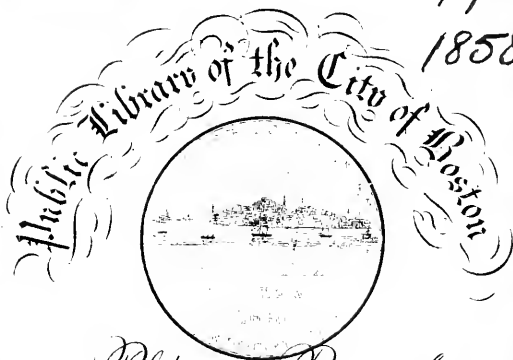


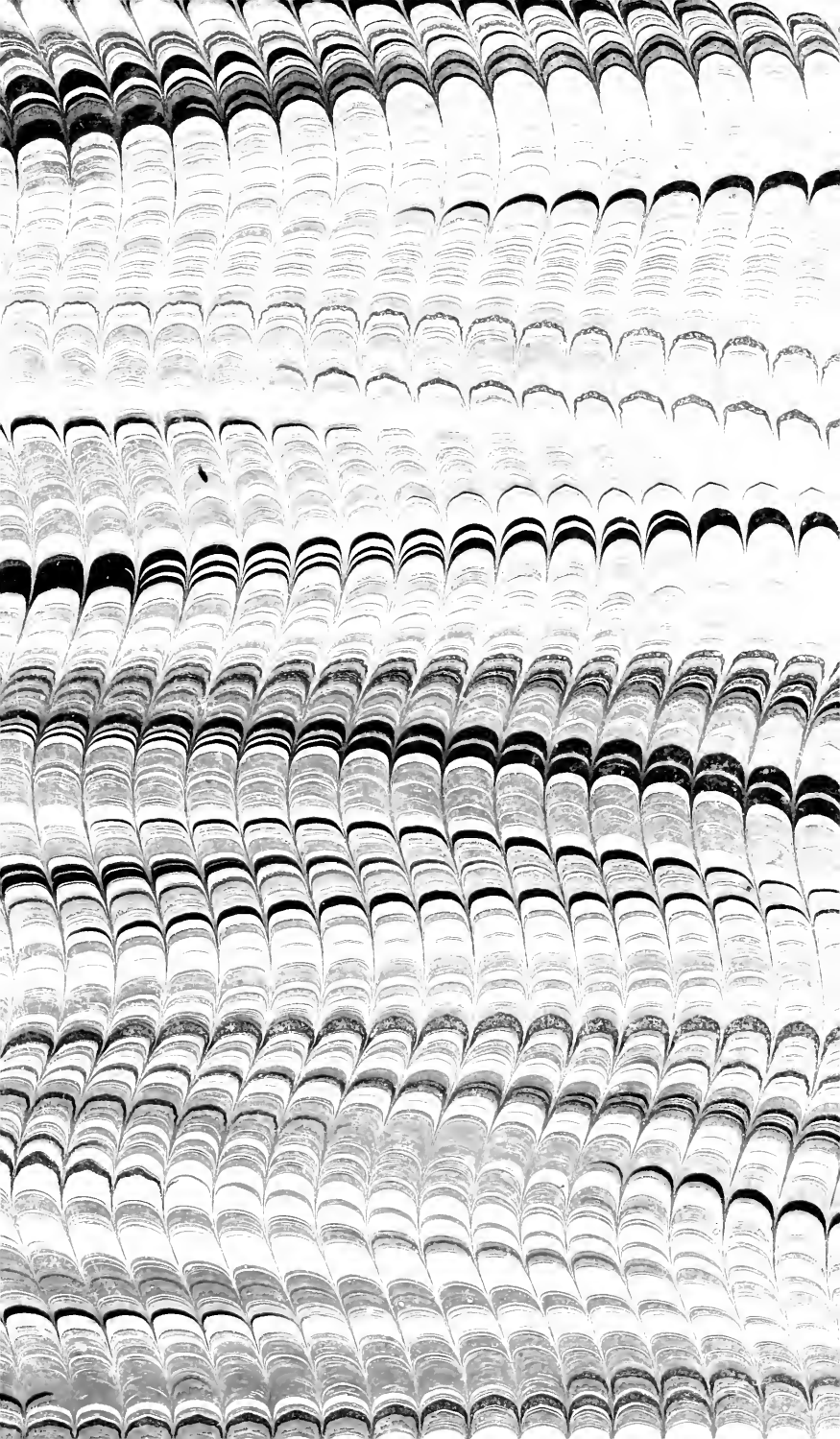


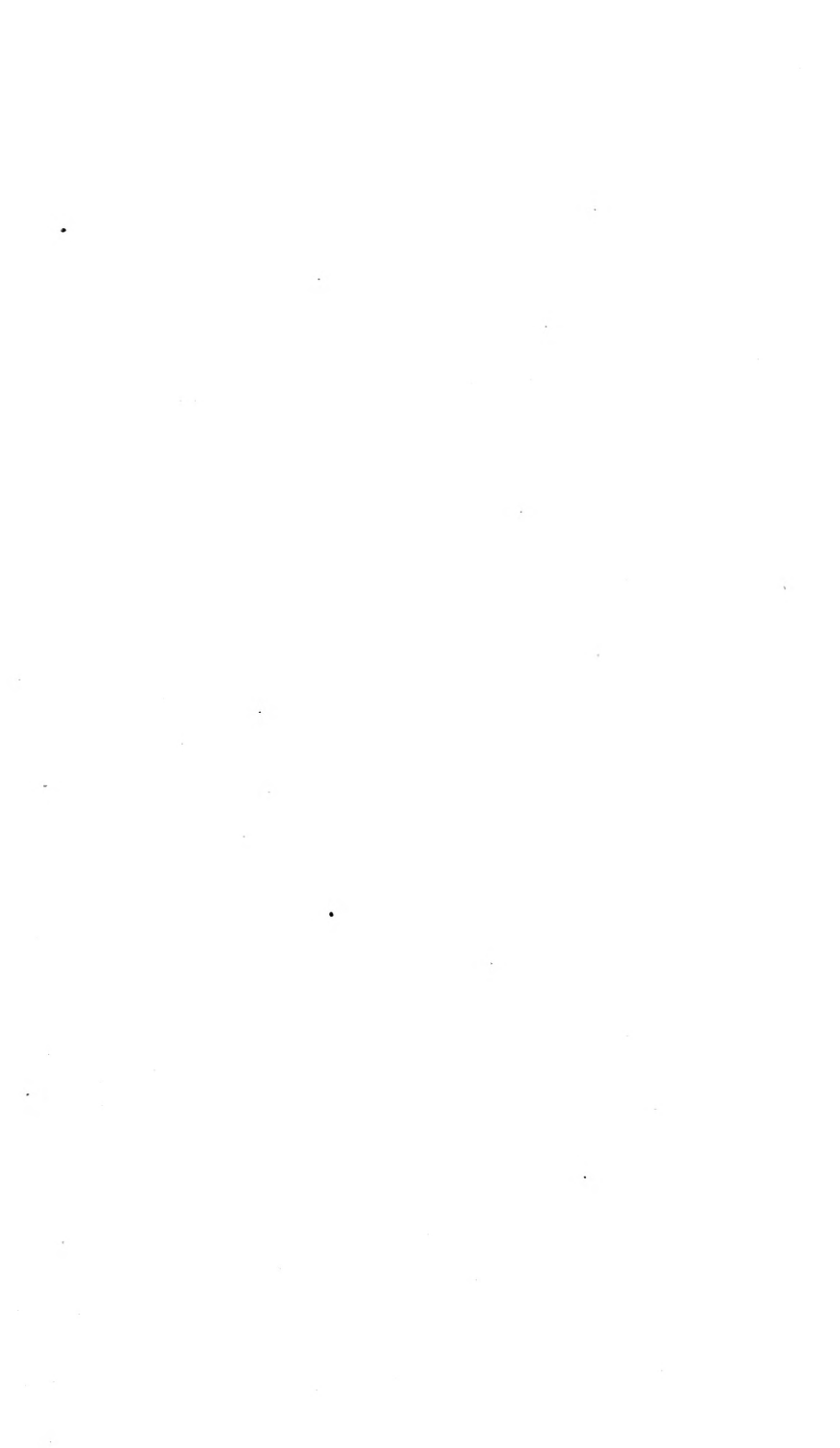
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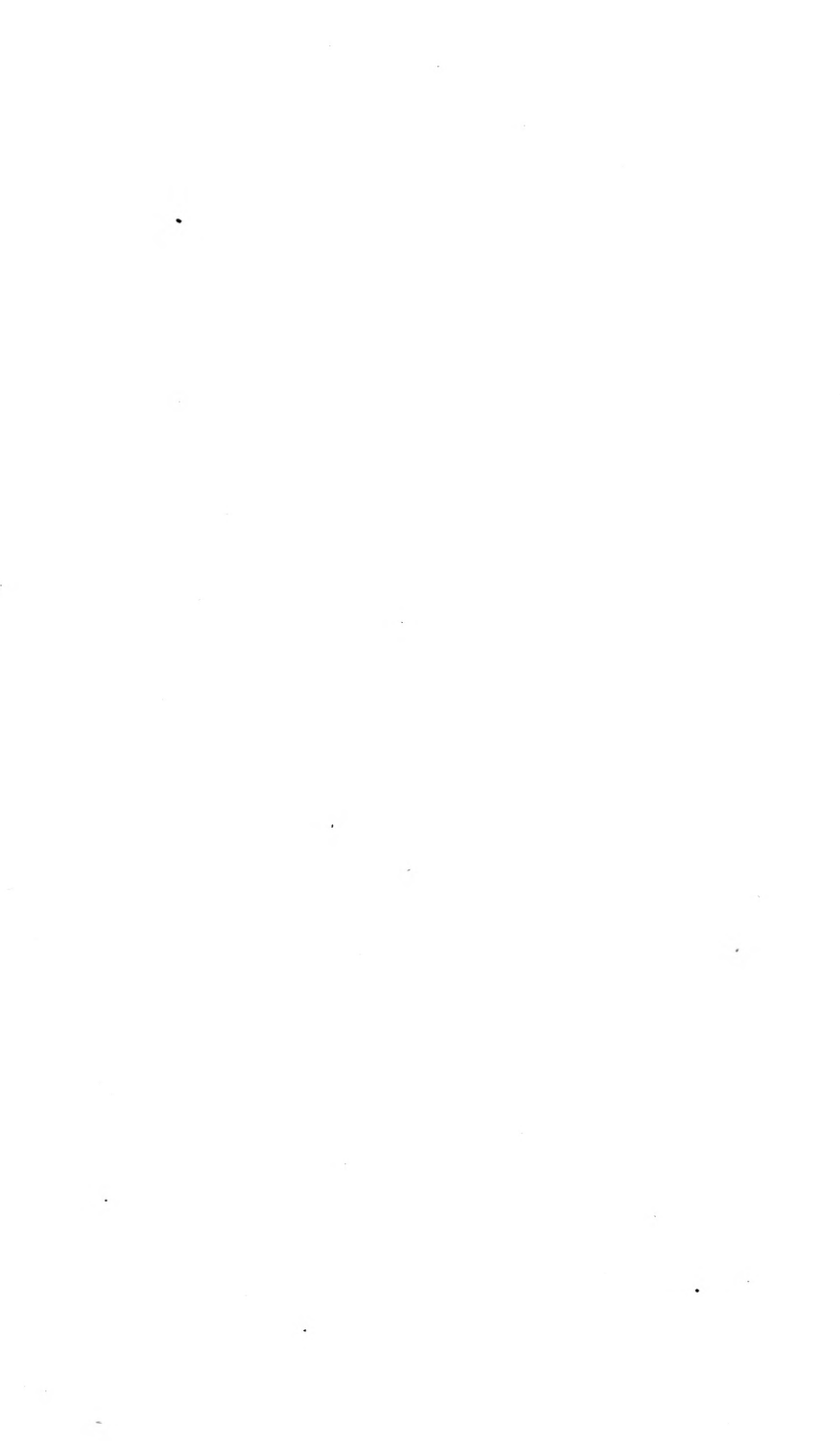


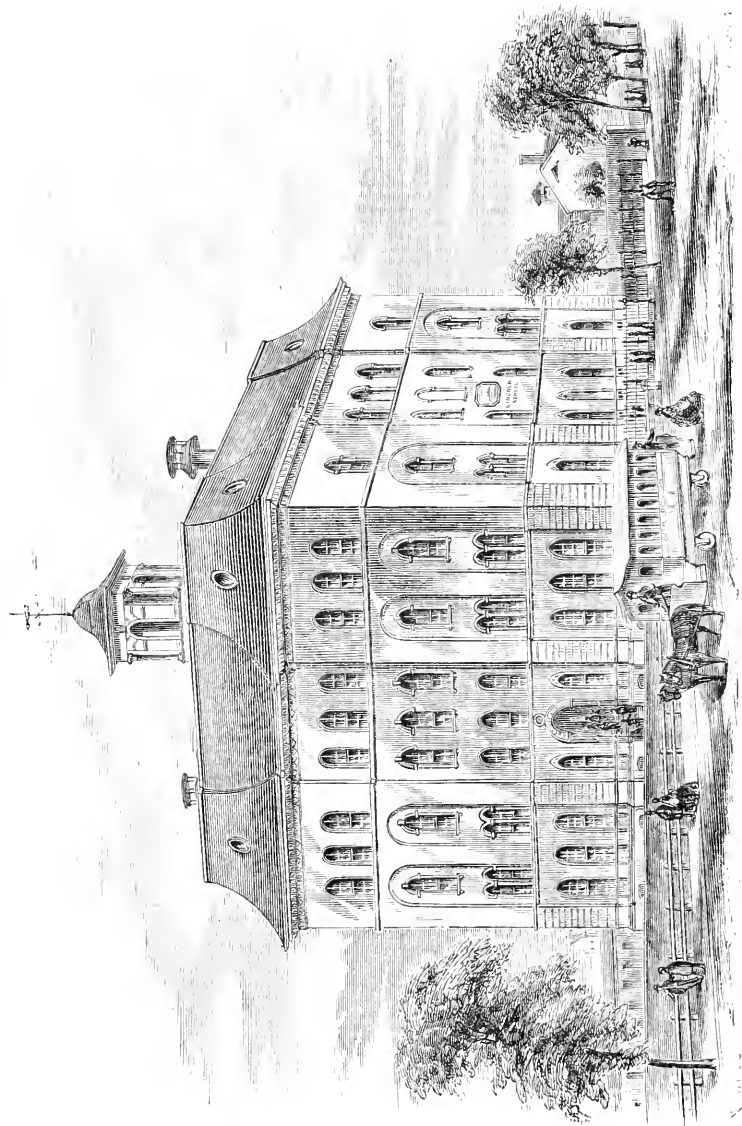
By Phineas Bates Jr.
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THE LINCOLN GRAMMAR SCHOOL HOUSE.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1858.



BOSTON:

GEO. C. RAND & AVERY, CITY PRINTERS,

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1859.

CITY OF BOSTON.

September 7, 1858.

At a meeting of the School Committee, held this day, Messrs. F. E. Parker, Stockbridge, Lyman, Upham, Burroughs, Kimball and Dean, were appointed the Committee to prepare the Annual Report required by the Rules of the Board.

Attest:

BARNARD CAPEN, *Secretary.*

R E P O R T .

The gentlemen who prepared the Report of the School Committee for the year 1856-7, commenced that interesting and valuable document by stating that the object of the Annual Report is not so much to discuss theories or general principles of education, as to present facts, and give information to the citizens of Boston; and they collected these facts with so much success, and presented them with so much method and detail, and drew from them so many instructive lessons, and added to them so many valuable suggestions, that little is left to the Committee of the present year, either in the way of history or speculation; and an extended report, they are well aware, is not expected by their fellow-citizens, and would not be welcomed by them. Referring their readers, therefore, for detailed information, to the tables annexed, and to the excellent Quarterly Reports of the Superintendent, which now, for the first time, are printed in full with the report of the Committee, and which no parent or citizen should fail to examine, they will present, very briefly, such facts as are noteworthy in the history of the last school year, and such remarks as these facts and the present condition of the schools seem to demand.

The Annual Reports of the Sub-Committees of the eighteen Grammar School Districts, so far as teachers

and pupils and the business of instruction are concerned, express little else than satisfaction. The uniform level of this feeling may be inferred from the fact, that the highest commendation in any report is, that the pupils were "industrious, happy, enthusiastic;" and the lowest, that the Sub-Committee were "gratified, if not quite satisfied." With the exception of complaints of insufficient accommodation, from some Primary Schools, and statements of the need of a new Grammar School house for the Eliot District, and of an additional school house in Ward Eleven, to relieve the new but crowded Dwight School, (both which wants steps have since been taken to supply,) and with the further exception of a "formidable difficulty" suggested at East Boston, in the fact that, though the number of scholars in a school is too small, the distance they come to school is too great — which difficulty your Committee think rather the necessity of a sparse population than the fault of this Board — and excepting, also, the energetic protest of the same section of the city, against the "oppression" of their fellow citizens, in not paying the ferry-fares of the East Boston children to and from the High, Latin and Normal Schools, these reports sound one note of contentment and congratulation. The Committee can hardly conform to the terms of the Rule, by adding to this general summary "selections from the District Reports important for public information." The reports are summed up in the single sentence, that 12,834 children in the Primary Schools, and 12,160 children in the Grammar Schools and three High Schools have been, for the past year, instructed in a manner creditable to their teachers, and have profited by this instruction to a degree very honorable to themselves.

The only changes of the year are the completion of the Franklin School House, on Waltham street, and the erection of a new school house at South Boston — for the Lincoln School — to complete the re-organization of the Hawes and Bigelow Districts. Wood-cuts, showing the elevation of the latter building and the arrangement of the interior, accompany this Report. The general arrangements of the building are those which our experience has approved, and with which most of us are familiar; but it is believed that the new school house will be more commodious even than that of the Dwight School. It is a fact honorable to Boston, that the most costly buildings for purposes of education, have been built in the outlying wards, not in the centres of wealth and fashion, and generally for the benefit of those citizens whose contributions to the public purse are smallest. South Boston is now better accommodated with school houses than any other section of the city; three new school houses (the Bigelow, Lawrence and Lincoln) having been erected on that peninsula; and the Phillips School District — in the centre of that section of the city which pays the largest taxes, — is more imperfectly furnished than any other.

No other changes have taken place in our outward condition; no change in salaries; no new division of School Districts. The principle of classification has been introduced into many Primary Schools. This reform has had many and serious obstacles to contend with, and has been advanced slowly and partially; so that we cannot yet look for the full effect of its operation. But the results, so far as the change has proceeded, are highly encouraging; and

your Committee have no doubt, either from their observation of the facts, or from their knowledge of the principle on which the change proceeds, that its final success will be marked and important. A considerable change has also been made in the text-books for reading, arithmetic and geography. Several books were displaced which had been long in use; two of them, indeed, for nearly a quarter of a century; but your Committee believe that the new books are now admitted to be better books than the old; and they know that the children have a right to demand the very best. Such changes, however, should be gradually and carefully made; and the comfort of the Committee and the good of the schools will be consulted by the introduction of a meritorious work, as soon as its superiority is ascertained, rather than by periodical overturns, which are misunderstood by parents and inconvenient to teachers, and which bring around the Committee a numerous, importunate and unscrupulous class of persons, who have a pecuniary interest in the selection. To another and important improvement, during the past year — that in musical instruction — it is only necessary here to allude, as the subject is fully considered in the appendix, by the gentleman to whom that department has been chiefly committed.

They would also call attention to the fact that the number of pupils in the Latin School is greater than ever before, which is partly to be attributed to the excellence of its instruction, but chiefly to the depression of mercantile business, which, by withdrawing the attractions which that mode of life holds out to the young, inclines them to the learned professions. The High

School, on the other hand, though its advantages were never greater, or its instruction more admirable, has an unusually small number of pupils. One great cause of this change is the advanced age of the pupils when they enter that school, which compels them to shorten their period of study there. It is worthy of consideration, whether some rule should not be adopted to limit the time which both boys and girls spend in the master's department of the Grammar Schools; as they often remain there a second year, which would have been better spent in the High or Normal School.

Having noted these novelties,—and your Committee deem it an encouraging fact that they are so few,—this Report must close, unless it offers a very few suggestions, and takes the unwelcome task of pointing out, at a time when others seem to be so content, what your Committee consider defects in the schools, or points in which they are open to improvement.

The first to which they call attention, is the overcrowding of the rooms in some of the Grammar Schools; an evil to which we are constantly exposed, and which strikes at the life of our school system. It is natural that, after the large sums which from time to time are expended on new school houses, when all that was asked has been granted, and the accommodation is abundant, the City Council should look upon it as a finality, and should receive further demands of the School Committee with reluctance or suspicion. But they should remember that the increase of population has neither pause nor check; and the increase in the number of school houses can no more be limited than the increase of dwelling houses. Both measure the advance of our prosperity. Every few years it is found

that the ample buildings, which at first were nearly empty, have been filled and then crowded, and silently the great machine is obstructed, and begins to work imperfectly and slowly. Thus, in 1843, it was found that there were 934 more scholars than seats in the Grammar and Writing school houses. The difficulty was promptly met by the erection of new houses. It was then noticed, apparently for the first time, that the increase in the number of pupils is not in the ratio of the increase of population of corresponding ages, but in a much larger ratio. While the increase of population between the ages of 5 and 15, for the thirteen years then last past, had been 47 per cent., the increase in the number of pupils, in the same time, had been 114 per cent.

This increase in the number of pupils, though not so remarkable since 1843, has yet continued. Within the short period of sixteen years, the number of children in our schools has doubled. In the ten years from 1845 to 1855, while the number of children between the ages of 5 and 15 increased from 20,994 to 29,093, the number of pupils in the schools increased from 16,288 to 23,529; in the one case a gain of less than 39 per cent., and in the other of more than 44 per cent., so that there were 957 more pupils added to the schools than there would have been, if their ratio of increase had been the same with the increase of the population. Or, to place the same fact in a still more striking light, between the year 1845 (after the deficiency of accommodation in the school houses had been made the subject of special inquiry and attention, and was supposed to be remedied by new school houses,) and the year 1857, the number of pupils to be accommodated had increased 8000. Of this num-

ber, 3,233 were added to the Grammar and High Schools, and 4,767 to the Primary Schools; the increase of the Grammar Schools alone being sufficient to fill at least five spacious buildings. This difference between the ratio of increase in population and that of pupils, is the cheering feature of our schools, as it proves that education is becoming more nearly universal. It is the large proportion of children in attendance at the Public Schools, which distinguishes education in Boston from that in all other great cities of the world.

Since 1843, fifteen school houses have been built and occupied; and of the old school houses, only four—the Eliot, (now rebuilding,) Hawes, Phillips and Wells remain as they were at the date of the report of the Special Committee of that year. Seven new schools have been instituted, and seven additional school houses built for them, during the fifteen years. And as the new school houses have been from two to three times as large as the old, the school accommodation has been increased to a far greater extent than the number of buildings indicates.

So far as buildings and house room for the Grammar Schools are concerned, the City Government have not been unmindful of its increasing population; and upon comparing the number of seats with the number of scholars in 1857, there will be found to be 11,885 seats for 11,629 scholars.

This provision of seats, however, is very unequally distributed. In the thinly populated wards of East Boston and South Boston, the school houses are not full; while at the North End, the Hancock and Eliot schools will not seat the pupils. Still it is plain that

with the school houses now built and those under contract, there is shelter enough for our present school population.

But providing shelter for this little army of children is not enough, unless it is accompanied by a corresponding increase of force in the department of instruction.

They are not taken to school to be seated in herds, in well warmed, well ventilated, and commodious rooms, and there to spend six hours of quiet, and then dismissed, with no greater advantage than having been kept out of harm's way. The hours of school time are to be hours of instruction, of active exercise of the mind, and of personal influence by the teacher on both the mind and the heart of every pupil. This noble and arduous work — not merely imparting the semi-mechanical arts of reading, writing, and arithmetic, as a carpenter teaches his apprentice the use of tools,—but teaching a child the great art and power of life,—how to use his intellect, how to make the most of time, and how to train every faculty to the highest point of alertness, perseverance, and strength; correcting in the child habits of indolence; soothing difficult tempers; encouraging the timid; convincing the over-confident of their ignorance, showing the superficial how a lesson should be learned; keeping up with the quick-witted, and not disappointing their eager and unexpected questions; dealing patiently with the stupid, and making the most of their feeble powers; in short, taking children at random from a great city, undisciplined, uninstructed, often with inveterate frowardness and obstinacy, and with the inherited stupidity of centuries of ignorant

ancestors; forming them from animals into intellectual beings, and, so far as a school can do it, from intellectual beings into spiritual beings; giving to many their first appreciation of what is wise, what is true, what is lovely, and what is pure; and not merely their first impressions, but what may possibly be their only impressions; —to do all this, (and we demand no less,) in addition to the maintenance of that order and discipline which are the conditions of a school's existence, needs such strength of body and such activity of mind, such a cheerful temper, such steady nerves, and such unflagging spirits, to sustain the constant drain of vital force, that under the best circumstances, we cannot wonder that many conscientious teachers break down, and that few reach middle life with the freshness and vigor fitted for the task. To require all this of any teacher, except with a very limited number of pupils, is more than unreasonable,—it is cruel. The teacher must either succumb, or the pupils be neglected, or both evils may happen at once. With sixty to seventy pupils under their charge, the best that can be done by most teachers is to preserve order; and if the teacher means to keep his health and temper, he soon establishes an armed neutrality with his pupils — that neither party will trouble the other;—and the room plods harmlessly on, with no other evil than failing in the end for which teacher and pupils came together. We have seen such a room, where the order was perfect, and the spectacle of scholars and teacher for the first five minutes agreeable; but it was soon seen that the stillness was the stillness of intellectual death, and the order a mechanical command of the body. Such a room costs less money to the city, but the city gets nothing for the money.

Previously to the year 1847, a regularly organized Grammar School had six teachers. In each school for boys, there were two head masters, two ushers, and two female assistants; in each school for girls, two head masters, and four female assistants; and in each school for boys and girls, two head masters, one usher, and three female assistants. The average number of pupils, in the year 1845, was 226. The buildings were so arranged, that the subordinate teachers, with their pupils, were under the master's eye.

In the year 1847, was inaugurated a new system, by which each school was committed to a single head master, who was made responsible for its success; and for the purpose of more perfect classification, the number of pupils collected within the walls of a single school, was in some cases doubled, and in others increased three fold. This was a great and wise change; its advantages have become more apparent, every year; and we have made the idea permanent, by embodying it in brick and mortar, and building upon it eleven gigantic school houses.

It was supposed that by classifying the pupils, one teacher could instruct a larger number; and about 50 pupils were allowed to each teacher. This number has not been, in theory, materially increased. The following table gives the exact numbers.

Year.	No. of Teachers.	No. of Pupils.	No. to each Teacher.
1849	165	8,802	53 +
1852	194	9,636	49 +
1855	207	10,629	51 +
1858	219	11,629	53 +

From 1847 to 1853, the maximum number of pupils allowed to each teacher was 55, and the number of

seats allowed to each room was 56. By a rule of the Board passed in 1853, one teacher was allowed to every 60 pupils upon the school register; and the number of seats was not limited. In point of fact, in several schools, there are now from 64 to 70 pupils in a room. In the Eliot School, for example, — and it is not an extreme case, — there are about 1000 pupils under the care of one head master, with two other male teachers and thirteen female assistants. We do not hesitate to say, that no such school can be properly instructed. We do not wonder that the sub-master of that school was ill for some part of the last year; and the head master for more than half of it. And we agree with the Committee in not expecting the usual excellence from this mass of pupils.

Another error of the new system, is the enormous and unreasonable number of pupils collected under a single head master. The new Adams School house is intended to accommodate 1,144 pupils. There are great fascinations to persons unfamiliar with the practical working of a school, in this summary way of disposing of a mass of children. If they are to be considered as commodities, or as animals merely, the greater number that can be safely stored, or housed, under a single roof, the more convenient and economical the arrangement. For purposes of display, also, such an array of children is extremely imposing; and from such numbers, a first class can be selected, who add much to the credit and effect of the school, on public days. But it is a sacrifice, both of scholars and of teachers. It is a denial of education, to the large district, whose children it embraces. Nobody can expect a master, whatever his strength and

zeal, to teach effectively the oldest and most exacting class of such a school, and at the same time, to exercise the proper care and supervision of a thousand other pupils. Each room suffers from having more children than its teacher can instruct; and all the rooms suffer from the want of a vigilant oversight.

The question how many can be instructed by one person, and how many such classes can be combined under one head, is a practical question, to be answered by experience alone. And experience proves that fifty is the limit for a teacher, and six hundred, if not a smaller number, for a school. With this number the master can spend a part of every day in the rooms of his subordinates, his head assistant meanwhile taking charge of the first class; and thus the gap so apparent between the first class and the other classes can be bridged, and the school can gain a unity which no overgrown school ever has. With this number, too, a much larger proportion of the lower classes can have the advantage of being in the first division. We do not advocate sudden changes; but we do advise, and advise strenuously, that in the construction of new school houses, we should build on this moderate and practical plan, and not involve the next generation in an unnecessary expense from undoing what we have done unwisely.

It has been said, and will be said again, that this involves heavy expense, and an increase of the present extravagant appropriations for public schools. We wish that the persons who make this objection would take the pains to examine the facts on which it rests. We admit that taxes are high, and the public expenditure heavy. We do not undertake to say, because we do

not know, whether this money is prudently expended or not. But one thing we do know, and therefore will say, that it is not to the schools that the money goes. We admit that between the years 1842 and 1857 (fifteen years) the cost of educating a pupil at our public schools has advanced from \$9.73 to \$12.71.* This is the extent and limit of the increase; and if the city pays a third more per child, can there be a doubt that the child gets much more than this advance, in an improved education? But leaving this, as matter of debate, there can be no doubt that in that time the cost of everything else has increased in a like ratio; and the city has added to its other expenses in a ratio vastly greater. We do not deal quite fairly with the various items of our city expenditure. Some of them we are ashamed of, and hide from ourselves, and do not mention to the world. Others we are proud of, keep them constantly in mind, roll the recollection of them as a sweet morsel under our tongues, read them in the morning papers, hear of them at public celebrations, and even from the pulpit; and are ready on all occasions to call the attention of the world to our high civilization, and liberality for a noble cause. But this self-complacency makes us forget that while we have increased all our other expenses and appropriations—the appropriation for the fire department, for streets, for the health department, for prisons, for the poor, for police, and for hospitals—and, it may be, necessarily increased them, with the wants of a rapidly increasing population, we have not increased our expenses for schools and school houses in anything like the same ratio. We resemble a large class of rich

* This is the average of all the Schools, including Primary Schools. — *School Com. Rep.*, 1857, p. 138.

men, who if they double their charities, while they quadruple their personal expenses, look upon the former both as good ground for self-congratulation and as fair opportunity for retrenchment. The expenses of the city and county, after deducting the payment of the city debt, water loan, and State tax, have been (in round numbers) as follows :

	Valuation of real and personal estate.	Total Tax.	Tax for Schools and School Houses.	Percentage of School expenses on Total expenses.
1844-5	\$118,450,000	660,054	205,278	31 +
1854-5	227,013,000	1,762,137	389,135	22 +
1857-8	258,111,000	2,726,097	345,519	13—

The rate of taxation was—

1844,	\$6 00	on 1000,	of which the school tax was \$1.73
1854,	9 20	“ “ “ “ “ “ “ “	1.71
1857,	9 30	“ “ “ “ “ “ “ “	1.34

So that the figures prove not only that the school expenses have not been raised in comparison with the other current expenses of the city, but that they have positively diminished on the valuation. In short, that the citizen who paid in 1845, \$1.73 on every thousand dollars, in 1857 paid but \$1.34 on the thousand, for schools; and that this diminution had been effected in the face of the fact, that for the other expenses of the city, his tax has been raised in the same time from \$4.27, to \$7.96 on the thousand.*

From these figures, we may draw two safe conclusions.

First: That there is nothing in the expenditure for

* NOTE. The financial year (May, '57 to May, '58) which we selected because it was the last, and because it was a year of which great complaints had been made of the increase of teachers' salaries, is a more favorable year for our argument than the average of years. No new school house was paid for in that year. But a glance at the figures will show that the cost of a school house, if added, would not have materially varied the percentage. The amount (\$771,695) expended for streets in the single year 1857-58, including lighting and widening, was nearly as great as the cost (\$808,287) of all the eighteen grammar school houses, and the land on which they stand, at that date.

schools, to compel us to such crippling parsimony as dispensing with the proper number of teachers; and, *second*: As we shall presently observe more at length, that there is nothing in the history of the School Committee, which shows them less capable than the City Council, of being trusted with the expenditure of the public money, in their own department.

We do not think that the expenses of our Public Schools can be materially reduced. With the process of time, and the movement of population, these, like all other expenses, must increase. But education, in a republic, is a necessity; and there cannot be a more ruinous parsimony, than that which weakens the state, by denying culture to the young. No expenditure in Boston brings to the citizen so large a return, or is more conscientiously distributed; and there is none whatever, of which every citizen, even the poorest, has so good an opportunity to judge how the money is laid out, and whether it is wisely laid out. We cannot help thinking that those of our public men who propose to begin retrenchment by curtailing the advantages of our Public Schools, belong to that class who say that they can dispense with necessaries; but cannot do without their luxuries.

The over-crowding which has been spoken of in the Grammar Schools, is true, also, of many of the Primary Schools. Much less attention has been paid to their accommodation, than to that of the Grammar Schools; and when we recollect that they comprise a majority in number of all the pupils, and that their tender years make them more susceptible than their elder brothers and sisters, to the noxious influence of crowded rooms,

bad air, and unhealthy neighborhoods, the provision of school houses for them becomes a matter of, at least, equal importance with the provision for the Grammar Schools. The present Superintendent has made the Primary Schools the object of his special attention; and both teachers and pupils already show the good effects of his interest and care. It remains for the city to second his efforts by providing proper rooms, and by furnishing those rooms in the manner recommended by the Board. There is no problem in education more difficult, than the best method of organizing and conducting an Infant School. Our original plan of education which was followed until the year 1818, made no provision for the education of children less than seven years old, but expected their parents to provide them with the elements of knowledge requisite for admission to the Grammar Schools; and to mingle the little acquaintance with books that can be imparted in those years, with the amusements and unconscious instruction of home. Perhaps, in a well ordered household, this is the best method. But most parents are too busy, and many too ignorant, to teach their children anything; and to these children an Infant School became a place both of safe-keeping and of instruction. A Primary School is but a substitute for a good home; it has the mixed character of a school and a nursery; and the teacher needs, not only the power to teach, but the peculiar feminine arts, instincts, and winning ways, which are necessary to the management of either the bodies, or the minds, of young children.

In thus saying that the Primary School is to be a substitute for the home, we do not lessen, but increase

its importance. The child, before its eighth year, is to master some of its most difficult tasks; to make very important acquisitions; and to form its most controlling habits. No acquisition in the course of life is more important or difficult than that of the alphabet; no habit so hard to eradicate as that of a faulty enunciation. Both these branches of instruction are within the jurisdiction of the Primary School. To say nothing of the multitude of *things* and objects, of which the Creator designed the young child to make the acquaintance during the first years of life, and the knowledge of which and of their names is to be given here; the use of the vocal organs must, in most cases, be gained from the judicious Primary teacher. The brogue of the Irish child, or the nasal intonation of the young American, must be corrected by her. It is to her that we must look (if she is to supply the want of early home training) for what all classes in America need,—*educated speech*. We do not mean by this the pronunciation of each separate word, as learned from the dictionary; for that is but a part, and a small part, of the vocal culture of a well-educated and well-bred man or woman. The words may be given with a painful distinctness, sounding as if they were spelt, and yet the sentence may have a most harsh and uneducated sound. What we want is, the *music of the phrase*; that clear, flowing and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher. No civilized nation, at the present day, is so deficient in agreeable and finished speech, as our own; and as we are by no

means a silent people, the defect is extremely conspicuous.

This is a fault which we are not likely to correct, if we believe what we so frequently hear, — that we speak English better than the English themselves. In a certain sense this is true. An English miner, or “navvy,” speaks incomparably worse than any man who is to be found in New England. He does not, however, profess to speak English. His corrupt and harsh dialect, his ungrammatical and unintelligible sentences, are those of an illiterate and degraded class. But an educated Englishman, Frenchman, German, or Italian, who professes to speak his own language, speaks it with a grace, an ease, an elegance, to which most educated Americans make no pretension. The art of speech and the use of colloquial language must be learned very young, from hearing others speak, and from speaking ourselves, not from spelling books or dictionaries. These last teach us to write, not to speak. The great American nation is the only one, so far as we know, (unless, as we hear, the same is true of Australia,) who speak the English language through their noses, and not through their mouths; and this imperfect utterance is as distinguishable and as offensive to a well-educated ear, as the brogue of Ireland or the burr of Northumberland. This peculiarity of speech has insensibly and slowly, but steadily diminished under our Common School system. We believe, too, that it is less perceptible in Boston than in most parts of New England, and by proper attention in the Primary Schools, it may, at least, be softened, till it reaches the point where it becomes merely characteristic and not disagreeable. We have no desire

to make our children imitators of the English, for that would only bring upon them the fate of the eminent reviewer, who was said to have "lost the broad Scotch, and gained the narrow English;" but without either affectation or artifice, we may teach them a far more polished and musical speech than has yet prevailed, and may do away with what is now the just reproach, that we speak and write our mother tongue, as if it were a dead language. But this, if not done at home, is to be done at the Primary Schools; and as one important step toward it, we recommend the more complete introduction of the study of music into them, and the employment of a special teacher in that department. It will be a natural and pleasing employment for the children, and a relief to the primary teacher. If this special teacher can aid in giving the elementary sounds, it will be a great advantage.

With these views, it is plain that there is enough to be done to occupy the primary teacher. If, on the other hand, she adopts what was once the recognized view of her duties, we have that mournful spectacle which we used to meet so often, on entering the Primary School room. It looked like an ill-regulated nursery, where the morning duties of the children, in the way of washing, combing, and dressing, had been imperfectly performed, and the children sent to one room, as a safe place of detention. In the countenance of both teacher and pupils there was but one expression, "What a weariness it is!" The children sat in the small yellow chairs, swaying their little bodies to and fro, from mere listlessness; and whenever they could escape the eye of the teacher, breaking the laws of the school by obey-

ing the natural laws of motion; constantly offending, but never feeling guilty: the teacher, meanwhile, by snatches, and amid continual interruptions, hearing the alphabet class, the spelling class, and the reading class, in a drawling, dreary manner. There were two cheerful moments in the day, those when the children escaped from the school house; and when the teacher left the door, she could hardly have known, in the eager looks and joyous voices of the little crowd, the listless and weary children of the half hour before.

This was once not infrequent. It is now exceptional, and will soon, we hope, be unknown. But it is the state to which such a school, if left to itself, is always tending. To prevent it needs, in the words of the reverend chairman of the Bigelow district, "those rare traits of character, those attractive graces, those manifold excellences, which would be a portrait of the Christian saint." It has been the endeavor of the Superintendent to teach the teachers. This he has done, not only by visits to their schools, but by meetings, conversation, and lectures; and he will do it still further by the publication of a Manual, prepared at the request of the Committee, and now in a good state of forwardness.

We have spoken of the general satisfaction with which the District Committees have regarded the schools. Our readers may be reminded that complaints, both in public and private, have not been infrequent, of the scholars being overworked, and their ambition overstimulated, by medals and exhibitions.

We do not think this charge, on the whole, well founded; and we believe that most of the complaints have had

their origin in the neglect of parents to provide for the physical education of their children at home. This is a threadbare topic, but not so threadbare as the complaints of which we have spoken.

A school is a place of training. The Germans call a high school a "gymnasium." The business of the pupil is to overcome difficulties. He is to do it not only perseveringly, but promptly, and by bending his mind quickly and closely to his task. A lesson learned in an hour is worth to the pupil ten times the same lesson learned in two hours. To do this, however, requires strenuous exertion. It needs a body, as well as a mind; and if the parent, to whom the physical training of his child is necessarily committed, sends him to school in such low condition that he is unequal to ordinary work, it is unjust to complain that the other pupils do not wait for him, and it is impossible that he should keep pace with them. We know no more painful sight in our schools, than these pale and sickly children; they have not physical force enough to attain the first condition of study, — attention; they dawdle over their tasks; their failure aggravates their trouble; they fret, they become depressed, they grow irritable and still more debilitated, and the parent too often charges what is the misfortune of his child, to the exactions of the school.

