to quote elsewhere these words of Professor Marshall, the English economist. I would like to repeat them in your hearing, they seem to me in the main so pertinent to our situation.

“The laws which govern the birth of genius,” he says “are inscrutable.”

“It is probable that the percentage of children of the working classes, who are endowed with natural abilities of the highest order is not so great as that of the children of people who have attained or have inherited a higher position in society. But since the manual labor classes are four or five times as numerous as all other classes put together, it is not unlikely that more than half of the best natural genius that is born into the country belongs to them; and of this a great part is fruitless for want of opportunity. There is no extravagance more prejudicial to the growth of national wealth than that wasteful negligence which allows genius that happens to be born of lowly parentage to expend itself in lowly work. No change would conduce so much to a rapid increase of material wealth as an improvement in our schools, and especially those of the middle grades, combined with an extensive system of scholarships, which should enable the clever son of a workingman to rise gradually from school to school till he had the best theoretical and practical education which the age can give.”

I conceive it to be the highest duty of a democracy to discover and foster individual talent. The trained man of power is worth far more to society than any possible cost of his training, if to this be added the cost of all attempts which end in disappointing failure, or the cost of educating mediocrity.

I am well aware of the answer which may come from two sources, but to the same point.

Your real genius, I am told, will shine forth in the radiance of his own light, or, to use the figure of John Foster,

“Genius lights its own fires.”

Who knows enough about the matter to make these affirmations? Some genius has declared itself in this way, some has not. Some has been nourished in solitude. Who knows how much has perished in solitude? Is it wise to take the risks of the solitary way? No true genius will be killed by the schools. The school may be the foster mother able to save and nourish the life entrusted to it.

But the answer just now in vogue comes from a different source — from the world of affairs. It declares the sufficiency of the man of will power to himself. Given a man with this high endowment and he will come unaided to the front in business. I agree with the estimate put upon the power of the will in the conduct of affairs. It is from first to last the power which gives success, first will, then honesty, industry, invention, and then again will. But why should a man of this type of power be simply a man of will? Why should he be dependent on others for things which he might know for himself? A great captain of industry, if his power lies altogether in the force of will, is dependent at every step on men of trained intelligence. His power, his wealth, his reputation, would crumble in a day without the support of the men from the schools. Why should he set himself apart, or allow himself to be set apart, from that training which, if it is not in him, must be found in other men who are necessary to him? I would have no one stay in school against the legitimate demands of business, but I would have every one who proposes to enter business stay or go with regard to the economy of the situation. I would have him ask himself what grade he proposes to take in the business world of to-day — not of his father's

day, but of his own day. I would have him ask himself about the range of his associations and opportunities outside his business. I would have him ask himself what he proposes to do with his success, provided he gains success in the values of dollars and cents. I would have him ask himself how much he can afford to rely upon the sufficiency of his natural powers, or how far he must have training, equipment, knowledge, yes, and culture, if he hopes to fill in any large way the place of the modern business man.

All these questions are questions of time. They all come to this, in the plan of the family and in his own thought of his future — shall a boy be taken out of school before the school has done its sufficient work for him and be put into business, or shall he stay in school so long as the school is able to increase his capacity for business?

I have dwelt in some detail upon this final aspect of my project, because I am sure that the educational capital which is represented in time is at once the most precious part and the part most likely to be abridged and reduced. I have no fear that you will not as a community, acting through the guardians and instructors of this school, endeavor to use the knowledge at your command with a wise economy. I have no fear that this magnificent property, this great educational plant, so complete in its equipment for the uses for which it was designed, will be allowed to run to waste for want of sufficient courage or invention to use it to its full value.

My only concern, based not on my knowledge of the local situation, but based on my knowledge of the tendencies which are everywhere at work, is lest there should not be a capitalization of time out of the growing life of this community commensurate with this splendid investment of money and this splendid deposit of knowledge.

