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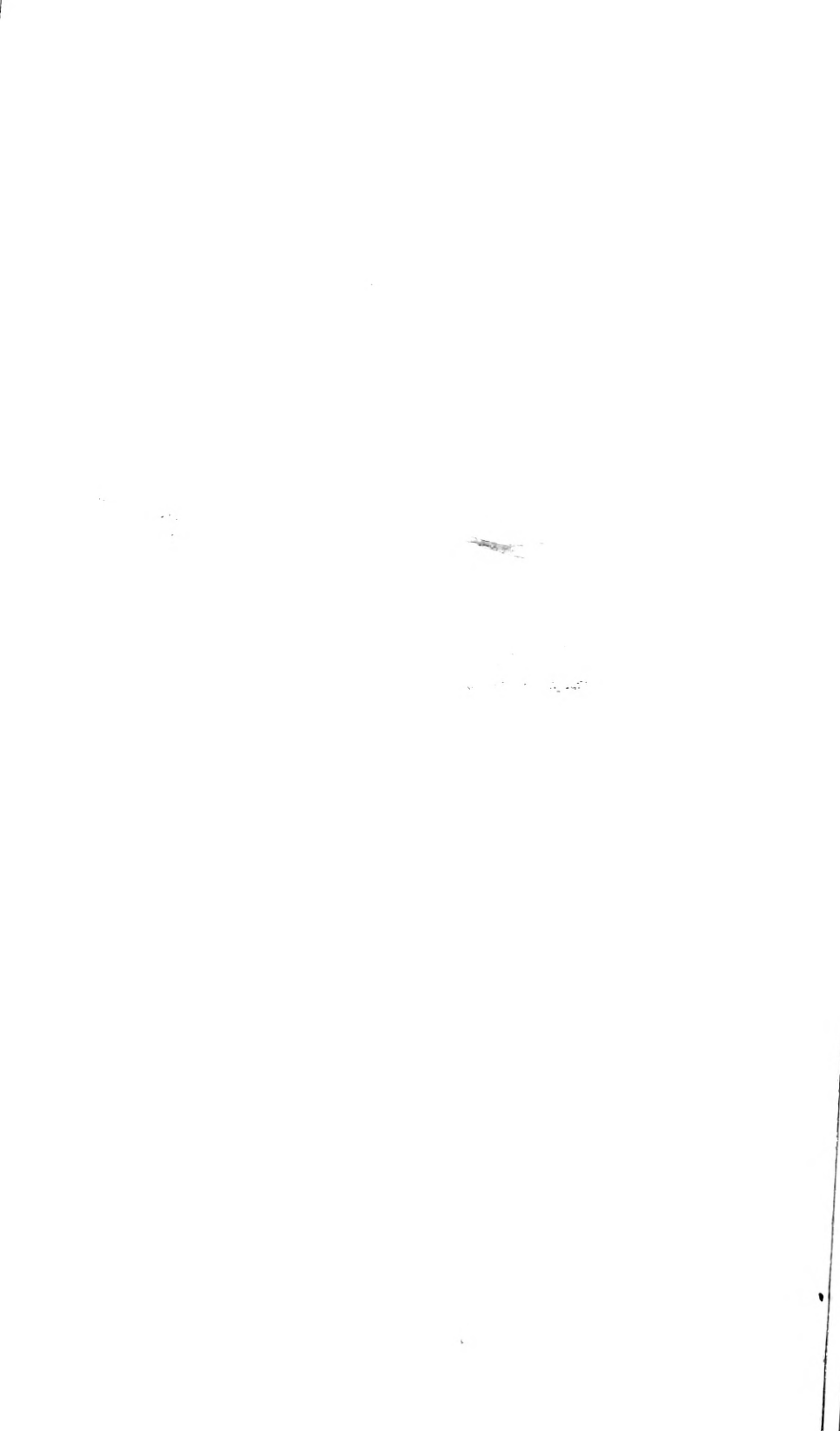
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# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

## CITY OF BOSTON.

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1859

CITY OF BOSTON.

ANNUAL REPORT  
September 13, 1859.

At a meeting of the School Committee, held this day  
Messrs. Stockbridge, Miner, Hall, Dawes, Read, Haynes, and  
Norcross were appointed the Committee to prepare the Annual  
Report required by the Rules of the Board.

Attest:

BARNARD CAPEN, *Secretary.*

DEC 16 1943

## REPORT.

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In the discharge of the duty assigned them, the Committee present to their fellow-citizens the Annual Report of the Schools of Boston for the year 1858-9.

The gentlemen who drew up the Report of last year, referred to that of the preceding year, as having gone so thoroughly over the field of historical investigation, and discussed theories and general principles of education with so much minuteness of detail, that little was left to them to present, in the way either of history or of speculation. These gentlemen did not over-estimate the value of the Report alluded to. For a long time to come, it will be regarded as a standard Document, to which those ignorant of the history of our Schools may refer for information. The character and the length of that Report very much lightened the labors of the Committee of last year, and will produce the same effect on those of the Committee of this year.

The Sub-Committees selected by the Board to have the oversight of the three grades of Schools, the High, the Grammar, and the Primary, have, in their Quarterly Reports, given an account of the condition of the Schools under their supervision. Some of these Reports have been very short, but, on that account, not less satisfactory

to the majority of those who listened to them. The efficiency of a Committee is to be judged not so much by the length of the reports they write, as by the hearty interest they feel and exhibit in their work, and the fidelity with which they attend to their duties. The pleasant uniformity alluded to in the last year's Report as being a marked feature of the Reports of the Sub-Committees, viz. : that all the schools were in a highly prosperous condition, is a noticeable feature in the history of the current year, if we except the troubles which existed in the Eliot School for a few weeks, but which have almost entirely subsided. It is with great pleasure that we are able to say that the unwearied interest which the Superintendent has taken in the Primary Schools, and the efforts he has put forth to elevate their character, have been rewarded in the higher moral and intellectual tone which pervades these Schools. The Primary Schools of Boston, we venture to say, never had a more efficient and earnest corps of teachers than they have had during the past year, and never have they stood higher than they have during this period. It is gratifying to know that the good judgment of our Superintendent has led him to devote an unusual amount of care and labor to these primary organizations. The temptation, with those who have charge of the interests of education, is, probably, to overlook them. Schools of a more advanced grade present greater attractions to most persons who act as visitors. The studies are more interesting. There is greater intellectual development, and such are the studies pursued, and so excellent are the text-books used, that it is a pleasure, a profitable service, rather than a task, to pass one,

two, and even three hours in the examinations of the school-room. Especially is this so, if the pupils have been taught, not merely the routine of study, but the use of their faculties in probing, themselves, into the subjects which they have been studying, and to give expression to their own opinions on the topics which have been presented to them for investigation. In the Primary Schools, however, it is different. It must, to some extent, be necessarily so. The young mind is getting hold of only the simplest elements of knowledge. It has not learned yet, to reason, to compare, to generalize, and reach fixed conclusions. Its attention must be arrested by novelty, and held by variety in the modes of instruction. Many a man who can interest his equals in years and attainments, has no power over children, and to him the exercises of children in the school-room, are exceedingly tame and wearisome. It is one of the most dreaded of tasks to not a few of the members of our committees, to be obliged to sit through a forenoon, in a close, poorly ventilated room, listening to exercises, which are so perfectly familiar to them, that it is an annoyance, if, what seem to them to be the simplest of all questions, are not promptly, and with spirit, answered by the pupils. They get no new information from such exercises. They have had a trial of patience, and are happy to be released from the penance to which they have been subjected.

While all this is true of many who are the appointed guardians of our educational interests, it is cheering to know that there are some who appreciate the value of thoroughness in the early training of children. To lay the foundations of almost anything, is work, which

makes a demand, not only on the skill, but on the patience of the builder. It is work often done out of sight, and fails to arrest the attention of men. It must be performed without the encouraging meed of praise. The more credit is due to those who love to lay deep and broad the foundations of what hereafter is to be a superstructure which will attract the attention and the admiration of those who gaze upon it. We have no doubt that the labor expended in the Primary Schools, will yield a rich reward in the Grammar and High Schools.

The crowded condition of many of the Schools continues to be an evil; but it is one which the Committee are endeavoring to remedy. There are about 950 pupils belonging to the grammar department of the Boylston School, while the building appropriated to its use has seats for less than 800. It has therefore been found necessary to provide other accommodations for three divisions of the school, or about 150 pupils. Two of these divisions have been furnished with rooms in the old Gun House, on Fort Hill. They are the best that could be obtained in the neighborhood, but wholly unsuitable for school-rooms; and, owing to the construction and location of the building, incapable of material improvement. They are damp, dark, ill-ventilated, and at certain seasons of the year, exposed to a most offensive effluvia, occasioned by imperfect drainage, or by some other cause, for which it has hitherto been impossible to find a remedy. Another division of the school, located in the basement of the main building itself, suffers similar inconvenience from want of light and ventilation, and from the impurity of the atmosphere.



The establishment of a new Grammar School in this vicinity, as is now contemplated, would probably afford a perfect remedy for these defects. It would relieve the Boylston District of so large a portion of its scholars, that the main building would alone supply ample and comparatively excellent accommodations for the residue.

There are, in this district, twenty-two Primary Schools. Of these, eight only are kept in buildings owned by the city, and constructed with a view to their present use. All the rest are located in buildings originally designed for other purposes, and which are generally more suitable for *any* other purpose than school-rooms. The best of them are barely tolerable, while most of them, and especially the five schools in Williams street, are lamentably deficient in all the qualities that contribute to health, comfort, and convenience. They are deficient in size, in light, in ventilation, in yard-room, and out-houses; and, in a word, in everything desirable in a school-room. The condition of these schools has for a long time been the subject of serious and just complaint. It has often occupied the attention of the Board; and through the Board, has been represented to that branch of the City Government which alone has power to apply an effectual remedy. It is understood that measures are now in progress that promise, at least, a partial improvement, by the erection of a building for the special use of these schools. There is an urgent want of one or more such buildings in this district, and they should be provided with all practicable despatch.

In the Wells School District, there is a pressing necessity for a new Primary School building, for the

accommodation of four of the schools. The want of more room in the Wells Grammar School, will require the removal of the Primary School, now located in that building. The other three schools referred to (two of which are the largest in the district) are unpleasantly located in buildings originally dwelling-houses, of small size, badly warmed and ventilated. Indeed, so far as the buildings or interior arrangements are concerned, they are discreditable to the City of Boston.

It should be borne in mind that our school system is not a pauper system. We are not trying an experiment to see with how limited and contracted accommodations we can carry on our operations, the largest possible number of pupils one teacher can instruct, and how we can curtail in every direction, to bring down our expenditures to the lowest minimum point. It cannot be good economy to place seventy or eighty pupils under the charge of one teacher, shutting them up in a room capable really, of holding, with comfort, not more than forty or fifty scholars. It is not easy, however, to bring about changes rapidly, in a city which in some of its sections is growing so fast as Boston is. It seems to be almost a necessity that some of the schools will be crowded for some time to come. No reasonable person can complain of this, if the Committee, in pursuance of the policy by which, for so many years they have been guided, are doing all in their power to furnish good accommodations for the schools. The past is a sufficient guarantee that there is no disposition in the School Board to be niggardly in its spirit, or backward in its recommendations to the proper authorities to make all

necessary appropriations to meet the educational wants of the city. The powers of the Board are, however, restricted. They have no direct hold on the public funds. It is easy for them to vote money, and whenever a good case is made out, that money is wanted, that vote is readily and cheerfully given. But the question of appropriation goes to the City Council, and, although justice to that body requires us to say that they have seldom or never declined to respond to the recommendations of the School Committee, there is occasionally a tardiness in carrying out a proposed plan, which perhaps might be avoided if the power of disbursing were lodged in the hands of the Committee. We mention a single illustration, showing the inconvenience of our somewhat complicated way of doing things under the existing system. Nearly three years since, the School Board passed an order that the Primary Schools of the city should be furnished with new seats and desks, with copy-slates attached to the same. The plan was believed to be one which would greatly promote the progress, and increase the efficiency of our Primary Schools, and if the Board had been invested with the requisite power, it would have been carried into immediate execution. But the recommendations of the Committee had to be laid before the City Council, and there discussed at length. Delays, perhaps unavoidable, have arisen from various causes, and the contemplated plan has been carried into but partial execution. Its success, however, in those schools, where it has been adopted, has been such as to meet the warmest expectations of its projectors. If the School Committee had full powers in the direction indicated, it

would not be long before every Primary School in the city would be furnished with the new seats and desks. The Revised Statutes of the Commonwealth,—so much of which as relates to our schools, may be found in the Appendix,—it will be seen, invest the committee with larger powers than they have hitherto had in the disbursement of the school-money.

The Grammar Schools are all represented as being in a healthy condition. The Lincoln School-house, of which a full description was given in the Appendix to the Report of last year, was dedicated with appropriate ceremonies, on the 17th of September.

For a full account of these interesting services, drawn up by Thomas Dawes, we refer the readers of this Report to the Appendix.

The destruction of the Quincy School-house by fire, on the night of December 17, 1858, retarded, for a brief period, the prosperity of the Quincy School. Such arrangements, however, were soon made, that no permanent detriment befell the school, and with the many disadvantages under which it labored, it still maintained its usual high rank among the schools of the city. We subjoin a few historical facts relating to the formation of this school, and the erection and dedication of the school-house which was burned.

The first movement towards the formation of the Quincy School was made early in 1847. A committee consisting of T. M. Brewer, Jos. M. Wightman, and J. I. T. Coolidge, was appointed to consider the crowded condition of the Brimmer and Winthrop Schools. They reported in favor of the formation of a new boys' school on the South Cove, the making the

Winthrop School — then in East street, and a mixed school of boys and girls, — a girls' school, and of making application to the City Government for a new school-house. The school was organized in August, 1847, and for nearly a year was carried on in three sections; one in the ward room, in the Winthrop School-house, in East street; one in the vestry of the Harvard-street church; and one in the ward room in the Brimmer School-house, in Common street.

On the 30th of August, 1847, by a unanimous vote of the Board, it was decided to make it a single-headed school. On the 6th of September next following, the Board voted to transfer John D. Philbrick, then writing-master of the Mayhew School, to the mastership of the Quincy, and to put the Mayhew School also on the single-headed plan, under the charge of Wm. D. Swan.

Both were organized under the management of a master, one sub-master, one usher, and female assistants, one to each room.

The sub-committee for the rest of the year, were John P. Putnam, (now Judge,) Theophilus Parsons (now Professor,) and T. M. Brewer.

The site for the house was selected early in the year by the City Council. It was then the largest lot ever purchased for a school-house in this city. A committee consisting of George B. Emerson, John P. Putnam, and T. M. Brewer, was appointed to confer with the City Government, for the plan; and the experience and judgment of its chairman largely contributed to the adoption of the admirable plan that was agreed upon, and upon which the Quincy and the Hancock — the latter not upon

the full plan—were constructed. Hon. John H. Wilkins was chairman, at that time, of the Committee on Public Buildings, and was invaluable to the new experiment.

In January, 1848, the Sub-Committee of the school were T. M. Brewer, Edward Wigglesworth, and Rev. Dr. Neale. The building was completed and formally dedicated in June, 1848. It contained a large hall in the fourth story, and twelve large and convenient school-rooms, four in each of the other stories, furnished with single desks. This last was not an unimportant feature, for the first time adopted in the seating of the pupils. It was named Quincy School in honor of Josiah Quincy, Senior; and his son, Josiah Quincy, Jr., then Mayor of the city, presented the school with a valuable library.

The Quincy School was the first single-headed school successfully organized in Boston. The school-house was the first constructed on the plan of a single room to each teacher. In six years after its organization, not a double-headed school was left in Boston; and now fourteen Grammar school-houses are built substantially upon its plan, and another is in process of erection.

Josiah Quincy, Josiah Quincy, Jr., and Rev. Mr. Waterston, took part in the dedication; and an excellent letter from Hon. Horace Mann was read on the occasion.

We beg leave to refer the readers of this Report to the Report of Dr. J. B. Upham, on the wants of the Phillips district. It may be found in the Appendix.

The Reports from the highest grades of schools speak favorably of their condition. It is gratifying to notice the increase of pupils in the Latin School, making it necessary to furnish new accommodations for their use, by fitting up the basement of the school-house for the

occupancy of one of the classes. It is to be hoped, however, that this arrangement is only temporary, as the room is badly ventilated, and in many respects poorly adapted to the purposes of a school-room. It is very evident that with the hold which the study of the classics has on the regards of this community, the Latin School will continue to thrive and increase in the number of its pupils. Its claims justly demand, what its committee have always endeavored to secure, the highest order of talent in the department of instruction.

Although much has been said, and much written, within a few years, against the study of the classics, it is still conceded by the best educators that on the whole, for the specific object which such study is designed to secure, nothing better can be substituted in its place. Every year the number of young men who desire a thorough academic and collegiate education, increases; and where the facilities for doing this are so great as they are in our own city schools, and in Harvard College, many an ambitious youth will struggle hard to reach the goal of his hopes. It is justly the pride of Boston, that nowhere can a school be found, whether private or public, better fitted to accomplish the purposes of a high classical school, than the Latin School of our own city. It is sincerely to be hoped that the standard will remain at the high point which it has held for so many years.

The English High School, although in an excellent condition, has not so large a number of pupils as it ought to have. The causes of the deficiency, and the remedies, have been so faithfully discussed in former

reports, that it is unnecessary to enlarge upon them at this time. The committee having charge of this school reported in September, that ninety pupils had been examined and admitted. This fact is, in their judgment, an evidence of a reviving interest in this institution. Certainly such a school, of a character so elevated, and with so efficient a corps of teachers, ought to be full. It is not too much to say that a majority of the graduating class of each Grammar School should be induced by parents and guardians, if possible, to connect themselves with the English High School. If some sacrifice on the part of these guardians of the young, must be made, to bring about so desirable an end, a rich compensation would be gained in the larger mental culture and discipline with which those under their care would be sent out into life, and their greater fitness to occupy the posts which they are destined to fill.

The general success which has accompanied the Girls' High and Normal School during the seven years of its existence has met the expectations of those who were instrumental in its establishment in 1852. It fills a place in our public school system occupied by no other school, and by furnishing as high an order of education to girls, as is furnished in the English High School to boys, of which it is designed in many respects to be the complement, it leaves nothing that could be reasonably demanded, to render perfect our system of public instruction. Although no pledge is required of those who avail themselves of its advantages, that they will devote themselves to teaching, yet it is understood that the primary object contemplated by the formation



of the school, is still kept prominently in view. It is a Normal School, an institution for the training of teachers. As such, the good service it has done for the schools of Boston, can hardly be stated in too strong terms. The Grammar Schools especially have felt its influence through the scores of teachers it has furnished for the subordinate departments of these schools, — teachers, who, with rare exceptions, have proved themselves to be well qualified for the work in which they have engaged. The policy which has governed the School Committee in the choice of teachers, has been, to throw open all vacancies to competition among as many candidates as may choose to apply for these vacant situations. The result has been that when an examination has been appointed for the purpose of securing a new teacher, even in the very lowest grades of our Primary Schools, the number of applicants has been from thirty to seventy, and sometimes more persons. These individuals, coming from all parts of New England, are induced to present themselves as candidates for the office of teacher from various considerations. Some of them cherish the romantic idea, that Boston, in all its sections, is the very Paradise of teachers. Others, with Yankee shrewdness, have an eye to the compensation paid for services rendered, overlooking the fact that usually the pay of all salaried persons is graduated by the expenses of the place in which they are to live ; and others have friends in the city, with whom they are desirous of spending a few months or a year. The examination of so large a number of persons, if it be faithfully attended to, is, in addition to all the other duties of the School Committee, a severe tax on both time and patience. Multitudes

of these applicants are sadly deficient in the very first qualifications for the places to which they aspire. The chirography of not a few of them is so bad, that it would be a shame, if the pupils in the lowest classes of our Grammar Schools could not write better. It matters not, however, how poorly they are qualified. If they present themselves for examination, they must be examined, to be surely rejected, to their own mortification, and that of their friends. It may be said that the open competition secures for our schools the best teachers. But the Normal School, established primarily for the purpose of training teachers, ought to furnish so many, and these so well qualified for their duties, in the various departments of the Grammar and Primary Schools, that it shall be unnecessary to go beyond the limits of the city, to find candidates to fill the vacancies which are continually occurring. It may seem invidious and ungenerous to pursue such a course as this, but practically we are already limiting the competition to the pupils of our own Normal School. It is generally understood, that, other things being equal, the candidates, coming from the Normal School have the preference over those coming from any other quarter. Some cases have occurred where Primary School teachers have been selected, who have never in any way been connected with our own schools. These however, are, it is believed, the exceptional cases. They will become fewer in proportion to the thoroughness of instruction given in the Normal School, to those who wish to teach in the various departments of our schools, until it is hoped that this institution will become what it was designed to be, a Seminary in which

persons shall be trained to fill all the subordinate places in our schools, which require female teachers. Much of the unnecessary labor now devolving on examining Committees will then be done away with. A certificate of graduation at the Normal School will be *prima facie* evidence of, at least, literary qualifications to be a teacher, and this, in the case, especially of Primary School teachers, may lead the Committee to dispense with a formal examination, and very much lighten their labors in the examination of those who desire to become instructors in the Grammar Schools.

Complaints, as usual have come from some quarters, respecting the unreasonable amount of study demanded of the scholars in our schools, and the injurious influence of the medal and diploma system. A special order on this subject was presented to the Board, calling for the abandonment of the whole system, which was referred to the Committee on Rules and Regulations. An able Report was presented by Rev. Dr. Miles, in which the continuance of the present order of things was ably advocated, and the whole matter, for the present at least, put to rest. When people demand perfection in any system, they demand an impossibility. We have no Procrustean bed to which we can fit every thing. So long as Providence has denied to all our youth a similar lot in life, and has failed to give them a like developement of moral and intellectual powers, so long will there be diversities of intellectual character and marked differences in ability to acquire knowledge. To a large number of pupils in our schools, the ordinary routine of study demands so little real exertion, that neither they nor their parents would deem it a

hardship, if more labor were imposed upon them. It is a pleasure and not a task to carry on their studies out of the regular school hours. All this is without doubt positively irksome, in the case of others. Such however is the law of life. The differences to which we allude are not confined to the school room. They exist everywhere. Some win the prizes. The great majority are unsuccessful. We cannot change this order of things. It is not wrong in some measure to accommodate ourselves to it. In arranging the studies to be pursued in our schools, we should graduate them neither to the highest, nor to the lowest order of intellect, but aim to adapt them to the average range of mental ability. Those who go beyond this average must necessarily be rewarded, if not in one way, yet in another. The giving of a medal or a diploma, is only a public attestation to what has already been accorded to them by the expressed or silent suffrages of teachers and fellow pupils. It is but the securing of one of the many rewards which, in after life, they will receive as the result of superior abilities. Your Committee, therefore, see no good reason to change the existing order of things. Let those who have the distribution of the school prizes, guard the system directed by them, against abuses. Let the successful competitors for these prizes be taught to be truly modest when they receive them, and regard them as a stimulus to future effort. Let them learn to aspire after what is lofty and good, and have their minds freed from the shackles of prejudice, and their hearts less under the control of the baser passions of human nature. Meanwhile, there is no reason why the less successful should yield to undue despondency. The season

for the maturing of the powers of the intellect is not in all cases in the morning of life. The records of the past bring to our notice memorable illustrations of many, whose early days gave but little promise of their subsequent bright career. They point to not a few, who, with a praiseworthy perseverance, have overcome the innumerable obstacles which have lain in their pathway, and placed their names high on the roll of fame. It is not always those who have stood first in rank, in school or college, who have in after life taken the highest prizes of fortune. "Talent is something, but tact is everything,—for all the practical purposes of life, tact carries it against talent ten to one." It is the misfortune of genius that it is content, sometimes, with a present brilliant success; plodding industry, the formation of habits of steady application to duty, and a worthy end to be attained, carry forward a man to positions in society which perhaps neither he nor his friends had dreamed he would ever reach. In our medal system we take human nature as it is, and human society as it is, having no desire on the one hand to stimulate to excess the vanity of the successful, nor on the other hand to discourage the honest efforts of the unsuccessful, but to remind the former that the pledge of future reward is a "patient continuance in well doing," and to assure the latter, that "the race is not always to the swift, nor the battle to the strong." While the majority of the undersigned adopt the foregoing views, some of our number do not, by any means, deem the objections to the medal system easily disposed of. That system, they say, is not a necessary part of our institutions for public instruction. It might be elimi-

nated and still leave the principle of emulation in our schools, in all of its natural and equitable operations—in all the forms in which a wise parent would be willing to employ it in his own family. In the usual method of credits, justice to one does not preclude justice to all of the other members of the class. The judgments thus recorded are not relative, as between pupil and pupil, but absolute, as regards an assumed standard. The success of one is not the overthrow of another. It is in no wise the hindrance of another.

This cannot be said of the medal system. The acquisition of a medal does not depend upon the absolute attainments of a pupil, but upon the chance of no other one being a step in advance of him. Then, it is complete success or entire failure. As a record of the absolute success of the pupil, it is nearly or quite worthless; and the relative fact it does record, it presents in the most invidious form. It does not necessarily presume a large measure of even personal merit in the recipient. Quickness of perception and natural aptitude, or, what is equally to his advantage in this regard, the lack of these qualities in others, may determine all.

True, the defenders of the system, as in the able report above referred to, join *effort* and *character* with *success*, as the trinity of elements entering into the question. But, to say nothing of the impracticability of measuring either the absolute or relative efforts of the pupils, it is gravely doubted whether there is an attempt to qualify, by reference to the efforts of the pupils, the judgment which would result from an examination of their rank or seeming success alone. Although the consideration of character theoretically e-

ters more largely into the question, yet the difficulties of its application give it in general but a very subordinate influence. The practical operation of the system, therefore, however it may be defended on other grounds, rests mainly upon the basis of relative scholarship alone.

But the chief objection to the medal system appears when it is considered as a source of motive to study. Being limited at the outset, and by rule, to a fraction of the number to whom competition is open, its probable benefits, and therefore its range of influence, are limited to nearly as small a number. To the remaining portion of the presumed competitors, it not only is not a spur to effort, but it is a positive discouragement. Being a fictitious and arbitrary influence to study, and being surrounded by circumstances which render even that influence narrow and partial, it cannot but be hostile to the natural motives which may come equally near to all. To just that extent to which the medal system is relied upon for this purpose, these natural motives are left in the background; and the result is that the motive employed is confined chiefly to the richest and most expert, who need it least, to the exclusion of the duller and more plodding, who need it most.

If it be said that "wise teachers make little reference to the motives which the medal furnishes," the reply is, depending upon the same premises for judgment,) wiser ones make still less, and the wisest of all, none at all. Why, then, should a wise community tempt the teachers in this regard?

Is it still affirmed, that while the quicker pupils alone



are chiefly prompted by the hope of medals, there yet remain sufficient inducements in the natural rewards of study to meet the needs of the duller? If these inducements *are* sufficient for the duller, why not for the quicker? Are they not the chief foundation upon which the claims of learning rest? Do they not infinitely outweigh all fictitious and arbitrary considerations? Is it not among the gravest of the duties of educators to bring their pupils to appreciate these natural rewards of study? Resting in these, do not effort and character blend so perfectly with rank or apparent success as entirely to justify the divine awards in this regard? And do we improve on these awards by thrusting them in a large measure out of sight, and substituting confessedly partial and unequal fictions of our own in their place. Is it a sufficient excuse of *such* partiality to say that "all human systems are imperfect?" Does it follow from the abandonment of such a system that the "smile of approbation" upon those that dwell, the bestowment of which upon one does not deprive another of it, must also be withheld?

Nowhere in human life, in the natural rewards of effort, however frequently the contrary may be asserted, do we meet with parallels to this system. To find seeing parallels, we narrow our view and distort the facts. Everywhere, on a broad scale, effort, qualified by the elements of capacity and fidelity, brings its just and adequate rewards in the natural fruitage of effort. Success is not arbitrarily limited to one in six, but is attainable by six in six. And if this success, with its consequent honors, is attained in unequal measures, still it is not complete success or total failure, but various degrees



of success; presented, too, in no invidious form, but standing equitably on its own basis.

The subject clearly reduces itself to one or another of three positions, viz.: the medal is bestowed either as a reward, or as a record of success, or yet as a motive to effort.

As a positive reward, few, if any, will defend it.

As a record of success, we have seen that it fails, as a general rule, to regard more than one of the three elements, which confessedly should enter into the case; and, in reference to that element, it is chiefly a failure. It presents neither the absolute nor the relative success of the competitors; for, resting upon this record alone, the fact would appear to be, not very nearly equal measures of success, but perfect success on the one hand, and total failure on the other. Such a record, it need not be said, is not a true record. And the only fact of the record that is true, namely, that of personal triumph, is an invidious one. That pupils may be trained, under our Christian institutions, into a sufficient measure of grace to bear this injustice, is quite probable; but would it not be better so to prune our system that such injustice will no longer be inflicted?

As a motive to study, it operates but partially and upon those who need it least. It thrusts into comparative obscurity the natural motives that may reach equally to all. So far as this is prevented by putting the consideration of the medal itself out of mind, so far the system as a source of motive is practically repudiated. That the natural motives are incomparably the greater, and that a proper appreciation of them lies at the basis of good scholarship, no one, for a moment,

will deny. Why, then, should we thrust the greater and fundamental motive aside, for one that is not only less, but fictitious. If it be replied, that the pupils often consider the medal as presenting the greater motive, the answer is, this fact reveals the radical vice of the system.

If these objections are well taken, there can be little need to dwell upon the difficulties inherent in the administration of the system, — difficulties felt by every committee that aims to be just, and seen in the hurtful anxieties of many of the pupils as the judgment-day draws on. There can be little need to exhibit the tendency of the system to retain in the Grammar Schools, pupils who ought to be, and but for this system would be, in the High School, or in the Girls' High and Normal School. Nor can there be greater need to urge the danger there is that the system will project its shadow upon the future pathway of the unsuccessful. These, and various other considerations will have weight according as the more radical objections to the system are accepted or denied.

In all large cities Truancy calls for the earnest attention of all who feel an interest in the rising generation. The theory of our government is, that society undertakes to educate all the children of the community. We make the privileges of our schools as free to all as the water we drink. By taxation, for the most part cheerfully submitted to, we provide as largely that which will quench the thirst of the mind, as we do that which will quench our natural thirst. With such ample provisions, all the children of our city should be

rought under the fostering care of our school system. Though much has been done to correct the evil of truancy, it still prevails to an extent which calls for active effort in curing it. It is needless to dwell on the baneful effects which follow its general prevalence. If these effects were confined to the absentees alone, the evil might be endured. But they reach all classes of society, either directly or indirectly. Paupers are being trained up for the almshouse, and criminals for the jail, the State Prison and the gallows. Anything reasonable that can be done to check the evil should be done. Truant officers should use their best efforts to enforce the municipal regulations relating to this subject. If they could at stated times report to the School Board their doings, furnishing as accurate statistics as possible of the number of youth habitually and for slight causes absenting themselves from the schools, the effect of such a report could hardly fail to be beneficial.

It would be easy for the Committee, in closing their report, to indulge in the usual laudatory strains respecting the Public Schools of Boston. They are content, however, to leave this for others to do, certain that however good any thing human is, it has not reached the point of the highest perfection. We believe that all who are engaged in the work of public instruction, or in superintending this work, from the School Board down to the Primary School teacher, are with a commendable degree of conscientiousness and fidelity, endeavoring to discharge their respective duties. With the general working of our system, no candid man can discover very much to find fault, while he will notice everywhere something to commend. We desire

to be neither too conservative nor too radical. We cling to the old, in so far as the old, by long trial, has proved itself worthy our approval. We turn readily to the new, when we are convinced that the new is demanded to meet the wants and advance the interests of our schools.

J. C. STOCKBRIDGE.

A. A. MINER.

A. D. HALL.

T. DAWES.

W. READ.

H. W. HAYNES.

OTIS NORCROSS.

LATIN SCHOOL.

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The Sub-Committee have made this school the object of careful attention during the year. Some complaints have been made as to the severity of the requirements, but it is not easy to see how good scholarship, in the classics, can be acquired without that thorough training which alone can make the learner master of the details and minutiae of the ancient languages.

The Committee have had some discussion with the master of this school, as to the expediency of attempting to dispense with a part of the severer requirements in the study of both Latin and Greek, referring more particularly to the demand now made upon the pupils, to commit to memory those parts of the grammars, which treat of the modifications of and exceptions to the general rules. This formed the chief ground of complaint, to those parents and pupils who have thought the studies of the school too severe; and here, if anywhere, is the only opening for any alleviation. But the subject is a very delicate one, and any experiment of this nature must be entered upon with caution. Excellence in any department of human knowledge must be the result of well-directed and zealous labor. There can be no superiority without it. The studies

which are so much objected to, must be in some way and at some time pursued by every one who desires to be a thorough scholar. It seems to us to be best, that accurate training should be at the foundation of all learning. The way, it is true, is dreary and arduous at first, and the young pupil is required to store his memory with many facts and precepts of which he cannot at once perceive the use, and upon which he unwillingly expends his labor. But the reward for this patient and trusting toil comes sooner or later; and we sincerely believe that for every hour diligently spent in early youth, in mastering the details of any branch of learning (and our remark applies with peculiar force to the study of language), many wearying days and much wearying toil will be saved to him, when he attempts to advance farther in his course. We cannot, therefore, say that we have any confidence that if, at the Latin School, the attempt should be made to find a more "royal road" to learning, it will be an improvement. It will be for our successors to decide whether such an experiment is advisable.

Constant observation has convinced the Committee of the eminent fitness of the head master, Francis Gardner, Esq., for the place which he holds. His ability is unquestioned. His zeal and fidelity are untiring. The results produced at this school show the success of his system, for we have high authority for averring that the Boston Latin School is looked upon at Cambridge as one of the most reliable sources for the supply of good scholars to the University.

During the past year Mr. E. H. Magill has been con-

firmed as sub-master of the Latin School, and we believe has given entire satisfaction. There is much difficulty in securing and retaining a supply of ushers adequate to the wants of the school. The salary is large enough to tempt indigent young men, who have just left college, to take the situation of an usher, and retain it for a few years, until they can earn and save enough money to enable them to pursue their course of preparation for a professional life, but it is not large enough to induce them to stay beyond the time when this object is accomplished. Consequently, the office of usher, in this school, is a mere convenience, accepted not with any high regard for or interest in the school, but merely as means to the ulterior objects of the person who takes it, and when these means are acquired he resigns his place. Hence the usherships, as a general rule, are filled with a constant succession of very young men, who resign their places as soon as their experience has begun to make them really efficient teachers. We see no remedy for this evil, but to make the salaries of the ushers such, after a given period of service, as to induce them to remain for a longer time in their situations.

One of the study and recitation rooms, in the Latin School, is in the basement, and half below the level of the ground. We merely call attention to the fact, <sup>stating</sup> believing that its situation is not favorable to the health <sup>of</sup> the pupils who occupy it.

<sup>relying</sup> The foregoing remarks contain all to which the Sub-<sup>committee</sup> wish to call attention at this time. That <sup>in</sup> <sup>the</sup> <sup>th</sup> <sup>me</sup> improvements may possibly be made in the

course of studies, we are not prepared to deny, but we are sure that the school is at present in a very good condition, and that the results of the system pursued are very satisfactory.

For the Committee.

JOHN CODMAN, *Chairman.*

September, 1859.



ENGLISH HIGH SCHOOL.

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The Committee on the English High School, in presenting their Annual Report, have to say first, that the school has been visited and examined during the year, as required by the Regulations of the Board, and that these examinations have always afforded the most gratifying evidence of the good character, conduct, and proficiency of the pupils, and of the faithful, devoted, and efficient labors of the teachers. The annual examination on the 20th of July, and the annual exhibition at the close of the school year, afforded similar evidence. On the latter occasion, the exercises of the graduating class were of a high order, giving proof, both from the intellectual character and the moral tone that pervaded them, of good preparation on the part of the young men, for the duties and responsibilities that await them in life.

In the organization of this school, the course of studies appointed, the moral and paternal spirit of the discipline exercised, the character of the teachers, their relations to each other, and their mutual coöperation, their fidelity in their work, the elevated and elevating influence, intellectual and moral, which they exert over their pupils; in all these respects your Committee look

upon the English High School with confidence and satisfaction, and feel that it is in every way worthy of its important position in our system of public instruction. The only drawback to this satisfaction, is that to which the Committee have frequently alluded in former reports—the comparatively small number of those who pass on from our Grammar Schools to avail themselves of its privileges. An order, which has been offered to the consideration of the Board during the past year, prohibiting the same pupil to be twice a candidate for a medal in the Grammar Schools, thus removing the temptation to pupils to remain a second year in the first class in the Grammar Schools for the sake of obtaining a medal, would, if adopted, undoubtedly tend ultimately to increase the number of pupils in the English High School. To the rule, just and salutary in itself, which requires that the number and ages of the candidates from each Grammar School, presenting themselves for admission to the High Schools, be reported to the Board, is to be attributed, probably, the fact, that the number of candidates for examination and admission to the English High School this year, is some eight or ten above the average of the last four or five years. The Committee trust that this is an indication of a renewed and increasing interest in this institution, which will be more and more manifest in an increased number of its pupils.

Your Committee would call attention to the fact, a striking difference in the degree of preparation, quite observable this year, in pupils coming from different areas in some cases, from the same schools. Undoubtedly this is in part to be attributed to the different *materials* which

different schools possess, and to differences in talent and early advantages, but much of it is to be explained by the fact that the rule to which allusion has been made, induced some to move forward to the High School, who had otherwise preferred to remain another year in the Grammar School. It is confidently believed that this rule will ultimately work favorably upon the Grammar Schools, upon the English High School, and upon their relations to each other. The statistical returns required by the Regulations are given in the tables which follow.

Respectfully submitted.

S. K. LOTHROP, *Chairman.*

*September 13, 1859.*

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## GIRLS' HIGH AND NORMAL SCHOOL.

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The Committee of the Girls' High and Normal School respectfully report, that the annual examination was held in July, and that frequent and careful examinations have been made by each member of the committee, during the year. The intelligence of the pupils, their interest in the exercises of the school, and the very high degree of proficiency in their studies exhibited by many of them, are sure indications of the faithfulness and efficiency of their instructors.

The continued success of this school in supplying well-educated and competent teachers for the Grammar and Primary Schools is shown by the fact that nearly all the members of the graduating class of the last year, who desired it, have obtained situations as assistant teachers. Several appointments have also been made from other classes. The whole number of teachers chosen from the school since its establishment is one hundred and fifty-seven, of whom thirty-eight have been appointed since the date of the last Annual Report. It is believed that the District Committees are becoming satisfied, by experience, of the expediency and propriety of appointing candidates from this school,

assistants, in preference to other applicants. These candidates are usually found highest on the list at the examinations, and their success in teaching, with few exceptions, has given entire satisfaction to the committees and masters of the schools in which they have been employed.

At the annual examination of candidates for admission to the school, one hundred and fifty-eight applicants were present. Of these, one hundred and forty-eight were admitted. This is the largest class ever admitted to the school. The increase in the number of applicants from year to year, is a gratifying evidence of the general appreciation of the superior advantages which this school affords. It also suggests the probability of a request, at no distant day, on the part of your Committee, for a new schoolhouse for this school. The building which it now occupies was formerly a Grammar Schoolhouse, and was never well adapted for the purposes of a Girls' High School. At the present rate of increase, a larger edifice, and one more appropriate for the objects of this institution, will soon be needed for its accommodation.

The number of pupils now belonging to the school is two hundred and sixty-seven, which largely exceeds the number in any previous year.

Your Committee take the occasion of this Report to rectify an erroneous impression, which some persons have received, that the studies of this school are too difficult, and require so much attention out of school as to be injurious to the health of the pupils. The paramount importance of a due regard to the health of the pupils above any other consideration, has been always

fully recognized, both by the Committee and the instructors of the school. The teachers are directed not to require of the pupils more than two hours a day of study out of school, and the recitations are so arranged as to allow nearly two hours daily for study in school and for recess. When a pupil, from ill health or any other cause, is thought to be unable to accomplish with ease the amount of study assigned to her class, she is not only permitted, but required, often with reluctance on her own part, to relinquish one or more of the usual exercises, still retaining her connection with her class in the other studies. Although no medals or other artificial inducements to exertion, are employed in this school, it is found somewhat difficult to prevent a tendency on the part of the pupils to too great application to study, and, notwithstanding the efforts of the Committee, it may sometimes happen that pupils, from their strong interest in the subjects in which they are engaged, spend more time in study out of school than is required or desired by their teachers. The responsibility rests on the parents of such pupils, to take every care that they are not suffered to injure their health by study, and that sufficient time is devoted to exercise, and to some kind of healthful amusement and recreation. In cases where any particular solicitude is felt, immediate notice thereof should be given to the master of the school.

In compliance with the request of members of the Board, an abstract of the record of the results of examinations for admission to the school for the last four years is appended to this Report. This record shows the result of the first examination of each candidate

It has been customary to appoint a second day of examination, at the beginning of the school year in September, for such pupils as were necessarily prevented from attendance at the examination in July. At this time, those who have been admitted conditionally are reëxamined, and some of those who were, from various causes, unsuccessful at the first trial, are allowed to be present. But the record refers only to the first examination in each case. At the examination of the present year, a number of pupils were admitted on probation, by the adoption of a lower standard than is usual, on account of the suggestion of some teachers that the questions proposed were unusually difficult. Your Committee are now satisfied that this course was injudicious, as a considerable proportion of those so admitted were found not properly qualified to go on with the class with advantage to themselves or to the school. It will be found expedient, therefore, to adopt a higher standard for admission in future examinations.

In explanation of the tables, it should be remarked that the number of candidates applying or admitted from any school does not afford a certain index of the relative standing of such school. The location of the respective Grammar Schools, the class of population from which they are supplied, the home advantages enjoyed by their pupils, and many other circumstances are to be taken into consideration before a just comparison can be made. An examination by written questions, however impartially conducted, and combined with oral examinations, is not always a sure test of the qualifications of candidates. The methods of instruction adopted at any school, the general influence ex-

erted by the instructors, and the habits of study acquired by the pupils, are of far more consequence to them than the actual amount of knowledge derived from books, with which their memory may be overloaded while the higher powers of the mind are not developed. It is not unusual to find pupils who have held the highest rank in the routine of the Grammar School studies, fall behind their associates on entering this school, where they are obliged to depend less on their text-books, and more upon their own intellectual resources.

It not unfrequently happens that some of the pupils best qualified to enter this school are unable, from various causes, to attend any higher school, after leaving the Grammar Schools. If, however, it should appear that, for a series of years, certain of these schools send a large number of pupils to this school, all, or nearly all, of whom are well prepared, while others send a small number, and those generally ill prepared, it may be worthy the inquiry of the Board, or of the District Committees, what the particular circumstances are, in the case of each school, which occasion this disparity.