The same physical difficulty is the remote cause of much of the animosity expressed against the ancient custom of bestowing medals. We do not propose to discuss the vexed question of emulation, or to deny that medals (or any other rewards) may be so used as to prove an unwholesome and excessive stimulus. If a master makes this use of them, he is guilty of a most

serious offence against the morals of his school. But it is certainly necessary that the best scholars in every school should be recognized. The public have a right to know them; and it is the duty of the Committee to remember them, when they may afterwards offer themselves as candidates for the place of instructor. The medals are tokens, which do nothing more than this. Or, if we choose to consider them as rewards, can a more innocent system be devised? Whether we judge by medals, as in our schools; or by numerical estimates, and the assignment of public performances, as in our colleges; or whether we leave the award to the general impression of the instructor, a mode of decision less certain, and therefore less just; the fact remains, that some pupils have succeeded and others have failed; and the knowledge of this fact must operate on their minds as a reward or as a punishment. To a robust and well-constituted child, this motive properly presented is a useful and healthy stimulant; but to one whom ill-health has rendered nervous and sensitive, every strong motive is a disturbing force, and the ordinary excitements of life over-stimulate the diseased or feeble system.

Another annually recurring cause of complaint against medals is, the supposed injustice of withholding them from those pupils who, after the most honest endeavors and exemplary deportment, have failed to reach the point of success. It is impossible not to share their disappointment, and to wish that they may receive the reward, which has been forfeited only from the unequal distribution of natural gifts. But we should recollect that this distribution is made by a higher power than

our own, and that it is fruitless to confound the eternal distinctions of things. Nothing can be more unkind to the object of our sympathy, than to encourage him in the hope that these distinctions will not meet him in after life. His modest virtues have their reward in an approving conscience and the esteem of his fellow-men. But the hand of the Creator has assigned to greater powers and to higher intelligence, another class of rewards which he can never attain. When he leaves his school, he will find that the fame of the orator cannot be gained without the gift of speech, or the wealth of the merchant without the talent for business; that the high salary of the expert accountant depends upon facility in calculation, and the success of the physician on the power of rapid observation and accurate induction. To these fall the prizes of life. There are other and higher rewards which the Ruler of all things bestows in this world, and has promised in that which is to come. But it is a fraud upon the child, to begin his education by concealing from him his real place in the world; it is to sow what he will reap in a harvest of disappointment.

One topic only remains, in concluding our report; and that our fellow citizens may think has been presented often enough to be passed over for a single year. But we consider it the duty of every Committee, until the end is attained, to urge upon the public the expediency of entrusting to this Board the expenditure for schools and school houses. We say the *expenditure*; for we lay no claim to the right of controlling the *appropriations*. It is just that the City Council, which lays the tax, should also hold the purse. But

the distribution and application of the money to schools no body of men can make so promptly, so prudently, or so wisely, as the Board who are entrusted with their supervision and control. We certainly suffer enough from the present arrangement to know its disadvantages. As one instance, we may state that our Primary Schools have but just received the appropriation for desks asked for three years ago. We do not suppose that this addition to their cares is coveted by the City Council; and we think that the tabular view to which we have before called attention, is sufficient to show, that though the School Committee have not been selected with a view to their financial ability, perhaps their supposed deficiency in the power of *raising* money has made them more frugal and judicious in *spending* it. We ask, therefore, of our fellow citizens, to make this needful reform, and thus to complete what the experience of the last five years has shown to be a well considered and well ordered system for the government of our schools.

Respectfully submitted.

F. E. PARKER,
JOHN C. STOCKBRIDGE,
GEORGE H. LYMAN,
J. BAXTER UPHAM,
HENRY BURROUGHS, JR.,
OTIS KIMBALL,
WILLIAM W. DEAN.

LATIN SCHOOL.

In compliance with the requirements of the Rules of the Board of School Committee, the Committee on the Latin School respectfully report, that they have attended to the duties which have devolved upon them during the past academical year. In discharge of the trust confided to them, they have made the usual annual and quarterly examinations of the pupils in all the rooms of the school under their charge, have made frequent visits to the school, and have been present at the public exhibitions of the pupils, both on the usual Exhibition days, and on the Public Saturdays. No better opportunities than those which the Committee have enjoyed, could be well afforded for obtaining thorough information respecting the general condition of the school, the efficiency of the instructors, and the progress of the pupils: for they have been able to witness the general discipline of the institution, and the particular manner in which it has been carried out by each of the instructors; and, by hearing the recitations of the several classes under the different teachers at various times, they have also had proper and sufficiently adequate means for judging of the general and relative proficiency of the young gentlemen of all the classes

and divisions in the school, in respect to the different branches of education made the subject of study there, and also of the thoroughness of the system of instruction.

The condition of the school was found at these visits and examinations to be highly satisfactory, the reputation which the institution has acquired for thorough instruction in the Greek and Latin languages, and in the elementary branches of an English education being fully sustained during the past year. The public declamations of the pupils of the several classes, and the original debates of the members of the first class, which regularly take place on the Public Saturdays, have been of a very satisfactory character.

At the July visitation the Committee, besides making a thorough examination of the whole school, directed their attention particularly to the examination of the highest class, for the purpose of deciding upon the annual award of the Franklin medals, six of which were adjudged to the same number of young gentlemen, whose marks for the year and appearance on examination proved to be the best. The condition of the class was found to be excellent, the proficiency being as great as in former years, and reflecting the greatest credit upon the energy and enthusiastic zeal of the indefatigable master of the school. This year the usual number of young gentlemen left the school, having completed the course of instruction at the institution. Of these, fourteen presented themselves for examination at Harvard College, and were admitted to the Freshman class, among those best fitted to take an honorable position in the university; three entered

Yale College in an equally satisfactory manner, and one the college at Waynesburg, Pa.; thus making in all, eighteen graduates of the school who have entered upon a college course the present year. It is a matter of great satisfaction to the friends of the school, that its purpose of fitting young men for a university education is so fully carried out. Most of the young persons who join the classes of the school, preparatory to a mercantile and active business life, leave the school generally before reaching the highest class. Since the restoration of the school to its proper standing by Benjamin A. Gould, Esq., in the year 1814, the average numbers of persons fitted annually for college and admitted to the several universities, during the terms of the successive principals of the school, are:—

Mr. Gould's annual average of thirteen years,	12.15
Mr. Leverett's annual average of three years,	10.66
Mr. Dillaway's annual average of five years,	7.80
Mr. Dixwell's annual average of fifteen years,	12.07
Mr. Gardner's annual average of seven years,	14.71

It will be perceived that since the accession of the present distinguished head of the school, the average annual number of pupils admitted to college has largely increased, and is twenty per cent. greater than that of any of his predecessors.

Unfortunately an opinion has become somewhat prevalent that the boys of the Latin School are too well grounded in the elementary knowledge of Latin and Greek, and that their preparation for college is more thorough than is necessary and advantageous; and that in consequence of this they are induced on

entering college to be less studious than they would otherwise be. This is not a fact, as is made apparent by the very high position which they take in their several classes. Were more evidence on this point required, the testimony of eminent professors might be adduced in proof of the fallacy. The Committee need not offer an apology for quoting, in one instance, from high authority on this subject. The learned and distinguished scholar who is at the head of a neighboring university, which stands first in the estimation of the community for its elevated standard of scholarship in the ancient classics, expresses his opinion on this point in the following emphatic language:—"It will always give me pleasure to bear witness to the important influence which the Boston Latin School has had on the progress of classical learning in New England. The two things most wanted by the scholars of this country are thoroughness in the rudiments, and a high standard of excellence. These must be acquired in the preparatory schools. It is a mistake to suppose that candidates for admission to college can be fitted too well. In ninety-nine cases out of a hundred, those who graduate among the highest in the class, entered among the highest in the class. Here and there one may drop down; but it is because he is unfaithful, and his unfaithfulness, if his preparation had been less perfect, would have made his college life still more discreditable. No matter how well a student may be prepared for college, in order to take a high rank, as things now stand, he will still have to work, and work hard. A great majority of those who lose their interest and ambition in college studies are among the poorly fitted, who are

discouraged by their want of success in the beginning." Now as the Latin School is one of the few seminaries of learning in which it is possible to maintain a high standard of preparation, the friends of classical learning have always looked upon it with confidence, and have considered its exact discipline and thorough drilling, as of the greatest benefit not only to its own pupils, but also to the scholarship of New England, as an exemplar.

In the document issued and distributed by the Board of School Committee during the past year, a brief history and description of the school may be found. A few particulars, for the benefit of those persons who may not have that valuable publication at hand, are re-stated as matters of information which should be generally known.

The foundation of the school dates back as early as that of any other in Boston; and, without doubt, owes its origin to the action had at a general meeting of the townsmen, held upon public notice on the 23d day of March, A.D. 1634-5, when Mr. Philemon Pormort was invited to become schoolmaster for the teaching and nurturing of the children. It is generally acknowledged, by all conversant with the history of the town, that the higher branches of education were taught by this person, as well as those of a more elementary character, for his was the only school at that time in the town. There is no doubt, also, that the numerous donations and bequests of the liberal-minded and generous inhabitants, intended for the purposes of free education, were expended in sustaining the same school, and that the object of its establishment was to prepare young men for college, as well as for mercantile and

other high pursuits of life, in which it has been eminently successful.

For a long period of time the school house was situated on School street; but, the conveniences becoming too scanty for the increased number of young persons who wished to avail themselves of the privileges of the school, a new building was erected in the years 1844 and 1845, for the use of the Latin School, and also for the English High School, on a lot of land bounding on Bedford street. In this building, these schools are now accommodated. The portion of the building used for the Latin School originally consisted of four large rooms, two small rooms and a capacious hall. During the past year, a basement room has been prepared, owing to a large increase in the number of pupils, and more room is required for the comfortable and healthy accommodation of those who attend the school. The two large rooms on the lower floor, and the room in the basement story are occupied by the younger pupils; the two on the second floor are for scholars of more advanced standing; and the large hall is for the first class, under the immediate care of the master of the school. One of the small rooms is used for recitations, when the number of instructors exceeds that of the large rooms; and the other is used for the deposit of a valuable classical library, belonging to an association of the graduates of the school. The books belonging to this library form one of the choicest collections of classical works in the country — the editions being the most desirable, and the books of reference the rarest and most valuable. These, which are for the free use of all persons connected with the school, have proved of

much value and utility, and, together with the mural maps, the models of ancient buildings, and the photographic views of interesting ruins and classic objects which adorn the walls of the school-rooms, serve important purposes in the conduct of the school, and add much to the edification and comfort of the pupils. During the past year the Latin School Association has made several valuable additions to these previous extensive and interesting collections, such as a large and beautiful model of the Colosseum at Rome, made of cork, besides similar models of the temples of Vespasian, of Minerva Chalcidica, and of the pillar of Phocas; a photograph, five feet in length, of the Roman Forum, including all the remains; twelve other large photographs of interesting ruins and noted places in Rome, all prepared with great care, and of a very nice and delicate finish; and above two hundred stereoscopic views of classical objects, suitable for the illustration of the studies pursued at the school. This disposition of the Association to add to the attractiveness of the school-rooms, and to enhance the interest of the boys in their studies, will undoubtedly be gratifying to those who feel a pride and interest in the institution. From the establishment of the Association to the present day, there has been a strong desire on the part of its members to exert a good influence toward the school, and to use every proper and available means for the increase of its resources for instruction.

In order properly to meet its present wants, and those which must inevitably come very soon, on account of the rapidly increasing population of the city, the Committee feel obliged, at the commencement of

another school year, to ask for more accommodations than those which have been enjoyed during previous years. In 1845, when the census was taken, the population of the city amounted to 114,366 individuals, being an increase of about 34.54 per cent. over the population (84,401) as given by the State census of 1840; and the population of the city in 1855 was 162,748, being an increase of 48,382 over the population of 1845, and more than 42.30 per cent. during the ten years preceding the first day of May, 1855. There is every reason for believing that the population of the city has been increasing in an equally rapid ratio from that time to the present. With these facts in view, it seems proper that more ample accommodations should be provided for the school. Immediately after the recent examination of the applicants for admission to the school, the Committee were obliged to ask for more school room. This request was promptly granted by the Board; and the Committee on Public Buildings provided a room in the basement story of the building now occupied jointly by the Latin School and the English High School. Yet this does not well answer the purpose, inasmuch as the new room is very low studded, and is rather more than one-half below the level of the yard; and even with this apartment, such as it is, there is not sufficient room for the largely increased number of boys attending the school. The Committee have reason to believe that the growth of the school this year has been from natural causes, and that a similar increase may be expected hereafter, from time to time. They are, therefore, desirous that measures may be taken for the proper enlargement of the accommodations, either by

the addition of another story to the building, or by some other judicious provision.

The principal object of the school being to prepare young men for college, and the high pursuits of life, boys are admitted to receive the benefits of its privileges, when properly qualified, after due examination, at the early age of ten years. Attention is paid to all the elementary branches of a good education, notwithstanding the greatest portion of time is given to the teaching of the Latin and Greek languages. Pupils of a proper grade are taught the French language, not only by the usual instructors of the school, but also by a native Frenchman. By the existing rules of the Board of School Committee, the regular course of instruction at the school is six years, although with proper diligence, a pupil of more than usual intelligence can accomplish the studies in less time, in which case he is promoted to a higher class, and thereby frequently saves one or more years' schooling. Occasionally, however, from feeble health or for other causes, boys cannot complete their elementary studies within the usual period, and are therefore permitted to remain connected with the school a year more than the time usually required.

The number of teachers varies with the number of pupils attending the school. During the year terminating on the thirty-first day of July, 1858, the teachers were, a master, a sub-master, and four ushers. The sub-master resigned his office at the close of the school year, and his place has been supplied by the appointment of an additional usher. Besides these, there is a teacher of the French language. The school is at pres-

ent under the immediate charge of Mr. Francis Gardner, an accomplished scholar, who has for many years held the position of master, much to the benefit of the institution, and to whom is due, in no small degree, the great reputation which it enjoys for thorough elementary drill and a high standard of excellence in scholarship.

The number of scholars registered during the year is two hundred and eleven. Of these, seventy were admitted during the year for which the report is written. The standing of the school is such that about the same number of those who enter are received from private as from the public schools. Of the boys received into school for this year, thirty-eight were admitted from the Grammar Schools of the city. The following list exhibits the number of pupils admitted from this source, with the average ages of those from each of the schools, being all the boys that were offered :

Adams School,	none offered.			
Boylston School,	none offered.			
Brimmer School,	seven boys,	average age,	11.86	years.
Chapman School,	one boy,	"	"	16
Dwight School,	two boys,	"	"	13
Eliot School,	seven boys,	"	"	12.71
Hawes School,	three boys,	"	"	12
Lawrence School,	one boy,	"	"	13
Lyman School,	one boy,	"	"	13
Mayhew School,	three boys,	"	"	12.33
Phillips School,	four boys,	"	"	11
Quincy School,	nine boys,	"	"	10.88

The largest number of pupils present at any one time was one hundred and ninety-seven. The largest average attendance for any one month was one hundred and ninety, and nine one-hundredths, being for the month of February, 1858. For the year the average was much less, being a fraction less than one hundred and eighty-one. Seventeen pupils only left school before the close of the year, having received regular dismissal. These facts exhibit a very fair condition of the school as compared with others, and when the ordinary vicissitudes of life in boyhood are taken into account. The average cost per scholar, based upon the average number of scholars and the whole expense of the school, was, for the year embraced in this report, as nearly as can be calculated, \$48.54. This statement of expense, at first sight, may appear large to some; but when the excellence of the school, the thoroughness of the instruction which it affords, and the great cost of tuition at the private schools are considered, it will be seen that the expense is not unreasonably large.

The Franklin medals were awarded by the Committee to Arthur Reed, William Tucker Washburn, William Hobbs Chadbourn, Charles Bartlett Wells, Charles Eustis Hubbard, and Henry Munroe Rogers. Of these, the first three were seventeen years of age, the next two sixteen, and the last named nineteen. The boys were considered the most meritorious scholars of the graduating class. Five of them have entered Harvard College, and one Yale College, where they are pursuing their studies in a manner honorable to themselves and the school, in which they received their first elementary instruction in the Greek and Latin languages.

The usual Lawrence prizes were awarded to the fortunate competitors. A list of these, together with those of previous years, from their institution, will be found in the Appendix of the document of which this report forms a part. The origin of these prizes, as has been stated in a previous report, is as follows: In the year 1819, several gentlemen of Boston, whose sons had been educated at the school, or who had received the same advantages themselves, having the welfare of the public schools at heart, and particularly of this, contributed a sum of money, now amounting to \$1,050, as a fund, the income of which has been annually distributed in prizes among the most deserving scholars in the school. In 1844, the late Hon. Abbott Lawrence made a donation of a fund of \$2,000, the income of which is annually payable to the chairman of the Committee of the school for the time being, for distribution in prizes for the general encouragement of the scholars, in such way as the Committee of the school shall consider advisable. Both of these funds are safely invested in City of Boston five per cent. stock, and yield a very acceptable sum for the purposes for which the money was given, which is expended in books selected by the successful competitors for the school honors. The public exhibition for the determining by trial to whom the prizes for the best efforts at declamation shall be awarded, and also for proclaiming the awards of the literary prizes, and those for meritorious and exemplary conduct, fidelity, and punctuality, as well as for general excellence in the various departments, is held during the month of May; and on the Saturday preceding the third Wednesday in July, the annual school exhibition takes place, in the hall belonging to the school; on

which last occasion the Franklin medals and Lawrence prizes are distributed by the chairman of the Committee of the school. Public debates by members of the first class, and declamations by pupils of the several classes, who have exhibited the greatest excellence at the private exercises of the school in this department, are had once in five weeks at the school house, the friends and parents of the pupils being invited to be present. The exercises of these Public Saturdays, it is believed, have been extremely beneficial to the school, and may in some degree account for the great interest which is felt by all classes of pupils of the school in declamation and public debate.

On each of the visitations at the school, the Committee have examined the building and all its premises; and have invariably, during the past year, found everything connected therewith in the usual good order which has heretofore been noticed.

Before closing this report, the Committee take the opportunity of expressing great satisfaction at the results of the several school visits, and of the quarterly examinations; and they assure the members of the School Board, and through them the public, that the school continues in its usual high condition of excellence, fully sustaining the reputation which it has acquired at home and abroad, and coming fully up to the expectations and wishes of the community for whom it was established, and by whom it is so liberally maintained.

For the Committee.

NATHANIEL B. SHURTLEFF,

Chairman.

BOSTON, *September*, 1858.

ENGLISH HIGH SCHOOL.

The Committee on the English High School respectfully submit their Annual Report, as required by the Rules of the School Board.

During the year the school has been visited and the quarterly examinations regularly held. The annual examination was attended on Thursday and Friday, the 8th and 9th of July last. On this occasion all the departments of the school were visited, but attention was chiefly directed to the First Class, then about to graduate. The studies of this class for the year had been, Trigonometry with its applications to Surveying, Navigation, Mensuration, &c., Astronomy, Natural Philosophy, Moral Philosophy, Political Economy, Natural Theology, Christian Evidences, English Literature, and the French Language. The examination occupied the hours of the regular school session, for two days, and was conducted with such good thoroughness, as to give every pupil an opportunity to show the extent and accuracy of his knowledge. The result was gratifying to the Committee and honorable to the pupils and their instructor; and when a week or two subsequently, this result was confirmed by the appearance and exercises of the class at the Annual Exhibition, and its members, after some appropriate remarks from several

gentlemen present, were dismissed from the school, the Committee felt that they were sending forth into the community a body of young men, who had faithfully improved the opportunities for intellectual and moral culture afforded them by the English High School, who were well prepared in character, principles and attainments to enter upon some of the higher departments in the various walks of business and enterprise, and to become good men and useful citizens. The condition of the school during the year, in regard to the objects it aims to accomplish, and its influence upon those who have availed themselves of its privileges, has been good, and entirely satisfactory to the Committee. Harmony and mutual coöperation have prevailed without interruption among the teachers. The discipline of the school has always been parental and moral in its character. The relations between the teachers and pupils and their intercourse with each other, have been and are such as to secure the respect and affection of the latter, to appeal to whatever is noble and generous in their natures, to awaken in them a love of learning and a reverence for virtue. The school suffers a loss in the resignation of Mr. Luther Robinson, which took effect at the close of the school year. Mr. Robinson has been first sub-master of the school for many years, and in some qualifications, particularly as a teacher of Mathematics, was eminent for his ability, clearness, and thoroughness. The Committee have arranged to supply the vacancy which this resignation occasions, by promoting Mr. C. M. Cumston to be first sub-master, Mr. Luther W. Anderson to be second sub-master, Mr. Ephraim Hunt to be first usher, and by

appointing Mr. Charles Carroll to be second usher ; and propose at the proper time to ask for the confirmation of this appointment. They hope that by these changes, and the new and fresh strength thus introduced, no intellectual and moral force will be lost from the corps of teachers by Mr. Robinson's resignation.

The annual examination of candidates for admission was held at the time appointed by the Rules of the Board. The statistics of this examination are as follows :

Number examined, 97.

“ admitted, 85.

“ rejected, 12.

Of those admitted, seventy-three joined the school at the opening of the present term, leaving twelve of the whole number admitted who have not and probably will not attend the school.

These statistics show that the number of candidates offering themselves for examination was about the same as usual, while the number of those admitted but not joining the school is somewhat larger than it commonly is. Inquiries have shown that this non-attendance of candidates examined and admitted, is not always accidental,—the result of causes occurring, or operating after the examination. In some cases, young lads offer themselves for examination and receive a certificate of admittance to the school, merely to use it as a part of the evidence of their qualifications for such business situations as they may seek. It is questionable whether the time and labor of the teachers of the English High School should be occupied with the examination of such candidates, and whether it should not be demanded of every one offering himself for examination, whether he proposes to join the school if admitted.

The Committee believe and maintain that the English High School, in itself considered, is a noble and important institution, conducted with singular ability, devotedness and fidelity, by a corps of teachers, eminent in all the intellectual and moral qualifications that fit them for their office and duties; they have to express however, what they have often expressed before, their regret at the absence of that sympathy and close connection which should subsist between the English High and the Grammar Schools, through the want of which, but a limited number of those, who might and ought to avail themselves of the advantages of the former, are to be found attending it. On a moderate computation, at least twelve annually ought to pass from each of the Grammar Schools to the English High School. This would make a *third* class in that school of nearly 150. Of these, two-thirds at least might be expected to remain and complete the three years' course of the school, so that the whole number of pupils commonly attending the school, would be, as it ought to be, about 250, instead of 150. This would be the case were the boys sent forward from the Grammar to the English High School as early and as freely as they might be, were there no inducements held out by the prospect of obtaining a medal the next year, and the desire of the masters to keep as many bright boys as possible in their first class, to remain in the Grammar Schools. From the excellent and instructive Reports of the Superintendent, and from his own more limited observation, every member of the Board must be aware that the Grammar Schools are crowded; that in the lower classes, many, fit for promotion, do not receive it,

because there is no room for them in the higher classes, and the higher classes are crowded, because there are so many in them, who might and ought at an earlier period to have been sent forward to the English High School, and who, while by being thus sent forward, they would obtain a more extensive and complete education themselves, would also leave room in the Grammar Schools for others, anxious for promotion, to come forward and fill their places, and thus the condition and character of the Grammar Schools themselves would be improved and their usefulness be increased. It is believed that this whole matter is one demanding the serious consideration and wise and efficient action of this Board, and that unless such action be taken, our Grammar Schools must soon suffer by comparison with those in the neighboring or more distant cities, and our English High School fail of its legitimate position and usefulness, not because of the incompetency or faithlessness of its teachers, but because the arrangements of our system of public instruction, and the manner in which it is practically administered, tend to prevent and deter pupils from ever reaching it.

Respectfully submitted for the Committee on the English High School.

S. K. LOTHROP, *Chairman.*

GIRLS' HIGH AND NORMAL SCHOOL.

The Committee of the Girls' High and Normal School respectfully report, that the usual quarterly and annual examinations have been held during the year. The school maintains under its present instructors, the high character it had previously acquired.

The opportunities which this school affords for a higher education for girls, have not perhaps heretofore been fully understood, owing to the fact that it was at first established as a Normal School. It has been supposed by many, that some pledge or promise to become teachers was exacted of pupils on entering the school. Such is not the fact. All applicants of the proper age, who are able to pass the required examination, are admitted to the school; and although it is true that a large proportion of the graduates of the school have become teachers, this has been from their own choice, and not in fulfilment of any previous promise or agreement.

The studies at this school are such as are usually pursued at the best High Schools for girls. The methods of instruction are well calculated to excite and maintain the interest of the pupils. They are intended to encourage the habit of independent thought, and of careful investigation and free discussion in each

branch of study. These methods aim to give the pupils not only a thorough knowledge of the subjects studied, but such command of their own resources as to enable them to make their acquired knowledge available in any position to which they may be afterwards called.

It is accordingly found that the pupils and graduates of this school, even without previous experience in teaching, have proved themselves among the most successful teachers in the Grammar and Primary Schools, and their success has been so marked as to afford conclusive evidence of the value of the system of instruction employed.

The whole number of pupils and graduates of this school, marked on the register as having received appointments as teachers or substitutes in other schools, is two hundred and eighty-seven. Of these, one hundred and nineteen have been appointed Assistants, seventeen of whom are Head Assistants in the Grammar Schools, or hold places of equal grade in this school.

The suggestions of the Superintendent of Schools, as quoted in the Annual Report of 1857, in regard to the education of teachers for the Primary Schools, are worthy of consideration. The Girls' High and Normal School, though entirely successful in preparing a superior class of teachers for the Grammar Schools, is not sufficiently large fully to supply the demand for teachers for these schools, and at the same time for the Primary Schools. Any feasible and judicious plan, therefore, for providing for the proper instruction of girls to fit them for teaching in the Primary Schools, will receive the cordial coöperation of the Committee of this school.

The importance of this school, regarded simply as a school for the education of teachers, is daily increasing, and its influence is felt every year more and more in our Grammar Schools. When it is considered, that the success of every school depends almost entirely on the instructors who are placed over it, so that it may be said to be the chief end of the existence of this Board to select able and competent teachers for the schools under its charge, the value of an institution which effectively raises the standard of qualifications for a very important class of teachers in these schools, can hardly be overestimated. No means, in the opinion of your Committee, should be spared to extend its benefits and increase its usefulness, both by providing the most accomplished instructors, and the most liberal accommodations for pupils.

In this connection your Committee regret to be obliged to refer to the action of the City Government in relation to the School House in Mason street. In their last annual report they expressed the hope that, on the removal of the City Library, the whole building would be devoted to the use of the school. An order containing a request to that effect passed this Board and was respectfully referred to the appropriate Committee of the City Council. Notwithstanding this request, and against the earnest remonstrance of your Committee, the hall of the school house has been fitted up, by order of the Committee on Public Buildings, as a Ward Room, and is now used for that purpose. It is also used, on Sundays, for the purposes of a "Mission School," composed of young children, who were before very appropriately accommodated in two of the Pri-

mary School rooms. The continued use of the hall for both these purposes is a serious injury and annoyance to the school. For this and for other reasons, your Committee cordially approve the suggestions of the School Committee's Annual Report for 1857, that it is advisable that the entire control over the School Buildings should be vested in this Board. This might be effected by a special act of the Legislature, or by a joint order of the City Council.

At the annual examinations of candidates for admission to the school, one hundred and two applicants were present. Of these, eighty-nine were admitted, and thirteen rejected. The result of the examination shows but little improvement over the last year. The candidates from some of the schools were not so well prepared as those from the same schools in the preceding years. In justice to our Public Schools, however, it should be stated that, although the standard of qualifications of the candidates from some of the Grammar Schools is very far below what it should be, it is still higher than that of the pupils presented for examination from private schools, and even from some High Schools and Academies of other towns and cities.

The whole number of pupils now belonging to the school is one hundred and ninety.

For the Committee.

LE BARON RUSSELL, *Chairman.*

September, 1858.

PRIMARY SCHOOLS.

NAMES OF DISTRICTS.	No. of Schools.	Boys.	Girls.	Total.	Average Attendance.	No. under 5 years of age.	Between 5 and 7.	Over 7.
Adams	10	264	263	527	421	50	182	285
Bigelow	10	284	228	612	510	68	257	287
Bowdoin	9	247	235	482	383	70	232	180
Boylston	20	659	637	1,296	1,102	205	508	583
Brimmer	11	333	342	675	530	77	266	332
Chapman	12	379	352	731	615	72	296	363
Dwight	11	381	297	678	607	35	320	323
Eliot	16	518	437	955	891	140	408	407
Franklin	13	433	440	873	715	88	374	411
Hancock	17	507	454	961	818	114	402	445
Hawes	8	251	178	429	353	49	193	187
Lawrence	15	489	418	907	733	92	380	435
Lyman	6	168	168	336	287	33	187	116
Mayhew	10	329	270	599	474	65	255	279
Phillips	10	285	253	538	442	52	193	293
Quincy	15	509	400	909	760	93	320	491
Wells	10	319	290	609	495	84	265	260
Winthrop	13	364	361	725	601	61	256	403
Totals	216	6,719	6,123	12,842	10,742	1,462	5,295	6,085

EXPENSES OF ALL THE PUBLIC SCHOOLS FOR THE LAST SEVENTEEN YEARS, EXCLUSIVE OF BUILDINGS.

FINANCIAL YEAR.	Number Scholars.	Salaries o Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1841-2	12,401	\$97,193 67	\$7 84	\$23,194 81	\$1 89	\$9 73
1842-3	13,178	101,099 47	7 67	27,637 36	2 10	9 77
1843-4	15,073	109,216 82	7 25	26,454 80	1 76	9 00
1844-5	16,108	118,444 95	7 35	32,102 12	1 99	9 34
1845-6	16 910	129,946 75	7 63	35,311 15	2 09	9 72
1846-7	17,516	149 351 03	8 53	43,015 32	2 46	10 99
1847-8	18,896	161,673 12	8 54	57,408 30	3 04	11 53
1848-9	19,771	172,107 83	8 70	60,929 65	3 08	11 78
1849-0	20,539	177,731 54	8 63	57,999 87	2 82	11 45
1850-1	21,643	184,253 68	8 51	61,035 21	2 82	11 33
1851-2	21,951	190,708 91	8 69	45,518 15	2 07	10 76
1852-3	22,337	193,039 51	8 64	58,081 28	2 60	11 24
1853-4	22,523	192,704 32	8 55	54,912 58	2 44	10 99
1854-5	23,529	223,024 61	9 48	67,977 34	2 89	12 37
1855-6	23,778	224,024 88	9 42	67,849 97	2 85	12 27
1856-7	24,233	233,444 13	9 82	70,150 83	2 89	12 71
1857-8	24,994	258,908 76	10 36	87,489 23	3 50	13 86

STATISTICAL TABLE.

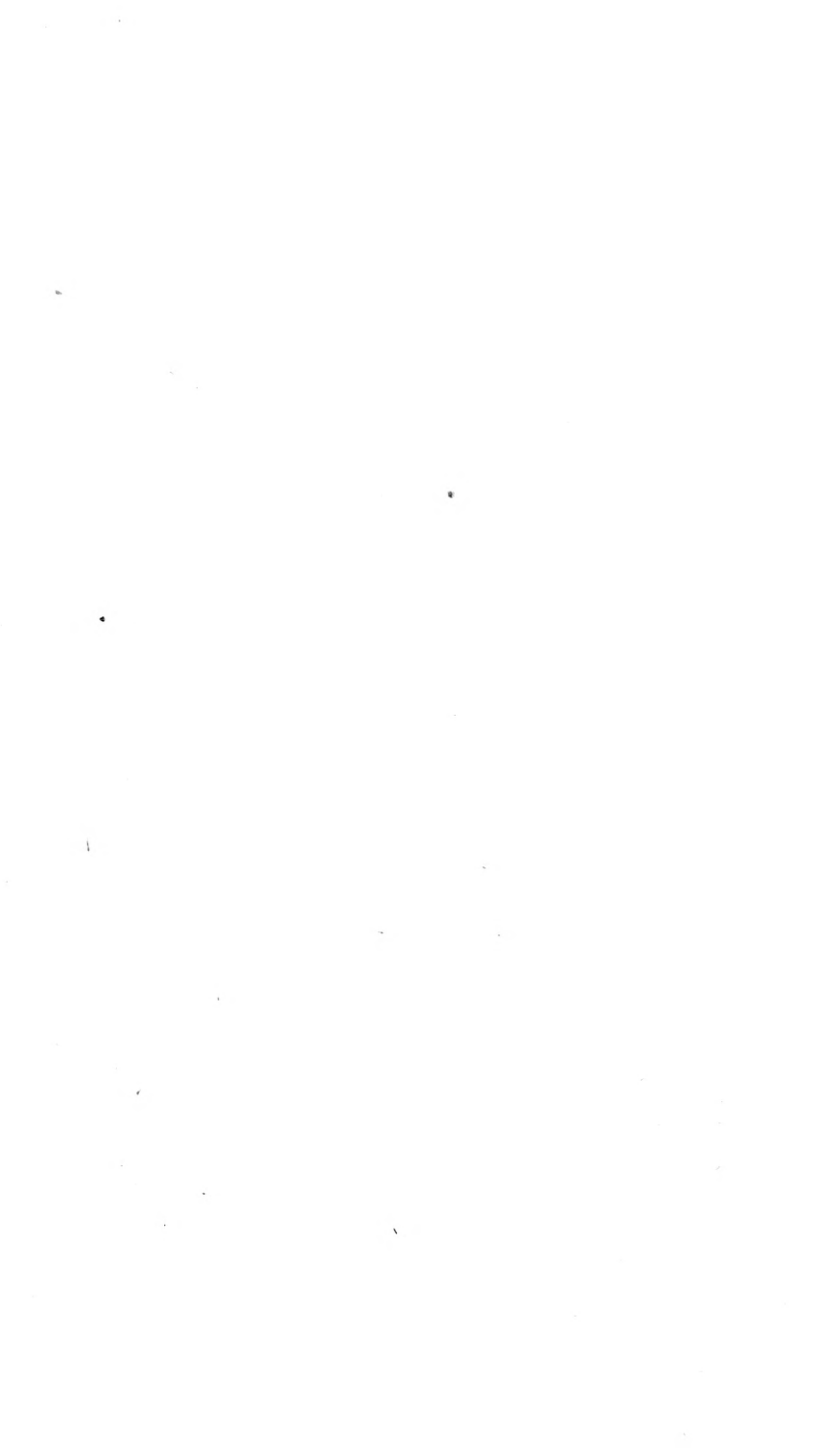
NAMES OF GRAMMAR SCHOOLS.	Largest Number Present at One Time.	Largest Average Attendance for One Month.	Month of Largest Average Attendance.	SEX OF PUPILS.										Total Cost of Tuition per Scholar.
				Boys and Girls	Boys	Girls	Number of Masters	Number of Sub-Masters.	Number of Teachers.	Number of Female Assistants.	Number of other Assistants.	Number of Music Teachers.	Number of Sewing Teachers.	
Adams	597	566	March	Boys and Girls	1	1	0	0	8	1	0	13	\$7,443 01	\$13 76
Bigelow	552	523	March	Girls	1	0	0	0	5	1	1	11	6,014 87	10 84
Bowdoin	600	557	March	Girls	1	0	0	0	8	1	0	13	7,061 68	12 26
Boylston.....	889	839	June	Boys and Girls	1	1	1	1	11	1	1	17	9,261 33	10 92
Brimmer.....	644	625	March	Boys	1	1	1	1	8	1	0	13	8,054 28	13 09
Chapman	616	588	March	Boys and Girls	1	1	0	3	7	1	0	13	7,044 49	12 25
Dwight(Girls)	426	412	May	Girls	1	0	0	0	9	1	1	13	5,134 57	11 91
Dwight(Boys)	568	549	April	Boys	1	1	1	1	8	1	0	13	7,178 46	12 86
Elliot.....	883	802	May	Boys	1	1	1	1	12	1	0	17	9,156 25	11 48
Franklin.....	617	604	March	Girls	1	0	0	3	7	1	1	13	6,499 79	10 98
Hancock.....	815	776	March	Girls	1	1	0	1	12	1	1	17	8,548 73	11 79
Hawes.....	455	439	March	Boys	1	1	1	1	5	1	0	10	7,064 64	14 45
I. wre ce....	763	740	March	Boys and Girls	1	1	0	1	11	1	1	16	8,662 23	12 22
Lyman.....	466	426	March	Boys and Girls	1	1	0	3	5	1	0	11	7,267 38	16 75
Mayhew.....	532	501	March	Boys	1	1	1	1	6	1	0	11	7,329 16	14 84
Phillips.....	599	584	March	Boys	1	1	1	1	8	1	0	13	7,982 02	14 19
Quincy.....	835	777	March	Boys	1	1	2	1	10	1	0	16	9,574 28	12 68
Wells.....	492	475	March	Girls	1	1	0	1	7	1	1	12	7,011 07	14 64
Winthrop....	922	884	March	Girls	1	0	0	5	10	1	1	18	8,473 65	9 38

STATISTICAL TABLE.

NAMES OF GRAMMAR SCHOOLS.	WHERE LOCATED.	Instituted.	House Erected.	Number of Rooms.	Number of Seats.	Number of Seats in Hall.	Cost of Building and Land.	Annual Interest.	House, how warmed.	Number of Pupils admitted during the School Year.	Average Whole Number belonging.	Average Attendance per Cent.	Average Attendance per School Year.
Adams	Summer Street, East Boston	1856	1856	19	1144	350	\$61,128 27	\$2,847 70	Steam	602	541	502	90
Bigelow	Fourth Street, South Boston	1850	1849	12	750	600	42,642 17	2,558 53	Furnaces	382	555	497	90
Bowdoin	Myrtle Street	1821	1848	18	603	126	45,000 00	2,700 00	Furnaces	308	576	518	90
Boylston	Fort Hill	1819	1852	12	774	500	40,000 00	2,400 00	Furnaces and Stoves	605	848	796	94
Brimmer	Common Street	1844	1843	15	733	..	39,770 58	2,386 23	Furnaces	373	615	577	94
Chapman	Eutaw Street, East Boston	1849	1849	11	600	500	29,500 00	1,770 00	Furnaces	281	575	523	93
Dwight }	Springfield Street	1844	1856	14	852	400	62,200 00	3,772 00	Furnaces	Boys 161	B 558	B 529	B 95
Dwight }										Girls 179	G 431	G 398	G 92
Elliot	North Bennet Street	1713	1838	12	749	..	46,591 00	2,735 46	Furnaces and Stoves	675	801	791	90
Franklin	Ringgold Street	1785	1858	15	879	400	60,000 00	3,600 00	Furnaces	876	532	561	95
Hancock	Richmond Place	1822	1847	12	672	700	69,175 15	4,150 51	Furnaces	676	725	702	97
Hawes	Broadway, South Boston	1811	1823	2	300	250	7,280 29	437 33	Stoves	214	489	402	82
Lawrence	B Street, South Boston	1842	1856	14	875	500	53,617 41	3,577 04	Steam	452	709	681	96
Lynn	Meridian Street, East Boston	1837	1846	6	358	170	13,503 27	815 78	Stoves	323	434	390	90
Mayhew	Hawkins Street	1803	1847	11	600	103	35,792 59	2,147 55	Furnaces	341	494	453	92
Phillips	West Centre Street	1844	..	6	450	..	25,000 00	1,500 00	Furnaces	285	561	521	93
Quincy	Tyler Street	1847	1847	12	712	600	60,210 18	3,612 61	Furnaces	470	755	711	94
Wells	Blossom Street	1833	1833	6	484	..	55,000 00	3,200 00	Stoves	258	479	426	89
Winthrop	Tremont Street	1836	1855	14	930	500	70,000 00	4,200 00	Furnaces	574	908	802	88

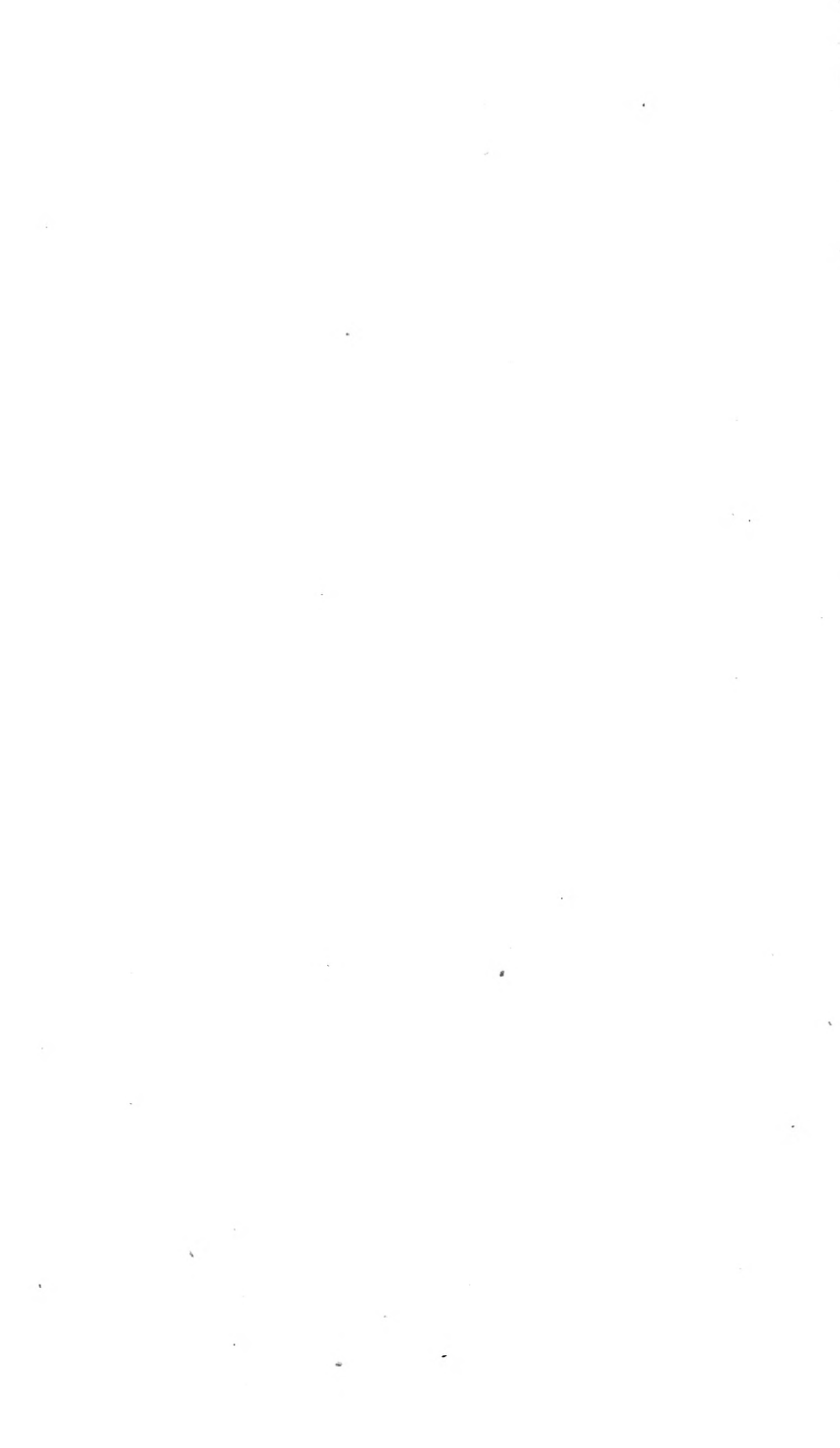
NUMBER AND AGES OF PUPILS ADMITTED TO THE HIGH SCHOOLS FROM THE GRAMMAR SCHOOLS.

