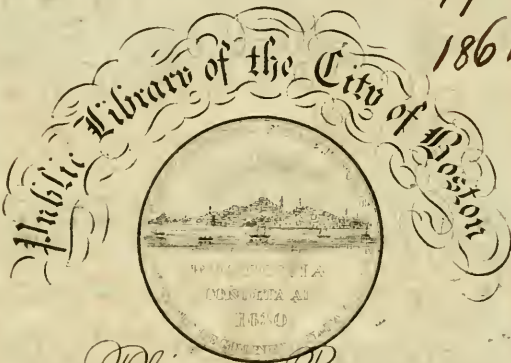




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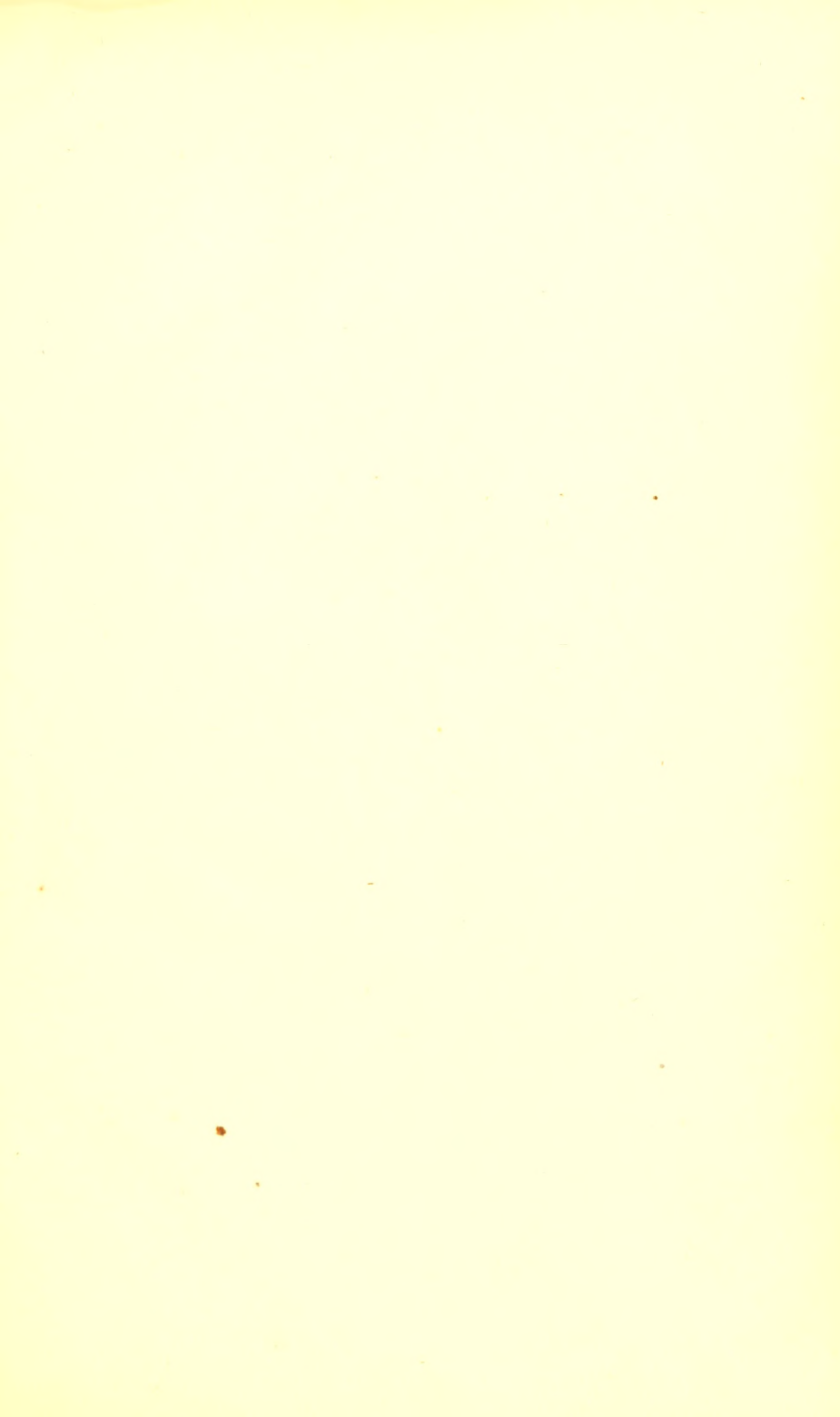
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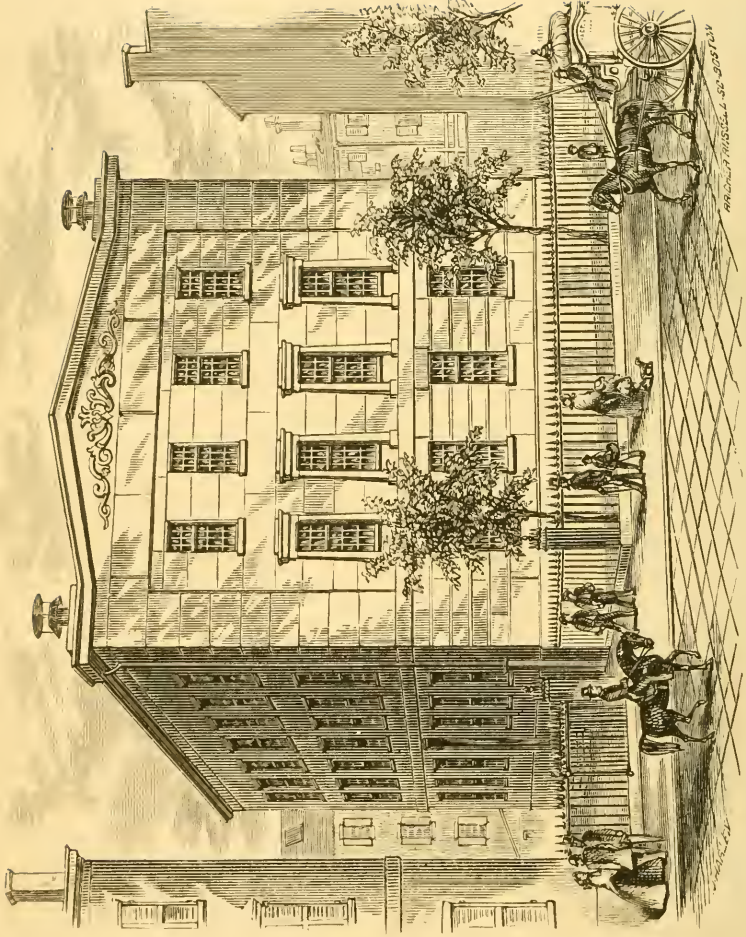
1861



By Phineas Bates Jr
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LATIN GRAMMAR, AND ENGLISH HIGH SCHOOLHOUSE, IN BEDFORD STREET.
ERECTED A. D. 1844.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1861.



BOSTON:

J. E. FARWELL & COMPANY, PRINTERS TO THE CITY,

No. 32 CONGRESS STREET.

1861.

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CITY OF BOSTON.

IN SCHOOL COMMITTEE, September 10, 1861.

Messrs. Burroughs, Tuxbury, Jarvis, Alley, Cobb, Dennie, and Murdock were appointed a Committee to prepare the Annual Report required by the Rules of the Board.

Attest: BARNARD CAPEN, *Secretary*.

IN SCHOOL COMMITTEE, December 10, 1861.

Mr. Burroughs presented the Annual Report of the Board, which was accepted: and it was voted that the usual number of copies be printed for distribution.

Attest: BARNARD CAPEN, *Secretary*.

REPORT.

THE Committee, to whom were referred the Annual and Quarterly Reports of the Committees on the three High Schools, and of the several District Committees, respectfully present to the Board, and to the citizens of Boston, the following Report:—

We find reason for gratitude to the Supreme Ruler of Nations that He has been with us during the past year, as He was with our fathers; that no epidemics have interrupted the exercises of our schools; and that the deadly strife of civil war is so far from our doors. The few teachers who have been prevented, by illness, from attending to their duties during any portion of the year, have returned to their places with restored vigor. That the pupils have enjoyed a remarkable degree of health is evident from the reports of attendance. The average whole number of pupils belonging to the public schools of all grades in this city, during the school year ending September 1, 1861, was 26,488

The average attendance was	24,152
The increase in the number of scholars over the preceding year was	1,173
The increase of the average attendance was	1,848
The per cent. of attendance was . . . . .	.91
The increase of the per cent. was . . . . .	.03

In the High Schools	the attendance was	95.2	per cent.
“ Grammar	“ “ “	93.6	“
“ Primary	“ “ “	88.7	“

The exigencies of the times have not made it necessary to reduce the pay of the instructors, or to deprive the children of any of the advantages of education. But the Superintendent of Public Schools, and the greater part of the male teachers, desiring to share the burdens and sacrifices of their fellow-citizens, offered to the city a portion of their salaries, amounting to more than \$13,000. This noble gift was, however, declined by the City Government, and a vote was passed thanking the superintendent, masters, and subordinate teachers for their generosity.