For the Committee.

LE BARON RUSSELL, *Chairman.*

Boston, *September, 1859.*



*Results of examinations for admission to the Girls' High and Normal School, for the years 1856, 1857, 1858, and 1859.*

	1856							1857								
	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per et. of correct answers.	No. giving over .75 of do.	No. giving .50 to .75 of do.	No. giving less than .50 of do.	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per et. of correct answers.	No. giving over .75 of do.	No. giving .50 to .75 of do.	No. giving less than .50 of do.
Adams .....	10	16.2	10		.50	6	6	2	4	15.2	4	3	.68	1	3	
Bigelow .....	10	16.2	10		.50	6	6	2	6	15.7	5	2	.62	6	6	
Bowdoin .....	13	16.5	13		.72	8	8		12	15.10	12	11	.80	10	2	
Boylston .....	1	15.1	1		.45	1	1		0							
Chapman .....	8	15.5	7		.41	6	6	2	5	15.4	4	2	.73	2	2	1
Dwight .....	4	15.6	4		.36	3	3		2	15.10	9	9	.85	1	1	
Franklin .....	6	15.5	5		.36	3	3	1	14	16.4	3	9	.66	3	10	1
Hancock .....	13	15.6	13	No record.	.82	10	10		11	15.6	11	11	.80	9	2	
Lawrence .....	7	15.1	5		.55	1	4	2	1	15	2		.46			1
Lyman .....	3	15.8	3		.64	3	3		2	14.9	1		.53	1	1	1
Wells .....	7	14.11	6		.62	3	3	1	6	15.1	6	5	.73	3	3	
Winthrop .....	13	16.6	13		.75	8	5		14	15.6	13	10	.75	9	4	1
Other Sch's	10	17.5	10		.53	2	4	4	20	16.8	11	1	.42	1	4	15
Total .....	95		90			33	45	12	104		91	63		46	38	20

	1858							1859								
	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per et. of correct answers.	No. giving over .75 of do.	No. giving .50 to .75 of do.	No. giving less than .50 of do.	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per et. of correct answers.	No. giving over .75 of do.	No. giving .50 to .75 of do.	No. giving less than .50 of do.
Adams .....	4	15.4	4	4	.69	1	3		8	15.7	8	3	.59	1	6	1
Bigelow .....	10	16.1	9	4	.61	1	8	1	12	16.5	12	2	.62	12	12	
Bowdoin .....	18	16.2	18	17	.73	7	11		13	15.10	13	11	.73	5	8	
Boylston .....	2	15.1	2	2	.61	2	2		3	15.2	2		.28			3
Chapman .....	4	15.2	4	4	.62	1	2	1	12	15.10	12	6	.60	1	11	1
Dwight .....	8	15.2	8	8	.80	8	8		12	15.3	12	12	.84	11	1	
Franklin .....	10	16.4	10	8	.65	1	1		21	15.10	21	16	.69	8	13	
Hancock .....	8	15.10	8	8	.70	6	2		14	15.7	14	12	.63	13	1	1
Lawrence .....	2	14.11	1	1	.44	1	1	1	6	15.3	5		.37			5
Lyman .....	3	16.5	3	1	.58	3	3		1	15.11	1	1	.74			1
Wells .....	7	15.5	6	2	.55	6	6	1	17	14.2	16	9	.57	14	3	3
Winthrop .....	11	15.9	11	9	.75	5			14	15.6	14	10	.65	5	9	
Other Sch's	18	15.11	8	0	.39		3	15	25	16.4	18	7	.46	1	13	11
Total .....	105		92	64		30	56	19	158		148	89		32	102	24

## PRIMARY SCHOOLS.

Names of Districts.	Boys.	Girls.	Total.	A'v'ge Attendance.	Under 5.	Between 5 and 7.	Over 7.	No. of Schools.
Adams.....	296	240	536	437	48	181	307	10
Bigelow.....	276	260	445	445	46	253	246	9
Bowdoin.....	266	281	497	402	66	238	193	9
Boylston.....	697	649	1,346	1,166	220	560	566	21
Brimmer.....	345	329	674	595	62	261	351	11
Chapman.....	372	341	713	606	92	264	357	13
Dwight.....	385	331	716	590	29	350	337	11
Eliot.....	474	418	892	774	94	385	413	16
Franklin.....	450	434	884	721	96	397	391	13
Hancock.....	490	445	935	792	97	388	450	17
Hawes.....	309	196	505	398	63	200	242	8
Lawrence.....	534	462	996	807	96	436	464	16
Lyman.....	217	178	395	341	37	225	193	6
Mayhew.....	334	260	594	472	66	231	297	10
Phillips.....	258	253	511	413	47	170	294	10
Quincy.....	514	443	957	808	83	365	509	16
Wells.....	342	294	636	520	85	264	287	10
Winthrop.....	400	409	809	667	75	303	431	15
Totals.....	6,959	6,182	13,141	10,954	1,402	5,471	6,268	221

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

Financial Year.	Number of Scholars.	Salaries of 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	101,699.47	7.67	27,637.36	2.10	9.77
1843-4.....	15,073	109,216.82	7.25	26,454.80	1.76	9.01
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	149,851.03	8.53	43,015.32	2.46	10.99
1847-8.....	18,896	161,678.12	8.54	57,468.50	3.04	11.58
1848-9.....	19,771	172,107.83	8.70	60,929.65	3.08	11.78
1849-0.....	20,589	177,731.54	8.63	57,969.87	2.82	11.45
1850-1.....	21,643	184,253.68	8.51	61,635.21	2.82	11.33
1851-2.....	21,951	190,708.91	8.69	45,518.15	2.07	10.76
1852-3.....	22,367	193,039.51	8.64	58,081.28	2.60	11.24
1853-4.....	22,528	192,704.32	8.55	54,012.58	2.44	10.99
1854-5.....	23,529	223,624.61	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.....	24,288	238,444.13	9.82	70,150.88	2.89	12.71
1857-8.....	24,994	258,908.76	10.36	87,489.23	3.50	13.86
1858-9.....	25,491	271,236.88	10.64	50,212.42	1.97	12.61

STATISTICAL TABLE.

Names of Grammar Schools.	Largest Number Present at One Time.	Largest Average Attendance for One Month.	Month of Largest Average Attendance.	No. of Masters.	No. of Sub Masters.	No. of Uaiers.	No. of Head Assistants.	No. of Assistants.	No. of Music Teachers.	No. of Sewing Teachers.	Whole No. of Teachers.	Amount of Salaries paid Teachers during the School Year ending Aug. 31, 1898.	Total Cost of Tuition per Scholar.
Adams.....	590	567	March	1	1	0	3	7	1	0	13	\$7,803.50	\$14.43
Bigelow.....	596	578	March	1	0	0	3	7	1	1	13	6,319.69	10.86
Bowdoin.....	580	554	March	1	0	0	3	8	1	0	13	7,574.11	13.55
Boylston.....	975	937	March	1	1	1	1	12	1	1	18	10,125.90	11.07
Brimmer.....	621	604	March	1	1	1	1	8	1	0	13	6,945.10	13.40
Chapman.....	644	621	March	1	1	0	3	7	1	0	13	7,675.49	12.90
Dwight (Boys).....	665	626	April	1	1	1	1	8	1	0	13	8,151.07	13.03
Dwight (Girls).....	536	500	March	1	0	0	1	8	1	1	12	5,939.77	11.74
Eliot.....	917	908	March	1	1	1	1	12	1	0	17	9,595.87	12.04
Franklin.....	610	586	Decem'r	1	0	0	3	8	1	1	14	6,763.65	11.50
Hancock.....	771	743	March	1	1	0	1	11	1	1	16	8,942.83	12.72
Hawes.....	496	443	April	1	1	1	1	6	1	0	11	7,563.05	15.22
Lawrence.....	765	746	March	1	1	0	3	9	1	1	16	8,958.03	12.27
Lyman.....	427	407	March	1	1	0	3	5	1	0	11	7,475.00	18.88
Mayhew.....	478	461	March	1	1	1	1	6	1	0	11	7,604.17	16.11
Phillips.....	649	601	March	1	1	1	1	8	1	0	13	8,116.97	13.73
Quincy.....	751	678	March	1	1	2	1	10	1	0	16	10,377.25	15.19
Wells.....	522	500	March	1	1	0	1	7	1	1	12	7,323.57	14.65
Winthrop.....	969	849	Feb'y	1	0	0	5	11	1	1	19	8,801.90	9.52

19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 15,445.72

STATISTICAL TABLE.

| Names of Grammar Schools. | Where located.                    | Installed. | House Erected. | No. of Rooms. | No. of Seats. | No. of Seats in Hall. | Cost of Building and Land. | Annual Interest. | House, how warmed.  | No. of Pupils Admitted during the School Year. | Average Whole No. belonging. | Average Attendance during the School Year. | Average Attendance Per Cent. |
|---------------------------|-----------------------------------|------------|----------------|---------------|---------------|-----------------------|----------------------------|------------------|---------------------|--|------------------------------|--|------------------------------|
| Adams.....                | Summer Street, East Boston.....   | 1856       | 1856           | 19            | 1144          | 370                   | \$64,128.37                | \$3,847.70       | Steam.....          | 452  | 589                          | 518  | 96                           |
| Bigelow.....              | Fourth Street, South Boston.....  | 1850       | 1849           | 12            | 750           | 600                   | 42,642.17                  | 2,558.53         | Furnaces.....       | 415  | 582                          | 513  | 88                           |
| Bowdoin.....              | Myrtle Street.....                | 1821       | 1848           | 18            | 609           | 126                   | 45,030.00                  | 2,700.00         | Furnaces.....       | 341  | 559                          | 497  | 89                           |
| Boylston.....             | Fort Hill.....                    | 1819       | 1832           | 12            | 774           | 500                   | 40,000.00                  | 2,400.00         | Furnaces and Stoves | 573  | 914                          | 803  | 95                           |
| Brimmer.....              | Common Street.....                | 1844       | 1843           | 15            | 733           | 200                   | 38,770.58                  | 2,383.23         | Furnaces.....       | *314   | 533                          | 555  | 94                           |
| Chapman.....              | Eutaw Street, East Boston.....    | 1849       | 1849           | 11            | 600           | 500                   | 29,500.00                  | 1,770.00         | Furnaces.....       | 220  | 595                          | 553  | 93                           |
| Dwight {<br>Dwight }      | Springfield Street.....           | 1844       | 1856           | 14            | 852           | 400                   | 62,203.00                  | 3,772.00         | Furnaces.....       | Boys 246<br>Girls 254                          | B 623<br>G 455               | B 577<br>G 455                             | B 93<br>G 90                 |
| Eliot.....                | North Bennet Street.....          | 1713       | 1828           | 12            | 749           | .....                 | 45,591.00                  | 2,785.45         | Furnaces and Stoves | 729  | 797                          | 783  | 98                           |
| Franklin.....             | Ringgold Street.....              | 1785       | 1858           | 15            | 879           | 400                   | 60,000.00                  | 3,600.00         | Furnaces.....       | 708  | 588                          | 544  | 92                           |
| Mancock.....              | Richmond Place.....               | 1822       | 1847           | 12            | 672           | 700                   | 69,175.15                  | 4,150.51         | Furnaces.....       | 975  | 703                          | 671  | 96                           |
| Hawes.....                | Broadway, South Boston.....       | 1811       | 1823           | 2             | 330           | 250                   | 7,289.29                   | 437.33           | Stoves.....         | 243  | 497                          | 431  | 87                           |
| Lawrence.....             | B Street, South Boston.....       | 1842       | 1856           | 14            | 875           | 600                   | 59,617.41                  | 3,577.04         | Steam.....          | 488  | 730                          | 694  | 95                           |
| Lyman.....                | Meridian Street, East Boston..... | 1837       | 1846           | 6             | 338           | 170                   | 13,596.27                  | 815.78           | Stoves.....         | 447  | 396                          | 395  | 92                           |
| Mayhew.....               | Hawkins Street.....               | 1803       | 1847           | 11            | 630           | 168                   | 35,792.59                  | 2,147.55         | Furnaces.....       | 299  | 472                          | 432  | 92                           |
| Phillips.....             | West Centre Street.....           | 1844       | .....          | 6             | 450           | .....                 | 25,000.00                  | 1,500.00         | Furnaces.....       | 213  | 591                          | 533  | 90                           |
| Quincy.....               | Tyler Street.....                 | 1817       | 1847           | 12            | 712           | 500                   | 60,210.18                  | 3,612.61         | Furnaces.....       | 455  | 653                          | 629  | 92                           |
| Wells.....                | Blossom Street.....               | 1823       | 1833           | 6             | 484           | .....                 | 55,000.00                  | 3,200.00         | Stoves.....         | 337  | 500                          | 438  | 88                           |
| Winthrop.....             | Tremont Street.....               | 1825       | 1855           | 15            | 930           | 500                   | 70,000.00                  | 4,200.00         | Furnaces.....       | 625  | 924                          | 822  | 80                           |

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                | 7 | 12 | 13 | 14 | 15 | 16 | 17                       | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Adams            |                 |    |    |    |    |    |    |                   |   | 1  | 2  |    | 2  | 2  |                          |    | 2  | 3  | 3  |    |    |    |
| Bigelow          |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    |    | 1  | 6  | 4  | 1  |    |
| Boydoin          |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    |    | 3  | 5  | 4  |    |    |
| Boylston         |                 |    |    |    |    |    |    |                   |   | 1  | 2  |    |    |    |                          |    |    |    | 2  |    |    |    |
| Brimmer          |                 |    | 2  | 1  | 2  |    | 2  | 2                 |   | 2  | 4  | 10 | 2  |    |                          |    |    |    |    |    |    |    |
| Chapman          |                 |    |    |    |    |    |    |                   |   | 2  | 2  | 2  |    |    |                          |    |    | 1  | 4  | 5  | 1  |    |
| Dwight (B)       | 1               |    |    |    | 1  |    |    | 1                 |   |    | 2  | 3  | 1  |    |                          |    |    |    |    |    |    |    |
| Dwight (G)       |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    | 1  |    | 7  | 4  |    |    |
| Eliot            |                 |    | 1  |    |    |    | 1  | 1                 |   |    |    | 1  | 2  |    |                          |    |    |    |    |    |    |    |
| Franklin         |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    |    | 1  | 3  | 10 | 6  | 1  |
| Hancock          |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    | 1  | 1  | 5  | 4  | 2  |    |
| Hawes            |                 |    |    | 2  | 1  |    |    |                   |   | 2  | 3  | 5  |    | 2  |                          |    |    |    |    |    |    |    |
| Lawrence         |                 |    |    |    | 1  |    |    |                   |   | 1  | 1  | 3  | 1  |    |                          |    |    |    | 1  | 5  |    |    |
| Lvman            |                 |    |    |    |    |    |    |                   |   |    | 1  | 1  | 1  |    |                          |    |    |    |    | 1  |    |    |
| Mayhew           |                 | 1  |    | 1  | 3  | 2  | 1  | 3                 | 1 |    | 1  | 4  | 1  | 2  |                          |    |    |    |    |    |    |    |
| Phillips         | 1               |    | 2  | 1  |    | 2  |    |                   |   |    | 2  | 4  | 2  |    |                          |    |    |    |    |    |    |    |
| Quincy           |                 |    |    |    |    |    |    |                   |   | 2  |    | 3  | 3  | 1  |                          |    |    |    |    |    |    |    |
| Wells            |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    | 1  | 1  | 6  | 7  |    |    |
| Wmthrop          |                 |    |    |    |    |    |    |                   |   |    |    |    |    |    |                          |    | 2  | 4  | 6  | 6  | 1  |    |



**A P P E N D I X .**





QUARTERLY REPORTS

OF THE

Superintendent of Public Schools,

FOR THE YEAR 1859.



## SEVENTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN : —

Should I attempt to put you in possession of a full knowledge of all the details of my official proceedings, I know it would prove too severe a tax on your patience. Besides, from the very nature of my duties, it is impossible, even with the utmost indulgence on your part, to present a just description of the best part of my work. The statistics of my visits and examinations and consultations might be easily set down, and it would require but little effort to make a great numerical show of that kind. But I ought not to expect that such data alone will be taken by you as a criterion by which to form a judgment as to the wisdom and efficiency of my official doings. However, I will do my best to lay before you what is proper and necessary for me to say, and what may be useful for you to know.

During the last quarter, I have assiduously endeavored to promote the best interests of our schools, with the plans and aims in view, and by such methods of operation as have been on former occasions submitted to your judgment.

My visits have not been confined to any one grade of schools, the High and Grammar, as well as the Primary, having received a share of my attention.

Whenever requested by members of the Board, I have rendered such aid as I have been able, in securing the appointment of competent teachers. Believing as I do, that the character of the teacher is the chief element in determining the character of the school, and that no part of the administration of our system requires so much judgment and skill as the selection of teachers, I have taken no small pains to ascertain the qualifications of candidates who have presented themselves at my office, or applied to me by letter, that I might be prepared to give useful advice to those who should desire it. It has been my aim not merely to acquire a knowledge of the literary qualifications of applicants, but to form a correct judgment of their capacity to teach and govern a school, or, in other words, of their moulding and educating power, — that peculiar talent which is indispensable to high success in teaching.

Your rules require me to consult with the different bodies who have control of the building and altering of schoolhouses, and to communicate to them such information on the subject as I may possess, and to suggest such plans for building and altering schoolhouses as I may consider best for the health and convenience of the teachers and pupils, and most economical for the city. I have endeavored faithfully to obey your instructions in relation to this matter, but I have not much to report to you respecting my success in this direction. The city ordinance of 1855 provides that "the School Committee shall be the original judges of

the expediency and necessity of having additional or improved accommodations for any public school within the limits of the city," . . . . . "and that no school-house shall be located, erected, or materially altered, until the School Committee shall have been consulted on the proposed locality and plans, except by order of the City Council." The spirit of this ordinance does not appear to have been carried out by the Committees of the City Council. It is well known that they have not consulted this Board respecting the construction of schoolhouses, during the last two years, and I am not aware that they have voluntarily consulted any properly authorized sub-committee, respecting the location and plans of the three new schoolhouses now in process of erection or under consideration.

In consulting and advising with teachers, my success has been highly gratifying. I am happy to inform you that the disposition on the part of the teachers to cooperate with me in my plans, so far as I could judge, has been constantly increasing, till, at the present time, it appears to be all I could desire. This remark applies to all the grades of teachers. The exceptions, if they exist, are probably better known to you than to myself.

You will readily perceive that this state of things, which time and a favorable concurrence of circumstances could alone produce, will enable me, if sustained and countenanced by your authority and guided by your wisdom, to do an amount of good which otherwise would be quite impossible. It is my purpose to make good use of these advantages for the benefit of our schools.

The grading of the Primary Schools has made some

progress during the last quarter. Most of those schools which are favorably situated for grading are now conducted on that plan, though the schools in one building which had been graded, have been restored to the old system. The reasons which induced the Committee to take this step were doubtless satisfactory to themselves. To my own mind, the arguments in favor of the graded system are conclusive, and I freely confess that my plans for improving the Primary Schools are mainly based on the adoption of this plan. I do not mean to say that an *ungraded* school is necessarily a *degraded* one, for I have much more confidence in teachers than in systems, but I do mean to say that the same effort and talent which makes a good school on that plan, would make a much better one on the plan of classification. I believe we cannot consistently retain the system of classification in our Grammar Schools unless we carry it into the Primary Schools. It seems to me quite as desirable in the latter as in the former.

The Honorable Secretary of the Board of Education has signified his willingness to hold a Teachers' Institute in this city, if deemed desirable. The proposition seems to me worthy of consideration. If it meets with your approbation, it might be well to appoint a Committee, with power to make the necessary arrangements, and to dismiss the schools for one or two days to give the teachers an opportunity to attend.

The effects of our system of public instruction upon the physical health of pupils is a subject of much importance, and, as you are aware, it is at this time attracting a large share of public attention. Through the newspaper press and in public addresses, our schools

have been charged with imposing too great an amount of labor upon the scholars. Children are said to be over-taxed and over-stimulated. Our system is called a "high-pressure system," a "forcing system," a "cramming machine." It is said to be disastrous to the mental and bodily health of pupils. These are grave charges. It is our business to see if they are well founded. I take it for granted they do not come from any malignity of purpose, or from any hostility to the cause of popular education. Indeed, I believe them to be made, in most cases, from good motives, and with benevolent intentions.

But by whom are they made? Are they made by persons who have taken pains to examine into the subject with any degree of thoroughness? Are they made by persons who have a general knowledge of the treatment of the pupils of all or of any considerable number of our schools? Do they come from persons who have an intimate knowledge of the management of a single one of our schools, or even of one division? To these questions I believe a negative answer must be given.

It is very easy to find fault with any thing under the sun. It takes but little talent to do it. Of all descriptions of business, fault-finding is that which requires the least capital. It is easy to make a sweeping assertion respecting the character or tendency of the instruction imparted in a great and complicated system of public schools, but it is another thing to produce the facts to support such an assertion. Isolated cases are not sufficient. They may be the rare exceptions among the thousands of opposite cases. And I ask, where is the broad basis of facts, not the few individual

instances, to sustain the grave charges which have been made? I am obliged to confess that it is not within my knowledge, though my means of information on this subject have been, to say the least, as ample as those of any other person. I cannot but think, therefore, that there is much extravagance and exaggeration in the complaints which have been made.

That, in some cases, too long lessons may have been assigned, is quite probable. That indolent and pleasure-loving boys and girls should complain of their tasks, is to be expected. But for that reason shall they have no tasks at all? And because a few are unwilling or unable to study, shall the many who are willing and able, be doomed to idleness and ignorance? In the most perfectly graded school, there is always a top and a bottom to every class, whether a merit roll is kept or not, and the lesson which is adapted to the average capacity will necessarily be hard to the lowest, while it will be easy to the highest. It is evident that school tasks should be graduated neither to the inability of the weakest and dullest, nor to the ability of the strongest and brightest, but to the mediocrity of the mass. In schools as well as in government, "the greatest good to the greatest number," is the guiding principle ever to be kept in view.

Let me remind you that only fifteen years ago complaints were made against the schools as sweeping and as strong as those which we now hear. But the evil then complained of was just the reverse of that which is now alleged to exist. Then the scholars were said to have too little to do, as now they are said to have too much. Then the schools were graphically described as



‘dormitories’ and the pupils as “hybernating animals.” The pressure of public opinion demanded the vigorous application of stimulants. If a teacher ventured to suggest that too much was required, he was likely to be stigmatized as a drone who did not wish to earn his salary. This stimulating process was continued for several years. About ten years ago it reached the culminating point. Since that time there has been less forcing of the intellect at the expense of the health and morals of pupils. The sharp competition has been gradually softening down into a more rational and a more generous rivalry, which seeks to do the most good, rather than to make the most show.

No doubt there are puny and feeble children in the community, and there always will be so long as there are puny and feeble and unwise parents. So long as the sins of parents are visited upon their children, there is neither reason nor justice in charging upon the schools all the evils that flesh is heir to. I desire to see our schools improved in every way practicable. I wish to see every defect remedied, every error corrected, every abuse reformed. But I never will assent to assertions respecting their character and influence which I know to be incorrect. I have not the slightest doubt that so far as regards a proper attention to the laws of hygiene, the schools are, on an average, far in advance of the homes. The high-pressure system is practised in the homes to a far greater extent than in the schools. It begins in the nursery, and there the reform is most needed.

I rejoice that public attention has been turned to this subject. Let it be agitated. Let it be impressed

upon the mind of every parent and every teacher, that the child has a body to be developed into vigor of muscle, beauty of form, and gracefulness of motion, as well as a mind to be cultivated and stored with knowledge. Let it not be imagined that we have attained perfection in education. The public school system opening the door of the schoolhouse to every child, has indeed achieved wonders. It is the most powerful of all human instrumentalities for the promotion of civilization. But it is susceptible of much higher excellence than has yet been reached. The first step was necessarily intellectual education. Physical will come next, and then moral. This is the historical order of development in systems and nations. We have educated the intellect. But it is now beginning to be seen that body with mind is necessary to produce high ability. Then it will appear that ability will not produce happiness and enable its possessor to fulfil the ends of his being, unless governed by the moral sentiments; and the development of these requires moral education. This is the order in which, in the course of time, systems are perfected. But practically, in the education of the child, all these departments of education should be carried along together. This is the natural method. When nature forms a flower she forms the rudiments of all the parts at the same time. This is the model for the educator. While the intellect is in training, the conscience and the body must not be neglected. The school is the auxiliary of the home, in the work of education taken in its largest sense. While we make the arrangements of the schools mainly with reference to the education of the intellect, care must be taken,

in the first place, that the morals and health receive no injury. The next step is to provide the requisite means for increasing the vigor of the body and the development of the moral nature, so far as is consistent with the proper objects of a system of public instruction. I would have the teacher aim to make every exercise contribute as far as practicable to moral and physical improvement. Still, the school is not a church, nor a gymnasium; if it were, it would not be a school.

I wish to enter my protest against the false and pernicious notion that children and youth must never be required to do anything that is hard. The truth is, that unless they are trained to do hard things, to grapple with difficulties, and conquer them, they are never likely to come to anything. What wise man ever looked back with regrets upon the trials and hardships of his youth? Battles make soldiers. The child that has always been dandled in the lap of luxury and indulgence, when forced into the battle of life, finds himself helpless and miserable. But those who would break down our system of public education, the best system that the world ever saw, would have our schools turned into places of amusement and recreation. No one goes before me in desiring to see our schools made places of pleasant resort, adorned within and without with objects pleasing to the eye and gratifying to the taste, and supplied with teachers full of all kindness and love and humanity. But then to accomplish the objects of education, they must be places of strenuous exertion and patient toil. Every thing is purchased at a price. There is only one road to intellectual eminence and power, and that is the path of hard work.

Notwithstanding the dreams of the visionary, we shall never find a royal road to the high prize of a good education. But all necessary and desirable intellectual attainments may be secured by proper teaching and guidance, without sacrificing either physical vigor or moral excellence. To reach this result, home training as well as school instruction, should be conducted with wisdom and skill. And this result is realized in numerous instances.

Let me present an example to show what has been accomplished by good schools and a good home. About eighteen years ago, a boy at four years of age, entered one of our Primary Schools. At the age of eight, he was transferred to a Grammar School where he remained six years. He then passed to the Latin School where he completed the course in four years. He thus spent fourteen years in the different grades of our school system, taking the highest honors in each. On leaving the public school, he entered college, where he has sustained a high character for scholarship. The present year is the eighteenth of uninterrupted study, from the admission to the Primary School, yet his physical system is well developed, his health has been excellent, and the culture of his moral sentiments has kept pace with that of his intellect. This case shows what our educational institutions are capable of producing, when the home influences are sufficiently favorable.

By providing suitable school accommodation, and by adopting wise regulations, much has been done within a few years to prevent physical injury to pupils. So far as experience may show errors in the present

arrangements, they must be corrected. Liberal playgrounds ought to be provided for every school, at whatever cost, and they should be used. Some have such grounds now; others have not. The Brimmer School, for example, has six hundred boys, and about twelve hundred square feet of playground, or a little less than two square feet per boy. The confinement of small children in the Primary Schools is too long and too rigid. But if these schools were all graded and furnished with slates and desks, and sufficient yard-room, how easy it would be to prevent all physical injury to the children, even though the school sessions were continued as they now are. Too many pupils are often crowded into a room. This evil might be easily remedied if the people were willing to incur the requisite expense.

I trust that this subject will receive proper attention from this Board, and I am confident that your action will be guided by sentiments of humanity and a just regard to all the interests concerned.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. of Public Schools.*

*December 7, 1858.*

## EIGHTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN: —

During the last quarter I have visited the Latin School, the English High, and the Girls' High and Normal; all the Grammar Schools except one, which was visited near the close of the preceding quarter; and a considerable number of the Primary Schools, the whole number of visits amounting to about three hundred.

It was my design to inspect every division of each Grammar School. This purpose was substantially accomplished, though a few classes were necessarily omitted. I did not undertake to ascertain the exact degree of proficiency of each pupil, in all his studies. My special aim was to make myself thoroughly acquainted with the condition and practical workings of every part of this grade of our schools, and in passing, to make such suggestions and throw out such hints to teachers and pupils as seemed advisable.

I shall not attempt to give a detailed description of my visits and other doings in discharge of the duties of my office, but shall content myself with a statement of the facts and observations which seem to me most important to be communicated.

It is doubtless highly important that the influence of the members of this Board should be exerted as far as possible, in favor of the most approved methods of teaching the different branches. With a view to promote this object, so far as I can without going out of my proper sphere, I shall at this time speak somewhat more particularly than heretofore, of the studies and the modes of teaching.

## PENMANSHIP.

This branch, to which I gave special attention, is evidently in better condition than it was last year, and probably it has never, on the whole, been taught so well in all the grades of our schools, as during the present year. In this practical branch, the proficiency of the pupils in the Latin and English High Schools has been very remarkable. As I stated in a former Report, the writing in most of the first and second divisions of the Grammar Schools is good, and now having examined six or eight thousand of the writing-books of the lower divisions, I am prepared to speak definitely of their progress also. The success of the lower divisions appears to be generally better than heretofore; still, the exceptions are more numerous than they need be, and the difference between the best classes and the poorest is greater than should be tolerated. I found some teachers, though I am happy to say, the number was not large, who did not seem to understand the first principles of teaching this branch. They had evidently taken little or no pains to inform themselves on the subject. In consequence of this neglect on the part of teachers, the pupils suffer a great loss. Some divisions

could be named, where the pupils have been using writing-books for a year or more, and yet have made no more progress than they might have made, under proper instruction, in a single month. These, of course, are extreme cases, but they are cases which seem to admit of no justification.

The most successful teachers in this department rigidly insist upon four or five points.

1. Every pupil must sit in the right position and hold his pen correctly.

2. All the members of the class write the same copy at the same time.

3. They make constant use of the blackboard for illustrating every step in the formation of the letters, showing how all are built up from a few simple elements, and exhibiting the common faults which are to be avoided.

4. After giving the necessary instruction and illustrations, they require with the utmost strictness an *exact imitation* of the copy.

It may not be expedient to require all teachers, without regard to their taste or previous habits, to pursue precisely the same method, though in the different grades of the same school uniformity is desirable. Practice in writing should not be limited to the copies in the writing-book. In all the classes, pupils should have exercises in writing on their slates. In the elementary copy-books used in the lower classes, there are no capital letters, and pupils who have not been required to write additional exercises, sometimes leave school, after having attended one or two years, without being able to form the capitals in script. I have ob-



served that in some cases, teachers require their pupils to write long spelling lessons on their slates before they have learned how to form the letters with even an approach to correctness. This course is decidedly objectionable. It tends to counteract the benefit derived from more careful writing in the writing-book.

#### GEOGRAPHY.

Map-drawing is now practised to a greater or less extent in all the Grammar Schools. In most of the upper divisions fine copies of maps have been executed with the pen. This kind of map-drawing has its utility, but its value is apt to be over-estimated. I would not have it discontinued. Indeed, some schools might, with advantage, carry it farther than they have. But there are other schools which have devoted full as much attention to it as it deserves. While I concede the utility of the method of drawing maps by copying them with the pen or pencil, and approve of its practice to some extent, there is another species of map-drawing which I regard as vastly more profitable; I mean the drawing of maps on the slate or blackboard, from memory. This mode of drawing maps seems to me essential to good teaching in Geography. Nor should it be reserved for the first class. It should be commenced with the first lessons, or even before a text-book is put into the hand of the child. I have no doubt the masters of the Grammar Schools would readily make arrangements for introducing this method into all the divisions of their schools, if they were satisfied that the Committee desire it. It is now practised to some extent in a number of schools. In the English High School, the Girls' High and Normal, and the Phillips Grammar School, it is taught with great success.

## ARITHMETIC.

This branch is, on the whole, in a good condition. The change in the system of arithmetical text-books which was effected last year, has produced good results. The plan of permitting the use of but one text-book on written arithmetic, and one on mental, works well. It saves both time and expense. Because it may be desirable to have a series of text-books on one branch, it does not follow that it is necessary to have a series on every branch. To require a series of written arithmetics in a Grammar School is as unnecessary as to require a series of spelling-books, unless the object be to benefit authors and publishers who make and sell books, rather than the pupils who buy and study them.

By the new arrangement respecting this branch, the lowest divisions are required to commence numerical operations upon the slate in connection with mental arithmetic, and for this purpose, exercises in the four ground rules were appended to Colburn's First Lessons as a condition of its adoption as a text-book. This part of the plan has not yet been carried into effect in all the schools as fully as could be desired. In those cases where this deficiency was observed, it did not seem to be so much the result of a want of ability or disposition on the part of the teachers to remedy it, as of a want of information respecting the wishes of the Committee. But as the plan is now well understood, I trust that it will in future be thoroughly executed.

A thorough drilling in mental arithmetic with the four fundamental rules will be found nearly or quite sufficient

for most of the practical purposes of life, while it forms an admirable basis for a complete knowledge of the science of calculation, and a higher course of mathematics. This is what we should aim to accomplish in this branch in the lower divisions of the Grammar Schools, and our present facilities and arrangements for doing this are ample and judicious.

Written arithmetic is generally well taught in the upper divisions. There are of course degrees of excellence in the methods pursued, and of ability in applying the methods adopted. In this, as in every work, success depends not so much upon the amount of time and strength devoted to it, as upon the skill in directing the efforts. One teacher may require his class to perform a hundred examples involving the division of a fraction by a fraction, and to repeat the rule for the operation with the utmost accuracy. Another will occupy the time in analyzing the principles on which the rule is founded, giving a few well-chosen examples to illustrate and fix in the mind the principles. Both teachers may work with equal zeal and fidelity, and they may be equally successful in securing industry on the part of their pupils, but the results they produce will be very different. The most successful teachers of arithmetic make very frequent use of that brief but very important interrogative, *why*.

#### SPELLING.

The introduction of the new spelling-book (Worcester's) has given a fresh impulse to this dry but important branch of study. Two opposite extremes have been observed in teaching spelling, both of which, in my judgment, should be avoided. One consists in

requiring *all* the words of the spelling lesson to be written, and the other, *none*. Oral and written exercises in spelling should go hand in hand, and in the lowest divisions of the Grammar Schools, as soon as pupils are admitted from the Primary Schools, they should at once be taught, if they have not been taught already, to write on their slates, all the script letters, small and capital, in a fair, legible character. When this is accomplished, which in the hands of a skilful teacher will be the work of only about twenty lessons, the pupils should be required to write a small part of their spelling lessons, *good writing* being as rigidly exacted as correct spelling, and the same rules being observed as to position, pencil-holding, and style of letters, as when writing in copy-books. As facility in writing is acquired, the number of words to be written may be increased. In some classes which I visited, pupils were required to write, in a very limited period of time, whole pages from the spelling-book, when they could not write a single letter in a fair hand. The consequence was that the children were compelled to cover their slates, in great haste, with what they *called* writing, though the characters which composed it bore but a faint resemblance to those found in their copy-books. Every branch should be taught so as to promote progress in all kindred branches, and spelling should always be taught with reference to reading and writing. There are two other extremes to be avoided in spelling. The one is that of requiring every word to be defined, and the other, that of requiring no definitions.

## READING.

Among the branches taught in our Grammar Schools, reading has long held a very prominent place. Children are not permitted to throw aside their readers as soon as they have learned to call words at sight. Reading as usually taught in the highest classes, is made the instrument of a broad and liberal culture. The ear is trained to an accurate perception of sounds; the habit of distinct enunciation is formed; the vocal powers are developed; the understanding is exercised in comprehending the thoughts, and the sensibilities in appreciating the sentiments, of the author. Collateral and illustrative information is communicated by the teachers, and sought by the pupils themselves in the books of reference. It is needless to say that reading thus taught becomes the vehicle of a large amount of useful knowledge, as well as the means of the best kind of intellectual and moral culture. It is to be hoped that this high standard of reading will be maintained in our schools, and continue to be their pride and ornament.

In some divisions too much attention seemed to be bestowed on the mechanical part of reading, and too little on the intellectual; while in other divisions the reverse of this was true. The truly skilful teacher avoids such extremes,—neglecting nothing that is essential, and overdoing nothing.

## GRAMMAR.

Practical grammar should begin early, that is, pupils should be taught to speak and write correctly, to a very considerable extent, before they study the theory

of grammar, and its application in parsing and analyzing. To ascertain what had been done in this direction, in several schools, I required one of the divisions of the third class to write a sentence. In some cases a sentence was dictated. The following was given as a good test.

“Let all the ends thou aim’st at be thy country’s, thy God’s, and truth’s.”

The child who could write such a sentence from dictation, with perfect accuracy, I considered already initiated into practical grammar.

#### HISTORY.

The introduction of a familiar history of the United States has given a new impulse to this study. It seems to me that a copy of Bancroft’s History in each school, would afford a great facility in teaching this branch. In teaching that part of the text-book which speaks of the Boston Port Bill, the teacher might tell the pupils if they would study well he would read to them Bancroft’s account of the way in which that bill was put in operation. With reference to the congress of ’74, he might do the same, and so on.

The first step for children in learning the history of their own country, is to get some idea of the great men who have figured in its history, with their order in point of time, and the places in which they lived. This poetry of history, so to speak, will be likely to create a desire for increased knowledge connected with them, till it spreads out into the broad stream of national life.

I pass now from these details to some suggestions of a more general nature respecting the management and the policy of our system.

Our first great duty to our system of Public Instruction is, in my judgment, the duty of conservation. To guard and defend it, to protect it from injury and loss, to preserve it from degeneracy and decay, from corruption and abuse, to maintain all its valuable qualities, to uphold its rights and interests, to sustain its fair reputation at home and before the world, in a word, to hold fast every good thing in it, and to secure it from detriment of every description, — this line of duty should be our first and greatest concern in conducting its affairs, so that it may be delivered to our successors, if not improved, at least unimpaired.

Within the last twelve years our Grammar Schools have undergone a very great change in their organization and management. Previously to 1847, a regularly organized Grammar School had six teachers. Each boy's school had two head masters, two ushers, and two female assistants; each girl's school, two head masters and four female assistants; and each mixed school, two head masters, one usher, and three female assistants. This was the rule, and in respect to male teachers there were no material exceptions. In the largest schools one or two more female teachers were employed. The arrangement of the buildings was such that all the pupils and subordinate teachers were almost constantly under the eye of a master. In 1845, the average number of pupils under the care of a head master and his assistants was  $226\frac{1}{2}$ . There were doubtless objectionable features in the organization as it

then existed. In each school there were two principals with coördinate powers, one teaching one set of studies, and exercising sovereign authority in one part of the school building, and the other teaching another set of studies and swaying the sceptre in another part of the building. The pupils alternated each half day from one department to the other.

It was urged that a change might be made which would at once reduce the expense and increase the efficiency of the system. Expense was to be saved by substituting, to some extent, female for male teachers. Greater efficiency was to be secured by a more thorough classification, and by substituting the undivided responsibility of one head for the divided responsibility of two. This important change in our system, proposed more than thirty years ago, and actually commenced about twelve years since, has at length been consummated. But in all changes and reforms it is very difficult to stop in the right place. This is the reason why we see so much innovation and so little improvement. If we imitate the pendulum we may, indeed, keep in motion from one extreme to another, but without making any progress.

In the new organization, one of the head masters in each school was dispensed with, for the twofold object of saving expense and of simplifying the machinery of the system. This was a judicious change. To facilitate classification the number of pupils to a school was increased. Nor was there any serious objection to raising the number of pupils to a school from the usual number of about four hundred, up to five hundred, or even in some cases, to six hundred, — pro-



vided that the original design of giving a moderate number of pupils to each teacher had been strictly carried out. But we seem to be losing sight of the plan of improvement with which we set out. Instead of five or six hundred under one head master, we have a thousand, and even more, in the largest schools. But this is not all. The disadvantages of having so many under one head, are greatly increased by placing too many pupils under one teacher. For illustration, take the Eliot School, which is not an extreme case. In 1845 it had four hundred and fifty-six pupils. It then had two masters, two ushers, and several female assistants. Each of the masters had on an average under his charge, at any one time, not more than two hundred and thirty pupils. But how is it now? There are in that school between nine hundred and one thousand boys, under the care and instruction of one head master, assisted by two male teachers, and thirteen female teachers, the number of pupils under each teacher being upwards of sixty. With these facts in view, who is prepared to assert and maintain that the change in the organization has in this case been an improvement? Has not the true idea of the new system been departed from? Has not the innovation been pushed to an injurious extreme? I cannot but think that this tendency to concentrate a very large number of pupils under the charge of one principal, and a very large class under the instruction of each assistant, is operating unfavorably on the interests of our Grammar Schools. The evil effects of this arrangement may not be apparent at first, especially if we limit our observation of its results to the upper class. To understand

its workings, it is necessary to examine the lower classes in respect to their proficiency, age, and the length of time they have been connected with the school.

Our head masters are able men, but their ability is not unlimited. If you put a man in charge of a thousand pupils, and at the same time give him the most important class to teach, he must soon break down in health, or he must omit to bestow upon the lower classes that attention which they need. And if you give to an assistant teacher, especially a female, a very large number of pupils to instruct and govern, she must inevitably sacrifice either herself or her pupils. Sad alternative! The more conscientious choose the former; the selfish, the latter. Examples of both are not wanting.

In the control of every school system, there are usually two antagonistic forces at work. The one aims to secure right education, the other, to save expense. The former builds up; the latter pulls down. The great problem is to *combine* efficiency with economy, so as to produce the best results at the least cost. I take it for granted, in all my proceedings, that we intend to have good schools, at all events. I take this to be in accordance with the public sentiment of Boston. But this object is to be pursued with a due regard to economy in the use of means. This is our policy, if I rightly understand it. What I recommend is that this policy be faithfully carried out.

Good classification is essential both to efficiency and economy; and in order to secure this classification, it is necessary to bring together under one roof a large

number of pupils. But I think few will claim that more than six hundred pupils of the Grammar School grade are requisite for the purposes of classification. Five hundred might, perhaps, be considered amply sufficient in most cases. And no one can deny that an increase of the number of pupils in a school, beyond what is necessary for a good classification, diminishes its efficiency. If it is asked, then, what is the reasonable, economical, natural limit to the number of pupils to be placed in a Grammar School, consisting of children from eight to fifteen or sixteen years of age, I answer, that it is the number requisite for classification, which is from five hundred to six hundred. And as there is a natural limit to the number to be placed in one school, so there is a limit to the number of well classified pupils that can be profitably and economically taught by one teacher of average capacity. This is not a matter to be settled by abstract reasoning. It is to be determined by experiment. It is no new question. It has been frequently discussed and attentively considered by competent educators. And so far as my knowledge extends, it is generally considered that forty pupils are sufficient for one teacher. I am not prepared to recommend that we should immediately reduce our number to that standard, but I do not hesitate to affirm that the nearer we come to it, the better will be the results produced in our schools.