GRAMMAR SCHOOLS.	LATIN SCHOOL.								ENG. HIGH SCHOOL.							GIRLS' H. AND N. SCHOOL.				
	Ages of Pupils.								Ages of Pupils.							Ages of Pupils.				
	9	10	11	12	13	14	15	16	12	13	14	15	16	17	14	15	16	17	18	19
Adams.....											1	1				3				
Bigelow.....																3	5	2		
Bowdoin.....																6	7	5		
Boylston.....											5									
Brimmer.....			2	2	1	2				1	8	2								
Chapman.....								1			2	1			1	2	1			
Dwight (Boys).....	1	1	1	1	1					3	1	1	1							
Dwight (Girls).....															1	3	4			
Eliot.....											5	2								
Franklin.....																3	3	1	1	1
Hancock.....															1	3	2	2		
Hawes.....					1		2	1		3	5	5	1	1						
Lawrence.....					1						14				1	1				
Lyman.....																	3			
Mayhev.....				1	2		1	1		1	3	1	1							
Phillips.....	1	3	4	2			1			2	1	7	2							
Quincy.....										1	5	5	3							
Wells.....																3	2			
Winthrop.....																4	3	3		





A P P E N D I X .

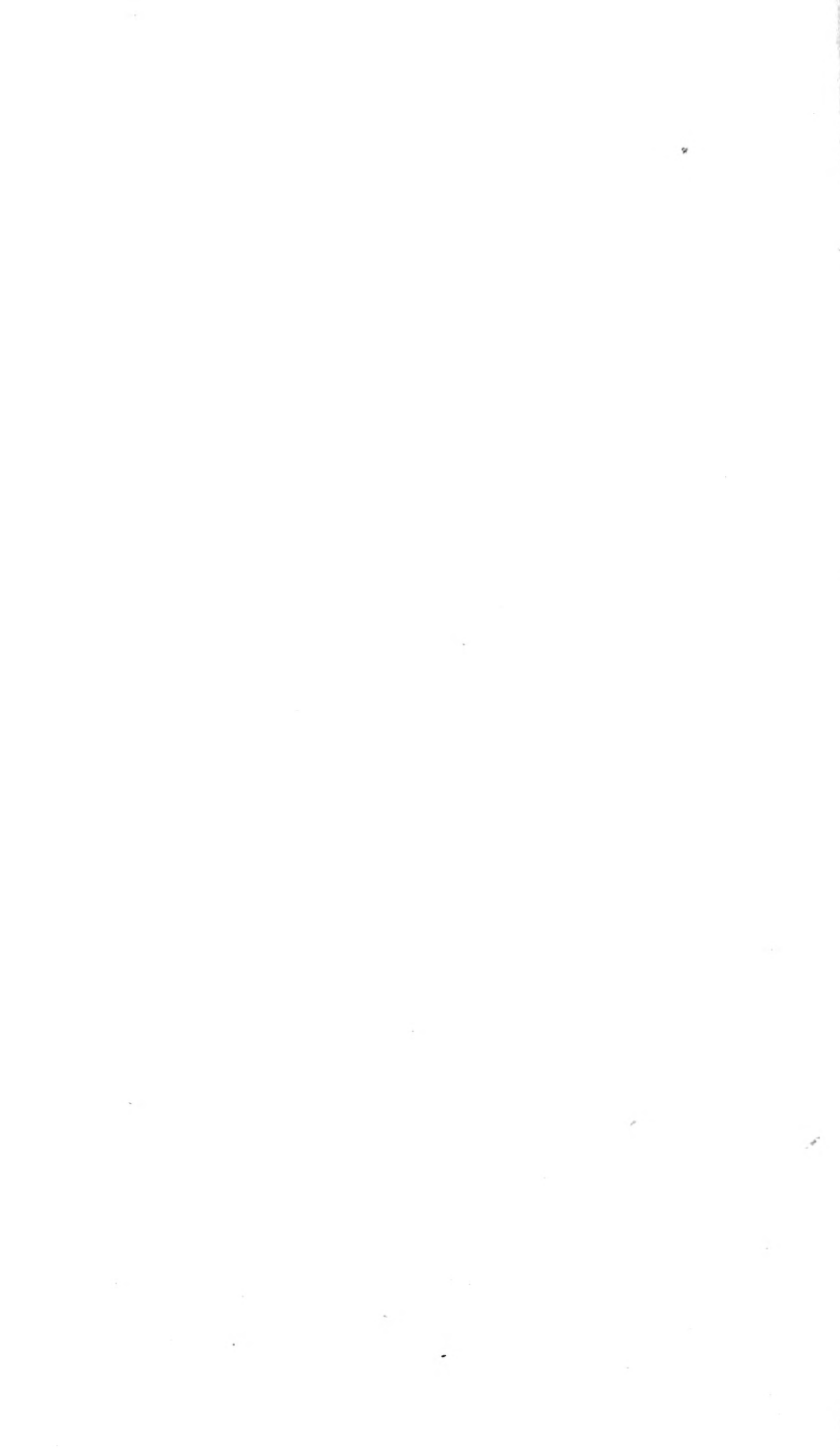


QUARTERLY REPORTS

OF THE

Superintendent of Public Schools,

FOR THE YEAR 1858.



THIRD QUARTERLY REPORT.

TO THE SCHOOL COMMITTEE OF THE CITY OF BOSTON:

GENTLEMEN:—The termination of another quarter has brought me before you with my Third Quarterly Report.

It is obvious that the frequency of these communications renders it unnecessary that they should be extended to a tedious length. By the change in your rules, multiplying the number of reports from your officer, it is presumed that it was not your intention to increase the aggregate extent of them. As I understand the matter, you wish me, on these occasions, to make a report in its proper meaning, stating succinctly my own doings, observations, thoughts, plans, and suggestions, bearing upon the administration and progress of our school system, and not to occupy myself, solely or chiefly, in compiling elaborate and voluminous treatises on the subject of education. In deference, therefore, to your supposed desire and expectation, as well as in accordance with my own conviction of utility, I aimed to make this report reasonably brief, and have so far succeeded, that the reading of it will tax your attention but a short time.

The Primary School Manual which you directed me

to prepare, has been commenced, and I hope to be able to submit it to your judgment at the close of the next quarter.

Respecting my office duties, which have occupied but an inconsiderable portion of my time, I have nothing new to report except that I have, in obedience to your instructions, kept a list of applicants for places as teachers. The number of names on the list is one hundred. But little use of it, however, so far as I know, has as yet been made by the District Committees who have had occasion to appoint teachers.

Since the close of the vacation, I have visited the greater part of the schools. In many cases these visits were necessarily brief, but having been made at all times in the day, and without any previous notice, they have afforded a tolerably good opportunity to observe the ordinary aspect and condition of the schools. It gives me pleasure to bear testimony to the generally satisfactory appearance which the schools have, under these circumstances, presented. Some particulars of my observations will be mentioned below.

The first course of Normal Institutes, or meetings of primary teachers in the several districts, as described in a former report, has been completed. Of the 214 teachers in our Primary Schools, all have been present at these meetings, with three exceptions only. And even in those cases there were good excuses for absence. In some instances, however, substitutes came in place of the regular teachers, who were temporarily out of their schools. A majority of the teachers appeared to bring to the meetings a spirit of cordial coöperation. Many expressed a strong desire to become better ac-

quainted with the most approved methods of teaching and governing Primary Schools. Further experience has confirmed the opinion set forth in my second report, respecting the utility of these meetings, and accordingly the second course has been commenced, with increased interest on the part of the teachers. Having, in the first course, presented and illustrated some of the fundamental principles which underlie all good discipline and instruction, I proceeded in the second, to consider some of the details of school-room management and teaching. The future success of this plan for improving the Primary Schools, must depend in no small degree upon the countenance and support given to it by the members of this Board and the Principals of the Grammar Schools.

The regulations relating to the Primary Schools require every scholar to be provided with a slate, and to employ the time not otherwise occupied, in drawing or writing words from their spelling lessons, on their slates, in a plain script hand. It is further stated in the same connection, that the teachers are expected to take special pains to teach the first class to write — not print — all the letters of the alphabet on slates.

The language of this requirement seems to imply that the classes below the first are to draw, and write words, in a plain script hand, without any special pains to teach them, and that by such occupation they were to be kept from idleness. As I saw neither of these objects accomplished in any Primary School, I thought it worth while to satisfy myself, by actual experiment, what can and ought to be done in the use of the slate and blackboard, in teaching writing and drawing in

Primary Schools. To accomplish this object, I have given a course of lessons in a graded or classified school of the third class. The number of pupils instructed in the class was about fifty. The materials of the school are rather below the average; about twenty of the pupils being of that description usually found in schools for special instruction. The school-room is furnished, as every Primary School-room should be, with stationary chairs and desks, and Holbrook's Primary Slates. Twenty-two lessons, of from thirty to forty minutes each, were given, about one-third of the time being devoted to drawing, and two-thirds to writing. As to the method pursued, the main points were, to present but a single element at a time; to illustrate on the blackboard, defects and excellences in execution; frequent review of the ground passed over, especially in the *first* steps of the course; a vigorous exercise of all the mental faculties requisite for the performance of the task; and a desire for improvement, encouraged and stimulated by the best and strongest available motives; the greater part of the time being bestowed upon the dull and backward pupils.

The result has exceeded my expectations. About three-fourths of the number taught can draw most of the simple mathematical lines and figures, given as copies on the slates used, with tolerable accuracy, and write all the letters of the alphabet in a fair script hand. This experiment satisfies me that, with the proper facilities, the three upper classes in graded Primary Schools can be taught to write the letters of the alphabet in a plain script hand, and even to join them into words, without any material hindrance to the other

required studies ; and moreover, that the great remedy for the complaint of want of time in these schools, is the increase of skill in the art of teaching.

The progress in acquiring this skill will depend mainly upon the policy pursued by this Board with reference to the supply of the proper means for the accomplishment of the object. I trust that a liberal course will be pursued, and that all reasonable facilities will be furnished for the attainment of so desirable an end. In accordance with this belief, I would recommend that a copy of the book entitled "Northend's Teacher and Parent," be placed in each Primary School room, for the use of teachers. This work covers different ground from that contemplated in the manual which you have directed to be prepared. The cost of the book is light in comparison with the benefit which we may reasonably expect the schools to derive from it.

In some of the Primary Schools, the mode of discipline is mild and yet efficient. On the other hand, in certain of them, the rod is rather too prominent. Where the instrument for corporal punishment is the main reliance depended upon for securing obedience, the government must be bad. The most successful teachers use a variety of motives, always preferring those which favor the right training of the moral sentiments.

In a former communication, I ventured to recommend the expediency of furnishing for each pupil in our Primary Schools a stationary chair and desk, and one of Holbrook's slates. By a vote of this Board, the suggestion was approved, and the proper authorities requested to carry it into effect. This request has been

complied with only to a very limited extent, for want of an appropriation to meet the expense. Fully convinced that the introduction of these facilities would give the Primary Schools a new impulse, I cannot but hope that the appropriation requisite for the purpose will be speedily secured.

In visiting the lower divisions of the Grammar Schools, I observed a marked difference in regard to the use of dictionaries, and I mention this because it affords one good criterion by which to judge of the general style of teaching in such classes. In some, each scholar is supplied with a dictionary, and definitions are daily learned from them. In others, there are no dictionaries in the hands of the pupils, and even the copy of Webster's Quarto, furnished at the expense of the State, is seldom, if ever consulted by them.

A similar diversity was observed in the degrees of attention paid to the subject of drawing.

The number of text-books permitted and required, seems to be greater than the interest of the schools demands. Without entering upon a full analysis of this matter, it may be worth while to suggest the inquiry, whether some saving of expense to parents, as well as of time and patience to scholars and teachers, might not be made, by reducing the number of different text-books on the subject of arithmetic, permitted and used in our Grammar Schools. The whole number of different books in this branch, in the Grammar Schools, is seven ; two would be amply sufficient.

In the Latin School, I witnessed an illustration of an excellent method of teaching the Latin Grammar. It

seemed to me a successful attempt to combine the proper exercise and discipline of the memory and the understanding. In other words, it was what is always desirable in all teaching, and of course what should be aimed at by every teacher, viz., a judicious union of the memoriter and the productive systems. Educators and teachers are apt to run into one or the other extreme.

An exercise was observed in the High School, which deserves notice. It was a part of a recitation in geography, that difficult branch to teach well. A pupil was sent to the blackboard to draw from memory a map of Italy. Having drawn the parallels and meridians, he sketched with rapidity and accuracy its line of sea-coast and continental boundaries, the courses of the rivers and mountain ranges, and located the most important towns, cities, and places of historical interest, at the same time giving an oral description of the most prominent geographical features delineated, with a statement of interesting facts, relating to the topography, history, productions, trade, &c., of the places indicated by the crayon. This exercise is not unknown in some of the Grammar Schools, and I trust it will, in time, be substituted, to a considerable extent, for the method of question and answer; for it certainly deserves to be considered as a progressive step in teaching geography.

I would recommend that a very considerable addition be made to the library of the Girls' High and Normal School. Encyclopedias, Dictionaries, and other books of reference, are especially needed by the pupils of such an institution, to enable them to pursue their studies to the best advantage.

My observations in this school during two somewhat protracted visits, produced a very favorable impression as to the skill and thoroughness with which the various branches are taught. It is, without doubt, an excellent school, and one of the brightest ornaments of the city. The money expended in its support has been well invested. Still, it is not unknown to this Board, I presume, that but few of its *graduates* have become teachers in our *Primary* Schools. If the reason is asked, (and it is sometimes asked,) why it has failed to supply our Primary Schools with teachers, the proper answer I imagine would be, that it is too limited in its means and arrangements to meet the demands of the city for a High School proper, and also, the demands of our schools for teachers of all grades, from the alphabet class up to the place of head assistant in the Grammar School. It is unreasonable to expect it to do so much. If it has not accomplished just what the advocates of its establishment promised it would, it has done, and is now doing, a very good work, and, in my judgment, it would be unwise, at present, to change its plan in any of its essential features. It is a good High School for girls, and as such, is an indispensable part of our system of public instruction. It serves an important purpose, also, in fitting a class of highly educated teachers for the upper divisions, and the place of head assistant, in our Grammar Schools. It is not only a Girls' High School, but also a *High* Normal School. As such let it remain, till a change of times and circumstances requires modifications. Still, the need of thoroughly trained teachers to fill the numerous vacancies that occur in the Primary Schools, exists. How shall this

need be supplied? I answer, by the establishment of a Primary Normal School, for the special training of teachers for Primary Schools and the lower grades of the Grammar Schools. In such an institution, the number of pupils should be quite limited, and the course of training comparatively short, while the exercises and studies should be strictly confined to that department of the science and art of teaching which is applicable to Primary Schools. No candidates should be admitted except those of mature age, and such as desire to become primary teachers. At present, so far as I know, there is no such Normal School in this country. Perhaps the time has not come to establish one here; but that such schools are destined to constitute a part of every complete system of public instruction, I entertain not the shadow of a doubt. As it is better to make good precedents than to follow them, I hope Boston will have the honor of making this one.

It is undoubtedly regarded by this Board as a matter of high importance, that a healthy moral tone should pervade our schools. Many of the best teachers entertain this view, and endeavor, so far as possible, to make their labors conform to it. Others feel that the appropriate work for them, is the cultivation and discipline of the intellects of their pupils, while their moral training belongs to the family and the Sunday school. The responsibility lies with this Board, to indicate the objects to which teachers shall direct their efforts, always bearing in mind, however, that the time and strength of instructors which is exerted in one direction, cannot be exerted in another at the same time. If the formation of right character is to be considered the paramount

object of our schools, teachers should be encouraged and directed to labor for that end, even at the expense of other aims.

In conclusion allow me to add, that in my judgment, the school system of Boston has been managed and controlled for the last twenty-five or thirty years, on the whole, with a remarkable degree of that wise conservatism, which admits and demands progress, and yet is sufficiently jealous of innovation — a conservatism vitalized by the true spirit of progress. To this judicious and faithful management our schools are indebted, under Providence, for whatever of excellence they now possess, and on the continuance of it their future welfare must depend.

Respectfully submitted, by

JOHN D. PHILBRICK,

Supt. of Public Schools.

BOSTON, Nov. 3, 1857.

FOURTH QUARTERLY REPORT.

TO THE SCHOOL COMMITTEE :

GENTLEMEN:—I beg leave to present the following as my Fourth Quarterly Report.

The Manual which you directed to be prepared for the use of the teachers of the Primary Schools, and which I had hoped to present to you at this time, is not yet completed. A considerable time having been devoted to that part of the work which relates to the principles or science of elementary education, it seemed desirable to carry forward the description of methods and arrangements, in connection with my operations in the schools and in the meetings of teachers, so that everything might be subjected to the test of actual experiment. I propose, unless otherwise directed, to proceed in this manner till the Manual is completed. The book will not be voluminous; but to make it what it should be, great care is necessary in its preparation; as it ought to embody, in the best form, the most valuable results of the experience of all ages in primary education.

In accordance with recent instructions from this Board, a general meeting of the teachers of the Primary Schools was held on the 20th of January, at the Hall of

the Winthrop School-house. For this purpose the Primary Schools were dismissed for half a day. The number of teachers present was 204. It is presumed that the small number of absentees had sufficient excuses for non-attendance, though reports of all the cases have not yet been received. The attendance of several members of the Board was highly gratifying, as a manifestation of their interest in the movement. It was a working meeting. The session was held upwards of two hours and a half, most of the time being occupied in presenting and illustrating the principles and methods of school government.

This meeting, being intended as introductory to a series to be held quarterly, or more frequently, it was approached with no little solicitude for its success, since it was certain that a failure to engage the attention and meet the reasonable expectations of those in attendance, would render the next step in this direction more difficult even than the first. How far it accomplished the purposes for which it was designed, will appear in the future. I cannot but hope, however, that it may prove the means of promoting a great and important object, almost sure to be effected sooner or later, namely, the thorough training of teachers destined especially for primary instruction. This idea it is impossible to abandon or neglect, without at the same time virtually resolving, that our Primary Schools shall not be raised to that standard of excellence which is necessary, not only for maintaining our position as an educating city, but to meet the growing demands of the times for better elementary education.

With the exceptions above stated, the modes of pro

ceeding in the discharge of my duties during the last quarter, have continued substantially the same as described in detail in previous communications to this Board. While it has been my purpose and endeavor that no part of our school system should wholly escape my attention, my efforts have been chiefly devoted, as heretofore, to the Primary Schools. Sustained and encouraged by repeated expressions of your approbation of this line of action, I have pursued it with increasing earnestness and confidence of ultimate success. I trust that future results will afford a full justification of the wisdom of this course.

That you may the more distinctly understand my aims, and the principles on which I proceed, allow me to refer to two opposite and extreme views of our whole system, and of the Primary department in particular, both of which I have studiously avoided. The one regards the system as a piece of mechanism, complete and perfect in all its parts, like a chronometer, which needs only to be wound up and cleaned at stated intervals, to keep it in good running order. The other sees in it nothing but a rudimentary edifice, like the cabin of the pioneer settler, a mere conglomeration of rude materials, in which no stone or beam of comely shape has been adjusted by square and level, to its permanent place of beauty and usefulness. Both of these views are evidently erroneous, and dangerous in their tendency.

As the only basis of right action, I have aimed at a just appreciation of what has been done, as well as of what remains to be done. Let it not be inferred, therefore, that I see no excellences in our Primary School

system, because I have selected that department as the one giving the greatest promise of usefulness to my efforts at this time. That it possesses many admirable elements, I freely admit. I know that much labor and wisdom have been employed in rearing the fabric and carrying it forward to its present stage of advancement. But a careful study of its history and present condition will show, that the work of improvement hitherto has been directed more especially to the buildings, furniture, organization, regulations, and other external and material appliances, which constitute the framework of the system, and less to the internal spirit and methods, which, after all, determine mainly the character of its products. Never, so far as I have been able to learn, has there been any systematic, efficient, and persevering effort made to introduce and keep alive there the best methods of instruction and discipline, founded upon true principles.

This was the task which I ventured to propose to myself, relying upon this Board for countenance, support, and direction. In this enterprise, the cordial coöperation and the united counsels of all parties responsible for the results, are indispensably requisite.

The transcendent importance of primary education ought to be kept constantly before our minds, in order to stimulate us to proportionate efforts. Considering that the ages of the pupils who leave the first classes of our Primary Schools to enter the Grammar Schools, or to be put to work, will average not much less than ten years, the age at which Franklin's schooling was finished; and remembering that the child's education during the first decade of his life does more than that

of any subsequent period towards forming his character, we cannot escape the conclusion that our Primary Schools, though less conspicuous before the public eye, do more than those of higher grades to shape and determine the results of our educational system. It is most reasonable, therefore, that they should receive corresponding care and attention.

Moreover, the relation of primary to superior education, counsels the same line of policy. A good thought, carried into the intellectual, moral, or physical training of a child in the alphabet class, sends up its salutary influence through all the superior strata of the system, to the topmost grade of the High School. It should not be forgotten, that in a school system wholesome influences always gravitate upwards, from the lower departments to the higher; I mean those influences which are applied directly to pupils in school. In their proper motion they ascend. To attend to the upper grades, therefore, to the neglect of the lower, would be as unwise as for the engineer to take the fire from beneath his boiler, and place it on the top, to increase the production of steam.

The leading idea of my plan is, to effect improvements through the teachers themselves.. There must be an interest on their part, or little good is accomplished. Let the teachers have an earnest desire to excel in their calling, and their schools will seldom fail to rise to the requisite standard of excellence. Those in whom such a desire is not felt, and cannot be created, have mistaken their vocation.

It gives me satisfaction to state that I have observed an increasing zeal on the part of many teachers to

acquire greater skill in teaching. This spirit has been manifested in a gratifying manner at some of the Normal Institutes recently held in the districts. The fact that I am frequently solicited by teachers to visit their schools for the purpose of giving advice as to their management, is a hopeful indication. When a teacher has advanced so far as to see that her work is not all that it might be, and is willing to confess it, she has taken an important step forward. I am always happy to respond to calls for assistance in such cases.

Thus it will be seen that there are three modes in which I seek to communicate my views and methods to the teachers: by meeting them individually in my visits to the different schools; in groups at the district meetings; and in the mass, the whole corps being assembled in one place.

Many teachers are doing what they can to cure that prevailing evil in all the schools, the want of profitable employment. But in a large majority of the schools the requisite facilities have not yet been provided. One of these facilities, the chair, desk, and slate, for each pupil, this Board has repeatedly voted to furnish, but somehow or other the execution of the plan seems to have been defeated. This useful and much needed apparatus has been supplied in but few schools. Only one is provided with the slate, which is the indispensable and essential part of the plan. Last May the sum of \$20,000 was appropriated by the City Council to the improvement of Primary School-houses. This was not for ordinary repairs, but for extras. Is it said that this sum did not leave any margin for such an object? This question may be answered, in part, by

stating, that not long since, the margin was found so wide, that the sum of \$3,000 was taken off and transferred to the "Henry Morrison." The desks should be supplied first in all intermediate schools, and next in those rooms belonging to the city which are of suitable size, and occupied by graded or classified schools.

The classification of the schools, another remedy for want of employment, as well as for other evils, has made considerable progress. Eighty-five schools are classified more or less perfectly, some having but one class, some two, and some three. With equal materials, if those schools which are classified are not better than those which are not, the fault must be in the teachers. Some of the teachers in unclassified schools are beginning to see the disadvantages under which they labor, and to ask for the grading of their schools. Isolated schools cannot conveniently be classified better than they now are; but where there are two or more in the same building, the process consists in simply placing those pupils whose attainments are the highest, in one room; then those who come next in rank in another room, thus proceeding till all the children are disposed of, always taking care to leave as small a number as possible in the alphabet class.

Whether our school buildings are provided with all reasonable safeguards against danger from fire, is a question which was doubtless suggested to your minds by the recent sad disaster in one of the schools of the city of Brooklyn. The case of panic, still more recent, in one of our own schools, but fortunately, through the coolness and good management of the master and teachers, less disastrous, is calculated to

bring home the question more emphatically to the consideration of those on whom the responsibility rests.

I would suggest that a judicious revision of the list of text-books in use in our schools would be the means of a considerable saving of expense and time to the pupils.

As the truant officers are exclusively employed in a service which constitutes a part of the administration of the school system, it seems reasonable that they should be under the control and direction of this Board, and report their doings here. From their reports for the year ending December 31, 1857, it appears that they have made in that period, 3,198 visits to schools; that they have made complaints against 72 truants, who have been sent to the House of Reformation; and that they have induced 299 absentees to attend school. From the information I have been able to gather respecting the operations of these officers, I have no doubt that their services have been, on the whole, very useful, and well worth all they have cost.

In making these and other suggestions of improvements, I would not forget that the judicious and efficient administration of our system as it is, should receive the largest share of our attention. It is our first duty to make the best use of what we possess. We have a noble school system, and I think I can say truly, that, on the whole, it is producing better results than ever before.

The period covered by this report completes my first year of service in this office. If I have not accomplished all I could have desired, I have done what was in my power; and I now cheerfully submit, with this report, all my doings to your judgment.

JOHN D. PHILBRICK,

Supt. of Public Schools.

FIFTH QUARTERLY REPORT.

TO THE SCHOOL COMMITTEE:

GENTLEMEN:— Your recent modification of the rules respecting the duties of my office, requires the report for September to be in writing, and to contain an account of the labors and observations of the whole preceding year, thus answering the purpose of an annual report, while the communications for December, March, and June, are permitted to be either oral or written, at the option of the Superintendent, and of course, are expected to be less elaborate and extended. I have not, however, ventured to avail myself of your indulgence at this time, by coming before you with an oral statement, lest it might be wanting in the requisite brevity, perspicuity and precision, and the little labor saved to me in the preparation might prove a tax on the time and patience of this Board. But the difficulty of communicating in a few sentences, any adequate idea of what I have done and observed, and thought, while engaged in the discharge of my duties for the space of three months, will, I trust, be duly appreciated.

The greater part of my time during the last quarter has been employed in the Primary Schools. Within that period, every one of these schools, it is believed, has been visited and faithfully inspected, the time occupied in each varying from upwards of an hour to a few

minutes. A number of schools have received more than one visit. In one building containing five schools which had been recently classified and furnished with the improved desks and slates, I gave daily exercises for about two weeks. The number of visits thus made amounts to upwards of *three hundred and twenty*, without taking into the account a considerable number of brief calls. In a majority of the schools, I gave exercises to illustrate the principles and methods of teaching, which seemed to be witnessed by the teachers, in most cases, with interest and profit. Though my visits to the schools of higher grade amount, in the aggregate, to a pretty large number, I have not undertaken to make a general inspection of all the departments of them. The consultations with committees and individual members of the Board have been more numerous than in any previous quarter.

A general meeting of the teachers of Primary Schools was held on the afternoon of the 18th of May, in the Hall of the Winthrop School-house. About two hundred teachers were present. The absentees are expected to render a satisfactory excuse. The session occupied two hours and a half, and the exercises were similar to those of the meeting described in my last report, with the addition of the reading of an able and elaborate prize essay on School Government, written by Miss Sarah Ingalls, a teacher in the Phillips district. A small prize was offered for the best essay on Moral Education to be read at the next meeting.

What time could be spared from other duties has been devoted to the study of the theory and practice of elementary education, in connection with the preparation

of the Manual for the use of teachers. With a view to avail myself of the best lights on the subject, I have procured the most recent European publications bearing upon it; and in furtherance of the same end, I propose, if no objection is made, to spend a few days, immediately, in the Primary Schools of New York, which have a high reputation.

As I shall soon be prepared to submit the Manual to your judgment, I beg leave to suggest that a committee be appointed to consider and report on its acceptance, and the ways and means of furnishing it to the teachers.

I deem it my duty to report to you that the teachers of the Primary Schools have, in general, engaged with earnestness in the plans of improvement which have been suggested, and that the schools present an encouraging and hopeful aspect. In a large number of them I witnessed gratifying indications of progress.

Perhaps a few remarks on some things observed which ought to be commended, and on others which ought to be mended, may serve as useful hints both to the members of this Board and to teachers. One of the most curious of the phenomena observed, was the positiveness on the part of some teachers that certain things were impracticable, if not impossible; while perhaps in the next school, the same things were found to be satisfactorily accomplished. This was the case more especially respecting the teaching of singing, writing, and the sounds of the letters. Only yesterday, in a school consisting of sixth class or alphabet scholars, of the poorest materials, I witnessed the singing of Old Hundred with a good degree of spirit, if not with the

understanding ; and I shall take the liberty to persist, hereafter, in the belief that any school, with proper teaching, can learn to sing. In an Intermediate School I saw specimens of penmanship which would be creditable to first scholars in a Grammar School ; while the teacher of another was evidently astonished at the suggestion that writing might be taught in such a school. One teacher thinks that pupils cannot understand the sounds of letters till they get to the first or second class ; while another finds the drill upon the elementary sounds, almost the royal road to reading, in its first stages, saving much of the labor of telling each scholar, every day, for four years, to pronounce the *ing*. In one alphabet school no books are used, and the teacher has no idea that such little things as compose her school can hold a book and read ; while in another every one stands up, keeps his place, and reads in a class. One teacher makes constant use of the blackboard, which is doubtless the most valuable piece of school apparatus yet invented ; while another has had them all cleared out of her room as useless lumber. The numeral frame, another excellent article of apparatus, is furnished to every school, yet, according to my best recollection, I never found it in the hands of any teacher. In one school there is remarkable industry, every scholar studying in earnest ; in another, you may look for an hour without seeing any one apply himself with a good will to his lesson. In one, the pupils have regular physical exercise, at stated times every day, and they grow comparatively straight and vigorous ; in another, they are made to sit as still as rebellious nature will permit, except at recess time, and the two minutes a

day occupied in saying *a, b, c*. In one graded school, at least half of the pupils are taught in one class, and the attention of all is secured; in another, three or four are taught at a time, while the rest are idle or in mischief. Some school-rooms, by scrupulous neatness and the tasteful arrangement of a few articles of ornament, are made attractive and pleasant, while others look naked and cheerless. In one Intermediate School the pupils were trained to cleanliness and good manners, with extraordinary success, — they were really civilized and refined; while in another, the slovenly urchins appeared little better than semi-barbarians, the difference being due entirely to the difference in the teachers.

I thought it important to inquire very frequently as to the ages of the pupils in the first and second classes. One teacher of large experience takes great pains to send forward the pupils to the Grammar School before many of them get beyond the age of eight, taking care to keep the dull ones from falling back, — while those of premature mental development, with large heads on small bodies, are judiciously restrained, till their physical growth can come up with their intellectual; another does not discriminate, and each is allowed to go his own pace. From one school, but one candidate was sent up to the Grammar School, at the last semi-annual promotion, and that one *was sent back*. From a school in the same vicinity, more than a dozen were sent, and they did not miss a question at the examination.

The management at recess deserves more attention than it receives. There is room for much improvement here. At one building where there are six schools, the

recess is conducted in an admirable manner. Wholesome discipline governs every thing from the time the pupils leave their seats, till they return to them. In other places, the yards during recess are scenes of disorder, and schools, not of moral training, as they should be, but quite the reverse. In one school, a firm and gentle rule and a loving sympathy hold every scholar in obedience, with bonds as strong as steel, yet light as air. Another subdues opposition and conquers restiveness by the stern sway of the government of force,

“ Where the boding tremblers learn to trace
The day’s disaster in their *mistress’* face.”

These are a few of the extremes observed in the Primary and Intermediate Schools, and I could name, were it necessary, the particular schools in which they exist.

At the time of making promotions in March, the system of gradation was introduced into a number of schools, and now a decided majority of the whole are conducted on that plan. The schools in Rutland street and Paris street, are perhaps the best specimens of this organization, not because the teachers and buildings and pupils are in all respects of the best description, but because in these schools the system has had more time to develop itself, and the number of schools in each building corresponds to the number of classes or grades, one occupying each room. In these schools the promotions in March were so made as to leave but a small number in the lowest class to commence the half-year with. This plan of promotions in the graded schools should be adopted as fast as possible. It is an essential element in the system.

But little progress has been made in introducing the improved desks and slates. I understand that some members of the Committee on Public Buildings do not concur with this Board as to the utility of such school furniture. For this reason, probably, your repeated requests have not been complied with.

Schools can be really improved but very little except through the improvement of the teachers. With reference to this important maxim of educational policy, I ventured, in a former report, to call attention to the prospect of drawing a supply of trained teachers from our excellent Girls' High and Normal School, to fill the vacancies that occur in our Primary Schools. I am now able to present to you some facts and figures bearing on this point. The whole number of graduates from our Normal School, now engaged in our Primary Schools, as reported to me, at the meeting of teachers above alluded to, was 9; the number who have been connected with that institution for a longer or shorter period, so engaged, is 15, — total, 24, which is a little more than ten per cent. of the whole number of Primary Teachers, while the graduates alone constitute but about four and a half per cent. I can see no good reason to expect an increase of this ratio, while the present system exists. Doubtless a much larger number of Normal pupils are employed in the Grammar Schools.

You enjoin upon the Superintendent, not only the important duty of inspecting and examining the schools, but also the much more responsible task of advising the teachers as to instruction and discipline. Advice from your officer, by your direction, and not in conflict

with the spirit of the Rules and Regulations, would seem to be equivalent to orders, though given without any show of authority. I have endeavored, therefore, to proceed in this matter with circumspection and caution, lest I might counteract advice and directions from local committees. No such case has come to my knowledge, and I trust that by the continued exercise of due care, perfect harmony in this respect will be preserved.

Respectfully submitted by

JOHN D. PHILBRICK,

Supt. of Public Schools.

June 1, 1858.

SIXTH QUARTERLY REPORT.

TO THE SCHOOL COMMITTEE :

GENTLEMEN :— Your Rules, as they now stand, make it the duty of the Superintendent to present to you, at your quarterly meeting in September, a written report of his labors, not only for the preceding quarter, as heretofore, but for the whole year, “together with such facts and suggestions as he may deem advisable.”

As the change in the rules, which requires the communication, at this period, to embrace an account of the operations of my office for an entire year, was not adopted till late in the last school year, and as my last three quarterly reports embody what I had to say up to last June, I trust that a statement of my doings from that time will be accepted as a virtual compliance with your instructions.

Soon after the last quarterly meeting, in pursuance of the plan then proposed, I went to New York for the purpose of examining the public school system of that city. Five days were occupied in the different grades of schools embraced in the system. In most of my visits I was accompanied by the Chief Superintendent of Public Instruction, who kindly afforded me every facility for the accomplishment of my object. One day was spent in the Saturday Normal School; about a half a day in the Free Academy; and the remainder of

the time was divided between seven Grammar and as many Primary Schools, embracing some of the best and some of the poorest specimens. I endeavored, by observation and inquiry, to learn what I could of the organization or framework of the system, of the methods of teaching and discipline, and of the results reached. I deem it unnecessary to make any apology for devoting a portion of my time to the personal inspection of schools in another city, as such a course seemed to me essential to a proper discharge of my duty, in obedience to the rule which directs the Superintendent to keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city,—a rule which stands as an honorable evidence of the wise liberality of this Board. It has appeared to me especially desirable that we should have some certain knowledge of that great and already famous system of schools, which perhaps may be regarded as the foremost of the competitors with our own for the palm of superiority. I venture, therefore, to tax your patience while I briefly enumerate the leading features of the system and of its management, since anything like a comprehensive and succinct statement of them is not easily, if at all, to be found in print.

The system is under the general control of a Board of Education, consisting of two Commissioners, elected by the people, in each ward, and invested with full power, not only to order and direct the expenditure of all money appropriated by the city to school purposes, but to *determine how much* money shall be raised and

appropriated for the support of public education. In each ward there is a local Board of Trustees, elected by the popular vote, and clothed with important powers as to the appointment of instructors, the direction of the course of study, the erection of school buildings, &c. The Commissioners are *ex officiis* members of the local Boards, in their respective wards. These Boards of Trustees manage all the details of the administration of the system. A Superintendent in Chief, or City Superintendent, and three Assistant Superintendents, are elected triennially by the Board of Education. The examinations of the schools are made chiefly by the Superintendents, the school officers examining little, though making numerous visits. All candidates for the office of teacher must be examined by the City Superintendent or his assistants, and without the certificate of the former no teacher can receive an appointment. The certificates given to teachers are of three grades, and, with some exceptions, the salaries are determined by the grade of certificate. All the requisite stationery and text-books are furnished to the pupils at the public expense, from a central depository, under the control of the Board of Education. Uniformity of text-books has not been insisted on by the Commissioners, each local Board being permitted to prescribe the books to be used in the schools under its immediate care. Consequently the diversity of text-books is very great. Not long since there were in use fifty different spellers, twenty-five geographies, and twenty grammars. When, therefore, it is said that a book has been adopted in New York schools, it does not follow that it is used beyond the limits of a single ward.

The highest institution in the system is the Free Academy, which is open and free to all male pupils of a year's standing in the public schools, who possess the requisite qualifications in point of scholarship and character. It covers not only the ground usually occupied by high schools, but affords the means, also, of acquiring a full collegiate education. It is conducted on what is denominated the departmental plan, each teacher being devoted to a single branch of science or letters. Its corps of instructors is of a very high grade, and the instruction is at once thorough and practical.