The scholars, also, were anxious to aid those who have gone to defend the Republic; and in many of our schools they have been allowed to assist in preparing articles of clothing and other comforts for the volunteer soldiers. No lessons have been neglected on this account; and the excitements of war have not interfered with the duties of the schools, nor materially diminished the interest of the pupils in their studies. Our schools were founded in poverty and adversity, and maintained through wars and revolutions. They have come down to us, a sacred trust. We are not departing from the principles of the founders of these institutions when we encourage self-denial, generosity, and kind thoughtfulness for the welfare of others. Nor are we deviating from the pursuit of the great objects of public education when, not satisfied with teaching useful facts, strengthening the memory, and developing the intellectual powers, we cherish the vir-

tues of loyalty and patriotism, foster the growth of the best feelings of the heart, and endeavor to train up in habits of obedience, truth, and honesty, the citizens of the Commonwealth.

The care of the schools in this city is entrusted to a Board consisting of the Mayor, the President of the Common Council, and seventy-two members elected by the citizens. Each of the High Schools and each Grammar School District is placed under the charge of a committee, who visit and examine the several schools at least once in each quarter. From a careful examination of the reports presented to the School Committee during the past year, by the District and High School Committees, we learn that the schools are in a condition of great success and prosperity. The teachers are described as being "devoted and industrious;" "thorough, kind, and firm in government;" "faithful and efficient." The quarterly examinations "furnish evidence of care, diligence, and effort on the part of the teachers, and of a commendable degree of progress on the part of the pupils." There is everywhere "full proof of faithful instruction and diligent study." If there has been any harsh grating in the working of the machinery, it has not reached the ears of the Board. If any wheel, or spring, or shaft has been out of order, it has been quietly repaired; and we may congratulate our fellow-citizens upon the harmonious working, and highly efficient and satisfactory condition of our whole public school system.

There have been but few changes in our corps of teachers. Mr. Alfred Hewins, sub-master of the Mayhew School, has been chosen master of the Boylston

School, in place of Mr. W. S. Adams, who has been transferred to the mastership of the new school for girls, in South Street. Among the subordinate instructors in the different districts there have been some resignations and new appointments. There are still a few cases where a change would be advantageous; but there is a natural reluctance to remove teachers who have been long in the service of the city, and who depend on their salaries for their support.

The Bigelow School in South Boston has ceased to be, exclusively, a girls' school, and now contains pupils of both sexes. The increase of population has led to the formation of a new district, and the establishment of a girls' school in South Street. In November, 1860, the Boylston School, on Fort Hill, had nine hundred and forty-five scholars, including boys and girls; and nine hundred and two were present at the examination in that month. The school-house could not contain them all; and some occupied rooms, "which," the District Committee tell us, "were, for hygienic reasons, to say nothing of convenience and comfort, wholly unfit for occupation." At the same time, the Winthrop School for Girls, in Tremont Street, had over one thousand scholars, and four of its eighteen divisions were accommodated out of the building. The accession of children from the Primary Schools would, in March last, have raised the number of pupils above one thousand one hundred. To remedy these growing evils, and relieve these schools from their excessive numbers, measures were commenced in 1859 for the formation of a new Grammar School for Girls, to contain all the female pupils attending the Boylston, and a part of those

belonging to the Winthrop School. After a delay, arising from the difficulty of procuring a proper site in one of the most crowded portions of the city, a lot was bought in South Street, and a building, second to no other of our school-houses in size and convenience, is fast approaching completion. It is ninety-two feet long, sixty feet wide, and four stories high. It contains fourteen rooms, each of which is twenty-eight feet by thirty-two, a large exhibition hall, and, in the basement, a room for meetings of the Committee. In the mean time the new school has been organized, and has gone into operation, with five hundred pupils from the Boylston, one hundred and fifty from the Winthrop, and over one hundred from the Primary Schools. These are assembled, during the construction of the new school-house, in five different buildings. The Boylston School, now for boys only, had in June five hundred and fifty pupils, and the Winthrop eight hundred and fifty-eight. The school in South Street is designed to accommodate all the female scholars residing in the district extending from State Street to the Worcester Railroad, and lying east of a line drawn through Washington, Summer, Kingston, and Albany Streets.

A new edifice for the Phillips School, has been erected at the corner of Anderson and Southac Streets. It is similar to the one in South Street; and it will enable the master to gather all his scholars under one roof. It will be ready for occupation before the end of the year.

In consequence of the increase of scholars in the Girls' High and Normal School, it has become abso-

lutely necessary to make additions to the school-house in Mason Street. The building vacated by the Natural History Society has been purchased, adapted to the purposes of a Normal School, and connected with the old school-house. It adds four study and recitation rooms, a laboratory and lecture-room, a room for the Committee, and a cloak-room, to the previous very limited accommodations.

Three new Primary School-houses have been completed, during the past year, and are now occupied by nineteen schools. One of them is in High Street Place. It is three stories high, and contains six rooms. The children taught there were, formerly, assembled in a miserable tenement in Williams Street. A similar and very admirable building, in Poplar Street, supplies a want long felt in the Wells District. The new school-house in Suffolk Street is, in some respects, superior to the others. It is but two stories high, and has four rooms, with closets for outside garments, on each floor, surrounding a central hall. It is heated by four furnaces, and stands in the centre of a spacious lot of land, which secures light and air for the school-rooms, and affords ample play-ground for the children. The happiest results have attended the removal of the pupils from the basement of the Indiana Place Church, and a wretched hovel in Middlesex Street, to these clean, bright, and pleasant rooms. So great was the influx of children, when this building was opened, that three new schools were almost immediately added to the four transferred from other places. There are now in the seven occupied rooms three hundred and eighty-two scholars.

The old school-house in East Street had become entirely unfit for occupation. The rooms were small, dark, damp, and ill-ventilated. One teacher left, after contracting pulmonary affections. Another, who was anxious to obtain a situation, refused to teach in such an unwholesome place. We are happy to state that the ancient structure has been drained, cleansed, and thoroughly renovated; and that, by a judicious and liberal expenditure, every objectionable feature has been removed.

The growth of the city, the preference given to our public schools over all others, and in some cases the necessity for the strictest economy, inducing parents to take their children from private schools, have combined to swell the number of the pupils. This increase has called for the formation of new classes in the Grammar Schools, and the establishment of seventeen additional Primary Schools, since the date of the last Annual Report. A Primary School was opened in the old gun-house on Fort Hill, and in a few hours was filled to repletion. Even then, there was no sensible diminution in the pressure of applicants. The demand for more and better accommodations comes to us from South Boston and East Boston; from Ward 9, where there are not enough Primary Schools; from the Mayhew District, where the children may be found assembled for instruction in noisy, inaccessible, and in some cases, dangerous places; and from other parts of the city, where the schools are held in hired rooms that cannot be adapted to educational purposes. The Winthrop School is again crowded. The Hancock School had eight hundred and fifty-four scholars in

March, which gave sixty-one pupils to each teacher; and two classes were assembled in the Exhibition Hall. It is evident that, in the erection of new school-houses, the city has hardly kept pace with the increase of population. The appropriations, required to meet the extraordinary demands of the past year, have been readily and cheerfully granted by the City Council.

The whole cost to the city for school-houses and land, including repairs, has been about \$2,200,000. A portion of this property is now devoted to other uses. The value of school-houses and lots was, in 1859, \$1,277,600, being a little more than one tenth of the valuation of all the lands and buildings belonging to the city. Have we any better investment than this; any property more secure; any that yields a larger or more valuable return?

The amount expended, during the past year, on school-houses and sites, has been larger than ever before. In the previous year it was \$144,202.67. This year it has been \$230,267.04. "Of this amount," — we quote from the Auditor's Report, — "about \$100,000 have been paid for lots, and the erection and improvement of buildings for Primary Schools, viz: for the building on Suffolk Street, exclusive of land, \$26,070.14; for the building and lot on High Street Place, \$27,568.04; for the building and lot on Poplar Street, \$31,179.90; for the alteration of the old Dwight Grammar School-house, on Concord Street, to adapt it to the use of Primary Schools, \$17,046.99. These buildings contain ample accommodations for thirty-two schools, with nearly two thousand pupils." "After the improvements in school

buildings, now in progress, have been completed, it is expected that the expenditures for this department of the public service will be much more limited for several years to come."