My plea to-night is in behalf of every boy and girl, who, save for this enlarged opportunity, might have been allowed to live a lower, a more meagre, a less useful life. May this building bear ceaseless witness in the midst of these homes to the fact that when society has fulfilled its educational obligations the final obligation rests upon the home. May it stand an impartial and inspiring reminder to the youth of this community of the fact that the wisdom of the day and the resources of the day are at

the command of every one who has the ambition, the courage, the industry, and the self-denial as touching lower things, to take the scholar's way to an honorable success.

The singing of "The Sparkling Brooklet," by Kinross, followed.

Mrs. FIFIELD. — You will perhaps not be surprised that the Mayor is too ill to be here, but he has sent the following letter :

MAYOR'S OFFICE,

BOSTON, MASS., 5 December, 1901.

DEAR SIR, — For reasons of health it seems prudent for me not to attend the dedication of the new Dorchester High School this evening.

I trust that you and the School Committee will excuse me, and accept my best wishes and congratulations upon the completion of the new building. It is likely that before long we shall supply all the buildings required for school purposes. The outlook is very hopeful, and the people are willing that everything reasonable be done for our schools. So we may rejoice.

Very truly yours,

THOMAS N. HART,

Mayor.

Head Master, CHARLES J. LINCOLN,
699 Adams street, Dorchester.

Mrs. FIFIELD. — In this educational epoch when all these educational problems are to be solved no one should be better able to help us than the Superintendent of Boston's public schools. No one is more interested in such matters than Mr. Edwin P. Seaver.

ADDRESS OF MR. EDWIN P. SEAVER.

Ladies and Gentlemen :

Your new high school-house is indeed larger, finer, and costlier than the old one. Its conveniences are more manifold, and its attractiveness is beyond all comparison. But this change from

the old house to the new, striking though it be, is not more significant than is the change now taking place in the character of the school itself.

The high school as we have known it in the last half century, and which has served its purpose well, is now passing away; and in its place is coming a broader, stronger, and even more useful institution, which may be called the high school of the twentieth century. Let us observe just a few leading characteristics of this coming high school.

The gymnasium, the drill hall, the baths, the lunch-room with tables, are generous and wise provisions for the health of pupils. By these means pupils will be induced to spend more hours daily at the school-house, and will be able to do so with less strain and sense of hurry than has been possible heretofore in a crowded five-hour day. Physical exercise each day, followed by a bath, a quiet, orderly lunch at table with good manners, instead of a bite hastily snatched and swallowed standing, are among the possible and desirable results of an expanded school day. Another happy result may be that study hours spent at the school-house, with all the rich facilities for study there afforded, will be preferred to study hours spent at home.

All this looks to the physical well-being of pupils while doing their work. Even more noteworthy is the change coming in the spirit of the work itself. This work is to be no longer prescribed, but elective — a profound change full of promise. Your sons and daughters on coming to the high school in early youth are no longer to be treated as mere children, all their minds alike, and all requiring the same course of work; but rather as young persons who are already in some degree conscious of different educational wants, and whose several abilities, purposes, ambitions, and probable future occupations in life should wisely be recognized and provided for.

Is your boy looking forward to commercial life? Your high school offers him instruction, not only in the branches specially necessary to that end, but also in others that make for general culture. The former he takes as a matter of course; the latter, being too numerous for one pupil to take all, are open to his choice. He will make his choice under your advice and that of his teachers. Herein lies your opportunity to coöperate usefully with the school.

Is your girl expecting to become a teacher? She must prepare herself by four years' study in the high school, selecting the branches best suited to form a basis for her work in the Normal School. There is some room for choice even here, but certain branches regarded as indispensable will be pointed out by the teachers.

Perhaps the girl will be interested in the elective studies classed as "household science and arts." These may be taken, as soon as the arrangements for opening them shall be completed, in connection with some general culture studies. You will not regard it as wise to limit her choice to the so-called "practical" studies.

It may be that your son or your daughter is destined to college. If this be so, and you desire the full classical preparation — the old and excellent way of entering college — you will choose the Boys' or the Girls' Latin School in the city.