The Normal School was established for the instruction of those teachers employed in the Public School, who have not received a first grade certificate. The sessions of the female department are held on every Saturday, from 9 A. M. till 2 P. M. The male department is in session, during the winter, on Wednesdays, from 4 to 7 P. M., and on Saturdays, from 4 to 8 P. M.; and in the summer, on Wednesdays and Fridays, from 4 to 7 P. M. There is a separate Normal School of a similar character for colored teachers. A female daily Normal School is also in operation. In this school pupils of the requisite qualifications who are not employed as teachers, are received. The aggregate number of pupils registered in these schools, is 957. These schools are believed to have been very useful in elevating the common schools of the city, but they are not *Normal Schools* strictly speaking, as the course of study and training prescribed for them embrace none of the peculiar elements of a Normal School proper. Some members of the Board of Education are now endeavoring to secure the establishment of a System of Normal

Schools for the purpose of training teachers in the theory and practice of teaching.

Evening schools constitute an important part of the New York system. These schools are for both sexes, and are about 40 in number. They are kept open for about five months in the year. The number registered for the last term reported, was 14,992, and the average attendance 6,832. The whole expense of supporting these schools for the year ending December 23, 1856, was \$47,859 64. The course of study is as follows :

The alphabet, spelling, reading, writing, arithmetic, algebra, geography, grammar, book-keeping, mechanical and architectural drawing ; and in all cases where classes of twenty and upwards could be formed, any higher branch of education.

The teachers of these schools are generally drawn from the corps of instructors employed in the day schools.

The Ward Schools contain all the grades corresponding to the grades in our Grammar and Primary Schools, each consisting of three departments, the male, the female, and the primary, which are usually accommodated in the same building. The number in each department varies from 200 to 900 or 1000. In the Primary department, the sexes are mixed ; but in the grades above, they are always separate. I observed that in some of the Primary Schools, the pupils were retained till ten or twelve years of age ; the upper classes corresponding in grade to the lower classes in our Grammar Schools. The male and female departments are similar in grade to our Grammar Schools, though the range of studies is not precisely the same. In the male department, algebra and the Constitution of the United States are

required studies, as candidates for admission to the Free Academy are examined in these branches. In the female department of some schools, French, Latin, Geometry, and other high school studies are pursued. The plan of the buildings is intended to furnish accommodations for each department on one floor. On each floor there is a hall, with a number of class-rooms attached. The pupils are assembled in the hall to attend the opening and closing exercises, which are conducted by the principal, and to receive instruction in vocal music. They are engaged, during the greater part of the session, in the class-rooms, attending to recitations under their respective teachers. The schools have but one session of six hours each day, except Saturday, which is a holiday. The pupils are allowed three recesses, the middle one being of sufficient length for a lunch. All studying is required to be done at home, the whole time of the school session being occupied in recitation. In our Grammar Schools the arrangement is generally such that the pupils under each teacher are divided into two sections, which alternate with each other in study and recitation. In New York the case was different, so far as I observed. The pupils under one teacher were in one class, and all recited together.

The primary, the female, and the male departments of the Ward Schools, have each a principal, who is not expected to teach a class. The principals administer all punishments, and manage, so far as possible, all the details of discipline. In the schools for girls there are no male teachers. In the schools for boys, teachers of both sexes are employed; the number of male teachers

averaging about one for a hundred boys. The maximum number of teachers allowed by the rules, for the male and female schools, is one for forty pupils; in the Primary departments, one for fifty pupils. But some of the teachers in a school would often have a smaller number. I observed in one school for boys, that the whole time of one of the highest teachers was given to a class of fifteen, who were candidates for the Free Academy. In the Primary, as well as in the higher departments, the pupils are arranged in as many grades or classes as there are teachers, each teacher having but one class to instruct.

The recesses were conducted in an admirable manner. The pupils while in the yard or playground were always under the inspection of one or more teachers, detailed for that service. Some of the school buildings are furnished with excellent gymnastic apparatus, and in some schools calisthenic exercises were practised to good advantage. Pupils are not required to attend the school within any particular geographical limits, and when they remove from one section of the city to another, they frequently remain connected with the same school.

I have thus presented, as distinctly and intelligibly as I could in so small a compass, the main features of the system, and it will be readily seen that they differ widely from those of our own.

If you now inquire whether I am prepared to recommend the incorporation of any of these features into our system, I reply, —

1. That it seems to me desirable that this Board should, like the New York Board of Education, have

the control of the expenditures of all moneys appropriated to school purposes. They should have full power to determine when, where, and what kind of school accommodations shall be provided. Now they are denied the privilege of even determining how a school-room shall be seated. I fully concur with the remarks on this subject, which were presented in the last Annual Report of this Board.

2. In my judgment it is desirable that all the pupils of a school should be assembled, if not daily, at least semi-weekly, for general exercises, under the direction of the principal.

3. That the management of recesses, especially in connection with the Primary Schools, might be much improved by adopting a plan similar to that which prevails in New York.

4. That our schools would be improved by reducing the number of pupils to a teacher, so as to come nearer to the New York number.

5. That in our schools for boys more male instruction could be employed to advantage.

In the methods of teaching, I saw no excellence which is not well known in our own schools. The discipline seemed to be much more strict than with us. In the boys' schools, it partakes of the military character, to a much greater extent. The pupils are thoroughly trained in marching, sitting, standing, rising, and in various manual exercises. This training is called the school drill. In some schools it is carried to great perfection; I could think of nothing to match it with, except the drill of the famous Seventh Regiment. These performances are very pleasing to the common class of

visitors. Nor are they useless, if kept within the limits of moderation. Perhaps some of our schools are too negligent in these matters. Little or nothing should be done for mere show. Utility should be the aim, and no one will doubt the utility of training pupils to habits of energy, precision, and gracefulness in all their movements, and to avoid awkward postures, sitting and standing.

I shall not detain you with any details respecting the results of the system. Nor is it an easy thing to make a just and useful generalization on the subject. I am satisfied that we ought, in most cases, to qualify sweeping remarks respecting a matter so complicated, and so difficult fully to comprehend, with this proviso, — “if I am not deceived.” Reading and writing receive much less attention than with us, while much more attention is bestowed upon algebra and other higher studies. The custom of pushing the intellect at the expense of health and morals, seemed to be much more prevalent than in our schools. The severe tasks required out of school hours, often demanding three or four hours of study, and sometimes more, evidently produced injurious effects upon the physical system, especially of the girls. One girl of fifteen years of age, who had made a brilliant recitation in the higher branches, such as algebra, geometry, Latin, and English literature, told me that besides seven hours and a half spent daily in the school, she practised and studied at home more than six hours.

In concluding this topic I would add, that, while on the whole I formed a favorable opinion of the working of the system of public education in New York, I

returned with increased confidence in the excellence of our own. The grand, vital question, respecting any school system is this, — What kind of teachers does it demand, employ and retain? Judging by this criterion I must award the palm to our system. In New York, a few superior teachers are employed as principals, and others of excellent talents were occasionally found, but the mass of the rank and file bear no sort of comparison with the majority of our teachers, either in literary qualifications or in experience and ability as teachers.

During the last quarter, some visits to the High and Primary Schools have been made, but my chief attention has been devoted to the Grammar Schools, and especially to the upper divisions which are under the instruction of masters, sub-masters, and head assistants, the lower divisions having been examined at the beginning of the school year.

These visits to the Grammar Schools were made without previous notice. The usual course of proceeding was to listen for a time to whatever exercises happened to be in progress, and to inspect carefully all the writing-books, drawing-books, and book-keeping manuscripts, and such specimens as were presented, of maps, drawings, penmanship, composition, and other written exercises, in order to ascertain, as far as possible, the methods and results of the use of the pen, pencil and crayon, on paper, slate and blackboard.

So far as I examined the pupils in other branches, it was my aim to select some topic which would test, to some extent, the development of the understanding, and the reasoning powers, though by no means intend-

ing to make success in this direction, the sole criterion of the excellence of a school. It was my constant endeavor, also, to discover the spirit which pervaded each school, and to acquire a knowledge of its style of management, and of the main principles which governed its operations. The examination of this important part of our system, was felt to be a laborious and responsible task, but it was also a gratifying one. It deepened my conviction of the vast power for good which these noble institutions which we call Grammar Schools, are exerting upon the rising generation.

In almost all cases the teachers were very frank in communicating their views, plans and aims. I mention this with the greater satisfaction because in the annual report, several years since, the committee complained of the "excessive reserve," on the part of the masters, with reference to these matters. Everywhere I found a desire to excel, and a just pride in the reputation of our system. Suggestions for improvement were frequently invited by instructors, — sometimes even by seniors in the service, showing that they had succeeded in avoiding one of the dangers incident to the profession. It is undeniable that a vast amount of first-rate teaching ability is employed in these divisions of our Grammar Schools. Still I could not but feel that the inequalities in some particulars were greater than they should be, or need be. In some schools, the productions of the pen and pencil were of a very high order, full as much attention being paid to them in the upper divisions as they deserve, while in other schools they are too much neglected. A set of writing books, written by the pupils of the upper division in the

Bowdoin School, showed extraordinary proficiency in this branch. I think I can safely say I never saw a set of writing-books equal to them. I saw but two or three cases where I thought the teachers or pupils did not perform as much work as was desirable, and these were not in the highest departments. There were more cases where there was too much exertion. I observed that the teachers who possessed the highest skill, produced excellent results without overworking either themselves or their pupils.

They knew how to make every effort tell. Some peculiar excellence was found in nearly every school. If all these excellences could be brought together in one school it would be a better school than any ever known. This we cannot hope to fully accomplish; yet this should be our aim. One master has a philosophical turn of mind, and deals with principles and works for the future; another is occupied more with facts and details. One insists upon great energy and activity in every operation; another pays more attention to propriety and elegance of deportment. In one school, spelling is taught in the best manner, but declamation is not; in another, the reverse is more nearly true. In one, many useful exercises in writing are practised; in another, nothing of this is seen. In my estimation the *model school* is the one in which each department of education receives that share of attention which its relative importance demands, nothing being neglected and nothing made too prominent.

It is my impression that those schools in which the masters spend a considerable portion of their time in the inspection of the lower classes, are generally doing the

best. Some masters confine themselves almost exclusively to the instruction of the upper division. In their schools the pupils sent up to the upper divisions are not apt to come so well prepared as they would if a different course had been pursued.

Still I have sufficient reason to believe that every head master is earnestly devoted to the interests of his school, and desires to pursue that course which is calculated to produce the best results.

The sub-masters, as a class, are an able and efficient body of teachers, and some of them possess a high degree of the spirit of progress. They are favorably situated to fit themselves for the post of head master.

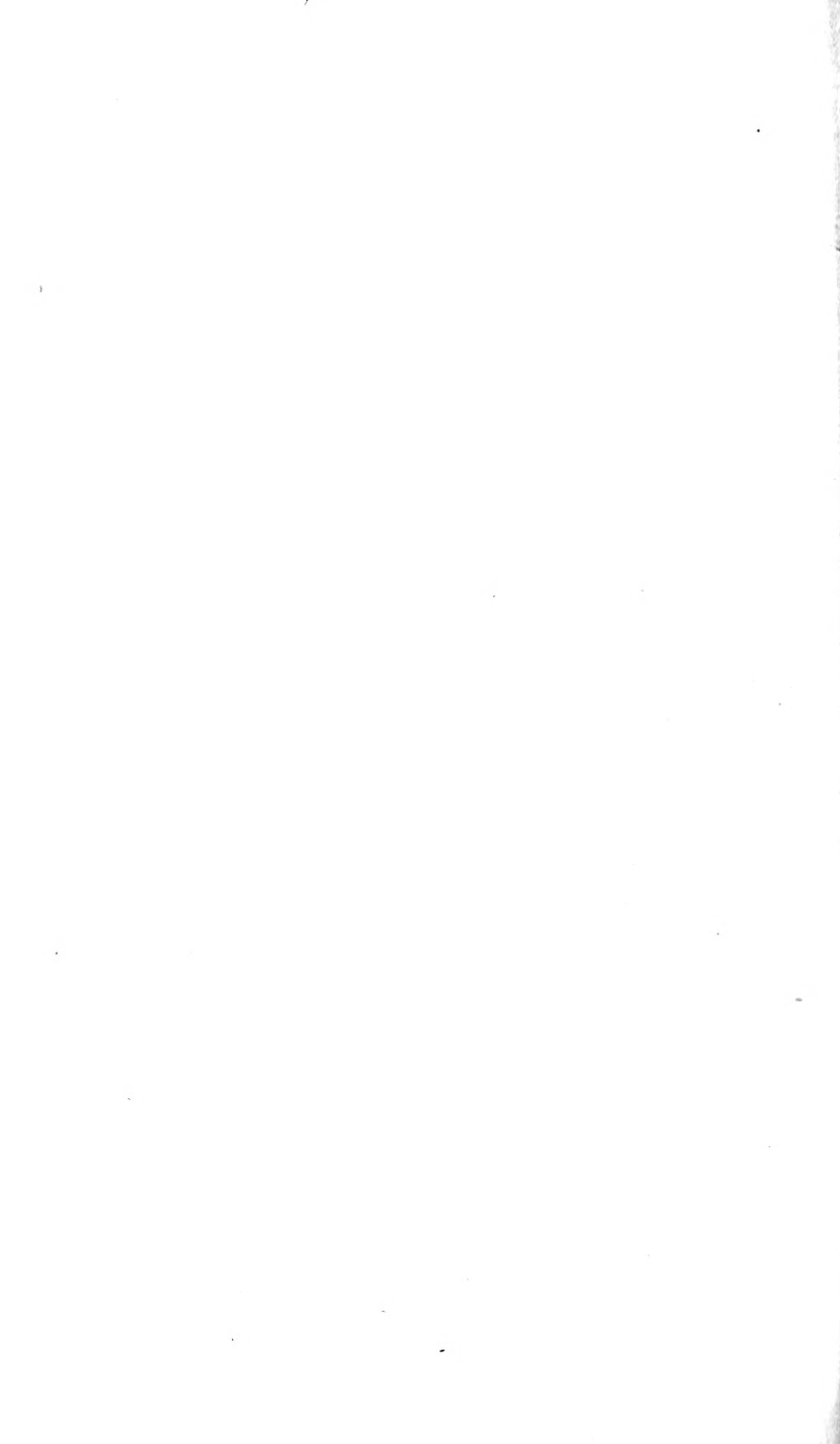
In conclusion, I cannot but believe that our Grammar Schools never terminated a more successful year's work than that of the last, and that they never entered upon a new year under more favorable auspices than the present.

Respectfully submitted by

JOHN D. PHILBRICK,

Supt. of Public Schools

Sept. 7, 1853.



VOCAL MUSIC

IN

THE PUBLIC SCHOOLS.

HISTORICAL SKETCH.

During the past year a decided and important advance has been made in this department of instruction in our schools. We deem it unnecessary, at this late day, to enter into any arguments in support of the expediency and utility of nurturing this branch of education; but a brief sketch of the circumstances under which music was introduced and engrafted upon our school system, and of the relative standing and importance it holds in this connection, at the present time, may prove, it is hoped, both interesting and instructive.

The subject of the introduction of instruction in vocal music into the Primary Schools of Boston, was agitated as early as 1831. On December of that year, an elaborate report was drawn up and presented to the Primary School Board by Mr. G. H. Snelling, in behalf of the Special Committee appointed for that purpose, in which the measure was strongly urged, and the following resolution submitted:—

Resolved, That one school from each district be selected for the introduction of systematic instruction in vocal music, under the direction of a committee to consist of one from each district and two from the Standing Committee.

This report was, after much discussion and not with-

out serious opposition, accepted on the 17th of January, 1832, and its recommendations adopted. The experiment received a partial trial, but the plan proposed was never fully carried into effect. Enough was done, however, to demonstrate the feasibility of the project, and its beneficial effects on both teachers and pupils. This was the first systematic effort towards recognizing the claims of music, as a branch of elementary instruction in the Common Schools in this country.

Shortly afterwards, the Boston Academy of Music was founded, having for one of its objects, as set forth in its first annual report published in 1833, to establish the instruction of vocal music in the Public Schools. At a meeting of the School Committee, held on the 10th of August, 1836, a memorial was received from the government of the Academy, supported by two petitions from sundry respectable citizens of Boston, praying that vocal music may be introduced, as a branch of popular instruction, into the schools of this city. This memorial was referred to a select committee of gentlemen, competent to weigh and judge upon the merits of so important a question, who, after a patient and careful investigation of the whole matter, offered a report in its favor on the 24th of August, 1837. This report is signed by T. Kemper Davis, as chairman of the committee. It is in itself an able and interesting document, and seems to cover completely the whole ground of discussion. From it, as showing some of the considerations and arguments which guided the Committee in their decision, we take the following extracts: —

“After mature deliberation and a careful scrutiny of arguments and evidence, the Committee are unanimously of opinion that it is expedient to comply with the request of the petitioners. They are well aware that the cause which they support can find no favor from a board like this, except so far as it reaches the convictions through the doors, not of the fancy, but of the understanding.

“And in regarding the effect of vocal music, as a branch of popular instruction, on our Public Schools, there are some practical considerations, which in the opinion of your Committee, are deserving of particular attention.

“Good reading, we all know, is an important object in the present system of instruction in our schools. And on what does it depend? Apart from emphasis, on two things mainly: modulation and articulation. Now modulation comes from the vowel sounds, and articulation from the consonant sounds of the language chiefly. Dynamics, therefore, or that part of vocal music which is concerned with the force and delivery of sounds, has a direct rhetorical connection. In fact, the daily sounding of the consonant and vowel sounds, deliberately, distinctly, and by themselves, as the Committee have heard them sounded in the music lessons given according to the Pestalozzian system of instruction, would, in their opinion, be as good an exercise in the elements of harmonious and correct speech as could be imagined. Roger Ascham, the famous schoolmaster and scholar of the Elizabethan age, and surely no mean judge, holds this language: ‘All voices, great and small, base and shrill, weak or soft, may be holpen and brought to a good point by learning to sing.’ The Committee, after attentive observation, confess themselves of this opinion.

“There is another consideration not unworthy of remark. ‘Recreation, says Locke, is not being idle, as any one may observe, but easing the weary part by change of business.’ This reflection, in its application to the purposes of instruction, contains deep wisdom. An alternation is needed in our

schools, which without being idleness shall yet give rest. Vocal music seems exactly fitted to afford that alternation. A recreation, yet not a dissipation of the mind—a respite, yet not a relaxation—its office would thus be to restore the jaded energies, and send back the scholars with invigorated powers to other more laborious duties.

“There is one other consideration to which the Committee ask the serious attention of the Board. It is this. By the regulations of the School Committee it is provided, that in all the Public Schools the day shall open with becoming exercises of devotion. How naturally and how beautifully vocal music would mingle with these exercises; and what unity, harmony and meaning might thus be given to that which, at present, it is feared, is too often found to be a lifeless or an unfruitful service, need only be suggested to be understood. The Committee ask the Board to pause, and consider whether the importance has been sufficiently looked to, of letting in a predominant religious sentiment, independently of all forms of faith, to preside over the destinies of our schools.

“And now, before proceeding further, let us consider briefly the objections which have been urged against the adoption of vocal music into our system of public education. It is then objected that we aim at that which is impracticable, that singing depends upon a natural ear for music, without which all instruction will be useless. If musical writers and teachers are to be believed, the fact is not so. Undoubtedly in this as in other branches, nature bestows an aptitude to excel, on different individuals, in very different degrees. Still, what is called a musical ear, is mainly the result of cultivation. The ear discriminates sounds as the eye colors. They may both be educated. Early impressions can create an ear for music. It is with learning to sing, as with acquiring the pronunciation of a foreign language. Instruction to be available, must be given while the organs have the flexibility of

youth. To learn late in life is, generally, to learn not at all. There may be cases, it is true, of some who from their earliest years defy all efforts of instruction, like those who come into the world maimed in other senses; they are, however, rare. They are the unfortunate exceptions to a general rule.

“But it is said, the time spent would be quite inadequate to the end proposed; that the labor of a life is needed to form the musician. The answer to this objection is, that it mistakes the end proposed, which is not to form the musician. Let vocal music in this respect, be treated like the other regular branches of instruction. As many probably would be found to excel in music as in arithmetic, writing, or any of the required studies, and no more. All cannot be orators, nor all poets; but shall we not, therefore, teach the elements of grammar, which orators and poets in common with all others use? It should never be forgotten that the power of understanding and appreciating music may be acquired, where the power of excelling in it is found wanting.

“Again it is objected, if one accomplishment is introduced into our schools, why not another? If instruction is given in vocal music, why should it not be given in dancing also? The answer simply is, because music is not dancing;—because music has an intellectual character which dancing has not, and above all, because music has its moral purposes which dancing has not. Drawing stands upon a very different footing. Drawing, like music, is not an accomplishment merely;—it has important uses, and if music be successfully introduced into our public schools, your Committee express the hope and conviction that drawing sooner or later will follow.

“Music and the love of it,” the report continues, “has been and may be perverted; who knows it not? Guard it therefore, guide it, lead it into the right channels. But be not guilty of the illogical deduction of arguing from the occasional abuse of one of God’s best gifts to its disuse. No. Let

all parents understand that every pure and refined pleasure for which a child acquires a relish, is, to that extent, a safeguard and preservative against a low and debasing one. Music, when kept to its legitimate uses, calls forth none but the better feelings of our nature. In the language of an illustrious writer of the seventeenth century, 'Music is a thing that delighteth all ages, and beseemeth all states, a thing as seasonable in grief as joy, as decent being added to actions of greatest solemnity, as being used when men sequester themselves from action.' If such be the natural effects of music, if it enliven prosperity, or soothe sorrow, if it quicken the pulses of social happiness, if it can fill the vacancy of an hour that would otherwise be listlessly or unprofitably spent, if it gild with a mild light the checkered scenes of daily existence, why then limit its benign and blessed influence? Let it, with healing on its wings, enter through ten thousand avenues the paternal dwelling. Let it mingle with religion, with labor, with the home-bred amusements and innocent enjoyments of life. Let it no longer be regarded merely as the ornament of the rich. Still let it continue to adorn the abodes of wealth, but let it also light up with gladness, the honest hearth of poverty. And so as time passes away, and one race succeeds to another, the true object of our system of public education may be realized, and we may, year after year, raise up good citizens to the Commonwealth, by sending forth from our schools happy, useful, well instructed, contented members of society.

"And now, in conclusion, the Committee feel constrained in candor to confess that they are not practical musicians. If this take from the worth of the opinions they have expressed, it must be so, it cannot be helped. Perhaps, however, they have been on that account the more unprejudiced, as being freed thereby from that amiable *esprit de corps* which sometimes unintentionally biases the judgment. Whichever way the scale incline, let truth prevail.

“In which spirit, and as embodying the plan, which in accordance with the principles of this report they are about to present, the Committee ask the Board to adopt the subjoined Resolutions.”

Resolved, That, in the opinion of the School Committee it is expedient to try the experiment of introducing vocal music, by public authority, as part of the system of public instruction into the Public Schools of this City.

Resolved, — That the experiment be tried in the four following schools, the Hancock School for girls, in Hanover street, the Eliot School for boys in North Bennet street, the Johnson School for girls in Washington street, and the Hawes School for boys and girls, at South Boston.

Resolved, — That this experiment be given in charge to the Boston Academy of Music, under the direction of this Board ; and that a committee of five be appointed from this Board to confer with the Academy, arrange all necessary details of the plan, oversee its operation, and make quarterly report thereof to this Board.

Resolved, — That the experiment be commenced as soon as practicable after the passing of these resolutions, and be continued and extended as the Board may hereafter determine.

Resolved, — That these resolutions be transmitted to the City Council, and that they be respectfully requested to make such appropriation as may be necessary to carry this plan into effect.

On the 19th September following, this report was considered and accepted by the School Board, and the resolves, as they came from the Committee, passed. But failing to obtain from the City Council the appropriations necessary to enable them to carry their plans into

effect, on the scale contemplated in the resolutions, the measure was for the time defeated. In the mean time, one of the professors of the Academy offered to give instruction gratuitously in one of the schools, to test the experiment; and at the quarterly meeting of the Board, held in November of the same year, resolutions upon this subject were again passed as follows:

Resolved,— That in the opinion of the School Committee, it is expedient that the experiment be tried of introducing instruction in vocal music, by public authority, as part of the system of public instruction into the Public Schools of this city.

Resolved,— That the experiment be tried in the Hawes School, in South Boston, under the direction of the Sub-Committee of that school and the Committee on Music, already appointed by this Board.

Instruction was commenced accordingly in this school, in the autumn of that year. On the 7th August 1838, the Sub-Committee abovementioned presented their report to the School Board, from which we extract the following;—

“ The Committee on the introduction of music respectfully report, that they visited the Hawes School, at South Boston, on the sixth day of August, inst., and heard the musical exercises of the scholars with great satisfaction. The success of the experiment thus far has more than fulfilled the sanguine expectations which at first were entertained in regard to it. The Committee will add, on the authority of the masters of the Hawes School, that the scholars are further advanced in their other studies at the end of this, than of any other previous year.”

The School Committee, well satisfied with the result at the Hawes School, were now prepared to make a final disposition of the subject of introducing music into the Public Schools, as one of the regular exercises. This they did by vote of August 28th, 1838, as follows:—

Resolved, — That the Committee on Music be instructed to contract with a teacher of vocal music in the several Public Schools of the city, at an expense of not more than one hundred and twenty dollars per annum for each school, excepting the Lyman and Smith Schools, the teachers in which shall not receive more than the sum of sixty dollars per annum.

Resolved, — That the instruction in vocal music shall commence in the several Public Schools, whenever the Sub-Committee respectively shall determine, and shall be carried into effect under the following regulations:—
1st. Not more than two hours in the week shall be devoted to this exercise. 2d. The instruction shall be given at stated and fixed times throughout the city, and until otherwise ordered, in accordance with the following schedule; (here follow the hours fixed for the exercise in the several schools.) 3d. During the time the school is under the instruction of the teacher of vocal music, the discipline of the school shall continue under the charge of the regular master or masters, who shall be present while the instruction is given, and shall organize the scholars for that purpose, in such arrangement as the teacher in music may desire.

This vote of the School Committee of Boston, say the Academy of Music in their report of July, 1839, may be regarded as the *Magna Charta* of musical education in this country. The department of musical instruction was given in charge of Mr. Lowell Mason, under whose able supervision this important measure

was carried fully into effect. And by the reports of the Special Committee on Music, made from time to time to the School Board, the working of the system appears to have been in a high degree satisfactory.

In the month of August, 1846, it was decided to divide the Grammar Schools of the city into two divisions, each of which in the department of musical instruction should have its own supervisor. Under this arrangement the responsibility of the supervision and instruction in music was shared between Messrs. Lowell Mason and B. F. Baker; these gentlemen having, in the words of the Committee, acceded to the plan in the best spirit and entered upon their duties with their accustomed zeal.

On the 2d of February, 1848, the Rev. Charles Brooks, as chairman of the Music Committee, presented an elaborate report, recommending certain changes in the mode of musical instruction, in view of the important alteration in our Grammar School system then going into effect, viz., the abandonment of the "double-headed system," so called, for that of one master at the head of each school. In reference to the existing condition of music in the schools, and the changes proposed to be made, the report speaks thus:—

"The popularity of music in our Public Schools is unbounded, and this is partly owing to the ability with which it has been taught. The two gentlemen who have superintended this department of instruction have been faithful to a proverb, and general success is the consequence. But as new organizations of our Grammar Schools are in some cases already adopted, and in others are contemplated, it becomes the duty of the Committee on Music, to secure to all pupils a just share

of instruction in the interesting department under their supervision. They would, accordingly, propose a new arrangement, which they think suitable under existing circumstances, guarding against violent innovations and wasteful expenditures.

“Up to this time, musical instruction has been given in the following manner: The teacher gathers into one room as many pupils as can conveniently sit within it, and then, with the aid of a piano-forte, he instructs his audience for half an hour.* Each school has two such lessons per week, and for these services the Superintendent receives one hundred and thirty dollars per annum for each school so taught; he providing the piano-fortes and keeping them in tune. The schools in which music is now taught are twenty in number. Mr. B. F. Baker is the superintendent of ten, and Mr. Lowell Mason the superintendent of the remaining ten. The whole cost, therefore, to the City, is twenty-six hundred dollars per annum. The Superintendents cannot teach, in person, all the schools under their several charges. Mr. Baker instructs seven of his ten, confiding the remaining three to teachers whom he hires. Mr. Mason instructs constantly but two schools, confiding the remainder to hired teachers. The teachers whom the Superintendents have hired have, so far as your Committee know, given entire satisfaction.

“As the new arrangement of our schools now doubles the amount of musical instruction which must be given, it becomes imperative on your Committee to devise some plan by which adequate compensation may be allowed to the several teachers, and each independent department may receive instruction, and all this without an alarming increase of tax on the citizens. Each separate department must receive separate instruction. The number of double-headed schools which will probably within a year adopt the system of separate and

* This plan, it will be seen, practically excluded in its operation the two lower classes from musical instruction.

independent departments, together with the Mixed Schools, may, we think, require ten new piano-fortes, as there may be ten new places of instruction.

“ Looking forward to the general adoption of the separate and independent system, we must look forward also to an annual tax of five thousand two hundred dollars for musical instruction in our Grammar Schools, saying not a word of the Primary Schools, where such instruction should begin. Your Committee have reason to believe that such an annual expenditure will not be allowed by the City Government, and therefore they have taxed themselves to devise a plan at once sufficiently effective and comparatively cheap.”

The following are the recommendations of this Committee, condensed from the orders appended to their report, viz.: That instruction in music be hereafter given in each department of those schools, where the departments have each a separate and independent organization. That the sum of one hundred dollars be paid for each room, in which musical instruction is paid to be introduced,—the rent of the piano-forte to be included in said sum.

That whenever, in any school, there shall be found among the elder pupils, those who have distinguished themselves in music, the master of such school may allow such pupils to give short lessons in music to the youngest pupils of his school, when he deems it expedient.

That the superintendents of this department, Messrs. Mason and Baker, be requested to give instruction in music to all the female teachers of those Grammar Schools which are now under their care ; and also to all the teachers of the Primary Schools who may choose to attend.

That after the August vacation next following, each school in the divisions of the Grammar Schools shall receive lessons in music separately, twice in every week, each lesson to continue thirty minutes.

This Report, with the orders submitted, occasioned considerable discussion, which was continued at several subsequent sessions of the School Board. On the 24th of May, the report having in the mean time been re-committed, the following orders were adopted. 1st. That two lessons of thirty minutes each, shall be given in each week to every pupil. 2d. That in the Adams, Hancock, Bowdoin, Smith and Quincy Schools, the musical instruction shall be given in the large hall, to all the pupils simultaneously. In each of said schools the superintendent shall receive one hundred dollars per annum. 3d. That in the Eliot, Franklin, Boylston, Wells, Mather, Brimmer, Phillips and Otis Schools, the superintendent shall give musical instruction to the two upper classes, and for such instruction, shall receive one hundred dollars per annum for each school, piano included. For the eight above-mentioned schools there shall be musical instruction given to the ten lower classes, by such female teachers, sub-master, or usher, as may be found in the schools capable of giving such instruction; and every such teacher shall receive twenty-five dollars per annum as salary. 4th. That in the Hawes, Johnson, Winthrop, Lyman, Endicott, Mayhew and Dwight Schools there shall be two pianos in each building, and a music lesson shall be given by the superintendent in each department. For each department the superintendent shall receive eighty dollars per annum as salary, pianos included.

At this time, as also on several occasions previously, efforts were made for the systematic introduction of music into the Primary Schools, but it does not appear that any definite plans for this purpose were carried into effect.

In January, 1849, it was ordered by the Board that the Committee on Music be requested to inquire and report what alteration can be advantageously made in the present provisions for instruction in music. The records of that year do not show any subsequent action in the matter. About this time, however, the plan of electing the superintendent or superintendents of the musical instruction, by the School Board, was discontinued, and thereafter the general Sub-Committees of the Grammar Schools were instructed to procure a teacher of music for the schools under their charge. Nothing further appears to have been done, in this connection, until February, 1857, when at a meeting of the School Board, held on the 14th of that month, on motion of Dr. William Read, it was ordered that a Committee of three be appointed to take into consideration the subject of music as taught in the Public Schools, and report thereon what action, if any, is necessary. Messrs. Read, Homer and Cudworth were appointed that Committee. A full and able report was submitted in print by this Committee, in the month of June following [City Doc., No. 44,] from which, as applicable to our present purpose, we quote as follows:—

“After much deliberation and careful consideration, aided by what information it was in their power to obtain, your Committee have decided upon the following plan, as the one in their estimation best adapted to produce the desired result.

“In regard to the time and hours already devoted to the music lesson, they would recommend no change. In their estimation, if the pupils will give undivided attention, or at least apply themselves as diligently as they do under the eye of the teacher in the prosecution of any of the ordinary studies, the two half-hours each week will be ample, not only for the acquirement of the simpler elements, but good progress can be made towards a musical education. That a pupil will at the time of his leaving the Grammar School be an accomplished musician, is by no means claimed. It is an error to suppose that music can be taught in a few months. No one can learn to sing correctly or with facility, except by active, persevering and long-continued effort. A child might as well be expected to talk or read, after a few lessons in each. This is not expected nor practicable; but when we take into account the fact that the average time spent by the pupils in our public schools is eight years, and that there are eighty lessons in music each year, the question of time is in a great measure disposed of.

“They would also recommend that each session of the Primary Schools open and close with singing, and would suggest that the opening exercise of the morning, and the closing song of the afternoon session, be of a devotional character. That in the Grammar Schools the morning session be opened, and the afternoon session be closed, with appropriate singing, and that musical notation and the singing of the scale, with exercises in reading simple music, be practised twice a week in the two lower classes, under the instruction of the assistant teachers; and that the pupils receive credits for attention and proficiency in this department, and also be examined as in other branches taught in the schools.

“That the first and second classes assemble twice a week, under the charge of the music teacher of the school, as at present, and in addition to and in connection with their vocal exercises, take up the review of what they have already gone

over, and proceed as far as the theory of musical composition and harmony. And in addition, it shall be the duty of the teacher, for the time being, of the Girls' High and Normal School, to give such instruction to the pupils of that institution as shall qualify them to teach vocal music in our public schools.

“ To carry out the plan proposed above, it is essential that the teachers in the Primary Schools should not only be well prepared in the elementary portions of music, but should know how to teach. Your Committee would, however, recommend no change, on this account, in the corps of teachers at present engaged in the Public Schools, but would suggest that, hereafter, in deciding upon the qualifications of a candidate, the relative proficiency of each in music should be taken into account and insisted upon on the part of the Committees. It must be evident to every member of this Board, that the Girls' High and Normal School is the principal source from whence the teachers to supply the vacancies which from time to time occur in the Grammar and Primary Schools should be obtained. Were, then, the graduates of this institution as well instructed in the art of teaching music as it is presumed they are in other branches, the difficulty under which we now labor would vanish at once. Here, in the estimation of your Committee, the foundation should be laid broad and strong. The pupils of this institution should not only be instructed in the science of music, but they should also be thoroughly trained in the art of teaching it. The importance of this cannot be too strongly urged. Experience proves that the success of the teacher is in direct ratio, not to the amount of knowledge possessed, but to the capacity of communicating it to others. A few have this in a great degree by nature; but by the great majority it is attained only by long and arduous experience, and hence those who connect themselves with this institution for the purpose of fitting themselves for teachers, should be thoroughly and

carefully trained. In this way, and in this way only, can the evils be remedied, which every Quarterly Report made to this Board by the Superintendent of Schools informs us exist, and which, depending not on the ignorance of teachers, but on their incapacity, can never, except in this manner, be done away with."

The orders submitted with this Report, and embodying its recommendations, were reported to the Committee on Rules and Regulations, who afterwards reported them, in substantially the same form in which they came from the Special Committee above named, and recommended their adoption by the Board. These orders as passed with their amendments and revisions, stand in the Code of Rules and Regulations for 1858, essentially as follows:—At the first meeting in each year, the President shall appoint, subject to the approval of the Board, a Standing Committee on Music, to consist of five members, who shall hold their office for the year ensuing.

Two half-hours each week, in the Grammar Schools, shall be devoted to the study and practice of vocal music, and in addition to the instruction already given by the music teacher to the first and second classes, musical notation, the singing of the scale, and exercises in reading simple music be practised twice a week by the lower classes, under the direction of the teachers; and the pupils shall undergo examinations, and receive credits for proficiency in music, as in the other studies pursued in the schools.

In the Primary Schools, also, singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in music in each school, as the Sub-Committee may deem expedient.

It shall be the duty of the music teacher, for the time being, at the Girls' High and Normal School, to give such instruction to the pupils of that institution as shall qualify them to teach vocal music in our Public Schools. And the Board recommend that, in all the schools, the appointed morning exercise (the reading of a portion of Scripture,) be followed with the Lord's Prayer, repeated by the teacher alone, or chanted by the teacher and children in concert, and that the afternoon session close with appropriate singing.

It shall be the duty of the Committee on Music to exercise a general supervision over this department of public instruction in all the schools. They shall appoint, and nominate to the Board for confirmation, suitably qualified persons as teachers of music; they shall make examinations of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually, at the quarterly meeting in March and in September.

No change in the existing supervision of the instruction in music was proposed. The plan was now substantially the same as that which had been in vogue for several years preceding, the responsibility being divided among three teachers, or superintendents of this department, Messrs. Butler, Bruce and Drake, who give their personal attention to the pupils; except that in the Mayhew School, music, in addition to his other duties, is taught by Mr. Swan, the master of the said school.

On the adoption of the above report, the Standing Committee of five was appointed, with Dr. Read as chairman. Measures were at once taken to carry the orders into effect. Sub-Committees were designated for the various schools to conduct examinations and report

thereupon to the chairman of the Committee. It was voted, that the Lord's Prayer and Old Hundred be daily sung as the opening and closing pieces, for both Primary and Grammar Schools, until otherwise ordered. To ensure a proper compliance with this regulation the music was carefully prepared and printed, and sent with the subjoined circulars to every master of the Grammar, and to every teacher of the Primary Schools throughout the city.

"CITY HALL, *May* 13, 1858.

"By direction of the Standing Committee on Music, I transmit to you, herewith, a copy of the music adopted by the Committee, to be used for the opening and closing exercises of the Public Schools.

"The Committee say,—

"As it is highly important that the utmost uniformity in this respect should be attained, if any other music has been sung, you will please change it for what is printed on the card. It is expected that the regulations of the Board in regard to this subject will be faithfully carried out by every teacher in the Public Schools."

"BARNARD CAPEX,

Secretary of the School Committee."

It was also voted, that the teachers of music be permitted to use whatever manual they prefer, for the present, subject to the decision of the Committee. And that the first semi-annual examination of the schools in music, be made in connection with the regular examinations in January, 1858.

The first report of the Standing Committee was submitted at the regular quarterly meeting of the School Board, held in September last, from which we take the following :

“This Committee was appointed during the latter part of the school year which ended January, 1858, but from want of time and opportunity to make any extended investigations, could not be said to have fairly entered upon their duties till the commencement of the present municipal year.

“The first thing to be done was to ascertain the actual condition of the schools as to their proficiency in music. To this end, a thorough and personal examination of each Grammar and Primary School was therefore ordered, and carried out so far as time permitted. Your Committee visited the various schools in the city, and were gratified to find that an increased interest in the subject of music was already manifesting itself, as compared with what was noticed at the time when the Committee of Inquiry made their report to this Board, (City Document, No. 44, 1857.)

“They found the music teachers engaged in their work, and enjoying the coöperation of the masters of the Grammar Schools, who evinced a disposition to aid them by every means in their power. The pupils themselves appeared very creditably; rendering their vocal exercises with a degree of spirit and attention that was truly gratifying, and giving assurance that on their part every effort would be made to render the music lesson worthy of a permanent place in the exercises of the schools.

“No difficulty has as yet manifested itself in putting in practice the recommendation of the Board in relation to the devotional exercises upon opening and closing the schools, and your Committee feel that it needs but an inspection of the classes at these times to convince the most sceptical of their importance as aids to the moral and religious training of the youthful mind.

“By the statistics already obtained more than one-half of the teachers are capable of instructing their pupils in as much of the elements of music as is required by the rules of the Board; and when the number of changes which are constantly

occurring, by resignation or otherwise, is taken into account, and the understanding that in all future selections of teachers, their musical qualification shall be duly considered, the time cannot be far distant when the exceptions already alluded to will cease to exist, and every regulation in regard to this department, which the Board in its wisdom may propose, will be carried out to its fullest extent.

“ Before quitting this subject, your Committee feel that it would be doing a great injustice if they allowed the present opportunity to pass without expressing their deep sense of the cordiality and readiness to promote the success of the plan, which has been evinced toward them by the whole corps of teachers, who in many instances have subjected themselves to considerable trouble to place the pupils in the most convenient form for the examinations, and in various ways aided greatly in diminishing the labor which has necessarily attended so extensive a field of operation.