The addition to the number of scholars has led to the employment of more teachers, and increased the current expenses from \$ 373,668.61, in 1860, to \$ 398,282.24, in 1861. "This increase," says the Auditor, "is due mainly to the increase of the number of pupils to be instructed, no change having been made in the salaries of teachers or school officers." The cost per scholar for tuition has been \$ 10 82 and for incidentals 4 20 Total cost, taking as a basis the average whole

number belonging \$ 15 02

"The school appropriations," says Mr. Philbrick, in his third semi-annual report, "though large, have not kept pace with the increase of appropriations for other purposes. In his thirty-fourth report, the Auditor states that the school expenses for that year were nearly one third of the whole amount expended by the city; and subsequently, for several years, he states that the school expenses were about one fourth of the whole amount raised by taxation. The last financial year the proportion of the ordinary school expenses to the whole amount expended by the city was about one seventh, and including the very unusual amount paid for school-houses, it does not much exceed one fifth."

The following table shows the proportion of school expenses to the whole expenses of the city and county, deducting payments for the city debt, water loan, and state tax : —

Years.	Valuation of Real and Personal Estate.	Total Expenses.	Expenses for Schools and School-houses.	Pr. ct. of Sch. Expenses on Tot ^l Expenses.
1844-45	\$ 118,450,300	\$ 660,054	\$ 205,278	31 +
1854-55	227,013,200	1,762,137	389,135	22 +
1857-58	258,111,900	2,726,097	345,519	13 +
1858-59	254,714,100	2,817,154	459,952	16 +
1859-60	263,429,000	2,861,241	517,868	18 +
1860-61	276,861,000	2,828,054	628,549	22 +

RATE OF TAXATION.

1844,	\$6.00 on 1,000, of which the School Tax was	\$ 1 73
1854,	9.20 on 1,000, of which the School Tax was	1 71
1857,	9.30 on 1,000, of which the School Tax was	1 34
1858,	8.60 on 1,000, of which the School Tax was	1 30
1859,	9.70 on 1,000, of which the School Tax was	1 67
1860,	9.30 on 1,000, of which the School Tax was	1 97

The school expenses are by no means the greatest of our expenditures. We pay more for protection from fire and robbers than we do to our teachers; more for streets than for schools. The salaries of all the instructors for the past year, amounted to . \$ 286,835 93

The cost of the Police and Fire Departments for the past year, was . 346,125 30

An excess of \$ 59,289 37

The whole amount required for the schools during the past year, including the cost of new buildings, repairs, salaries, and all other expenses, was \$ 628,549 28

The city has paid in the same time for paving, grading, repairing, lighting, widening, and extending streets . . . 797,573 49

An excess of \$ 169,024 21

This amount includes the expenses incidental to the improvements in Dover, Tremont, and North Streets. It was an unavoidable, and probably, judicious appropriation, that will not have to be repeated. We allude to it here only to show that the large expenditures for education have not been extravagant, nor out of proportion to the other outlays of the City Government.

It has always been the determination of the School Committee, who represent the tax-payers and the parents of the pupils, to give to the scholars of our public schools every advantage which they would enjoy in the best private schools of the same grade. In order to show how far this purpose has been accomplished, how wisely the money of the citizens has been expended, and how much has been done to give to the youth of the city a thorough and careful education, we present a brief account of our schools, and a history of those matters of interest that have come to our notice.

There are, in this city, two hundred and fifty Primary Schools, which are for the most part grouped in buildings containing six or more separate schools. When "graded;" each school is a single class. The child at five years of age is admitted to the sixth class, where he learns the alphabet. After six months he is promoted to the next higher school in the series, if he is found to be qualified. And so passing from one school to another, he reaches the highest, where he is prepared for admission to the Grammar School of the district in which he resides. South Boston is divided into three districts, in each of which there is a Grammar School for pupils of both sexes. In East Boston, also, there are three districts, and three

schools for boys and girls. In the city proper there are seven districts and Grammar Schools for boys only, and the same number for girls. We have thus twenty schools of the second grade, which receive their pupils from the Primary Schools, and qualify them for the High Schools. Each of them is taught by a master, with a sufficient number of assistants to give one instructor to every division of fifty-six scholars. The course of study is arranged for four classes. It embraces the several parts of an English education, with Drawing and Vocal Music. The time required for its completion varies with the capacity and industry of the pupils. Besides the quarterly visits of the members of the Committee to each separate room, the first section of the first class is, in July, subjected to a very strict examination, by the whole District Committee, in all the studies of the year. Medals are awarded to those who stand highest at this examination, and who have been distinguished for scholarship and good conduct during the past year. Appended to this report will be found the names of those who have received the Franklin and the City medals this year.

There are three schools of the highest grade; the Latin and the English High Schools for Boys, and the Girls' High and Normal School. Boys are admitted to the LATIN SCHOOL without completing the course at the Grammar School, if they are ten years of age, and can pass a satisfactory examination in elementary English studies. The instructors are a master, sub-master, and five ushers, all of whom have received a collegiate education. The course, covering six years, includes the common English branches, careful and thorough

training in Latin and Greek, the study of the French language, and of Mathematics. Those who complete the course are fitted for admission to any of our colleges. For a more full account of this venerable school, founded soon after the settlement of the Town of Boston, we refer to the subjoined report of the Committee. The number received from the public schools in the year ending July, 1861, was thirty-nine. The whole number registered during the year was two hundred and forty-eight. The largest number present at one time was two hundred and thirty-four, and the average attendance for the year, two hundred and fourteen. The building in Bedford Street, represented in the engraving prefixed to this report, contains both the Latin and the English High Schools. The portion assigned to the Latin School is insufficient for the number of scholars, and a part of them are instructed in hired rooms, out of the building — an awkward and inconvenient arrangement. It will become necessary, either to enlarge this building, or to appropriate it exclusively to one of the schools. Notwithstanding the crowded condition of this school, we cannot but notice the very small number admitted from the other public schools. It would seem as if the advantages offered in this classical seminary were not known or appreciated. The instruction here given is of the most thorough character. The discipline is admirable. And the alumni of this school enter our colleges with credit, and usually attain a high rank in scholarship. A classical education is valuable, not only to those who are preparing for the professions, in which a knowledge of the dead languages is almost indispensable, but to all who wish to

cultivate and enlarge their mental powers. The study of Latin and Greek has been proved to be the best discipline for the human mind. After earnest, hard, and faithful study of these two languages, the student is better fitted to use his intellect than he would be after any other preparation. One who has mastered the Latin and Greek languages will find himself the master of his own, not because he has become acquainted with the principles of grammar, and can trace out the origin and derivation of words, but because those faculties of the mind which find out, remember, and select suitable words, and arrange them in their best order, have been developed and strengthened by the process of learning the languages of Cicero and Virgil, of Sophocles and Homer. There is no better foundation for mathematical and scientific acquirements, than the course of instruction in this school. The merchant and the mechanic, if not actually assisted in their business, by the cultivation of all their mental gifts, will find that new sources of enjoyment have been opened to them in the literature of antiquity.

The ENGLISH HIGH SCHOOL was instituted in 1821, to give to those young men who have completed the course at the Grammar Schools, and who do not design to enter college, a good English education, and the means of fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years. 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 appa-

tus for experiments and illustration. It is instructed by a master, two sub-masters, and two ushers — one instructor being allowed in this school, and in the Latin School, to every thirty-five pupils. Boys of twelve years of age are admitted, if they can pass an examination in Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States. Among the studies of this school are Ancient Geography, Mathematics, Drawing, the French Language, Book-Keeping, History, Rhetoric, Natural and Moral Philosophy, and Political Economy. In July, 1860, one hundred and fourteen boys were received from the Grammar Schools. The number of candidates offered in July, 1861, was one hundred and six, of whom one hundred and three were from the Grammar Schools. Of the one hundred and one admitted, ninety-eight were from the public schools. The whole number of scholars registered during the year was one hundred and eighty-eight; and one hundred and eighty-seven were present at one time. The average whole number belonging was one hundred and seventy. The average attendance for September, 1860, the first month of the school year, was one hundred and seventy-four, and the average attendance for the year one hundred and sixty-five. Some of those admitted never join the school; having attended for the sake of the advantage derived from passing the examination successfully, and others leave without completing the course. To remedy these evils it has been recommended by the committee of this school “that a diploma, or certificate of graduation, should be given to every scholar

completing the course of instruction at the school. To obtain such public testimonial and assurance of preparation for the higher departments of commercial and business life, might induce more young men to remain, and avail themselves of the advantages which the school offers."

While our city was thus liberally providing for the education of her sons, carrying them on from the Primary, through the Grammar Schools, to the Latin or the English High School, her daughters, after learning all that was taught in the Grammar Schools, were compelled to resort to private schools for instruction in the higher branches of knowledge. In order to give them the same advantages as the boys, and at the same time to train up and qualify teachers, the GIRLS' HIGH AND NORMAL SCHOOL was instituted in 1852. The course, at first limited to two years, was afterwards extended to three—the scholars passing through a Junior, Middle, and Senior year. The instructors are now fourteen in number, a master, nine female assistants, and four male teachers who have charge of the departments of Drawing, French, German, and Vocal Music. An examination of candidates for admission is held on the two days following the Annual Exhibitions and Festival in July; when the candidates, the greater part of whom are graduates from the Grammar Schools, are required to prepare written answers to printed questions in Geography, Arithmetic, Grammar, and History. They are also examined in Reading, Writing, Spelling, and Oral Arithmetic. More than one thousand pupils have been admitted to this school. At the examination in July, there were one hundred

and fifty-six applicants; ninety-nine were admitted unconditionally; thirty-seven on the condition of passing a second examination in one or more studies, and twenty were rejected. At the second examination in September, several new candidates presented themselves, with those conditionally received; and the whole number admitted this year is one hundred and fifty-two. The number of scholars has increased from one hundred and ninety in 1858, to three hundred and forty, twenty of whom have completed the prescribed course, and are permitted to continue their connection with the school, as an advanced class.