But the colleges now accept courses of preparation other than the full classical course; and some of these courses are already open in your own High School here in Dorchester. This is a great boon for many a boy or girl whose desire or whose opportunity to go to college has come late in school life. Formerly such youth were cut off absolutely from college, because they had not entered in good season upon the old classical highway; now, there are several other good highways leading directly from the non-classical high schools to the college, and increasing numbers of youth year by year travel thereon.

You may perchance find that your son or daughter, whom you did not expect to send to college, has been so awakened by some studies or by some teacher in the high school that going to college has become the best thing to do. In such a case the studies chosen for the rest of the time in the high school will have preparation for college directly in view.

But we must not forget that fitting for college is not the chief purpose of a non-classical high school. By far the greater number of youth who enter this school will never go to college, but will pass hence into the school of active life. To give youth whose school days will end at the age of eighteen or nineteen years the best possible preparation for the duties of active life is, therefore, the chief purpose for which this school exists.

And this purpose can be subserved with considerable freedom of choice among a wide range of elective studies, for, fortunately, youth do not pass from school into active life through a prescribed set of written examinations. The aim is rather to send forth youth endowed with some worthy intellectual interests that shall abide through life.

Vigorous centres of the higher intellectual life well established in the mind are among the most precious things that any of us can bring from school or from college. By their growth with advancing years they redeem the waste places of life and keep the mind superior to the work and the worry of earning a living. To reach and quicken into lasting activity even one such centre of intellectual life is education; but failure to do this is failure in education. Piles of information can be gathered and skill in passing examinations can be acquired, and yet there may result no real education, because these efforts may be unattended by any genuine intellectual interest — may fail to quicken intellectual life.

Now the search for promising centres of intellectual interest will lead teachers and parents to pay more attention to the particular boy or girl who is to be educated than to the studies through which the education is to be effected. This is one good reason for expecting larger and better educational results from elective studies than from a single uniform course of study. Under the old course the individual pupil had to be suited to the studies or else drop out; under the new the studies are to be selected so as to suit the pupil — that is, so as to appeal to any nascent intellectual interests he may already have. This calls for careful inquiry on the part of teachers and of parents into the personal characteristics of each pupil.

We hear much now-a-days of child-study, and how its results are expected to redeem much of the time and effort now wasted in the lower grades of the schools. It is quite likely that child-study — or, rather, youth-study — may lead to similar happy results in high schools. It would be interesting, were there time, to point out a number of these results; but there is one which must not be omitted.

Complaints of overwork should cease henceforth, for the parents now have a remedy within easy reach. If a pupil, at any

time, be carrying on more studies than health or strength warrant. let one study be dropped, or two, or three; but let the remaining ones be kept up to a satisfactory standard; so that whatever work is done shall be well done, and done in freedom from a sense of over-pressure and weariness.

Formerly, the overworked girl had to be taken out of school altogether, a proceeding which merely replaced the evil of too much study by the opposite evil of no study at all; or, continuing in school with fewer studies, she lost caste by ceasing to be a candidate for the diploma. Henceforth, a pupil may, for good reasons, drop one or more studies without ceasing to be a candidate for the diploma in good and regular standing. This is possible because the diploma no longer stands for *the time* spent in school, but for an aggregate of positively *satisfactory work* done in a longer or a shorter time, no matter which.

In conclusion, let us think of the interesting partnership which the State offers to enter into with parents in the education of their children — especially of their older children in the high schools. Here the State offers you educational advantages equal, if not superior, to any that can be found elsewhere. She invites your coöperation, because her interests and yours are identical. You wish your sons and daughters to become well-educated men and women, self-supporting, self-respecting, and helpful in the community. The State seeks, through education, to increase the number of good citizens. These two ends are one and the same. Your privilege as a parent thus becomes identical with your duty as a patriotic citizen. You will accept the very advantageous terms offered you by the State; and you will keep your children as long as possible in the public high schools. You will, moreover, take an active interest in the processes of their education — visit the classes, confer with the teachers, watch over the work and encourage the workers in every helpful way you can.