The question is simply that of dollars and cents on the one side, and of the proper education of the rising generation on the other. The common school is in no sense a charity of the rich to the poor. It is in no respect a pauper establishment. It is the people's col-

lege. Supported by all for the benefit of all, it should be good enough for all. The public sentiment of Boston is decidedly in favor of good public schools. Nor is this to be wondered at, when we consider that the children of the influential classes are to a great extent educated in these schools. The people of Boston expect this Board to see that our schools are not merely cheap schools, but good schools. To your hands they have committed this momentous interest. In your judgment they confide. Of reasonable expense for education they have never complained. They only wish to know that their money is expended *wisely*. What they demand is wise economy, not *parsimony*. And says Burke, truly, "Parsimony is not economy. Expense, and great expense, may be an essential part in true economy, which is a distributive virtue, and consists not in saving, but in selection. Parsimony requires no providence, no sagacity, no powers of combination, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy to perfection. The other economy has larger views. It demands a discriminating judgment, and a firm, sagacious mind." For myself, I am willing to accept and abide by this doctrine of economy.

The question is, How much can we afford to expend, on the principles of a wise economy, for the purposes of public education? Now it seems to me that this is a question which should be decided, neither by those large tax-payers who do not choose to send their own children to the public school, nor by that class of citizens who pay no taxes, but by those persons who represent the average wealth and standing in the community. In

accordance with this view, let us ask an intelligent man belonging to what is called the middle class, whether he can afford the expense of sending his son or his daughter to a school with not more than fifty pupils to a teacher, instead of one with sixty. He may wish to know the difference to his pocket, between the school of fifty pupils, and that of sixty. You tell him that it may make a difference of one dollar, and possibly a dollar and a half a year, for each child. "Then," he replies, "you have asked me an absurd question; I wish my child to be properly educated; I do not weigh such paltry sums against the welfare of my child." And so as to the other point to which I have invited your attention, suppose we ask the same parent whether he can afford the expense of sending his child to a school of not more than six hundred pupils under one principal, instead of one with a thousand. He would be told that the difference of expense would be about the same as in the other case, and of course, his reply would be the same. But the control of this matter is for the time being in the hands of this Board. You are to act in the place of all the tax-payers and parents of the city, so far as relates to public education.

The precise questions, then, which I would, at this time, present for your consideration are these:—

1. What shall be the maximum number of pupils placed under the care of one head master?
2. What shall be the maximum number of pupils placed under the instruction of one teacher?

Or, in other words, what shall be considered the standard for a perfectly organized Grammar School, in respect to the number of pupils under one head, and the

number under one teacher? Temporary exceptions there must be, of course. In regard to the first question, no rule exists, and, so far as I know, it has never been definitely settled by the Board. Perhaps it would not be wise to attempt to set limits, by a specific rule, to the number of pupils which shall be instructed under one principal. But it does seem desirable that the general policy of the Board respecting the matter should be determined upon careful consideration, and then steadily adhered to.

The number of pupils to be instructed by a single teacher, is a proper matter to be determined by a definite rule. According to the rule as it now stands, the maximum number of pupils to be taught by a Grammar School teacher is sixty. But this rule does not, practically, and never will determine the number of pupils which will be placed under a teacher. There is a higher law which governs in this matter, and that is the law which controls the *number of seats in a room*. Until this matter of seating the schoolrooms is taken in hand by this Board, the present rule, or any other that may be adopted as to the maximum number to a teacher, will be a dead letter.

From 1847 to 1853, the rule made fifty-five pupils the maximum number to a teacher. During that period, fifty-six seats were considered a complement for a schoolroom, although no rule was adopted by the Board, determining the number. I cannot but regard the departure from that standard as a retrograde step. Many of our schoolrooms now have from *sixty-four* to *seventy* seats, filled with pupils. If this policy is sustained, then we must content ourselves with a lower grade of

education than we formerly enjoyed. It is a great mistake to suppose that it makes no difference how many pupils a teacher has, provided they are well classified. Though you teach pupils in classes, there can be no good teaching only as you individualize, and come in contact with each mind.

As the number under a teacher depends mainly upon the number of seats in the room, so the number under one principal will depend mainly upon the number of rooms in a building. A schoolhouse containing twelve schoolrooms, each seating fifty pupils, and a hall large enough for assembling all the pupils, is as large as ought to be built for one Grammar School. This was the plan of the Hancock, Quincy, and Bigelow Schoolhouses, though fifty-six seats were placed in each room. Since these were built, six have been erected with fourteen schoolrooms in each. I have no idea of recommending any change in these buildings, but I would suggest that in future the size should be smaller rather than larger.

Other important considerations respecting this subject must be omitted for want of time. I could not say less without violating my sense of duty. I speak for the children who cannot speak for themselves, and therefore I speak with the more earnestness.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. of Public Schools.*

March 1, 1859.

## NINTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN : —

I shall not attempt to report to you, at this time, a full account of those duties performed by me during the last quarter, which may be denominated general and miscellaneous.

My special work for the quarter has been in the Primary Schools, and to these schools I shall chiefly confine my remarks.

Within the last three months I have visited and inspected about 200 of these schools. In a majority of those visited, I gave some exercise, illustrating methods of teaching and training the pupils.

During the quarter preceding the last, I pursued a similar course with the Grammar and High Schools. So that within the last six months, I have made nearly a complete survey of all the departments of our system of public instruction, with reference to the details of its practical working, having visited near five hundred teachers while engaged in the instruction of their classes.

As an appropriate, and, I trust, useful conclusion to this circuit of inspection, I have, during the last week, held a general meeting of the teachers of the Primary and Grammar Schools, respectively, for the purpose of presenting to them such suggestions as were derived from my visits.



The meeting of the Primary teachers was held on the afternoon of Friday, the 3d of June. The session was two hours in length. Nearly all the schools were represented. The time was all occupied by me in commenting upon the excellences and defects observed in the schools.

The meeting of the Grammar School teachers was held in the same place, on the afternoon of Saturday, the 4th of June. This was not an official meeting; it was called by me on the invitation of the masters. The attendance was quite large, though it is worthy of remark, that, as a general rule those teachers who most need the influence of such meetings, are most likely to absent themselves from them. The meeting was conducted in a manner similar to that adopted for the Primary teachers.

Those members of the Board who were not present at these meetings, may perhaps arrive at a tolerably fair estimation of their utility, by reports which they may gather from the *best* teachers who were present.

It gives me satisfaction to be able to say that the Primary Schools have, on the whole, made encouraging progress.

The changes of teachers have, in the main, been for the better.

The teachers are learning how to turn to account the advantages afforded by the classification or grading of the schools.

Considerable progress has been made in the difficult art of teaching and training the alphabet classes.

The blackboard is used more and to better purpose.

The numeral frame is beginning to find its way into the hands of teachers.

Physical exercises have become more general.

Object lessons are making their way into the best schools, and the children are taught to attend to the sense as well as the sound of the words which they read.

The improvement in the tone, spirit, and style of management of some schools has been marked and decided.

The three schools in the Sheafe-street Schoolhouse deserves special commendation. They are truly model schools.

Some teachers, however, might be named, who do not accomplish so much as they ought.

All the schools are graded more or less perfectly in the following districts: —

Adams, Bigelow, Chapman, Dwight, Eliot, Hancock, Hawes, Lawrence, Lyman, Quincy, and Winthrop.

In the Bowdoin, Brimmer, and Wells, none are graded. In the Boylston, Mayhew, and Phillips, a part are graded. In the Franklin, one step has been taken towards grading, the sixth-class pupils in a building of six schools having been placed in one room, while each of the other five rooms contains the five upper classes.

There still remain several schools which might be graded to good advantage. There are also a few isolated schools which I should not wish to see disturbed at present by any change of organization, such as those in the Brimmer, Mayhew, Wells, and Phillips Grammar School building; Miss Wason's, in Joy street; Mrs. Curtis's, in Fruit street; and perhaps a few others.

I have also some doubt as to the utility of introducing the system of classification in the Intermediate Schools.

It seems desirable that the number of pupils assigned to a teacher in an Intermediate School, should be limited to about forty, thus giving more time for individual instruction, so that the pupils may be more rapidly advanced to the Grammar Schools.

#### SEATING.

My respected predecessor, in his Annual Report to this Board for the year 1855, stated in just and forcible language, the following objections to the mode of seating the scholars of the Primary Schools.

“In the first place, the little chairs provided for seating the scholars are not well suited to the purpose, for they do not afford the occupants sufficient support for school seats. These young children who are obliged to sit for several hours every day, with but few changes of position, or intervals for rest, need small desks before them to place their books and slates on, while using them, and to lean upon for rest when they are weary. But this is not all. No one can observe the cramped attitudes which the pupils are obliged to assume, in order to use their slates, without being convinced that these chairs are unfavorable to a healthful growth of the children who must occupy them for four or five hours a day. Without any desks before them they become extremely weary, and in this state the younger pupils often fall asleep, and really suffer for want of something to rest upon. The chairs now generally used in the Primary Schools are manifestly unsuited to their purpose, because they tend to check the natural and healthful physical development of the children, who are necessarily seated in them so large a portion of the

school hours every day. School chairs, with nothing before them for the occupant to place his hands upon for support or rest, have a tendency to produce an undue and continual bending forward of the child's spine, and consequently an injurious compression of the chest and lungs."

The following improvement was then recommended.

"For these and other reasons, I recommend that the School Committee take into consideration, early in the year, the expediency of requesting the City Council to furnish all new rooms for Primary Schools with small, cheap single desks and seats, arranged on the floors in a stationary manner, like the furniture in the Grammar Schoolhouses. It is believed that the superiority of this mode of seating the scholars will soon become so apparent, that no long period will be allowed to elapse before stationary seats and desks will be provided for all Primary Schools."

The sequel will show that this belief was not well founded.

This recommendation was referred to the Committee on Schoolhouses. That Committee, after due deliberation, reported, in accordance with the recommendation of the Superintendent, the following order, which was adopted by this Board on the 13th of May, 1856:—

*Ordered,* That the Committee on Public Buildings be requested to furnish new Primary Schoolrooms with seats and desks, and as soon as practicable substitute such seats and desks for the present objectionable chairs, in all the Primary Schools.

About one year after the adoption of this order, having visited all the Primary Schools, and finding the "objectionable chairs" still remaining in nearly all the

rooms, and being satisfied that this measure of improvement ought to be delayed no longer, in my First Report to this Board, among the remedies suggested for the evils existing in these schools, I used the following language.

“Let every school be supplied with a stationary chair, a single desk, and one of Holbrook’s slates, for each pupil. The slates should constitute a part of the school apparatus, never to be taken from the schoolroom. The desk should be constructed with a suitable aperture for the safe deposit of the slate. This is a necessary means for securing the right instruction and training of the pupils. These facilities will favor a proper physical development.”

This suggestion, with others, was referred to a special committee. The report of that committee, submitted on the 18th of May, 1857, and ordered to be printed, contains the following observations respecting this point.

“The second remedy suggested by the Superintendent, is to supply every Primary School with a stationary chair, a single desk, and one of Holbrook’s slates, for each pupil.

“This suggestion is wise and important, and the measure, so far as seats and desks are concerned, has already had the approval of the Board. By a vote, passed a year ago, at a meeting held on the 13th of May, 1856, it was

“‘*Ordered*, That the Committee on Public Buildings be requested to furnish new Primary Schoolrooms with seats and desks, and, as soon as practicable, substitute such seats and desks for the present objectionable chairs, in all the Primary Schools.’

“All that would seem to be necessary, therefore,

upon this point, is a simple resolution recommending the several District Committees to see the order, passed on the 13th of May, 1856, carried out, and seats and desks, with Hollbrook's slates attached, introduced, as soon as practicable, into each of the Primary Schools under their charge. It may be necessary, perhaps, that the original order should be reconsidered and amended, or a new one adopted, requesting the Committee on Public Buildings to furnish slates as well as desks."

Appended to the Report of this Committee, we find the following resolution, which was adopted by the Board on the 6th of July, 1857.

*"Resolved,* That the Board recommend to the District Committees to see that the order passed on the 13th of May, 1856, is carried out, and seats and desks, with Hollbrook's slates, be introduced as fast as practicable into each of the Primary Schools under their charge."

About seven months after the passage of this resolution, finding that little or no progress had been made in carrying it out, the subject was again brought to your notice, in my Fourth Report, in the following language.

"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 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 indis-

pensable and essential part of the plan. Last May the sum of \$20,000 was appropriated by the City Council to the improvement of Primary Schoolhouses. 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 ago, the margin was found so wide, that the sum of \$3,000 was taken off and transferred to the improvement of the City Boat, the "Henry Morrison."

Immediately after the reading of the Report from which the above is taken, the following order was passed unanimously by the Board.

*Ordered,* That the Committee on Accounts be instructed to include in the estimates of school expenses, a sum adequate to furnishing those Primary Schoolrooms with single desks which have not been so furnished."

In obedience to the instruction contained in this order, the Committee on Accounts asked for an extra appropriation of \$10,000, to defray the expense of furnishing all the Primary Schoolrooms according to the plan which had been so long under consideration. The City Council not only refused to grant this appropriation, but even cut off the usual provisional appropriation of \$20,000 for the improvement of Primary Schoolhouses, should it be needed.

In my Fifth Report, the matter was again alluded to, and I stated, as one reason why your repeated requests had not been complied with, the fact which had come to my knowledge, that some of the members of the Committee on Public Buildings did not concur with this Board as to the utility of such school furniture. The Committee on Accounts, acting in accordance with the

sense of the Board which had been three times formally expressed, included in their estimates for school expenses, for the year 1859, the sum of \$5,000, for the purpose of supplying the Primary Schools, in part, with this desirable improvement. The Committee on Public Instruction, after a conference with the Committee on Accounts, reported to the City Council in favor of this appropriation, and it was voted.

In the mean time, the matter was again brought to the notice of this Board on the 1st of March last, and the original order, which was passed on the 13th of May, 1856, was re-adopted.

Thus, after a succession of efforts, covering a period of three years and a half, and after four unanimous votes of this Board, asking the City Council to introduce this obvious, cheap, and desirable improvement, the measure seemed to be safe. But it was not so. After the appropriation had been voted, still another vote was necessary to authorize the Committee on Public Buildings to expend it, and some members of the City Council expressed a determination to withhold this authority, and thus defeat the object of this Board. Those opponents were, however, unsuccessful in their attempt.

The Committee on Public Buildings will now proceed immediately to furnish the desks, so far as the appropriation will warrant.

In obedience to what I suppose to be the spirit of your instructions contained in Chap. VII. Sec. 6, of your Rules, I have furnished that Committee with a list of the schools which it seemed to me should be supplied out of this appropriation.



By reference to the Rule just cited, it will be seen that I have no *power* whatever, respecting this or any other matter pertaining to the alteration or arrangements of Schoolhouses. Nor do I covet any. I am required only to give advice, counsel, suggestions, and information. Nor does there seem to be any committee or agent of this Board clothed with authority to decide such a matter as this under consideration, including the determination of the style of the furniture, the number of seats to be placed in a room, and their proper arrangement on the floor.

The desks have already been placed in four rooms, and for want of such authority in the hands of some agent or committee of this Board they have been improperly arranged, and their sizes are not well adapted to the scholars they were intended to accommodate. Nor were they accompanied with the slate, which is an essential part of the plan.

I have prepared this sketch of the history of an attempt at one single improvement in our schools, of no great expense, and of evident and great utility, in the opinion of persons qualified to judge of such a matter, so that the facts may be at your command, should members of a new City Council again attempt to thwart the consummation of this measure of humanity to the little children in our Primary Schools, and also as a fair illustration of the difficulty, under our present organization, of administering one branch of our system of Public Instruction.

Respectfully submitted by

JOHN D. PHILBRICK,

*Supt. of Public Schools.*

June 7, 1859.

## TENTH QUARTERLY REPORT.

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*To the School Committee.*

GENTLEMEN: —

I am required by your Rules, to present to you at this meeting, a written Report of my 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 may seem to me advisable. Having already given an account of my doings in detail, in the reports heretofore submitted during the year, it seems to me reasonable to presume that you do not desire me now to go over that ground again, but that you will expect in this concluding report for the year, some observations and views of a more general nature, touching the condition, workings, and policy of this great and powerful educational engine, which we call our system of Public Schools.

But let no one imagine that it is my purpose now, or at any time, to assume the office of the instructor of this Board in its duties. Nothing is farther from my mind. I confine myself strictly to the letter and spirit of the commission received from you. You command me to see, and hear, and study, and think, and act, with reference to the administration and improvement of our school system, and to report the results for your consideration.

This I understand to be my line of duty. The function of legislation does not belong to me. It is for me to

aid in working the machine, and to present facts and suggestions with a view to prevent its deterioration and to promote its improvement.

So long as I occupy myself with the ordinary routine of the administration of the system, I meet with no obstacles and no opponents. But to walk only in this smooth and easy path, dispensing only the pleasing smiles of commendation and the flowery phrases of flattery, would be to obey, not the high sense of duty, but the low motive of a cowardly selfishness. It is my purpose to tread the road which promises the greatest usefulness, whether pleasant or unpleasant, relying for countenance and support upon those who approve this purpose. Justice to myself, and my success in the discharge of my duties require that I should remind you that any suggestion or recommendation looking to a change ever so slight, from the common routine of affairs, that can be brought forward by an officer in my place, will almost of necessity be distasteful to somebody, and of course, excite opposition. I have found it, not to a formidable extent it is true, even in suggesting a change from the most antiquated and objectionable method of teaching children the alphabet. This consideration, then, will not deter me from suggesting improvements, but it will serve to make me circumspect and cautious. It will make me patiently go round and round a subject, and survey it minutely, in every possible aspect, before presenting to you my opinions and conclusions upon it, making here a distinction between opinions and conclusions and mere suggestions. It will, I trust, temper the progressive spirit with a safe conservatism, but not extinguish it.

From these personal remarks I proceed in the line of observations already hinted at.

In the management of a system of education it is necessary, indeed, to attend with vigilance to numerous minute and particular details. But this is not enough. It is also necessary to keep before the eye, a general, comprehensive, well-connected, and well-proportioned view of the whole system, together with the bearings and relations of the different parts to each other. Nor is it less essential to acquire and keep in mind a just conception of the magnitude and importance of this vast concern, extending, as it does, in countless ramifications, to every interest in society, and affecting immediately or remotely the welfare of every individual. "To educate a child," said Dr. Channing, "is a greater work than to perform the duties of a governor." And yet this system is designed to supply the educational wants of twenty-five thousand children, and this not for one generation only, but for an indefinite succession of generations. It undertakes to bestow upon so many thousands of youthful minds, that education which gives stability to the State, happiness to the domestic fireside, security to life and property, and productiveness to industry; that education which makes it possible to reconcile liberty with order, religion with toleration, and justice with humanity; and which affords the most effectual prevention of poverty, vice, and crime. To describe its importance, would be only to pass in review the vast and varied interests of humanity. And yet it is only by dwelling upon considerations like these, that we arrive at a just and adequate idea of the very high trust and the corresponding weight of re-

sponsibility involved in its management and control. By frequent recurrence to such contemplations, the mind is expanded to the compass of the object, and it is made evident that no partial, narrow, contracted, pinched, occasional policy is at all suitable to such an object, for no one will deny that the directors of great affairs should have large and liberal ideas.

I know it is possible that I may not have the sympathy of every one when I speak of liberality in connection with Public Schools. The very word is, in such a relation, almost distasteful to some persons. I will not however do this Board the injustice to suppose that any such person sits here. If anywhere in the world one may, without giving offence, advocate a liberal educational policy, it is in the Commonwealth of Massachusetts, for it has been and is the mighty source of her power and greatness. And where in this Commonwealth ought such sentiments to be received with more favor than in Boston, whose system of education has been acknowledged by her wisest citizens to be the most effective means for promoting the intelligence, developing the energies, and elevating the character of her population, and which has done more than anything else to make and to keep her name respectable in every other city on the globe? Is it not true that every element in our system to which we can point with pride and satisfaction, is the product of the triumph of liberal ideas over those of an opposite character?

Liberality as applied to a system of education may relate to its moral, religious, or political aspects and connections, or it may relate to the course of study, modes of instruction, or discipline. I shall not dwell

upon those topics now. But I wish to say a few words respecting the application of liberal ideas to the pecuniary provisions for the support of schools.

Let me not be misunderstood. I am opposed to all useless expenditures. I am opposed to extravagance. But liberality is not extravagance. Liberality is a noble word, and can never be properly used in a bad sense. I am in favor of that liberality, and only that, which is compatible with and is justified by a wise economy, that economy which does not consist in an arbitrary diminution or an indiscriminate withholding of expenditures. A true economy is a judicious use of means. It incurs no waste. It expends money to advantage. It implies that prudent management of means, such as time, labor, and money, which is calculated to secure the highest degree of productiveness. This is what is meant by wise economy. It is simply the policy which every intelligent man of business aims to pursue in the management of his affairs. I contend that precisely the same economical policy that is practised by a wise business man, should be pursued in educational matters. This wise economy applied to great affairs is what I mean by liberality. It requires large expenditures, but justifies them on the ground of the absolute certainty of ample and remunerative returns.

There are degrees of liberality. In every case the degree is to be determined by considering the extent of means at command, and the importance of the object in view.

Have I indulged in this abstraction, for once, to prove that Boston has not been liberal in the support of schools? Not at all. But I wish to show the unreason-

ableness of that policy which opposes every step of improvement, however desirable, which involves the additional expenditure of a penny. I know that large sums have been devoted to the Public Schools. But our liberality has not run into extravagance. This has been proved in the admirable Annual Report which has been laid before you. To vindicate this Board against the charge of extravagance, it was necessary to bring to light the striking fact, that whereas in 1845 the appropriation for schools was 31 per cent. of the total expenses of the city, in 1858 the appropriation was only 13 per cent. of the total expenses; and that during the period between those dates, the rate of taxation for schools upon \$1,000 of valuation had been reduced from \$1 73 to \$1 34, — a reduction of 39 cents. It is not fair to assume that any branch of the municipal expenditures has been extravagant, but from these facts it is fair to infer that the expenditure for schools is *relatively* less liberal now than it was thirteen years since.

But I beg leave to invite you to look at this financial question from another point of view. For many years it has been the custom of the Secretary of the Board of Education to publish annually, with his Report to the Board, graduated tables, exhibiting the rank of each city and town in the State in respect to its liberality in the appropriation of money to schools. The object of publishing this table is to stimulate to greater liberality. One of these tables shows the rank, with reference to the amount appropriated for each child of school-going age. In this table for 1857-8, Boston stands number thirteen. Of the twelve above, eleven are among the suburban cities and towns. Another table gives the

rank as deduced from a comparison of the percentage of taxable property appropriated to schools. In this table Boston stands number three hundred and thirteen, three hundred and twelve being above, and seven below. The town standing at the head of the scale appropriates about seven times as great a proportion as Boston.

From this comparison, certainly it cannot be inferred that our liberality has been so great as to close the door against every proposition that looks to the improvement or expansion of our system. So that when the little innocent from the Primary School comes and holds up his tiny hands, and begs for a suitable desk and chair, he need not be coldly turned away on the plea that he has cost too much already. So that when it is proposed to relieve over-crowded school-rooms by organizing new divisions, the proposition may not be frowned down with the plea of extravagance. So that children who live in cellars and attics may not be kept in unventilated rooms on the plea that having learned to do without oxygen, therefore it would be a waste of the City's money to provide for supplying them.

In one respect the standard of education has relatively fallen. One important criterion by which we judge of the condition of education, is the proportion of pupils pursuing the higher branches of learning. This view of our system, it must be confessed, is not so satisfactory as could be desired. Within sixteen years the number of pupils attending our schools has been doubled. To hold our own, the number of pupils pursuing a higher education ought to have increased 100 per cent. What are the facts? In the first place, has the course of study in the Grammar Schools been



extended? Or, in other words, are the pupils required to attend to a high course of study? By comparing the present course of studies with that required fifteen or sixteen years ago, it will be found that there has been no addition of high studies for boys, if we except Physical Geography; and perhaps this ought not to be considered an exception, for there was about as much of this science embraced in the geographical text-books then in use, as is *learned* by our pupils now, though it was not taught as well. One of the higher branches required in girls' schools at that time, namely, the Philosophy of Natural History, was dropped from the list several years since.

If we look to the High Schools, what shall we find to be the results? The establishment of the Girls' High and Normal was an important step of progress in our system, but as it was not in existence sixteen years ago, it affords us no means of comparison. We cannot tell how many would have attended it, had it been in operation, fifteen years ago. The number in the Latin School is somewhat larger than at that period, though the increase has not at all kept pace with the increase of population in the city.

The English High School deserves especial attention in the consideration of this subject. The course of study in this institution has not been materially changed. It has the same excellent Principal at its head, who has, during this whole period, to my certain knowledge, been growing more and more valuable as a teacher, and his subordinates were never more capable or efficient; and yet, the number of pupils pursuing a high education in this school is not greater than it was when the num-

ber of boys enrolled in our schools of a lower grade were only one half the present number.

If we had only held our own relatively, the number in the High School should be at this time 300, whereas it is 142. I put it to the judgment of this Board to say whether, in view of these facts, it is not a necessary inference, however disagreeable to us, that there has been a great falling off in the proportion of pupils pursuing a high course of education.

If such be the fact — and it is difficult to see how it can be disputed — it deserves the consideration of this Board.

I take this opportunity to invite your attention to a still more special and important application of these views of educational economy.

The city of Boston is the second commercial city of the Union. Its high rank in this department of industry is due no less to the energy, enterprise, and intelligence of its population, than to its natural advantages. Its commerce has ever been a great source of its wealth and prosperity. To cherish, encourage, and foster this important interest, has ever been regarded as the dictate of a sound policy. The success of every commercial voyage upon the seas must always depend in no small degree upon the character and ability of the officers and seamen employed in the navigation of the vessel. Other things being equal, the vessels which are officered and manned the best, will have the preference over others, and secure higher rates of freight.

In 1848, papers were laid before both Houses of the British Parliament, containing evidence of the superiority of the commercial marine of the United States over

that of Great Britain, and this superiority was attributed to the better education of the captains, and the better education and strict sobriety of the seamen. At the time to which those papers refer, it appears that in consequence of this superiority, American ships almost invariably had the advantage over British ships, both in securing charter-parties and in rates of freight. Government took the alarm. Measures were adopted to regain the lost superiority.

Among these measures was that of establishing Floating Schools, and Naval Apprentices' Schools for the training up of men for the vocation of the sailor. Institutions for this purpose have been in operation for several years in Liverpool and London. In imitation of those schools, two for the same object have been established in this country, and are now in successful operation, one in Baltimore and one in Charleston. In view of these facts I would respectfully invite you to consider the expediency of establishing a similar school in Boston.

The Floating School in Baltimore is conducted in a building erected on the deck of a vessel which is usually moored at a wharf.

Instruction is given in Primary, Grammar, and High School studies, and, in addition, a thorough course of training in the theory and practice of seamanship.

The school is under the supervision and control of a joint committee from the Board of Trade and the Board of Education. The vessel, the nautical instruction, and all necessary apparatus for that department, are provided by the Board of Trade. The schoolhouse on ship-board, and all the means requisite for ordinary school

instruction, are furnished by the Board of Education. The school involves no extra expense to the City, as it receives only the proper subjects of public education. The annual expense to the Board of Trade does not exceed one thousand dollars. The original outlay for the ship and the equipments was about eight thousand dollars.

Authority is given by the State to award a certificate, or diploma of proficiency, to every deserving pupil who shall graduate from the institution. This testimonial is intended as a recommendation and passport for its possessor to those to whom he may apply for employment or assistance in the pursuit of the purposes of commerce. This school has been in successful operation for two years. It opened with eight pupils. This number, within less than one year, increased to nearly ninety.

The Board of Education, in their Annual Report on the Public Schools of Baltimore, speak with strong assurance of the success of this institution, and commend it as an example worthy the imitation of all commercial cities. They say, that "no one can visit the school, and witness the performances of the pupils, without being impressed with the idea of its utility and importance. An hour's observation will be sufficient to inspire the most sceptical with confidence in its efficiency, and to satisfy any one that it is admirably adapted to the end to be accomplished by its proper management. During the past year the school has been visited by gentlemen from different parts of the world, who have examined its plan and witnessed the exercises of the pupils. In every instance these visitors have expressed the highest admiration in regard to the arrangement and management of the

classes, and the manner in which the duties assigned them have been performed by the boys."

The Report proceeds to show that the school was likely to prove highly beneficial, not only in increasing the security of property and life upon the seas, but in promoting the educational interests of the city, in a manner not contemplated in the original design.

It states that "the singular character of the school, conducted as it is on shipboard, and the extraordinary nature of its instructions, combining so much of the physical with the mental in the working of the nautical department, present peculiar attractions to a class of boys who are not at all disposed to avail themselves of the advantages of the other schools. These boys, drawn into the school by means of its novel aims and exercises, are induced by the same to pursue with diligence all the studies of its several departments; when it is highly probable that, in the absence of this provision, they would never enjoy any of the benefits of education. Presented in this congenial form, those benefits are accepted and appreciated, while under other circumstances they would be contemned and avoided. Hence, it is obvious that a class of society, which in all probability would prove idle and vagrant in their habits, and become hurtful to its peace and welfare, may be transformed into one of usefulness and honor."

In this twofold aspect,—the commercial and the educational,—the undertaking is presented as one promising highly satisfactory results.

Respectfully submitted by

JOHN D. PHILBRICK,

Sept. 13, 1859.

*Supt. of Public Schools.*



MEDAL SCHOLARS  
AND  
LAWRENCE PRIZES.





## FRANKLIN MEDAL SCHOLARS.

1859.

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### LATIN SCHOOL.

Arthur Mason Knapp,  
Frederic Brooks,  
Thomas Bellows Peck,  
Horace Bunstead,  
John Tyler Hassam,  
Henry Fitch Jenks.

### ENGLISH HIGH SCHOOL.

Ezra Farnsworth, Jr.,  
James E. O'Brien,  
Joseph N. Peirce, Jr.,  
Emory W. Wiley,  
Alonzo A. Knights,  
Edward Sherwin.

### ADAMS SCHOOL.

George Hiram Greeley,  
Joseph George Hamblin,  
George Edwin Savory,  
Elbridge G. Martin.

### BOYLSTON SCHOOL.

John A. Gallivan,  
John J. Ford,  
John M. Hennessy,  
Patrick B. Hannan,  
James R. O'Hara,  
Patrick H. Mahony.

### BRIMMER SCHOOL.

Charles H. Allecott,  
Alphonse B. Batterman,  
John H. Beck,  
Lewis B. Belknap,

Alfred H. Bissell,  
William H. Collis, Jr.,  
Joseph H. Jenkins,  
Harrington A. Pme,  
Josiah Quincy,  
Charles A. Scribner,  
Samuel H. Wise.

### CHAPMAN SCHOOL.

Charles A. Littlefield,  
William Reid,  
Charles J. Ladd,  
John F. Delany.

### DWIGHT SCHOOL.

Arthur Hobart,  
Lemuel A. Cole,  
William S. Gunnison,  
Henry W. Jackson,  
William H. Bangs,  
Arthur F. Merrill,  
Thomas H. Bradford,  
Frank L. Woodward,  
Michael F. Phalen,  
Lewis E. Binney,  
Pliny M. Nickerson,  
George W. Dyer,  
Larra Crane.

### ELIOT SCHOOL.

Abel Bradley Munroe,  
James Coolidge White Chipman,  
Patrick Joseph Riordan,  
Jesse Murton Durrell,  
John Joseph M. Davitt,  
Isaac Henry Ripley,

Charles Manley Smith,  
James Tytler Cummings,  
Charles Grout Davis,  
Walter Clay Colby,  
William Swift Howard,  
Thomas Richard Stinson,  
William Henry Crawley.

HAWES SCHOOL.

Joseph T. Paget,  
Frank K. Neal,  
William H. Hart,  
Charles N. McCollough,  
George P. Hebard,  
Henry G. Monks,  
Isaac H. Allard,  
Charles E. Davis, Jr.,  
Adelbert Baker,  
George D. Kellum.

LAWRENCE SCHOOL.

Charles W. Dyer,  
George S. Cole,  
Hugh J. Tolland,  
Leander Hanscom,  
Charles K. Lincoln,  
James Supple,  
William Paul,  
Thomas F. Nunan,  
Amos D. Albee,  
Hiram Hubbard.

LYMAN SCHOOL.

Benjamin W. Tomlinson,  
Edward F. McConologue.

MAYHEW SCHOOL.

John W. Dooley,  
William H. Whitcomb,  
Joseph M. Norris,  
George A. Chipman,  
Charles C. Rice,  
W. Allston Newell,  
Asa C. Dodge,  
William Heywood.

PHILLIPS SCHOOL.

Moses Mellen, Jr.,  
Willard G. Sawyer,  
Charles Trull Aborn,  
Charles Robert Bent,  
George Spencer,  
Daniel L. Tower,  
A. R. Holden, Jr.

QUINCY SCHOOL.

Matthew Harkins,  
John W. Strauss,  
Daniel E. Dyer,  
William E. Foster,  
Charles B. Newcomb,  
Henry L. Priest,  
Charles F. Baxter,  
Albert L. Richardson,  
Charles H. McKenney,  
John A. Jones,  
William Rogers,  
Adolphus G. McVey,  
George A. Mathews.

CITY MEDAL SCHOLARS.

1859.

ADAMS SCHOOL.

Mary S. Lunt,  
 Ellen Eliza Fitch,  
 Mary Ellen Lincoln,  
 Lucy Wales Bisbee,  
 Lucy Jane Lothrop,  
 Mary Anderson.

BIGELOW SCHOOL.

Mary C. Tilden,  
 Ellen R. Wyman,  
 Lavinia B. Pendleton,  
 Anna M. Davis,  
 Clara C. Thurston,  
 Mary Abby Learned,  
 Mary C. Bowers,  
 Abbie B. Cook,  
 Helen M. Mason,  
 Eudora M. Draper,  
 Margaretta McKenzie.

BOWDOIN SCHOOL.

Emma Jane Bean,  
 Adelaide Lavenia Bryant,  
 Sarah Frances Chipman,  
 Eliza Maynard Clark,  
 Sarah Eliza Coburn,  
 Sarah Amelia Everett,  
 Nellie Ladd Fairbanks,  
 Hannah Eliza Foster,  
 Elizabeth Ann Gormans,  
 Adelaide Lucinda Jepson,  
 Eunice Elizabeth Mason,  
 Abby Cutler Orcutt,  
 Mary Eliza Sanborn.

BOYLSTON SCHOOL.

Julia A. O'Hara,  
 Julia A. B. Gleason,  
 Ellen C. May Cann,  
 Catharine M. Long.

CHAPMAN SCHOOL.

Carrie A. Littlefield,  
 Ellen F. Rider,  
 Adelaide C. Rice,  
 Edith L. Studley,  
 Sarah J. Doane,  
 Laura Whitten,  
 Francena E. Libby,  
 Dora Puffer.

DWIGHT SCHOOL.

Anna S. Wilkins,  
 N. Adelaide Avery,  
 Louisa C. Drew,  
 Fanny B. Josselyn,  
 S. Adelaide Cate,  
 Ella M. Lyon,  
 Isabel F. P. Emery,  
 Emily A. Nowell,  
 Mary E. Seaver,  
 Matilda E. Rich,  
 Annie L. Jackson.

FRANKLIN SCHOOL.

Harriet M. Bolman,  
 Caroline P. Brewer,  
 Eliza J. Bunton,  
 Emmalina Clark,  
 Emily L. Cox,

Catherine R. Greenwood,  
 Isabella M. Harmon,  
 Elizabeth H. Lamb,  
 Caroline A. Matson,  
 Marion W. Rundlett,  
 Clara E. Shute,  
 Sarah E. Smith.

HANCOCK SCHOOL.

Elizabeth Flagg,  
 Emily M. Heath,  
 Sarah A. Fabyan,  
 Josephine Bell,  
 Elizabeth M. Fessenden,  
 Cleone G. Tewksbury,  
 Susie C. Munroe,  
 Eliza J. Cosgrave,  
 Hannah M. Pembroke,  
 Sarah A. Moore,  
 Fanny H. Lund,  
 Annie A. Jennings,  
 Adelaide V. Pond,  
 Elma C. Metcalf.

LAWRENCE SCHOOL.

Juliette Wyman,  
 Lucy E. Simonds,  
 Maria P. Lincoln,  
 Anna M. Monaghan.

LYMAN SCHOOL.

Sarah A. Barton,  
 Mary P. Taylor,  
 Helen L. Krogman.

WELLS SCHOOL.

Adelaide N. Atkins,  
 Harriet E. Almy,  
 Mary Beal,  
 Caroline E. Chester,  
 Arabella Hagar,  
 Sarah H. Miles,  
 Juliette B. Thomas,  
 Sarah A. Randall,  
 Georgianna M. L. Evert.

WINTHROP SCHOOL.

Lillias Blaikie,  
 Carmon A. Bundy,  
 Frances L. Daily,  
 Helen M. Dexter,  
 Mary Isabel Dodd,  
 Sarah C. Goodridge,  
 Ellen E. Gragg,  
 Mary C. Hamilton,  
 Antonia Harvey,  
 Mary H. Locke,  
 Catharine A. Murtagh,  
 Caroline Nolen,  
 Emma M. Thomas,  
 Martha J. Treadwell,  
 Laura H. Wade,  
 Sarah B. Wood,  
 Ellen M. Fisher.

## LAWRENCE PRIZES.

## LATIN SCHOOL, 1859.

*Prizes for Exemplary Conduct and Fidelity.* John P. Almy, John T. Ward, Edward L. Amory, Charles F. Warren, James F. Hawley, George W. Eaton.

*For Exemplary Conduct and Punctuality.* Arthur Brooks, Arthur M. Knapp, Wm. B. C. Stickney, Alfred C. Vinton, Wm. Homer, Frederic Brooks, 1st, Thomas B. Peck, Chas. E. Stratton, Jr., James R. Carret, Sam'l H. Virgin, Abbott P. Wingate, Lemuel Stanwood.

*For Excellence in the Classic Department.* Arthur M. Knapp, Chas. W. Hagar, Alfred C. Vinton, Moorfield Storey, Arthur Brooks, William Homer.

*For Excellence in the Modern Department.* Frederic B. Allen, Charles P. Greenough, George H. Mifflin, Walter N. Evans, Arthur Brooks, William Homer.

*For a Latin Ode.* Second prize, Charles P. Greenough.

*For a Translation in Latin Verse.* Second prize, Arthur M. Knapp.

*For a Latin Essay.* Horace Bumstead.

*For a Translation into Greek.* Thomas B. Peck.

*For an English Essay.* Frederic Brooks, 1st.

*For an English Poem.* Frederic B. Allen.

*For a Translation from the French.* Henry Tuck.

*For a Poetical Translation from Ovid.* Second prize, Sumner Paine.

*For a Translation from Tacitus.* Wm. B. C. Stickney.

*For a Translation from Cæsar.* Walter N. Evans.

*For a Translation from Nepos.* Second prize, Arthur Brooks.

*For a Translation from Viri Romæ.* James R. Carret.

*For Declamation.* First prize, Adolphus W. Green; Second prizes, Thomas C. Mullen and Charles W. Heaton; Third prizes, John A. Blanchard, Jr., and Henderson J. Edwards.

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ENGLISH HIGH SCHOOL, 1859.

*For Dissertations.* First prizes, Walter G. M'Rae, George W. Cummings; Second prizes, Wm. H. Dale, Thomas W. Hayden.

*For Declamation.* First prizes, C. Walker, Jr., Wm. A. Hovey; Second prizes, J. F. Babcock, Thomas W. Hayden; Third prizes, E. W. Wiley, E. R. Taylor.

*For Excellence in the Scientific Department.* First prizes, Emory W. Wiley, Edward Sherwin, of the first class; Chas. J. Miller, Wm. A. Hovey, George W. Cummings, of the second class; C. L. Whitcomb, C. W. Perkins, of the third class. Second prizes, Ezra Farnsworth, Jr., Alonzo A. Knights, Francis A. Foster, Wm. G. Preston, of the first class; Charles W. Shelton, Arthur Drew, William B. Joslin, Charles H. Demeritt, of the second class; C. W. Burnett, E. H. Miley, P. F. Schofield, of the third class.

*For Excellence in the Literary Department.* First prizes, James E. O'Brien, Joseph N. Peirce, Jr., of the first class; Walter G. M'Rae, Thomas W. Hayden, E. H. Clark, of the second class; G. P. Dupee, P. W. Freeman, Jr., of the third class. Second prizes, James S. Cumston, of the first class; Edward F. Wilder, Wm. S. Crosby, Wm. H. Dale, of the second class; Chas. Davis, F. H. Shapleigh, H. V. Freeman, of the third class.

*For Diligence and Excellence in Department.* S. S. Everett, F. C. Hersey, C. E. Ridler, H. B. Rice, A. W. Worthley, J. D. Sabine, F. G. Young, of the second class; J. B. Stetson, G. H. Smith, F. H. Nazro, Geo. A. Banks, Dennis Gorman, of the third class.

DEDICATION

OF THE

LINCOLN GRAMMAR SCHOOLHOUSE.





## LINCOLN SCHOOL.

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AN account of the Lincoln Schoolhouse, with a picture of its front and plans of its interior, will be found in the printed Report of the Committee for the year 1858. The building is one of the largest and most elegantly finished in the city, and would be a stately ornament to any neighborhood. The prospect from its windows affords the most pleasing variety, and the observer cannot fail to find something in it to interest and attract him. On one side may be seen Boston Harbor, with its many islands, and white-sailed or steam-moved vessels of every size and fashion; on the other, the compact-built city; and on still another, the waving outline of the Blue Hills, with nearer glimpses of growing towns and villages. Since the dedication of the building the tower has been furnished with a valuable Clock, with four handsome dials, — the generous gift of His Honor Mayor Lincoln, by whose name the school district is called. It is one of Crane's patent escapement tower clocks, and was made by the Turret and Marine Clock Company, of our city. Its workmanship is of the best order, and some of its peculiarities deserve to be mentioned here. As we

have already said, the clock has four dials on the outside of the tower, exposed to the action of the weather. But this exposure can never hinder the operation of the clock, which has power enough to indicate the time on fifteen other dials inside, (one for each room of the house.) Should snow or ice stop the hands of the outside dials, an ingenious contrivance enables the clock itself to go on indicating the time on the inside, and striking the hours without interruption. And, when the hands of the tower are released again, they are taken up at the right time, and carried on as if nothing had interfered with their regular motion. At present, but *one* inside dial is in use, but the clock has power, and was designed to do what we have said.