The pupils, after carefully reviewing their previous studies, are carried through an extended course of Natural, Intellectual, and Moral Philosophy, Astronomy, Chemistry, History, and Literature, Drawing, and Music, and the Latin, French, and German languages. They are encouraged to pursue the investigation of subjects beyond the limit of text-books, to form their own views, to express them freely and clearly, and to maintain them firmly. One of the most instructive and interesting exercises of this school is the analysis and criticism of the thoughts and sentiments of standard English authors, by the classes, under the supervision of their teachers. Questions of philosophy, points of history, and matters of taste are freely canvassed. There is no better method than this for bringing out the hidden powers of the mind, giving quickness and activity to the thoughts, and communicating the ability of expressing the ideas readily, and without confusion or hesitation. Not only is there a most thorough and complete education given in this institution; but, by

the peculiar methods of teaching in use here, the pupils are eminently fitted to impart knowledge to others. The training of all the mental faculties is found to be the best preparation for instructing children. It requires a large amount of learning, remarkable clearness of thought, a firm grasp of ideas, a well-disciplined mind, a thorough knowledge of the English language, and accuracy in the use of words, to teach properly even the youngest pupils in our schools. Believing that a good Normal School, in which assistants for the Grammar Departments, and instructors of the Primary Schools are prepared for their several duties, must be a High School, the projectors of this institution appropriated the greater part of the course to the higher branches. A portion of the time, however, is given to the Normal Department. Special instruction in the theory and practice of teaching is imparted to all the young ladies; and they are allowed to be absent in some cases for a few days, in others for several weeks, in order to act as substitutes for the instructors in the city schools. Three hundred and twenty-two have, at different times, availed themselves of this privilege. At the examinations of candidates for the office of teachers graduates from this school invariably stand among the first; and their success in the various positions which they have held, and the promotion of sixteen of them already to the post of head-assistant, prove that the school is admirably fulfilling both the objects for which it was instituted. The assistant teachers of this school are all graduates of the school. In October, 1859, when it became necessary to appoint new instructors on account

of the increase in the number of scholars, an examination was held after public notice given in the newspapers. The eight young ladies who stood highest at that examination, had been educated at this school; and from their number the four assistants, since appointed, have been selected.

We learn from the reports of the Eliot and Hancock Committees, that there was an examination held for the purpose of filling three vacancies in those districts; when two hundred and twenty-two candidates presented themselves. Ninety-four were from this city, sixty of whom had been, or were then, scholars in this school. One hundred and twenty-eight were from other places, and some of these were experienced teachers. The three appointed were from this school. With the special report of the Girls' High and Normal School Committee will be found tables showing the numbers admitted to the Normal School from the several schools, in each year, the number of teachers and substitutes appointed, and the number of graduates. From these tables it appears that the whole number of pupils admitted is one thousand and sixty, all but one hundred and sixty-seven of whom are from our Grammar Schools — the Bowdoin, Winthrop, and Franklin furnishing each one hundred or more. There have been seventy-three appointments of Primary teachers, one hundred and seventeen of instructors in the Grammar Schools, and ten in the Normal School, making two hundred in our own schools. One hundred have received appointments elsewhere, making three hundred appointments of teachers from this school, now entering upon the tenth year of its ex-

istence. In the last year it has furnished sixty-two teachers and seventy-three substitutes. Less than one third of those who enter, remain to complete the course. Of those who leave without graduating about one third become teachers, and some young ladies attend this institution without any intention of becoming teachers, but for the sake of its superior advantages as a seminary of the highest class. There is reason to believe that our Normal School will amply supply the demand for new teachers in this city, and that, in coming years, there will not be situations enough for all who are qualified to be instructors.

If the graduates of our own Training School are equal in ability and scholarship to those educated elsewhere, are we not bound, in appointing teachers, to give the preference to the pupils of this institution? Is it not incumbent upon us, after educating them so highly, to give them employment suited to their cultivated minds and refined tastes? Of those who find no opportunity of filling the teacher's desk, some may devote themselves to professional, and others to mercantile pursuits. All, we trust, will be more useful members of society, more widely influential for good, and better fitted to adorn domestic life, on account of the culture of mind and heart acquired in the Normal School.

Among the matters of interest that have engaged the attention of the Board, during the past year, is the change in the rule prescribing the age for admission to the Primary Schools. Children have been heretofore received at four years of age. The lowest classes were crowded, and in some districts applicants were

rejected, for want of room to accommodate them. Yet, in the upper classes, it was difficult to find pupils enough to fill all the seats. With many, this practical difficulty was a serious objection to the "graded system." The regulation, as recently amended, allows "all children living within the limits of the city, who are not otherwise disqualified, and who are upwards of *five* years of age," to attend the public schools. It is thus brought into conformity with the law of the Commonwealth, which declares that "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."

The effect of this change has been to relieve, but not entirely to remove, the pressure upon the schools of the lowest grade; and to bring the numbers in the different classes nearer to an equality. No harm has been done to the little children, to whom admission is now refused; and those who are received enjoy more of the teacher's care. Even the age of five years seems to be too early. Very little is gained by commencing study when so very young, and these tender infants, instead of being as their parents fondly imagine, safely disposed of and out of the way of every danger, are growing pale and languid in stove-heated rooms, and losing valuable hours in which they might be gaining health and vigor in the open air.

The Superintendent of Public Instruction in Illinois has recommended the legislature of that State to change the law, allowing children five years old to attend school, and to fix the age of admission at six years. He thinks that "the evils incident to the ad-

mission to the public schools of children at the tender age of five years are, upon the whole, far greater than the benefits, that the efficiency of the schools is compromised, and the little ones in question are exposed to serious dangers, mentally, morally, and physically." The Board of Education in Chicago have joined in this recommendation. They say that the desired law would afford immediate relief to their crowded schools; and "would be no less beneficial to those who would be excluded thereby than to those who would remain." While our law remains as it is, we can refuse no children who are five years of age. We must hope that regard for their real welfare, comfort, and usefulness in after years will induce their parents, if possible, to keep them away from school until they are at least six years old.

The subject of Physical Education was brought to the notice of the School Committee by the Superintendent, in his first semi-annual report, in September, 1860. He proposed "the introduction of a thorough system of physical training as a part of the school culture." His suggestion was referred to a special committee, who reported in December, recommending the appointment of a teacher of gymnastics, and of a committee on physical training; and the passage of an order that "the teachers in all the public schools be required to devote a part of each school session to physical exercises, not exceeding half an hour, and not less than a quarter of an hour." This recommendation has been made the subject of discussion, but has not yet been adopted by the Board, and no order has been passed on the subject. While the importance of

caring for bodily health, as well as intellectual culture, appears to be universally felt by the School Committee, objections have been made to the proposed plan, because it created a new committee and another teacher; and it was feared that it would add to the pupils' tasks instead of relieving them. It is thought by some that the end in view might be gained by the general observance of the present rule, which provides 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." The plan of the Committee is ably defended and supported in their report, which is subjoined; and the whole matter is fully discussed in the excellent reports of Mr. Philbrick. In the mean time increased attention has been given to this branch of culture. In the High School for Boys, "one of the ushers, by the help of a simple ladder, Indian clubs, and dumb-bells, has made considerable progress in giving flexibility to the limbs, and development to the muscles of the members of his class. He speaks favorably of its effects on the discipline of his room, and of its influence on the intellectual and moral powers." In the Eliot School physical training is in successful operation, and the chairman of the committee on that school reports that "the present corps of teachers is abundantly qualified to meet the wants of the pupils in this respect." In the Mayhew School "it is carefully attended to daily in every room of the building." It has been introduced into the Grammar and some of the Primary

Schools in the Hancock District, with beneficial results. In the Dwight, and in several other schools, the present regulation is complied with faithfully. In some of our schools, however, there is reported "a want of a regular system of physical training."