The best wish that I can express for the Dorchester High School on this day of dedication is that it may evermore flourish through the strong support that comes from earnest and intelligent coöperation between the home and the school.

Mr. William J. Rolfe, Litt. D., the first principal of

the school, was unable to be present, but forwarded the letter which follows:

405 BROADWAY, CAMBRIDGE, MASS.,

Dec. 4, 1901.

DEAR MR. LINCOLN:

I feel a peculiar interest in the Dorchester school. I owe it a debt far greater than it ever owed to me. In the first place, my connection with the school *settled my plans for life*. After three years in college, where I could not afford to stay and graduate, I blundered into teaching as a temporary means of earning a living. A bankrupt country academy, about twenty-five miles from Boston, was offered to me rent-free if I would keep a school in it, and for lack of anything better I took it. I had to teach all the grammar and high-school branches (including the fitting of boys for college), and my pupils ranged from ten years old to those that were two or three years older than myself. I was the only teacher, and heard from sixteen to twenty classes a day. Besides these, which included classes in Latin, Greek, French, and German, I had pupils out of school in Spanish and Italian, in which I had dabbled somewhat by private study.

The only noteworthy feature in my work, however, was what I attempted to do in *English*. I gave some of the older boys and girls oral instruction in the history of the language, and also in the critical study of the best specimens of literature to be found in the school reading-books and in the few editions of standard authors that I owned, or that the pupils could find at home. They made written copies of poems of which only a single printed copy was to be found. I enjoyed the work as heartily as my pupils did. I had never heard of anything of the kind in any school, public or private, and had no theory about it. I took it up purely as a recreation — a relief from the weary routine of school work that I did *not* enjoy. I refer to it here because, as I afterwards learned, it was what turned the scale in my favor as a candidate for the Dorchester mastership.

After three years in the country academy, where I had managed to earn five or six hundred dollars a year, I came to Dorchester, where the salary was a thousand dollars — and no salary or income since has loomed so large to my imagination as that did.

It seemed worth living for, and I made up my mind at once that teaching should be my life-work. I have never regretted the choice.

The Dorchester school settled another question which was of even more vital importance to me. It gave me my wife, who was one of the first pupils and the first graduates of the school. After being my pupil for a few years she was my teacher for forty-four years in all that is pure and lovely in womanhood — and then she was called back to her native heaven.

To refer incidentally to one of the minor debts I owe to the Dorchester school, it was through the work I did in it that I got my first collegiate degree. Though I left Amherst before completing the regular four years, I was told later that I could have the usual A.B. by asking for it and paying the fee for the diploma; but at the time I felt a foolish pride in getting along without it, and my first degree was the honorary A.M. given me at Harvard in 1859 for what I had done as a teacher in the high school at Dorchester. Later my old chum and classmate at Amherst, President Seelye, said that I must not be counted as a Harvard man, and secured me the same degree at Amherst; and to him I was probably indebted for the higher degree given me in 1887.

It was in November, 1852, that I happened to see in the "Boston Journal" the advertisement of the Dorchester School Committee, stating that a master was wanted for the high school. I sent in my application for the position, and was notified to present myself on a certain day at the poor-house of the town for examination. I was the youngest of the applicants, a member of the committee being the oldest. We assembled at the appointed time and place, and were called in, one by one, to be questioned by the committee. As I was the last on the list, it was not until after 6 P.M. (we had met at 2) that my turn came. I saw that some of my examiners were disinclined to favor me because I was not a college graduate, but I did not suspect that in other respects I had made a good impression by the account I gave of my experience as a teacher. I had ceased to hope for election when, several days afterwards, I received notice of it.

The *history* of the school will probably be told by others who know more about it. In 1827, it seems, a committee reported that it was expedient to establish a high school, but nothing came

of it at the time or for many years afterwards. As it was written in the book of fate that I was to be the first master of the school, and as I was not born until that year, 1827, the delay was of course inevitable. In 1850 the matter came up again, but at that time I had just begun my apprenticeship in the country academy. So it was not until 1852 that the school was finally established, and I began my work in it on the 10th of December, the day when I was twenty-five years old.