At the suggestion of J. B. Stearns, Esq., Superintendent of the Electric Telegraph of the city, the clock was connected with the Fire Alarm, and, by a skilful yet simple plan of his contriving, it sets itself right, and winds itself up, every day. It is wound by the power of Cochituate water, which is let on and shut off by the clock's own action. If a scarcity of water should delay the winding up, then the clock patiently persists in its work, for two or three days, without the looked-for help. Should the supply come during that time, the clock would be wound up as usual, but, after the third day of failure of the water, the hand of man must give the motive power, as in other clocks.

The signal-blow for the hour of noon sets the clock to the same time with the chronometer at Mr. Stearns's office. This part is so arranged that no other signal from the Fire Alarm can disturb or interfere with it. If the clock should gain time, so as to be a few seconds

too fast at twelve, it is detained from striking till the signal for noon is received. When that signal is not sent, (as is the case on Sunday,) the clock waits one minute, and then lets the striking-part off. The clock has proved itself an admirable piece of finished mechanism; when thoroughly regulated it will run with the highest accuracy.

It is a present worthy of the edifice, of the city to which it was given, of the honorable gentleman who gave it, and of the ingenious workmen who have made it.

Though the Lincoln School went into operation, and first occupied its building, as early as the fifth day of September, 1859, the Committee saw fit to delay the dedication of the new house till the seventeenth, — a day famous in the history of Boston, and gradually coming to be recognized as a public holiday. The statue of Webster was to be inaugurated on the afternoon of the same day, and therefore an early hour on the morning of the seventeenth was assigned for the dedication of the Lincoln School. A driving rain-storm made the day exceedingly disagreeable; but the hall, notwithstanding this, was early filled by parents and pupils, and others interested, who desired to examine the building and attend the exercises of dedication.

Upon the platform were His Honor Mayor Lincoln; Hon. Geo. S. Boutwell, Secretary of the Board of Education; J. D. Philbrick, Esq., Superintendent of Boston Schools; Alderman Emerson, the Chairman of the Building Committee; members of the School Committee, and other friends to education.

About one hundred boys and girls (for the Lincoln

School combines both sexes) occupied the centre of the hall, and sang the hymns and the Ode of the occasion in a very creditable manner, under the lead of Albert Drake, teacher of music.

Rev. W. W. Dean, pastor of the Universalist Church, and Chairman of the Sub-Committee of the Lincoln District, presided. The exercises commenced with the following Introductory Hymn, written for the occasion by Miss Louisa M. Davies, daughter of Rev. Mr. Davies, of South Boston.

#### INTRODUCTORY HYMN.

BY LOUISA M. DAVIES.

Of all the songs that ever rose  
 From our young hearts in chorus gay,  
 The gladdest, merriest notes be those  
 That greet the morn of this bright day.  
 Sing loud, until these lofty halls  
 Resound with our joyful songs;  
 Still louder, till the silent walls  
 Fling back the music of our tongues.

Our hearts are light and free as air!  
 For this long hoped-for day has come,  
 When with our teachers we repair  
 To this, our new, our stately home.  
 To you, our gen'rous friends, to you,  
 Whose care our comfort thus secures,  
 Our thanks are in the highest due;  
 Accept them, then, for they are yours.

Oh! be it ours with earnest zeal,  
 To prove that in some small degree,  
 Your fost'ring care, your kind good-will,  
 Dwell in our grateful memory.  
 And when our teachers' care we lose,  
 And tread alone life's thorny road,  
 That upward pathway may we choose  
 That leads to happiness and God.

Rev. John Duncan, of the First Baptist Church, then read selections from the Scriptures.

Rev. Mr. Porter, pastor of the Church of the Unity, then offered prayer.

The exercises were continued by the singing of a hymn, written for the occasion.

## ORIGINAL HYMN.

BY J. C. JOHNSON.

In good old days, in our father-land,  
 Rose many a palace, vast and grand,  
 Rose many a temple of Wisdom fair,  
 And the young and the noble were gathered there.  
 But outside, in cottages low and small,  
 Dwelt the humble sons of want and toil;  
 And much they labored, and little they knew,  
 And passed their gains to the lordly few.  
 Oh! this in New England shall never be,  
 For this is the home of the wise and the free,  
 And the fruit that the trees of Knowledge bear,  
 The rich and the poor together share.

Behold a palace fair arise,  
 And tower aloft in New England skies!  
 What favored few, what lordly train,  
 May hope this blest abode to gain?  
 WE THANK YOU, FRIENDS! It was your care  
 That reared for us the building fair.  
*We thank you, friends! The gift we prize;*  
 For this let grateful songs arise;  
 The generous deed our song inspires.  
 Oh, we are sons of noble sires!  
 We'll strive like those who onward press,  
 A crown, a kingdom to possess.

Oh! this is a mansion on the road  
 That leads to Wisdom's bright abode,  
 In distant lands, where mountains rise,  
 And day eternal fills the skies.  
 And here, while we awhile abide,  
 We'll banish envy, sloth, and pride.

And when the days of school are o'er,  
 And we must part, and meet no more, —  
 Oh! then, with zeal and courage true,  
 The paths of Wisdom we'll pursue,  
 Still guided by the beaming light  
 From Wisdom's home of glory bright.

We take from the Boston Journal of Saturday evening, September 17, the following report of the speeches of Alderman Emerson and Mayor Lincoln.

#### DELIVERY OF THE KEYS.

Alderman Charles Emerson, the Chairman of the Building Committee, then formally delivered the keys of the building, in behalf of the City Government, to His Honor Mayor Lincoln, who received them in behalf of the School Committee. Mr. Emerson accompanied the delivery of the keys with the following remarks.

This edifice has been erected in pursuance of an order of the City Council, passed in April, 1858. The work was commenced in July of the same year by the Committee on Public Buildings, of which Alderman James was Chairman, and was prosecuted by that Committee until the close of that municipal year, when the duty devolved upon the Committee of the present year to take charge of and complete the building. I desire to publicly acknowledge here, the credit which is due to the Committee of last year, and *particularly* to its chairman, for whatever there is to be commended in the general plan and arrangements of this structure. It was their duty to project the work, and put it in progress, and it was the duty of the present Committee to receive it from their hands in an unfinished condition, to complete the building, furnish it, and fit it for occupancy. This duty has been fully performed. The edifice is entirely finished, furnished, and ready for the use for which it has been erected. Its entire cost exceeds the sum of fifty thousand dollars.

It is a matter of just pride and congratulation to the citizens of Boston, that one building after another of these ample dimensions and convenience arises within our municipal limits, to which all our youth, of whatever rank or condition in life, may resort, and obtain such instruction and education as will fit them for any of the occupations of life. Our fathers felt that there was no security either for the perpetuity of free institutions, or for the public morals, without a general diffusion of the rudiments of education, and they therefore made early provision for public schools. Each successive generation has acknowledged their wisdom and forecast in this respect, and has endeavored not only to carry forward the same great enterprise, but with their increasing means to enlarge and improve it. Nor has the importance or value of a system of public schools ever been overestimated. The early bringing together and associating of all the children of a neighborhood, for a common purpose, and upon a common level, is in peculiar harmony with the spirit of our political institutions, and has done much, and may be safely counted upon to do much more, to preserve and diffuse that spirit.

And let me say to all present, whose duty it is to perform any part in this great work of general education, that arduous and apparently unappreciated as their labors may sometimes seem to be, when they shall at the end review their whole career, and place as they then will the highest estimate on those services which have been most useful to their fellowmen, they will look upon no time with more satisfaction, than upon that which was devoted to this cause.

And, now, Mr. Mayor, the duty devolves upon me, as Chairman of the Committee on Public Buildings, in the name and behalf of the City Council, to deliver to you, as the President of the School Committee, the keys and possession of this building, that it may be devoted to the purpose for which it has been erected. And, sir, I take great pleasure in discharg-

ing this duty ; this school is to bear your honored name : the edifice is an appropriate symbol of your administration of municipal affairs ; it has been constructed with a sole regard to usefulness, convenience, and economy, and without any expenditure for mere show or display.

May this school ever be regarded among the schools of the city with the same favor and respect which will be associated with your name on the roll of its distinguished Mayors.

#### MAYOR LINCOLN'S ADDRESS.

In response to the above, Mayor Lincoln arose and spoke as follows.

It is with no ordinary feelings of satisfaction that I receive from your hands, as the Chairman of the Committee on Public Buildings, the keys of this noble edifice.

This in itself is a mere form, but it is significant of that interest which, in common with your associates of the City Government, you have taken in the education of the children of our favored city.

The functions of a municipal organization are many and various, but no more important duties belong to those who are intrusted with its official obligations, than those which are required for the accommodation of the pupils of our public schools.

Boston, through its whole history, has regarded this as one of its dearest interests, from that April 13th, 1635, when "it was agreed upon that our Brother Philemon Purnmont shall be intreated to become a schoolmaster for teaching and nurturing of children with us," to this day, the two hundred and twenty-ninth anniversary of its settlement, when we are assembled to dedicate the most elegant edifice yet erected within our limits to be devoted to this great cause.

The Schoolhouse and the Church have stood by the side of each other as the two main pillars which support our social



fabric, and when either of them goes to decay, fallen will be our fortunes and the days of our prosperity will be numbered and gone.

The successful completion of this building is a matter of congratulation : it will long remain a monument to the munificence of the City Government under whose auspices it was erected, and of the skill and good taste of the Committee who have had charge of the work. No pains have been spared to make it perfect in all its arrangements. Its architectural proportions and the character of its materials make it an ornament to this part of our city ; while its exact adaptation to the numerous wants of the service to which it is to be devoted, renders it a building without a superior in the class to which it belongs.

The interest which has recently been awakened in all kinds of educational institutions is a cheering aspect of the times. The rapid development and growth of our country in all its material and industrial relations should excite this community to press on in the advancement of the cause of Common Free Schools. As we were the first in point of time in their establishment, our ambition should also be to make them first in everything which shall promote their success. They have constituted us a peculiar people, and have made our hard and sterile New England the nursery of some of the greatest men of the Republic. If we wish to retain that preëminence which we have heretofore enjoyed, it is only by keeping in the van in the march of improvement. Art, Literature, and Science make a nation famous, and the true glory of a people is Universal Education.

A few years since an intelligent foreigner was commissioned by his government to visit this country to ascertain if possible the cause of our success and the elements of our prosperity. He visited all parts of the Union, and without prejudice or favor examined the condition of every community. He was struck with the industry, thrift, and general

culture of the people of New England. He went into a thorough examination of the primary cause of this state of things. It could not be, he thought, our climate or the nature of our soil, for Providence had more richly endowed other portions of the land; it could not be our ancestors, for they were from the same stock as some other portions of the Union, coming from every county of old England, with representatives also from every nation of the European world; it could not be a special form or system of religious faith, for all sects had their disciples, and universal toleration gave no one a supremacy over the others; it could not be political institutions, for we were all alike under the Republic; and he finally came to the conclusion that the problem could only be solved by the fact that we had enjoyed for upwards of two centuries the benefits of free public schools.

Such testimony is having its influence in the old world; the friends of the education of the people quote us as examples in their efforts for reform, and recreant shall we be if we falter or grow lukewarm in the cause.

In this connection, associated as this very day will be in our memories by the erection of a statue in our city of the great statesman, Daniel Webster, I cannot forbear to quote some of his own language in regard to this subject. He said in a communication addressed to the Hon. Mr. Twistleton of England, which was afterwards laid before a committee of the House of Commons: "I have been familiar with the New England system of free schools for above fifty years, and I heartily approve of it. I owe to it my early training. In my own recollection of these schools there exists to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoyed and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so

early that I never have been able to remember a time when I could not read the New Testament, and did not read it. Many moral tales and instructive and well-contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say that without these early means of instruction ordained by law, and brought home to the small villages and hamlets for the use of all their children equally, I do not see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

“In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations, it inspires love of character, and it awakens honorable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it.” And he closed with the remark, “that, as the present tendency of things is to extend popular power, the peace and well-being of society required at the same time a corresponding extension of popular knowledge.”

There is this significant fact in regard to the acquisition of knowledge, that it cannot, like the accumulation of wealth or other worldly goods, be selfishly appropriated for personal aggrandizement, or confined to narrow limits. It makes a community which is blessed by its ministration happier in its social relations; but its nature is expansive, it sends out its enlightening beams far beyond its territorial limits. The education which Massachusetts furnishes her children is not for herself alone. The spirit of adventure and enterprise sends her sons in pursuit of fame or fortune to all parts of the world. In 1850 there were nearly two hundred thousand natives of Massachusetts living in other parts of the United

States, besides thirty or forty thousand residing in the other countries of the earth. Wherever situated they are a vital force in the community. Such a vast multitude educated in our public schools must have a great and beneficial influence where they are now living. Look at any one of the new and thriving communities of the great West; will you not find that the measure of their progress is determined very often by the degree of New England influence which has been infused into its character?

Our educational institutions have thus become a matter of *national* importance. Our children demand of us instruction as immortal beings; but patriotism also joins in the appeal; for the Republic will not long survive when the mass of the people are sunk in ignorance and vice. The patriot and philanthropist therefore hail with joyous emotion every new institution devoted to the cause of learning. Every new schoolhouse is a new beacon on our high places, shedding light and cheer. They are the centres from which radiate influences which will outlive time, and are as lasting as eternity.

Besides the general train of thought which excites the mind upon the dedication of any schoolhouse, this occasion has a local importance. The very site of this building is not without its interest from its historical associations. From the neighboring heights the Father of his Country achieved his first great victory of the Revolution. It was a bloodless triumph. Without slaughter or carnage, Washington, from yonder hill, on a Sabbath morning, saw the fleet of the oppressor move silently down our bay, never more to return. Thus Dorchester Heights became one of the most memorable spots in our country's history. The event was one of the most remarkable examples in the annals of war of the strength of *position*. No great battle was fought, but such was the industry and valor displayed by our patriot fathers

in a single night, that the enemy were overawed and dismayed by their work, and fled affrighted from our shores.

No material changes took place in the condition of this peninsula from the year 1776, when the British evacuated Boston, until 1804, when it was annexed to this town. Its broad and fertile acres were covered with herds of cattle, belonging, in a great measure, to proprietors living upon the main land, and as it was without church or schoolhouse, and as there were no means of direct communication, except in boats, with the capital, there were few inducements to attract persons to settle. There were hardly a dozen tax-payers living here at the time of annexation. From that time it has rapidly increased in population and material prosperity, so that it has now become one of the most thriving and important sections of our metropolis. Under the direction of the School Committee of the town, as the wants of the people required, schoolhouses were built, and schools established, and this day's proceedings are an evidence that their interest still keeps pace with the progress of the Ward.

I congratulate the children who are now assembled, as well as those who are to become connected with this school as pupils, upon the present auspicious occasion. You are to pursue your studies under the most favorable circumstances. The City Government have been lavish almost to extravagance in everything which shall conduce to your bodily comfort and convenience, while the School Committee are equally zealous in providing for all the instrumentalities which shall assist you in mental improvement and intellectual progress. This costly structure has been erected not for your fathers or mothers, but for you. Recollect that your duties correspond with your privileges; that we shall look to you for a higher grade of scholarship, for a more successful acquisition of knowledge; let it never be said that the best schoolhouse has the poorest school, or that all our exertions have been thrown away upon idle or spiritless children. Your teachers

may instruct you, but they cannot, in the proper meaning of the term, educate you, for that depends, in a great measure, upon yourselves. You are to be disciplined and trained, not for show, not for exhibition, but that you may rightly develop your own faculties for the service of God and your fellow-men.

Bear in mind, also, that you are the first scholars in this school. You are to set the example, to make the standard; other generations of scholars who are to succeed you will follow in the course you mark out; let the standard be high. I cannot disguise the fact that I have a personal interest in the matter, and implore you to make this school the best, — the very best, — within the limits of the city. Let your conduct at home, and on the street, bear witness that you are members of this school, and have profited by all its influences. An upright character, and an education in a Boston school, will be a passport to favor wherever in after life fortune may lead you. Use diligently all your advantages, and your reward will be abundant.

I cannot let this occasion pass without bearing my humble testimony, before this large audience, as to the worth and efficiency of the School Committee of the City of Boston. My official position has given me an opportunity to know something of their management, and of the zeal and wisdom with which they conduct the important interests committed to their care. The position is one which political ambition does not covet, and hence we have in the Board some of the most disinterested men who adorn our community, from all ranks of life. In its organization there is a happy mingling of the men of affairs and the men of leisure, the practical men of business and the professional men of liberal culture and refinement. Profiting by the experience of the past, and awake to the interests of the future, they have made our system of Public Schools an honor to the city. They take the child from its mother's knee, implant in his youthful mind

the rudiments of useful knowledge; with his growing years furnish his expanding powers with intellectual nutriment, and finally dismiss him, fitted to take his part in the active scenes of life. Surely, no body of citizens have a higher claim to our gratitude. Their labors are gratuitous, and their reward should be the thanks of the whole community.

One duty now remains for me to perform as Chairman *ex-officio* of the School Committee, to place these keys in the hands of the Sub-Committee who are to have charge of the school. You, sir, will bear witness that the City Government have prepared a building as complete in all its appointments as you could desire. To you and your associates it is now committed, to carry out the purpose of its erection. I feel confident that you will be faithful to the trust. May competent teachers ever be found to assist you in the work; may the zealous coöperation of parents cheer you in your labors, and may you rejoice in the sight of a generation of youthful spirits growing up in virtue and knowledge, an honor to the community, and a blessing to the homes and firesides of this section of our beloved city.

Other speeches were made by the Chairman of the Sub-Committee, by the master of the school, and other gentlemen. But no report of them has been preserved that would do the speakers justice, and they are for this reason omitted.

The interesting exercises were brought to a close with the singing of the following Ode, which was written for the occasion by a former pupil of master Barrett, and now master of the Boylston School of this City.

## O D E .

BY WM. T. ADAMS.

The bark that bore our fathers o'er  
 The ocean's stormy wave,  
 To make a home for freedom's sons,  
 Or find a martyr's grave,  
 Brought hither through the wintry blast  
 The Genius of our Land, —  
 The Pilgrim's free and fearless soul,  
 The Pilgrim's iron hand.

He reared upon the barren strand  
 A temple to his God,  
 And bowed him there in prosperous days,  
 Or 'neath the chastening rod.  
 Another temple by its side  
 He reared in Wisdom's name,  
 And fanned upon its altar-stone  
 Our freedom's sacred flame.

The Pilgrim's glorious spirit lives,  
 Though gone that fearless band,  
 To arm with Wisdom's guiding might  
 The Pilgrim's iron hand.  
 Where Art its boundless store unfolds,  
 And Commerce spreads its wing,  
 Free Schools, where'er our banner waves,  
 Shall countless blessings bring.

May this fair temple, planted here  
 By sons of Pilgrim sires,  
 Send Christian heroes, patriots, forth  
 To watch our altar-fires;  
 For God and man new triumphs win,  
 And toil for brighter ones;  
 And gratefully transmit the boon  
 Of Free Schools to their sons!



**ANNUAL SCHOOL FESTIVAL.**



## ANNUAL SCHOOL FESTIVAL.

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THE history of the introduction of music into the public schools of this city, and the subsequent legislation of the Board in regard to it, was so ably and thoroughly presented by Dr. Upham, in his contribution to the School Report of last year, that little remains in this connection, and at this time, beyond a statement of the condition of the schools, with regard to their proficiency in music, and as full an account of the Annual Festival as the limits of this Report, and the means at hand, enable the Committee to give.

During the last school year no change has been made, or found necessary, in the methods previously adopted by the Board for instruction in music, and the result of another year's experience tends even more conclusively to confirm the opinion expressed in the Report made to this Board, in June, 1857, (City Doc. No. 44,) that, for all practical purposes, the time devoted to the study of music in our public grammar schools is sufficient, with proper attention on the part of the pupil, "not only for the acquirement of the simpler elements, but to make good progress towards a musical education."

It has also been found that the course adopted by the Board, by elevating the study of music to a rank

with the other studies, has secured the coöperation of the masters in the work, and a corresponding increase of attention and interest on the part of the pupils, who, no longer looking upon the musical exercise as an extra affair, during which they were, in a great measure, freed from ordinary school restraints, have devoted themselves to the lesson given by the instructor in music with the same zeal and desire for improvement that they manifest in the ordinary school studies.

Without this, the happy result of the first school festival, under the new arrangement, would hardly have been possible in the limited time afforded for its preparation.

The second festival was held at the Music Hall, July 26th. Guided by the experience of the preceding year, the arrangements made by the Committee were entirely successful. No inconvenience was experienced by either the audience or the pupils on entering or departing from the hall, and no accident occurred. The only change in the programme from last year, was in the omission of the diploma scholars from the list of the pupils present. The usual invitations were extended to the members of the City Government and numerous distinguished guests. The arrangement of the choir was similar to that observed on the preceding occasion. So many joyous, happy, and beaming faces as looked down upon the vast audience at that time, are rarely to be found in a single assembly; and, admirably set off by the variegated tints of dress and apparel, formed a living picture of exceeding beauty.

The exercises were ushered in by a voluntary upon the organ, followed by a prayer from Rev. Ezra Stiles

Gannett, D. D. The whole choir, numbering more than 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 Dr. J. Baxter Upham, Chairman of the Committee of Arrangements for the Festival, welcomed the audience in the following appropriate address.

## ADDRESS OF DR. J. B. UPHAM.

It becomes my duty and pleasure, in behalf of my esteemed associates and of the City, to welcome you all to this recurring festival and jubilee of the public schools of Boston,—the last, as it is also the brightest and best of that long series of literary festivities, of which, at this season of the year, our favored city is the centre. To be sure, it has become a question which arises anew and in full force to-day, why this carnival of letters and of learning must, of necessity, come in the very heat and high noon of summer! But that is a matter, perhaps, neither for you nor me to attempt to solve. There may be, and for aught I know there is, a significance in this fiery trial of our faith in the institutions planted by our fathers amid difficulties and dangers. And if so, when I look around on this large and intelligent and interested assembly, I hazard not much in saying that *faith prevails*,—the great legacy, now in the hands of the children, is safe.

Seriously, however, the present is an occasion of which we may well be proud. It is peculiarly and above all others the day of rejoicing and of triumph to our good city, for it commemorates that on which her glory and her prosperity mainly rests,—the success of her large and liberal system of popular education. Suffer me, in prefacing the time-honored exercises which belong to the hour, to dwell for a single moment on this familiar theme.

We read, in the early chronicles of our Puritan fore-

fathers, this record: That "after God had carried them safe to New England, and they had builded their houses, provided the necessaries for their livelihood, reared convenient places for religious worship, and settled the civil government, the next thing they longed for and looked after was to advance learning and perpetuate it to posterity." So did our pious ancestors. So, also, — to their honor be it said, — do their wandering sons and daughters, in whatever distant land they take up their abode. Thus, in the very infancy of the New England colonies, was founded and established, by our fathers, a well-considered system of public instruction; for, with them, "to long for and look after" was speedily to accomplish. This system it is which, essentially the same in its elements, has come down to us unimpaired in the lapse of more than two hundred years. How well it has fared at our hands, let the friends of education and virtue in this and other countries attest. I cannot forbear to quote, in this connection, the words of the learned and accomplished Lord Ellesmere, — to whom all the scholars of England and America are indebted for his masterly exposition and classification of the multitudinous tongues of those races that speak a language either directly or remotely kindred to our own, — and who, a few years since, it will be recollected, chanced by a happy coincidence to arrive in Boston on the day of the Annual School Festival in Faneuil Hall. Said this noble and distinguished representative of Great Britain, on the occasion I have referred to, in graceful allusion to the influences of this system of universal education in perpetuating our institutions, and our name and existence as a nation, — "If, in the providence of God, England shall one day become like the land of Egypt and Assyria, *non omnis moriar* is the exulting thought; for I feel that the history, the language, and the intellectual feats of my country, will still survive on this side the Atlantic."

But while, with an honest pride, we glory, as it is our privilege to do on such an occasion as this, in our present

prosperity, and rejoice in its just appreciation and acknowledgment in the high places of the earth, let us not be unmindful of what yet remains to be done. It is a maxim, as true now as when the great Roman orator first gave it utterance: "A difficult thing, indeed, it is to attain to eminence; harder still to keep and hold it when gained." The foundations of this fair fabric have, it is true, been laid deep and sure, and the superstructure reared ready to our hands. Be it ours to guard and sustain it,—to consolidate, and strengthen, and perfect,—to enlarge, to beautify, and adorn.

But I must turn abruptly from such considerations, on which I would gladly linger. The last year has witnessed the inauguration of a change in the mode of conducting these festivities. Instead of the old Faneuil Hall, with its patriotic memories and associations, this ample arena reared and dedicated to Art, opened not less appropriately its friendly portals for your reception; and, for the grosser materials of the feast, were substituted the choral strains of this vast choir of unison voices, which you have again before you to-day. It has been determined by the School Board,—I think wisely,—to attempt a repetition of the experiment on a similar scale; and, although I hope soon to see established a *separate and distinct* exhibition of the musical department of the public schools, I also trust that the beautiful and impressive scene before us now may henceforth and forever form, if not the prominent, at least a considerable feature of this most interesting anniversary.

As may reasonably be supposed, to fitly furnish forth this portion of the festival has involved no little amount of care and preparation; and I take this opportunity, in behalf of the Committee of Arrangements and the School Board they represent, to extend their heartfelt thanks to the worthy Superintendent of the Schools,—to the masters, who, in this season of their most arduous labors, have so generously coöperated

with him and with us, — to the faithful and efficient corps of instructors in music, — and to these chorister pupils, one and all, for their earnest and patient endeavors in bringing again to so happy a consummation this most difficult, as it is also the most delightful of all the exercises and duties that are crowded into this one eventful day. For this, I say, in behalf of my valued associates, and in their names, I sincerely, cordially thank you. The whole audience, I am sure, joins with me in this feeling and expression. These forms and semblances around us of the great, the wise, and the good, though their lips be sealed, look down their approbation upon you from the canvas. The Great Master of harmony, presiding genius and High Priest of this Temple, — standing never more appropriately than now, crowned and garlanded in the midst of this garden of fresh young life, — who in himself embodies *all* of that Divine art this day thus dignified and ennobled, — from the breathing, speaking bronze, — seems audibly uttering over you his approval and benediction.

And may you all find your full reward in the consciousness that you have yourselves participated in, and shared in giving to this vast and sympathizing audience to-day a foretaste of that pure enjoyment which we are assured enters into the happiness of heaven.

The Germania Band then played a selected air, after which the Chairman called upon the Rev. Rollin H. Neale, D. D., who most happily and playfully responded as follows.

ADDRESS BY REV. DR. NEALE.

There was a German gentleman among us a few months since who was without a breast-bone. His heart, like that of a true, honest man, lay partially exposed. Our friend Dr. Upham, who pushes his researches in science in every direction, seized this opportunity to sound more fully the depths of



the human heart, and by an exquisite contrivance, ascertained and measured its beatings with scientific accuracy. By some telegraphic apparatus, he is able not only to put its spontaneous operations upon paper, but to set them to music and the ringing of bells.

I think he must have been adjusting a similar machinery in our schools, for this singing comes from the heart. It reminds one of the time when those precious words, "I know that my Redeemer liveth," came not from the lips merely, but from the heart of the Swedish songstress in notes almost divine.

"Not only the hearts of the children, but the heart of Nature herself seems open and smiling on us to-day. The clouds and mists of the morning are removed, and all is light and cheerfulness and love, and though we have no ocean telegraph, yet good news comes to us, just in time, across the sea. As when the star of Bethlehem arose, the Temple of Janus is shut. Street music fills the air, and angels are singing, "Glory to God in the highest, and on earth peace, good will toward men."

" No war nor battle sound  
 Was heard the world around,—  
 No hostile chiefs to furious combat ran;  
 But peaceful was the night  
 In which the Prince of Light  
 His reign of peace upon the earth began."

I have no wish, I am sure, to mar the beauty and symmetry of this our mortal frame. But I have sometimes thought the breast-bone was an annoyance. You meet it on "change"; you find it too often in the social circle, and in the sphere of professed friendship. Many a heart is like that of Daniel's image, partly iron and partly brass.

Hence we become alienated from one another, when we ought to move and breathe in one atmosphere of love.

“ Where each can feel his brother’s sigh,  
And with him bear a part;  
Where sorrow flows from eye to eye,  
And joy from heart to heart.”

It is the heart which, more than all agencies combined, contributes most to the beauty, the comfort, the efficiency of man, in every department of life.

The little girl, conscious of rectitude and with unsuspecting simplicity, believes all she hears, tells all she knows, and is happy in the belief that all the world are as innocent as herself. This is the paradise that God designed for her and her associates forever. It is not until some foul and wily serpent enters the garden, that she dreams of artificial fig-leaves and the aprons of prudence.

We want a more exposed heart on the platform, in the pulpit, and at the bar.

Mr. Choate, whose sun has just set, or rather melted away into the light of heaven, it was not his bookish lore, nor legal knowledge, nor his ready reasoning, that gave him his preëminence at the bar,— not even his lightning fancy nor his unsurpassed brilliancy of speech. It was his great heart, that lay out so that every one could see and feel its beating. Its warm and wide-spread sympathies were all around you, like the atmosphere, so that everything he said and did was effective; the joke, the pun, the anecdote, the versatility of limb, the music of the voice, the mellow tones and ocean swell, all *told*, as also the grave, clerical-looking face, as if sure he was in the right, thus carrying conviction to the judge and jury, and I sometimes thought, to the prisoner himself. Warren Hastings, under the powerful invectives poured out upon him from the lips of Burke, said that at one time, for a full half hour, he thought himself the greatest villain on earth.

But Mr. Choate would make the criminal himself feel innocent. The culprit in the dock would look as amiable and lamblike as if in the court-room he was the only person

without spot or blemish or any such thing. Alas! that powerful advocate we shall hear no more! I have often felt, when listening to his unrivalled strains, O that those words could be written in a book. But you might as well write down the rays of light, or the magnificence of the morning sunrise. But he is gone! No, he is not gone. He yet lives, and shall live forever, fresh in our memories and in our hearts:—

“ Give to the earth his frame,  
 ’T was born but to decay;  
 Not so his deathless name,—  
 That cannot pass away.”

But I will not indulge in these remarks. This is the anniversary of the schools. These scenes carry me back to youthful days. I think of the schoolhouse and the spelling-book of Noah Webster, rather than of Daniel. I think of the “maid and her milk-pail,” of the “boy that stole apples.” I think of the Primer and the lessons of the Catechism, and the picture of John Rogers with his nine or ten children, and the poetry of those days, more impressive than that of Holmes or Longfellow:—

“ The schoolmaster rages for want of more pay,  
 Declares he will have it or else go away;  
 Ninety days in each quarter he’s strutting about,  
 Saying ‘ four weeks make a month, leaving Saturdays out,’  
 In these hard times.”

I’ll quote another stanza, lest I should be accused of professional partiality:—

“ The preacher will tell you which way you must steer,  
 To save your poor soul which he holdeth so dear;  
 But if he can draw nothing out of your purse,  
 He’ll take off his blessing and whack on a curse,  
 In these hard times.”

Let me give one word of advice to the children. This is vacation,—make the most of it. Let your books be laid aside.

Put on your largest bonnets, and your broadest brimmed hats, go into the country and delve in the dust and dirt.

Mr. Choate did this in his earlier years. It would have been well if he had done it more frequently amid the arduous cares of his profession. Mr. Webster, it is well known, kept up his strength and vigor by wandering through the woods and on the water in search of game. His speech at the laying of the corner-stone of Bunker Hill Monument, was inspired, part of it at least, when fishing. Thinking what he should say to Lafayette, who was expected to be present, he exclaimed as he raised a big trout from the water: "Venerable man, welcome to our shores; yours is an extraordinary life, connected with both hemispheres, and with two generations; welcome, thrice welcome, in our midst."

The children then sung the choral, — "Let all men praise the Lord," under the direction of Mr. Carl Zerrahn, after which the Chairman introduced Richard Warren, Esq., President of the New York School Board, formerly of Boston, who made the following address.

#### ADDRESS OF HON. RICHARD WARREN.

MR. PRESIDENT: After the delightful exercises which you have caused to be performed this day; after listening to the sweet notes of so many children's voices, it would seem most proper in me not to attempt to disturb the harmony that floats all about us by words that are not set to music. But, sir, you have honored me, and the city that I to-day represent, by an invitation to be here, and there is a niche left wherein I am asked to stand, on the present occasion, to be one of those who are called upon to say a few words. I rejoice, sir, to stand here. I am glad to come from the city of my adoption, once again to be where my youthful days were passed; where I grew up to manhood; and let me also

say here, Mr. President, that I rejoice to see, and to listen to the voice of him who has led our thoughts in prayer to-day, (Dr. Gannett,) for he it was who, from Sabbath to Sabbath, taught me what duty was; and if, in my after life, I have been able to do any good in the world, I can look back to his instruction, and say to him, "Thou art the man" who led me in early life to the pursuit of truth and duty.

Duty, Mr. President, that is the great word for all men,—especially for all young persons. In this country, above all others, should every one strive for the good of the whole; each person should ask himself or herself the question, not to gratify pride or ambition, but to benefit the race,

"What shall I do to be forever known,  
And make the age to come my own?"

Men are ever complaining of their lot; they are finding fault with the things that be, and they strive not to make them better; they say of their neighbor, "How much he might do" if he would; if I had his talent, or his opportunity, I would do a great deal. There is a position for every man and every woman in the world to fill; there is something positive for every one to do. It lies near to each one; let him do it,—the first that comes to hand, and as that is done, another case will come, and so of every hour, of every day, will find its full employment. So shall the world be made better by every faithful laborer. Sir, this is one of the great lessons I would have enunciated by all engaged in the education of the people. The true child of America must labor continually. God sent no one into the world to be an idler, a cumberer of the ground. All should work by hand or head, for the good of all. They who do not, who will not, mistake the purpose of existence; they are faithless to the nature they have within them, and the few years which they pass on earth are years of sorrow to themselves, of pain to others, and they leave the world none the wiser, the happier, nor the better because they have lived in it.

Mr. President, the glory of America should be, — in that she, in theory, at least, claims to provide every child with a good education. The pride of your city, sir, is in her public schools. The true theory of Christianity is, that all men are children of God, — the true theory of the fathers of our country was, that all men are equal. But in only one institution of our land do I really see the attempt to make that theory practical. Not in the church as yet; not in the halls of legislation as yet; not in social life; but only in the public schools. There, indeed, the poor and the rich meet together; there is universal brotherhood; there the child of the most gifted, either in money or in talent, and the child of the day laborer, however poor, sit on equal terms; there alone fidelity finds a sure reward, regardless of the position in outward circumstance of the student; there the children born here, or in another land, meet on common ground; and in your city, Mr. President, the privilege is granted to those who have a darker skin than is usually to be seen, to elevate themselves as human beings; to cultivate the talent entrusted to them by him who is no respecter of persons.

What but the education of the whole people is to preserve to those who shall succeed us the glorious freedom and the free institutions which we have inherited from our fathers? That education must be large, liberal, expansive. We must embrace all subjects that the past has offered; and it must be ready to receive all new light that science shall reveal. That education must be free to every child: it must be provided for every one, by no mean appropriation of the public funds, but by a generous outpouring; so that whatever is imparted shall be of the best kind, and given through the best instructors who are to be found. Sir, the office of a school teacher is to stand hereafter in greater honor than it has done heretofore. I place the teachers of the youth of our land, be they of either sex, on a pedestal high above politicians or legislators. They surely are to form the here-

after of this country. Did they fully comprehend what a mighty power each one of them can wield; did they see how they are training up for all after time men and women who are to be rulers, who will in mature years look back on the instruction they are now receiving, and know then whether it were right or wrong; did they all feel what a tremendous responsibility rests on them, they would labor more earnestly than they even now do. I can have but little respect for the teacher who labors only for the support to life that is afforded. That should be liberal; it is the best tax a man pays; that should be sufficient to compensate for daily labor, for head work, for hard work; but yet none should enter the list to rear an immortal soul, without a high idea of the magnitude of the office, nor without feeling that, great as is the task undertaken, greater is the responsibility attached to it.

I place, as I remarked, the school teachers on a high elevation; for without them where will the great and mighty men come from? Behind the colossal intellect of your Webster; ere the splendid scholarship and the beautiful thoughts of your Everett shone out; before Choate could electrify the multitude; ere your Sumner learned the great lessons of man's right and man's duty; ere Prescott could write with power to move multitudes, or before your Winthrop, your Phillips, your Hillard, or your thousand others could make their mark in the world; before a Banks could rise from the shop to his Governor's chair, or a Wilson could leave the humble seat of the shoemaker to take his seat in the Senate chamber, — precedent to all these, there labored, with each one of them, the teacher. Into their young minds was cast the seed that took root and sprang up to bless the world, and to prove man's capacity. So is it to-day. On the benches in your schools, in the schools of my city, and in every city and town where such institutions are, there are giant intellects now being fed and nurtured by the teacher;

and the future of our country shall be guided by the scholars of our public schools more than the past has been, and beyond what the present is. Honor, then, from every one to the faithful teachers! Let sympathy be extended to all of them; and gratitude, too. And in particular to women. I base the future welfare of my country on her *faithfulness*. Never, in this land, had she such an opportunity as now. Her influence is immeasurable. In her hands is the destiny of all coming time. She is to mould by her teaching, by her example, those ruder natures which come under her influence now. She is to make the State and the nation great. Be she teacher or be she scholar; or in whatever position she is, by

“Those graceful acts,  
Those thousand decencies, that daily flow  
From all her words and actions,”

she will mould the men of the coming generation to a high idea of truth and right, or to a low standard of mere political expediency. The female teacher in our public schools! I bow in reverence to such as are faithful to those who are in their charge. Nearly one thousand are engaged in the duty in the city where I live, and could you, sir, have looked upon five hundred of them, gathered together last week, all arrayed in robes of white, as they met for their annual gathering, you could almost believe they were a company of the angels come down to earth to take care of the little ones,—the lambs of the flock.

Has not the scene we have this day witnessed been sufficient to gratify even the misanthropist? How beautiful is the feature of music introduced into our schools!—music, than which nothing is more elevating. What gladness it sends into every heart, especially when it ascends from these hundreds of little ones! I would advise any one, if he rises in the morning in a melancholy mood, dissatisfied with the world, disposed to complain and find fault, to enter one of



these schoolhouses when the children are, like the birds in the trees, sending out their notes as they sing their morning song. It is an ennobling service, as well as a pleasant variety; and I cannot conceive it possible for any one, who has heard this exercise in the schools, to make complaint of it, and in an unkind spirit speak words of condemnation of it. I don't know, sir, how far you carry this exercise of the schools in your city, but in New York every school is opened with prayer and with song, and in nearly two hundred rooms, from fifty thousand voices, at the same moment, rise the glad notes of our children. All evil desires are by this checked; ill-feeling is subdued, and the little ones go with cheerful face and kindlier hearts from such a service to their studies. It has come to be an indispensable part of popular education. The future generations shall be much more a musical people than any of the past have been, and thus this beautiful science shall elevate the people; from the school benches children and youth shall enter the true church of God, and sing his praises there, mingled with prayer and teaching.

So, Mr. President, a true education in our public schools should include all that is beautiful, as well as the useful; all that will make the child happy, as well as learned; all that shall elevate the mind that is being instructed. There is time for all this.

I shall not attempt, sir, to enter into the question, what special studies shall be taught. I would say, everything that is really beneficial to the well-being of the child should be inculcated, just as fast as the youth can understand or appreciate the lessons. The minute details of study must be left to the officers of each district.

But, Mr. President, this can be taught, and should be, to all who sit in the school, that it is in the power of every one to learn just as much as he or she pleases to learn; that, by application, by fidelity, by striving, the poorest as well as the richest in this world's goods may rise to the highest station

in a free nation; this should be taught, that the best man or woman in the country will be the one best educated, if he or she be true and faithful to the privileges offered; that the woman so taught may command and shall receive the highest respect from her own sex, and from all men; and that through the education she has she can wield a power more mighty in its actual results than that of man.

The boy in the public school should be taught that his country demands much from him; that he has the power to go forth and make for himself a name that shall never die, or a benefactor of the race, by the use of his intellect or his mind. He can stamp himself upon all coming ages, so that he shall be spoken of, — as many of the past ages are now spoken of, — *with reverence*; that he can, like Washington, or Franklin, or Columbus, or Bowditch, or George Stephenson, rise from life's humblest sphere to be an important agent in the world's progress; to have a name immortal, never to be blotted from the world's history, but to shine evermore as a beacon light to all who shall wish to rise in any way.

The scholars in our public schools should be taught reverence, — both for old institutions, in as far as they have done good, and for old men. All of us, Mr. President, should be learners. Our fathers have labored, and we have entered into those labors, and are reaping the benefit. The young are disposed to look on the events of other days with disrespect; and in a bad sense, while pressing onward, they forget the past, and are too proud of the present, puffed up with self-glorification. Not so should it be. The wise, the mighty, and the good, have preceded us, and, on the pathway of life, every youth may find lessons of wisdom, dropped for him by those who have gone before. Let such experiences be gathered by the youth, let the teacher set all such before his pupils, and inculcate respect for the former times, — veneration for the fathers, with a desire and a determination to carry forward all that is good, even if it be old.

The scholars in our schools should be taught, more than they have been, the political character of our country. Let me not be understood by this to mean that which goes generally by the name of politics, which is really mere partisanship. But I include the true theory of our government, as it was originally formed; the true genius and scope of our institutions; what their real intent is, and what their strength. How they are to be used to bless, not only us and our children, but the whole world.

Amidst the abstruse sciences, there should mingle the practical every-day lessons of life. While the boy is working out a great problem in mathematics, he should be directed to the solution of the greater problem of free government; should be made familiar with the early history of his country; should be made to realize what the fathers did for the land; should see that the edifice for a great people, which they commenced, had for its main pillars of support, Religion, Education, Law, and Freedom; and unless these continue to be the pillars of our edifice of government, it cannot stand.

Say to every boy, "Dare to be true; nothing can need a lie." Then, with universal education, there will be an ever-growing reverence for Religion, — natural or revealed; and that will teach respect for law, so that freedom will be made sure, and in the future of our beloved country it can be said, in faith, to every one, —

"Let all the ends thou aimest at be thy country's,  
Thy God's, and truth's."

But, sir, your patience and the time warn me to close these remarks. I thank you for the privilege I have had of being present on such an occasion; of seeing so many of the children of favored Boston assembled together. I trust they will grow up duly prizing the great opportunities granted to them, prepared to fill worthily the places of those who have preceded them.

And as these institutions have been commended to the care of our heavenly Father, so let all the people, in the various stations; the Mayor, and City officers; the Judiciary; the clergy; the merchant and the laborer; the teachers and the scholars, — let all the people say, *Amen*.

After this address the young ladies of the Girls' High and Normal School sung the anthem, "Sanctus," in which they were accompanied by the band, with fine effect. To this succeeded the famous old choral of Martin Luther, "A strong Castle is our God," sung by the whole choir in unison, to the accompaniment of both organ and band. Another piece of music followed, the "Prayer" from Rossini's "Moses in Egypt," in which the solos were sung by the pupils of the Girls' High and Normal School, and the chorus by the rest of the choir.