“ But one opinion was expressed by the teachers as to the influence of music upon school discipline. Their united testimony is to the effect that it could not be dispensed with without a corresponding increase of disciplinary regulations, and that it exerts a soothing and healthful influence over every grade of scholars, from the youngest to the oldest; over the vicious, as well as over those well-disposed.

“ It was also deemed advisable to ascertain as far as possible by correspondence with those having the direction of this branch of study in other schools and cities, what methods were employed elsewhere, and to engraft on our own system whatever might seem to have worked well and tended to render this department of education more practical and productive of the desired result. To accomplish this object, the following schedule of questions was prepared by the chairman, at the request of the Committee, and, with the assistance of the Superintendent of the Public Schools, who has at all times cheerfully given his active coöperation, they were ad-

dressed to the various superintendents and committees in other p'aces.

"1. How much time is devoted to the teaching of music in your Public Schools, and to what extent is it taught?

"2. What system, if more than one has been tried, has proved the best in practical results, as tested in your schools?

"3. What text book or books have been adopted as the manuals for teaching?

"4. Upon what plan, as regards the teachers, is the instruction given? Has every school a teacher, or are more than one taught by the same? The amount of salary, &c., &c.

"5. How many classes in the Public Schools enjoy the benefit of the instruction in music?

"6. Does singing form a part of the daily exercises in the schools, and how much?

"7. Has any attempt ever been made to teach music in the Primary Schools, and with what success?

"8. Has the introduction of music into the schools been opposed, or does it meet with general favor?"

Answers, embodying such information as was required, were received in nearly every instance. They are given in full in the printed report, (City Document No. 34, 1858.)

"In reviewing this correspondence," say the Committee, "one striking fact appears to be prominent; *wherever music as a branch of common school education has been fairly tried*, popular sentiment, which is after all the only basis upon which the superstructure of common schools rests, is entirely in favor of it; and although its introduction, from ignorance or other causes, may have been opposed at first, the experiment once fairly tested, its strongest opponents have become its warmest friends, and most anxious for its permanence. Its importance as a branch of common school education seems also to be recognized in almost direct proportion to

the degree of attention paid to it among the other studies of the school.

“In regard to the course of instruction,” continues the report, “no change is recommended. Your Committee have not been able to find any thing in the methods pursued in other places, which they think can, with benefit, be engrafted on that which has been authorized by this Board. Indeed, they find that in those cities where the greatest results are attained, the lessons of the music teacher are given in the same way that is followed here. It has been a subject for consideration, whether a more centralizing course in regard to the instruction, reducing the number of teachers, might not render our system more efficient; whether it would not be better to place the whole responsibility of the musical instruction on one person, with a salary sufficient to remunerate him for giving up his whole time to the city, as in the case of the teachers of the Grammar and Primary Schools, than to divide it, as at present is done, at an equal expense among three or four.

“There can be no doubt that this plan is the only one by which the greatest amount of benefit can be derived by the scholars, and if the Board decide to make the arrangement already authorized, a permanent one, must at some future time be resorted to. But with the limited experience of the past year, your Committee do not propose to recommend any specific action upon this point at the present time.”

The above Report, aside from its valuable suggestions, is especially interesting as bearing testimony to the zeal and fidelity of the Committee, and the almost universal coöperation they have met with, in their labors, at the hands of the teachers of all grades, while it is, at the same time, a witness to the appreciation which now widely prevails of the benefits and kindly influences of this department of our Public School instruction.

ANNUAL FESTIVAL.

For a long series of years, with the single exception of 1847, it has been the custom to hold, in the afternoon of the day for the annual exhibition of the Grammar Schools in July, a festival, to which the members of the School Board, all the teachers in the Public Schools, the medal scholars of the current year, and a limited number of guests are invited. These festivals have hitherto taken place in Faneuil Hall, and the time been occupied with addresses, music, the introduction of the medal scholars to the Mayor, presentation of bouquets and a collation, which last has formed the principal feature of the occasion. During the past year a change has been inaugurated in this respect, which, as it forms, in some sort, an era in our school history, and promises hereafter to supplant the annual festivities in Faneuil Hall, demands at our hands a somewhat extended notice.

At a meeting of the School Committee held on the 14th of April, 1858, a series of orders was introduced by Dr. Upham, from the Committee on Music, providing for the establishment of an annual exhibition of the musical department of the Public Schools, to be held at such time and place as should, on consideration, be found most suitable and convenient. The subject was referred to the Committee on Rules and Regula-

tions, who subsequently through their chairman, Rev Dr. Lothrop, reported in favor of the plan, and recommended the adoption of the following orders.

Ordered, That there shall be an annual exhibition of the Musical Department of the Public Schools, to be held on the Saturday preceding the school vacation in May, between the hours of 12 and 2, P. M., at such place as the Committee on Music may select, and that said Committee shall have the supervision of said exhibitions, and power to make all necessary arrangements therefor.

Ordered, That for this year, the usual School Festival in Faneuil Hall be suspended, and that in place thereof there be held at the Music-Hall, at 4 P. M., on the day of the annual exhibition of the Grammar Schools, a Musical Exhibition of the pupils of the Public Schools, in connection with the introduction of the medal scholars to the Mayor, the presentation of bouquets, speeches, addresses, &c., and that a committee of five be appointed to act with the Committee on Music as a joint special committee, to make all necessary arrangements.

After considerable discussion, the first of these orders was laid on the table, and the second was passed by the Board, as reported from the Committee. Messrs. Chandler Robbins, John P. Putnam, Farnham Plummer, Edwin Wright, and A. B. Hall, were appointed as the general committee of five, to act with the Committee on Music, in carrying the measure into effect. The festival was held accordingly in the Boston Music-Hall, at 4 o'clock, P. M., on the 27th of July last. A choir of twelve hundred children, selected with care from the first and second classes in the Grammar Schools throughout the city, had been prepared, by previous

practice and rehearsals, to sing in unison the music appropriated for the occasion. The large size of the building in which the exercises were held, allowed a departure to a considerable extent from previous restrictions as to numbers, and, in addition to the usual participants, the diploma scholars and parents of the medal scholars were now included, and invitations were extended to the members of the City Government and numerous distinguished guests. An assemblage of some four thousand persons, including the children, were present. The choristers selected for the occasion were disposed on comfortable seats, built up in tiers from the platform of the orchestral stage, rising and receding, in semi-circular form, to the upper balconies of the hall, — a height of nearly forty feet from the main floor. In the midst, in a place by itself, stood appropriately the bronze statue of Beethoven, crowned and garlanded with flowers.

The exercises commenced with a voluntary upon the organ, followed by a prayer from the Rev. Dr. Blagden. The whole choir of twelve hundred children, under the direction of Mr. Charles Butler, then sung in unison the Lord's Prayer, in the form of a Gregorian chant, after which the Rev. Chandler Robbins, Chairman of the Committee from the School Board having charge of the festival, welcomed the audience in an appropriate address. A select air was next played by the Germania Band.

The Chair then called upon Dr. J. B. Upham, a member of the Music Committee, who, he said, would give some account of the introduction of music into our Common School System, and detail with more distinct-

ness the reasons which had induced the change now inaugurated in the celebration of the School Festival. These remarks we give in full as follows :

REMARKS OF DR. UPHAM.

“ It is, I need not say, with diffidence and with great reluctance that I undertake to speak in behalf of the Music Committee at this time. A few words may, however, very properly be demanded of some of us, as to the why and the wherefore of this new feature — this innovation, as some may be disposed to call it, in the good old established routine of the annual school jubilee. A full explanation would involve the history of music, as connected with the system of public school instruction, in other countries and in our own. But I shall not take up time for that, any further than barely to allude to one or two facts and dates.

“ Passing over this history, then, as connected with Germany, where the system originated, and whence it spread into Holland, into Switzerland, and later into France, we find it, at a comparatively recent date, engaging the attention of educationists in Great Britain. Not there, indeed, without serious and strong and strenuous opposition at first, for our English brethren are never too ready to espouse any innovation, however much they may be convinced of its utility. So when Mr. Wyse, a prominent member of Parliament, first ventured to hint in the House of Commons that singing should be taught in all the schools, as in Germany, the suggestion was received with ridicule and with laughter only. The same spirit of opposition afterwards elicited from the celebrated John Hullah, who engaged early and fought long and successfully as a champion in this cause, the quaint but forcible remark, ‘ Yea, verily, thanks to the arduous labors of those who well addressed themselves to ears once as deaf as stone walls on this subject, the principle is now, at length, recognized

by all the educational societies in the realm.' Once recognized, it spread rapidly over the country. In Scotland, even, in spite of her national prejudices, among the followers of the sturdy old Covenanters, who had been wont to shake their fists in the face of all such pagan practices, it was shortly acknowledged as a fitting element in the education of her youth. And in Ireland it followed, as a matter of course, — for Ireland is the Italy of the British dominions in the North. In her the genius of music and the arts exists *naturally*, in greater degree of perfection than in either of her more favored sister realms. The harp is her rightful emblem. Her patriot poet, Tom Moore, well knew, as he penned those lyrics and songs which are to Ireland as household words, that he spoke to hearts as readily responsive to the melody of his muse as are the chords of the Æolian lyre to the wooing of the winds.

“ About the same time with this movement in Great Britain, occurred the introduction of music into our Boston schools. Just twenty-one years ago, at the recommendation of the Boston Academy of Music, it was tried as an experiment, in a single one only of the Grammar Schools, at first. I need not say the trial was satisfactory, and that ever since music has been recognized as a part of the Boston system of school instruction. A little more than a year since, a series of orders was offered in the School Board by the present efficient Chairman of the Music Committee, having for their object to raise this department to a nearer level in importance with that of other branches of study. They were passed by a large majority. It is the more effectually to carry out the spirit and intention of these orders, that the performance of choral music is to take so prominent a part in the festival exercises to-day; and on this, the coming of age of the system, so far as Boston is concerned, to inaugurate an advanced and permanent step in its progress; for, if the present experiment, and experiment it must be called, shall prove in any adequate

degree satisfactory, it is our hope—I speak at least for myself—I believe, also, for every member of the Music Committee, and, I trust, the whole School Board—that, hereafter, a *distinct* and separate exhibition of the musical department of the schools will be annually held, which, from small beginnings, shall grow, at length, into an important and permanent institution.

“I have no time to go at length into a discussion of all the objects, influences and expected results of such measure, if adopted and carried out. I might, indeed, enter into a computation, if necessary, to show what proportion of the twenty-four thousand scholars in our schools may, when the recently adopted system of a more thorough and extended musical instruction shall have come fully into operation, be fitted to take a creditable part in such public exercises. Suffice it to say now, that, judging from promises in the fifty or sixty Primary and Grammar Schools, which, in the distribution of duties, it has fallen to my lot personally to visit and examine, the force will ultimately be limited only by the capacity of a building to contain them.

“I am aware of the popular objection against this and all measures of a similar nature proposed in connection with our schools. They tend, it is said, to preoccupy and engross the minds of the pupils, to the exclusion of more practical things. More than this, it has been asserted that a high degree of proficiency in music is inconsistent with an exalted standard of scholarship. I say this is the common and popular objection; but, like many other popular and traditionary sayings, I believe it to have been too readily taken for granted, without due inquiry as to whether the assertion be founded in truth. In my own school experiences, I remember that many of those who were skilled in music and largely devoted to the practice of it, were also the first in rank on the merit roll. And I appeal to the worthy and efficient Superintendent of the Boston schools, with whom I had the honor to be associated as a classmate in col-

lege, as to whether his recollections do not tally with mine in this particular. The distinguished scholar, the statesman and orator, to whose eloquence we hope soon to listen, whose eminent taste in music and in art we all acknowledge and admire, and who himself once played a very acceptable trombone in the Pierian Sodality at Cambridge, can answer for himself and for Harvard. And the predominance of medal and diploma scholars in these choral ranks, is a sufficient refutation of the error, as regards our Boston schools. I take it for granted, for the present, then, that music is, in itself, a benefit as a study.

“The advantages of the plan which we now inaugurate to the schools themselves, in elevating and advancing the standard of musical instruction, are, I think, self-evident. I need not take up the time to recite them.

“Let me allude, however, to one of its natural results, extrinsic to the school, and, in my own mind, a most interesting and important one, which is this: In the course of a few years, a generation will thus be trained up to engage acceptably in the music of the church, in the form of congregational singing; which when properly done, I hold to be the best and most impressive form of devotional music. Says the good old Roger Ascham, in writing from Augsburg, about the middle of the sixteenth century, on this point: ‘Three or four thousand singing at a time in a church here, is but a trifle.’ I could wish such trifles might obtain in the middle of this nineteenth century, in our churches. This, indeed, is what we have been aiming at and attempting, for so many years, in this country, in vain, to accomplish — not because, as has sometimes been said, we have no congregations, nor altogether because our congregations cannot sing; but because, for lack of previous methodical training, they cannot sing together. Now the effect of such annual exhibitions will be, to ensure exactness in the system of instruction, and method and uniformity in the results. The nature of the case presupposes

this; for, in the study of those compositions, at least, which are to be sung together at the festival, there must, in the practice of all the schools, be absolute uniformity — in point of time, and method and movement — in form, and enunciation and delivery, and in the apprehension of the spirit and expression of the music. Establish this measure, then, and in a few years the rising generation will have in their heads, in their hearts and upon their tongues, a *repertoire* of sacred music, always ready, always adapted to the singing of a great congregation, and such as will never wear out. Once establish this measure, as a *distinct* and *annual institution*, and you make the congregational music of the church as much the property of Massachusetts, and ultimately of New England, as it is now, in its perfection, almost exclusively that of Holland and certain parts of Germany.

“A word as to the impression, the legitimate impression and effect of the occasion itself, if carried out in its integrity, on both participants and hearers. The plan, though never to my knowledge attempted here, at least on so large and complete a scale as we propose, is not without a precedent abroad. Haydn once expressed himself as having been never more affected than by the simple singing in unison of the four thousand charity children, under the dome of St. Paul’s in London. This was more than half a century ago. The good old custom remains there yet, and in the same form. Nor is it alone in the great and sensitive heart of Haydn, but upon the masses and men of ordinary musical susceptibilities as well, that such effects are produced. I shall long remember, indeed I shall never forget the impression left on my own mind, on one of these occasions, at which it was my good fortune to be present a few years since. And I speak of this experience in immediate connection with that of the great composer, to illustrate the effect — the similar effect, from the same cause on human natures, though the very antipodes of each other in all things else. There was, on the occasion to

which I allude, an audience of some fifteen thousand persons, extending out into the naves and transepts of the church. The children, now increased to eight or ten thousand in number, were ranged on benches, rising and receding in amphitheatrical form, from the floor to near the springing of the arch of the dome. They were, in age, about the average of the scholars in our Grammar Schools, though far inferior to them in point of intellectuality and acquirement. They all sang together in unison, with the harmony only of a powerful organ as a basis, the simple melody of old Gregorian chants and German chorals mostly, though ending, as I well remember, with the sublime Hallelujah Chorus of Handel. Now, how much of that effect may have been attributable, in my own case, to the associations of the time and place, I will not attempt to decide; but of all my musical experiences before or since — whether of the choicest instrumentation or the grandest combinations of choral harmony — whether I should mention the efficient rendering, by six hundred picked voices, of the Elijah and Messiah in this our own Music-Hall a year ago — the great choral performances at the opening of the Industrial Exhibition in Dublin, and in various parts of England — the clash and clang of collected scores of military bands in France — the celebration of high and festal mass in the Cathedral at Cologne — the shoutings of the huge congregations in the fine old Lutheran temples of worship at Dresden, at Leipsic, and elsewhere — the chanting of the marching thousands along the highways, and in fields and churches, in their autumnal pilgrimages in South Germany — or the splendid achievements, vocal and instrumental, of those great musical gatherings in the Valley of the Rhine, in the vintage time; — all, all, I say, have failed to leave in my memory an effect so deep, so lasting, so solemn, so impressive.

“And, if such things can be done in London, they can be done here; — if success, such as this, can be achieved out of the materials which make up that choir of charity school children

in the cathedral of St. Paul, much more can it be accomplished, in connection with the liberal and enlightened system of public school instruction, in Boston; not in these first feeble experiments, indeed, but by patient and systematic and well-directed and constant and continued effort. But this is only an immediate and pleasing accessory of our plan, a gratifying success indeed, if obtained — and, in my own mind, a desirable one, if it but lead to the addition, in the limited calendar of our festival days, of another and that so esthetic and rational a jubilee.

“And here again we may be met with the utilitarian objection, *cui bono?* which, by a somewhat liberal translation, might justly be interpreted, in the New England tongue, *will it pay?* But what, I would ask, in answer to this inquiry, is the end and object of education? Is it to develop the intellectual part of our natures *only*, — the *working* faculties merely, to the neglect of the moral and physical, — leaving the emotions and affections to run riot or take care of themselves as best they may? Would this be rational — would it be philosophical in this our land and in our day? Consider, for a moment, the spirit and tendencies of our country and the characteristics of its people — a toiling, speculating, money-getting, fast-living, excitable race — wearing themselves out with labor or with thought, reckless and impatient always. Was there ever a nation more requiring the amenities of life, — more needing an infusion of the esthetic among the harsh and discordant elements of their composition? Story, in his appropriate ode at the inauguration of our noble statue of Beethoven, well expressed this idea when he said: —

‘Never is a Nation finished, while it wants the grace of Art :
Use must borrow robes from beauty ; life must rise above the
 mart ;
Here, as yet, in our Republic, in the furrows of our soil,
Slowly grow Art’s timid blossoms, ’neath the heavy foot
 of toil.
Spurn it not, but spare it — nurse it, till it gladdens all the
 land.’

“And this is what, as a nation, we are just beginning to do. In the cities along our Atlantic shores, at any rate, the galleries of our Athenæums, the recent meritorious collections of pictures, public and private — the growing disposition to ornament with groups of statuary our squares and public buildings, and our National Capitol, and the increasing beauty of our architecture, are witnesses to it.

“Says the poet I have already quoted —

‘Topmost crown of ancient Athens towered the Phidean
Parthenon,
Upon Freedom’s noble forehead, *Art*, the starry jewel, shone.’

“I would it might sparkle on the front of this Modern Athens as well.

“Now, music, it has been well said, is the handmaid of painting and sculpture — their gentler sister, more refining and humanizing in its influences upon the hearts of the people. Shall we pause, then, or retrograde in this movement which has introduced and recognized it in our schools? I do not believe it. I look rather, in the future, — though the time is not yet, — for the completion of the work, by the establishment, in connection with our system of public school instruction, of a conservatory of music, *vocal and instrumental*, on a scale commensurate with that of kindred institutions abroad. But the time fails me to more than suggest these topics. I am aware that I have already exceeded my allotted time, and I beg pardon for trespassing so long on your patience.”

The old tune of “Dundee,” with organ accompaniment, was next sung by the children, under the conductorship of Carl Zerrahn, to the words of the following

H Y M N .

“ Lord of the Harvest, God of grace,
Send down thy heavenly rain ;
In vain we plant, without thine aid,
And water too, in vain.

“ Ne’er may our hearts be like the rock,
 Where but the blade can spring,
 Which, scorched with heat, becomes by noon
 A dead and useless thing.

“ But may our hearts, like fertile soil,
 Receive the heavenly word ;
 So shall our fair and ripened fruits
 Their hundred fold afford.”

The hymn concluded, the Hon. Robert C. Winthrop was announced and spoke as follows :

REMARKS OF MR. WINTHROP.

“ I hardly know, ladies and gentlemen, what I can find to say in the brief moment which I feel at liberty to occupy this afternoon, and more especially after so much has been so well said already, which will be in any degree worthy of such an occasion as the present ; or which will not rather seem like a rude and harsh interruption of the melodious strains which we are here to enjoy. I cannot but feel that a mere unaccompanied solo, from almost any human voice — even were it a hundred fold better tuned and better trained than my own — must sound flat and feeble when brought into such immediate contrast with the choral harmonies to which we have just been listening.

“ But I could not altogether resist the temptation (so kindly presented to me by my valued friend, the Chairman of the Committee of Arrangements,) to identify myself, even ever so humbly, with this charming festival — the first of its kind in our city — and I cannot refrain from thanking him and his associates, now that I am here, for counting me worthy to be included among those whom they have selected to supply the brief interludes to these delightful performances of the children. I am afraid I have no great faculty at firing a *minute*

gun — not even so much as I once had in playing on that *trombone* to which my friend has so pleasantly alluded — but I am sure I shall have fulfilled every reasonable expectation, if I may have aided in breaking the fall of this noble choir, as they pass along so triumphantly from key to key, from choral to choral.

“ Seriously, my friends, among all the numerous reforms which have been witnessed in our community of late years, I know of none more signal or more felicitous — none with which any one might well be more justly proud to associate his name — than that of which this occasion is the brilliant and beautiful inauguration. I would not disparage or depreciate the annual School Festivals of the olden time. I have not forgotten, I can never forget, the delight with which, more years ago than I might care to specify in precisely this presence, I myself obtained a medal-boy’s ticket to the old Faneuil Hall dinner; nor how proudly I filed off with my cherished compeers behind the chairs of the Fathers of the city — after the cloth was removed — to receive their recognition and benediction, before they proceeded to their speeches and sentiments, and to the discussion of their nuts and wine. I rejoice to remember, in passing, that the Mayor of that day — though to my boyish eye, he was even then a venerable person — still lives to adorn the community over which he so worthily presided — still walks erect among us to receive the daily homage of our respect and affection. You have all anticipated me in pronouncing the name of the elder Quincy. But how poor were even the most sumptuous viands of those occasions, shorn, as they were, of the best grace of every modern festive board — deprived altogether of the participation or the presence of the mothers and daughters of our city, and prepared only for the satisfaction of the mere animal appetites. What funeral baked meats they were at the best, when contrasted with the exquisite entertainment for eye, ear, mind, heart, soul, which we are this day enjoy-

ing. I have only to regret that the amiable and accomplished Minister from Great Britain, whom we had all hoped to welcome on this occasion, should have been prevented by engagements at Washington, from lending to the occasion, as I am sure he most gladly would have done, his genial presence and eloquent words.

“And now, let us hope, my friends, that the inspirations of this hour and of this scene will not be lost on the young hearts which are throbbing and swelling around us. We are too much accustomed to speak of the future as quite beyond human control or foresight. And it is true that no consultation of oracles, no casting of horoscopes, no invocation of spirits, will unvail to us the mysteries which lie beyond this sublunary sphere. But we may not forget that the immediate future of our own community is before us—visibly, audibly, bodily before us—in the persons of these young children of the schools. These boys, I need not say, are the men of the future; and, under God, the masters of the future. The ever moving procession of human life will pass on a few steps, and they will be on the platforms, and we shall be beneath the sod. But to-day we are not merely their examples and models, but their masters and mentors; and these schools are the studios, in which, by God’s help, they may be formed and fashioned and shaped as we will. Yes, my friends, not by any idle rappings on senseless tables, but by simply knocking at our own honest school-room doors, and asking how many boys and girls there are within, and what is their mental and physical and moral and spiritual condition and culture,—we may find a revelation of the future, hardly less sure or less exact than if it were written in letters of light by the pen of inspiration.

“I have somewhere seen it recorded of England’s great hero, the late Duke of Wellington, that, on some visit to Eton School in his old age, while gazing upon those well remembered scenes of his boyhood, and when allusion had been

made by some of his companions to the great exploits of his manhood, he exclaimed — ‘Yes, yes, it was at Eton that Waterloo was won.’ And not a few of you, my young friends, will one day or other be heard confessing that the best victories of your mature life have been virtually won or lost at school.

“There was, indeed, a deep significance in the arrangement of that old choral trio, which has come down to us in the history of the ancient Lacedemonians — for even the sternness of Sparta did not disdain the employment of music in their festive celebrations. They are said to have had three choirs corresponding to the three periods of human life.

“The old men began —

‘Once in battle bold we shone ;’

“The middle-aged replied —

‘Try us ; our vigor is not gone ;’

“But the boys concluded —

‘The palm remains for us alone.’

“Yes, young children of the schools, the palm remains for you alone. To you, alone, certainly, it remains still to strive for it and to win it. By too many of your elders it has been won or lost already. But for you, the whole course is clear ; the whole competition free and open ; and you are invited to enter upon it under such auspices, and with such advantages, as were never before enjoyed beneath the sun. May the inspirations of this occasion go forth with you to the trial, encouraging and animating you to higher and higher efforts for success. ‘*Excelsior, Excelsior,*’ the motto of each one of you. Above all, let not the praises of God be the mere lip service of an anniversary festival, nor the love of your fellow men and of your country — the true harmonies of the heart — die away with the fading echoes of a jubilee chorus. And while you strive to fulfil every duty to your neighbors and

yourselves, and to advance the best interests of the world in which you live — may you ever look forward with humble faith and trust, to the day, of which you are just about to sing, when other palms than those of mere human triumphs may be seen in your hands, and when, with a multitude which no man can number, you may be permitted to mingle in other and nobler songs than any which can be fully learned on earth!"

Pertinent addresses were also made by His Honor the Mayor, His Excellency Governor Banks, and Hon. J. D. Philbrick, Superintendent of the Public Schools, which we regret the space appropriated for this sketch does not permit us to copy entire and place on record here.

After the speaking, the fine old choral of Martin Luther, called the Judgment Hymn,

“Great God, what do I see and hear,”

was performed by the children, with organ and orchestral accompaniment. Then followed the customary ceremony of the presentation of bouquets to the Medal Scholars by the Mayor, the Band, meanwhile, playing a selection of patriotic and martial airs. The winners of these honors, ranged in order in the front rows of the balconies around the hall, were then addressed by the Chairman in the following words:

REV. DR. ROBBINS' PARTING ADDRESS.

“It is impossible for you, my young friends, to understand the emotions which are stirred in my heart and in the hearts of those around me, as we contemplate the spectacle which you present to us. It is beyond your power to conceive of the yearning interest with which we turn to you and address you. *We*, I say — for it is not in my own name that I now

speak. It is in the name of a thousand hearts whose sympathies, melted together into one glowing tide, flow out to embrace you. It is in the name of the City — which has faithfully performed to you its duty of education, and now looks to you, and demands of you *as faithfully* to perform your duty of honorable service. It is in the name of your fathers and mothers — whose eyes look up to you moistened with grateful joy, while their hearts are leaping with mingled love and hope and solicitude. It is in the name of the instructors and guardians of our schools — who have lavished upon you their choicest care, not to gratify your selfish ambition by the bright honors with which they deck you to-day, but to qualify you to be useful, and arouse you to the noblest emulation. It is in the name of the generations which are before you — by the harvest of whose labors you have been nourished; and of the generations which are coming after you — who look to you to lead them upward. It is in the name of learning, and virtue, and honor, and duty. Above all, it is in the great and holy name of Him who has made you partakers of his richest gifts, and will hold you answerable for your improvement or neglect of them.

“In the name of all these I speak, and in their name I congratulate, I admonish, I bless you.

“The rewards of successful scholarship are glittering on your necks and blossoming in your hands. We cannot but rejoice at your joy at receiving these marks of the approbation of your teachers, these trophies of your industry and intelligence. Laboriously and fairly won — as we trust they have been by all of you — they are indeed beautiful and honorable. We would not undervalue them. We would not have you esteem them lightly. But we count them worthless, and worse than worthless, if they are perverted to the gratification of your vanity, or the nourishment of your pride. They are not given to you that you may be satisfied with past attainments, but that you may be stimulated to higher. They

are not bestowed to grace your triumph over your rivals, but to animate you to surpass yourselves. Value them, my young friends, your school distinctions, and preserve them. But wear them modestly; wear them with true humility; wear them with disinterestedness; wear them with gratitude for the gifts and advantages with which Providence has indulged and entrusted you. Wear them as monitors of duty; as prompters to further attainments; as the first fruits of an unending harvest of praiseworthy achievements and unspotted honors. Let no low passion corrupt the hearts that are beating now with youth's warm and generous impulses in the bosoms which swell beneath those silver shields. Let no unworthy deed defile the hands which hold those lovely and fragrant tokens of your Creator's goodness, which we have placed in them, not only as signs of our approval, but as symbols of those fair and pure results that should adorn and enrich your lives.

“ But I must not forget that while you have been successful, some of your companions have been disappointed. I am sure that you yourselves do not forget them. I am sure that you have spared from your own joy a tender and generous thought for them. Some of them have been less deserving than yourselves. Many of them have not been less faithful, only less fortunate. Let all such be satisfied with the sweetest of all rewards—the consciousness of having done their duty. And let them not be discouraged; let no one of us, for whose brow no laurel leaf has yet unfolded, be discouraged. Life has other and higher prizes than those which we have failed to secure. Its *highest* prizes are ever open to us all. We can be faithful, we can be just, we can be generous. We can ever mount higher in knowledge, virtue and piety. We can act well our part. We can serve our generation in the lot and with the abilities God may please to assign to us. And so doing, we shall reap the highest of all satisfactions; we shall be crowned with the fairest honors; we shall win the

undefiled and ever blossoming laurels of immortality. We shall glorify our God; and when at last He shall make up His jewels, as our City to-day maketh up hers, we shall have a place in their glittering ranks."

Then followed the Old Hundredth Psalm, sung to the usual hymn,

"Be thou, O God, exalted high,"

with full accompaniments, the audience also rising and joining in the last verse. And, with a benediction by the Rev. Dr. Blagden, the exercises of this interesting occasion closed.

"Of the success of this festival, in a musical point of view," say the Music Committee, in their recent report, "it is unnecessary to make any extended remarks to this Board, who, having been present themselves, are equally qualified with the Committee to judge. The general favor with which the change was hailed, and the uniform expressions of satisfaction and pleasure which have come to their knowledge, have contributed in no small degree to recompense your Committee for their labors, and, it is hoped, will encourage and dispose the Board not only to *continue* the system which has been so well begun, but, by their sympathy and coöperation, to strengthen the position of the music teachers, and establish this department upon a basis as firm as that which supports any other of the studies pursued in our common schools."

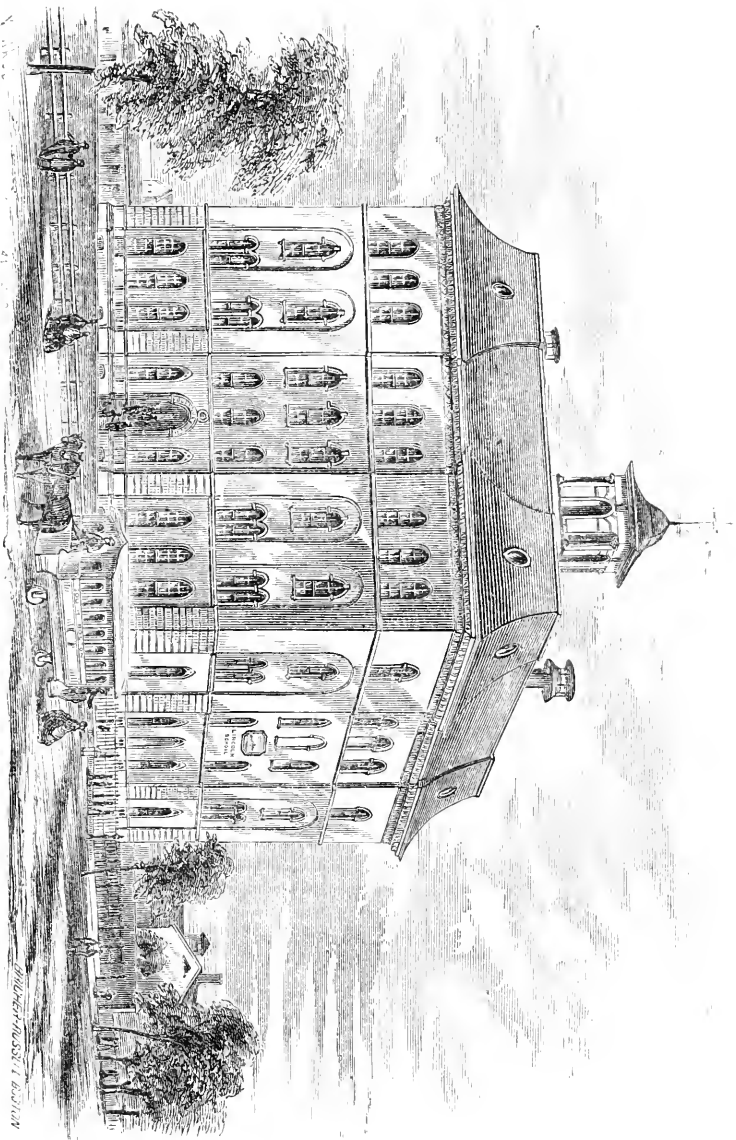
Mr. Dwight, also, (the able Editor of Dwight's Journal of Music,) whose taste and judgment in matters of this kind are justly held in the highest estimation, both in our own country and abroad, thus speaks of the issue of the experiment:

“The problem of producing grand and edifying musical effects, by combining thousands of children’s voices in such very simple choral strains as they can easily be taught to sing in common Primary and Grammar Schools — with no injury, but with much help to their general education — was now already fully solved. How little faith we have in true ideas! How many were there, even of those well convinced in reason of the soundness of the plan, that had at all anticipated a success so beautiful and so inspiring? How far the reality transcended the imagination of the most sanguine advocates of the idea! For the present we will only say, that it was in the highest degree creditable to the Committee, to the Conductors, Teachers and the schools, and that it contains an auspicious future in the matter of the blending of musical with the intellectual and moral culture of our youth. We have only room left now to chronicle the complete success of the first Musical Festival of the Boston Public Schools.”



THE LINCOLN GRAMMAR SCHOOL HOUSE.

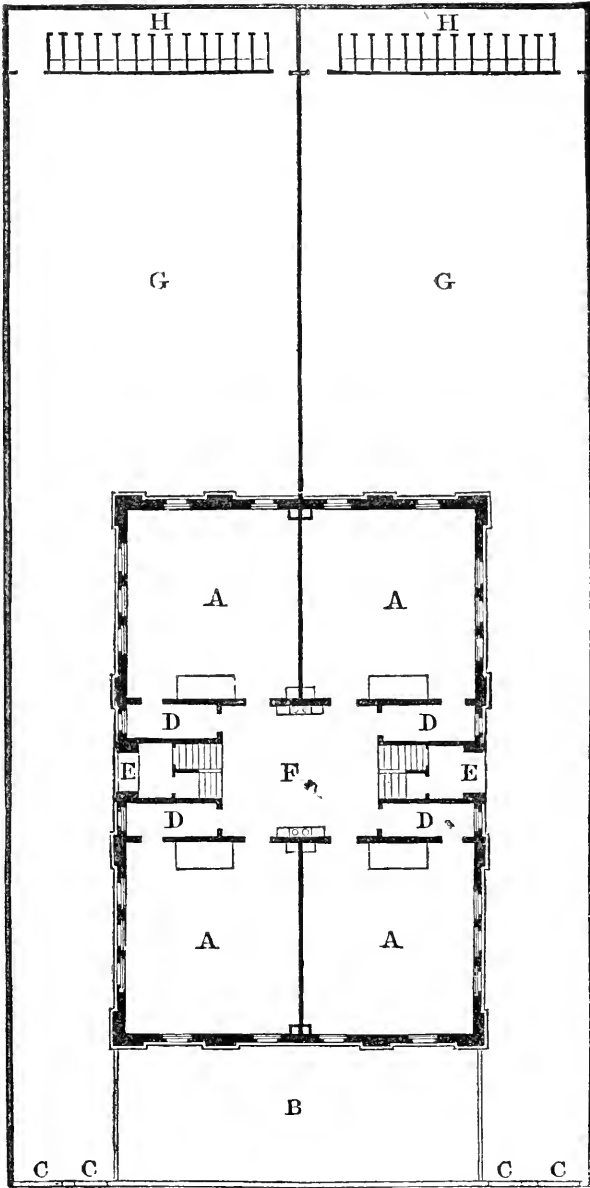




THE LINCOLN GRAMMAR SCHOOL HOUSE.

W. H. H. & C. Boston

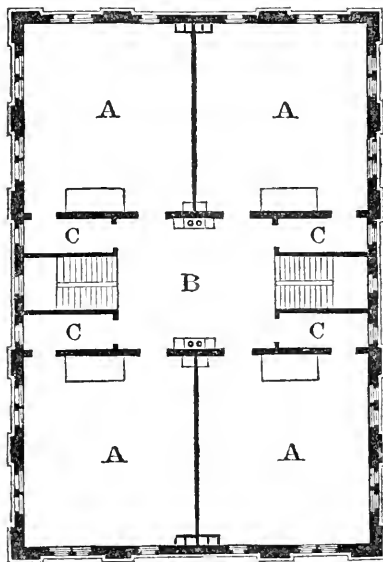




FIRST STORY AND YARD.

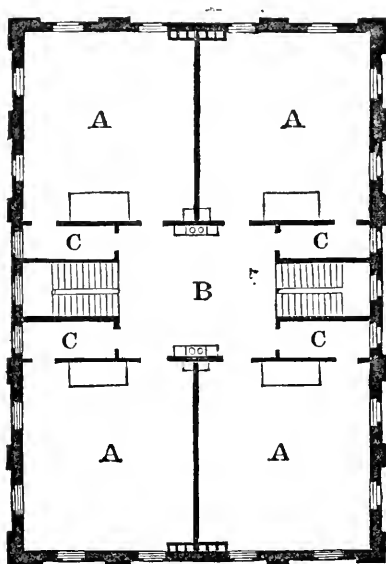
A. — School Room. F. — Corridor. D. — Clothes Closet. E. — Door opening outward
 B. — Grass Plot in Front. C. — Gate. G. — Yard. H. — Water Closets.





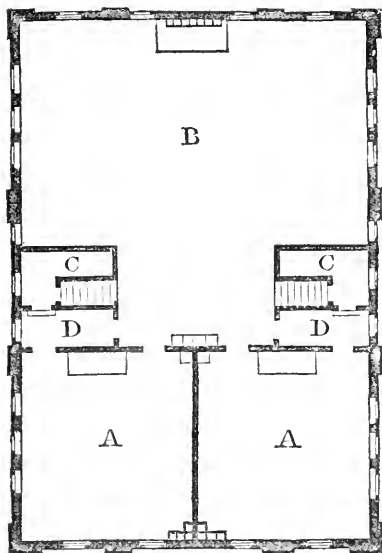
SECOND STORY.

A. — School Room. B. — Corridor. C. — Clothes Closet.



THIRD STORY.

A. — School Room. B. — Corridor. C. — Clothes Closet.

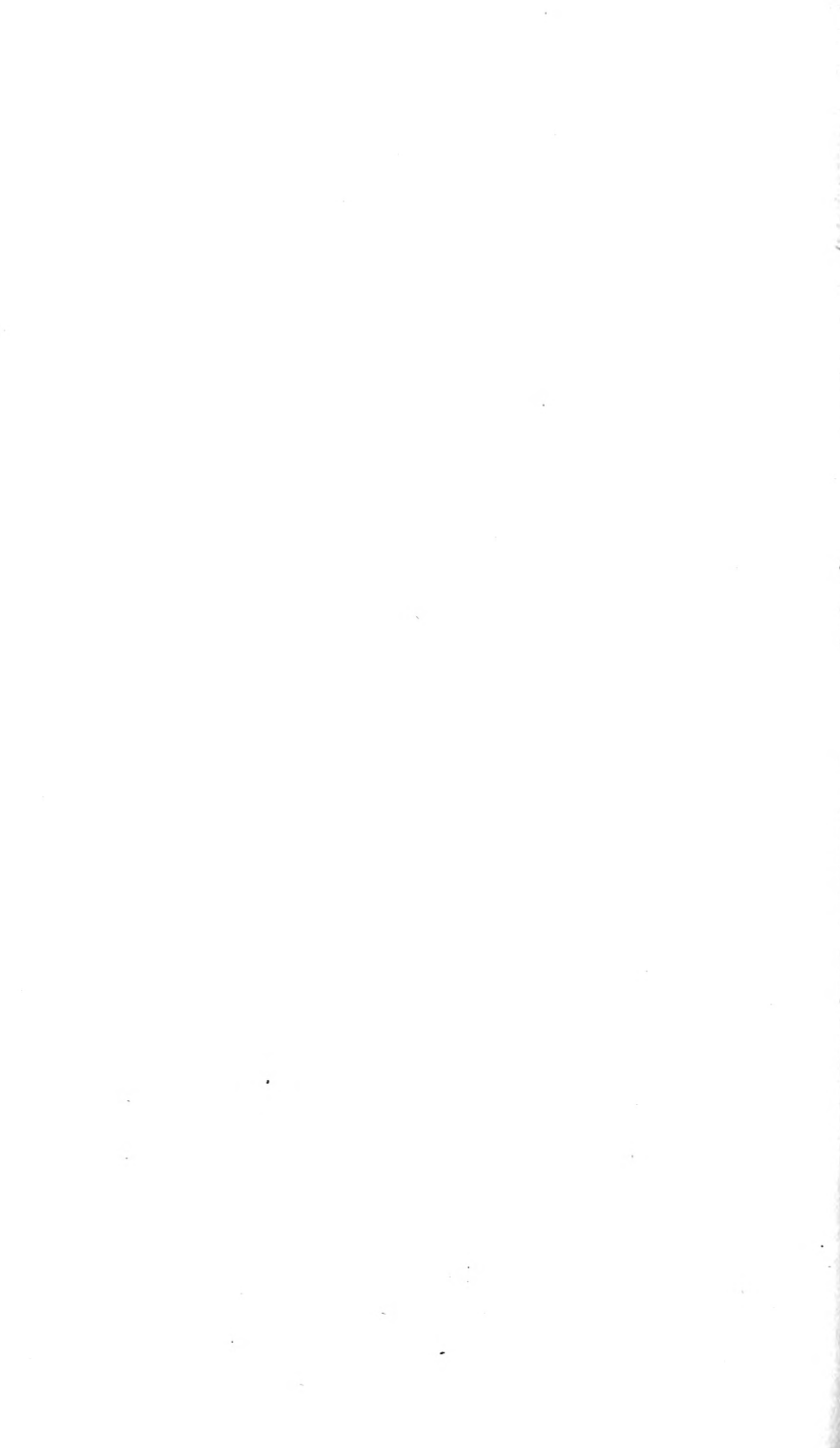


FOURTH STORY.