The school-house had cost *six thousand dollars*, and seemed an educational palace in comparison with the old dilapidated academy building I had left. The fifty-nine pupils included a considerable number who had been waiting for the establishment of the school. Some of them were eighteen or nineteen years old, and were really more mature in some respects than I was, for I was young for my years, and quite like a green country lad in appearance. On one occasion I was taken for one of the school boys. I used to play ball with the boys in a field behind the school-house. One day the owner of the barren pasture came and berated us for the intrusion. I explained and apologized, and he was mollified. I learned a few days later that he told a neighbor how "one of the boys had talked so nice about playing in the field that he concluded not to complain to the master," as he had thought of doing.

At the opening of the school I was the only teacher. The School Committee, one of the best that I ever had to deal with, allowed me almost complete freedom in the organization of the school and the arrangement of the English and classical courses of study. As it was the beginning of the school I did not have so many classes — not more than half as many — as in the academy. At first I divided the pupils into two grades — those just from the grammar school, and those who were somewhat more advanced. The boys who were going to college formed another small division.

The only feature in the courses that is worthy of notice here was the study of the English language and literature, fashioned after the methods I had adopted in the academy. At the time I knew almost nothing of other high schools, but I soon became acquainted with Mr. Elbridge Smith, who was doing similar work in the Cambridge High School. So far as I could learn from him

and others he and I were the *only* high-school teachers in this part of the country, or elsewhere, who were working in this line; and I believe that his lecture on "English Classics," delivered about that time before the American Institute of Instruction, was the first public appeal in behalf of their claims to recognition as *school* classics.

I may state, by the way, that later Mr. Smith and I had exchanged schools. I was in Cambridge and he in Dorchester, and by mere chance it was through me that he was first introduced and recommended to the Dorchester committee.

Whether Mr. Smith or I was the first to insist on this study in high schools and academies I do not know. I am inclined to think that *he* was, but we had worked independently up to that time. Our methods were essentially the same, though differing in minor details.

I am not sure whether he required the same work in English of the boys fitting for college; but on this I insisted, though at the time no English whatever was required for admission to Harvard or any other college in the country. My boys who were going to Harvard enjoyed the studies in English literature; but, as they wanted to get into college in 1856, and therefore had only three years and a half for preparation, they feared during the last year that they might not finish all the required work in Greek and Latin, particularly the Greek, unless they were excused from English. To relieve their anxiety (and my own, to tell the truth) I wrote to Professor Felton (afterwards President) of Harvard, telling him what I was doing in English and asking if the boys were in danger of being "conditioned" in Greek if they had to omit some small part of his "Greek Reader," which was then required for admission to the college. He replied, in substance, "Go ahead with the English, and let the Greek take care of itself." The boys were comforted, as I also was, and all four of them went into Harvard "without conditions." They all told me afterwards that no part of their preparatory training was more valuable to them in college than this in English.

Besides the regular readings in Longfellow, Lowell, Milton, and other authors, they had done much additional literary work in a boys' debating society, which met once a week out of school hours, and of which I acted as president. Some of the girls in the school organized a literary society of their own.

Old Dorchester claims to have established the first free school supported by public taxation. It may also claim to have been a pioneer in this recognition of English literature as a school study. It was in advance of Boston in that educational reform.

I may mention that I sent two boys to Harvard in 1855 who also went in without conditions. They had been partly fitted in the Boston Latin School. Their father was an old and honored Boston master, who put the boys into my school in 1854 that they might enter college a year sooner than would have been possible if they had remained in the Latin School.

I may claim another feather for the educational cap of Old Dorchester. I believe ours was the first high school in the country — perhaps in the world — in which *girls* studied *Greek*. If I am mistaken I shall be grateful to anybody who will correct me. Three of the girls wished to take up Greek, and I allowed them to do it. One of them afterwards became an assistant teacher in the school and later in the Cambridge High School, where I gave her the most advanced work in Greek and Latin composition. She left the school to become the wife of President Hill of Harvard.