The customary presentation of the bouquets to the successful candidates for the Franklin and City medals came next, and was prefaced by a few introductory remarks from His Honor the Mayor, Frederic W. Lincoln, Jr.

#### ADDRESS OF MAYOR LINCOLN.

It is not my purpose, ladies and gentlemen, to trespass upon your time by any extended remarks. The pertinent and full introductory remarks of the Chairman of the Committee of Arrangements, the happy address of my venerable friend, (Dr. Neale,) and the valuable treatment of educational topics by our distinguished guest from New York, have left little to be said to fill up the requirements of this occasion. My duty is simply, as the special representative of the City Government, on that behalf and on behalf of the citizens of Boston, to present thanks to the School Committee who

have had charge of the schools during the past year, and to bear my humble testimony to the great success which has crownèd their labors. And those of you who have been present at any of the various exhibitions to-day, must have been gratified while witnessing the exhibition of the attainments of the pupils. All that is wanting is the hearty coöperation of parents in the educational institutions of our city.

It has been the custom for many years, on the occasion of our annual School Festival, for the Mayor of the City to take each of the medal scholars by the hand, and present them with a bouquet of flowers, as a token of the interest of the City in the success which has crownèd their efforts. All that remains for me now is to perform that happy service, by virtue of my official position.

During the presentation, the Germania Band regaled the audience with a variety of choice music, and at its conclusion, in obedience to the custom established last year, the "Old Hundredth Psalm" was sung by the choir, the audience rising and joining in the last verse, with an effect that, to be fully appreciated, should have been participated in. The exercises of the Festival closed with a benediction, pronounced by Rev. Dr. Gannett.



PHILLIPS SCHOOLHOUSE.





## PHILLIPS SCHOOLHOUSE.

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CITY OF BOSTON. }  
*In School Committee, June 7, 1859.* }

The President read a communication from P. W. Chandler, George O. Hovey, and about two hundred and fifty others, showing the necessity of a new Grammar Schoolhouse in the Phillips School Section, and asking the prompt action of this Board in the matter.

*Voted,* To refer the subject to the Committee on the Phillips School District.

Attest:

BARNARD CAPEN, *Secretary.*

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CITY OF BOSTON. }  
*In School Committee, July 19, 1859.* }

The Committee on the Phillips School District, to whom was referred the petition of P. W. Chandler and others, setting forth the necessity which exists for a new Grammar Schoolhouse in said District, have given the subject their careful attention, and beg leave to offer the following, as their

### REPORT.

The words of the petition under consideration are as follows:—

*To the School Committee of the City of Boston.* Gentlemen: The undersigned, residents, tax-payers, and voters in the Phillips School District, respectfully represent that there exists an urgent necessity for a NEW SCHOOLHOUSE in said district. The present building, on the corner of Pinckney and West Centre streets, has not sufficient capacity to accommodate the pupils, — a part of whom attend school in the vestry of the Baptist church in Charles street, and another portion in the Smith Schoolhouse, formerly used by colored children, in Joy street. Thus, it will be seen, no Principal of the school can have a proper oversight of the pupils under his charge, scattered as they are in this district, or do justice to their education. The present building is also ill constructed, and the stairways dangerous. In no other part of the city are there such poor accommodations for educational purposes as in the Phillips School District at the present time. Your petitioners therefore ask for prompt action in the matter.

Boston, May, 1859.

(Signed,)

P. W. CHANDLER and others.

Other petitions in aid of the above have since been received by the Committee, which they present herewith. On these several papers appear the names of hundreds of respectable citizens of said District, representing every grade and class in the community.

This appeal of the petitioners seems to cover the whole ground. Your Committee can add nothing to its earnestness and force. It becomes their duty simply to present, somewhat more in detail, the facts in the case.

The building now occupied by the Phillips School is situated on the summit of the hill, at the corner of Pinckney and West Centre streets. It is three stories in height. It was erected in the year 1824, for the purposes of the English High School, at an expense amounting, together with the lot containing 5,582 square feet of land, to \$24,484 03. In 1844 (the English High School being that year removed) the building was taken for its present uses. In

1856, its interior was altered, at a cost of \$2,470 69, by the construction of partition walls on the second and third floors, the readjustment of the heating apparatus, and in part the repainting of the rooms. As at present arranged, the house is divided into six rooms which are supplied with seats for four hundred and thirty-eight pupils, being an average of seventy-three seats to each room. To each of the apartments on the second and third floors is attached a recitation-room fourteen feet square. There is also a Primary Schoolroom upon the basement floor in the rear, accessible only from the street. There are no clothes closets. There is no hall. And, strictly speaking, there are no corridors, but a sort of *well* instead, supplied with narrow landing-places at the top, from which two stairways, three feet in width, conduct to the outer air. The main apartments are warmed unequally and imperfectly by two of Chilson's old-fashioned, and one of his new, or Cone, furnaces; the entries are not warmed at all. From the commanding situation of the House, the ventilation is indeed perfect *in summer*, when the windows are thrown open on all sides; — but in winter, and foul weather, quite the reverse.

As has been said, the lot on which the Phillips Schoolhouse stands comprises 5,582 square feet of land, of which the buildings cover about 3,000 feet, leaving the residue as an exercising ground for the pupils. The principal access to this free area, as well as to the outbuildings, is through a passage way two feet in width and fourteen feet in length, so that it is practicable only for the classes to enjoy their recess separately. Three quarters of an hour are thus taken up each half day, to the manifest annoyance of both teachers and pupils.

But it has been already stated that in the building above described, there are seats for four hundred and thirty-eight pupils, while the average number of grammar scholars at present in attendance is about six hundred. How is this excess

disposed of? By colonizing them, to the number of about one hundred and sixty in one place and sixty in another, at remote points within the limits of the district. The larger number have been for some years provided with quarters in the old Smith Schoolhouse, so called, on the slope of the hill and immediately adjoining a large stable in Joy street; the smaller, more recently, in the basement of the Third Baptist Church in Charles street, a dark, ill-ventilated apartment, entirely devoid of the modern comforts and conveniences of a school-room.

Such are the accommodations at present allowed for the purposes of Grammar School instruction in the Phillips District. Let us compare this description with the standard held up by the Superintendent of the Public Schools of Boston, in his recent letter addressed, in accordance with the solicitations of the Committee on Public Buildings, to the architect of the new Grammar Schoolhouse in Ward XI., — with which views and opinions, so clearly and concisely expressed, your Committee entirely coincide.

“It is the first principle of School Architecture,” says the communication referred to, “that the size and arrangement of the building should be adapted to the organization and mode of conducting the school which is to occupy it. That is, the edifice should conform to the system of instruction, and not the system of instruction to the edifice.”

The leading features in the organization of a Grammar School on our present system, are

1. That the number of pupils between the ages of eight and sixteen, or thereabouts, shall be sufficient to give a good classification; that is, to make it practicable so to arrange the pupils that those under each teacher shall be of very nearly the same degree of proficiency.

2. That a certain number of pupils of the same grade shall be instructed by each teacher in a separate room, where they remain permanently for study and recitation, till pro-

moted to a higher class, or graduated. The number under each teacher, in a separate room, is now fixed at *fifty-six*.

3. That the whole is to be under the supervision of one head master, who is to assemble the whole school occasionally for general exercises.

The essential requisites of a building adopted to such an organization are

1. Ten or twelve separate schoolrooms, each being not less than thirty feet square.

2. For each schoolroom a clothes closet, conveniently located, and properly lighted and ventilated.

3. A hall large enough to contain five or six hundred pupils."

Let the picture thus borrowed stand in contrast to the one just drawn from nature.

It remains for your Committee only to inquire, from facts and statistics, whether there is any likelihood that the evils they have enumerated will, of themselves, be removed or diminished, or the remedy be made easier of application by delay.

The population of the two Wards comprising this District, as shown by the census, was, in the years 1850 and 1855, respectively as follows:—

|  | Ward V. | Ward VI. |
|--|---------|----------|
| In 1850,           -   -   -                 | 9,756   | 10,224   |
| In 1855,           -   -   -                 | 10,428  | 11,597   |
| <i>Increase of population in five years,</i> | 672     | 1,373    |

In accordance with the same ratio of increase, the population in 1860 will be, in Ward V. 11,246; and in Ward VI. 13,154. Appended is a table compiled from the School Records for the months of January, February, and March of each year, from 1850 to the present time, showing the steady increase of pupils in that period.

*Number of Pupils in attendance at the Phillips School in the First Quarter of each Year from 1850 to 1859, inclusive.*

| Years. | January. | February. | March. | Average Attendance. |
|--------|----------|-----------|--------|---------------------|
| 1850   | 412      | 394       | 412    | 406                 |
| 1851   | 386      | 375       | 413    | 391                 |
| 1852   | 406      | 404       | 418    | 409                 |
| 1853   | 510      | 480       | 531    | 507                 |
| 1854   | 469      | 481       | 492    | 481                 |
| 1855   | 534      | 541       | 553    | 543                 |
| 1856   | 530      | 525       | 565    | 540                 |
| 1857   | 552      | 550       | 603    | 569                 |
| 1858   | 560      | 553       | 631    | 582                 |
| 1859   | 593      | 582       | 656    | 611                 |

To accommodate this increase of pupils it has been necessary to establish several new Primary Schools, two of which have been instituted within the last three years. And the probabilities are in favor of a still more rapid advance in future, both from the opening of the new bridge connecting Cambridge street, with the extension of Poplar street, and the encroaching of new-made land upon the sea,— thus furnishing and making accessible a considerable increase of territory, on which dwellings are being rapidly erected, along nearly the whole extent of the water line that bounds the Phillips School section on the west; all which will more plainly appear in reference to a map of the City.\*

\* BOUNDARIES OF THE PHILLIPS SCHOOL SECTION. — Commencing at the Mill-dam, thence by the centre of Beacon and Joy streets to Cambridge street, thence across Cambridge street, and through the centre of Chambers, Green, and Leveret streets to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Mill-dam.

In view of the above facts your Committee are unanimously of opinion, that the prayer of the petitioners is reasonable and just, and demands the immediate and respectful consideration of the Board; they, therefore, respectfully recommend the passage of the following order.

In behalf of the Committee,

J. BAXTER UPHAM, *Chairman.*

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CITY OF BOSTON. }  
*In School Committee, July 19, 1859. }*

ORDERED: That the Committee on Schoolhouses be instructed to request the City Council to take the necessary measures for the immediate erection of a new Schoolhouse in the Phillips District, of sufficient size for the accommodation of the Grammar School in said district.

Passed.

Attest:

BARNARD CAPEN, *Secretary.*





CITY SOLICITOR'S OPINIONS.



## CITY SOLICITOR'S OPINIONS.

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*In School Committee, Dec. 13, 1859.*

ORDERED, That the Committee having in charge the preparation of the Annual Report of this Board be requested to append thereto such legal opinions as have been communicated to the Board recently, that all parties interested may have at hand the information contained therein.

Attest:        BARNARD CAPEN, *Secretary.*

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CITY OF BOSTON.        }

*In School Committee, Oct. 21, 1856.* }

ORDERED, That Mr. H. H. Lincoln, Master of the Lyman School, and Mr. P. W. Bartlett, Master of the Adams School, exchange situations, and that Mr. Lincoln take the mastership of the Adams School, and Mr. Bartlett take the mastership of the Lyman School; and that this exchange be made next Monday morning, Oct. 27.

Read and referred to the City Solicitor for his opinion, whether the action contemplated by the order can be had.

Attest:        BARNARD CAPEN, *Secretary.*

CITY SOLICITOR'S OFFICE, }

*Boston, Nov. 1, 1856.* }

SIR: I have considered the question proposed to me by the accompanying vote of the School Committee, and am of the opinion, that it is competent for the Committee to take the action indicated in the order under examination.

The 56th section of the City Charter provides that the School 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."

This provision of the law is obligatory upon both the Committee and the instructors, and is a part of the contract made with each instructor,—as much so as if such contract were reduced to writing, and this language incorporated in it. An instructor holds the place assigned to him in any school, therefore, not for a year, nor for any other given length of time, but during the pleasure of the Committee. The right to transfer instructors from one school to another, is a necessary result of the right to remove them from service altogether.

If it be said that an instructor would not be bound to accept the situation to which it should be the pleasure of the Committee to transfer him, and that he would be at liberty to retire from the service, it may also be said that it is optional with him whether he will continue in the place originally assigned to him, or surrender his trust. There is generally a reciprocity in the obligation of contracts; and, as one of the contracting parties may sunder the relation at pleasure, the same right belongs to the other party.

I am, very respectfully, your obedient servant,

J. P. HEALY.

HON. ALEXANDER H. RICE, *Pres. School Com.*

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CITY OF BOSTON.

*In School Committee, Jan. 12, 1857.* }

*Whereas*, It appears that vacancies exist in this Board, occasioned by the resignations of Norman C. Stevens and Arthur H. Poor, of Ward 11, and William Howe, of Ward 5, whose several terms of office will expire in one, two, and one years; it is

ORDERED, That a message be sent to the Board of Aldermen of this city, proposing a Convention of said Board with this Committee, on Monday next, at 4½ o'clock, P. M., for the purpose of filling the vacancies aforesaid, pursuant to law.

Read, and referred to the City Solicitor for his opinion, whether the action contemplated by the order can be had.

Attest:

BARNARD CAPEX, *Secretary.*

CITY SOLICITOR'S OFFICE, }  
*Boston, Jan. 26, 1857.* }

SIR: The order offered in the School Committee on the 12th instant, upon the subject of filling the existing vacancies in the Committee, and referred to me for my opinion upon the question, whether the action contemplated by the order would be legal, has been fully considered by me.

The main point on which my opinion is desired, I suppose to be, whether these vacancies should be filled in the manner provided in the 25th section of the City Charter, or in accordance with the provisions of chapter 101 of the Statutes of 1856; and here the doubt is, probably, whether the latter statute, which is a general statute, controls, in this respect, the City Charter, which is a special statute.

The principle, that a special statute is repealed by a subsequent general statute, so far as the provisions of the one are repugnant to those of the other, I regard as settled in this Commonwealth. Among the cases which assert or recognize this principle, perhaps that of *Gage v. Currier & al.* 4 Pick. 399, is as explicit as any.

That the provisions of the two statutes referred to are repugnant, is entirely clear. One provides for the filling of vacancies in the School Committee by popular election, and the other, by the remaining members of the Committee and the Mayor and Aldermen in convention. No election can be so made as to answer the requirements of both statutes. Compliance with one of necessity excludes compliance with the other.

My opinion, therefore, is, that the vacancies in the Committee should be filled by the remaining members, and the Mayor and Aldermen in convention.

The 2d section of chapter 101 of the Statutes of 1856 makes it the duty of the Committee to call the convention. The Mayor and Aldermen have no voice in fixing the time or place of holding it. The mode of forming the convention is, therefore, different from that usually adopted in legislative bodies, where the assent of both branches of the legislature is an essential prerequisite to the forming of the convention.

In this view, I would advise a change in the form of the order now before the Committee.

After the preamble, which is quite right, I would say: —

ORDERED, That a convention of this Committee and the Mayor and Aldermen be holden in the Common Council Chamber in the City Hall forthwith, for the purpose of filling the vacancies aforesaid, pursuant to law; and that notice be sent to the Mayor and Aldermen, of the time, place, and purpose of the convention.

Very respectfully, your obedient servant,

J. P. HEALY.

HON. ALEXANDER H. RICE, *Pres. of School Com.*

CITY SOLICITOR'S OFFICE, }  
Boston, Feb. 3, 1857. }

SIR: I have had under consideration the subject matter of the order of the School Committee of the 6th of January, by which my opinion is requested as to the legal right and power of the Committee to grant to any teacher in the employment of the City, an allowance for the expenses of a substitute in case of the teacher's illness.

The question proposed to me does not admit of an unqualified answer, either in the affirmative or the negative. There are cases, undoubtedly, in which the Committee would be jus-

tified in making an allowance to a teacher, of a sum beyond the stipulated salary; and other cases in which an allowance would not be justified. I will, therefore, indicate the principles by which I think the Committee should be governed in this respect.

The powers and duties of the Committee are in the nature of those of a trustee. They have ends to be accomplished, not for their own benefit, but for the benefit of others; and the means by which those ends are to be accomplished, belong not to the Committee, but to the public. The Committee are thus a middle party, using and administering the funds committed to their charge, strictly for purposes of the trust, and for no other purpose. They are not bound to be unjustly severe on the one hand, and may not do acts of generosity on the other. They may be just, but they may not give gratuities.

If the Committee, having contracted with a teacher for his services for a stipulated sum, should afterwards become satisfied that the contract is unequal and onerous upon such teacher, they are undoubtedly at liberty to relieve the hardship, by adding to the stipulated salary; but if the teacher has met with accident or misfortune, which appeals to the sympathy and liberality of the humane and benevolent, such an appeal cannot be responded to by the Committee.

Whether the salary of the teacher should be suspended, or applied to the payment of a substitute, during temporary sickness, or inability to discharge his duties, is a question, not of law, but of fact and propriety, to be determined by the judgment and discretion of the Committee. In some departments of government, — municipal, state, and national, — I believe it is not usual to suspend the salary of the officers and employees, in case of sickness or other temporary inability; in others, it is usual. It is undoubtedly competent for the Committee to determine whether there shall be such a suspension, under such circumstances, in the case of teachers of the Public Schools.

From these principles it follows that each case contemplated by the order under consideration, must be determined upon its own merits; that when an allowance is proposed, the question to be answered is, — is such allowance an act of simple justice, to be made as an equivalent due to the teacher for services rendered to the City, or sacrifices made in its behalf; or is it not called for by these considerations, but by a desire to relieve the teacher, in whole or in part, from some misfortune, for which the City is not and ought not to be responsible?

As this question shall be answered, in the affirmative or negative, by the Committee themselves, — for they are the judges in the case, — so should they grant or withhold the proposed allowance.

I have the honor to be,

Very respectfully,

Your obedient servant,

J. P. HEALY.

HON. A. H. RICE, *Pres. School Committee.*

CITY OF BOSTON.

*In School Committee, July 19, 1859.* }

ORDERED, That the City Solicitor be requested to give an opinion as to the right of this Board to determine how long a pupil may remain in the public Grammar Schools.

ORDERED, That the City Solicitor be requested to inform the School Committee whether, in his judgment, Chap. VIII. Sect. 15, of the Rules and Regulations, is at variance with the laws of the Commonwealth.

Attest:

BARNARD CAPEN, *Secretary.*

CITY SOLICITOR'S OFFICE,

*Boston, September 13, 1859.* }

SIR: I have considered the questions referred to me by two general orders of the School Committee, passed on the 19th of July, and respectfully submit the following replies to them: —



In regard to "the rights of the Board to determine how long a pupil may remain in the public grammar schools," my judgment is, that it has entire control of this question, subject only to the limitation that it may not exclude a pupil under the age of fifteen years.

In the case of *Sherman vs. Charlestown*, 8 Cush. 160, the Court, in stating the general powers and duties of School Committees, says, that "before the ages were fixed by law, the School Committee decided at what age scholars might be received, and to what age they might continue."

There has been no change in the law, in this respect, since that case was decided. The only statute regulating this question, so far as I am aware, is Chapter 117 of the Acts of the year 1849. That statute provides that "the income of the Massachusetts School Fund shall be apportioned to the several cities and towns, according to the number of persons therein, between the ages of five and fifteen years;" thus recognizing the right of persons between those ages to avail themselves of the use of the schools.

The same statute provides, in the fourth section, that nothing in that act contained shall be considered as prohibiting the attendance upon the schools of scholars under five or over fifteen years of age.

This provision was not intended to confer upon scholars under five or over fifteen years of age, any right to attend the schools; but it was intended merely to negative the otherwise possible construction of the statute, that the School Committee have not the power to admit to the schools, in their discretion, pupils not between the ages of five and fifteen years.

The Committee, then, may not exclude from the schools persons between the ages of five and fifteen years; but they may admit or exclude, in their discretion, all persons under five or over fifteen years of age.

In reply to the second question of the Board, I have to say

that the 15th section of the 8th chapter of the Rules and Regulations of the School Committee is, in my judgment, at variance with the laws of the Commonwealth, in so far as it provides that a pupil may be expelled from a school by the principal teacher thereof, with the approbation of the Sub-Committee of that school.

Teachers may be authorized to suspend pupils, and report the cases to the School Committee for their action; but the power to expel, say the Supreme Court in the case already cited, "in the last resort, is vested in the School Committee."

It is a principle of general application, that when the law confers upon an individual, or a body of men, an office or a trust, the execution of which requires the exercise of discretion and judgment, he or they cannot delegate to others power so conferred; and where the trust is conferred upon a body of men, it can be executed by no number smaller than a quorum of that body.

The power to expel a pupil from school for cause, is vested in the School Committee, and nowhere else. It can be exercised, then, only by the Committee acting as a board.

Very respectfully, your obedient servant,

J. P. HEALY.

HON. FREDERIC W. LINCOLN, JR.

*President of the School Committee.*

SCHOOL LAWS;

BEING

ALL THE PROVISIONS

OF THE

CONSTITUTION AND GENERAL STATUTES

RELATING TO SCHOOLS.

---

THE GENERAL STATUTES GO INTO OPERATION JUNE 1, 1860.



# SCHOOL LAWS.

CONSTITUTION OF MASSACHUSETTS.

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## CHAPTER V.

THE UNIVERSITY AT CAMBRIDGE, AND ENCOURAGEMENT  
OF LITERATURE, ETC.

### SECTION 1. *The University.*

I. Whereas our wise and pious ancestors, so early as the year one thousand six hundred and thirty-six, laid the foundation of Harvard College, in which university many persons of great eminence have, by the blessing of GOD, been initiated in those arts and sciences which qualified them for public employments, both in church and state; and whereas the encouragement of arts and sciences, and all good literature, tends to the honor of GOD, the advantage of the Christian religion, and the great benefit of this, and the other United States of America, — it is declared, that the PRESIDENT AND FELLOWS OF HARVARD COLLEGE, in their corporate capacity, and their successors in that capacity, their officers and servants, shall have, hold, use, exercise, and enjoy, all the powers, authorities, rights, liberties, privileges, immunities, and franchises, which they now have, or are entitled to have, hold, use, exercise, and enjoy; and the same are hereby ratified and confirmed unto them, the said President and Fellows of Harvard College, and to their successors, and to their officers and servants, respectively, forever.

Harvard College.

Powers, privileges, &c. of the president and fellows, confirmed.

II. And whereas there have been, at sundry times, by divers persons, gifts, grants, devises of houses, lands, tenements, goods, chattels, legacies, and conveyances, heretofore made, either to Harvard College in Cambridge, in New England, or to the President and Fellows of Harvard College, or to the said college, by some other description, under several charters, successively; it is declared, that all the said gifts, grants, devises, legacies, and conveyances, are hereby forever confirmed unto the President and Fellows of Harvard College, and to their successors, in the capacity aforesaid, according to the true intent and meaning of the donor or donors, grantor or grantors, deviser or devisors.

All gifts, grants, &c. confirmed.

III. And whereas by an act of the General Court of the Colony of Massachusetts Bay, passed in the year one thousand six hundred and forty-two, the governor and deputy governor, for the time being, and all the magistrates of that jurisdiction, were, with the President, and a number of the clergy in the said act described, constituted the overseers of Harvard College; and it being necessary, in this new constitution of government, to ascertain who shall be deemed successors to the said governor, deputy governor, and magistrates; it is declared, that the governor, lieutenant-governor, Council and Senate of this Commonwealth, are, and shall be deemed, their successors; who, with the President of Harvard College, for the time being, together with the ministers of the Congregational churches in the towns of Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester, mentioned in the said act, shall be, and hereby are, vested with all the powers and authority belonging, or in any way appertaining, to the overseers of Harvard College; provided, that nothing herein shall be construed to prevent the legislature of this

Who shall be overseers. Statutes 1851, ch. 224.

Power of alteration reserved to the legislature.

commonwealth from making such alterations in the government of the said university, as shall be conducive to its advantage, and the interest of the republic of letters, in as full a manner as might have been done by the legislature of the late Province of Massachusetts Bay.

## CHAPTER V.

### SECTION II. *The Encouragement of Literature, &c.*

Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and sciences, and all seminaries of them; especially the university at Cambridge, public schools, and grammar schools in the towns; to encourage private societies, and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections, and generous sentiments among the people.

Duty of legislatures and magistrates in all future periods. See amendments, Art. XVIII.

### ARTICLES OF AMENDMENT.

ART. XVIII. All moneys raised by taxation in the towns and cities for the support of Public Schools, and all moneys which may be appropriated by the State for

School moneys not to be applied for sectarian schools.

the support of Common Schools, shall be applied to, and expended in, no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended; and such moneys shall never be appropriated to any religious sect for the maintenance, exclusively, of its own school.

Reading constitution in English and writing, necessary qualifications of voters.

Proviso.

ART. XX. No person shall have the right to vote, or be eligible to office under the Constitution of this commonwealth, who shall not be able to read the Constitution in the English language, and write his name: *provided, however,* that the provisions of this amendment shall not apply to any person prevented by a physical disability from complying with its requisitions, nor to any person who now has the right to vote, nor to any persons who shall be sixty years of age or upwards at the time this amendment shall take effect.



## GENERAL STATUTES.

## CHAPTER XXXIII.

## OF PUBLIC LIBRARIES.

SECT. 8. Each town and city may establish and maintain a public library therein, with or without branches, for the use of the inhabitants thereof, and provide suitable rooms therefor, under such regulations for its government as may from time to time be prescribed by the inhabitants of the town, or the City Council.

Towns and cities may establish libraries. 1851, 305, § 1.

SECT. 9. Any town or city may appropriate money for suitable buildings or rooms, and for the foundation of such library, a sum not exceeding one dollar for each of its ratable polls in the year next preceding that in which such appropriation is made; may also appropriate annually, for the maintenance and increase thereof, a sum not exceeding fifty cents for each of its ratable polls in the year next preceding that in which such appropriation is made; and may receive, hold, and manage any devise, bequest, or donation, for the establishment, increase, or maintenance of a public library within the same.

May appropriate money and receive devises, &c. for that purpose. 1851, 305, §§ 2, 3 & 59, 25.

## TITLE XI.

## OF PUBLIC INSTRUCTION AND REGULATIONS RESPECTING CHILDREN.

CHAPTER 34.— Of the Board of Education.

CHAPTER 35.— Of Teachers' Institutes and Associations.

CHAPTER 36.— Of the School Funds.

CHAPTER 37.— Of State Scholarships.

CHAPTER 38.— Of the Public Schools.

CHAPTER 39.— Of School Districts.

CHAPTER 40.— Of School Districts and Returns.

CHAPTER 41.— Of the Attendance of the Children in the Schools.

CHAPTER 42.— Of the Employment of the Children, and Relations respecting them.

## CHAPTER XXXIV.

### OF THE BOARD OF EDUCATION.

#### SECTION

1. Board of education, how organized; term of office; vacancies.
2. may take grants, devise, &c., in trust for educational purposes; to pay all moneys to treasurer.
3. shall prescribe form of school registers, and of blanks for returns, transmit abstracts of returns, and report to legislature.
4. may appoint a secretary, who shall make abstracts, collect, and diffuse information, &c.
5. Secretary shall suggest improvements, visit different places,

#### SECTION

- collect books, receive reports, &c.
6. Secretary shall give notice and attend meetings, and collect information, &c.
7. shall send blank forms and reports to clerks of towns and cities.
8. Compensation of secretary, and expenses of office.
9. Board may appoint agents to make inquiry, &c.
10. Expenses of board, how paid.
11. Assistant State librarian may act as clerk.

Board of education, how organized; term of office; vacancies. 1837, 241, § 1.

SECTION 1. The board of education shall consist of the governor and lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, one retiring each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board which may occur from death, resignation, or otherwise.

May take grants &c., in trust for educational purposes, &c. Duty of treasurer, 1850, 88.

SECT. 2. The board may take and hold to it and its successors, in trust for the commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the commonwealth, for safe keeping and

investment, all money, and other personal property so received. The treasurer shall from time to time invest all such money in the name of the commonwealth, and shall pay to the board, on the warrant of the governor, the income or principal thereof, as it shall from time to time require; but no disposition shall be made of any devise, donation, or bequest, inconsistent with the conditions or terms thereof. For the faithful management of all property so received by the treasurer, he shall be responsible upon his bond to the commonwealth, as for other funds received by him in his official capacity.

SECT. 3. The board shall prescribe the form of registers to be kept in the schools, and the form of the blanks and inquiries for the returns to be made by school committees; shall annually, on or before the third Wednesday of January, lay before the legislature an annual report containing a printed abstract of said returns, and a detailed report of all the doings of the board, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practicable means of improving and extending it, as the experience and reflection of the board dictate.

SECT. 4. The board may appoint its own secretary, who, under its direction, shall make the abstract of school returns required by section three; collect information respecting the condition and efficiency of the public schools, and other means of popular education; and diffuse as widely as possible throughout the commonwealth, information of the best system of studies and method of instruction for the young, that the best education which public schools can be made to impart may be secured to all children who depend upon them for instruction.

Secretary shall suggest improvements, &c. 1849, 215, § 1. 1858, 61.

SECT. 5. The secretary shall suggest to the board, and to the legislature, improvements in the present system of public schools; visit, as often as his other duties will permit, different parts of the commonwealth, for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; collect in his office such school-books, apparatus, maps, and charts as can be obtained without expense to the commonwealth; receive and arrange in his office the reports and returns of the school committees; and receive, preserve, or distribute the state documents in relation to the public school system.

Shall give notice and attend meetings, &c. 1838, 159, § 1. 1842, 42.

SECT. 6. He shall, under the direction of the board, give sufficient notice of, and attend such meetings of teachers of public schools, members of the school committees of the several towns, and friends of education generally in any county, as may voluntarily assemble at the time and place designated by the board; and shall at such meetings devote himself to the object of collecting information of the condition of the public schools of such county, of the fulfilment of the duties of their office by members of the school committees of all the towns and cities, and of the circumstances of the several school districts in regard to teachers, pupils, books, apparatus, and methods of education, to enable him to furnish all information desired for the report of the board, required in section three.

Secretary shall send forms and reports to town clerks, &c. 1850, 41.

SECT. 7. He shall send the blank forms of inquiry, the school registers, the annual report of the board, and his own annual report, to the clerks of the several towns and cities as soon as may be after they are ready for distribution.

Compensation of secretary, and expenses of office. 1849, 215, §§ 2, 3. 1853, 49.

SECT. 8. He shall receive from the treasury, in quarterly payments, an annual salary of two thousand dollars, and his necessary travelling expenses incurred

in the performance of his official duties after they have been audited and approved by the board: and all post-ages and other necessary expenses arising in his office, shall be paid out of the treasury in the same manner as those of the different departments of the government.

SECT. 9. The board may appoint one or more suitable agents to visit the several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and in general of giving and receiving information upon subjects connected with education, in the same manner as the secretary might do if he were present.

Board may appoint agents to make inquiry, & c. Resolves, 1857, 22.

SECT. 10. The incidental expenses of the board, and the expenses of the members thereof incurred in the discharge of their official duties, shall be paid out of the treasury, their accounts being first audited and allowed.

Expenses of board, how paid. 1838, 55.

SECT. 11. The assistant librarian of the state library shall act, when necessary, as clerk of the board.

Clerk. 1849, 155, § 1.

CHAPTER XXXV.

OF TEACHERS' INSTITUTES AND ASSOCIATIONS.

SECTION

1. Board of education to arrange for meeting of teachers' institutes.
2. Expenses of, how paid.
3. Board to regulate length of session and expense.

SECTION

4. When meetings held, county associations to receive \$50 a year.
5. To be paid on certificate, &c.

SECTION 1. When the board of education is satisfied that fifty teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee of its body, or by its secretary, or, in case of his ina-

Teacher's institutes, meetings of. 1846, 99, § 1. 1848, 10. 1849, 62.

bility, by such person as it may delegate, appoint, and give notice of a time and place for such meeting, and make suitable arrangements therefor.

Expenses of,  
how paid.  
1846, 99, §§ 2, 3.  
1854, 300, §§ 3, 4.  
Resolves, 1850,  
65.

SECT. 2. To defray the necessary expenses and charges, and procure teachers and lecturers for such institutes, the governor may draw his warrant upon the treasurer for a sum not exceeding three thousand dollars per annum, to be taken from that portion of the income of the school fund not apportioned for distribution to the several cities and towns for the support of public schools.

Length of, and  
expense.  
1846, 99, § 2.  
1849, 62.  
1852, 216.

SECT. 3. The board may determine the length of time during which a teachers' institute shall remain in session, and what portion, not exceeding three hundred and fifty dollars, of the sum provided for in the preceding section shall be appropriated to meet the expenses of any such institute; and the board, its secretary, or any person by it duly appointed, may draw upon the treasurer therefor.

When meetings  
held, county as-  
sociations to re-  
ceive \$50 a year.  
1848, 301, § 1.

SECT. 4. When a county association of teachers and others holds semi-annual meetings, of not less than two days each, for the express purpose of promoting the interests of public schools, it shall receive fifty dollars a year from the commonwealth.

To be paid on  
certificate, &c.  
1848, 301, § 2.

SECT. 5. Upon the certificate under oath of the president and secretary of such association to the governor, that two semi-annual meetings have been held in accordance with the provisions of the preceding section, he shall draw his warrant in favor of such association for the sum aforesaid.

CHAPTER XXXVI.

OF THE SCHOOL FUNDS.

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| <p>SECTION</p> <p>1. School fund, how invested. Income only to be used.</p> <p>2. Half the income to be distributed for support of common schools. Appropriations for other educational purposes to be paid from other half. Surplus to be added to principal.</p> <p>3. Apportioned for schools by secretary and treasurer. When towns are not entitled to share.</p> | <p>SECTION</p> <p>4. Income received by towns to be applied for support of schools therein.</p> <p>5. Appropriations for Indians. Account to be rendered.</p> <p style="text-align: center;">INDIAN SCHOOL FUND.</p> <p>6. Indian school fund, how applied, &amp;c.</p> <p style="text-align: center;">TODD NORMAL SCHOOL FUND.</p> <p>7. Todd fund, how applied.</p> |
|--|---|

SECTION 1. The present school fund of this commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund, to be invested by the treasurer, with the approbation of the governor and council, and called the "Massachusetts School Fund;" the principal of which shall not be diminished, and the income of which, including the interest on notes and bonds taken for sales of Maine lands, and belonging to said fund, shall be appropriated as hereinafter provided.

School fund, how invested. Income only to be used. R. S. 11, §§ 13, 14. 1854, 300, §§ 2, 3, 4. 1854, 333.

SECT. 2. One half of the annual income of said fund shall be apportioned and distributed for the support of public schools, without a specific appropriation. All money appropriated for other educational purposes, unless otherwise provided by the act appropriating the same, shall be paid from the other half of said income, so long as it shall be sufficient for that purpose. If insufficient, the excess of such appropriations in any year shall be paid from any money in the treasury not otherwise appropriated. If the income in any year exceeds such appropriations for the year, the surplus shall be added to the principal of said fund.

Income, how distributed. 1854, 300, §§ 2, 3. 1858, 96, § 2.

How apportioned for schools.

SECT. 3. The income of the school fund appropriated by the preceding section to the support of public schools, which may have accrued upon the first day of June of each year, shall be apportioned by the secretary and treasurer, and on the tenth day of July be paid over by the treasurer, to the treasurers of the several towns and cities, for the use of the public schools, according to the number of persons therein between the ages of five and fifteen years, ascertained and certified as provided in sections three and four of chapter forty. But no such apportionment shall be made to a town or city which has not complied with the provisions of sections five and six of said chapter, or which has not raised by taxation, for the support of schools during the school year embraced in the last annual returns, including only wages and board of teachers, fuel for the schools, and care of fires and schoolrooms, a sum not less than one dollar and fifty cents for each person between the ages of five and fifteen years belonging to said town or city on the first day of May of said school year.

When towns are not entitled to share.  
R. S. 23, §§ 66, 67.  
1846, 223, § 5.  
1849, 117, §§ 2, 3.

Income received by towns, how applied.

SECT. 4. The income of the school fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein, but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

Appropriations for Indians. Account to be rendered.  
R. S. 23, § 68.  
1835, 154.  
1853, 186, §§ 1, 2.  
Resolves, 1855, 35.

SECT. 5. On the first day of January, annually, there shall be paid out of the income of said school fund as follows, viz: One hundred dollars to the treasurer of the Marshpee Indians, to be applied, under his direction, to the support of public schools among said Indians; one hundred and sixty-five dollars to the



selectmen of the district of Marshpee, under the provisions of chapter thirty-five of the Resolves of the year one thousand eight hundred and fifty-five; sixty dollars to the trustee of the Gay Head Indians; sixty dollars to the guardian of the Indians of Christiantown and Chippequiddie; and twenty dollars to the treasurer of the Herring Pond Indians; to be applied by them in like manner to the support of public schools among said Indians; and an annual account of the appropriations of said money shall be rendered to the governor and council.

## INDIAN SCHOOL FUND.

SECT. 6. The income of the school fund for Indians, derived from the surplus revenue of the United States, shall be paid annually in the month of March for public school purposes as follows, viz: to the treasurer of the district of Marshpee, sixty dollars; to the guardian of the Christiantown and Chippequiddie Indians, seventy-two dollars, one half thereof for the benefit of said Christiantown and Chippequiddie Indians, and the other half for the benefit of the Gay Head Indians; and to the treasurer of the Herring Pond Indians, eighteen dollars.

Indian school fund, how applied, &c. 1837, 85, § 7.

## TODD NORMAL SCHOOL FUND.

SECT. 7. The income of the Todd fund shall be paid by the treasurer of the commonwealth on the warrant of the governor to the board of education, to be by them applied to specific objects in connection with the normal schools not provided for by legislative appropriation.

Todd fund, how applied. 1850, 63, 83.

## CHAPTER XXXVII.

## OF STATE SCHOLARSHIPS.

## SECTION.

1. Forty-eight scholarships established.
2. Arrangement of sections and classes for scholarships. One scholarship to each section every four years. Secretary of board to notify school committees.
3. School committees to recommend candidates. Qualification of candidates. Vacancies, how filled.

## SECTION

4. Additional scholars. Character of scholars.
5. Time and place of selection.
6. Place of education, how selected. Scholar to receive \$100 annually.
7. Vacancies, how filled.
8. Scholars attending normal school, allowance to.
9. Those receiving aid, to teach or refund.
10. Appropriations.

Scholarships established. 1853, 193, § 1.

SECTION 1. To aid in qualifying principal teachers for the high schools of the commonwealth, forty-eight state scholarships are established.

Arrangement of sections and classes for scholarships. 1853, 193, § 2.

SECT. 2. The sections, and classes of sections, and the order in which they are entitled to scholarships as now arranged by the board of education, shall continue until the year eighteen hundred and sixty-one, at which time, and at the expiration of every ten years thereafter, the board shall arrange the senatorial districts in four classes of ten sections each, and each of said classes shall, once in four years, in such alternate order as the board, at the time of the formation of the classes, by lot designates, be entitled to one scholarship for each of its sections. The secretary of the board shall, through the mail, notify the school committee of each town or city, of the year its class is entitled to scholarships.

Candidates for scholarships, how recommended. Qualifications. Vacancies, how filled. 1853, 193, § 3.

SECT. 3. The school committees of the towns and cities in each class, may, in the year in which their class is entitled to scholarships, recommend as candidates therefor, young men, inhabitants of their town or city,

who shall furnish the board of education with the certified opinion of said committee, and of a competent teacher, that they will be fitted for college at the succeeding commencement; and said board, together with the senator, if he resides within any section of such class, shall select from such candidates one scholar from each section, whom by personal examination they judge the most deserving and likely to become useful as a teacher. If any section presents no such suitable candidate, the place may be filled by the board from the candidates of the other sections of the same class, and if from a deficiency of proper candidates, less than ten scholars are selected from a class, the board may, after a careful examination by themselves, as to scholarship, complete the number from the state at large.

SECT. 4. If, after the selection of ten scholars from any class of sections, other candidates, from such class recommended as aforesaid, are considered by the board as possessing the requisite qualifications, the board may select therefrom two additional scholars, and in default of such candidates, may select such additional scholars from the state at large, in the manner provided in the preceding section. All candidates shall be persons of irreproachable moral character, free from any considerable defect of sight or hearing, and of good health and constitution.

Additional  
scholars.  
Character of  
candidates.  
1853, 193, § 4.

SECT. 5. The selections for scholarships required to be made by the board, and by the senators within the respective sections, shall be made at a meeting held annually at the office of the secretary of the board, at such time in the month of March as the board appoints, of which the secretary shall give notice. The selections to be made by the board alone may be made at the same or at any other time during the year.

Time and place  
of selection.  
1853, 193, § 5.

Place of education, how selected. Scholar to receive \$100 annually. 1853, 193, § 6.

SECT. 6. Any scholar so selected may be educated at any college established by law in this commonwealth, which he and his friends may select; and the board shall, at the end of each collegiate year, not exceeding four, upon his producing a certificate from the president of his college, that he has been faithful in his studies, exemplary in his deportment, and ranks in scholarship among the first half of his class, pay to him one hundred dollars.

Vacancies, how filled. 1853, 193, § 7.

SECT. 7. Selections to fill vacancies occurring in such scholarships may be made by the board in like manner as original selections: and the board shall take all measures necessary for that purpose.

Scholar attending normal school, allowance to. 1853, 193, § 8.

SECT. 8. Any such scholar after leaving college may attend a state normal school, and for each term, not exceeding two, during which he attends such school, he shall, upon producing a certificate of such attendance, and of the faithful and exemplary performance of his duties there, from the principal master thereof, be paid by the board of education, from any unexpended balance of the funds provided by section ten of this chapter, the sum of twenty-five dollars.

To teach, or refund. 1853, 193, § 9.

SECT. 9. Every person who has received aid in the manner provided by this chapter, shall teach in the public schools of the commonwealth the same term of time that he has received such aid; and if, being in competent health, he fails so to teach, unless he satisfies the board that such failure has arisen from inability to find employment, he shall pay to the treasurer at the rate of one hundred dollars a year for the time of such failure, with interest thereon from the time of graduation; and the treasurer may recover the amount in an action at law.

Appropriations. 1853, 193, § 10. See § 8.

SECT. 10. Forty-eight hundred dollars annually, from the income of the school fund not appropriated

to public schools, and all such sums as the treasurer recovers under the preceding section, are appropriated to accomplish the purposes of this chapter, under the direction of the board of education.