B.—Hall. D.—Clothes Closet. A.—School Room. C.—Teacher's Room



SCHOLAR'S DESK AND CHAIR.



THE LINCOLN GRAMMAR SCHOOL HOUSE.

The Annual Report of the Board for 1857 contained a detailed description of the Dwight Grammar School House, accompanied by plans and a perspective view. The Dwight was selected for the purpose of a description, because it was then the latest, and besides, it was a good specimen of the most approved school edifices which had been erected in this city previously to that date. The class which it represents consists of the Lawrence, the Winthrop and the Adams Grammar School buildings, to which the new Franklin, on Ringgold street, has since been added. These five structures are similar in respect to size, plan and style of architecture. They are well adapted to our system of organization and classification of Grammar Schools, combining, in a high degree, economy of space with convenience of arrangement in regard to school rooms, clothes closets, corridors, staircases and warming apparatus.

They are noble edifices, and are creditable to the city, though there is one feature in their plan which is not altogether satisfactory, namely, the assembly hall, which is deficient both in size and symmetry of proportion. There are also some objections to that part of the plan which places school rooms so high up as the fourth story. But though these buildings are economical and well-arranged, not much can be said in praise of their architectural appearance. "The style of architecture," as was justly remarked in the description above alluded

to, "is by no means ornamental." It is, indeed, severely plain for public buildings of so much importance.

In the design of the Lincoln School House, which is located on Broadway, near K st., South Boston, it was the intention of the accomplished architect, J. G. F. Bryant, Esq., to combine all the advantages of the interior plan of our best buildings, with an effective and tasteful exterior, *and this, too*, without any material *increase of expense*. A comparison of the external view of this fine building, as exhibited in the cut, opposite the title page, with the style of those before erected, will show the improvement in this respect which has evidently been achieved.

There seems to be no good reason for perpetuating that boldness and almost primitive simplicity of style which have characterized most of the school edifices of the city. It can scarcely be deemed too much to demand, that the building which is the daily resort of our children and youth, and in which their mental and moral faculties are to be trained and unfolded, should be designed with careful reference to the rules of proportion, and even in no small degree, of beauty. Certainly it would be well to keep this object in view, so far as it is consistent with a wise and proper economy. Harmony of style, and propriety and elegance of detail, will never be without their refining influences upon the mind of the pupil. It has been well said by Alison, that "the scenes around us become, as it were, the pedestals on which our souls insensibly exalt themselves to take a view of things which lie beyond." Nor does it seem reasonable that the public edifices of a city, distinguished not less for its means than for the culture by which the distribution of those means should be

directed and controlled, should be erected without any regard to those just principles of taste which have always been recognized as the true indices of the refinement and cultivation of the people.

Influenced by these liberal considerations, the Committee on whom the charge of erecting the Lincoln Grammar School House was devolved, selected the design, of which a general idea is given in the accompanying engraving. It presents a correct and well-proportioned front, having a recessed centre and two slightly projected wings, with a high rusticated basement of freestone, and with arched openings throughout. The central doorway is a feature of considerable elegance; and the single, double and triple windows throughout the front, are grouped with much propriety and harmony of effect. The introduction of a handsome balcony to the three central windows of the third story, serves to mark and emphasize that portion of the composition, and the bold and correct profile of the main cornice crowns the whole with a marked dignity of style, to which it is believed that none of the earlier structures of this class can lay any rightful claim. The crowning features of the building are its Mansard roof and its cupola; forming together the most pleasing and imposing parts of the structure.

The following mechanical description, extracted from the "Specifications" of the architect, will illustrate the interior conveniences of the building and its adjuncts, as well as the manner of construction and the formation of the exterior.

"The building is a 'parallelogram' in outline of ground plan, measuring $93\frac{1}{2}$ feet in length, and $61\frac{1}{2}$

feet in width, outside of its base or underpinning course, at the ground or sidewalk level in front of the building. It is four finished stories in height, with an 'unfinished' cellar story over its whole area, which is partially above, and partially beneath ground. The cellar is 9 feet high. The first, second, and third stories, respectively, $12\frac{1}{2}$ feet high, and the fourth story 15 feet high. The top of the gutter of the outside walls is located $4\frac{1}{2}$ feet above the ceiling of the fourth story, which ceiling is formed immediately upon the undersides of the tie-beams of the roof framing, or attic flooring. The roof is 'hipped' from each of the four corners of the building, and is made a 'Mansard,' with curved sides and a 'flat' top; the height above the top of cornice to the top of the curve of the roof is 14 feet; its 'flat' is located in the centre of the length and width thereof, and it measures $86\frac{1}{2}$ feet in length and $51\frac{1}{2}$ feet in width, and has a pitch over its surface of $1\frac{1}{2}$ inches to a foot. The four corners of the roof are formed as projections; the spaces between the projections over all four sides of the building are recessed to intersect with recesses in the faces of the four exterior walls; said projections are hipped over the inner corner of each, in imitation of the hip over the outer corner thereof—being the corner hips of the building. The recesses in the faces of the four exterior walls aforesaid are located in the centre of the length of each wall, and reach the whole height of said walls, to meet the roof recesses above named. The recesses in the front and rear end walls each measure $21\frac{1}{2}$ feet in width, and those in the two side walls 23 feet in width. Besides the four recesses aforesaid, there are recesses in the faces of the projec-

tions, or corners, which are formed to each exterior wall, beneath the roof projections; these recesses reach from the ground level up to the top of the third story, where they are formed with semicircular heads. The recesses in the corner projections of the front and rear ends of the house measure 11 feet $3\frac{1}{2}$ inches wide, and 4 inches deep, and are single recesses, and the recesses in the corner projections of the two side walls of the house are 11 feet $3\frac{1}{2}$ inches wide, and 4 inches deep, and are double recesses, with a dividing pilaster located in the centre of the width of each of the same, and double semicircular heads to each recess, springing from said pilasters. The four exterior walls are crowned with a cornice, the upper portion of which is formed as a gutter.

“The interior arrangement of the first, second, and third stories is similar, each story containing four apartments, located in the four corners of the house, measuring $32\frac{3}{4}$ feet by $27\frac{1}{2}$ feet each; a clothes closet to each room, measuring 15 feet by $5\frac{1}{2}$ feet each; two staircases measuring $15\frac{1}{2}$ feet by 10 feet each, and a hall measuring $24\frac{1}{2}$ feet by $22\frac{1}{2}$ feet. Said rooms, closets, staircases and halls are $12\frac{1}{2}$ feet high, in the clear, in each story. The interior of the fourth or upper story is arranged with two rooms in the two front end corners of the house, each measuring $32\frac{3}{4}$ feet by $27\frac{1}{2}$ feet, an exhibition hall measuring $38\frac{1}{2}$ feet by $56\frac{1}{2}$ feet, across the rear end of the house. There are two stairways measuring 5 feet by 10 feet; a clothes closet for each of the two rooms aforesaid, measuring $5\frac{1}{2}$ feet by 15 feet each; two teachers’ rooms (of L form,) measuring 5 feet by 25 feet each, and a hall,

connecting with the exhibition hall, measuring $22\frac{4}{2}$ feet by $24\frac{8}{2}$ feet. All the apartments, halls, closets and staircases aforesaid in the four stories are 'finished.' The cellar story is subdivided into four apartments, in the four corners of the house, two staircases, and six closets. The apartments in the cellar are each to contain a furnace, and the closets are used for fuel. None of the cellar apartments or closets are 'finished.' There is also a hall in the centre, of the length and width of the cellar story, into which the mouths of the four furnaces, the landing of the staircases and the doors of the six fuel closets all open.

"All the apartments, halls and closets in the fourth story are 15 feet high. The teachers' rooms in this story have their floors located two feet above the floors of the other apartments. Each story is lighted by windows in the exterior walls. There are floor lights in the hall of each story, immediately beneath the cupola or bell tower, which crowns the roof of the house, in the centre of its length and width. The four sides of the base or plinth of this cupola (above the roof level,) contain each an upright skylight. The attic or area beneath the roof is lighted by light stationary circular or 'bull's-eye' windows, inserted in the upright circular sides of the 'Mansard' roof. There are no chimneys, other than metal pipes, in any part of the building, excepting one brick chimney located over the wall which forms the inside end of the exhibition hall. There are two entrances to the building, in the first story, in the two sides of the same."

The lot measures 100 feet in front by 175 in depth, and contains 17,500 square feet. It is enclosed on the sides and rear end by a substantial brick wall, and in front by a granite foundation, surmounted with an ornamental iron fence. The rear portion of the yard is divided into two equal parts, by a brick wall running from the centre of the building to the rear boundary. It will be observed that the side walls are less than twenty feet from the building, a space too narrow by far, when we consider the size of the building, and the purposes to which it is devoted. If the price of the land had been as high as it is in the central portions of the city, there might have been some excuse for limiting the lot to so narrow a compass, but where land is so moderate in price, as it is in the neighborhood of this building, it seems difficult to find a justification for such a course.

The building is warmed by Chilson's cone furnaces, four in number, located in the centre apartment of the basement. The cast-iron smoke pipes pass up through and warm the corridors.

The ventilating apparatus consists of a separate ventiduct of wood, leading from each school room to the roof. Here they are brought into two groups, at the opposite ends of the building, each of which is surmounted with one of Emerson's Ejectors, of a large size. The transverse section of each ventiduct is about fourteen inches square. In each room there is a sliding register near the ceiling, and another near the floor opening into its ventiduct.

The building is to be furnished by Joseph L. Ross. The style of the scholars' chair and desk is shown in the accompanying cut.

It has not yet been determined how many seats shall be placed in each room. This school house, like all those which have been erected within the last ten years, is intended to furnish accommodations in each room for one teacher and the requisite number of pupils. By the rules of the School Committee as they now stand, the maximum number of pupils to each teacher is 56, and if this number of seats is placed in each room the building will accommodate 784 pupils.

The School Board, by a unanimous vote, gave to this school the name of "Lincoln," as a just tribute of respect and appreciation of the present worthy Mayor of the City, who has presented, as a token of his interest in the school, a large and valuable tower clock, which is to adorn the cupola, and to teach the great lesson of punctuality to successive generations of pupils.

RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.

SCHOOL COMMITTEE.

The following special provisions in regard to the number of the School Committee, the manner in which they shall be chosen, their terms of service, and their powers and duties, are contained in the City Charter, from which the following Sections are copied.

“ SECT. 53. The School Committee shall consist of the Mayor of the City, the President of the Common Council, and of the persons hereinafter mentioned. A majority of the persons duly elected shall constitute a quorum for the transaction of business; and at all meetings of the Board, the Mayor, if present, shall preside.

SECT. 54. At the annual election next after the passage of this act, the qualified voters of each ward shall be called upon to give in their ballots for six inhabitants of the ward, to be members of the School Committee; and the two persons who receive the highest number of votes, or, in case more than two receive an equal number of votes, the two persons who are senior by age, shall hold their office for three years from the second Monday in January next ensuing, and the next two persons who receive the highest number of votes, or who are senior by age in the contingency aforesaid, shall hold their office for two years from said date, and the two other persons shall hold their office for one year from said date; and at every subsequent annual election, two persons shall be chosen in each ward, to be members of the School Committee for the term of three years.

SECT. 55. The persons so chosen as members of the School Committee, shall meet and organize on the second Monday of January, at such hour as the Mayor may appoint. They may choose a secretary and such subordinate officers as they may deem expedient, and shall define their duties, and fix their respective salaries.

SECT. 56. The said Committee shall have the care and management of the public schools, and may elect all such instructors as they may deem proper, and remove the same whenever they consider it expedient. And generally they shall have all the powers,

in relation to the care and management of the public schools, which the selectmen of towns or school committees are authorized by the laws of this Commonwealth to exercise."

Elections.

"SECT. 24. The Board of Aldermen, the Common Council, and the School Committee, shall have authority to decide upon all questions relative to the qualifications, elections and returns of their respective members."

Vacancies, &c.

The statute of May 30th, 1857, chap. 266, makes the following provisions concerning vacancies in School Committees.

"SECT. 1. Whenever any member or members of the school committee of any city or town shall decline further service, or from change of residence or otherwise, shall become unable to attend to the duties of said board, the remaining members thereof shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen, if it be a city; the two boards shall, then, after giving public notice of at least one week, proceed, by joint ballot, to fill such vacancy or vacancies; and a majority of the ballots of all persons entitled to vote shall be held to be necessary to a choice at such election.

"SECT. 2. The same proceedings as above prescribed shall be had in case of a vacancy caused by the refusal of any person, elected as member of any school committee, to accept said office, after having been notified of such election according to the two hundred and eighty-third chapter of the acts of eighteen hundred and fifty-three; and in case all the persons elected as members of the school committee, shall, after such due notice, decline accepting said office, or having accepted thereof, shall afterwards decline further service, the selectmen, or the mayor and aldermen, shall, after giving due public notice, proceed, by ballot, to elect a new board; and the votes of a majority of the entire board of selectmen, or of mayor and aldermen, shall be necessary to an election.

"SECT. 3. Any person elected in accordance with the provisions of this act, shall have the same powers and duties as if he had been chosen a member of the school committee in any other legal manner: *provided, however*, that in all cases the term of service of such member shall end with the municipal or official year in which he may be chosen; and if the vacancy was in the first instance for a longer period, it shall at the first annual election after the occurrence of said vacancy, be filled in the manner prescribed for original elections to the school committee."

RULES

OF THE

BOARD OF SCHOOL COMMITTEE.

CHAPTER I.

Organization of the Board.

SECTION 1. At all meetings of the Board of School Committee, the Mayor, styled President, shall preside; in his absence, the President of the Common Council shall preside; and in the absence of both the Mayor and President of the Common Council, a President *pro tempore* shall be chosen by ballot.

SECT. 2. At the first meeting in each year, the Board shall elect a Secretary by ballot, and fix his salary for the ensuing year; and the President shall appoint, subject to the approval of the Board, the following Standing Committees of five members each, viz:—1. On Elections;—2. On Rules and Regulations;—3. On Accounts;—4. On School Houses;—5. On Salaries;—6. On Text Books;—7. On Music;—8. On the Latin School;—9. On the English High School;—10. On the Girls' High and Normal School.

SECT. 3. For convenience in the management of the Grammar and Primary Schools, the city shall be divided into as many Districts as it has Grammar Schools; each District shall take its name from the Grammar

District
Committees.

School within its boundaries; the President shall appoint, at the first meeting of the Board in each year, and subject to its approval, a Standing Committee on each District, whose number, in each case, shall be proportionate to the number of schools in each District.

Chairmen of
sub-committees.

SECT. 4. The member first named on any committee, shall be the chairman thereof; except that the Committee on the Latin School, on the English High School, on the Girls' High and Normal School, and each District Committee, shall respectively elect its own chairman.

Annual and
quarterly meet-
ings.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the first Tuesday in June, and three other stated quarterly meetings on the second Tuesday in March, September and December, at four o'clock P. M., at such place as the President may appoint; and the Board may hold special meetings whenever they are deemed necessary.

Quorum.

SECT. 6. For a quorum a majority of the Board must be present; but a less number may vote to send for absent members, and to adjourn. Whenever the Board is obliged to wait, after the hour appointed for the meeting, for a quorum to begin business, or whenever it has to suspend business and adjourn for want of a quorum, the roll shall be called and the names of the absentees recorded by the Secretary.

CHAPTER II.

Powers and Duties of the President.

Opening of
meetings.

SECTION 1. The President shall take the chair precisely at the hour appointed for the meeting of the Board, and shall call the members to order, and, on the

appearance of a quorum, he shall cause the records of the last meeting to be read, and shall proceed to business in the following order, and shall not depart from it unless authorized by a vote of the Board :

1. Papers from the City Council ;
2. Unfinished business of preceding meetings ;
3. Nomination and Confirmation of Teachers ;
4. Reports of Committees ;
5. Motions, Orders, Resolutions, Petitions, &c.

Order of
business.

The Nomination and Confirmation of teachers shall be called for in the order of the Districts.

SECT. 2. The President shall preserve order and decorum in the meetings ; he may speak to points of order in preference to other members, and shall decide all questions of order, subject to an appeal to the Board, on motion of any member regularly seconded, and no other business shall be in order till the question on the appeal shall have been decided.

Duties of the
President.

SECT. 3. When two or more members rise to speak at the same time, the President shall name the member who may speak first.

Same.

SECT. 4. He shall rise to address the Board, and to put a question, but may read sitting. He shall declare all votes ; but if any member doubt the vote, the President, without debate, shall require the members voting to rise and stand until they are counted, and he shall declare the result.

Same.

SECT. 5. The President shall appoint the chairman when the Board goes into Committee of the Whole ; at any other time he may call any member to the chair, but such substitution shall not continue longer than one meeting. He may express his opinion on any subject under debate ; but in such case, he shall leave the chair, and shall not resume it while the same ques-

Committee of
the Whole.

tion is pending; but he may state facts, and give his opinion on questions of order, without leaving his place.

Yeas and nays. SECT. 6. The President shall take the sense of the Board by *Yeas* and *Nays*, whenever *one-fifth* of the members present sustain a motion therefor.

Motions. SECT. 7. All questions shall be propounded by the President in the order in which they are moved, unless the subsequent motion shall be previous in its nature; except that in naming sums and fixing times, the largest sum and the longest time shall be put first. After a motion is seconded, and stated by the President, it shall be disposed of by vote of the Board, unless the mover withdraw it before a decision or an amendment.

Motion to SECT. 8. The President shall consider a motion to adjourn as always in order, except when a member has the floor, or when a question has been put and not decided; and a motion to adjourn shall be decided without debate. Any member who moves to adjourn to a day certain, shall assign his reasons for so doing.

Previous question. SECT. 9. He shall put the previous question in the following form: "Shall the main question be now put?" and all amendments or further debate on the main question shall be suspended until the previous question shall have been decided. Nor shall any member be allowed to speak on the "previous question" more than once without leave of the Board.

Call of special meetings. SECT. 10. Whenever in his opinion it is necessary, the President *may*, and at the written request of any five members, he *shall* call a special meeting of the Board; but no meeting of the Board shall be called on shorter notice than twenty-four hours.

Appointment of committees. SECT. 11. All Committees shall be nominated by the President, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

SECTION 1. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President; shall confine himself to the question under debate, and avoid personality. No member in debate shall mention another by his name, but may describe him by the ward he represents, the place he sits in, or such other designation as may be intelligible and respectful.

Duties of members in debate.

SECT. 2. No member while speaking shall be interrupted by another, but by rising to call to order, or to correct a mistake. But if any member, in speaking or otherwise, transgress the Rules of the Board, the President *shall*, or any member *may*, call him to order; in which case the member so called to order shall immediately sit down, unless permitted to explain; and the Board, if appealed to, shall decide on the case, but without debate.

Call to order.

SECT. 3. If the Board shall determine that a member has violated any of its rules, he shall not be allowed to speak unless by way of excuse for the same, until he shall have made satisfaction therefor.

Violation of rules.

SECT. 4. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice to the same question, without leave of the Board; nor more than once until all other members choosing to speak shall have spoken.

Rules of debate.

SECT. 5. No motion shall be considered by the Board, unless seconded. Every motion shall be sub-

Motions.

mitted in writing, if the President direct, or any other member of the Board request it.

Order of motions.

SECT. 6. When a question is under debate, no motion shall be received but to adjourn; to lay on the table; for the previous question; to postpone to a day certain; to commit; to amend; or to postpone indefinitely; which several motions shall have precedence in the order above stated.

Reconsideration.

SECT. 7. When a question has once been decided, any member voting in the majority may move a reconsideration; such motion, if made at the same meeting with the decision, shall prevail, if a majority of the members present sustain it; but if made at a subsequent meeting, it shall not prevail unless a majority of the whole Board vote for it; and only *one* motion for the reconsideration of any vote shall be permitted.

Members to vote.

SECT. 8. Every member present when a question is put, shall give his vote, unless excused by the Board.

SECT. 9. All motions and reports may be committed or recommitted, at the pleasure of the Board.

SECT. 10. The division of a question may be called for, when the sense will admit of it.

SECT. 11. When the reading of a paper is called for, and the same is objected to by any member, it shall be determined by a vote of the Board.

Suspension of rules.

SECT. 12. The consent of *three-fourths* of the members present at any meeting shall be requisite for the suspension of any standing Rule of the Board, or Regulation of the Schools, unless the proposal for the same shall have lain upon the table for at least one week.

Repeal or amendment of rules.

SECT. 13. Whenever any proposition is submitted by a member to amend or repeal any Rule of the Board, or involving the amendment or repeal of any Regulation of the Public Schools, said proposition, before

any action thereon, shall be referred to the Committee on Rules and Regulations, or to such other committee, standing or special, as the Board may designate, who shall report thereupon in writing, and said report, together with such recommendations or orders as may be therein contained, shall be open to immediate consideration and action.

CHAPTER IV.

Duties of the Standing Committees.

SECTION 1. Immediately after the appointment of Committee on Elections. the Standing Committees, at the meeting for organization, the Committee on Elections shall receive the certificates of election of the members, and examine them, and report the result of their examination without any unnecessary delay. Whenever any person shall be elected to fill any vacancy that may have occurred in the Board, this Committee shall examine his certificate of election, and report as above provided, and said Committee shall hear and report on all cases of contested elections.

SECT. 2. The Committee on Rules and Regulations Committee on Rules and Regulations. shall take into careful consideration every proposition presented to the Board, to repeal or to amend any Rule or Regulation, whenever the same shall be referred to them, and shall report in writing, stating their reasons for or against the proposed alteration.

SECT. 3. The Committee on Accounts shall present Committee on Accounts. to the Auditor the estimate of the expenses of the public schools required by the City Ordinance; * and

* The School Committee shall present to the Auditor, on or before the first day of February in each year, an estimate in writing of the expenses of the public schools for the next financial year, stating the amount required for salaries, for incidental expenses, and for the alteration, repair and erection of school houses. [City Ordinance, Dec. 18, 1855, sect. 2.]

they shall have the control of all expenditures for those articles used in the schools which are not otherwise provided for, or granted by a special order of this Board: such as Outline Maps, a large Map of Massachusetts, Terrestrial Globes, and such pieces of Philosophical Apparatus as may be required to complete the sets now in school; and all other means of illustration which the teachers may call for, or their District Committees recommend. They may authorize the Superintendent to furnish all the record books and the blanks needed for the use of the schools, all text-books wanted for indigent children, and such of the above-named articles as, in their opinion, the schools really need. But no Sub-Committee, nor any persons connected with this Board, shall expend any money for these supplies without authority from this Committee; and no bills for such expenditures shall be paid without the signature of the Chairman of this Committee in approval.

Committee on
School Houses.

SECT. 4. Whenever any application shall be made for the erection or alteration of a school house, such application shall be referred to the Committee on School Houses, who shall consider the same and shall consult with the District Committee who may have charge of the school or schools to be accommodated, and shall report to this Board, in writing, such recommendations in each case as they may deem expedient. It shall also be the duty of the Committee on School Houses to exercise a general supervision over the warming and ventilation of the several school houses throughout the year.

Committee on
Salaries.

SECT. 5. Whenever any proposition is submitted to this Board to extend the salary of any teacher beyond the time of actual service, or to change the regular salary of a teacher in any respect, or to pay for any

extra service in teaching, *such* proposition shall not be acted upon before it has been referred to the Committee on Salaries, who shall report, in writing, such recommendations as they may deem expedient.

SECT. 6. It shall be the duty of the Committee on Books, when they think favorably of any application made by any author or publisher, to introduce any new text-book into the Public Schools, to give early notice thereof to the Board, and to see that such author or publisher furnish every member with a copy of such text-book for examination, as a condition of its being presented to them for acceptance; and said Committee shall fully consider such application, examine thoroughly such text-book, and at such time as they may be prepared, within three months from the date of the application, they shall make a written report to the Board, setting forth the reasons for or against the introduction of said text-book into the Public Schools. In the month of May, annually, this Committee shall examine the course of studies prescribed for the schools, and shall recommend to the Board, at the quarterly meeting in June, such improvements in the course of instruction, and such changes in the books used in the schools, as they may deem expedient.

SECT. 7. Whenever any new text-book is adopted by the Board, it shall be on the condition that the publisher will furnish copies to the pupils of the Public Schools at such reduction from the wholesale price as shall be agreed upon by this Board; and it shall be the duty of the Committee on Text-Books to see that this condition is fulfilled, and that said book comes into use at the commencement of the Public Schools after the August vacation, at which time only shall any new text-book be introduced.

Committee on
Music.

SECT. 8. It shall be the duty of the Committee on Music to exercise a general supervision over this department of Public Instruction in all the schools. They shall appoint, and nominate to the Board for confirmation, suitably qualified persons as Teachers of Music; they shall make examinations of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually, at the quarterly meeting in March and in September.

Committees on
High Schools.

SECT. 9. The Committees on the Latin School, the English High School, and the Girls' High and Normal School, in all matters relating to said schools and the appointment of teachers therein, shall respectively observe the same rules, and perform the same duties, so far as applicable, as are hereinafter prescribed for the several District Committees in relation to the Grammar Schools under their charge.

Organization of
District Com-
mittees.

SECT. 10. Within ten days after its appointment, each District Committee shall organize by the choice, from among its own members, of a Chairman and Secretary, notice of whose election shall be immediately sent to the Secretary of the School Board. It shall keep a record of its proceedings, and all its official acts shall be done in meetings duly called, at not less than twenty-four hours' notice, and when reported to the Board, shall be submitted in writing.

Duties of Dis-
trict Commit-
tees.

SECT. 11. Each District Committee shall have charge of the Grammar School and the Primary Schools in the District, and may arrange the studies and classify the pupils in the latter in such a manner as they may consider most advantageous to the schools. Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees, for the Primary Schools in its District.

Said Committee shall then divide the Primary Schools in the District, into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have the special charge of ^{Care of Primary} Schools. the schools in such division; shall visit each of them as often as once in each month; shall examine them quarterly; and shall report in writing their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board. Each Sub-Committee shall refer all matters of importance pertaining to the schools under its care, to the District Committee, for consideration and action.

SECT. 12. Whenever any District Committee shall deem an additional Primary School necessary for the proper accommodation of the children under their care, they shall state the facts in the case to the Board, in writing, which communication shall be referred to the Committee on School Houses, who shall consider and report on the same before the Board shall take final action on the subject. ^{Additional Pri-} ^{mary Schools.}

SECT. 13. The District Committees shall examine the Grammar Schools in their respective Districts at least once in each quarter; and shall visit them not less than once each month without giving previous notice to the instructors; and shall, at each quarterly meeting of the Board, make a report in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several Primary Schools under their charge, also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the school houses and yards and out-buildings connected therewith. They shall also state ^{Quarterly ex-} ^{aminations.}

in their reports the names of all children admitted to the schools under their charge who do not reside in the city, and the reasons for their admission.

Quarterly reports.

SECT. 14. At each quarterly meeting, the Chairman of each District Committee, or any member thereof who may be present, shall be called upon for a report on the condition of the schools in the District; and in case of omission to make it, the Board shall pass a vote, enjoining the delinquent Committee to proceed without delay to the performance of their duty, and shall adjourn to receive their report.

Medals and certificates.

SECT. 15. The District Committee shall determine on the scholars who are to receive the medals and certificates of merit in their respective schools, and return the names to the Secretary, at least four days previous to the annual exhibition. It shall also be their duty, on the day of exhibition, to present the medals and certificates to the pupils to whom they have been awarded. The number of medals and certificates of merit to be awarded, in each school, shall be based upon the number of pupils belonging to the school. Each school shall be entitled to one medal and one of each of the certificates of merit for every sixty scholars upon the School Register. But, in any school where the number of scholars in the first class is comparatively small, the number of medals awarded shall be proportionably less; and it shall never exceed one-third of the number of candidates examined, nor shall any pupil be promoted for the purpose of increasing the number of candidates. In any school where there are no scholars much advanced in improvement, no medal shall be awarded. General scholarship, and more especially good conduct, shall be taken into consideration in awarding the medals and certificates;

and in order that a just assignment may be made, the District Committee shall critically examine the candidates, and inspect the school records of their standing.

SECT. 16. No pupil shall be admitted to or retained ^{Transfer of pupils.} in any Grammar school, except that for the Section in which such pupil resides, without the written consent of the District Committee, both of the school to which the pupil belongs, and of that where he seeks to be admitted or retained.

SECT. 17. Instruction may be given in Sewing, to all the pupils in the fourth class in each of the Grammar Schools for girls, whenever in the judgment of the District Committee, such a course shall be for the best interest of the school. The District Committee of each school in which such instruction shall be given shall nominate to this Board, for confirmation, some qualified person as Teacher of Sewing, who shall give to each pupil two lessons of not less than one hour each, every week. ^{Teacher of sewing.}

SECT. 18. Whenever any new teacher, except a master, is in the opinion of the District Committee, needed for any school under their charge, said Committee shall, *before* making any appointment, examine the candidates in the manner required by law,* and with especial reference to the place which is then to be filled; and also as to their competency to teach the elements of articulation, of music and drawing; and in regard to teachers in the Grammar Schools, they shall consult with the master in whose school such teacher is to be ^{Examination of teachers}

* The School Committee shall require full and satisfactory evidence of the good moral character of all instructors who may be employed in the public schools in their town, and shall ascertain, by personal examination, their literary qualifications and capacity for the government of schools. [Rev. Stat. ch. 23, § 13.]

All school teachers shall hereafter be examined in their knowledge of the elementary principles of physiology and hygiene, and their ability to give instructions in the same. [Stat. 1850, ch. 229, § 2.]

appointed. And the same course shall be pursued in all cases where it is proposed to transfer or to advance a teacher from one grade of school to another. Teachers so appointed shall be nominated by the District Committees, to this Board, for confirmation, and they shall be considered entitled to the established salary from the time of their entering upon their duties.

Canvassing the lists of teachers.

SECT. 19. In the month of May, annually, the Committee on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee, in a meeting regularly called, shall canvass the list of teachers in their District, and, after consultation with the Master, they shall decide upon the persons whom they will recommend for re-election, and said Committee shall, at the annual meeting in June for the election of teachers, nominate the persons thus approved, who shall be considered the regular candidates for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they may, if they deem it expedient, give notice of their intention to said teacher before the annual election.

Nomination of teachers for re-election.

Duties of District Committees.

SECT. 20. The District Committees shall give their advice to the instructors in any emergency; and take cognizance of any difficulty which may have occurred between the instructors and parents of pupils, or between the instructors themselves, relative to the government or instruction of their schools. An appeal, however, to the whole Board, is not hereby denied to any citizen or instructor. In addition to the specific duties of the District Committees, it shall be their duty, generally, to make any temporary arrangement which they may find necessary for their schools, or for the convenience of the instructors, provided that nothing shall be done contrary to the School Regulations.

Transfer of Primary Schools and Teachers.

SECT. 21. Each District Committee may transfer their own Primary School Teachers from one Primary

School to another, and may change the location of their Primary Schools from one school room to another, as they may think proper, but notice of any such transfer or change, and of the appointment of any new Primary School Teacher shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

SECT. 22. The Committees on the Latin School, ^{Annual exam-}_{inations.} the English High School, the Girls' High and Normal School, and each District Committee shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer, and the statistics of each school in a tabular form, on the following points, viz:— 1. The number of teachers; 2. The changes of teachers made during the year; 3. The number of scholars registered; 4. The number of these received from other Public Schools of the city; 5. The number discharged; 6. The largest number present at any one time; 7. The largest average attendance for any one month, and the name of the month; 8. The average attendance for the year; 9. The average cost per scholar, based upon the average number of scholars and the whole expense of the school; 10. The number and names of the medal scholars, and the recipients of the Lawrence prizes; 11. The number and the ages of the candidates offered and admitted at the High Schools, from each of the Grammar Schools. These reports shall be referred to a Special Committee of the Board, who shall make from them such selec-

tions as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, when accepted by the Board, shall be printed for distribution among the citizens.

CHAPTER V.

Election of Instructors of Public Schools.

SCHOOL YEAR. SECTION. 1. The school year shall commence on the first Monday in September, and end on the day immediately preceding the first Monday in September.

ANNUAL ELECTION OF TEACHERS. SECT. 2. In the month of June, annually, the Board shall elect the instructors of the Public Schools, and fix their salaries * for the ensuing year. Said instruc-

* The salaries of the instructors in the various schools have been established as follows, for the present school year, viz:

The salary of the Masters of the Latin, the English High, and the Girls' High and Normal Schools shall be \$2,400 for the first year's service, with an increase of \$100 for each additional year's service till the salary amounts to \$2,800 per annum; and the masters now connected with the Latin and English High Schools shall be paid \$2,800.

The salary of the Sub-Masters of the Latin and English High Schools, and of the Masters of the Grammar Schools, shall be \$1,600 for the first year, with an annual increase of \$100 till it amounts to \$2,000.

The salary of the Ushers of the Latin and English High Schools, and of the Sub-Masters of the Grammar Schools, shall be \$1,200 for the first year, with an annual increase of \$100 till it amounts to \$1,600.

The salary of the Ushers of the Grammar Schools shall be \$800 for the first year, with an annual increase of \$100 till it amounts to \$1,000.

The salary of the first Head Assistant in the Girls' High and Normal School shall be \$600 per annum, and the salary of the other Assistants in this School shall be \$500 per annum.

The salary of the Head Assistants in the Grammar Schools shall be \$500 per annum; and the salary of the other Assistants in the Grammar Schools and of the Teachers of the Primary Schools, shall be \$300 for the first year with an annual increase of \$50 till it amounts to \$450 per annum.

The salary of the Music Teachers shall be \$125 per annum for each school, including the consideration for the use of the Pianoforte, which each Teacher shall provide for himself.

The salary of the Sewing Teachers shall be \$200 per annum for each school, except that the Sewing Teachers in the Hancock and Winthrop Schools shall each receive \$300 per annum.

tors shall rank as follows: 1st, Masters; 2d, Sub-Masters; 3d, Ushers; 4th, Head Assistants; 5th, Assistants; 6th, Primary School Teachers; 7th, Music Teachers; 8th, Sewing Teachers.

SECT. 3. The Masters of the several schools having Mode of choosing instructors. been duly nominated by their respective District Committees, shall be elected by ballot, and thirty votes at least shall in all cases be necessary to a choice, and the other instructors shall be elected by confirmation on nomination of their respective Committees; but no teacher, except a Master, shall be elected by this Board, without having served on trial at least three months in the Boston schools.

SECT. 4. Whenever a new Master is to be elected Election of a new master. for any of the Public Schools, the Secretary shall give notice thereof in such newspapers, and for such length of time as the Board may direct, specifying in such notice that all applications for the office must be made in writing, and lodged with the Secretary, together with any written evidence of qualifications which the candidate may wish to present, on or before a day named in such notice.

SECT. 5. In case the vacancy to be filled is in the same. Latin School, the English High School, or the Girls' High and Normal School, the Committees of those schools shall together constitute a committee for the examination of candidates. But in case of a vacancy in any of the Grammar Schools, the Examining Committee shall be composed of the District Committee of the school in which the vacancy exists, and of the members for the two wards numerically nearest to the ward in which such school is situated.

SECT. 6. The Examining Committee shall take from same. the Secretary's files all the applications and written evidence, and shall have personal interviews with the applicants, and make inquiries as to their qualifica-

tions, and, at a meeting appointed for the purpose, shall carefully examine the candidates in the manner required by law,* and always with reference to the office that is then to be filled. And none but said Committee, the members of this Board, and the candidates under examination shall be present.

Examining
Committee's
report.

SECT. 7. The Examining Committee shall report to the Board, at some subsequent meeting, the names of all the applicants who have been examined by them, together with such other facts and circumstances respecting the candidates, their recommendations and qualifications, as they may deem necessary for the information of the Board. They shall also designate in their report the names of two or more of the candidates whose examinations were most satisfactory, with the opinions of the Examining Committee on their qualifications severally, and the Board shall then proceed to a choice by ballot.

SECT. 8. The instructors elected at the annual meeting, shall hold their offices for one school year, unless sooner removed by vote of the Board.

CHAPTER VI.

Duties of the Secretary.

Records and
files.

SECTION 1. The Secretary shall have charge of the Records of the Board, and of all papers directed by them to be kept on his files; he shall keep a fair and full record of all the proceedings of the Board.

Notices to be
given.

SECT. 2. He shall notify all stated and special meetings; he shall notify the Chairman of every Committee appointed, stating the commission, and the names of the members associated with him; he shall notify the

* See p. 121.

meetings of all Sub-Committees, when requested by the Chairman or by any two members thereof; he shall notify the instructors of their appointments, and shall give such other notices as the Board may require.

SECT. 3. He shall prepare the annual report required by the statute of the Commonwealth, and he shall transmit the same, legally signed, to the Secretary of State, on or before the thirtieth day of April.*

Report to Secretary of State.

SECT. 4. At the quarterly meeting, in March, and in September, he shall present to the Board an abstract of the semi-annual returns of the Public Schools, and a schedule showing the number of teachers then employed in the schools.

Abstract of semi-annual returns.

SECT. 5. He shall transmit copies of all votes, resolutions and documents which are to be sent to the members of the Board, and to the various Committees, to the Teachers, and to other persons.

Votes to be transmitted.

SECT. 6. He shall see that the Medals and Diplomas awarded to the successful candidates in the Public Schools are procured, properly inscribed, and sent to the appropriate Schools at least one day preceding the Annual Exhibitions.

Medals to be provided.

SECT. 7. He shall examine all bills for salaries, and the bills for all articles purchased by order of the Board, or by the Committee on Accounts, and shall perform such other duties as the School Committee shall prescribe or from time to time direct.

Examination of bills.

CHAPTER VII.

Duties of the Superintendent.

SECTION 1. The Superintendent of Public Schools shall be elected annually, by ballot, at the quarterly

* The School Committees of the several cities and towns shall return said Blanks, (the Blanks prepared by the Board of Education) duly filled up, to the office of the Secretary of the Commonwealth, on or before the last day of April. [Stat. 1846, ch. 223, § 3.]

meeting of the Board in June, to enter upon the duties of his office on the first day of September next ensuing. At the same meeting the salary of the Superintendent shall be voted, and no alteration in the amount of said salary shall be made during the year for which he is elected.

Salary.

General duties.

SECT. 2. He shall devote himself to the study of the Public School System, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city, and see that the regulations of the Board in regard to these schools are carried into full effect.

Visiting schools.

SECT. 3. He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best methods of instruction and discipline, and, to illustrate these methods in respect to Primary Schools, he shall hold occasional meetings of the teachers of the schools, and have authority for this purpose to dismiss the Primary Schools at such time as he shall deem advisable, not exceeding one day in each quarter.

Meetings of Primary School Teachers.

State scholarships.

SECT. 4. Whenever vacancies occur in the State scholarships to which this city is entitled, it shall be his duty to give public notice thereof, and he shall be authorized, in conjunction with the chairman of each of the High School Committees, to examine candidates for said vacancies, and report to this Board the names of those to be recommended according to law,* to the Board

* The School Committee of every town in each class of sections, may in the year designated as aforesaid, recommend as candidates for scholarships, one or more young men, inhabitants of their town, who, in their opinion, and in the opinion of a competent teacher, to be certified in writing to the Board

of Education. He shall make investigations as to the number and the condition of the children in the city who are not receiving the benefits offered by the Public Schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies. Absentees from schools.