I might extend these reminiscences, but perhaps I have already dwelt upon them too long.

In closing, let me say, however, that I take no particular credit to myself for whatever was novel or exceptional in my management of the school. I “built better than I knew” — for I *knew* almost nothing of educational theory. It “just happened” — that was all!

Mrs. FIFIELD. — And now I have the great pleasure of introducing to you a representative of the old graduates, Mr. Thomas F. Temple.

ADDRESS OF MR. THOMAS F. TEMPLE.

Ladies and Gentlemen, Friends of the Dorchester High School of to-day and of the past:

In Californian language, I suppose I should say: I appear before you as a Forty-Niner. I appear before you as one of those who forty-nine years ago, on the tenth day of December, 1852,

entered the old Dorchester High School, at the first session under Mr. William J. Rolfe. He was at that time but twenty-five years of age. I will endeavor to cut what I had intended to say, and confine myself briefly to the First Class. Most of us were a little old for the High School then. Dorchester had declined to establish a High School in 1851, notwithstanding the report of the committee was favorable. In 1852 the Town voted to accept the recommendations of the School Committee which were made by Rev. Nathaniel Hall as Chairman. I quote from the lengthy and exhaustive report its conclusion: "While we do not wish to dictate to the Town, we must unanimously recommend the adoption of the following resolutions: First, the establishment of a High School in this Town is not only expedient but demanded to complete our present school system and to meet the educational wants of our community. Second, the setting aside of a plot of land on the east side of the South Boston Turnpike. Third, that the Town appropriate the sum of \$5,000 for the erection and furnishing of a building suitable for the High School." This was adopted, and a committee was appointed to carry out the recommendations.

The first fifty-nine pupils entered on the tenth day of December, 1852. I happened to be one of the sixteen who came from the Winthrop School. At that time we had one coach a day from the Lower Mills to Boston, over Washington street, and thought that was quite convenient. Dorchester avenue was not very much travelled then, and there were but five houses between Richmond and Centre streets. In the section on which this building stands, bounded by Washington, Ashmont, and Centre streets and Dorchester avenue, there were but nine buildings. We often came up Centre street, because we could get a ride home from Washington street on teams. We found Mr. Rolfe almost an elder brother, but when it came to knowledge we were not of the same family. In fact, we were more surprised than the crowd spoken of in Goldsmith's "Deserted Village" regarding the school-master who wondered "That one small head could carry all he knew." We had had nothing in the higher branches, except a little algebra, and but a smattering of that, and when he got up before us and exhibited his knowledge of the *languages*, *'osophies*, *'ologies*, and *history*, why, we did not know

what to make of it. We thought he must be a little off, but he was with us and for us all the time, and soon had us on the right path, and we had to attend to business when we were in school. We used to kick football in those days on the old town field, then used by the town for pasturing cows, and we used him pretty roughly when we got him into the crowd. Mr. Keene was in charge of the grounds and rather objected to our going in there, and there were some hot arguments. He complained to old Captain Eaton, and said "It was the toughest crowd up there you ever saw, and especially that tall, slim fellow, who was the sauciest of the lot." Our class was composed of twenty-six boys and thirty-three girls. I have been able to keep track of the boys, but the girls change their names and move around so it is impossible to keep track of them. Of the twenty-three boys living in 1862, thirteen served their country during the Civil War, and to-day there are alive of these boys thirteen. Eleven are in Boston or in the surrounding towns. Only two are at any distance, but we cannot but be reminded of the old song —

"Some have gone from us forever,
 Longer here they could not stay;
 Some to distant lands have journeyed,
 And with strangers made their home."

Of the two who are not with us, Henry M. Blake of Montana, who endeared himself to all in the school, became a bold, fearless, brilliant soldier in the Dorchester company of the Eleventh Regiment. When he returned from the war he took up his bag and went out to Montana and settled, carrying with him those characteristics which endeared him to us. He has been adopted by that State, and has received the highest judicial honors which could be bestowed upon him, and has occupied a seat on the Supreme Bench and was also a judge of the United States Court.