## CHAPTER XXXVIII.

### OF THE PUBLIC SCHOOLS.

#### PUBLIC SCHOOLS.

##### SECTION

1. Each town to have school six months in a year. Branches to be taught.
2. High school in towns of five hundred families. Branches taught. Duration of school. Towns of four thousand inhabitants.
3. High school districts in adjacent towns, how established.
4. Committee, how chosen. Powers.
5. to determine location of schoolhouse.
6. Expenses apportioned.
7. Schools may be maintained for those over fifteen years.
8. Under superintendence of school committee.  
. Female assistants.
10. Duty of instructors in colleges, &c.
11. of ministers and town officers.
12. Towns to raise money for schools.
13. Funds of corporations for supporting schools, not affected, &c.
14. Forfeiture for neglect to raise money, &c.
15. three fourths of to be appropriated to schools.
16. School committee, how chosen. Number. Term of service.
17. Vacancies, how filled.

##### SECTION

18. When whole comm'ttee decline, new committee, how elected.
19. Term of service of person filling vacancy.
20. On election of new board, certain duties of old to continue.
21. Committee, how increased or diminished.
22. records of. Secretary.
23. Committee to contract with teachers, unless, &c.
24. Instructor to receive and file certificate. When and how paid.
25. may be dismissed. Compensation to cease.
26. Examinations and visits by committee.
27. Bible to be read in schools. Sec-tarian books excluded.
28. Committee to direct what books to be used. Change of books, how made, &c.
29. to procure books, apparatus, &c.
30. for certain scholars at expense of town.
31. Expense of books so supplied to be taxed to parents, &c.
32. If parents unable to pay, tax may be omitted.
33. Duty of committee where school is for benefit of whole town.
34. Compensation of committee.
35. Superintendent of schools, ap-pointment, duties, &c.

SCHOOLHOUSES.

SECTION

- 36. Towns not distrieted, to maintain schoolhouses, &c.
- 37. Location of schoolhouses.
- 38. Land may be taken for school-house lots, &c.

SECTION

- 39. Owner of land may have jury. Proceedings. Damages and costs.
- 40. Committee of town not distrieted to have charge of school-houses.
- 41. Provisions of chapter to apply to cities, except, &c.

Each town to have school six months in a year.  
Branches taught.  
R. S. 23, § 1.  
1839, 56, § 1.  
1858, 5, §§ 1, 2.  
1859, 263.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

High schools in towns of five hundred families.  
Branches taught.

SECT. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school, to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this commonwealth, and of the United States, and the Latin language. Such last-mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhet-

Duration of school.  
Towns of 4000 inhabitants.  
R. S. 23, § 5.  
1852, 123  
1857, 206, § 2.  
11 Mass. 141.  
11 Cush. 178.

oric, logic, intellectual and moral science, and political economy.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district, for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meetings called for that purpose, so determine.

High school districts in adjacent towns, how established. 1848, 279, § 1.

SECT. 4. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees.

Committee, how chosen. Powers. 1848, 279, § 2.

SECT. 5. The committee thus formed shall determine the location of the schoolhouse authorized to be built by the towns forming the district, or if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns.

To determine location of schoolhouse. 1848, 279, § 3.

SECT. 6. In the erection of a schoolhouse for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

Expenses apportioned. 1848, 279, § 4.

SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

Schools may be maintained for those over fifteen years of age. 1857, 189, § 1.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it

Under superintendence of committee. 1857, 189, § 2.

as they have over other schools; and shall determine what branches of learning may be taught therein.

Female assistants.  
1839, 56, § 1.

SECT. 9. In every public school having an average of fifty scholars, the school district or town to which such school belongs shall employ one or more female assistants, unless such district or town, at a meeting called for the purpose, votes to dispense with such assistant.

Duty of instructors in colleges, &c.  
Const. ch. 5, § 2.  
R. S. 23, § 7.

SECT. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of 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 and justice, and a sacred regard to truth; love of 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.

Duty of ministers and town officers.  
R. S. 23, § 8.

SECT. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

Towns to raise money for schools.  
R. S. 23, § 9.  
10 Met. 513.

SECT. 12. The several towns shall, at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as



they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

SECT. 13. Nothing contained in this chapter shall affect the right of any corporation established in a town, to manage any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds.

School funds of corporations not allotted, &c. R. S. 23, § 59.

SECT. 14. A town which refuses or neglects to raise money for the support of schools as required by this chapter, shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend said schools, or to choose prudential committees in the several districts, when it is the duty of the town to choose such prudential committee, shall forfeit a sum not less than five hundred nor more than one thousand dollars, to be paid into the treasury of the county.

Forfeiture for neglect to raise money, &c. R. S. 23, § 60. 1833, 135.

SECT. 15. Three fourths of any forfeiture paid into the treasury of the county under the preceding section, shall be paid by the treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town, in the same manner as if it had been regularly raised by the town for that purpose.

Three fourths of, appropriated to schools. R. S. 23, § 61.

SECT. 16. Every town shall, at the annual meeting, choose, by written ballots, a board of school committee, which shall have the general charge and superintendence of all the public schools in town. Said board shall consist of any number of persons divisible by three, which said town has decided to elect, one third thereof to be elected annually, and continue in office three years. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

School committee, how chosen, &c. R. S. 23, § 10. 1857, 270, §§ 1, 2. 1-59, 264. 23 Pick. 225. 5 Cush. 207.

Vacancies, how filled.

1857, 266, §§ 1, 2.

SECT. 17. If any person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

When whole committee decline, new committee, how elected.

1857, 266, § 2.

SECT. 18. If all the persons elected as members of the school committee, after such notice of their election, refuse or neglect to accept the office, or, having accepted, afterwards decline further service, or become unable to attend to the duties of the board, the selectmen or the mayor and aldermen shall, after giving like public notice, proceed by ballot to elect a new board, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

Term of service of person filling vacancy.

1857, 266, § 3.

1857, 270, § 3.

1859, 80.

SECT. 19. The term of service of every member elected in pursuance of the provisions of the two preceding sections, shall end with the municipal or official year in which he is chosen, and if the vacancy which he was elected to fill was of a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

On election of new board, certain duties of old to continue.

1846, 223, § 1.

1857, 266, § 3.

1857, 270, § 3.

SECT. 20. All the members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of

making and transmitting the certificate, returns, and report of the committee, notwithstanding the election of any successor at the annual meeting; but for all other duties, the term of office shall commence immediately after election.

SECT. 21. Any town may, at the annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class, to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing, annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

Committee,  
how increased  
or diminished.  
1857, 270, § 4.

SECT. 22. The school committee shall appoint a secretary, and keep a permanent record book, in which all its votes, orders, and proceedings shall be by him recorded.

Records of  
secretary.  
1838, 105, § 3.

SECT. 23. The school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed; and shall ascertain, by personal examination, their qualifications for teaching, and capacity for the government of schools.

To contract  
with teachers,  
unless, &c.  
R. S. 23, § 13.  
1838, 105, § 2.  
1859, 60.

SECT. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the

Teachers to  
receive and file  
certificate.  
when and how  
paid.  
R. S. 23, § 14.  
1850, 115.  
1855, 126.

expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

May be dismissed, &c.  
1844, 32.

SECT. 25. The school committee may dismiss from employment any teacher, whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

Examinations and visits by committee.  
R. S. 23, §§ 15, 16.

SECT. 26. The school committee, or some one or more of them, for the purpose of making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town, on some day during the first or second week after the opening of such schools respectively, and also on some day during the two weeks preceding the close of the same; and shall also, for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in the town, once a month; and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars therein.

Bible to be read in schools.

SECT. 27. The school committee shall require the daily reading of some portion of the Bible in the common English version; but shall never direct any school-books calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the town schools.

Sectarian books excluded.  
R. S. 23, § 23.  
1855, 410.

Schoolbooks, change of, how made.  
R. S. 23, § 17.  
1850, 93, §§ 2, 3.

SECT. 28. The school committee shall direct what books shall be used in the public schools, and no change shall be made in said books, except by the unanimous consent of the whole board, unless the committee consists of more than nine, and questions relating to school-books are intrusted to a sub-committee. In that case, the consent of two thirds of the whole number of said

sub-committee, with the concurrent vote of three fourths of the whole board, shall be requisite for such change. If any change is made, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same by the school committee, at the expense of said town.

SECT. 29. The school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and give notice of the place where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to reimburse the expense of the same. The school committee may also procure, at the expense of the city or town, such apparatus, books of reference, and other means of illustration, as they deem necessary for the schools under their supervision, in accordance with appropriations therefor previously made.

Committee to procure text-books, apparatus, &c.  
R. S. 23, § 19.  
1859, 93, § 1.  
13 Pick. 229.

SECT. 30. If any scholar is not 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.

For certain scholars at expense of town.  
R. S. 23, § 20.

SECT. 31. The school committee shall give notice, in writing, to the assessors of the town, of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books 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.

Expense of books so supplied to be taxed to parents, &c.  
R. S. 23, § 21.

SECT. 32. If the assessors are of opinion that any parent, master, or guardian is unable to pay the whole expense of the books so supplied on his account, they

If parents unable to pay, tax may be omitted.  
R. S. 23, § 22.

shall omit to add the price of such books, or shall add only a part thereof, to his annual tax, according to their opinion of his ability to pay.

Duty of committee where school is for benefit of whole town.  
R. S. 23, § 11.

SECT. 33. In any town containing five hundred families, in which a school is kept for the benefit of all the inhabitants, as before provided, the school committee shall perform the like duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, as the prudential committee may perform in a school district.

Compensation of committee.  
1838, 105, § 4.  
1859, 103.

SECT. 34. The members of the school committee shall be paid, in cities one dollar, and in towns one dollar and a half each, a day, for the time they are actually employed in discharging the duties of their office, together with such additional compensation as the town or city may allow.

Superintendent of schools, appointment, duties, &c.  
1854, 314.  
1859, 232, §§ 1, 2.

SECT. 35. Any town, annually, by legal vote, and any city by an ordinance of the city council, may require the school committee annually to appoint a superintendent of public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools, with such salary as the city government or town may determine; and in every city in which such ordinance is in force, and in every town in which such superintendent is appointed, the school committee shall receive no compensation, unless otherwise provided by such city government or town.

SCHOOLHOUSES.

SECT. 36. Every town not divided into school districts shall provide and maintain a sufficient number of schoolhouses properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise direct,

Towns not districted, to maintain schoolhouses, &c.  
R. S. 23, § 32.  
1859, 286, § 2.  
1859, 252, §§ 4, 5.

shall keep them in good order, procuring a suitable place for the schools, where there is no schoolhouse, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.

SECT. 37. Any town, at a meeting legally called for the purpose, may determine the location of its schoolhouses, and adopt all necessary measures to purchase or procure the land for the accommodation thereof.

Location of schoolhouses.  
R. S. 23, §§ 28, 32.  
1859, 252, § 4.

SECT. 38. When land has been designated by a town, school district, or those acting under its authority, or determined upon by the selectmen as a suitable place for the erection of a schoolhouse and necessary buildings, or for enlarging a schoolhouse lot, if the owner refuses to sell the same, or demands therefor a price deemed by the selectmen unreasonable, they may, with the approbation of the town, proceed to select, at their discretion, and lay out a schoolhouse lot, or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out highways, and appraising damages sustained thereby; and upon payment, or tender of payment of the amount of such damages to the owner, by the town, the land shall be taken held, and used for the purpose aforesaid. But no lot so taken or enlarged shall exceed, in the whole, eighty square rods, exclusive of the land occupied by the school buildings.

Land may be taken for schoolhouse lots, &c.  
1848, 237, § 1.  
1855, 318, § 1.  
2 Gray, 414.

SECT. 39. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings

Owner of land, may have jury.  
Proceedings.  
Damages and costs.  
1848, 237.  
1851, 186.  
1855, 10.  
2 Gray, 414.

shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If damages are increased, or the location changed by the jury, the damages and all charges shall be paid by the town; otherwise, the charges arising on such application shall be paid by such applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

Committee of town not districted, to have charge of schoolhouses.

SECT. 40. The school committee of a town in which the school district system has been abolished, or does not exist, shall have the general charge and superintendence of the schoolhouses in said town, so far as relates to the use to which the same may be appropriated.

Provisions of chapter to apply to cities, except, &c.

SECT. 41. Except as may be otherwise provided in their respective charters, or acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities. And the mayor and aldermen in the several cities are authorized to execute the powers given in section thirty-eight of this chapter to the selectmen and town.

CHAPTER XXXIX.

OF SCHOOL DISTRICTS.

| SCHOOL DISTRICTS.   | SECTION  |
|---|--|
| SECTION   | 6.   |
| 1. Districts, how formed, when re-organized.                        | corporate powers of, to continue for certain purposes. |
| 2. to be corporations for certain purposes.                         | 7. Prudential committee in each district. Duties.      |
| 3. may be abolished, &c.  | 8. may be chosen by the districts.                     |
| 4. towns to vote on abolition of.                                   | 9. to consist of three persons in certain cases.       |
| 5. secretary to notify towns, &c., to insert in warrant concerning. | 10. vacancies in, how filled.                          |



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11. Prudential committee, duties of, to be performed by town committee, when, &c.
12. If district does not establish school, town committee may, &c.
13. District meetings, selectmen, &c. may issue warrants for.
14. manner of warning.
15. Districts may prescribe mode of calling.
16. Clerk to be chosen, and sworn, keep records, &c.
17. liable only for want of integrity. District, when liable.
18. Districts may raise money for schoolhouses, may fix site.
19. Towns may provide schoolhouses at the common expense.
20. Selectmen to determine site in case, &c.
21. Penalty on school district for not providing schoolhouse.
22. Personal and real estate, where taxed.
23. Manufacturing corporations, where taxed.
24. Non-residents, where taxed.
25. Same subject.
26. School taxes assessed like town taxes.
27. Assessors to issue warrants to collectors.
28. Money raised, to be at disposal of committees.
29. If district refuses to raise money, town may order it.
30. If district neglects to organize,

## SECTION.

- school committee may provide, &c.
31. Collectors to proceed as in collecting town taxes.
  32. Treasurer to have like powers, &c.
  33. Compensation of assessors, &c.
  34. Abatement of taxes.

## UNION DISTRICTS.

35. Union districts, how formed, &c.
36. First meeting. Subsequent meetings. Location of house.
37. Clerk, how chosen, &c.
38. Assessments, how made.
39. Prudential committees, how constituted. Powers and duties, &c.
40. Usual schools maintained.
41. School committees, powers and duties of.

## CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

42. Contiguous districts in adjoining towns may unite.
43. Union not formed without consent of districts, &c.
44. United districts may be separated.
45. meetings of, how called.
46. Prudential committee to be chosen, &c.
47. Money raised, to be in proportion, &c.
48. how assessed.
49. School committees of adjoining towns to officiate in turns.

SECTION 1. Towns may provide for the support of <sup>Districts.</sup> schools without forming school districts; or may, at a <sup>R. S. 23, § 24.</sup> meeting called for the purpose, divide into such dis- <sup>1849, 206.</sup> tricts, and determine the limits thereof; but shall not, <sup>1851, 303.</sup> oftener than once in ten years from the second day of <sup>23 Pick. 70.</sup> May, eighteen hundred and forty-nine, be districted <sup>4 Cush. 250.</sup> anew so as to change the taxation of lands from one <sup>10 Cush. 418.</sup> district to another having a different schoolhouse. <sup>4 Gray, 250.</sup> <sup>7 Gray, 411.</sup>

To be corporations, &c.  
R. S. 23, §§ 57, 58.  
6 Met. 562.  
10 Met. 464.

SECT. 2. A school district shall be a body corporate so far as to prosecute and defend in all actions relating to the property or affairs of the district, and may take and hold, in fee simple or otherwise, any estate, real or personal, given to or purchased by the district for the support of a school or schools therein.

May be abolished, &c.  
1850, 286, § 1.  
1852, 199.  
See § 19.

SECT. 3. A town may, at any time, abolish the school districts therein, and shall thereupon forthwith take possession of all the schoolhouses, land, apparatus, and other property owned and used for school purposes, which such districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter, a tax shall be levied upon the whole town, equal to the amount of said appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken. Or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest.

Towns to vote on abolition of.

SECT. 4. Every town divided into school districts shall, at the annual meeting in the year eighteen hundred and sixty-three, and every third year thereafter, vote upon the question of abolishing such districts.

Secretary to notify towns, &c., to insert in warrant concerning.

SECT. 5. The secretary of the commonwealth, on the recurrence of a year when the vote thus required is to be had, shall seasonably notify thereof the selectmen of the several towns, and require them, in towns retaining the school district system, to insert an article in the warrant for the annual meeting, for the purpose specified in the preceding section; and the selectmen of any town who neglect to insert such article in the warrant, when so required, shall forfeit twenty dollars.

Corporate powers of, to continue for certain purposes.

SECT. 6. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall

continue and remain so far as may be necessary for the enforcement of its rights and duties; and the property which it possessed at the time shall be subject to all legal process against it.

SECT. 7. Every town divided into school districts shall, at its annual meeting, choose one person, resident in each school district, to be a committee for that district, and to be called the prudential committee, who shall keep the schoolhouse in good order at the expense of the district; and if there is no schoolhouse, shall provide a suitable place for the school of the district at the expense thereof; shall provide fuel and all things necessary for the comfort of the scholars therein; give information and assistance to the school committee of the town, to aid them in the discharge of the duties required of them; and, when the town so determines, shall select and contract with an instructor for each school in the district.

Prudential committee in each district.

Duties.  
R. S. 23, § 25.  
1838, 105, § 2.  
11 Pick. 260.  
4 Cush. 530.  
8 Cush. 191.

SECT. 8. If a town so determines, the prudential committee may be chosen by the legal voters of the several school districts to which they respectively belong, in such manner as the district directs.

Prudential committee, how chosen.  
R. S. 23, § 26.  
21 Pick. 75.

SECT. 9. When a town determines that the prudential committees shall select and contract with school teachers for their districts, three persons in each district may be chosen to act as such committee.

To consist of three persons.  
1839, 137.  
4 Gray, 250.

SECT. 10. When the office of prudential committee becomes vacant in any district, by reason of the death, resignation, or removal of the person or persons elected, such district may fill the vacancy at a legal meeting called for the purpose.

Vacancies in, how filled.  
1855, 451.

SECT. 11. When no prudential committee is chosen for a school district, the school committee shall perform all the duties of the prudential committee.

Town committee, to act as, when.  
R. S. 23, § 31.

If district does not establish school, town committee may.  
R. S. 23, § 45.

SECT. 12. If a school district neglects or refuses to establish a school and employ a teacher for the same, the school committee may establish such school, and employ a teacher therefor, as the prudential committee might have done.

District meetings, selectmen, &c. may issue warrants for.  
R. S. 23, § 46.  
8 Cush. 592.

SECT. 13. The selectmen of the several towns, divided into school districts as aforesaid, or the prudential committee of every such district, upon application made to either of them respectively, in writing, by three or more residents who pay taxes in the district, shall issue their warrant, directed to one of the persons making the application, requiring him to warn the inhabitants of such district, qualified to vote in town affairs, to meet at the time and place in the district expressed in the warrant.

Manner of warning.  
R. S. 23, § 47.  
4 Greenl. 46.  
14 Mass. 315.  
12 Pick. 206.

SECT. 14. The warning shall be given seven days, at least, before the time appointed for the meeting, by personal notice to every inhabitant of the district qualified to vote in town affairs, or by leaving, at his last and usual place of abode, a written notification, expressing the time, place, and purpose of the meeting, unless the district prescribes another mode of warning its meetings.

Districts may prescribe mode of calling.  
R. S. 23, § 48.  
1850, 213.  
10 Pick. 543.  
2 Cush. 419.  
8 Cush. 592.

SECT. 15. A school district, at any regular meeting having an article in the warrant for that purpose, may prescribe the mode of warning all future meetings of the district; and may also direct by whom and in what manner such meetings may be called. Notwithstanding such prescribed mode, meetings may, nevertheless, be called in accordance with the provisions of the two preceding sections.

Clerk to be chosen, and sworn, keep records, &c.  
R. S. 23, § 27.  
21 Pick. 75.  
12 Met. 105.

SECT. 16. The inhabitants of each school district, qualified to vote in town affairs, shall choose a clerk, who shall be sworn by the moderator, in open meeting, or by a justice of the peace; make a fair record of all

votes passed at meetings of the district; certify the same when required, and hold his office until a successor is chosen and qualified.

SECT. 17. The clerk shall be answerable only for want of integrity on his own part; and if he certifies truly to the assessors of the town the votes of the district for raising, by a tax, any sum of money, the district shall be liable in case of any illegality in the proceedings in relation to raising such money.

Liable only for want of integrity. District, when liable. R. S. 23, § 29. 10 Pick. 543. 11 Pick. 486.

SECT. 18. The legal voters of any district, at a meeting called for that purpose, may raise money for erecting or repairing schoolhouses in their district; for purchasing or hiring any buildings to be used as schoolhouses, and land for the use and accommodation thereof; and for purchasing libraries and necessary school apparatus, fuel, furniture, and other necessary articles, for the use of schools; they may also determine in what part of their district such schoolhouses shall stand, and choose any committee to carry into effect the provisions aforesaid.

Districts may raise money for schoolhouses; may fix site. R. S. 23, § 23. 1849, 81, § 1. 21 Pick. 75. 10 Cush. 418.

SECT. 19. The legal voters of every town may, if they think it expedient, carry into effect the provisions of the preceding section at the common expense of the town, so far as relates to providing schoolhouses for the several school districts of the town; and the town in such case may, at any legal meeting, raise money, and adopt all other proper measures for this purpose, and, if already districted, may take possession of the schoolhouses and property of the several districts in the manner provided in section three of this chapter.

Towns may provide schoolhouses, at the common expense. R. S. 23, § 32. 1850, 286, § 2.

SECT. 20. If a school district cannot determine, by a vote of two thirds of the legal voters present and voting thereon, where to place their schoolhouse, the selectmen, upon application made to them by the com-

Selectmen to determine site, in case, &c. R. S. 23, § 30. 1852, 119. 2 Gray, 414.

mittee appointed to build or procure the schoolhouse, or by five or more of the legal voters of the district, shall determine where such schoolhouse shall be placed.

Penalty on school district for not providing school-house.

SECT. 21. A school district, obliged by law to provide a suitable schoolhouse, shall, for neglecting one year so to do, be liable to a fine not exceeding two hundred dollars, to be recovered by indictment, on complaint of any legal voter in said district, to be appropriated to the support of schools therein.

Personal and real estate, where taxed.  
R. S. 23, § 33.  
5 Mass. 330.  
12 Met. 181.

SECT. 22. In raising and assessing money in the several school districts, every inhabitant of the district shall be taxed in the district in which he lives, for all his personal estate, and for all the real estate which he holds in the town, being under his own actual improvement; and all other of his real estate in the same town shall be taxed in the district in which it lies.

Manufacturing corporations, where taxed.  
R. S. 23, § 34.  
1850, 301.

SECT. 23. In the assessment of taxes pursuant to the preceding section, all real estate and machinery belonging to manufacturing corporations or establishments shall be taxed in the school districts where the same are situated; and in assessing the shares in such corporation, or the personal estate of the owners of such establishments, for the like purposes, the value of such machinery and real estate shall first be deducted from the value of such shares or personal estate.

Non-residents, where taxed.  
R. S. 23, § 35.

SECT. 24. All the land within a town, owned by the same person, not living therein, shall be taxed in the same district.

Same subject.  
R. S. 23, § 35.

SECT. 25. When the estate of a non-resident owner is taxed, it may be taxed in such district as the assessors of the town determine; and the assessors, before they assess a tax for any district, shall determine in which district the estate of any such non-resident shall

be taxed, and certify in writing their determination to the clerk of the town, who shall record the same; and such estate, while owned by the same person resident without the limits of the town, shall be taxed in such district accordingly, until the town is districted anew.

SECT. 26. The assessors of the town shall assess, in the same manner as town taxes are assessed, on the polls and estates of the inhabitants of each school district, and on all estates liable to be taxed therein as aforesaid, all money voted to be raised by the legal voters of such district for the purposes aforesaid; and such assessment shall be made within thirty days after the clerk of the district has certified to said assessors the sum voted by the district to be raised.

SECT. 27. The assessors shall make a warrant, substantially in the form heretofore used, except that a seal shall not be required thereto, directed to one of the collectors of the town, requiring him to collect the tax so assessed, and to pay the same to the treasurer of the town within a time to be limited in the warrant; and a certificate of the assessment shall be made by the assessors, and delivered to the treasurer.

SECT. 28. The money so collected and paid shall be at the disposal of the committee appointed by the district, to be by them applied to the building or repairing of schoolhouses, or to the purchase of buildings to be used as such, or of land for their sites, as before provided, and according to the votes or directions of the legal voters of the district.

SECT. 29. If, at a meeting of the legal voters of a school district, called for the purpose of raising money, a majority of the voters present are opposed thereto, any five inhabitants of the district, who pay taxes, may make application in writing to the selectmen of the town, requesting them to insert in their warrant for

School taxes assessed like town taxes.  
R. S. 23, § 37.  
3 Mass. 230.  
3 Cush. 567.

Assessors to issue warrants to collectors.  
R. S. 23, § 38.  
5 Pick. 496.  
12 Pick. 214.

Money raised, to be at disposal of committees.  
R. S. 23, § 39.

If district refuses to raise money, town may order it.  
R. S. 23, § 44.  
1848, 274.

the next town meeting an article requiring the opinion of the town relative to the expediency of raising such money as was proposed in the warrant for the district meeting; and, if the majority of the voters think the raising of any of the sums of money proposed in the warrant is necessary and expedient, they may vote such sum as they think necessary for said purposes, and the same shall be assessed on the polls and estates of the inhabitants of such district, and be collected and paid over in the manner before provided. They may also empower the selectmen of the town, or the school committee, or may choose a committee, to carry into effect the purposes for which such money is voted, if such district neglects or refuses to choose a committee for that purpose.

If district neglects to organize, school committee may provide. &c.  
1858, 145, § 1.

SECT. 30. If a district neglects to organize by the choice of officers, the money necessary for the erection, repair, or enlargement of a schoolhouse therein, may be expended by order of the school committee, and, upon their certificate, shall be assessed upon the polls and estates of the inhabitants of the district, collected like other district taxes, and paid into the treasury of the city or town.

Collectors, how to collect taxes.  
R. S. 23, § 40.

SECT. 31. In collecting district taxes, the collectors shall have the same powers and proceed in the manner provided by law in collecting town taxes.

Treasurer, powers of, &c.  
R. S. 23, § 41.

SECT. 32. The treasurer of a town, to whom a certificate of the assessment of a district tax is transmitted, shall have the like authority to enforce the collection and payment of the money so assessed and certified, as he has in the case of money raised by the town, for the use of the town.

Compensation of assessors, &c.  
R. S. 23, § 42.

SECT. 33. The assessors, treasurer, and collector, shall have the same compensation, respectively, for



assessing, collecting, and paying out money assessed for the use of a school district, as is allowed by the town for like services in respect to town taxes.

SECT. 34. The assessors shall have the same power Abatement of taxes. to abate the tax, or any part thereof, assessed on an inhabitant of a school district, as they have to abate town taxes.

#### UNION DISTRICTS.

SECT. 35. Two or more contiguous school districts Union districts, how formed, &c. 1838, 189, §§ 1, 2, 5. 1839, 56, § 2. in a town may, by a vote of two thirds of the legal voters of each district, present and voting at legal meetings of their respective districts, called for the purpose, associate and form a union district, for the purpose of maintaining a union school for the benefit of the older children of such associated districts; such district shall have the powers, privileges, and liabilities of school districts, with such name as the district determines at its first meeting.

SECT. 36. The districts proposing such association First meeting. Subsequent meetings. Location of house. 1838, 189, §§ 3, 5. shall, at the time of voting to form the union, respectively agree upon the time, place, and manner of calling the first meeting of the union district, which may, from time to time, determine the mode of calling and warning its meetings, the time and place of its annual meetings, and the place where its schoolhouse shall stand. The location of the schoolhouse, if not determined by the district, shall be referred to the selectmen, as provided for other districts.

SECT. 37. Each union district, at its first meeting, Clerk, how chosen, &c. 1838, 189, § 4. shall choose by ballot a clerk, who shall be sworn in the manner, and perform the duties, prescribed for clerks of other school districts, and hold the office until a successor is chosen and qualified.

Assessments,  
how made.  
1828, 189, § 1.

SECT. 38. In raising and assessing money in such districts, every inhabitant shall be taxed in the manner in which inhabitants of other school districts are taxed, and the real estate of non-resident owners, taxable in either of the districts composing the union district, shall be taxed in such districts.

Prudential com-  
mittees, how  
constituted.  
Powers and du-  
ties, &c.  
1828, 189, §§ 6, 7.

SECT. 39. The prudential committees of the respective districts, forming the union district, shall together constitute the prudential committee of such district; have the powers, and discharge the duties, in relation to the school and schoolhouse of the district, prescribed to prudential committees in relation to the schools and schoolhouses in their respective districts; and determine what proportion of the money raised and appropriated by the town, for each of the districts composing the union district, shall be appropriated and expended in paying the instructors of the union school; subject, in all matters, to any legal votes of the union district.

Usual schools  
maintained  
1828, 189, § 7.

SECT. 40. The public schools required by law shall continue to be maintained in each of the districts thus associated, as if no union district had been formed.

School commit-  
tees, powers  
and duties of.  
1828, 189, § 8.

SECT. 41. The school committee shall have the powers and duties, in relation to such union school, which they have in relation to other district schools.

#### CONTIGUOUS SCHOOL DISTRICTS IN ADJOINING TOWNS.

Contiguous dis-  
tricts in adjoining  
towns may  
unite.  
R. S. 23, § 49.

SECT. 42. If two or more contiguous school districts in adjoining towns are too small to maintain schools advantageously in each, such districts may unite, and form one district, with the powers, privileges, and liabilities allowed or prescribed in regard to school districts.

Union not form-  
ed without consent  
of districts,  
&c.  
R. S. 23, § 50.

SECT. 43. No district shall be so united, unless the legal voters of each, at legal meetings called for the purpose, agree thereto; nor unless the respective

towns, at legal town meetings called for the purpose, assent to the same; and, when such vote is passed by a school district, the clerk thereof shall forthwith send a certified copy to the clerk of his town.

SECT. 44. When the voters in such united district, at a legal meeting called for the purpose, deem it expedient to separate, and again form two or more districts, they may do so, first obtaining the consent of the respective towns.

United districts  
may be separated.  
R. S. 23, § 51.

SECT. 45. The first meeting of such united district shall be called in the manner agreed upon by the respective districts at the time of forming the union; and such district may, from time to time thereafter, prescribe the mode of calling and warning its meetings as other school districts may do.

Meetings of,  
how called.  
R. S. 23, § 52.

SECT. 46. Such district, at the first meeting, and annually thereafter, shall choose a prudential committee, who shall receive and expend the money raised and appropriated in each town for the united district, and possess the powers and discharge the duties allowed or prescribed to the prudential committees of other districts.

Prudential committee to be  
chosen, &c.  
R. S. 23, § 53.

SECT. 47. The legal voters of a united district shall, at the time of voting to raise such money, determine the amount to be paid by the inhabitants in each town, which shall be in proportion to their respective polls and estates; and the clerk of the district shall certify such vote to the assessors of each of said towns.

Money raised  
be in proportion,  
&c.  
R. S. 23, § 54.]

SECT. 48. All money duly voted to be raised by any such united district, shall be assessed, by the assessors of the respective towns, upon the polls and estates of the inhabitants of the district, and collected, as taxes are assessed and collected in other school districts.

Money, how  
assessed.  
R. S. 23, §§ 55.]

School committees of adjoining town, to officiate in turns. R. S. 23, § 56.

SECT. 49. The respective school committees of the towns from which such united district is formed, shall discharge the duties of school committee for the district in alternate years, commencing with the most ancient town.

CHAPTER XL.

OF SCHOOL REGISTERS AND RETURNS.

SECTION

1. Town clerks to deliver registers, &c. to school committees.
2. If not received.
3. Duties of assessors, as to persons between five and fifteen.
4. Of school committee; form of certificate.
5. Registers to be kept; returns.
6. Committees' report; to whom sent; where deposited; to be printed.
7. When report is not made.
8. When informal, &c.

SECTION

9. Penalty for neglect, or informal, &c. report.
10. Reports, &c. of board of education, how received, delivered, and for what purpose. In whom property of.
11. Who to sign reports.
12. Penalty on committee for neglect in returns, &c.
13. Registers, how kept. Teachers not to draw pay until return of register.

Town clerks to deliver registers, &c. to school committee. 1849, 65, § 2.

SECTION 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

If not received. 1846, 223, § 3.

SECT. 2. If a school committee fails to receive such blank forms of return, on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

Duties of assessors as to persons between five and fifteen. 1855, 15

SECT. 3. The assessors shall, annually in the month of May, ascertain the number of persons in their respective towns and cities, on the first day of May, between the ages of five and fifteen years, and, on or before the first day of July following, report the same to the school committee.

SECT. 4. The school committee shall, annually, on or before the last day of the following April, certify, under oath, the numbers so returned to them by the assessors, and also the sum raised by such city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and schoolrooms, and shall transmit such certificate to the secretary of the board of education. The form of such certificate shall be as follows, to wit: —

Of school committee. Form of certificate. 1846, 223, § 2. 1849, 117, § 1. 1853, 23. See § 11.

We, the school committee of \_\_\_\_\_, do certify, that from the returns made by the assessors in the year \_\_\_\_\_, it appears, that on the first day of May, in the year \_\_\_\_\_, there were belonging to said town the number of \_\_\_\_\_ persons between the ages of five and fifteen years; and we further certify, that said town raised the sum of \_\_\_\_\_ dollars for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and schoolrooms.

} *School Committee.*

ss. On this \_\_\_\_\_ day of \_\_\_\_\_, personally appeared the above-named school committee of \_\_\_\_\_, and made oath that the above certificate, by them subscribed, is true.

Before me, \_\_\_\_\_ *Justice of the Peace.*

SECT. 5. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually, on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

Registers and returns. 1837, 227. 1838, 105, § 6. 1846, 223, § 3. 1850, 179. See § 11. See Ch. 36, § 3. See Ch. 38, § 20.

SECT. 6. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions, in relation to the schools, as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports

Committees' report; to whom sent; where deposited; to be printed. 1838, 105, § 1. 1846, 223, § 4. 1859, 57. See Ch. 36, § 3. See Ch. 38, § 20.

of the board of education, and transmit two copies thereof to the secretary of said board, on or before the last day of April, and deposit one copy in the office of the clerk of the city or town.

When report is not made.  
1855, 93, § 1.  
See Ch. 38, § 20.

SECT. 7. When a school committee fails, within the prescribed time, to make either the returns or report required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

When informal, &c.  
1855, 93, § 2.  
See Ch. 38, § 20.

SECT. 8. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

Penalty for neglect or informal, &c. report.  
1855, 93, § 3.  
1859, 238.

SECT. 9. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but, in all such cases, ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the commonwealth, and the amount so retained, as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall, in addition thereto, forfeit not less than one hundred nor more than two hundred dollars; *provided, however*, if said returns and reports were duly mailed in season to reach said office within the time required by law, then the city or town from which said returns or reports are due, shall be exempt from the forfeiture otherwise incurred.

SECT. 10. The clerk of each city and town shall deliver one copy of the reports of the board of education and its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee, and transmitted to his successor in office; and two additional copies of said reports for the use of said committee; and shall also deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers, and inhabitants of the district, during his continuance in office, and then transmitted to his successor; and, in case the city or town shall not be districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers, and to the citizens; and such reports shall be deemed to be the property of the town or city, and not of any officer, teacher, or citizen thereof.

Reports, &c., of board of education, how received, delivered, and for what purpose. In whom property of. 1849, 65, § 2.

SECT. 11. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections four and five.

Who to sign reports. 1855, 244.

SECT. 12. A city or town which has forfeited any part of its portion of the income of the school fund, through the failure of the school committee to perform their duties in regard to the school report and school returns, may withhold the compensation of the committee.

Penalty on committee for neglect in returns, &c. 1847, 183, § 2. 1848, 173.

SECT. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the

Registers, how kept. Teachers not to draw pay until return of register. 1849, 209.

register, properly filled up and completed, shall be so returned.

## CHAPTER XLI.

### OF ATTENDANCE OF CHILDREN IN THE SCHOOLS.

#### SECTION

1. Children to be sent to school by parents, &c. Penalty for neglect. Excuses for neglect.
2. Truant officers and school committee to inquire and report.
3. All children may attend where they reside.
4. School committee to regulate admission, &c. to high school.
5. Children may attend in adjoining town, and committee pay for instruction.

#### SECTION

6. Wards may attend where guardian resides.
7. Children may attend in other towns than place of residence, and parents pay, &c.
8. Children not to attend unless vaccinated.
9. Race, &c. not to exclude.
10. Teachers and school committee to state grounds of exclusion.
11. Damages for exclusion, how recovered.
12. Interrogatories to committee, &c.

Children to be sent to school by parents, &c. Penalty for neglect. Excuses for neglect. 1852, 240, §§ 1, 2, 4. 1855, 309.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually, during the continuance of his control, send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and, for every neglect of such duty, the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but, if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the



branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SECT. 2. The truant officers and the school committees of the several cities and towns shall inquire into all cases of neglect of the duty prescribed in the preceding section; and ascertain from the persons neglecting the reasons, if any, therefor; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town; and, if such treasurer wilfully neglects or refuses to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.

Truant officers and school committees inquire and report.  
1852, 240, § 3.  
1855, 309.  
1859, 188.

SECT. 3. All children within the commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

Children to attend where they reside.  
1849, 117, § 4.

SECT. 4. The school committee shall determine the number and qualifications of the scholars to be admitted into the school kept for the use of the whole town.

Admission to high school, how regulated.  
R. S. 23, § 15.

SECT. 5. Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms, as the school committees of the said towns agree upon and prescribe; and the school committee of the town in which such children reside, shall pay, out of the appropriations of money raised in said town for the support of schools, the sum agreed upon.

Children may attend in adjoining town, and committee pay for instruction.  
1855, 78.  
1859, 89, § 1.

SECT. 6. Minors under guardianship, their father having deceased, may attend the public schools of the city or town of which their guardian is an inhabitant.

Wards, where may attend.  
1856, 164.

Children may attend in other towns than place of residence, and parents pay, &c. 1857, 132.

SECT. 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend school in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

Children to be vaccinated. 1855, 414, § 2.

SECT. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

Color, &c. not to exclude. 1855, 256, § 1.

SECT. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions of the applicant or scholar.

Teachers, &c., to state grounds of exclusion. 1855, 256, § 4.]

SECT. 10. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state, in writing, the grounds and reason of the exclusion.

Damages for exclusion. 1845, 214. 1855, 256, § 2. 8 Cush. 160. 7 Gray, 245.

SECT. 11. A child unlawfully excluded from any public school shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend against the city or town by which such school is supported.

Interrogatories to committee, &c. 1855, 256, § 3.

SECT. 12. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town, as if he were a party to the suit.

CHAPTER XLII.

OF THE EMPLOYMENT OF CHILDREN, AND REGULATIONS  
RESPECTING THEM.

SECTION

1. Children under fifteen, who have not attended school, &c. not to be employed in manufactory, unless, &c.
2. Penalty. School committee to prosecute.
3. Children under twelve not to be employed more than ten hours a day. Penalty.
5. Cities and towns may make by-laws respecting habitual truants, &c. Fines.

SECTION

5. Cities and towns shall appoint persons to prosecute for violations of by-laws.
6. Minor convicted may be committed, &c.
7. On non-payment of fine, may be committed. How discharged.
8. Warrants, where returnable. Compensation.

SECTION 1. Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.

Certain children not to be employed in manufactory, unless, &c.  
1836, 245, § 1.  
1849, 220, § 1.  
1855, 379.  
1858, 83, § 1.

SECT. 2. The owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, Penalty. School committee to prosecute. 1842, 60, § 1. 1849, 220, § 3. 1858, 83, § 2.

shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures.

**SECT. 3.** No child under the age of twelve years shall be employed in any manufacturing establishment more than ten hours in one day; and the owner, agent, or superintendent who knowingly employs such child for a greater number of hours, shall forfeit the sum of fifty dollars for each offence, to the use of the person prosecuting therefor.

Children under 12 not to be employed more than ten hours a day. Penalty. 1842, 60, §§ 3, 4. 9 Met. 562.

**SECT. 4.** Each city and town may make all needful provisions and arrangements concerning habitual truants, and children not attending school, or without any regular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years; and also all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable penalties, not exceeding twenty dollars for any one breach: *provided*, that said by-laws shall be approved by the superior court of the county.

By-laws respecting habitual truants, &c. Fines. 1850, 294, § 1. 1854, 88, § 6. 1859, 196. See § 6.

**SECT. 5.** The several cities and towns availing themselves of the provisions of the preceding section, shall appoint at the annual meetings of such towns, or annually by the mayor and aldermen of such cities, three or more persons, who alone shall be authorized, in case of violation of such by-laws, to make the complaint, and carry into execution the judgments thereon.

Violations of, how to be prosecuted. 1850, 294, § 2.

**SECT. 6.** A minor convicted under such by-law of being an habitual truant, or of not attending school, or of being without regular and lawful occupation, or

Minor convicted may be committed, &c. 1852, 283, § 1. 1854, 88, § 3.

growing up in ignorance, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in section four, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose under authority of section four, for such time, not exceeding two years, as such justice or court may determine.

SECT. 7. A minor convicted of either of said offences, and sentenced to pay a fine, may, in default of payment thereof, be committed to such institution of instruction, house of reformation, or suitable situation provided as aforesaid. And upon proof that the minor is unable to pay the fine, and has no parent, guardian, or person chargeable with his support, able to pay the same, he may be discharged by such justice or court whenever it is deemed expedient, or he may be discharged in the manner poor convicts may be discharged from imprisonment for non-payment of fine and costs.

SECT. 8. Warrants issued under this chapter shall be returnable before any trial justice or judge of a police court, at the place named in the warrant; and the justice or judge shall receive such compensation as the city or town determines.

On non-payment of fine, may be committed.  
How discharged.  
1852, 283, §§ 2, 3.  
1854, 88, §§ 3, 4.  
See Ch. 180.

Warrants, where returnable.  
Compensation.  
1854, 88.



ADDITIONAL NAMES  
OF THE  
FRANKLIN MEDAL SCHOLARS.

CHRONOLOGICALLY ARRANGED.