SECT. 5. He shall render such aid and communicate such information to the various Committees as they may require of him, and shall assist them when desired in the quarterly examinations. He shall see that all school registers, books of records, circulars, blanks for monthly reports of teachers, and annual reports of District Committees are prepared after uniform patterns, and ready to be furnished when needed. Assistance to committees.

SECT. 6. He shall consult with the different bodies who have control of the building and altering of school houses, and shall communicate to them such information on the subject as he may possess; and he shall suggest such plans for building and altering school houses as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city; and he shall advise with those through whom, either directly or indirectly, the school appropriations are expended, that there may result more uniformity in their plans and more economy in their expenditures. School houses. School expenses.

SECT. 7. It shall be his duty to attend the public meetings of the Board, and, when called upon through the President, to express his opinion on any subject under discussion, or to communicate such information as may be in his power. At the quarterly meeting in Attend meetings of Board Quarterly reports.

of Education, will be fitted for college at the commencement next succeeding, and the Board of Education, together with the senator or senators for the time being, who shall reside within the limits of any section of such class, shall in the manner hereinafter provided, select from the candidates so recommended, one in each section, whom they shall judge most deserving and most likely to become useful as a teacher, and who, when selected, shall be the scholar for such section. [Stat. 1853, chap. 193, § 3.]

March, June and December, he shall give an account, written or oral, of the schools he has visited, and the other duties he has performed during the quarter, and at the quarterly meeting in September he shall make a written report of his labors for the year, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable, and this report shall be referred to the Special Committee on the annual report of the School Board.

SECT. 8. He shall keep a record of the names, ages and residences of persons who may desire to be considered as candidates for the office of Assistant or Primary School Teacher, with such remarks and suggestions respecting them as he may deem important for the information of Committees; which record shall be at all times open to the inspection of any member of this Board. And he shall perform such other duties as the School Committee shall prescribe, or from time to time direct.

CHAPTER VIII.

General Regulations of the Public Schools.

SECTION 1. All teachers in the Public Schools are *required* to make themselves familiar with these Regulations, and especially with the portion that relates to their own duties, and to the instruction and discipline of their respective schools, and to see that these are faithfully observed.

SECT. 2. The instructors shall punctually observe the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully devote themselves to the public service. In all their intercourse with their scholars they shall strive to impress on their minds, both by precept and example,

the great importance of continued efforts for improvement in morals, in manners and deportment, as well as in useful learning.

SECT. 3. From the first Monday in May to the first School hours. Monday in September, the Grammar and Primary Schools shall commence their morning sessions at 8 o'clock, and close at 11 o'clock; and shall begin their afternoon sessions at 2 o'clock, and close at 5 o'clock. From the first Monday in September to the first Monday in May, they shall commence their morning sessions at 9 o'clock, and close at 12 o'clock; and shall begin their afternoon sessions at 2 o'clock, and shall close at 5 o'clock, except that from the first Monday in November to the first Monday in March, they may omit the afternoon recess and close at 4 o'clock. *Provided*, that nothing in this Section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SECT. 4. All the school rooms shall be opened, and Teachers and pupils to be at school early the teachers be present, both morning and afternoon, *fifteen minutes* before the time fixed for the session to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools, punctually at the prescribed hours.

SECT. 5. The morning exercises of all the schools Opening the schools. shall commence with reading a portion of Scripture, in each room, by the teacher, and the Board recommend that the reading be followed with the Lord's Prayer, repeated by the teacher alone, or chanted by the teacher and children in concert, and that the afternoon session close with appropriate singing; and also, that the pupils learn the Ten Commandments, and repeat them once a week.

SECT. 6. Good morals being of the first importance Moral instruction.

to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools.* The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

School registers
and records.

SECT. 7. The principal teacher in every school shall keep a register in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars. In addition to this register, other records shall be kept, in which shall be entered the daily absence of the scholars, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

Blanks for
schools.

SECT. 8. All school registers and other books for records, as well as all blanks for monthly reports, and circulars required in the several schools, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers are

* "It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and also to point out to them the evil tendency of the opposite vices." [Rev. Stat. ch. 23, § 7.]

expected to apply whenever such articles are needed by them.

SECT. 9. Each master shall examine the pupils under the care of the other teachers in his school as often as he can consistently with proper attention to those who are under his immediate charge.

SECT. 10. During the week preceding the quarterly meeting in March and in September, the principal teacher in each school shall make to the Secretary of the Board semi-annual returns of the number of pupils belonging to the school conformable to the blanks furnished for this purpose. They shall also include in their reports the names of those pupils belonging to their respective schools whose parents or guardians do not reside in the city, with the dates of their respective admissions.

SECT. 11. Each master shall, within one week after the appointment of a teacher, send to the Secretary of this Board the full name of such teacher, with the precise date of his or her commencing service in his school; and if the person appointed has previously been in the service of the City as a teacher, he shall state where, when, and how long such service was rendered. In like manner he shall give notice when any teacher shall have relinquished service in his school.

SECT. 12. The instructors may, for the purpose of observing the modes of discipline and instruction, visit any of the Public Schools in the City; but such visits shall not be made oftener than once a quarter, nor till provision satisfactory to the Chairman of the District Committee or of the Sub-Committee, has been made for the proper care of the pupils under their immediate charge.

SECT. 13. All instructors shall aim at such discipline in their schools as would be exercised by a kind,

judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the several masters and teachers in the public schools to keep a record of all instances of inflicting corporal punishment, which they shall submit to their respective Committees at each quarterly examination, when said record shall be erased.

Exclusion of a pupil.

SECT. 14. For violent or pointed opposition to authority in any particular instance, a principal teacher may exclude a child from school for the time being; and thereupon shall inform the parent or guardian of the measure, and shall apply to the District Committee for advice and direction.

Suspension or expulsion and restoration of pupils.

SECT. 15. When the example of any pupil in school is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the principal teacher, with the approbation of the Committee on the school, to suspend or expel such pupil from the school. But any child under this public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the previous consent of said Committee, be reinstated in the privileges of the school.

SECT. 16. In cases of difficulty in the discharge of their official duties, or when they may desire any temporary aid, the instructors shall apply to the District Committees of their respective schools for advice and assistance.

Absentees must pay their substitutes.

SECT. 17. Whenever any instructor shall be absent from school, and a temporary instructor rendered necessary, the amount required to pay said substitute shall be withdrawn from the salary of the absentee;

unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries, the Board shall order an allowance to be made. And no substitute shall be employed in any of the Primary Schools for more than one day at a time, without the approbation of one or more of the Sub-Committee of the school; nor in any department of the Grammar Schools without the approbation of two or more of the District Committee, the Chairman being one of them. The compensation per day allowed for substitutes in the Primary Schools and for Assistants in the Grammar Schools shall be \$1.00; for Ushers, \$2.75; for Sub-Masters, \$3.75; and for Masters, \$5.00; for each day, counting six school days in the week, during which such substitute shall be employed.

SECT. 18. It shall be the duty of all the instructors Temperature and ventilation. to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practised, as well in winter as in summer, by which the air in the rooms shall be effectually changed at each recess, and at the end of each school session before the house shall be closed. The Masters of the Grammar Schools shall examine, or cause some competent person connected with each school to examine, during the season of fires, the cellars and unoccupied rooms in their respective buildings; such examination to be made during the first and every succeeding hour of the forenoon and afternoon sessions, and the result made known to the master of the school.

SECT. 19. There shall be a recess of fifteen minutes Recesses. for every pupil each half day, including the time occupied in going out and coming in, which shall take place as nearly as may be at the expiration of one half of each school session.

SECT. 20. The masters, ushers and teachers, in the Physical exercise in schools.

Public Schools, shall so arrange the daily course of exercise in their respective classes that every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise; this exercise to take place as nearly as practicable midway between the commencement of the session and recess, and between recess and the end of the session.

Care of school premises.

SECT. 21. The principal teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose, and they shall be held responsible for any want of neatness or cleanliness on their premises; and when anything is out of order they must give immediate notice thereof to the Superintendent of Public Buildings.

Things not allowed.

SECT. 22. No instructor in the Public Schools shall be allowed to teach in any other public school than that to which he or she has been appointed, nor to keep a private school of any description whatever, nor to attend to the instruction of any private pupils before 6 o'clock, P. M., except on Wednesday and Saturday afternoons, nor to engage as editor of any newspaper, or of any religious or political periodical.

Same.

SECT. 23. The instructors shall not award medals or other prizes to the pupils under their charge.

Same.

SECT. 24. No subscription or contribution for any purpose whatever shall be introduced into any public school.

SECT. 25. No person whatever shall read to the pupils of any school, or post upon the walls of any school building, or fences of the same, any advertisement. Nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teacher or pupils, any new book or article of apparatus.

SECT. 26. The books used and the studies pursued Authorized books and studies. in all the Public Schools shall be such and such only as may be authorized by the Board; and the teachers shall not permit any books, tracts or other publications to be distributed in their schools.

SECT. 27. No pupils shall be allowed to retain their required. connection with any of the Public Schools unless they are furnished with the books and utensils regularly required to be used in the respective classes.

SECT. 28. In cases where children are in danger of Books, &c., for indigent children. being deprived of the advantages of education, by reason of inability to obtain books, through the poverty or negligence of parents or guardians, the Committee on Accounts are authorized, on behalf of the School Committee, to carry out the provisions of the statute on this subject.*

SECT. 29. All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of four years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school, except upon the consent previously obtained of

* In case any scholar shall not be furnished by his parent, master or guardian, with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town.

The School Committee shall give notice, in writing, to the assessors of the town, of the names of the scholars so supplied by them with books, and of the books so furnished, the price thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same; and said assessors shall add the price of the books so supplied, to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected and paid into the town treasury, in the same manner as the town taxes.

In case the assessors shall be of opinion, that any such parent, master or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof to the annual tax of said parent, master or guardian, according to their opinion of his ability to pay. [Rev. Stat. ch. 23, §§ 20, 21, 22.

the District Committee; and said District Committee may, in accordance with the provisions of the Act of May 8th, 1857, require the parent or guardian of such child to pay a sum, equal to the average cost per scholar of such school, for such period as said child may attend thereat.*

Same.

SECT. 30. No pupil shall be admitted to the privileges of one school who has been expelled from another, or while under suspension, unless by vote of the Board.

Certificate of vaccination.

SECT. 31. No pupil shall be admitted into any of the Public Schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the small pox; but this certificate shall not be required of pupils who go from one public school to another.

Cleanliness of pupils required.

SECT. 32. No child who comes to school without proper attention having been given to the *cleanliness* of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

Tardiness.

SECT. 33. Tardiness shall be subject to such penalty as in each case the teacher may think proper. No pupil shall be allowed to be absent any part of the regular school hours for the purpose of receiving instruction,

Absence.

*All children between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being: *provided, however*, that if any child shall attend a public school in any city or town of this Commonwealth, other than that in which the parent or guardian of such child may reside, and shall have resided in such city or town for the sole purpose of attending such school, the consent of the school committee of such city or town shall first be obtained, and the parent or guardian of such child shall be liable to pay to such city or town, for the tuition of such child, a sum equal to the average expense per scholar, for such school, for the period such child shall have so attended [Stat. 1857, ch. 132.]

or taking lessons of any kind elsewhere. Pupils detained at home must, on returning to school, bring an excuse for such detention; and every pupil, wishing on any day to be dismissed before the close of the session, must assign satisfactory reasons therefor and obtain the consent of the teacher. Teachers having charge of pupils who are habitually truant, shall report their names, residences, and the names of their parents or guardians to the truant officers of the district. Truancy.

SECT. 34. There shall be an annual exhibition of the Latin School on the Saturday, of the English High School on the Monday, of the Girls' High and Normal School on the Tuesday, preceding the third Wednesday in July; and on the Tuesday following said Wednesday there shall be an exhibition of the several Grammar Schools; at which exhibitions the medals and diplomas shall be conferred upon the pupils. The hours for the exhibitions of the several schools shall be arranged by the President of the Board. And in the afternoon of the same day, the Annual School Festival shall be held, to which members of the School Committee, all the teachers in the Public Schools, and the medal scholars of the current year shall be invited. Annual exhibitions. School festival.

SECT. 35. The following holidays and vacations shall be granted to the schools, viz:—every Wednesday and Saturday afternoon, throughout the year; Christmas day, New Year's day, the Twenty-second of February, and Fast day; May day; Artillery Election; the Fourth of July; Thanksgiving week; the week immediately preceding the first Monday in March; one week commencing on the Monday preceding the last Wednesday in May; seven weeks after the exhibition of the Latin School in July to said Latin School; the remainder of the week after the exhibition of the English High School, in July, and the six succeeding Holidays and vacations.

weeks to said English High School; the remainder of the week after the exhibition of the Girls' High and Normal School, and the six succeeding weeks to said school; and the remainder of the week after the exhibition of the Grammar Schools in July, to the first Monday in September, to said Grammar Schools and the Primary Schools; and the President of the Board is authorized to suspend the schools *on such public occasions* as he may think proper, not exceeding three days in the year. In addition to these holidays the Latin and English High Schools shall be entitled to the two days of public exhibition at Harvard University. No other holidays shall be allowed except by special vote of the Board.

CHAPTER IX.

Regulations of the Primary Schools.

Admission of pupils.

SECTION 1. Every teacher shall admit to her school all applicants of suitable age and qualifications, residing nearest to the school under her charge, provided the number in her school will warrant the admission; and in all cases of doubt or difficulty in the discharge of this duty, she shall apply to her Sub-Committee for advice and direction.

Transfer of pupils.

SECT. 2. When any child shall apply to be admitted from another Primary School, the teacher shall require a certificate of transfer from the teacher of the former school; which certificate shall serve instead of a Certificate of Vaccination. And if qualified for the First or Second Class, said child shall be entitled to admission into a Primary School, although more than seven years of age.

Absence of pupils.

SECT. 3. Whenever any scholar is absent from school, the teacher shall immediately ascertain the

reason; and if such absence be continued, and is not occasioned by sickness or other sufficient cause, such child, with the consent of the Sub-Committee, may be discharged from the school, and a record of the fact be made.

SECT. 4. The regular promotion of scholars to the Grammar Schools shall be made semi-annually, on the first Monday in March, and on the first Monday in September. But occasionally promotions may be made on Monday of any week, whenever the Sub-Committee of the Primary School and the Master of the Grammar School may deem it *necessary*.

Promotion of pupils.

SECT. 5. One or more schools for the special instruction of children *over seven years of age*, and not qualified for the Grammar School, may be established in each District. Children over seven years of age are not to be admitted into any of the Primary Schools, unless by transfer, or for special reasons satisfactory to the Sub-Committee. Any scholar over eight years of age, and not in the first or second class, may be removed from any Primary School to a school for special instruction, at the discretion of the Sub-Committee.

Schools for special instruction.

SECT. 6. *The School on the Western Avenue* shall be connected with the Phillips School District. Children over eight years of age may be admitted into this school at the discretion of the Sub-Committee; and their studies shall conform to the regulations of the Grammar Schools.

School on Western Avenue.

SECT. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When from a state of the weather or other causes, the recesses in the open air shall be impracticable, the children may be exercised within the room, in accordance with the best judgment and ability of the teachers. In the schools which are kept in buildings occupied by Grammar Schools, the recesses shall be

Proper care of the pupils in school.

arranged by the masters so as not to interfere with the exercises of those schools.

Holidays and
vacations.

SECT. 8. The holidays and vacations of the Primary Schools shall be the same as are granted to the Grammar Schools, either by the rules of the School Board or by the order of the Mayor; and they shall also have the day preceding, and the day of the Annual Exhibitions of the Grammar Schools.

No school shall be suspended on any other occasion, except for special and important reasons relating to a particular school, and then only by express permission of the Sub-Committee.

Classes

SECT. 9. The schools shall contain, as nearly as practicable, an equal number of pupils; it being desirable that the average number of daily attendants should be fifty to each teacher; and the pupils in each of the schools shall be arranged in six classes, unless otherwise ordered by the District Committee.

SECT. 10. Simple oral lessons in Arithmetic, adapted to the ages of the scholars, shall be given in the several classes; and the Addition, Subtraction, and Multiplication Tables must be thoroughly learned by the first and second classes. Every scholar shall be provided with a slate, and employ the time not otherwise occupied, in drawing, or writing words from their spelling lessons, on their slates, in a plain, script hand. The teachers are expected to take special pains to teach the first class to write — not print — all the letters of the alphabet on slates.

Sewing.

SECT. 11. Plain sewing may be introduced into any Primary School, at the discretion of the Sub-Committee, and singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in Music in each school as the Sub-Committee may deem expedient.

Singing.

SECT. 12. *The following Books and Studies shall be attended to in the respective Classes :*

SIXTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" as a Spelling-book.

1. Pronouncing words without Spelling.
2. Pronouncing and Spelling combined.
3. Spelling without Book, words that have become familiar.
4. Counting from one to one hundred.
5. Drawing on the slate or blackboard, imitating some mark, letter, or other object, or copying from a card.

FIFTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" continued, in the columns to the 20th page, and as a Reading-book in the sentences to the 70th page.

Numeration, or counting from one to one hundred.

Drawing, continued, as in the sixth class.

FOURTH CLASS.

Tower's Gradual Primer.

"*My First School Book,*" continued as a Spelling-book, completed as a Reading-book.

Combination of numbers, so as readily to find the page in any book.

Marks of punctuation.

THIRD CLASS.

Bumstead's "Second Reading Book"

"*My First School Book,*" completed as a Spelling-book.

The letters used for numbers to be taught as they occur in the captions of the reading lessons.

All the Numerals and Abbreviations on page 56 of "My First School Book" to be learned.

SECOND CLASS.

Bumstead's "Second Reading Book."

"*Spelling and Thinking Combined*," commenced.

"*North American Arithmetic*," commenced.

The Addition, Subtraction, and Multiplication Tables to be learned, and Practical Questions in these rules attended to.

FIRST CLASS.

Bumstead's "Third Reading Book."

New Testament.

"*Spelling and Thinking Combined*," completed.

"*North American Arithmetic*," completed.

The scholars in this class must be familiar with Practical Questions in all of the first four rules of Arithmetic.

SECT. 13. No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for special reasons, satisfactory to the Sub-Committee.

CHAPTER X.

Regulations of the Grammar Schools.

Second grade.

SECTION 1. These schools form the second grade in the system of public instruction established in this City.

The following are their names, locations, and dates of establishment:

Name.	Location.	Established.
1—Eliot School, - -	North Bennet Street, - - -	For Boys, - - - - 1713
2—Franklin School,	Ringgold Street, - - -	For Girls, - - - - 1785
3—Mayhew School, -	Hawkins Street, - - -	For Boys, - - - - 1803
4—Hawes School, -	South Boston, - - - -	For Boys, - - - - 1811
5—Boylston School, -	Fort Hill, - - - -	For Boys and Girls, 1819
6—Bowdoin School, -	Myrtle Street, - - -	For Girls, - - - - 1821
7—Hancock School, -	Richmond Place, - - -	For Girls, - - - - 1822
8—Wells School, -	Blossom Street, - - -	For Girls, - - - - 1833
9—Winthrop School,	Tremont Street, - - -	For Girls, - - - - 1836
10—Lyman School, -	East Boston, - - - -	For Boys and Girls, 1837
11—Lawrence School,	South Boston, - - - -	For Boys and Girls, 1844
12—Brimmer School, -	Common Street, - - -	For Boys, - - - - 1844
13—Phillips School, -	West Centre Street, - -	For Boys, - - - - 1844
14—Dwight School, -	Springfield Street, - -	For Boys and Girls, 1844
15—Quincy School, -	Tyler Street, - - - -	For Boys, - - - - 1847
16—Bigelow School, -	South Boston, - - - -	For Girls, - - - - 1849
17—Chapman School,	East Boston, - - - -	For Boys and Girls, 1849
18—Adams School, -	East Boston, - - - -	For Boys and Girls, 1856

In these schools are taught the common branches of an English education. They are all organized on one plan, except that in the Dwight school house there are two entirely distinct and independent schools, one for boys and the other for girls, each under the control of its own master and separate instructors; while in all the other school houses there is but one school under the sole charge of one master, with the requisite number of subordinate teachers.

Organization.

SECT. 2. The schools for boys shall each be instructed by a master, a sub-master, an usher, a head assistant, and three or more female assistants.

Instructors in boys' school

The schools for girls shall each be instructed by a master, a head assistant for each story in the building, and three or more female assistants.

In girls' school.

The mixed schools (boys' and girls') shall each be instructed by a master, a sub-master, a head assistant for each story in the building, and three or more female assistants.

In mixed schools.

Any existing exceptions to the foregoing organiza-

Number of pupils to a teacher.

tions, authorized by special votes of the Board, shall remain until otherwise ordered.

SECT. 3. Each school shall be allowed a teacher for every fifty-six pupils on the register, and an additional female assistant may be appointed whenever there are thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from such school, if the District Committee recommend it; provided, that in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted.

Qualifications for admission to the Grammar Schools.

SECT. 4. Any pupil may be admitted into the Grammar Schools who, on examination by the master or any of his assistants, shall be found able to read, at first sight, easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally such simple questions in Addition, Subtraction, and Division, as are found in Part First of Emerson's North American Arithmetic; to answer readily to any proposed combination of the Multiplication Table in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of one hundred; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications shall be admitted into any Grammar School, except by special permit of the District Committee.

Examination of primary scholars for promotion to Grammar School.

SECT. 5. Within the two weeks preceding the first Monday in March, annually, the master of each Grammar School shall visit each Primary which is expected

to send pupils to his school; and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July, annually, each teacher in the Primary Schools shall accompany her first class to such Grammar School house in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master, is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant.

SECT. 6. Pupils admitted from the Primary Schools are expected to enter the Grammar Schools on the first Monday of March and of September; but all other applicants residing in the Section, found on examination *qualified in all respects*, may enter the Grammar Schools by applying to the master at the school house, on Monday morning of any week when the schools are in session. Pupils regularly transferred from one Grammar School to another, may be admitted at any time, on presenting their certificates of transfer, without an examination.

Times of admitting pupils to Grammar School.

SECT. 7. In assigning lessons to boys to be studied out of school-hours, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study; but no out-of-school lessons shall be assigned to girls, nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school in order to learn them.

Out-of-school lessons.

SECT. 8. Each school or department of a school shall be divided into four classes. Each class shall be divided into two or more sections, each of which sections shall pursue the studies, and use the text-books, assigned to its class; but whenever it shall appear that a section of a lower class has in any particular branch of study made the attainments requisite for promotion to a higher class, at a period earlier than the regular time for general promotion, then such section may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class.

Text-books.

SECT. 9. The books and exercises of the several classes shall be as follows:

Class 4.—No. 1. Worcester's Spelling Book. 2. Hillard's Fourth Class Reader. 3. Writing in each school, in such Writing Books as the District Committee may approve. 4. Drawing. 5. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard.

Same.

Class 3.—No. 1. Worcester's Spelling Book. 2. Hillard's Third Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, (as in Class 4.) 5. Drawing. 6. Warren's Common School Geography. 7. Tower's Elements of English Grammar.

Same.

Class 2.—No. 1. Spelling. 2. Hillard's Second Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Arithmetic. 5. Warren's Common School Geography, with exercises in Map Drawing, on the blackboard, and by pen and pencil. 6. Tower's Elements of English Grammar, or Bullions's Analytical and Practical Grammar. 7. Exercises in Drawing and Composition, and, in the boys' schools, Declamation. 8. Swan's First Lessons in the History of the United States.

Class 1. — No. 1. Spelling. 2. Reading in Hillard's ^{Same.} First Class Reader, or in the Progressive Speaker and Common School Reader, at the election of the Sub-Committee of each school. 3. Writing, as in Fourth Class. 4. Geography, as in Class Two. 5. Warren Colburn's First Lessons, new edition, and Eaton's Arithmetic. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition, and, in the boys' schools, in Declamation. 8. Drawing. 9. Worcester's Dictionary. 10. Bookkeeping, by single and double entry. 11. Worcester's History. 12. Hall's Manual of Morals, — a Monday morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium, or Olmsted's Rudiments, as a text-book, with the Philosophical Apparatus provided for the schools, shall be given at least to the First Division of the First Class. 14. Instruction in Physical Geography, by occasional exercises; the treatise of Warren, or of Carteè, being used as a text-book. 15. Stearns's Practical Guide to English Pronunciation.

SECT. 10. In teaching Arithmetic to the several ^{Permitted books.} classes, every teacher shall be at liberty to employ such books as he shall deem useful for the purpose of affording illustration and examples; but such books shall not be used to the exclusion or neglect of the prescribed text-books; nor shall the pupils be required to furnish themselves with any books but the text-books.

SECT. 11. One treatise on Mental Arithmetic, and ^{Text-books.} one treatise on Written Arithmetic, and no more, shall be used as text-books in the Grammar Schools.

SECT. 12. Two half-hours each week in the Gram- ^{Instruction in Music.} mar Schools shall be devoted to the study and practice of Vocal Music, and in addition to the instruction already given by the music teacher to the first and

second classes, musical notation, the singing of the scale, and exercises in reading simple music be practised twice a week by the lower classes under the direction of the teachers; and the pupils shall undergo examinations and receive credits for proficiency in music, as in the other studies pursued in the schools.

SECT. 13. It is recommended that, in the arrangement of the studies and recitations in the Grammar Schools, those which most severely task the attention and effort of the pupils be, as far as possible, assigned for the forenoon.

CHAPTER XI.

Regulations of the English High School.

High School
established, and
its object.

SECTION 1. This school is situated in Bedford street. It was instituted in 1821, with the design of furnishing the young men of the City, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years, and those who attend for that period and complete that course, are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

Instructors.

SECT. 2. The instructors in this school shall be master, two sub-masters, and as many ushers as shall

allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number. The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

SECT. 3. Candidates for admission to this school shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent or guardian, that he has reached the age of twelve years, also a certificate of good moral character, and of presumed literary qualifications, from the master of the school which he last attended, and shall pass a satisfactory examination in the following studies, viz: Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States.

Time of examining candidates for admission.

SECT. 4. It shall be the duty of the Committee on the English High School to be present at the annual examination of candidates for admission, but said examination shall be conducted by the instructors, from questions previously prepared, on all the branches, and subject to the approval of the Committee. The examination shall be strict; and a thorough knowledge of the required studies shall be indispensable to admission.

Annual examination of candidates.

SECT. 5. On admission, pupils shall be arranged in

divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

Reviews.

SECT. 6. It shall be the duty of the master to examine each division as often as may be consistent with the attention due to those under his immediate instruction. Each class or section shall be occasionally reviewed in its appropriate studies, and once a quarter there shall be a general review of all the previous studies of that quarter.

School hours.

SECT. 7. The school shall hold one session, daily, commencing at 9 A. M., and closing at 2 P. M.

Course of studies and text-books.

SECT. 8. The course of study and instruction in this school shall be as follows:

Class 3. 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

Same

Class 2. 1. Sherwin's Algebra, continued. 2. French Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Book Keeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical calculations, &c. 9. Paley's Evidences of Christianity, — a Monday morning lesson.

Same.

Class 1. 1. Trigonometry, with its applications, &c., continued. 2. Paley's Evidences, continued, — a Monday morning lesson. 3. Drawing, continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French,

continued, — or the Spanish language may be commenced by such pupils as in the judgment of the master have acquired a competent knowledge of the French. Warren's Treatise on Physical Geography, or Cartèè's Physical Geography and Atlas, is *permitted* to be used.

For the pupils who remain at the school the fourth year, the course of studies shall be as follows:—

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. Same.
 4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics, with some option.

SECT. 9. The several classes shall also have exer- Same.
 cises in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.

CHAPTER XII.

Regulations of the Girls' High and Normal School.

SECTION 1. This school is situated in Mason street. Established.
 It was instituted in 1852, with the design of furnishing to those pupils who have passed through the usual course of studies at the Grammar Schools for girls, and at other girls' schools in this city, an opportunity for a higher and more extended education, and also to fit such of them as desire to become teachers. The following are the regulations of this school, in addition to those common to all the schools.

SECT. 2. The instructors shall be, a master, and as Instructors.
 many assistants as may be found expedient; but the whole number of assistants shall not exceed the ratio of one for every thirty pupils.

Admission of pupils.

SECT. 3. The examination of candidates for admission to the schools, shall take place annually, on the Thursday next succeeding the day of the annual exhibition of the Grammar Schools in July.

Same.

SECT. 4. Candidates for admission must be over fifteen, and not more than nineteen years of age. They must present certificates of recommendation from the teachers whose schools they last attended, and must pass a satisfactory examination in the following branches, viz.: Spelling, Reading, Writing, Arithmetic, English Grammar, Geography and History.

Same.

SECT. 5. The examination shall be conducted by the instructors of the school, both orally and from written questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

Course of instruction.

SECT. 6. The course of studies and instruction in this school shall be as follows:—

Junior Class. Reading, Spelling, and Writing, continued. Arithmetic, Geography, and Grammar, reviewed. Physical Geography, Natural Philosophy, Analysis of Language and Structure of Sentences. Synonymes. Rhetoric. Exercises in English Composition. History. Latin, begun. Exercises in Drawing and in Vocal Music.

Middle Class. Natural Philosophy, continued. English Literature. Algebra. Moral Philosophy. Latin, continued. French, begun, (instruction given by a native French teacher.) Rhetoric, with exercises in Composition, continued. Physiology, with Lectures. General History. Exercises in Drawing and in Vocal Music. Reading standard English works, with exercises in Criticism.

Senior Class. Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with Lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Warren's Treatise on Physical Geography, or Cartè's Physical Geography and Atlas, is *permitted* to be used.

SECT. 7. Instruction in the Theory and Practice of Teaching shall be given to such pupils as desire to become teachers; also, such instruction in Music to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

SECT. 8. There shall be one session of five hours School hours. each day, from 8 A. M. to 1 P. M. from May to October, and from 9 A. M. to 2 P. M. from October to May.

SECT. 9. The plan of study shall be arranged for Pupils may re-
main three
years. three years. Pupils who have attended for that period, and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school.

CHAPTER XIII.

Regulations of the Latin Grammar School.

SECTION 1. This school, situated in Bedford street, Object of the
school. was instituted early in the 17th century.

SECT. 2. The rudiments of the Latin and Greek languages are taught, and scholars are fitted for the most respectable colleges. Instruction is also given in Mathematics, Geography, History, Declamation, English Grammar, Composition, and in the French language.

The following regulations, in addition to those common to all the schools, apply to this school ;

Instructors.

SECT. 3. The instructors in this school shall be, a master, a sub-master, and as many ushers as shall allow one instructor to every thirty-five pupils, and no additional usher shall be allowed for a less number.

Same.

SECT. 4. It shall be a necessary qualification for the instructors of this school, that they shall have been educated at a college of good standing.

Candidates for admission.

SECT. 5. Each candidate for admission shall have attained the age of ten years, and shall produce from the master of the school he last attended, a certificate of good moral character. He shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand Mental Arithmetic, and the simple rules of Written Arithmetic, and be able to answer the most important questions in Geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar shall be considered equivalent to that of English.

Time of examining candidates for admission.

SECT. 6. Boys shall be examined for admission to this school only once a year, viz., on the Friday and Saturday of the last week of the vacation succeeding the exhibition of the school in July.

Pupils may remain six years.

SECT. 7. The regular course of instruction shall continue six years, and no scholar shall enjoy the privileges of this school beyond that term, unless by written leave of the Committee. But scholars may have the option of completing their course in five years or less time, if willing to make due exertions, and shall be advanced according to scholarship.

School hours.

SECT. 8. From the first Monday in April to the first Monday in November, annually, the forenoon session of this school shall begin at 8½ o'clock, and end at

12½ o'clock; and the afternoon session shall commence at 3 o'clock, and end at 5 o'clock.*

The master shall, however, be allowed to keep school until 2 o'clock, on days when the weather is stormy, and to dispense with the afternoon sessions on such occasions, from April to November.

SECT. 9. From the first Monday in November to the ^{Same.} first Monday in April, the school shall commence at 9, A. M., and close at 2, P. M., thus holding only one session each day.*

SECT. 10. The school shall be divided into classes and sub divisions, as the master, with the approbation of the Committee, may think advisable.

SECT. 11. The master shall examine the pupils ^{Classes.} under the care of the other teachers in the school as often as he can consistently with proper attention to those in his own charge.

SECT. 12. The books and exercises required in the ^{Course of studies and text-books.} course of instruction in this school, are the following:

Class 6. 1. Andrews and Stoddard's Latin Grammar. 2. English Grammar. 3. Reading English. 4. Spelling. 5. Mental Arithmetic. 6. Mitchell's Geographical Questions. 7. Declamation. 8. Penmanship. 9. Andrews' Latin Lessons. 10. Andrews' Latin Reader.

Class 5. 1, 2, 3, 4, 7, 8, continued. 11. Cæsar's Commentaries. 12. Written Translations. 13. Colburn's Sequel. 14. Mitchell's Geography. 15. Cornelius Nepos. 16. Arnold's Latin Prose Composition.

Class 4. 1, 2, 3, 4, 7, 8, 12, 13, 14, 16, continued. 17. Sophocles' Greek Grammar. 18. Sophocles' Greek Lessons. 19. Ovid's Metamorphoses. 20. Parker's

* Sections 8 and 9 are suspended for one year; and the school is allowed to have but one session, daily, in June, July, and September, and to have two sessions for the rest of the year. [April 5, 1859.]

Aids to English Composition. 21. Fasquelle's French Grammar. 22. Exercises in speaking and reading French with a native French teacher.

Text-books. *Class 3.* 1, 2, 3, 4, 7, 8, 12, 13, 14, 16, 17, 20, 21, 22, continued. 23. Sallust. 24. Arnold's Greek Prose Composition. 25. Felton's Greek Reader. 26. Sherwin's Algebra. 27. English Composition. 28. Le Grandpere.

Same. *Class 2.* 1, 2, 3, 4, 7, 8, 16, 17, 21, 22, 23, 24, 25, 26, 27, continued. 29. Virgil. 30. Elements of History. 31. Translations from English into Latin. 32. Somerville's Physical Geography. 33. Voltaire's Histoire de Charles XII.

Same. *Class 1.* 1, 7, 16, 17, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, continued. 34. Geometry. 35. Cicero's Oration. 36. Composition of Latin Verses. 37. Bonnechose's Histoire de France. 38. Composition in French. 39. Latham's English Grammar. 40. Ancient History and Geography.

The following books of reference may be used in pursuing the above studies :

Leverett's Latin Lexicon, or Gardner's abridgement of the same.

Andrews' Latin Lexicon.

Liddell and Scott's Greek Lexicon, or Pickering's Greek Lexicon, 1st edition.

Worcester's School Dictionary.

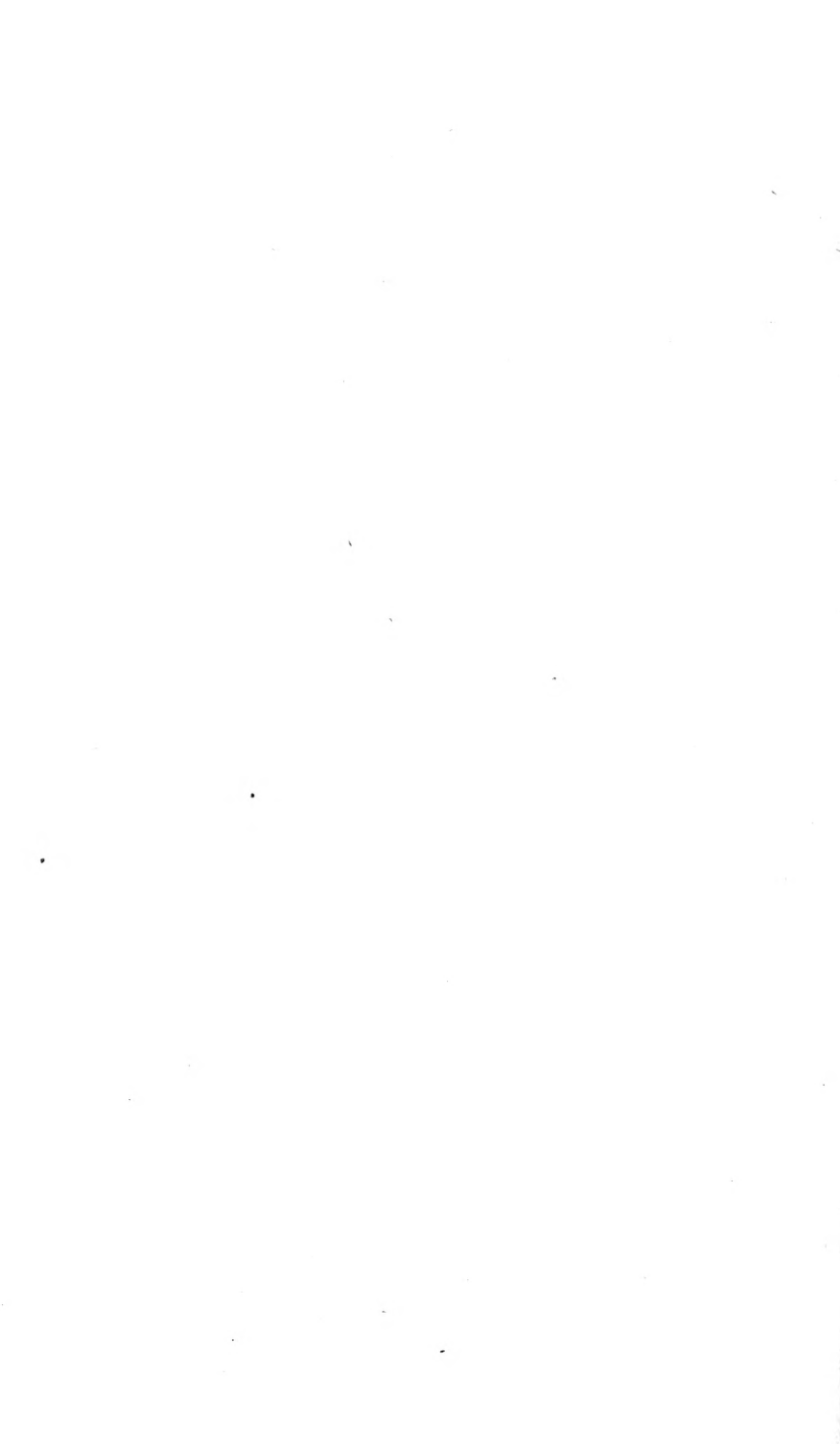
Smith's Classical Dictionary.

Smith's Dictionary of Antiquities.

Baird's Classic Manual. Warren's Treatise on Physical Geography, or Cartèe's Physical Geography and Atlas, is *permitted* to be used.

SECT. 13. No Translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the School.

SECT. 14. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.



MEDAL SCHOLARS

AND

LAWRENCE PRIZES.

FRANKLIN MEDAL SCHOLARS.

1858.

LATIN SCHOOL.

Arthur Reed,
 William Tucker Washburn,
 William Hobbs Chadbourn,
 Charles Bartlett Wells,
 Charles Eustis Hubbard,
 Henry Munroe Rogers.

ENGLISH HIGH SCHOOL.

Samuel B. Capen,
 George F. Munn,
 Charles E. Wilson,
 Charles H. Lunt,
 Nathaniel P. Hamlen,
 John L. Mulliken.

ADAMS SCHOOL.

Samuel M. Bailey,
 Joseph L. Fletcher,
 James L. Martin,
 Francis D. Barstow.

BOYLSTON SCHOOL.

John T. Fitzgerald,
 John W. Mahony,
 Maurice Foley,
 Andrew P. Callahan,
 Patrick L. Cassidy,
 William J. Donovan.

BRIMMER SCHOOL.

Charles Henry Eaton,
 Charles Edwin Folger,
 David Melancthon Hughes,
 George Francis Jones,
 Joseph Augustus Moriarty,

John Joseph Mundo,
 Gedney King Richardson,
 James Jarvis Smith,
 Charles Fessenden Ward,
 Edwin Augustus Wheeler,
 Abbott Pomroy Wingate.

CHAPMAN SCHOOL.

Henry Kenney, Jr.,
 A. Wilbur Carver,
 Oscar A. Rice,
 Cyrus A. Cole.

DWIGHT SCHOOL.

Frank H. Shapleigh,
 George T. Cruft,
 John A. Woodward,
 Henry M. Tate,
 Charles W. Burnett,
 Frank Goodwin,
 George F. Topliff,
 George F. Child,
 H. Storer Barry,
 Francis N. Tarbell.

ELIOT SCHOOL.