The other absentee, Samuel H. Dyer, went out to Minneapolis, and with his two brothers, Bill and Dave, is running a large music store, like Ditson's here, with a branch at St. Paul. There are here in Dorchester seven or eight of us, I think, who have not been out of the old territory from that time. I claim the advantage of some of the speakers here to-night, for I got my a, b, c's and my education complete from the Town of Dorchester, and I feel very grateful to her for it.

Some few years ago, when I attended a class meeting of one of my daughters in the school, I found suspended from the walls gifts from the different classes, and I did not see any there from the class of "52" or any of the early classes, and I made up my mind that something should be there from the First Class. During the summer when the school was about to move into a much larger and spacious building I thought the matter over and made up my mind that it was time to act. I commissioned Mr. Marshall Johnson to paint me a canvas, the subject "The Constitution," a Boston built boat, representing the first navy of the United States in an engagement with the "Guerriere" of Great Britain's navy, in which the "Constitution" came off the victor, and he has kindly placed on canvas this picture, which I take great pleasure in presenting to the Dorchester High School in acknowledgment of the educational advantages received from the Town of Dorchester, in appreciation of the efforts made in behalf of myself and others by William J. Rolfe and his able assistants, Miss Gay and Miss Colburn, and in remembrance of my classmates of 1852. Permit me to use the words of another in closing —

"Look backward, how much has been won,
Look round, how much is yet to win,
The watches of the night are done,
The watches of the day begin.

And Hope, that lights its fadeless fires,
And Faith, that shines with steadfast ray,
And Love, that courage reinspires,
As morning stars, lead on the day."

Mrs. Fifield then introduced Mr. Charles H. Holmes, representing the Lieut. Nathaniel Bowditch Camp of the Sons of Veterans, who presented to the school a portrait of Capt. Joseph T. Paget, formerly Instructor of Military Drill, in these words:

Mrs. Fifield, Ladies and Gentlemen:

I am present on this occasion as a member of Lieut. Nathaniel Bowditch Camp 30, Sons of Veterans.

Before explaining the object of our being represented here,

allow me to tell you briefly what the Order of Sons of Veterans is, and what some of our objects are. The Order of the Sons of Veterans is composed of sons and grandsons of the soldiers, sailors, and marines of the Civil War from 1861 to 1865. We are organized to keep green the memories of our fathers and their sacrifices for the maintenance of the Union; to aid the G.A.R. in preserving the memory and history of their heroic dead, and the proper observance of Memorial Day, to inculcate patriotism and love of country. Our order has recently undertaken, with the aid of patriotic people throughout the country, to erect and maintain a National Memorial University for the education of both sexes, to be erected as a memorial to the heroic men and women of the Civil War times, and dedicated to the G.A.R. The good people of Mason City, Iowa, have presented to us a location of forty-five acres of land, and already the main University building is being erected. By this you can see that the Sons of Veterans are doing something of practical benefit to our country in the educational line.

The object of our being represented here is to inculcate patriotism. We of Camp 30 have desired to present to this school something which might inspire the youth who attend here with a greater patriotic spirit and love of country, and we decided on something representative of the G.A.R., our ideal patriotic organization. In presenting a picture of an ideal representative of the G.A.R. we feel that it is most appropriate, especially as he was associated with the High School boys of Boston during the last two years of his life as Military Instructor; and it gives me great pleasure to present to the new Dorchester High School, through you, Mrs. Fifield, from Lieut. Nathaniel Bowditch Camp 30, S.V., this portrait of Past Commander Capt. Joseph T. Paget of Post 68, G.A.R., who was an ideal patriotic citizen and soldier.

Mrs. Fifield then introduced Mr. Henry L. Southwick, Dean of Emerson College of Oratory, representing the middle years of the school's history, who said:

ADDRESS OF MR. HENRY L. SOUTHWICK.