Since the publication of the list of Franklin Medal Scholars appended to our Report for the year 1857, the following additional names have been ascertained, and the list is still incomplete.

|  |  |
|--|--|
| <p style="text-align: center;">1 7 9 2 .</p> <p>*James Lamb.....<i>Centre.</i><br/>           *George Wheeler..... “<br/>           *James Allen..... “<br/>           *Thomas Hill, Jr..... “</p> <p style="text-align: center;">1 7 9 3 .</p> <p>*Benj. Ingersoll....<i>School not known.</i></p> <p style="text-align: center;">1 7 9 5 .</p> <p>*William Darracott.....<i>North.</i><br/>           Joshua Leavitt.....<i>Centre.</i></p> <p style="text-align: center;">1 7 9 7 .</p> <p>John Howe.....<i>North.</i></p> <p style="text-align: center;">1 7 9 8 .</p> <p>*N. G. Snelling.....<i>North.</i></p> <p style="text-align: center;">1 8 0 1 .</p> <p>John Tileston Leach.....<i>North.</i><br/>           *F. S. Durivage.....<i>South.</i></p> <p style="text-align: center;">1 8 0 2 .</p> <p>*William Balch.....<i>North.</i></p> <p style="text-align: center;">1 8 0 3 .</p> <p>Nathaniel H. Whitaker.....<i>Centre.</i><br/>           John Brown.....<i>North.</i></p> <p style="text-align: center;">1 8 0 4 .</p> <p>Philip Marrett.....<i>South.</i><br/>           Daniel Austen Brown.....<i>North.</i></p> | <p style="text-align: center;">1 8 0 5 .</p> <p>William S. Andrews.....<i>Centre.</i><br/>           George Hayward.....<i>Latin.</i><br/>           *Daniel S. Townsend..... “<br/>           *Joseph H. Hayward..... “</p> <p style="text-align: center;">1 8 0 6 .</p> <p>Benjamin L. Weld.....<i>Latin.</i><br/>           *Hezekiah Hudson, Jr.....<i>North.</i><br/>           Joseph Watson..... “<br/>           Caleb H. Trow..... “<br/>           *Henry Dawson.....<i>South.</i></p> <p style="text-align: center;">1 8 0 7 .</p> <p>*Joshua Crane.....<i>Centre.</i><br/>           Thomas Hudson.....<i>North.</i><br/>           *William Hale.....<i>Centre.</i></p> <p style="text-align: center;">1 8 0 8 .</p> <p>William B. Calhoun.....<i>Latin.</i><br/>           *Thomas Dewhurst.....<i>North.</i><br/>           John J. Sanborn.....<i>West.</i></p> <p style="text-align: center;">1 8 0 9 .</p> <p>*John Low.....<i>South.</i></p> <p style="text-align: center;">1 8 1 0 .</p> <p>*Thomas Blake.....<i>South.</i></p> <p style="text-align: center;">1 8 1 1 .</p> <p>*Caleb G. Balch...<i>School not known.</i></p> <p style="text-align: center;">1 8 1 2 .</p> <p>*John Foster Lowe.....<i>South.</i></p> |
|--|--|

The \* denotes the decease.

## 1813.

William Emerson.....*Latin.*  
 \*George S. Bulfinch.....“  
 John Lopez.....*South.*  
 \*John Paine.....“  
 \*John Payson.....“  
 George Howland.....“  
 \*George Henry Powers.....“  
 \*George Coates.....“  
 J. Adams Thornton.....*Centre.*

## 1814.

George Brown....*School not known.*

## 1815.

\*Alexander Gifford.....*Centre.*  
 \*John Cotton, Jr.....“  
 \*Albert Smith.....*Mayhew.*

## 1816.

T. H. H. Messenger.....*Centre.*  
 \*John Hinckley Church.....“  
 John Etheridge.....*South.*

## 1817.

\*Warren Howland.....*South.*

## 1818.

David J. Collier.....*North.*  
 William B. Oliver.....“  
 Joseph Von Hagen.....*Centre.*

## 1819.

\*Henry Barnes.....*Boylston.*

## 1821.

\*John H. Ruggles.....*Classical.*

## 1822.

William F. Tyler.....*Adams.*  
 Albert A. Bent.....*South Boston.*  
 Joseph Smith.....““  
 Francis E. Vose.....*South.*

## 1823.

George Chapman.....*Latin.*

## 1824.

Charles H. Hammatt.....*North.*  
 Edward T. Hammatt.....“  
 George G. Pook.....*Hancock.*  
 Solomon W. Loud.....*Mayhew.*

## YEAR NOT KNOWN.

\*Peter Mackintosh.....*South.*



RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.



## SCHOOL COMMITTEE.

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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.

School Committee.

“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.

Election of School Committee.

“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.

Organization of School Committee.

“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,

Duties of School Committee.

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 30, 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."

## R U L E S

OF THE

## BOARD OF SCHOOL COMMITTEE.

## CHAPTER I.

*Organization of the Board.*

SECTION 1. At all meetings of the Board of School Organization of the Board. 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, Standing Committees. 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 Districts. 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

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 the District.

District  
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.

Chairmen of  
sub-committees.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the second 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.

Annual and  
quarterly meet-  
ings.

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.

quorum.

SECT. 7. Whenever a vacancy occurs in this Board, a Committee shall be appointed, consisting of two members from the ward in which the vacancy exists, and three at large, who shall consult with the Alderman of said ward, or with the Chairman of the Board of Aldermen, in case the ward is not represented in that branch, and report to this Board, on or before the day of election, the name of a suitable candidate to fill said vacancy.

Vacancies in the  
Board.

## CHAPTER II.

*Powers and Duties of the President.*

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.

Opening of meetings.

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.

Committee of  
the Whole.

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 question 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  
adjourn.

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 motions to adjourn, to lay upon the table, and to take from the table, 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.



SECT. 10. Whenever in his opinion it is necessary, <sup>Call of special meetings.</sup> 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.

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

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### CHAPTER III.

#### *Rights and Duties of Members.*

SECTION 1. When any member is about to speak in <sup>Duties of members in debate.</sup> 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.

SECT. 2. No member while speaking shall be inter-<sup>Call to order.</sup>rupted 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.

SECT. 3. If the Board shall determine that a mem-<sup>Violation of rules.</sup>ber 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.

Rules of debate      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.

Motions.              SECT. 5. No motion shall be considered by the Board, unless seconded. Every motion shall be submitted 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.

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.

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## CHAPTER IV.

### *Duties of Standing Committees.*

SECTION 1. Immediately after the appointment of 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 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.

Committee on  
Accounts.

SECT. 3. Whenever any proposition is submitted to this Board, involving the payment of money for any other purpose than the payment of salaries or the establishment of a new school, such proposition shall not be acted upon before it has been referred to the Committee on Accounts. Said Committee shall have power to authorize the purchase of record books and blanks for the use of the schools, and a farther supply, when called for, of any apparatus, globes, maps, or books of reference, or other conveniences, which this Board may have authorized the use of as means of illustrating the studies of the schools. No Sub-Committee, nor any other 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. Said Committee are authorized, on behalf of this Board, to carry out the provisions of the statute of the Commonwealth for furnishing books to indigent children and others, and to present an estimate of the expenses of the Public Schools to the City Auditor on or before the first day of February annually.\*

SECT. 4. Whenever a motion, order, or resolution shall be referred to a Committee, the Chairman of the Committee shall cause the member offering the motion, order, or resolution, to be notified by the Secretary of the Board, or otherwise, of the time when the subject will be considered.

Committee on  
School Houses.

SECT. 5. 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

\* 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.]

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.

SECT. 6. 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. 7. 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.

Introduction of  
new books.

SECT. 8. 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. 9. 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. 10. 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. 11. The member first named on each District Committee shall call a meeting of said Committee within ten days after its appointment. It 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.

SECT. 12. 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 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.

Duties of District Committees.

Classification of pupils.

Care of Primary Schools.

SECT. 13. 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 Primary Schools.

SECT. 14. 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

Quarterly examinations.

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 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. 15. 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. 16. 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 increas-



ing 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. 17. No pupil shall be admitted to or retained in any 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. 18. 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.

SECT. 19. 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

\* 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.]

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 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. It shall be the duty of the Secretary to give immediate information of such appointment to the City Auditor. Reappointed incumbents in the service of this Board shall rank as new teachers, and begin with the salary agreed to be paid to such teachers.

Teachers advanced to another grade to be examined.

Names of well-qualified candidates at examinations, to be preserved.

SECT. 20. When, at any examination for assistant teachers, a larger number of candidates are found qualified than is required to fill the existing vacancies, it shall be the duty of the Secretary of the District Committee making the examination, to keep a record of the names of such well-qualified candidates as the said Committee may direct, and to deposit such record with the Secretary of this Board, to be by him copied in a book to be prepared for the purpose. This record shall give the names and addresses of the said candidates, and such information in regard to their qualifications, whether for Grammar or Primary Schools, as the said Committee may direct. And any District Committee may elect assistant teachers for the Grammar Schools, or Primary School Teachers, from the candidates so recommended, with or without a new examination, at the option of said Committee.

Canvassing the lists of teachers.

SECT. 21. 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 reelection, 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 reelection, they shall, if they deem it expedient, give notice of their intention to said teacher before the annual election.

Nomination of  
teachers for  
reelection.

SECT. 22. 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.

Duties of Dis-  
trict Commit-  
tees.

SECT. 23. 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

Transfer of Pri-  
mary Schools  
and Teachers.

of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without reëxamination, to any vacant place of the same grade in the city.

Annual exam-  
inations.

SECT. 24. The Committees on the Latin School, 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 selections 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, before the first day of December.

Annual reports.

## CHAPTER V.

*Election of Instructors of Public Schools.*

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

SECT. 2. In the month of June, annually, the Board Annual election of teachers. 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.

Mode of choosing instructors.

SECT. 3. The Masters of the several schools having 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.

Election of a new master.

SECT. 4. Whenever a new Master is to be elected 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.

Same.

SECT. 5. In case the vacancy to be filled is in the 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.

Same.

SECT. 6. The Examining Committee shall take from 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.

SECT. 7. The Examining Committee shall report to the Board, at some subsequent meeting, the names of <sup>Examining Committee's</sup> report. 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.

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## CHAPTER VI.

### *Duties of the Secretary.*

SECTION 1. The Secretary shall have charge of the <sup>Records and files.</sup> 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.

SECT. 2. He shall notify all stated and special meet- <sup>Notices to given.</sup> ings; 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. 17 of these Rules.

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.

Report to Secretary of State.

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.\*

Abstract of semi-annual returns.

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.

Votes to be transmitted.

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.

Medals to be provided.

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.

Examination of bills.

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.

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## CHAPTER VII.

### *Duties of the Superintendent.*

Election.

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. <sup>Salary.</sup>

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. <sup>General duties.</sup>

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 half-day in each quarter. He has authority, also, to dismiss the Grammar Schools, not exceeding one half day in each half year, for the purpose of holding meetings of the teachers of these schools. <sup>Visiting schools.</sup> <sup>Meetings of Primary School Teachers.</sup> <sup>Meetings of Grammar School teachers.</sup>

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 <sup>State scholarships.</sup>

Absentees from schools. those to be recommended according to law,\* 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.

Assistance to committees. 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.

School houses. 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.

Attend meetings of Board. SECT. 7. It shall be his duty to attend the public

\* 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, 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.]

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 meetings in March, and September, he shall present to the Board a semi-annual Report, in print, giving an account of the schools he has visited, and of the other duties he has performed, 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 these reports shall be referred to the Special Committee on the Annual Report of the School Board.

Semi-annual report.

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.

Record of names of applicants.

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## 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.

Teachers to observe the school regulations.

SECT. 2. The instructors shall punctually observe the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully de-

General duties of teacher.

vote 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.

School hours.

SECT. 3. From the first Monday in May to the first 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 third Monday in October 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.

Teachers and pupils to be at school early.

SECT. 4. All the school rooms shall be opened, and 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.

Opening the schools.

SECT. 5. The morning exercises of all the schools shall commence with the reading of a portion of the Scriptures, by the teacher, in each school; the reading to be followed by the Lord's Prayer, repeated by the teacher alone. The afternoon session shall close with appropriate singing.

Moral instruction.

SECT. 6. Good morals being of the first importance

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.

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.

School register  
and records.

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

Blanks for  
schools.

\* "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.

Semi-annual returns.

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.

Notices to be given to the Secretary.

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.

Teachers visiting schools.

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.

Corporal punishment.

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.

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.

Exclusion of a pupil.

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 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.

Suspension and restoration of pupils.

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.

Instructors, in cases of difficulty, to apply to District Committees.

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;

Absentees must pay their substitutes.

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 Assistants in the Girls' High and Normal School, \$1.50; for Ushers in the Grammar Schools, \$2.75; for Sub-Masters in those schools, and for Ushers in the Latin and English High Schools, \$3.75; for Sub-Masters in the Latin and English High Schools, and for Masters in the Grammar Schools, \$5.00; for Masters in the Latin and English High Schools, \$6.00, for each day, counting six school days in the week, during which such substitute shall be employed.

Temperature  
and ventilation.

SECT. 18. It shall be the duty of all the instructors 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.

Examination of  
cellars and un-  
occupied rooms  
in season of  
fires.

SECT. 19. 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. 20. 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. 21. 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.

SECT. 22. The principal teachers of the several Care of school premises. 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.

SECT. 23. No instructor in the Public Schools shall Things not allowed. 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. 24. The instructors shall not award medals or other prizes to the pupils under their charge; nor shall instructors become the recipients during term-time, and only from a graduating class at any other time, of any present of money, or other property, from the pupils.

Presents.               

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

No advertisement to be read to the pupils.   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.

No agent to exhibit articles in school.       

Authorized books and studies.   SECT. 26. The books used and the studies pursued 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.

Pupils must have the books and utensils required.   SECT. 27. No pupils shall be allowed to retain their 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.

Books, &c., for indigent children.   SECT. 28. In cases where children are in danger of 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.\* During the first week in

\* 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

April, annually, the principal teacher in each Grammar School, and the teacher of each Primary School, shall make to the Secretary of the Board a return of the names of all scholars supplied with books at the expense of the City, the names of the books so furnished, together with the names of the parents, guardians, or masters of said pupils; and suitable blanks shall be provided for this purpose by the Secretary.

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 the District Committee; and said District Committee may, in accordance with the provisions of the Act of May 8, 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.\*

Children entitled to attend the Public schools.

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.]

\*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

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 smallpox; 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, 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

Absence.

Truancy.

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.]

names, residences, and the names of their parents or guardians to the truant officers of the district.

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.

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; and the remainder of the school year following their respective exhibitions; and to the Primary Schools, the holidays and vacations of the Grammar Schools, and also the day preceding and the day of the annual Exhibition of the Grammar 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.

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## 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.

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.

Promotion to Grammar schools. 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*.

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. The course of study shall be the same as in the Primary Schools; and it shall be in the power of each District Committee to introduce Writing, and the elements of Written Arithmetic. 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 arranged by the masters so as not to interfere with the exercises of those schools.

Proper care of the pupils in school.

Recesses for pupils in Grammar school buildings.

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.

Holidays and vacations.

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, the maximum number being fifty six; 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.

*Bunstead'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.

*Bunstead'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—Boylston School -  | Fort Hill - - - - For Boys and Girls      | 1819         |
| 5—Bowdoin School -   | Myrtle Street - - - For Girls - - - -     | 1821         |
| 6—Hancock School -   | Richmond Place - - - For Girls - - - -    | 1822         |
| 7—Wells School - -   | Blossom Street - - - For Girls - - - -    | 1833         |
| 8—Winthrop School    | Tremont Street - - - For Girls - - - -    | 1836         |
| 9—Lyman School -     | East Boston - - - - For Boys and Girls    | 1837         |
| 10—Lawrence School   | South Boston - - - - For Boys and Girls   | 1844         |
| 11—Brimmer School -  | Common Street - - - For Boys - - - -      | 1844         |
| 12—Phillips School - | West Centre Street - - For Boys - - - -   | 1844         |
| 13—Dwight School -   | Springfield Street - - For Boys and Girls | 1844         |
| 14—Quincy School -   | Tyler Street - - - - For Boys - - - -     | 1847         |
| 15—Bigelow School -  | South Boston - - - - For Boys and Girls   | 1849         |
| 16—Chapman School    | East Boston - - - - For Boys and Girls    | 1849         |
| 17—Adams School -    | East Boston - - - - For Boys and Girls    | 1856         |
| 18—Lincoln School -  | South Boston - - - - For Boys and Girls   | 1859         |

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' schools.

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 organizations, 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.

Number of pupils to a teacher.

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 deci-

Certificates of admission.

sion, 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 District, 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.

Classes and sections.

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

Text-books.

Same.

*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. 6. Warren's Primary Geography.

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, with lessons in Written Arithmetic on the slate and blackboard. 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.

Same.

*Class 1.*—No. 1. Spelling. 2. Reading in Hillard's First Class Reader, or in the Progressive Speaker and Common School Reader, at the election of the Subcommittee 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 Olmstead'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 Carteé, being used as a text-book. 15. Stearns's Practical Guide to English Pronunciation. 16. Hooker's Primary Physiology.

SECT. 10. In teaching Arithmetic to the several 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 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 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 shall 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.

SECT. 14. It shall be the duty of the Committee of each Grammar School, at the beginning of each school year, either at a special meeting called for this purpose, or through their Chairman, previously authorized to act in their name, to superintend the organization of the first class, and to see that none are retained members thereof who ought to join the English High School, or the Girls' High and Normal School.

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## 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 a 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.

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.

SECT. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced ac-

ording 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. Bookkeeping. 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 Carte'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 exercises 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.

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## 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 Wednesday and 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. Instruction in the Theory and Practice of Teaching. Such instruction in Music shall be given to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

SECT. 7. 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. 8. The plan of study shall be arranged for Pupils may remain 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.

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## CHAPTER XIII.

### *Regulations of the Latin Grammar School.*

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

SECT. 2. The rudiments of the Latin and Greek Object of the school. 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. The sessions of the school shall begin at 9 o'clock, A. M., and close at 2 o'clock, P. M., on every school-day throughout the year.

SECT. 9. The school shall be divided into classes Classes. and sub-divisions, as the master, with the approbation of the Committee, may think advisable.

SECT. 10. The master shall examine the pupils 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. 11. 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. Cornelius Nepos. 15. Arnold's Latin Prose Composition.

*Class 4.* 1, 2, 3, 4, 7, 8, 12, 13, 15, continued. 16. Sophocles' Greek Grammar. 17. Sophocles' Greek Lessons. 18. Ovid's Metamorphoses. 19. Fasquelle's French Grammar. 20. Exercises in speaking and reading French with a native French teacher.

*Class 3.* 1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 19, 20, Text-books. continued. 21. Viri Romæ. 22. Arnold's Greek Prose Composition. 23. Felton's Greek Reader. 24. Sherwin's Algebra. 25. English Composition. 26. Le Grandpere.

*Class 2.* 1, 2, 3, 4, 7, 8, 15, 16, 19, 21, 22, 23, 24, Same. 25, continued. 27. Virgil. 28. Elements of History. 29. Translations from English into Latin.

*Class 1.* 1, 7, 15, 16, 19, 20, 21, 22, 23, 25, 27, Same. 28, 29, continued. 30. Geometry. 31. Cicero's Orations. 32. Composition of Latin Verses. 33. Compo-

sition in French. 34. Ancient History and Geography.

Same.

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

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

Andrews' Latin Lexicon.

Liddell and Scott's Greek Lexicon, or Pickering's Greek Lexicon, last 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 Carteé's Physical Geography and Atlas, is *permitted* to be used.

SECT. 12. No Translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the School.

SECT. 13. 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.



B O U N D A R I E S  
OF THE  
G R A M M A R   S C H O O L   S E C T I O N S .

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*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 Boys and Girls.*

Comprises all that part of South Boston lying between the Sections of the Lawrence and the Lincoln School.

*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.*

Includes all that portion of Boston which lies west of the centre of Washington street, between the centre of Dedham street and the centres of School and Beacon streets.

*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 and Girls.*

Includes all of Boston south of the centre of Dedham street.

*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.*

Includes all that portion of Boston which lies between the centre of Dedham street, on the south, and the Worcester Railroad and a line drawn from its junction with Albany street to the water, on the north.

*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.

*Lawrence School, for Boys and Girls.*

Comprises all that part of South Boston west and north-west of D street.

*Lincoln School, for Boys and Girls.*

Includes all that part of South Boston east of Old Harbor street, and of a line running through the centre of Fifth and F streets to the shore of Boston Harbor.

*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.*

Includes all that portion of Boston lying between the centre of Dedham street and the centre of State street, bounded on

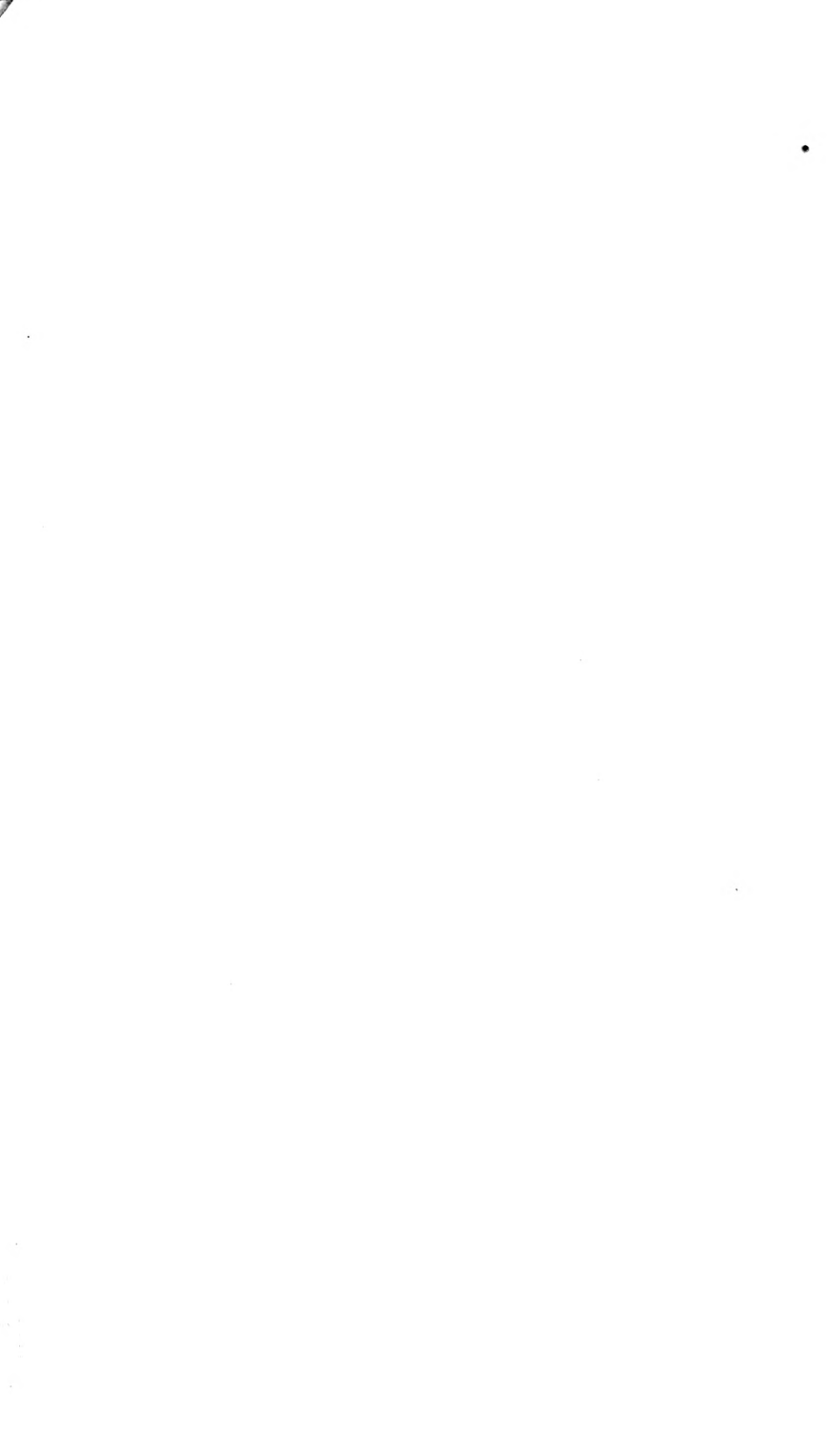
the west by the centre of Washington street, and on the east by a line running through the centres of Congress, Milk, Federal, excluding both sides, and Summer streets, and by the water.

*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 the junction of Albany street and the Worcester Railroad, thence by the Railroad to the bound first named.



ORGANIZATION

OF THE

PUBLIC SCHOOLS.





# SCHOOL COMMITTEE

FOR 1860.

HON. FREDERIC W. LINCOLN, JR., Mayor, *ex officio*.

J. PUTNAM BRADLEE, *President of the Common Council, ex officio.*

| TERM EXPIRES JAN. 1861.                         | TERM EXPIRES JAN. 1862.                    | TERM EXPIRES JAN. 1863.                        |
|---|--|--|
| <i>Ward.</i>                                    |  |  |
| 1-George Fabyan,<br>Charles A. Turner.          | Adino B. Hall,<br>William A. Krueger.      | George F. Haskins,<br>Charles O. Eaton.        |
| 2-J. Harvey Woodbury,<br>Richard Beeching.      | John Noble,<br>Samuel T. Cobb.             | J. Wesley Hinkley,<br>Seth C. Ames.            |
| 3-Moses C. Greene,<br>Daniel P. Simpson.        | Edward D. G. Palmer,<br>Samuel H. Randall. | John Newell.<br>Aaron P. Richardson.           |
| 4-Nathaniel B. Shurtleff,<br>Ezra Palmer.       | George Bartlett,<br>Loring Lothrop.        | Aurelius D. Parker,<br>Robert Treat Paine, Jr. |
| 5-John F. Jarvis,<br>William E. Townsend.       | Theophilus R. Marvin,<br>Otis Norcross.    | Henry A. Miles,<br>John W. Dammun.             |
| 6-Robert W. Hooper,<br>Russell Sturgis, Jr.     | J. Baxter Upham,<br>John C. Stockbridge.   | Samuel K. Lothrop,<br>George W. Tuxbury.       |
| 7-Le Baron Russell,<br>Farnham Plummer.         | Charles D. Homans,<br>Charles W. Sawyer.   | Patrick Riley,<br>Thomas W. Parsons.           |
| 8-George H. Lyman,<br>John B. Alley.            | Thomas M. Brewer,<br>Richard M. Hodges.    | Rufus Ellis,<br>Elijah C. Drew.                |
| 9-Joseph L. Drew,<br>M. Denman Ross.            | Elisha Basseff,<br>Edward H. Ammidown.     | William Read,<br>Erastus B. Bigelow.           |
| 10-Otis Kimball,<br>James Dennie.               | Enoch C. Rolfe,<br>Samuel J. M. Homer.     | Daniel C. Eddy,<br>Samuel A. Green.            |
| 11-Henry Barroughs, Jr.,<br>Thomas H. Chandler. | Charles W. Slack,<br>Frederic F. Thayer.   | Wm. H. Learnard, Jr.,<br>Matthias Rich, Jr.    |
| 12-George William Dennett,<br>John Duncan.      | Thomas Dawes,<br>Choate Burnham.           | Samuel W. Bates,<br>Lewis C. Whiton.           |

JOHN D. PHILBRICK, *Superintendent of Public Schools.*

Office in City Hall. Office hours from 12 to 1 o'clock.

BARNARD CAPEN, *Secretary of the School Committee.*

O R G A N I Z A T I O N  
 OF THE  
 B O A R D O F S C H O O L C O M M I T T E E .

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S T A N D I N G C O M M I T T E E S .

C O M M I T T E E O N E L E C T I O N S .

Messrs. SAMUEL W. BATES, 46 Washington street.  
 JOSEPH L. DREW, 52 Warren street.  
 CHARLES A. TURNER, 364 Hanover street.  
 WILLIAM A. KRUEGER, 42 Sheafe street.  
 AURELIUS D. PARKER, 20 Court street.

C O M M I T T E E O N R U L E S A N D R E G U L A T I O N S .

Messrs. HENRY A. MILES, 15 Allen street.  
 SAMUEL K. LOTHROP, 12 Chestnut street.  
 WILLIAM READ, 713 Washington street.  
 FARNHAM PLUMMER, 40 State street.  
 CHARLES W. SLACK, 47 Congress street.

C O M M I T T E E O N S A L A R I E S .

Messrs. EZRA PALMER, 1 Tremont Place.  
 THEO. R. MARVIN, 42 Congress street.  
 ADINO B. HALL, 89 Salem street.  
 M. C. GREENE, 15 Green street.  
 FREDERIC F. THAYER, 43 Kilby street.

C O M M I T T E E O N A C C O U N T S .

Messrs. JOHN B. ALLEY, 35 Boylston street.  
 ENOCH C. ROLFE, 563 Washington street.  
 ELIJAH C. DREW, 40 State street.  
 OTIS NORCROSS, 10 McLean street.  
 GEORGE BARTLETT, 3 Tremont Place.

## COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. LOTHROP, 12 Chestnut street.  
 LE BARON RUSSELL, 1 Otis Place.  
 GEORGE H. LYMAN, 152 Tremont street.  
 LORING LOTHROP, 48 Bowdoin street.  
 HENRY BURROUGHS, JR., 82 Waltham street.

## COMMITTEE ON SCHOOL HOUSES.

Messrs. OTIS KIMBALL, 38 Common street.  
 NATHANIEL B. SHURTLEFF, 2 Beacon street.  
 GEORGE W. TUXBURY, 19 Court street.  
 THOMAS M. BREWER, 131 Washington street.  
 ERASTUS B. BIGELOW, 87 Boylston street.

## COMMITTEE ON MUSIC.

Messrs. WILLIAM READ, 713 Washington street.  
 J. BAXTER UPHAM, 31 Chestnut street.  
 LE BARON RUSSELL, 1 Otis Place.  
 AARON P. RICHARDSON, 17 Green street.  
 SAMUEL J. M. HOMER, 100 Federal street.

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 LATIN AND HIGH SCHOOLS.
 

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## LATIN SCHOOL, BEDFORD STREET.

## COMMITTEE.

GEORGE W. TUXBURY, *Chairman*, 19 Court street.  
 NATHANIEL B. SHURTLEFF, 2 Beacon street.  
 RUFUS ELLIS, 4 Exeter Place.  
 WILLIAM READ, 713 Washington street.  
 JOHN B. ALLEY, *Secretary*, 35 Boylston street.

Francis Gardner, *Master*.

Edward H. Magill, *Sub-Master*.

Charles J. Capen, Edwin A. Gibbens, George W. C. Noble,  
 Moses Merrill, and Joseph A. Hale, *Ushers*.

N. B. M. De Montrachy, *Teacher of French*.

## ENGLISH HIGH SCHOOL, BEDFORD STREET.

## COMMITTEE.

S. K. LOTHROP, *Chairman*, 12 Chestnut street.  
 HENRY A. MILES, 15 Allen street.  
 GEORGE FABYAN, 191 Salem street.  
 WILLIAM E. TOWNSEND, *Secretary*, 15 Cambridge street.  
 EDWARD H. AMMIDOWN, 104 Federal street.

Thomas Sherwin, *Master*.  
 Charles M. Cumston, *First Sub-Master*.  
 Luther W. Anderson, *Second Sub-Master*.  
 Ephraim Hunt and Charles Carroll, *Ushers*.  
 William N. Bartholomew, *Teacher of Drawing*.

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## GIRLS' HIGH AND NORMAL SCHOOL, MASON STREET.

## COMMITTEE.

LE BARON RUSSELL, *Chairman*, 1 Otis Place.  
 EZRA PALMER, 1 Tremont Place.  
 GEORGE H. LYMAN, 152 Tremont street.  
 THOMAS M. BREWER, 131 Washington street.  
 HENRY BURROUGHS, JR., *Secretary*, 82 Waltham street.

William H. Scavey, *Master*.  
 \_\_\_\_\_ *Head Assistant*.

## ASSISTANTS.

|                     |                  |
|---------------------|------------------|
| Harriet E. Caryl,   | Helen W. Avery,  |
| Maria A. Bacon,     | Emma A. Temple,  |
| Margaret A. Badger, | Catharine Knapp, |
| Mary E. Scates.     |                  |

Carl Zerrahn, *Teacher of Vocal Music*.  
 William N. Bartholomew, *Teacher of Drawing*.  
 Jules Macheret, *Teacher of French*.

## THE SCHOOL DISTRICTS,

ARRANGED IN ALPHABETICAL ORDER.

## ADAMS SCHOOL DISTRICT.

## COMMITTEE.

SAMUEL T. COBB, *Chairman*, 2 Belmont Square.  
 J. WESLEY HINCKLEY, 29 Meridian street.  
 JOHN NOBLE, 81 Lexington street.  
 J. HARVEY WOODBURY, 4 Princeton street.  
 SETH C. AMES, 13 Meridian street.  
 RICHARD BEECHING, *Secretary*, 95 Princeton street.

## ADAMS SCHOOL, BELMONT SQUARE, EAST BOSTON.

|  |   |
|--|---|
| Percival W. Bartlett, <i>Master</i> .  | Jane S. Tower, <i>Head Assistant</i> .        |
| Cl. I., Div. 1, Boys and Girls.        | Cl. I., Div. 1, Boys and Girls.               |
| Robert C. Metcalf, <i>Sub-Master</i> . | Margaret J. Allison, <i>Head Assistant</i> .  |
| Cl. I., Div. 2, Boys and Girls.        | Cl. II., Div. 1, Girls                        |
|  | Elizabeth E. Lothrop, <i>Head Assistant</i> . |
|  | Cl. II., Div. 1, Boys.                        |

*Assistants.*

|                          |                         |
|--------------------------|-------------------------|
| Fanny R. Edmunds,        | Josephine J. Jones.     |
| Cl. III., Div. 1, Girls. | Cl. IV., Div. 1, Boys.  |
| Sarah F. Cooke,          | Luey A. Wiggin,         |
| Cl. III., Div. 1, Boys.  | Cl. IV., Div. 2, Girls. |
| Eliza A. Wiggin,         | Sarah J. D'Arcy,        |
| Cl. IV., Div. 1, Girls.  | Cl. IV., Div. 2, Boys.  |

Chas. Butler, *Teacher of Vocal Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>    | <i>Location.</i>      | <i>Sub-Committees.</i> |
|---------------------|-----------------------|------------------------|
| Rosa L. Morse,      | No. 1 Sumner street,  | } Mr. Cobb.            |
| Emily C. Morse,     | 2 " "                 |                        |
| Sarah F. Wiggin,    | 4 " "                 |                        |
| Annette A. Webster, | Adams Schoolhouse,    | } Mr. Ames.            |
| Sarah E. Washburn,  | No. 1 Webster street, |                        |
| Mary H. Allen,      | 2 " "                 |                        |
| Susan D. Wilde,     | 3 " "                 |                        |
| Mary E. McLoud,     | 4 " "                 |                        |
| Esther L. Morse,    | 5 " "                 |                        |

## BIGELOW SCHOOL DISTRICT.

## COMMITTEE.

THOMAS DAWES, *Chairman*, 52 G street.  
 CHOATE BURNHAM, 284 Broadway.  
 GEORGE WM. DENNETT, *Secretary*, 372 Broadway.  
 JOHN DUNCAN, Fourth street, near F.  
 SAMUEL W. BATES, 46 Washington street.  
 LEWIS C. WHITON, Gates street.

## BIGELOW SCHOOL, FOURTH STREET, SOUTH BOSTON.

|   |   |
|---|---|
| Joseph Hale, <i>Master</i> ,<br>Cl. I., Div. 1.             | Rachel C. Mather, <i>Head Assistant</i> ,<br>Cl. I., Div. 1.  |
| Chas. Goodwin Clark, <i>Sub-Master</i> ,<br>Cl. I., Div. 2. | Julia M. Baxter, <i>Head Assistant</i> .<br>Cl. II., Div. 1.<br>Celinda Seaver, <i>Head Assistant</i> .<br>Cl. IV., Div. 2. |

*Assistants.*

|  |  |
|--|--|
| Lucy E. Lovell,<br>Cl. II., Div. 2.      | Louisa M. Wellington,<br>Cl. III., Div. 3.                                     |
| Jane M. Cherrington,<br>Cl. II., Div. 3. | Elizabeth Williams,<br>Cl. IV., Div. 1.  |
| Martha C. Jenks,<br>Cl. III., Div. 1.    | Lucy C. Bartlett,<br>Cl. IV., Div. 3.  |
| Emily A. Russell,<br>Cl. III., Div. 2.   | <i>Washington Village Branch.</i><br>Roxanna N. Blanchard,<br>Cl. IV., Div. 4. |
| Marie Ann Hale,                          |  |

Elizabeth Dodge, *Teacher of Sewing.*

Albert Drake, *Teacher of Music.*

## PRIMARY SCHOOLS.

| <i>Teachers.</i>          | <i>Location.</i>    | <i>Sub-Committees.</i> |
|---------------------------|---------------------|------------------------|
| Sarah E. R. Manning,      | No. 1—Hawes Hall,   | Mr. Bates.             |
| Elizabeth A. Groves,      | 4 “ “               | “ Dennett.             |
| Kate A. Clement,          | 5 “ “               | “ Dennett.             |
| Ruth S. Dillaway,         | 6 “ “               | “ Whiton.              |
| Annie C. Gill,            | 7 “ “               | “ Whiton.              |
| Tiley Ann Bolcom,         | 8 “ “               | “ Bates.               |
| Josephine B. Cherrington, | Rear of Hawes Hall, | “ Burnham.             |
| Sarah A. Graham,          | “ “                 | “ Burnham.             |
| Maria A. Cook,            | Washington Village, | “ Duncan.              |
| Emeline L. Tolman,        | “ “                 | “ Duncan.              |
| Mary Ann Spear,           | “ “                 | “ Dawes.               |

## BOWDOIN SCHOOL DISTRICT.

## COMMITTEE.

ROBERT W. HOOPER, *Chairman*, 107 Beacon street.  
 NATHANIEL B. SHURTLEFF, 2 Beacon street.  
 J. BAXTER UPHAM, 31 Chestnut street.  
 WILLIAM E. TOWNSEND, 15 Cambridge street.  
 LORING LOTHROP, 48 Bowdoin street.  
 RUSSELL STURGIS, JR., 13 Joy street.  
 M. C. GREENE, 15 Green street.  
 FARNHAM PLUMMER, 40 State street.  
 AARON P. RICHARDSON, 17 Green street.  
 ROBERT TREAT PAINE, JR., *Secretary*, 42 Court street.

## BOWDOIN SCHOOL, MYRTLE STREET.

Daniel C. Brown, *Master*.  
 Rebecca Lincoln, *2d Head Assistant*,  
 Cl. I., Div. 3.  
 Mary A. Murdock, *1st Head Assistant*, Marcy Ann Smith, *3d Head Assistant*,  
 Cl. I., Div. 2. Cl. I., Div. 1.

*Assistants.*

|  |   |
|--|---|
| Mary S. Robinson,<br>Cl. II., Div. 1.      | Martha A. Palmer,<br>Cl. III., Div. 3.  |
| Elizabeth B. Mitchell,<br>Cl. II., Div. 2. | Irene W. Wentworth,<br>Cl. IV., Div. 1. |
| Hannah S. Andrews,<br>Cl. III., Div. 1.    | Mary M. Clapp,<br>Cl. IV., Div. 2.      |
| Sophia B. Horr,<br>Cl. III., Div. 2.       | Mary A. Proctor,<br>Cl. IV., Div. 3.    |

Charles Butler, *Teacher of Music.*

| <i>Teachers.</i>     | <i>Location.</i>       | <i>Sub-Committees.</i> |
|----------------------|------------------------|------------------------|
| Malverda N. Parker,  | No. 1-Bowdoin Sq. Ch., | Mr. Plummer.           |
| Mary A. Howe,        | 2 " "                  | " Plummer.             |
| C. Eliza Wason,      | 1-Joy street,          | " Upham.               |
| Charlotte A. Curtis, | 1-Fruit street,        | " Paine.               |
| S. Elizabeth Adams,  | 1-Revere street,       | " Sturgis.             |
| Marianne Stephens,   | 2 " "                  | " Lothrop.             |
| F. D. R. Whitman,    | 1-Blossom street,      | " Townsend.            |
| Olive Ruggles,       | 2 " "                  | " Richardson.          |
| Sarah A. Cushing,    | 3 " "                  | " Richardson           |

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

- AURELIUS D. PARKER, *Chairman*, 20 Court street.  
 CHARLES D. HOMANS, 12 West street.  
 ROBERT W. HOOPER, 107 Beacon street.  
 LE BARON RUSSELL, 1 Otis Place.  
 PATRICK RILEY, 10 Lincoln street.  
 FARNHAM PLUMMER, 40 State street.  
 JOSEPH L. DREW, 52 Warren street.  
 SAMUEL A. GREEN, *Secretary*, 19 Kneeland street.  
 CHARLES W. SAWYER, Pearl Street House.  
 THOMAS W. PARSONS, 16 Winter street.

BOYLSTON SCHOOL, FORT HILL.

- |  |  |
|--|--|
| William T. Adams, <i>Master</i> ,<br>Cl. I., Div. 1, Boys and Girls. | Willard S. Cobb, <i>Usher</i> ,<br>Cl. II., Div. 1, Boys.                  |
| John Jameson, <i>Sub-Master</i> ,<br>Cl. I., Div. 2, Boys and Girls. | Lucy C. Howard, <i>Head Assistant</i> ,<br>Cl. I., Div. 1, Boys and Girls. |

*Assistants.*

- |   |   |
|---|---|
| Clarinda R. F. Treadwell,<br>Cl. II., Div. 2, Boys. | Sarah Fuller,<br>Cl. IV., Div. 1, Boys.         |
| Maria A. Moulton,<br>Cl. II., Div. 1, Girls.        | Ellen McKendry,<br>Cl. IV., Div. 3, Girls.      |
| Caroline Leavitt,<br>Cl. III., Div. 1, Girls.       | Mary L. Holland,<br>Cl. IV., Div. 2, Boys.      |
| Rosetta M. Hodges,<br>Cl. III., Div. 1, Boys.       | Caroline W. Marshall,<br>Cl. IV., Div. 3, Boys. |
| Ellen M. S. Treadwell,<br>Cl. IV., Div. 1, Girls.   | Frances H. Nichols,<br>Cl. IV., Div. 4, Boys.   |
| Mary S. Smith,<br>Cl. IV., Div. 2, Girls.           | Mary E. Nichols,<br>Cl. IV., Div. 4, Girls.     |

- Eliza A. Baxter, *Teacher of Sewing.*  
 Chas. Butler, *Teacher of Vocal Music.*

PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>   | <i>Sub-Committees.</i>   |
|----------------------|--------------------|--|
| Sarah A. Lombard,    | No. 1—Lane Place,  | } Messrs. Russell and Plummer.<br>} Mr. Drew.<br>} Mr. Parker.<br>} Mr. Drew.<br>} Messrs. Riley and Parsons.<br>} Mr. Hooper.<br>} " Sawyer.<br>} " Hooper.<br>} " Sawyer.<br>} " Homans.<br>} " Green.<br>} Messrs. Riley and Parsons. |
| Margaret F. Tappan,  | 2 " "              |  |
| Maria W. Parker,     | 3 " "              |  |
| Adelia E. Edwards,   | 4 " "              |  |
| Emily Peaslee,       | 5 " "              |  |
| Abby M. Parker,      | 6 " "              |  |
| Mary E. Sawyer,      | 7 " "              |  |
| Maria B. Clapp,      | 8 " "              |  |
| Celeste Weed,        | 9 " "              |  |
| A. E. N. Treadwell,  | Fort Hill,         | } Mr. Hooper.<br>} " Sawyer.<br>} " Hooper.<br>} " Sawyer.<br>} " Homans.<br>} " Green.<br>} Messrs. Riley and Parsons.  |
| Anna M. Desmond,     | 1—Williams street, |  |
| Angelia M. Newmarch, | 2 " "              |  |
| Octavia C. Heard,    | 3 " "              |  |
| Maria J. Coburn,     | 4 " "              |  |
| Mary G. Hillman,     | 5 " "              |  |
| Julia B. Lombard,    | Purchase Place,    |  |
| Anna M. Lecain,      | Belcher Lane,      |  |
| Harriette B. Cutler, | " "                |  |
| H. Isabella Hopkins, | " "                |  |
| Lydia B. Felt,       | High street,       | Mr. Green.   |
| Mary A. Davis,       | " "                | " Hooper.  |
| Celia Hixon,         | " "                | " Plummer.   |



## BRIMMER SCHOOL DISTRICT.

## COMMITTEE.

JOHN B. ALLEY, *Chairman*, 35 Boylston street.  
 GEORGE H. LYMAN, 152 Tremont street.  
 WILLIAM READ, *Secretary*, 713 Washington street.  
 OTIS KIMBALL, 38 Common street.  
 ENOCH C. ROLFE, 563 Washington street.  
 EDWARD H. AMMIDOWN, 101 Boylston street.  
 ERASTUS B. BIGELOW, 87 Boylston street.  
 ELISHA BASSETT, 335 Tremont street.  
 SAMUEL A. GREEN, 19 Kneeland street.  
 M. DENMAN ROSS, 76 Boylston street.