That in some cases the health of our children has been impaired by too long confinement in ill-ventilated rooms, and too close attention to their studies, is a fact that cannot be denied. There have been instances in which the strain upon the mind has been continued until the muscular strength was lost, the spirits became depressed, and the constitution was undermined. We hope that some system of physical training may be introduced into all our schools. We welcome every plan that will give the pupils occasional relief. The brief interruption of mental labor, the introduction of the pure air through the open windows, the change of position, and the exercise of the muscles, refresh body and mind, quicken the faculties, and enable the student to pay closer attention to his lessons. It is no loss of time; for he can accomplish more in the hour allotted to study. Would it not be well for the teachers to allow more liberty to the eyes and muscles of the pupils, at all times? It would be painful to a grown person to sit, for any length of time, in one position, and that a constrained, awkward, and uncomfortable posture, moving neither hand nor foot, silent, with eyes fixed upon a book. It is doubly so to children, whose quicker circulation requires almost constant motion of some part of the body. The health of the youth of this city would be much better than it is, if they were not required to learn so many, and such long lessons at

home. If the evening is devoted to study, the eyes are weakened by using them when the body is weary and demands repose; the nervous system is unduly excited by anxiety about the lessons, by the difficulty of learning them, and by the fear of failure; and this unnatural tension of the nerves interferes with digestion, and with sleep. With aching head and sorrowing heart the boy rises, the next morning, to resume the dreaded labors of school. Set his mind free from all thought of lessons out of school, and he will find physical training in athletic games, and health in the open air. His sleep will be refreshing, and he will go to school in the morning happy, and ready for work.

Our rules prohibit assigning out of school lessons to girls; and forbid the instructors to assign to boys longer home lessons each day than a boy of good capacity can acquire by an hour's study. They expressly provide, that the lessons to be learned in school shall not be so long as to require the pupils to study out of school. There will be no inducement for the teacher to violate these rules, if parents and the public will be contented with less striking and splendid results. A brilliant display of learning and accomplishments acquired in a wonderfully short time is by no means a proof of a wise, judicious, healthy cultivation of the mind. Vivacity and enthusiasm accomplish a great deal, but at the expense of health. The comparison of one school with another excites the spirit of rivalry, and each master vies with all the rest in the effort to prepare a class which, on leaving the school, shall display the greatest amount of knowledge. There is on the part of parents too great anxiety that their children

should obtain medals, and be first in scholarship. Too much praise is bestowed upon great talents and extensive attainments. Too much contempt is shown for those who are left behind in the race. The laws of health were given to us by the Ruler of the Universe. The violation of them brings its own punishment. "Whatsoever a man soweth that shall he also reap." It is for us to learn those laws by careful observation, and to be guided by them in the education of our children. The evil for which those interested in physical culture are seeking a remedy, is deeply seated. Its removal requires the co-operation of parents and the public, with the teachers, and the Board to whose care the schools are committed. At home and at school, in methods of warming and ventilating, both our dwellings and our public buildings, in dress, diet, and exercise, we have a great deal to learn. Our school-rooms are generally too warm; and so imperfect is our system of ventilation, that fresh air can be introduced only by opening the windows, and exposing the health of the scholars to another danger. But in certain states of the atmosphere, and when the wind is in particular directions, the rooms are too cold — the registers contributing no heat. Whoever will discover a method of heating sufficiently, and thoroughly ventilating the buildings in which our children pass the best hours of the day, will confer a lasting benefit upon the community. This great subject of physical education receives, at the present time, a large share of public attention. It fills school and medical reports. Books are written about it. Periodicals are devoted to it. There are sects and parties of professional gymnasts. Let us

hope that they will not forget the object which all have in view ; and that, out of all this agitation, there may come simple and feasible plans for correcting the evils arising from neglecting the body and overworking the mind. The views expressed by President Felton, on this subject, in his last Annual Report to the Overseers of Harvard College, contain so much good sense, sound wisdom, and true philosophy, that we take the liberty of inserting them in this place : —

“ Physical exercise has of late years received a large share of public attention in connection with sedentary pursuits. This is right ; and the public attention has been properly awakened to the importance of the subject. But no man ever killed himself by hard study alone. The exercise of the intellectual faculties is not only pleasurable but healthy. The brain is a physical organ ; and the vigorous use of it in its appropriate function, as an instrument of the mind, conduces to bodily health. The statistics of life prove conclusively that diligent study tends to length of days. Many evils have resulted to sedentary men, not from study, but from the neglect of exercise : they have injured their health, and perhaps shortened their lives, by forgetting the laws on which the preservation of health and life depends : but these evils are now in a fair way of being remedied in our schools and colleges. The subject requires prudent management, or the introduction of the systems of exercise now recommended, will do as much harm as good. There is a tendency to exaggeration and extravagance. The language of some of the recent discussions seems to imply that muscular development is identical with moral, intellectual, and religious progress. It seems to be thought the panacea for all the evils under which humanity labors. Extraordinary feats of strength are heralded by the telegraph, as events on which the welfare of society depends. We have lately seen two great nations in a state of intense excitement, while awaiting the result of a brutal

conflict between two prize-fighters, whose chief merit was that of having beaten each other out of all resemblance to human beings. More surprising still the phrase, "muscular Christianity," has become a current commonplace in the literature of the day, — as if thews, sinews, and muscles, and not the Sermon on the Mount, contained the essential points of the Christian religion. These are the excesses to which ill-balanced judgments are constantly running. Bodily strength is a good thing, but it is not the best thing. It is a help to the intellect, but it is not identical with intellect. It facilitates the vigorous performance of the duties of life, without being the essence of morality and religion. But an abnormal condition of physical strength is neither good in itself, nor likely to prolong life. Many of those who have rendered the noblest services to humanity, who have achieved the most illustrious triumphs in art, literature, science, and philanthropy, have been men of delicate constitutions and feeble health. The amount of labor performed in the most exalted tasks has never borne any proportion to the muscular development. But it is not intended to say that physical vigor, and a healthy activity of all the forces of the body, are not proper objects of desire, and ought not to command the serious attention of those who have charge of the education of the young. Their importance was fully recognized by that nation to whom we owe the largest intellectual debt. But, on both moral and physical grounds, we must guard against extremes. "Nothing to excess," was an ancient maxim of universal application. The wise men of antiquity applied it to this very subject, and they drew the line firmly, between proper gymnastic exercise for the cultivation of vigor and beauty, as curative processes and gentleman-like accomplishments, as a part of the education of the boy and the daily recreation of the man, on the one hand, and the training of the athletes on the other."

In former reports it has been stated that the School Committee have no control over the expenditure of any appropriation made for school-houses or furniture.

They do not decide upon the sites to be occupied, or the plan of the building. They cannot order desks or blackboards. They can only ask for what they think is needed. We have no reason to complain of any want of liberality, on the part of the City Government, in responding to these demands. But we desire again to record our opinion, that after the City Council has made an *appropriation* for a specific object connected with public instruction, the *expenditure* ought to be in the hands of the School Committee. Knowing the disadvantages arising from the selection of an unsuitable site, they would be less likely to place a school-house at the extremity of the district, on a noisy thoroughfare, or on a lot too small to secure light and air, or to afford grounds for recreation. They would take care that the school-houses should be devoted exclusively to the schools. They would be more prompt to remedy evils and to supply deficiencies. The largest and most important of the rooms occupied by the Normal School is used as a Ward Room. On every election day the exercises of the school are, necessarily, entirely suspended. The same use is made of several of our Grammar Schools. This singular usage, depriving the city, on certain days in every year, of the services of salaried teachers, often inflicting injury on the school buildings or furniture, interrupting the schools, and seriously hindering the progress of the pupils, has nothing to recommend it, except that it is an old Boston custom. It has been protested against, from time to time, by those interested in the schools. Let us hope that our City Government will see the wisdom of providing other rooms for political meetings and elections.

We refer to the Third Semi-annual Report of the Superintendent for an account of the present mode of appointing teachers. So great is the demand for situations that it is not uncommon for one hundred applicants to present themselves where but one can succeed. Even when no vacancy exists, the members of the Committee are beset with applications. The time and patience of both candidates and Committee are exhausted to no purpose. We heartily respond to Mr. Philbrick's suggestions, that a Special Committee, or Board, should be appointed for the purpose of examining all applicants and reporting upon their qualifications — the selection to be made from those whom they recommend, by the local committees, subject, as at present, to the approval of the whole Board. We would also propose that a diploma should be given to every young lady who has completed the course at the Normal School, in a manner satisfactory to the master and to the sub-committee of that school, specifying in what grade or kind of school she is qualified to instruct; and this diploma should, for at least a limited time, be sufficient evidence of her acquirements and fitness to take the place of a teacher, without any further examination.

It would have been interesting, if our Superintendent had also described the imperfections and inequalities of our present system of examining schools. Each member of the Board must be supposed to have his own peculiar views of education, preferences of studies, and methods of questioning. One may err from excessive kindness; another from undue severity. Injudicious praise may blind a teacher to her faults.

Censure, although deserved, may discourage one who is timid, but faithful, and trying to improve. Might it not be better to appoint a Board, of whom the Superintendent should be one, to visit and examine, upon a uniform system, all the public schools of the city? The full reports of this Board would give to the members of the Committee a better knowledge of the schools than they now possess. And the District Committees would still visit the schools under their charge, and exercise a general supervision over them.