Enoch H. Miley,
 Charles H. McCawley,
 Peter Scholfield,
 Benjamin F. McAllaster,
 Frederic F. Gage,
 Charles B. Holbrook,
 John J. Kelly,
 Henry W. Metcalf,
 William O'Flynn,
 Martin A. Munroe,
 Francis W. Learnard.

HAWES SCHOOL.

James S. Kingman,
 George W. Banks,
 Josiah W. Paige,
 William F. Hall,
 George W. Eaton,
 Samuel Baker,
 Charles L. Whitcomb,
 Edward B. James,
 Le Roy J. Cherrington,
 Edward R. Taylor.

LAWRENCE SCHOOL.

Michael Barry,
 James H. Coffee,
 Henry C. Short,
 Irving Jones.

LYMAN SCHOOL.

James B. Nason,
 George U. Hight.

MAYHEW SCHOOL.

Thomas S. Adams,
 Marshall P. Stafford,
 William E. Boardman,
 George D. Shattuck,
 Charles S. Doyen,

William Homer,
 Cyrus M. Carpenter.

PHILLIPS SCHOOL.

Charles W. Perkins,
 Henry O. Walker,
 William F. Hubbard,
 Antonio F. Pollo,
 P. Wilder Freeman, Jr.,
 James R. Walker,
 William E. Jones,
 Horace V. Freeman,
 Charles F. Livermore,
 L. Cushing Kimball,
 Henry Hayes.

QUINCY SCHOOL.

Henry Dole Stanwood,
 William Gilson Farlow,
 Franklin Nash,
 John Parker Dale,
 Arthur Russell Curtis,
 Edward Harkins,
 Grenville Brewer Macomber,
 Frank Barnard Cotton,
 James Joseph Flanagan,
 Jeremiah Richards,
 Charles Davis,
 Abner Bicknell Loring, Jr.,
 Lamson Mason Dolbear,
 Clarence Horton Bell.

CITY MEDAL SCHOLARS.

1858.

ADAMS SCHOOL.

Charlotte A. Bailey,
Fannie B. Brigham,
Abbie M. Allen,
Clara E. Lewis.

BIGELOW SCHOOL.

Adelaide M. Cook,
Mary Elizabeth Easton,
Lucy Anne Lyon,
Clara A. Sherman,
Hannah B. Pettingill,
Martha E. Faunce,
Inez Fletcher,
Abba C. Russell,
Juliette Smith,
Lizzie Sharp.

BOWDOIN SCHOOL.

Harriet N. Atwood,
Ellen F. Baker,
Kate F. Brewster,
Annie O. Crow,
Caroline F. Davis,
Ellen F. Fuller,
Abby E. Herman,
Amelia B. Hopkins,
Helen E. Turritt,
E. Kate Webb,
S. Ella Williams,
Caroline A. Woodbury.

BOYLSTON SCHOOL.

Hannah E. G. Gleason,
Catharine E. G. Dugan,
Mary E. L. Hanley.

CHAPMAN SCHOOL.

Georgiana H. Moore,
Mary J. Peaslee,
Julia M. Pingree,
Katy M. Doane.

DWIGHT SCHOOL.

Mary J. Gardner,
Mary E. Gallagher,
Julia A. Jellison,
Hannah E. Somerby,
Anna C. Haley,
Cara I. Carter,
Elizabeth A. Browne,
Mary E. Johnson.

FRANKLIN SCHOOL.

Mary L. Richards,
Annie E. L. Parker,
Bertha M. Wightman,
Sarah A. Wood,
Henrietta E. Bird,
Helen W. Tinkham,
Sarah J. King,
Adelaide V. Hartwell,
Alice P. Beamis,
Mary A. Crocker.

HANCOCK SCHOOL.

Mary A. E. Sargent,
Ella A. Baker,
Annie M. Watson,
Josephine M. Robertson,
Emily C. Foye,
Jeannette I. Monroe,
Mary M. Swift.

Emily A. Brown,
 Mary Alice Turner,
 Emily F. Fessenden,
 Sarah A. Winsor,
 Emma F. Tobie,
 Parthenia A. Partridge,
 Fannie E. Tripp.

LAWRENCE SCHOOL.

Harriette I. Ware,
 Clara J. Willis,
 Christiana Simpson,
 Bridget E. Murray,
 Mary Helen Dunham,
 Rachel Leishman,
 Lucy M. Richardson,
 Rosanna Nugent,
 Anna P. Williston.

LYMAN SCHOOL.

Martha A. Tomlinson,
 Sarah B. Varney,
 Ellenette Pillsbury,
 Mary E. Albertson.

WELLS SCHOOL.

Sarah J. March,
 Mary E. Laws,

Harriet E. Ruggles,
 Caroline F. Reed,
 Mary E. Thomas,
 Martha M. Clark,
 Harriet S. Farmer,
 Emily W. Cole,
 Sarah P. Merriam.

WINTHROP SCHOOL.

Mary A. Anderson,
 Mary E. Barstow,
 Ella M. Beck,
 Emma F. Burrill,
 Fanny L. Clapp,
 Fanny E. Collis,
 Caroline B. Ellis,
 Augusta C. Fernald,
 Susan W. Furneaux,
 Eleanor M. Griffith,
 Abby F. Hutchins,
 Caroline M. Jordan,
 Helen M. Lang,
 Louisa Lincoln,
 Susan P. Monro,
 Caroline Richards,
 Anna M. Steele.

LAWRENCE PRIZES AWARDED TO PUPILS OF
THE LATIN SCHOOL.

MAY 23, 1846.

For Faithfulness and Diligence. Edward A. Flint, William H. Cunningham, William H. Rowe, Charles H. Hurd, William H. Bass, Hales W. Suter.

For Exemplary Conduct and Punctuality. Joseph H. Thayer, James M. Whiton, Jr., Edward Aiken, Lucius H. Buckingham, John S. Perkins, Uriel H. Crocker, John B. Hill, Gorham Thomas, Herman J. Warner, Henry W. Haynes, Loammi G. Ware, Gustavus Hay, William S. Hooper, Frederic D. Williams, George S. Hyde.

For Excellence in the Classical Department. Joseph H. Thayer, Henry W. Haynes, Edward Aiken, James M. Whiton, Jr., Gorham Thomas, Alexander Twombly, David P. Kimball, John H. Sullivan.

For Excellence in the Modern Department. Gustavus Hay, Henry W. Haynes, Edward Aiken, James M. Whiton, Jr., Gorham Thomas, William C. Paine, David P. Kimball.

For a Latin Dissertation. Joseph H. Thayer.

For an English Dissertation. 1st prize, Frederic Winsor; 2d prize, Horatio R. Storer.

For a Metrical Translation from Horace. Henry W. Haynes.

For a Translation from Cicero. 1st prize, Gorham Thomas; 2d prize, Theodore Chase.

For a Translation from Pliny. William C. Paine.

For Declamation. 1st prize, Edward A. Flint; 2d prizes, Joseph H. Thayer, Frederic D. Williams; 3d prizes, Frederic Winsor, Arthur H. Poor.

MAY 22, 1847.

For Faithful Effort and General Improvement. William J. Parsons, Edward R. Andrews, Henry Van Brunt, Charles E. Briggs, Joseph Willard, Jr., George P. May, Francis H. Brown.

For Good Conduct and Punctuality. Edward Aiken, Francis A. Osborn, Gorham Thomas, Robert S. Rantoul, David P. Kimball, Lucius H. Buckingham, George B. Safford, Henry W. Haynes, Uriel H. Crocker, Albert E. Thatcher, James M. Whiton, Jr., John S. Perkins, Theodore E. Colburn, Henry L. Abbot.

For Excellence in the Classical Studies. Henry W. Haynes, James M. Whiton, Jr., William H. Rowe, David P. Kimball, Amory T. Gibbs.

For Excellence in the Modern Studies. Lucius H. Buckingham, Samuel L. Thorndike, Charles W. Eliot, David P. Kimball, William W. Richards.

For an English Dissertation. Henry W. Haynes.

For a Latin Essay. Samuel L. Thorndike.

For a Translation from Silius Italicus. Samuel L. Thorndike, Robert S. Rantoul.

For a Translation from Ovid. William S. Hooper.

For a Translation from Viri Romæ. Henry L. Higginson.

For Declamation. 1st prize, Charles W. Eliot; 2d prizes, William N. Davis, Frederic Winsor; 3d prizes, Henry W. Haynes, William R. Dimmock.

JUNE 3, 1848.

For General Fidelity. David G. Hubbard, Charles F. Blake, William H. Bass, Isaac P. Wainwright, Edward A. Doherty, Isaac D. Fisher.

For Good Conduct and Punctuality. John D. Bryant, David P. Kimball, George S. Hyde, Henry L. Abbot, William H. Bass, James M. Whiton, Jr., Uriel H. Crocker, William L. Gage, Edwin H. Abbot, William H. Rowe, Francis A. Osborn, Henry Walker.

For Excellence in the Classical Department. James M. Whiton, Jr., Gordon Bartlet, William H. Rowe, David P. Kimball, Edwin H. Abbot, James Reed.

For Excellence in the Modern Department. George B. Safford, Gordon Bartlet, David P. Kimball, William W. Richards, William B. Williams.

For a Latin Poem. George E. Head, Jr.

For a Latin Dissertation. Samuel L. Thorndike.

For an English Dissertation. Samuel L. Thorndike.

For a Translation from Latin into Greek. Samuel L. Thorndike.

For a Translation from Latin into English. Robert S. Rantoul, Gordon Bartlet.

For a Translation from Sallust. Henry L. Abbot, John D. Bryant.

For a Translation from Nepos. Edwin H. Abbot.

For a Translation from Viri Romæ. James Reed.

For Declamation. 1st prize, Calvin G. Page; 2d prizes, George H. Blanchard, George E. Head, Jr.; 3d prizes, Charles E. Stedman, John D. Bryant.

MAY 26, 1849.

For Faithful Efforts. Charles E. Briggs, Samuel S. Shaw, William A. Brewer, Freeman A. Walker, Charles P. Gorely.

For Exemplary Conduct and Punctuality. George S. Hyde, Henry L. Abbot, David P. Kimball, Edwin H. Abbot, William L. Gage, James Reed, Francis A. Osborn, George W. Smith, John D. Bryant, Joseph Willard, Jr., Henry Walker, Henry L. Higginson, Nathaniel W. Bumstead.

For Excellence in the Classical Studies. Gordon Bartlet, Henry L. Abbot, Daniel W. Wilder, Edwin H. Abbot, James Reed.

For Excellence in the Modern Studies. Uriel H. Crocker, Henry L. Abbot, Edwin H. Abbot, Charles J. F. Allen, Jr., George W. Copeland.

For a Translation from Horace. 1st prize, Henry Van Brunt; 2d prizes, Norman Seaver, Henry L. Abbot.

For a Translation from Cicero. 1st prize, Edwin H. Abbot; 2d prize, Edwin A. Gibbens.

For a Translation from Cornelius Nepos. 1st prize, Charles J. F. Allen, Jr.; 2d prizes, Nathaniel W. Bumstead, James Reed.

For a Translation from Viri Romæ. 1st prize, George B. Chase.

For a Latin Poem. Henry L. Abbot, Gordon Bartlet.

For a Latin Verse Translation. Robert T. Paine, Gordon Bartlet.

For an English Poem. Robert S. Rantoul.

For an English Dissertation. David H. Ward.

For Declamation. 1st prize, William S. Davis, George H. Blanchard; 2d prizes, Robert S. Rantoul, John D. Bryant; 3d prizes, Henry L. Abbot, Charles F. Blake.

MAY 25, 1850.

For Faithful Efforts. William P. G. Bartlett, W. Roscoe Williams, Hollis Hunnewell, James J. Lowell, George Whittemore, Thomas Reed, William B. Williams, Samuel H. Eells, Gardiner Adams, Hasket Derby.

For Exemplary Conduct and Punctuality. Henry L. Abbot, William R. Dimmock, Charles J. F. Allen, Jr., James Reed, William W. Richards, David P. Kimball, Edwin H. Abbot, Nathaniel W. Bumstead, George W. Copeland, Phillips Brooks, David H. Coolidge, Joseph Willard, Jr.

For Excellence in the Classical Department. David P. Kimball, Henry Walker, James Reed, George W. Copeland, Augustus A. Hayes.

For Excellence in the Modern Department. Henry L. Abbot, Edwin H. Abbot, Charles J. F. Allen, Jr., George W. Copeland, Joshua G. Beals.

For a Latin Poem. James Reed, Henry L. Abbot.

For a Translation into Latin Verse. Henry L. Abbot.

For an English Poem. William Amory, Jr.

For English Essays. David H. Coolidge, Norman Seaver.

For a Translation from Cicero. Edwin H. Abbot.

For a Translation from Tacitus. William A. Brewer.

For a Translation from Livy. George L. Locke.

For a Translation from Viri Romæ. James J. Lowell.

For Declamation. 1st prize, Henry L. Abbot; 2d prizes, David H. Coolidge, William R. Dimmock; 3d prizes, George Blagden, Nathaniel W. Bumstead.

MAY 24, 1851.

For Industry and Improvement. Isaac P. Wainwright, Henry G. Wheelock, Gardiner Adams, George B. Chadwick.

For Exemplary Deportment. Edwin H. Abbot, Phillips Brooks, James Reed, Henry Walker, William B. Williams, James J. Lowell, Daniel W.

Wilder, William W. Richards, George W. Copeland, George F. McLellan, Freeman A. Walker, Thomas Reed, William H. Dunning, William H. Hoyt, Frank S. Hall, Thomas P. Smith.

For Excellent Scholarship in the Classical Department. Edwin H. Abbot, Henry Walker, George W. Copeland, James J. Lowell, Jonas W. Coolidge, Francis C. Hopkinson.

For Excellence in Modern Studies. Edward I. Brown, George L. Locke, James J. Lowell, William H. Dunning.

For the best Latin Poem. James Reed.

For the best Latin Metrical Translations. Robert T. Paine, James Reed.

For the best English Poem. Edward I. Brown.

For the best English Essay. Edwin H. Abbot.

For the best Greek Translation. Edwin H. Abbot.

For the best Translation from Virgil. George W. Copeland.

For the best Translations from Sallust. George Whittemore, William R. Williams.

For the best Translation from Eutropius. Frederic M. Holland.

For Declamation. 1st prize, George Blagden; 2d prizes, Edwin H. Abbot, James Reed; 3d prizes, Jonas W. Coolidge, William R. Woodbridge.

MAY 22, 1852.

For Exemplary Conduct and Fidelity. Francis H. Brown, William P. G. Bartlett, Elijah W. Munroe.

For Exemplary Conduct and Punctuality. James J. Lowell, William H. Dunning, Daniel W. Wilder, George W. Copeland, George Whittemore, Francis E. Abbot, Frederic M. Holland, Augustus A. Hayes, George Blagden, Francis Gray, William W. Swan, George L. Locke, Marcus M. Hawes, Hersey B. Goodwin, Jacob H. Lombard.

For Excellence in the Classical Department. George W. Copeland, James J. Lowell, Joshua G. Beals, Francis C. Hopkinson, William H. Dunning, Francis E. Abbot.

For Excellence in the Modern Department. George W. Copeland, George L. Locke, George Whittemore, Joshua G. Beals, Francis C. Hopkinson, Charles Payson, William W. Swan.

For a Metrical Translation into Latin. George W. Copeland.

- For a Latin Essay.* George W. Copeland.
For a Translation from Latin into Greek. William R. Lane.
For an English Poem. Francis E. Abbot.
For an English Essay. Arthur J. C. Sowdon.
For a Translation from Virgil. William N. Eayrs.
For a Translation from Cicero. William P. G. Bartlett.
For Translations from Ovid. Ellis L. Motte, Nathaniel B. Shurtleff, Jr.
For Translations from Nepos. Francis E. Abbot, George G. Wheelock.
For Declamation. 1st prize, James M. Ellis; 2d prizes, Daniel W. Wilder, Richard H. Weld, William K. Hall; 3d prizes, Arthur J. C. Sowdon, Charles Payson.

MAY 21, 1853.

- For Exemplary Conduct and Industry.* Horace N. Fisher, Clinton A. Cilley, Albert B. Weymouth.
For Exemplary Conduct and Punctuality. James J. Lowell, Francis E. Abbot, Lewis W. Tappan, Jr., Augustus A. Hayes, Joseph A. Hale, Arthur Wilkinson, Jr., William N. Eayrs, George Whittemore, George H. Bailey, Robert C. Adams, Frederic D. Blake, Francis C. Hopkinson, Arthur H. Nichols, Charles B. Wells, Frederic M. Holland.
For Excellence in the Classical Department. James J. Lowell, Joshua G. Beals, Francis C. Hopkinson, Francis E. Abbot, Horace J. Hayden, Charles B. Wells.
For Excellence in the Modern Department. William N. Eayrs, Joshua G. Beals, Francis Gray, Francis E. Abbot, Horace J. Hayden, Arthur Reed.
For a Latin Poem. William Everett.
For a Latin Essay. James J. Lowell.
For a Translation into Greek. Augustus A. Hayes.
For an English Dissertation. Arthur J. C. Sowdon.
For an English Poem. Francis E. Abbot.
For a Poetical Translation from Virgil. William Everett.
For a Translation from Livy. 1st prize, Francis C. Hopkinson; 2d prize, William B. Storer.

For a Translation from Tacitus. John C. Gray.

For a Translation from Caesar. 2d prize, Eugene E. Shelton.

For Specimens of Penmanship. 1st prize, George G. Wheelock; 2d prize, Samuel W. Hitchcock.

For Declamation. 1st prize, Thomas P. Smith; 2d prizes, Arthur J. C. Sowdon, Charles Payson; 3d prizes, Edward Hale, Francis C. Hopkinson.

MAY 27, 1854.

For Exemplary Conduct and Fidelity. William H. Dunning, James M. Hubbard, Henry H. Freeman, Alfred O. Treat, Edward Holman.

For Exemplary Conduct and Punctuality. Francis E. Abbot, William C. Gannett, Arthur Wilkinson, Jr., Joshua G. Beals, Francis Gray, Lewis W. Tappan, Jr., Frederic D. Blake, George B. Young, Thomas Reed, Henry L. Patten, Francis E. Blake, George Burroughs, Frank Wells.

For Excellence in the Classical Department. Joshua G. Beals, Francis Gray, Francis E. Abbot, Francis E. Blake, Arthur H. Nichols, Frank Wells.

For Excellence in the Modern Department. Joshua G. Beals, Francis Gray, Francis E. Abbot, Charles A. Whittier, Arthur H. Nichols, Frank Wells.

For a Latin Poem. Francis E. Abbot.

For a Latin Ode. William Everett.

For a Latin Essay. Nathaniel B. Shurtleff, Jr.

For a Translation into Greek. Thomas Reed.

For an English Dissertation. Henry L. Patten.

For an English Poem. Francis C. Hopkinson.

For a Translation from French. Arthur Wilkinson, Jr.

For a Poetical Translation from Ovid. Francis C. Hopkinson.

For a Translation from Sallust. Francis E. Abbot.

For a Translation from Caesar. Horace J. Hayden.

For a Translation from Viri Romæ. Arthur Reed.

For a Translation from the Latin Reader. Edward D. Boit.

For the best Specimen of Penmanship. William W. Gannett.

For Declamation. 1st prize, William K. Hall; 2d prizes, Edward Hale, William Everett; 3d prizes, Joshua G. Beals, Nathaniel B. Shurtleff, Jr.

MAY 26, 1855.

For Exemplary Conduct and Fidelity. Roger S. White, Frederic W. Batchelder, Benjamin Rand, Samuel H. Dana, Edward D. Boit, Francis T. Washburn.

For Exemplary Conduct and Punctuality. Arthur Wilkinson, Jr., James E. Wright, John P. Hopkinson, Alfred O. Treat, William T. Washburn, Henry M. Rogers, George B. Young, Lewis W. Tappan, Jr., Frank Wells, William Everett, Edward Holman, Francis Gray, William C. Gannett, George W. Warren.

For Excellence in the Classical Department. Francis Gray, Arthur Wilkinson, Jr., George B. Young, James E. Wright, William T. Washburn, Edward Holman, Charles P. Greenough.

For Excellence in the Modern Department. William Everett, William K. Hall, George B. Young, Arthur Wilkinson, Jr., James E. Wright, Arthur Reed, Edward Holman, John A. Blanchard, Jr.

For Latin Verses. 2d prize, Arthur Wilkinson, Jr.

For a Translation from English into Latin Verses. Francis C. Hopkinson.

For a Latin Essay. 2d prize, George B. Young.

For a Translation into Greek. Clinton A. Cilley.

For an English Essay. Ellis L. Motte.

For an English Poem. William Everett, Wendell P. Garrison.

For a Translation from French. George G. Wheelock.

For a Poetical Translation from Virgil. Edgar M. Newcomb.

For a Translation from Cicero. James E. Wright.

For a Translation from Cæsar. Arthur Reed.

For a Translation from Nepos. Henry D. Sullivan.

For a Translation from Latin Reader. Horace Bumstead.

For Declamation. 1st prize, Nathaniel B. Shurtleff, Jr.; 2d prizes, Henry H. Hayden, Francis C. Hopkinson; 3d prizes, Robert F. Clark, James E. Wright.

 MAY 24, 1856.

For Exemplary Conduct and Faithful Exertions. Alexander F. Wadsworth, Alfred Greenough, William L. Ward.

For Exemplary Conduct and Punctuality. George G. Wheelock, William C. Gannett, Arthur Wilkinson, Jr., William T. Washburn, George W. Warren, William H. Chadbourn, George B. Young, Lewis W. Tappan, Jr., Alfred O. Treat, Joseph S. Reed, Charles B. Wells, Stuart M. Buck.

For Excellence in the Classical Department. Arthur Wilkinson, Jr., John P. Hopkinson, William T. Washburn, Frank Wells, Francis T. Washburn, Stuart M. Buck.

For Excellence in the Modern Department. Arthur Wilkinson, Jr., Wendell P. Garrison, Arthur Reed, Frank Wells, George G. Crocker, Stuart M. Buck.

For a Latin Poem. Arthur C. Parker.

For a Latin Ode. Arthur Wilkinson, Jr.

For a Latin Essay. Henry F. Allen.

For a Translation into Greek. George W. Warren.

For an English Dissertation. William C. Gannett.

For an English Poem. Samuel D. Phillips.

For a Translation from French. Lewis W. Tappan, Jr.

For a Poetical Translation from Horace. Wendell P. Garrison.

For a Translation from Tacitus. Hampden Waldron.

For a Translation from Sallust. Horace Bumstead.

For a Translation from Viri Romæ. John A. Blanchard, Jr.

For a Translation from Latin Reader. Edward T. Wilkinson.

For Declamation. 1st prize, Edward Hale. 2d prizes, William C. Wood, Lewis W. Tappan, Jr.; 3d prizes, Hiram S. Shurtleff, William H. Adams.

MAY 23, 1857.

For Exemplary Conduct and Faithful Endeavors. Frederic D. Blake, Edward B. Robins.

For Exemplary Conduct and Punctuality. William Hedge, Charles B. Wells, Frank Wells, Arthur M. Knapp, Arthur Reed, William H. Chadbourn, Stuart M. Buck, Edward L. Amory, George Burroughs, Joseph S. Reed, John T. Hassam, Scollay Parker.

For Excellence in the Classical Department. Scollay Parker, William T. Washburn, Frank Wells, Francis G. Young, George A. Goddard, Charles P. Lombard.

For Excellence in the Modern Department. James E. Wright, Arthur Reed, Frank Wells, George M. Townsend, Thomas K. Blaikie, William Blaikie.

For a Latin Ode. Arthur C. Parker.

For a Latin Essay. Wendell P. Garrison.

For a Translation into Greek. Leonard C. Alden.

For an English Poem. John P. Hopkinson.

For a Translation from French. Edward Wigglesworth.

For a Poetical Translation from Ovid. 2d prize, William T. Washburn.

For a Translation from Livy. Frederic B. Allen.

For a Translation from Phædrus. John A. Blanchard, Jr.

For a Translation from Viri Romæ. Alfred C. Vinton.

For Declamation. 1st prize, James E. Wright; 2d prizes, Hiram S. Shurtleff, Henry U. Jeffries; 3d prizes, Edward Crowninshield, Henry M. Rogers.

MAY 22, 1858.

For Exemplary Conduct and Fidelity. Edward B. Drew; Alfred Greenough, Charles P. Lombard.

For Exemplary Conduct and Punctuality. Arthur Reed, Charles B. Wells, William H. Chadbourn, Arthur M. Knapp, William T. Washburn, William Hedge, Alfred C. Vinton, Joseph S. Reed, Arthur Brooks, Charles E. Hubbard, Frederic Brooks, John T. Hassam, William B. C. Stickney.

For Excellence in the Classical Department. Arthur Reed, Arthur M. Knapp, Francis T. Washburn, Alfred C. Vinton, Moorfield Storey, Arthur Brooks.

For Excellence in the Modern Department. Arthur Reed, William T. Washburn, Frederic B. Allen, George H. Fales, Alfred C. Vinton, Arthur Brooks.

For a Translation into Latin Verse. 1st prize, Charles P. Kemp; 2d prize, Nathan Appleton, Jr.

For a Latin Essay. Charles B. Wells.

For a Translation into Greek. William T. Washburn.

For an English Essay. Arthur H. Nichols.

For an English Poem. William T. Brigham.

For a Translation from French. Charles E. Hubbard.

For a Poetical Translation from Virgil. Frederic B. Allen.

For a Translation from Cæsar. Francis T. Washburn.

For a Translation from Phædrus. Alfred C. Vinton.

For a Translation from Nepos. Francis C. Gray.

For a Translation from Viri Romæ. William B. C. Stickney.

For Declamation. 1st prize, Henry M. Rogers; 2d prizes, William Hedge, William T. Washburn; 3d prizes, Horace Bumstead, Adolphus W. Green.

LAWRENCE PRIZES.

 ENGLISH HIGH SCHOOL, 1858.

For Dissertations. Second prizes : S. B. Capen, G. F. Mann, W. P. Adams, W. H. H. Stowell, A. C. Parker (poetical).

For Excellence in the Scientific Department. First prizes : S. B. Capen, G. F. Mann, W. H. H. Stowell, C. W. Norton, G. W. Cummings, C. J. Miller, W. A. Hovey. Second prizes : A. Ordway, G. B. Leonard, W. H. Battison, A. A. Knights, A. C. Parker, H. C. Sylvester, E. H. Clark, E. F. Wilder, W. B. Joslin. Third prizes : N. P. Hamlen, H. B. White.

For Excellence in the Literary Department. First prizes : C. E. Wilson, C. U. Lunt, J. L. Mulliken, F. A. Foster, E. W. Wiley, W. G. McRae, J. P. Waitt, C. W. Shelton. Second prizes : C. R. Jenkins, F. W. Boles, G. H. Varney, J. N. Peirce, Jr., J. Dunlop, F. W. Hayden, W. S. Crosby, S. H. Virgin. Third prizes : J. Davis, G. H. Clough.

For Diligence and Excellence in Department. H. B. Rice, M. A. Norris, S. S. Everett, F. G. Young, C. E. Ridler, F. C. Hersey, J. D. Priest, J. D. Sabine, A. W. Worthley, W. P. Adams, G. O. Lewis, J. E. Perkins, H. R. Smith, M. Cassell, W. G. Preston, F. E. Tucker, J. H. Blake, Jr., J. F. Demerritt.

Extra Prize for Mathematics. G. F. Mann.

Extra Prize for Mineralogy. A. Ordway.

BOUNDARIES OF THE GRAMMAR SCHOOL SECTIONS.

Adams School, for Boys and Girls.

Comprises that portion of East Boston lying south and east of a line running from the Bay on the east, through Porter street to the Railroad, thence along the Railroad to Decatur street, through Decatur to Chelsea street, through Chelsea to Elbow street, through Elbow to Meridian street, through Meridian to Maverick street, through Maverick to Havre street, through Havre street to the water.

Bigelow School, for Girls.

Comprises all that part of South Boston east of the centre of C street.

Bowdoin School, for Girls.

Commencing at Cambridge Bridge, thence by the centre of Cambridge street to Staniford street, thence through the centre of Staniford to Green street, thence across Green street and through the centre of Lyman place to Prospect street, thence through the centre of Prospect to Causeway street, thence through the centre of Causeway street to the Boston and Maine Railroad, thence by said Railroad to Haymarket square, thence through the centre of Haymarket square to Portland street, thence through the centre of Portland to Sudbury street, thence through the centre of Sudbury to Court street, thence through the centre of Court into State street,

thence through the centre of Congress to Milk street, thence through the centre of Milk to Federal street, thence through Federal to Franklin street, thence through Franklin, including both sides, to Washington street, through Washington to West street, thence across the Common to the Mill-Dam, including the tenements on both sides of the Mill-Dam road, and thence by the water to the bound first named.

Boylston School, for Boys and Girls.

Commencing at the water opposite Federal street, thence through Federal, including both sides, to Milk street, thence through the centre of Milk to Congress street, thence through the centre of Congress to State street, thence through the centre of State street to the water, thence by the water to the bound first named.

Brimmer School, for Boys.

Commencing at the end of Dover street, near the line of the Boston and Worcester Railroad, thence by the centre of Dover street to Washington street, thence through the centre of Washington to School street, thence through the centre of School to Beacon street, thence through the centre of Beacon street to the water at the Mill-Dam road, and thence by the water to the bound first named.

Chapman School, for Boys and Girls.

Comprises that portion of East Boston lying north of a line commencing at the Mystic River and running easterly through Central square and Porter street, along its continuation to the Bay on the east.

Dwight School, for Boys.

Includes in its limits all of Boston south of the centre of Dover street.

Dwight School, for Girls.

Includes that portion of Boston lying south of the centres of Chelsea, South Williams and Malden streets.

Eliot School, for Boys.

Commencing at the Boston and Maine Railroad at the water, thence by the line of said Railroad to Haymarket square, thence from the depot through Cross street, excluding both sides, to the water by Commercial street, thence by the water to the boundary first named.

Franklin School, for Girls.

Commencing at the water opposite Oak street, thence through Oak street, including both sides, to Washington street, thence through the centre of Warren to Tremont street, thence through the centre of Tremont street to the Worcester Railroad, thence by said Railroad to the water, thence by the water to Chelsea street, thence through the centre of Chelsea street to South Williams street, thence through the centre of South Williams to Washington street, thence through the centre of Washington to Malden street, thence through the centre of Malden street to the water, thence by the water to the bound first named.

Hancock School, for Girls.

Commencing on the Maine Railroad at the water, thence by the Railroad to Haymarket square, through the centre of Haymarket square to Portland street, through the centre of Portland to Sudbury street, through the centre of Sudbury to Court street, through the centre of Court to State street, through the centre of State street to the water, thence by the water to the Maine Railroad, the bound first named.

Hawes School, for Boys.

Comprises all that part of South Boston east of the centre of C street.

Lawrence School, for Boys and Girls.

Comprises all that part of South Boston west of the centre of C street.

Lyman School, for Boys and Girls.

Commencing at the Mystic River and running easterly through Central square and Porter street to the Railroad, thence along the Railroad through Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water, thence by the water to the bound first named.

Mayhew School, for Boys.

Commencing at the foot of Leveret street, at Cragie's Bridge, thence through the centre of Leveret to Green street, thence through the centre of Green to Chambers street, thence through the centre of Chambers to Cambridge street, thence across Cambridge and through the centre of Joy street to Beacon street, thence through the centre of Beacon and School streets to Washington street, thence through the centre of Washington to State street, thence through the centre of State street to the water, thence by the water to Cross street, thence through Cross street, including both sides, to Haymarket square, thence by the line of the Boston and Maine Railroad to the water, and thence by the water to the bound first named.

Phillips School, for Boys.

Commencing at the Mill-Dam, thence by the centre of Beacon to Joy street, thence through the centre of Joy to Cambridge street, thence across Cambridge street and through the centre of Chambers and Green streets to Leveret street, thence through the centre of Leveret street to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Mill-Dam.

Quincy School, for Boys.

Commencing at South Boston Bridge, at Dover street, thence through the centre of Dover to Washington street, thence through the centre of Washington to State street, thence through the centre of State to Congress street, thence through the centre of Congress to Milk street, thence through Milk to Federal street, thence through Federal, excluding both sides, to Summer street, thence through the centre of Summer street to the water, and thence by the water to the bound first named.

Wells School, for Girls.

Commencing at the water on the easterly end of Cambridge Bridge, thence by the water to the Boston and Maine Railroad, thence by said Railroad to Causeway street, thence by the centre of Causeway to Prospect street, thence by the centre of Prospect street to Lyman place, thence by the centre of Lyman place to Green street, thence across Green and through the centre of Staniford to Cambridge street, thence by the centre of Cambridge street to the bound first named.

Winthrop School, for Girls.

Commencing at the water near the Mill-Dam, thence across the Common to West street, thence through the centre of West to Washington street, thence through the centre of Washington to Franklin street, thence through Franklin to Federal street, thence through Federal, excluding both sides, to Summer street, through the centre of Summer street to the water, thence by the water to Oak street, thence through Oak, excluding both sides of said street, to Washington street, thence across Washington, through Warren, to Tremont street, and through Tremont street to the Worcester Railroad.

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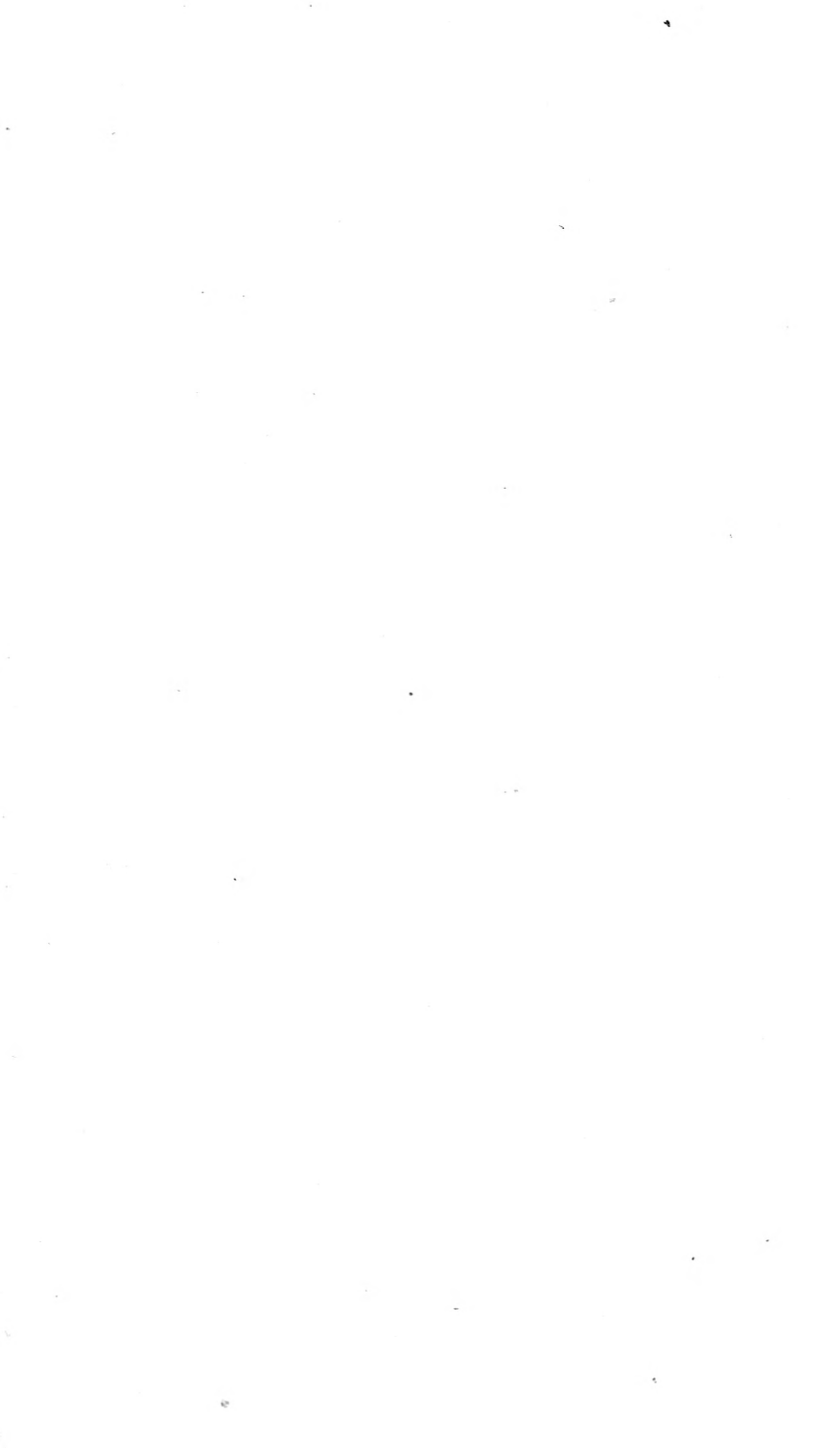


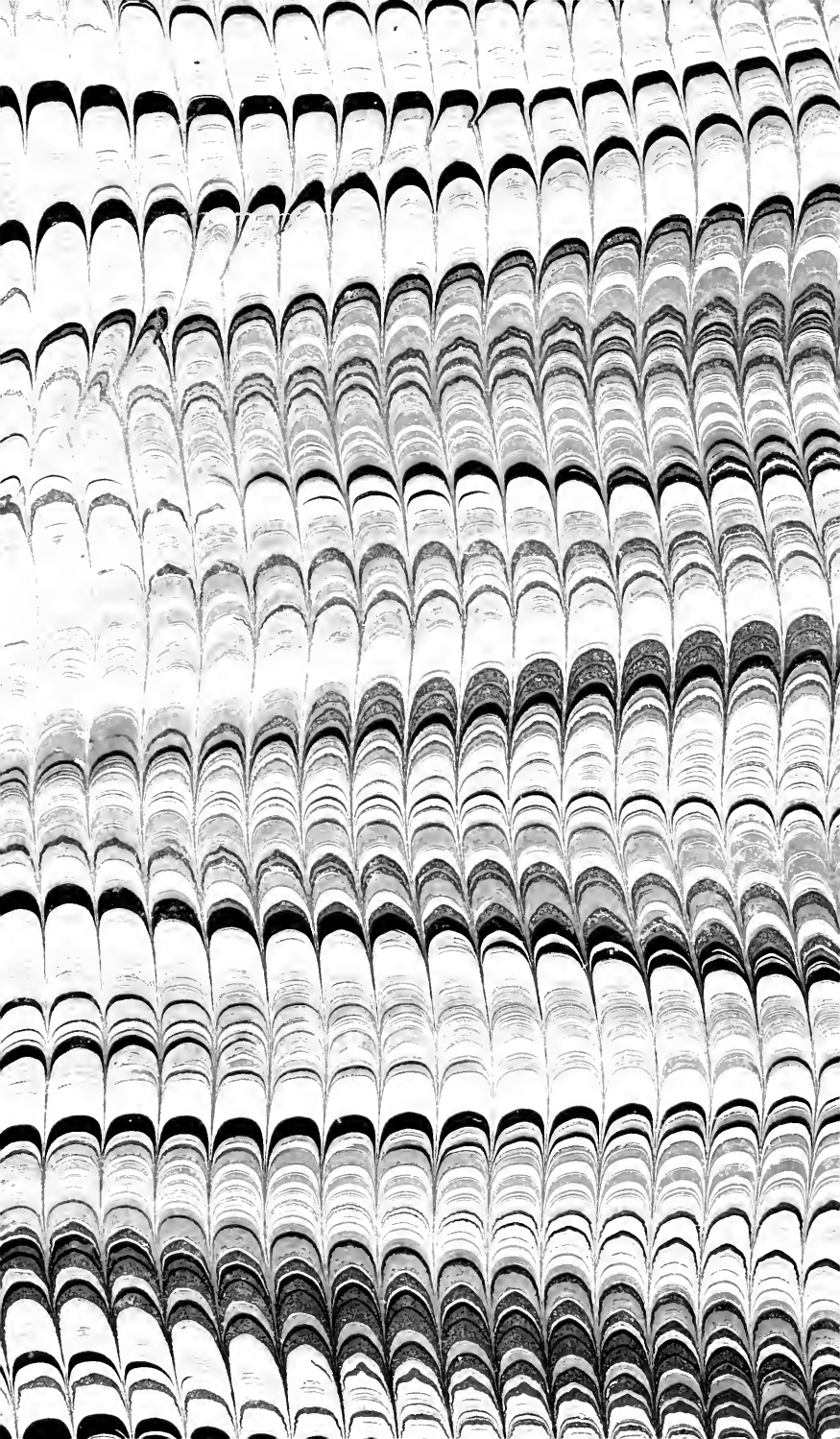


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