## BRIMMER SCHOOL, COMMON STREET.

|  |  |
|--|--|
| Joshua Bates, <i>Master</i> ,<br>Cl. I., Div. 1.           | William Reed, <i>Usher</i> ,<br>Cl. II., Div. 1. |
| Wm. L. P. Boardman, <i>Sub-Master</i> ,<br>Cl. I., Div. 2. | Rebecca L. Duncan, <i>Head Assistant</i> .       |

*Assistants.*

|   |  |
|---|--|
| Mary E. Beck,<br>Cl. II., Div. 2.         | Harriet E. Howard,<br>Cl. IV., Div. 1. |
| Augusta H. Farrar,<br>Cl. II., Div. 3.    | Harriet N. Lane,<br>Cl. IV., Div. 2.   |
| Mercie T. Snow,<br>Cl. III., Div. 1.      | Mary M. Knight,<br>Cl. IV., Div. 3.    |
| Susan P. Cunningham,<br>Cl. III., Div. 2. | Mercy A. Davie,<br>Cl. IV., Div. 4.    |
| Amanda Snow,<br>Cl. III., Div. 3.         |  |

Edwin Bruce, *Music Teacher.*

## PRIMARY SCHOOLS.

| <i>Teachers.</i>        | <i>Location.</i>        | <i>Sub-Committees.</i> |
|-------------------------|-------------------------|------------------------|
| Elizabeth Goodridge,    | No. 1—Brimmer Sch. ho., | Read and Kimball.      |
| Eliza E. Foster,        | 2 " "                   | Kimball and Read.      |
| Ellen F. Andrews,       | 1—Warren street,        | Green and Alley.       |
| Sarah R. Bowles,        | 2 " "                   | Alley and Lyman.       |
| M. Anne Bourne,         | 3 " "                   | Bigelow and Ammidown.  |
| Dorcas B. Baldwin,      | 4 " "                   | Read and Green.        |
| Deborah K. Burgess,     | 5 " "                   | Ammidown and Ross.     |
| Sarah Farley,           | 6 " "                   | Kimball and Bassett.   |
| Martha J. Cooledge,     | 1—Newbern Place,        | Bassett and Rolfe.     |
| Rebecca J. Weston,      | 2 " "                   | Lyman and Ross.        |
| Cath. M. E. Richardson, | 3 " "                   | Ross and Bigelow.      |

## CHAPMAN SCHOOL DISTRICT.

## COMMITTEE.

J. HARVEY WOODBURY, *Chairman*, 4 Princeton street.  
 J. WESLEY HINCKLEY, 29 Meridian street.  
 SAMUEL T. COBB, 2 Belmont Square.  
 JOHN NOBLE, *Secretary*, 81 Lexington street.  
 SETH C. AMES, 13 Meridian street.  
 RICHARD BEECHING, 95 Princeton street.

## CHAPMAN SCHOOL, EUTAW STREET.

|  |   |
|--|---|
| John P. Averill, <i>Master</i> ,<br>Cl. I., Div. 1.        | Philura Wright, <i>Head Assistant</i> ,<br>Cl. I., Div. 2.    |
| William H. Ward, <i>Sub-Master</i> ,<br>Cl. I., Div. 2.    | Maria D. Kimball, <i>Head Assistant</i> ,<br>Cl. II., Div. 1. |
| Emily Ward, <i>1st Head Assistant</i> ,<br>Cl. I., Div. 1. |   |

*Assistants.*

|   |  |
|---|--|
| Roxellana Howard,<br>Cl. II., Div. 1.   | Mary A. H. Pingree,<br>Cl. IV., Div. 1.                            |
| A. Delia Stickney,<br>Cl. II., Div. 2.  | Mary M. Morse,<br>Cl. IV., Div. 1.                                 |
| Mary E. Moore,<br>Cl. III., Div. 1.     | Anne E. Walker,<br>Cl. IV., Div. 2.                                |
| Louisa M. Collyer,<br>Cl. III., Div. 1. | Sarah T. Butler, <i>Porter-street Branch</i> ,<br>Cl. IV., Div. 2. |

Charles Butler, *Music Teacher*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>      | <i>Location.</i>        | <i>Sub-Committees.</i> |
|-----------------------|-------------------------|------------------------|
| Mary C. Hall,         | No. 1—Lexington street, | } Mr. Beeching.        |
| Louisa Curtis,        | 2 " "                   |                        |
| Elizabeth G. Johnson, | 3 " "                   |                        |
| Huldah H. Mitchell,   | 1—Porter street,        | } Mr. Woodbury.        |
| Emily C. Sturtevant,  | 2 " "                   |                        |
| Mary D. Day,          | 3 " "                   |                        |
| Jane E. Beale,        | 4 " "                   |                        |
| Sarah A. Pratt,       | 5 " "                   |                        |
| Helen A. Banks,       | 1—Saratoga st. No. 224  | } Mr. Noble.           |
| Mary E. Morse,        | 2 " " " "               |                        |
| Sarah A. Small,       | 3 " " " "               |                        |
| Zelinda L. Barnes,    | 1 " " No. 374           |                        |
| Ellen M. Robbins,     | 2 " " " "               |                        |
| Hannah F. Crafts,     | Monmouth street,        |                        |
| Harriet N. Tyler,     | Bennington Hall,        |                        |

## DWIGHT SCHOOL DISTRICT.

## COMMITTEE.

FREDERIC F. THAYER, *Chairman*, 6 Concord Square.  
 ENOCH C. ROLFE, 563 Washington street.  
 HENRY BURROUGHS, JR., 82 Waltham street.  
 THOMAS H. CHANDLER, 18 Dover street.  
 MATTHIAS RICH, JR., 997 Washington street.  
 JOSEPH L. DREW, 52 Warren street.  
 WILLIAM H. LEARNARD, JR., 61 Rutland street.  
 CHARLES W. SLACK, *Secretary*, 10 Garland street.  
 DANIEL C. EDDY, 23 Decatur street.  
 JAMES DENNIE, 20 Eliot street.

## DWIGHT SCHOOL FOR BOYS, SPRINGFIELD STREET.

James A. Page, *Master*, Lucius A. Wheelock, *Usher*,  
 Cl. I., Div. 1. Cl. II., Div. 1.  
 Charles Hutchins, *Sub-Master*, Anna C. Ellis, *Head Assistant*,  
 Cl. I., Div. 2. Cl. I., Div. 1.

*Assistants.*

Lucretia S. Josselyn, Clara B. Gould,  
 Cl. II., Div. 2. Cl. IV., Div. 2.  
 Jane M. Hight, Martha A. Joslin,  
 Cl. III., Div. 1. Cl. IV., Div. 3.  
 Ann F. Halstrick, Eliza B. Snow,  
 Cl. III., Div. 2. Cl. IV., Div. 4.  
 Gertrude Taylor, Mary T. Ross,  
 Cl. III., Div. 3. Cl. IV., Div. 5.  
 Mary U. Farr,  
 Cl. IV., Div. 1.

Charles Butler, *Teacher of Music.*

## DWIGHT SCHOOL FOR GIRLS, SPRINGFIELD STREET.

George B. Hyde, *Master*, Eliza A. Harding, *Head Assistant*,  
 Cl. I., Div. 1. Cl. I., Div. 1.

*Assistants.*

Frances E. Keller, Louisa Tucker,  
 Cl. I., Div. 2. Cl. III., Div. 2.  
 Janet M. Crighton, Ann J. Bolden,  
 Cl. II., Div. 1. Cl. IV., Div. 1.  
 Elnora G. Wright, Betsey H. Warren,  
 Cl. II., Div. 2. Cl. IV., Div. 2.  
 Susan E. Green, Sarah W. Pollard,  
 Cl. III., Div. 1. Cl. IV., Div. 3.

Mrs. E. L. Browne, *Teacher of Sewing.*

Charles Butler, *Teacher of Music.*

## PRIMARY SCHOOLS.

| <i>Teachers.</i>    | <i>Location.</i>                  | <i>Sub-Committees.</i> |
|---------------------|-----------------------------------|------------------------|
| Mary F. Moore,      | No. 1—Rutland street.             | Mr. Eddy.              |
| Augusta A. Davis,   | 2 " "                             | " Chandler.            |
| Mary C. R. Towle,   | 3 " "                             | " Burroughs.           |
| Henrietta Draper,   | 4 " "                             | " Thayer.              |
| Eliza G. Swett,     | 5 " "                             | " Dennie.              |
| Jane P. Titcomb,    | 6 " "                             | " Drew.                |
| Caroline F. Barr,   | 1 Old Dwight Schoolhouse,         | } " Rich.              |
| Elizabeth Newman,   | 2 " " " "                         |                        |
| Eliza C. Gould,     | 3 " " " "                         | " Slack.               |
| Anna R. Frost,      | 4 " " " "                         | " Rolfe.               |
| Caroline S. Lamb,   | 5 " " " "                         | " Learnard.            |
| Ellen S. Wildes,    | 6 Smith's Bl., 80 Springfield st. | " Slack.               |
| Lydia F. Blanchard, | 7 Vestry Shawmut Av Ch.           | " Thayer.              |

## ELIOT SCHOOL DISTRICT.

## COMMITTEE.

JOHN F. JARVIS, *Chairman*, 59 Leveret street.  
 GEORGE FABYAN, 191 Salem street.  
 EDWARD D. G. PALMER, 13 Portland street.  
 ADINO B. HALL, 89 Salem street.  
 M. C. GREENE, 15 Green street.  
 CHARLES A. TURNER, *Secretary*, 364 Hanover street.  
 WILLIAM A. KRUEGER, 42 Sheafe street.  
 GEORGE F. HASKINS, 2 North Square.  
 CHARLES O. EATON, 89 Salem street.  
 SAMUEL H. RANDALL, 7 Chilson Place.

## ELIOT SCHOOL, NORTH BENNET STREET.

|                                       |  |
|---------------------------------------|--|
| Samuel W. Mason, <i>Master</i> ,      | Walter H. Newell, <i>Usher</i> .       |
| Cl. I., Div. 1.                       | Cl. II., Div. 1.                       |
| McLaurin F. Cook, <i>Sub-Master</i> , | Abby A. Marsh, <i>Head Assistant</i> . |
| Cl. I., Div. 2.                       | Cl. I., Div. 1.                        |

*Assistants.*

|                      |                        |
|----------------------|------------------------|
| Elizabeth M. Turner, | Fanny R. Richardson,   |
| Cl. II., Div. 2.     | Cl. IV., Div. 1.       |
| S. Carrie Goodrich,  | Clara H. Nickerson,    |
| Cl. II., Div. 3.     | Cl. IV., Div. 2.       |
| Anna E. Dyke,        | Georgianna D. Russell, |
| Cl. III., Div. 1.    | Cl. IV., Div. 3.       |
| Flora A. Holbrook,   | Sophia Shephard,       |
| Cl. III., Div. 2.    | Cl. IV., Div. 4.       |
| Frances M. Bodge,    | Anna L. Learnard,      |
| Cl. III., Div. 3.    | Cl. IV., Div. 5.       |
| Angeline M. Cole,    |                        |
| Cl. III., Div. 4.    |                        |

Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>       | <i>Location.</i>      | <i>Sub-Committees.</i> |
|------------------------|-----------------------|------------------------|
| Sarah A. Winsor,       | No. 1—Snelling Place, | Mr. Krueger.           |
| Cornelia A. Adams,     | 2 " "                 | " Greene.              |
| Clarissa Davis,        | 3 " "                 | " Palmer.              |
| Louisa Myers,          | 4 " "                 | " Turner.              |
| Sarah C. Chevallier,   | 5 " "                 | " Jarvis.              |
| Harriet S. Boody,      | 6 " "                 | " Krueger.             |
| Eliza Brintnall,       | 1-22 Charter street,  | " Randall.             |
| Susan D. Knowlton,     | 2 " " "               | " Eaton.               |
| Mary A. Cushing,       | 3 " " "               | " Hall.                |
| Juliaette Davis,       | 4 " " "               | " Palmer.              |
| Sarah Ripley,          | 1 rear 22 Charter st. | } " Fabyan.            |
| Julia Ann Cutts,       | 2 " " " "             |                        |
| L. Isabelle Tewksbury, | 3 " " " "             | " Eaton.               |
| Helen M. Warner,       | 1—Hanover Avenue,     | " Turner.              |
| Mary E. Barrett,       | 2 " " "               | " Randall.             |
| Maria A. Gibbs,        | 3 " " "               | " Haskins.             |

## FRANKLIN SCHOOL DISTRICT.

## COMMITTEE.

THOMAS H. CHANDLER, *Chairman*, 18 Dover street.  
 JOSEPH L. DREW, 52 Warren street.  
 CHARLES W. SLACK, 10 Garland street.  
 FREDERIC F. THAYER, 6 Concord Square.  
 WILLIAM H. LEARNARD, JR., *Secretary*, 61 Rutland street.  
 HENRY BURROUGHS, JR., 82 Waltham street.  
 DANIEL C. EDDY, 23 Decatur street.  
 MATTHIAS RICH, JR., 997 Washington street.  
 ENOCH C. ROLFE, 563 Washington street.  
 JAMES DENNIE, 20 Eliot street.

## FRANKLIN SCHOOL, RINGGOLD STREET.

|  |   |
|--|---|
| Samuel L. Gould, <i>Master</i> .       | Catharine T. Simonds, <i>Head Assistant</i> . |
| Cl. I., Div. 1.                        | Cl. III., Div. 1.                             |
| Mary H. Ellis, <i>Head Assistant</i> . | Sarah A. Gale, <i>Head Assistant</i> ,        |
| Cl. I., Div. 1.                        | Cl. IV., Div. 1.                              |

*Assistants.*

|                        |                    |
|------------------------|--------------------|
| L. Isabel Barry,       | Sarah P. Mitchell, |
| Cl. I., Div. 2.        | Cl. III., Div. 3.  |
| Lydia H. Emmons,       | Mary J. Leach,     |
| Cl. II., Div. 1.       | Cl. IV., Div. 2.   |
| P. Catherine Bradford, | Mary A. Mitchell,  |
| Cl. II., Div. 2.       | Cl. IV., Div. 3.   |
| Elizabeth J. Brown,    | Sarah E. Gates,    |
| Cl. III., Div. 2.      | Cl. IV., Div. 4.   |

Maria S. Wolcott, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>       | <i>Location.</i>      | <i>Sub-Committees.</i> |
|------------------------|-----------------------|------------------------|
| Jane S. Hobart,        | No. 1—Genesee street, | Mr. Slack.             |
| Susan H. Chaffee,      | 2 " "                 | } " Drew.              |
| Abbie K. Sweetser,     | 3 " "                 |                        |
| Helen E. Eaton,        | 1—West Castle street, | } " Dennie.            |
| Emeline J. Brown,      | 2 " " "               |                        |
| Josephine G. Whipple,  | 1—Indiana Place,      | } " Eddy.              |
| Ellen Wright,          | 2 " " "               |                        |
| Luey M. Beck,          | 1—Groton street,      | " Rolfe.               |
| Eliza J. Dyar,         | 2 " "                 | " Chandler.            |
| Eliza Ann Tirrill,     | 3 " "                 | " Rich.                |
| Hannah M. Coolidge,    | 4 " "                 | " Thayer.              |
| Harriet M. Faxon,      | 5 " "                 | " Burroughs.           |
| Caroline A. Miller,    | 6 " "                 | } " Learnard.          |
| Elizabeth P. Cummings, | Franklin Schoolhouse, |                        |

## HANCOCK SCHOOL DISTRICT.

## COMMITTEE.

ADINO B. HALL, *Chairman*, 89 Salem street.  
 GEORGE FABYAN, 191 Salem street.  
 EDWARD D. G. PALMER, 13 Portland street.  
 CHARLES A. TURNER, *Secretary*, 364 Hanover street.  
 WILLIAM A. KRUEGER, 42 Sheafe street.  
 GEORGE BARTLETT, 3 Tremont Place.  
 CHARLES O. EATON, 89 Salem street.  
 ROBERT TREAT PAINE, JR., 42 Court street.  
 JOHN NEWELL, 10 Crescent Place.  
 GEORGE F. HASKINS, 2 North Square.  
 AARON P. RICHARDSON, 17 Green street.

## HANCOCK SCHOOL, RICHMOND PLACE.

George Allen, Jr., *Master*, Angelina A. Brigham, *Head Assistant*,  
 Cl. I., Div. 1. Cl. I., Div. 1.  
 Phineas G. Parmenter, *Sub-Master*,  
 Cl. I., Div. 2.

*Assistants.*

|  |   |
|--|---|
| Susan W. Porter,<br>Cl. I., Div. 3.      | Esther F. Wilder,<br>Cl. III., Div. 2.  |
| Emily O. Spencer,<br>Cl. II., Div. 1.    | Elizabeth W. Ayer,<br>Cl. III., Div. 3. |
| Sarah E. White,<br>Cl. II., Div. 2.      | Achsah Barnes,<br>Cl. III., Div. 4.     |
| Henrietta L. Pierce,<br>Cl. II., Div. 3. | Malvina R. Brigham,<br>Cl. IV., Div. 1. |
| Helen M. Hitchings,<br>Cl. III., Div. 1. | Mary S. Gale,<br>Cl. IV., Div. 2.       |
| Ellen A. Hunt,<br>Cl. III.               |   |

Mary A. Coffin, *Teacher of Sewing*.  
 Edwin Bruce, *Teacher of Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>      | <i>Sub-Committees.</i> |
|----------------------|-----------------------|------------------------|
| Mary L. Cunningham,  | No. 1—Thacher street, | Mr. Eaton.             |
| Sarah L. Shepard,    | 2 “ “                 | “ Bartlett.            |
| Sarah F. Ellis,      | 3 “ “                 | “ Krueger.             |
| Nancy B. Seaver,     | 1—N. Margin street,   | “ Turner.              |
| Amelia M. Bell,      | 2 “ “                 | } “ Fabyan.            |
| Elizabeth F. Frye,   | 1—Hanover street,     |                        |
| Emily A. Tewksbury,  | 2 “ “                 | “ Turner.              |
| Margaret W. Hall,    | 3 “ “                 | “ Palmer.              |
| Adeline S. Bodge,    | 1—Bennet Avenue,      | } “ Haskins.           |
| Harriet B. Vose,     | 2 “ “                 |                        |
| Emice Linsley,       | 1—Sheafe street,      | “ Hall.                |
| Martha F. Boody,     | 2 “ “                 | “ Richardson.          |
| Esther F. Mansfield, | 3 “ “                 | “ Krueger.             |
| Anna H. Burns,       | 1—Cooper street,      | } “ Paine.             |
| Susan Page,          | 2 “ “                 |                        |
| Betsey L. Canedy,    | 3 “ “                 | } “ Newell.            |
| Kate S. Sawyer,      | 4 “ “                 |                        |

## LAWRENCE SCHOOL DISTRICT.

## COMMITTEE.

CHOATE BURNHAM, *Chairman*, 284 Broadway.  
 GEORGE WM. DENNETT, *Secretary*, 372 Broadway.  
 THOMAS DAWES, 52 G street.  
 JOSEPH L. DREW, 52 Warren street.  
 JOHN DUNCAN, Fourth street, near F.  
 LEWIS C. WHITON, Gates street.  
 SAMUEL W. BATES, Old Harbor street.

## LAWRENCE SCHOOL, THIRD STREET, SOUTH BOSTON.

|   |   |
|---|---|
| Josiah A. Stearns, <i>Master</i> ,<br>Cl. I., Div. 1.     | Mary W. Conant, <i>Head Assistant</i> .<br>Cl. II., Div. 1. |
| Henry C. Hardon, <i>Sub-Master</i> ,<br>Cl. I., Div. 2.   | Kate W. Towne, <i>Head Assistant</i> .<br>Cl. II. Div.      |
| L. F. Bradley, <i>Head Assistant</i> ,<br>Cl. I., Div. 1. |   |

*Assistants.*

|  |  |
|--|--|
| Lizette C. Merrill,<br>Cl. II., Div. 3.  | Margarette A. Moody,<br>Cl. IV., Div. 1. |
| Alice Cooper,<br>Cl. III., Div. 1.       | Louisa C. Richards,<br>Cl. IV., Div. 2.  |
| Martha J. Newmarch,<br>Cl. III., Div. 2. | Jane Louisa Sharpe,<br>Cl. IV., Div. 3.  |
| Olive M. Jeffers,<br>Cl. III., Div. 3.   | Mary V. Dillaway,<br>Cl. IV., Div. 4.    |
| E. S. Jeffers,<br>Cl. III., Div. 4.      | Eliza L. Darling.                        |

Sarah J. Bliss, *Teacher of Sewing*,  
 Albert Drake, *Teacher of Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>      | <i>Sub-Committees.</i> |
|----------------------|-----------------------|------------------------|
| Lucinda Smith,       | No. 1—Silver street,  | } Mr. Drew.            |
| Olive W. Green,      | 2 “ “                 |                        |
| Sarah S. Blake,      | 3 “ “                 | “ Duncan.              |
| Elizabeth S. Allen,  | 4 “ “                 | “ Bates.               |
| Mary F. Peeler,      | 5 “ “                 | “ Duncan.              |
| Mary F. Baker,       | 6 “ “                 | “ Bates.               |
| Elizabeth Hill,      | 1—Mather Schoolhouse, | “ Dawes.               |
| Mary K. Davis,       | 2 “ “                 | “ Dennett.             |
| Sarah V. Cunningham, | 3 “ “                 | } “ Whiton.            |
| Sarah K. Glover,     | 4 “ “                 |                        |
| Rebecca H. Bird,     | 5 “ “                 | “ Bates.               |
| Mary Lincoln,        | 6 “ “                 | “ Drew.                |
| Anna R. Thornton,    | 7 “ “                 | “ Whiton.              |
| Mary A. Macnair,     | 8 “ “                 | “ Dennett.             |
| Laura A. Reed,       | 9 “ “                 | “ Dawes.               |
| Sarah F. Hall,       | 10 “ “                | “ Burnham.             |
| Harriet S. Howes,    | 11 “ “                |                        |

## LINCOLN SCHOOL DISTRICT.

## COMMITTEE.

JOHN DUNCAN, *Chairman*, Fourth street, near F.  
 GEORGE WM. DENNETT, *Secretary*, 372 Broadway.  
 THOMAS DAWES, 52 G street.  
 CHOATE BURNHAM, 284 Broadway.  
 LEWIS C. WHITON, Gates street.  
 SAMUEL W. BATES, Old Harbor street.  
 DANIEL C. EDDY, 23 Decatur street.

## LINCOLN SCHOOL, BROADWAY, SOUTH BOSTON.

|  |   |
|--|---|
| Samuel Barrett, <i>Master</i> ,<br>Cl. I., Div. 1.       | Mary E. Balch, <i>Head Assistant</i> ,<br>Cl. I., Div. 1. |
| Chas. A. Morrill, <i>Sub-Master</i> ,<br>Cl. I., Div. 2. | Martha A. Dearborn, <i>Head Assistant</i> ,<br>Cl. II.    |

*Assistants.*

|   |  |
|---|--|
| Lucy R. Lloyd,<br>Cl. III., Div. 1.     | Cynthia H. Sears,<br>Cl. IV., Div. 2.  |
| Laura Bartlett,<br>Cl. III., Div. 2.    | Ariadne B. Jewell,<br>Cl. IV., Div. 3. |
| Myra S. Butterfield,<br>Cl. IV. Div. 1. |  |

Albert Drake, *Teacher of Vocal Music*.  
 Elizabeth Bedlington, *Teacher of Sewing*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>                        | <i>Sub-Committees.</i> |
|----------------------|---|------------------------|
| Laura J. Gerry,      | No. 1—Lincoln Schoolhouse, Mr. Burnham. |                        |
| Mary H. Faxon,       | 2 “ “                                   | “ Bates.               |
| Caroline S. Burrill, | 2—Hawes Hall,                           | “ Duncan.              |
| Harriet W. Hammond,  | 3 “ “                                   | “ Whiton.              |
| Martha E. Newmarch,  | 1—City Point,                           | “ Eddy.                |
| Carrie M. Lyon,      | 2 “ “                                   | “ Dawes.               |
| Annie E. Wallcut,    | 3 “ “                                   | “ Eddy.                |
| Susan W. Smith,      | 4 “ “                                   | “ Dennett.             |



LYMAN SCHOOL DISTRICT.

COMMITTEE.

J. WESLEY HINCKLEY, *Chairman*, 29 Meridian street.  
 J. HARVEY WOODBURY, 4 Princeton street.  
 JOHN NOBLE, 81 Lexington street.  
 SAMUEL T. COBB, 2 Belmont Square.  
 SETH C. AMES, *Secretary*, 13 Meridian street.  
 CHARLES O. EATON, 89 Salem street.  
 RICHARD BEECHING, 95 Princeton street.

LYMAN SCHOOL, MERIDIAN STREET, EAST BOSTON.

Hosea H. Lincoln, *Master*.  
 James F. Blackington, *Sub-Master*.  
 Mary O. Bulfinch, *1st Head Assistant*,  
 Cl. I., Div. 2.  
 Mary S. Gage, *2d Head Assistant*,  
 Cl. III., Div. 1, Boys.  
 Cordelia Lothrop, *3d Head Assistant*,  
 Cl. II., Girls.

*Assistants.*

Eliza F. Russell,  
 Cl. III., Div. 2, Boys.  
 Almira G. Smith,  
 Cl. IV., Div. 1, Boys.  
 Mary A. Turner,  
 Cl. III-IV., Div. 1, Girls.  
 Amelia H. Pitman,  
 Cl. IV., Div. 2, Boys and Girls.  
 Charles Butler, *Teacher of Vocal Music.*

PRIMARY SCHOOLS.

| <i>Teachers.</i>      | <i>Location.</i>    | <i>Sub-Committees.</i> |
|-----------------------|---------------------|------------------------|
| Mary A. Crane,        | No. 1—Paris street, | } Mr. Eaton.           |
| Mary F. Crosby,       | 2 " "               |                        |
| Isabella A. Bilby,    | 3 " "               |                        |
| Hannah C. Atkins,     | 4 " "               | } Mr. Hinckley.        |
| Susan H. M. Swan,     | 5 " "               |                        |
| Hannah L. Manson,     | 6 " "               |                        |
| Angeline M. Cudworth, | 1—Elbow street,     | Mr. Noble.             |
| Helen H. Plumley,     | 2 " "               | Mr. Ames.              |

## MAYHEW SCHOOL DISTRICT.

## COMMITTEE.

WILLIAM E. TOWNSEND, *Chairman*, 15 Cambridge street.  
 CHARLES D. HOMANS, *Secretary*, 12 West street.  
 T. R. MARVIN, 42 Congress street.  
 AURELIUS D. PARKER, 20 Court street.  
 GEORGE BARTLETT, 3 Tremont Place.  
 J. W. DADMUN, 67 Brighton street.  
 DANIEL P. SIMPSON, 5 Crescent Place.

## MAYHEW SCHOOL, HAWKINS STREET.

Samuel Swan, *Master*, and *Teacher of* Alfred Hewins, *Sub-Master*,  
*Vocal Music*. Cl. I., Div. 2.  
 Emily A. Moulton, *Head Assistant*, Quincy E. Dickerman, *Usher*,  
 Cl. I., Div. 1. Cl. II., Div. 1.

*Assistants.*

Elizabeth P. Hopkins, Helen H. Pearson,  
 Cl. II., Div. 2. Cl. IV., Div. 1.  
 Sarah W. I. Copeland, Adeline F. Cutter.  
 Cl. III., Div. 1. Cl. IV., Div. 2.  
 Elizabeth L. West, Mary G. Powell,  
 Cl. III., Div. 2. Cl. IV., Div. 3.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>    | <i>Location.</i>      | <i>Sub-Committees.</i> |
|---------------------|-----------------------|------------------------|
| Permelia Stevens,   | Mayhew Schoolhouse,   | Mr. Townsend.          |
| Bethia Whiting,     | " "                   | " Simpson.             |
| Caroline Wason,     | South Margin street,  | } " Marvin.            |
| M. Electa Lauriat,  | Merrimac street,      |                        |
| Mary E. Parker,     | Old Han'k sch. house, | } " Homans.            |
| C. W. Callender,    | " " " "               |                        |
| Harriet A. Farrow,  | " " " "               | " Parker.              |
| Henrietta B. Tower, | Warren Square "       | } " Dadmun.            |
| Harriet M. Warren,  | " " "                 |                        |
| Caroline L. Brown,  | Bennet street,        | " Bartlett.            |

## PHILLIPS SCHOOL DISTRICT.

## COMMITTEE.

J. BAXTER UPHAM, *Chairman*, 31 Chestnut street.  
 HENRY A. MILES, 15 Allen street.  
 JOHN C. STOCKBRIDGE, 42 Charles street.  
 OTIS NORCROSS, 10 McLean street.  
 S. K. LOTHROP, 12 Chestnut street.  
 LORING LOTHROP, *Secretary*, 48 Bowdoin street.  
 RUSSELL STURGIS, JR., 13 Joy street.  
 GEORGE W. TUXBURY, 19 Court street.

## PHILLIPS SCHOOL, WEST CENTRE STREET.

|                                    |   |
|------------------------------------|---|
| James Hovey, <i>Master</i> .       | John M. Colcord, <i>Usher</i> ,             |
| Amphion Gates, <i>Sub-Master</i> . | Cl. II., Div. 1.                            |
| Cl. I., Div. 2.                    | Isabella H. Wilson, <i>Head Assistant</i> , |
|                                    | Cl. I., Div. 1.                             |

*Assistants.*

|                       |                        |
|-----------------------|------------------------|
| Laure M. Porter,      | Emily A. Perkins,      |
| Cl. II., Div. 2.      | Cl. IV., Div. 2.       |
| Hannah M. Sutton,     | Harriet A. Cunningham, |
| Cl. III., Div. 1.     | Cl. IV., Div. 2.       |
| Elvira M. Harrington, | Lucy S. Nevins,        |
| Cl. III., Div. 2.     | Cl. II., Div. 3.       |
| M. Josephine Dugan,   | Abby A. Reed,          |
| Cl. IV., Div. 4.      | Cl. IV., Div. 1.       |

Edwin Bruce, *Teacher of Vocal Music.*

## PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>        | <i>Sub-Committees.</i> |
|----------------------|-------------------------|------------------------|
| Mary A. Allen,       | No. 1-Southac street,   | Mr. S. K. Lothrop.     |
| Sarah M. Turner,     | 2 " "                   | } " Sturgis.           |
| Lydia F. Poole,      | 3 " "                   |                        |
| Caroline P. Eastman, | 4 " "                   |                        |
| Abby A. Lincoln,     | 1-West Cedar street,    | } " Tuxbury.           |
| Eliza A. Corthell,   | 2 " " "                 |                        |
| Sarah Ingalls,       | 1-Phillips Schoolhouse, | " Stockbridge.         |
| Harriet H. King,     | 2-Joy street,           | " L. Lothrop.          |
| Emeline D. Fish,     | Charles-street Church,  | " Norcross.            |
| Ruth M. Sanborn,     | Western Avenue,         | " Upham.               |

## QUINCY SCHOOL DISTRICT.

## COMMITTEE.

PATRICK RILEY, *Chairman*, 10 Lincoln street.  
 RUFUS ELLIS, 4 Exeter Place.  
 THOMAS M. BREWER, 131 Washington street.  
 OTIS KIMBALL, 38 Common street.  
 ELIJAH C. DREW, 21 Harrison Avenue.  
 SAMUEL J. M. HOMER, 100 Federal street.  
 RICHARD M. HODGES, *Secretary*, 50 Chauncy street.  
 THOMAS W. PARSONS, 16 Winter street.  
 JAMES DENNIE, 20 Eliot street.

## QUINCY SCHOOL, TYLER STREET.

|  |   |
|--|---|
| Charles E. Valentine, <i>Master</i> ,<br>Cl. I., Div. 1. | Richard F. Putnam, <i>Usher</i> ,<br>Cl. II., Div. 2.           |
| Benj. W. Putnam, <i>Sub-Master</i> ,<br>Cl. I., Div. 2.  | Josephine L. Tucker, <i>Head Assistant</i> ,<br>Cl. I., Div. 1. |
| Edward Gay, <i>Usher</i> ,<br>Cl. II., Div. 1.           |   |

*Assistants.*

|   |   |
|---|---|
| Lydia A. Hanson,<br>Cl. II., Div. 3.      | Olive M. Page,<br>Cl. IV., Div. 1.            |
| Julia B. Burrell,<br>Cl. II., Div. 4.     | Sarah E. Chandler,<br>Cl. IV., Div. 2.        |
| Harriet D. Hinckley,<br>Cl. III., Div. 1. | Elizabeth T. Bailey,<br>Cl. IV., Div. 3.      |
| Angeline A. Moulton,<br>Cl. III., Div. 2. | Charlotte L. Wheelwright,<br>Cl. IV., Div. 4. |
| E. Maria Simonds,<br>Cl. III., Div. 2.    | Emily B. Peck,<br>Cl. IV., Div. 5.            |

## PRIMARY SCHOOLS.

| <i>Teachers.</i>       | <i>Location.</i>         | <i>Sub-Committees.</i> |
|------------------------|--------------------------|------------------------|
| Sophronia N. Herrick,  | No. 1—East-street Place, | } Mr. Drew.            |
| Hannah A. Lawrence,    | 2 " " "                  |                        |
| Adeline Stockbridge,   | 3 " " "                  |                        |
| Lucy C. Haskell,       | 4 " " "                  | } " Riley.             |
| Mary C. Greene,        | 1—E. Orange street,      |                        |
| Charlotte L. Young,    | 2 " " "                  |                        |
| Sarah C. Sanderson,    | 3 " " "                  | } " Parsons.           |
| Elizabeth S. Emmons,   | 182 Harrison Avenue,     |                        |
| Mary A. B. Gore,       | 1—Tyler street,          |                        |
| Caroline L. P. Torrey, | 2 " " "                  | } " Dennie.            |
| Caroline M. Grover,    | 3 " " "                  |                        |
| Frances Torrey,        | 4 " " "                  |                        |
| Hannah E. Moore,       | 5 " " "                  | } " Homer.             |
| Hannah L. Billings,    | 6 " " "                  |                        |
| Harriet A. Dow,        | Hudson street,           |                        |
| Caroline A. Morris,    | " " "                    | } " Hodges.            |
| Agnes Duncan,          | " " "                    |                        |
| Julia A. Wheaton,      | " " "                    |                        |
| Rebecca R. Thayer,     | Kingston street,         | } " Hodges.            |
| Abby M. Mills,         | " " "                    |                        |
|                        | " " "                    |                        |
|                        | " " "                    | } " Brewer.            |

## WELLS SCHOOL DISTRICT.

## COMMITTEE.

HENRY A. MILES, *Chairman*, 15 Allen street.  
 T. R. MARVIN, 29 Lynde street.  
 JOHN F. JARVIS, *Secretary*, 59 Leveret street.  
 M. C. GREENE, 15 Green street.  
 OTIS NORCROSS, 10 McLean street.  
 JOHN C. STOCKBRIDGE, 42 Charles street.  
 JOHN W. DADMUN, 67 Brighton street.  
 SAMUEL H. RANDALL, 7 Chilson Place.  
 DANIEL P. SIMPSON, 5 Crescent Place.

## WELLS SCHOOL, BLOSSOM STREET.

|                                      |   |
|--------------------------------------|---|
| Reuben Swan, <i>Master</i> ,         | Matilda A. Gerry, <i>Head Assistant</i> , |
| Cl. I., Div. 1.                      | Cl. I., Div. 2.                           |
| William H. Swan, <i>Sub-Master</i> , |   |
| Cl. I., Div. 2.                      |   |

*Assistants.*

|                    |                  |
|--------------------|------------------|
| Mary S. Carter,    | Sarah E. Wiggin, |
| Cl. II., Div. 1.   | Cl. IV., Div. 1. |
| Sarah J. Lothrop,  | Susan C. French, |
| Cl. II., Div. 2.   | Cl. IV., Div. 2. |
| Juliana Sparrell,  | Lydia A. Beck,   |
| Cl. III., Div. 1.  | Cl. IV., Div. 3. |
| Lydia S. Chandler, |                  |
| Cl. III., Div. 2.  |                  |

Mary E. Mudge, *Teacher of Sewing*.  
 Edwin Bruce, *Teacher of Vocal Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>     | <i>Location.</i>       | <i>Sub-Committees.</i> |
|----------------------|------------------------|------------------------|
| Mary F. Jones,       | No. 1—Wall street,     | Mr. Greene.            |
| Anna A. James,       | 2 “ “                  | “ Jarvis.              |
| Elizabeth W. Snow,   | 3 “ “                  | } “ Marvin.            |
| Augusta H. Foster,   | 4 “ “                  |                        |
| Lucy M. A. Redding,  | 5 “ “                  | “ Stockbridge.         |
| Mary L. Bailey,      | 6 “ “                  | “ Jarvis.              |
| Elizabeth S. Grater, | 1—Milton street,       | “ Simpson.             |
| Elizabeth S. Foster, | 2 “ “                  | “ Randall.             |
| Maria W. Turner,     | 2—Spring-street Place, | “ Dadmun.              |
| Mary S. Watts,       | 2—Wells Schoolhouse,   | “ Norcross.            |

## WINTHROP SCHOOL DISTRICT.

## COMMITTEE.

THOMAS M. BREWER, *Chairman*, 131 Washington street.  
 JOHN B. ALLEY, *Secretary*, 35 Boylston street.  
 ELIJAH C. DREW, 21 Harrison Avenue.  
 ENOCH C. ROLFE, 563 Washington street.  
 SAMUEL J. M. HOMER, 100 Federal street.  
 EDWARD H. AMMIDOWN, 104 Federal street.  
 RICHARD M. HODGES, 50 Chauncy street.  
 ERASTUS B. BIGELOW, 87 Boylston street.  
 ELISHA BASSETT, 335 Tremont street.  
 SAMUEL A. GREEN, 19 Kneeland street.

## WINTHROP SCHOOL, TREMONT STREET.

|  |  |
|--|--|
| Robert Swan, <i>Master</i> ,                     | Rebecca P. Barry, <i>3d Head Assistant</i> , |
| Cl. I., Div. 1.                                  | Cl. I., Div. 3.                              |
| Maria L.S. Holbrook, <i>1st Head Assistant</i> , | Almira Seymour, <i>4th Head Assistant</i> ,  |
| Cl. I., Div. 1.                                  | Cl. II., Div. 1.                             |
| Susan A.W. Loring, <i>2d Head Assistant</i> ,    | Martha E. Towne, <i>5th Head Assistant</i> , |
| Cl. I., Div. 2.                                  | Cl. II., Div. 2.                             |

*Assistants.*

|                   |                      |
|-------------------|----------------------|
| Mary Newell,      | Georgianna Sparrell, |
| Cl. II., Div. 3.  | Cl. III., Div. 4.    |
| L. Ellen Sprague, | Elizabeth R. Briggs, |
| Cl. II., Div. 3.  | Cl. IV., Div. 1.     |
| Mary E. Davis,    | Hannah H. Hosmer,    |
| Cl. III., Div. 1. | Cl. IV., Div. 2.     |
| Eliza J. Reed,    | Emily M. Hathaway,   |
| Cl. III., Div. 2. | Cl. IV., Div. 3.     |
| Mary J. Danforth, | May G. Ladd,         |
| Cl. III., Div. 3. | Cl. IV., Div. 4.     |
| Kate L. Perrigo,  | Susan H. Thaxter,    |
| Cl. III., Div. 3. | Cl. IV., Div. 4.     |
| Abbie F. Davis,   | Frances R. Honey.    |

Hannah A. Rolfe, *Teacher of Sewing*.  
 Charles Butler, *Teacher of Music*.

## PRIMARY SCHOOLS.

| <i>Teachers.</i>      | <i>Location.</i>      | <i>Sub-Committees.</i> |
|-----------------------|-----------------------|------------------------|
| Anna O. Jones,        | No. 1—Bumstead Court, | Mr. Bassett.           |
| Mary B. Browne,       | 2 “ “                 | “ Alley.               |
| Ellen E. Leach,       | 1—East street,        | “ Bigelow.             |
| Dora Norton,          | 2 “ “                 | “ Drew.                |
| Mary E. Pettingill,   | 3 “ “                 | “ Rolfe.               |
| Anna E. Federhen,     | 4 “ “                 | “ Hodges.              |
| Mary A. Sylvester,    | 5 “ “                 | “ Drew.                |
| Sarah E. Lewis,       | 6 “ “                 | “ Ammidown.            |
| Harriet A. Bettis,    | 7 “ “                 | } “ Homer.             |
| Priscilla Johnson,    | 8 “ “                 |                        |
| Fanny C. Jennison,    | 9 “ “                 | “ Green.               |
| Elizabeth C. Frink,   | 10 “ “                | “ Brewer.              |
| Henrietta Madigan,    | 11 “ “                | “ Hodges.              |
| Elizabeth P. Bentley, | 12 “ “                | “ Ammidown.            |

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