It has appeared to us that the attention of the master is, in some of our schools, confined too exclusively to the first division of the first class. It is natural that he should bestow the most of his time on those who are engaged in the highest and most difficult studies, whose maturer minds can derive most benefit from his instructions, and who at the end of the year are to be examined for admission to the High Schools. On their success his reputation depends. One effect of this arrangement is that all those pupils who leave before the last year of the course, never come under the master's care. The principal of a school should be acquainted with every scholar's peculiarities, abilities, and defects. He ought to be on the watch for the earliest appearance of faults to be corrected, and to know whom to urge and whom to restrain. In order to accomplish this he must leave the instruction of his most advanced pupils, in a great measure, to his head assistant; and divide his time among the several classes, and be present at the recitations in every department. This plan is pursued at the United States Military Academy at West Point, where, with a few exceptions, the Profes-

sors, instead of taking charge of only a portion of their scholars, divide their time among the sections instructed by their assistants.

We are glad to find in the school-houses recently built, an ample supply of blackboards, and we should be pleased to see them lining the walls of all our schools of every grade. They will be found useful in teaching not only mathematics, but foreign languages, grammar, history, geography, and even reading and spelling. They give the teacher facility in explaining and illustrating the subject of the recitation, arouse the flagging interest of the pupils, and convey to the mind many ideas which fail to reach the understanding through labored explanations. The Superintendent of Public Instruction in Illinois advises that "a zone of blackboard should extend continuously around the room, except where interrupted by doors and windows. It enables the teacher to exercise a whole class at once, and maintain a constant supervision over their work. It more than doubles the time that can be given to the effective instruction of each class. It affords the means of ocular illustration and demonstration, now demanded by the best methods of teaching in nearly every department of science. The use of them gives a pleasing variety to the exercises of the school, and promotes health by allowing frequent changes from a sitting to a standing posture."

Two of the most pleasing events of the past school-year were the Musical Festival, given in honor of the Prince of Wales, at his visit to our city in September, 1860, and the Sixty-eighth Annual School Festival in July, 1861. With this report is given a full descrip-

tion of the performances on those occasions. To the Semi-annual Report of the Committee on Music, we refer with very great satisfaction, for an account of what has been done in our schools in that branch of education.

Inquiries are frequently made with regard to the truant laws and their operation. In order to disseminate information on this subject, Mr. Philbrick has prepared, at the request of the Committee, a statement of the mode of proceedings of the truant officers, which, together with the laws relating to truancy, is published with this report. It would be better that the officers should report to the Superintendent of Public Schools, one of whose duties is to investigate this very subject, than to the Mayor and Aldermen.

We have looked with pleasure upon the happy faces of the medal-scholars, and listened with interest to the recitations, songs, and declamations of the graduating classes in the halls of the Grammar Schools, on the morning of the day of the Medal Festival. But, since it is our privilege to add to the history of public education in Boston during the past year, whatever suggestions and remarks we may deem expedient, we would respectfully and kindly ask the parents of the female pupils to consider thoughtfully whether the semi-theatrical performances of "the exhibition" do not cherish vanity, increase the love of dress and display, and bring young ladies too boldly before the public. Would not a better idea of the pupils' attainments be gained by visiting the school, during the term, and hearing the recitations? Why should not a few days, at the end of the year, be devoted to reviews

of the different studies, interspersed with singing, declamations, and reading original compositions? These exercises might be conducted in the hall, and the parents and friends of the pupils be invited to be present. This plan, which has been adopted in the Normal School, gives more persons an opportunity of being present during some part of the exercises, and affords a fairer test of the real condition of the school. It does not occupy as much time as the scholars now devote to preparation for "exhibition." Instead of diverting their attention from their regular studies, it fixes them in their minds, and helps to fit the pupils for the examination at the High Schools.

The public schools are open at all times to every one who feels an interest in visiting them. It is the desire of the instructors to co-operate with the fathers and mothers and guardians of the children under their charge, in the endeavor to make their pupils good sons and daughters, kind and forbearing to the inmates of the same household, gentle, amiable, and pleasant to all. It is the teacher's duty to train up the young in habits of honesty, industry, neatness, and purity; to teach them to speak the truth without fear, and to be just, self-sacrificing, and generous; to refine their tastes and develop their noblest faculties, so that they will not be attracted by low, sensual pleasures; to instil the great, universally-recognized principles of the Christian religion, its lofty morality, and its powerful motives; to cultivate holy affections, devotional feelings, and longings after a purer life.

Education is for the whole man. It is a preparation for life, its temptations, cares, and duties. It forms

the character, and gives a right direction to divinely-implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, regulate their affections, control their passions, and use all their faculties for the glory of God and the good of mankind. It cannot accomplish this mighty task without asking aid from above, and carrying the hopes of man beyond his mortal life. In the words of Mr. S. S. Randall, Superintendent of Public Schools in the City of New York, "The moral and religious nature, as it is the highest and noblest attribute of humanity, demands the earliest and most assiduous care; and no education is worthy of the name in which this culture of the immortal soul, with its priceless affections, its heavenward hopes, and soaring aspirations, does not predominate. The monitory annals of the past, the collected experience of centuries and ages of recorded time, the solemn voice of revelation, all history, all philosophy, all reason combine to proclaim the utter inefficacy of the highest knowledge, the most brilliant talents, the most resplendent genius, unaccompanied and unguided by that wisdom of the heart, which, like Siloa's stream, 'flows fast by the oracles of God.'"

Respectfully submitted.

HENRY BURROUGHS, JR.,
GEORGE W. TUXBURY,
JOHN F. JARVIS,
JOHN B. ALLEY,
SAMUEL T. COBB,
JAMES DENNIE,
JOHN N. MURDOCK.

L A T I N S C H O O L . .

THE Committee on the Latin School, in compliance with the requirements of the Rules of the Board of School Committee, submit the following as their Annual Report, exhibiting the condition of the school which has been entrusted to their care during the past school year.

The usual annual and quarterly examinations have been made by the Committee, all the pupils in the various rooms having been inspected, both in reference to their general proficiency, and also in regard to their relative condition in comparison with former years. The several rooms have been frequently visited, and there has been a general attendance of the Committee on the usual days of exhibition and on the public Saturdays. Thus advantages have been had which have enabled the Committee to witness the thorough working of the school, to judge of the progress of the pupils, and to gain a perfect knowledge of the instructors as to their efficiency in discipline and in imparting instruction in the different departments in which they are required to teach. The visits and examinations have been of a highly satisfactory character, and have shown that the school retains the high position for which it has been so long distinguished, not only for instruction

in the Greek and Latin languages, but also in the more elementary branches of a good English education. The extraordinary recitations of exhibition days, and the declamation and original debates of the pupils on the public Saturdays, have been as remarkable during the past year as heretofore, and have been listened to by large and apparently well-pleased audiences.

The principal part of the visitation of the school in July was devoted to the graduating class, for the purpose of deciding who should have the Franklin medals; six of which were adjudged to individuals who had received the highest number of marks for the year, and whose examination had also been the most satisfactory. The appearance of the whole class was in a high degree satisfactory to the Committee, and reflected much credit upon the students, and upon the excellent master under whose charge they had been during the year. The Franklin medals were assigned to the following young gentlemen:—

Sumner Paine, aged 17 years,
William Brunswick Curry Stickney, aged 16 years,
George Harrison Mifflin, aged 16 years,
George Augustus Goddard, aged 17 years,
Charles James Ellis, aged 16 years,
William Carleton Ireland, aged 18 years.

The usual number of the class entered college, having completed the course of instruction at the school. Fourteen entered Harvard College, having passed an examination which showed that they were among the best fitted of those who were presented; one entered Amherst College, one Dartmouth College, one Monmouth College, and one Tufts College. Thus eighteen

young gentlemen were prepared during the year to take honorable positions in college, thereby carrying out the cherished wishes of the friends of the school and the general object of its establishment upon its present basis ; for, although many young men join the lower classes of the school to obtain an education preparatory to entering upon a business life, they, in most cases, leave the institution before reaching the highest class. The following table will exhibit interesting statistics relating to the young gentlemen educated at the school during the last ten years, for entering college : —

Year.	From Public Schools.	From Private Schools.	Total sent to College.	Entered Harvard College.	Entered other Colleges	Aver'ge Age.
1852.....	2	6	8	6	2	17.4
1853.....	8	6	14	11	3	17.4
1854.....	2	9	11	10	1	17.1
1855.....	4	6	10	7	3	17.5
1856.....	9	12	21	21	0	16.8
1857.....	10	12	22	20	2	17.5
1858.....	11	7	18	14	4	17.3
1859.....	16	12	28	24	4	17.5
1860.....	6	12	18	17	1	16.7
1861.....	9	9	18	14	4	17.4
Aggregate.....	77	91	168	144	24	17.3

By an examination of the preceding table, and by a few simple calculations, the following particulars, being annual averages of the last ten years, are deduced, viz :