Ladies and Gentlemen :

When invited to speak at these exercises, and when I found I was to be the last speaker in a long program, I resolved that my remarks should possess the one merit of brevity. But I want to add my word of congratulation to the people of Dorchester upon the acquisition of this magnificent building, and to the able master of the Dorchester High School upon the growth of the institution under his administration, which has made this new home necessary.

The golden era of any school was, of course, the precise time when we were there. This is true to our feeling, however vigorously judgment and experience may shake the head, and to my too partial feelings the golden age of the Dorchester High School was some twenty years ago. And late as is the hour I do not want to take my seat without a word of grateful acknowledgment of the work and worth of the man who for a quarter of a century gave to this school the stamp of his individuality and his influence; who is still living in our midst, but who, because of ill-health, cannot participate in the ceremonies of this occasion, one who is known and loved by many a man and woman in this audience to-night — I mean Elbridge Smith.

We are told that school is a preparation for life. In a sense that is true, but in another sense it is life itself. We have the larger world of outward achievements and possibilities, and we have the smaller world of immediate personal duties and relationships; and these two worlds are so inextricably interwoven and blended that we know the larger only through the smaller, and can understand it in no other way. To know Love we must love somebody, to know Friendship we must have a friend. And so school life, with its duties, affections, relationships and awakenings, leads us right into the larger outside world of endeavor and achievement, and through the school life and in it we become acquainted with the problems and meanings of the larger life.

And this lesson we boys and girls were taught by Elbridge Smith. He led our thoughts to those great ultimate ends — Truth, Wisdom, Love. But he made us know that the seeker for Truth must enter through the doorway of personal honesty; that

the key to Wisdom is mental and moral sanity; that to know Love we must be kind. In a word, he brought close home to us those simple things which because of their very simplicity we sometimes forget are most profound.

Elbridge Smith was not much given to homilies, but in words the most quiet and unobtrusive, and chiefly through that example that teaches above all words he developed in his students that sense of personal responsibility which makes all virtues effective. He made us feel that work and scholarship and acquisition are worth while. He implanted ideals, and he did it all so simply that one received them as through the pores, and must stop and consider ere he realized they were owed to him. And inasmuch as the height of the ideals one follows is the measure of his character and the index to his achievements, I believe that no small part of the good work that those old Dorchester High School boys have done is due to the ideals implanted during a quarter of a century by Elbridge Smith.

I hope he realizes this, for the nearest approach to a complete satisfaction of which I can conceive is that life-vision, like unto the vision of that mountain climber who can look backward over the long and honorable pathway he has won, and in the same vision can see clear and fair before him that which remains to be done.

And in my word of loving acknowledgment to Mr. Smith I would include the teachers who held up his hands, and the boys and girls with whom I worked side by side, and whom I must thank for the fragrance of friendships that have given to later years some of their richest meaning. Blessed is the memory of those old, lost school days, which spreads its tendrils around the past, binding in living green its ruins, covering the scars of sorrows past with tender touch, putting forth leaves of beauty, and at last recalling only the happy and the holy as seen through the soft mist of the years. Those school days, with their duties, successes, failures, lessons, affections, are gone from us now — faded like a shadow from the floor, and may return to us only when the tired brain is wrapped in the soft robe of dreams. But the memories they have given, the ideals they have inspired, the aspirations they have awakened are immortal, and so we link these precious yesterdays with the greater to-day and with our hopes

for the yet greater to-morrow, and say, as with one voice, God bless the old High School!

The chorus then sang "There is a Time to Work" (Nevin), and the exercises closed with a benediction by Rev. Charles Humphreys of Dorchester.

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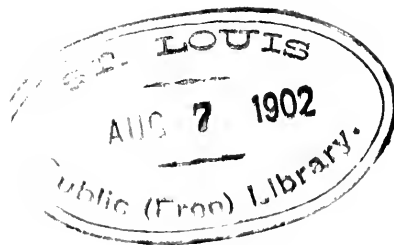
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