Annual average number of those entering college,	16.8
Annual average number of these who were received from the public schools,	7.7
Annual average number of the same who were received from other schools,	9.1
Annual average number who entered Harvard College,	14.4
Annual average number who entered other colleges,	2.4
Annual average age at entering college, (which is probably too low by nearly six months, as the months which exceed the years as fractional years have been omitted in every case in the table above given,)	17.3

It will, therefore, be seen that during the last ten years one hundred and sixty-eight boys have been fitted for college at the Latin School, — seventy-seven who entered the school from the public schools, and ninety-one from private schools. Of these, one hundred and forty-four entered Harvard College, and twenty-four went to other colleges. In this connection it may be well to look back a few years, and see what the school has heretofore done towards producing college-educated men. In the year 1814 the school took a fresh start, recovering from the effects of the war then just terminated, and was restored to its proper standing under the excellent administration of our late distinguished citizen, Benjamin A. Gould, Esq. Mr. Gould was followed, in succession, by the eminent scholars, Frederic P. Leverett, Esq., Charles K. Dillaway, Esq., and Epes S. Dixwell, Esq., and these, by the present learned head of the school, Francis Gard-

ner, Esq. The whole number of young men prepared for college by each of the above-named gentlemen, together with the years of service of each master to the school, and his average annual contribution to the colleges, can be seen at a glance in the following table: —

Master.	No. of years.	Total No. fitted.	Annual average No. fitted.
Gould	13	158	12.15
Leverett	3	32	10.66
Dillaway.....	5	39	7.80
Dixwell.....	15	181	12.07
Gardner	10	168	16.80
Aggregate.....	46	578	12.56

Do not these figures show how eminently useful the Latin school has been in its highest vocation — the production of classical scholars? During the last forty-six years nearly six hundred young men have received their first instructions in classical learning within the walls of this school, and with such thoroughness that they have been admitted to honorable standing in the several universities and colleges of New England; and, undoubtedly, many more who have not proceeded immediately from the school to college have been indebted to the school for a large part of their preparation for college. Many of these young men are numbered among the first scholars of the country; and, indeed, we have the highest authority for stating

that the Boston Latin School has a most important influence in sustaining the high standard of excellence demanded by most of the colleges in New England in the examination of applicants for entrance, arising chiefly from the eminent standing of the Latin-school boys after their joining classes at college. No school, we believe, is more thorough in imparting elementary knowledge of Latin and Greek to its pupils than is ours, an advantage which its scholars always prize and acknowledge.

The history of the Latin School extends back to the earliest dates in the records of the town, and is, unquestionably, the result of a vote passed by the townsmen of Boston, on the thirteenth day of April, 1635, entreating Mr. Philemon Pormort to become school-master, for the teaching and nurturing of their children. This person, who, it appears, yielded to the entreaties of his townsmen, has the reputation of having been a scholar; and it is generally acknowledged by all acquainted with the early history of Boston, that he was employed to teach the higher branches of education as well as those of a more rudimentary character. During the first century of the existence of the school, the masters seem to have been scholars of more than ordinary standing. They had charge of the school in the following order, as far as has been ascertained, viz., Mr. Philemon Pormort, Rev. Daniel Maude, Rev. John Woodbridge, Mr. Robert Woodmansey, Mr. Benjamin Tompson, Mr. Ezekiel Cheever, and Rev. Nathaniel Williams. These were succeeded by Mr. John Lovell, Mr. Samuel Hunt, Mr. William Biglow, and other gentlemen, whose names have been mentioned

on a preceding page of this report. There is no satisfactory evidence that there was any other school at the time first mentioned in the town ; and, moreover, it is certainly known that the Boston boys of early days were prepared for the neighboring college at Cambridge without sending them out of town for the purpose of fitting. In the old county records there are numerous instances where mention is made of bequests to the town for the free school ; and there can be no doubt that these were intended for this school, and that the object of its establishment was not confined to common school purposes only. In the year 1682, however, the necessity being imperative, two new schools were established, ranking as Grammar Schools only, but in which writing and arithmetic were especially taught ; after which time the liberal donations of the public-spirited inhabitants for the free schools were proportionally divided among the existing schools for their general support and maintenance.

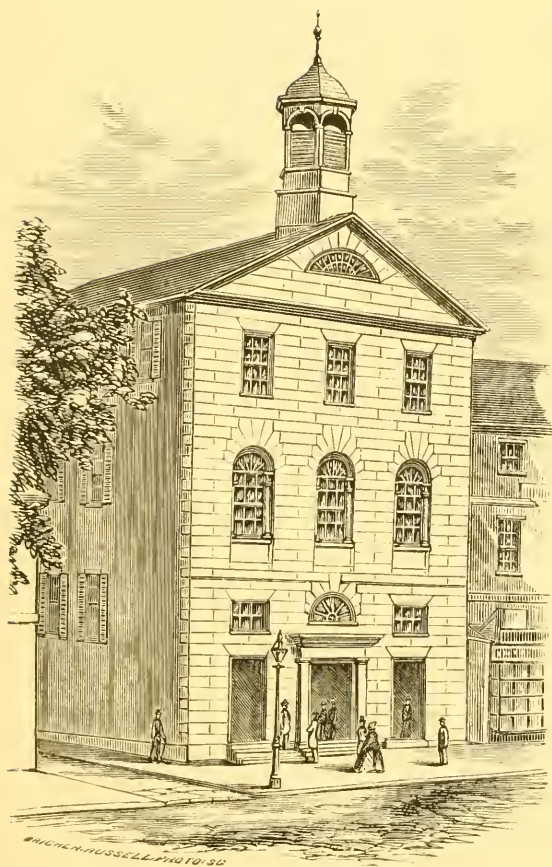
It was not until the year 1709, that the increase of pupils desirous of being made acquainted with the classical studies required an additional instructor ; and consequently in that year the first appointment of an assistant, or usher, was made. It may be interesting to know, that in the same year formal steps were first taken for the establishment of a school committee, under the title of Inspectors of the Schools, although it appears that from time to time, as occasion demanded, special committees had been previously appointed for school purposes. A regular Board of School Committee, however, does not then appear to have been instituted ; but matters continued substantially as they

were until October, 1789, when the whole school system of the town seems to have been thoroughly revised.

In March, 1711, measures were taken for the establishment of an additional school of a high grade. This, which lasted nearly eighty years, being abolished in the year 1790, was known as the North Latin School, to distinguish it from the more ancient institution generally called, during the existence of the two, the South Latin School. The North Latin School is chiefly noted as having furnished to the South Latin School one of its most noted preceptors, Master Hunt.

The exact position of the first school-house is not known; but it is a matter of record that, just ten years after the first employment of Mr. Pormort, the town purchased of Mr. Thomas Scottow his dwelling-house and yard, which at that time (the thirty-first of March, A.D. 1645,) was situated on the very lot, upon a part of which the City Hall now stands, and that in the October following the constables of the town were ordered to set off six shillings of the rate of Mr. Henry Messenger, the northerly abutter, "for mending the schoolm^r his p^t of the partition fence betweene their gardens." On this spot stood the first school-house in Boston of which we have any positive knowledge, edging westerly upon the burial-ground, and fronting southerly upon the street which obtained its designation, School lane, from this fact. As time wore on, the old school-house, which had served not only as a place for nurturing the youth of the town, but also for the indwelling of the master and his family, fell into decay; and, in order to make more room for an en-

largement of the neighboring chapel, it was taken down in the year 1748, and another building was erected on the opposite side of the street. In course of time, also, this building yielded to the effects of age and inadequacy, and was renewed about the year 1812; when our provident fathers of the town erected a more substantial building of brick, with granite front, upon the same site, reserving only a part of the westerly wall of the old building. This edifice had three stories of rooms, the upper of which only was used for the Latin School until the year 1816, when it became necessary to take the middle story for the school, at which time an additional usher was appointed. Not long after this time, the number of pupils having increased so largely under the popular management of Mr. Gould, the grammar school which had occupied the larger portion of the building, was driven from the lower story, and the Latin School left in full possession of the premises. Up to this time the building was designated as the Centre School House; after which time it was properly called the Latin School House. Here many of our older citizens were educated, for it continued to be used for the Latin School until the year 1844, when it became too scanty in its accommodations, the number of pupils of the school having largely increased under its able management. The accompanying engraving gives a faithful representation of this memorable building. It is copied from a daguerreotype taken just before the final demolition of the structure for the purpose of erecting Horticultural Hall, which in its turn has yielded to modern enterprise and the spirit of improvement. The building

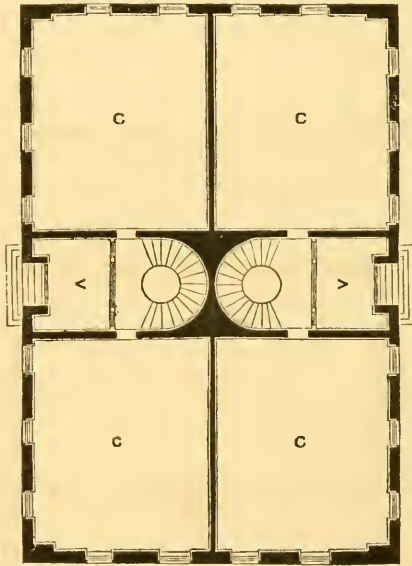


LATIN SCHOOLHOUSE, SCHOOL STREET.

A. D. 1812-1844.

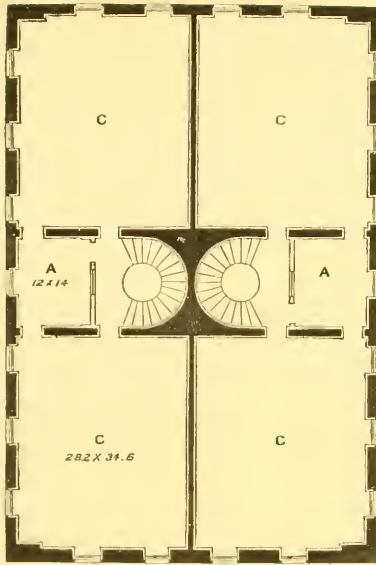
PLANS

Of the Schoolhouse on Bedford Street, occupied by the Latin and English High Schools, the former being accommodated in the rooms on the left side of the first and second stories, and the front Hall of the third story, and the latter in the other rooms and Hall.



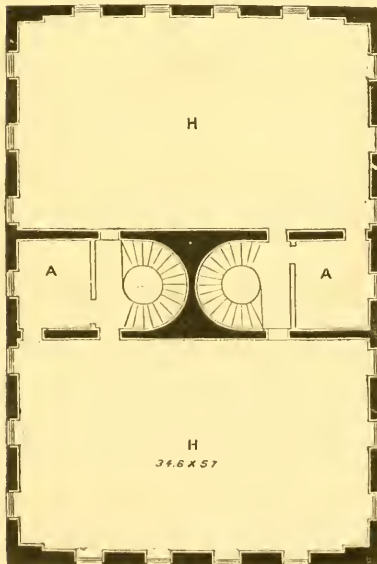
(FRONT.)

FIRST FLOOR.



(FRONT.)

SECOND FLOOR.



(FRONT.)

THIRD FLOOR.

which now stands on Bedford street, (a picture of which forms a frontispiece to this document,) and which is used partly for the Latin School and partly for the English High School, was erected in the years 1843 and 1844. The portion of the building used for the Latin School originally consisted of four large rooms, two small rooms, and a capacious hall. The rapid increase of the pupils again making it necessary to have more ample accommodations, a room in the basement was finished off for the temporary use of a part of the school in 1858, which proved so unsatisfactory that demands have constantly been made since that time for better accommodations. These demands, though they may be met by hiring rooms out of the school-building for the present need, should be liberally listened to by the City Council, and the whole building on Bedford street should be appropriated to the uses of the Latin School, or else a new school-house should be erected on the modern and improved plan, and with the present style of appointments, for its special use. The two large rooms on the lower floor and the temporary accommodations, are for the younger classes, and the two rooms on the second floor are for pupils of more advanced standing, while the large hall is for the first class under the immediate care of the master of the school. One of the small rooms is used occasionally for recitations, when the number of instructors exceeds that of the larger rooms; and the other is used for the deposit of the valuable classical library belonging to an association of the graduates of the school. The public declamations and debates are conducted in the large hall, where also the public ex-

hibition is held in July annually. The library alluded to above as belonging to the Latin School Association is one of great value, containing, as it does, one of the choicest collections of classical works in the country,—the editions being the most desirable, and the books of reference the rarest and most valuable. All persons connected with the school have the free use of these books; and, for purposes of consultation, the library has proved to be of much use and value. The walls of the several rooms are adorned with photographic views of interesting ruins and works of art, and with large maps of the countries mentioned or described in the Greek and Latin works read at the school. These, besides answering the purpose of adornment, serve as important means for the conduct of the school, and assist greatly as illustrations, besides adding much to the comfort and general edification of the pupils. The same may be said of the magnificent models of ancient ruins which ornament the great hall, and also of the large collection of stereoscopic views of classical objects, which are of the most entertaining character. The Association, which constantly keeps in view the good of the school, from year to year adds to the attractions already displayed in the rooms, and to the number of choice volumes in the classical library.

The chief object of the school, as has been stated before, is to prepare young men for college and the high pursuits of life; and, therefore, boys are admitted to the school at the early age of ten years, when properly qualified, after having passed a satisfactory examination. Although a large portion of time in this school is devoted to the study of the Greek and Latin

languages, nevertheless the more elementary branches of a good English education have their special attention. The French language is taught to pupils of a proper grade by the usual instructors of the school, who are aided in giving the proper pronunciation by a native Frenchman. The regular course of instruction at the school is six years; nevertheless a pupil of good intelligence can, with proper diligence, gain promotion to a higher class, and save one or more years of schooling. Sometimes, however, it occurs, that a boy of feeble constitution requires more time for the completion of his studies, in which case he is allowed to remain in the school a year or more additional for that purpose.

The number of instructors is not fixed, but varies with the number of boys attending the school. At the accession of the present master in 1851, the number of pupils was one hundred and thirty-one, requiring four instructors only. At present, after a lapse of ten years, the number of pupils is more than twofold that of the year 1851, having increased to two hundred and sixty-three; which gives employment to a master, sub-master, and five ushers, all of whom must have had a collegiate education. In addition to these, there is a teacher of the French language, a native of France, who pronounces the language in its greatest purity. The school is now under the charge of Mr. Francis Gardner, the well known scholar, who has held the position of master for the last ten years, and to whom is due, in no small degree, the reputation which the institution has acquired for its high standard of excellence. He is assisted by Mr. Edward H. Magill, the sub-master, who has exhibited great efficiency in his

present position, and met with distinguished success, and also by five ushers (the full complement), who are using their best endeavors for the good of the school, and the advance of their pupils in learning.

During the year ending in July, 1861, the number of scholars registered amounted to two hundred and forty-eight, of whom seventy-one were admitted during the year. Of this last number thirty-two were received from private schools and thirty-nine from the public schools of the city. Those from the latter source are arranged in the following list according to the school from which they came, with the average ages of those from each of the schools, being all who were offered for examination:—

High School,	3 boys,	average age	16 years.
Adams	“ 1 boy,	“ “	10 “
Bigelow	“ none offered.		
Boylston	“ none offered.		
Brimmer	“ 5 boys,	“ “	10½ “
Chapman	“ none offered.		
Dwight	“ 16 boys,	“ “	13 “
Eliot	“ 3 boys,	“ “	13 “
Lawrence	“ 1 boy,	“ “	12 “
Lincoln	“ 2 boys,	“ “	12 “
Lyman	“ 1 boy,	“ “	12 “
Mayhew	“ 1 boy,	“ “	10 “
Phillips	“ 4 boys,	“ “	11¼ “
Quincy	“ 2 boys,	“ “	14½ “

The following items of statistics were collected for the school-year terminating in July, 1861. Sixty-six boys were discharged from the school. The largest number of pupils present at any one time was two hun-

dred and thirty-four. The largest average attendance for any one month was in October, when the number amounted to two hundred and twenty-seven, the average attendance for the whole year being two hundred and fourteen. These facts bear a good comparison with those exhibited in past years, and are of a very satisfactory character.

In May last the Lawrence prizes were awarded to the successful competitors. In the Appendix of this document of which this report forms a part, will be found a correct list of these prizes, and to whom they were severally awarded. The origin of these prizes has been stated at full in a previous report, and is repeated in this for the information of those persons who may not have preserved a copy of the report in which it was given. It is as follows :

“ In 1844, the late Hon. Abbott Lawrence made a donation of a fund of \$2,000, the income of which is annually payable to the chairman of the committee of the school for the time being, for distribution in prizes for the general encouragement of the scholars, in such way as the committee of the school shall consider advisable. Both of these funds are safely invested in City of Boston five per cent. stock, and yield a very acceptable sum for the purposes for which the money was given, which is expended in books selected by the successful competitors for the school honors. The public exhibition for the determining by trial to whom the prizes for the best efforts at declamation shall be awarded, and also for proclaiming the awards of the literary prizes, and those for meritorious and exemplary conduct, fidelity, and punctuality, as well as for general

excellence in the various departments, is held during the month of May; and on the Saturday preceding the third Wednesday in July, the annual school exhibition takes place, in the hall belonging to the school; on which last occasion the Lawrence prizes, together with the Franklin medals, are distributed by the chairman of the committee of the school."

The proceeds of the Latin School Prize Fund was also distributed in prizes in accordance with the condition of the donation; for, as has been stated heretofore, in the year 1819, several gentlemen of Boston, whose sons had been educated at the school, or who had received the same advantages themselves, having the welfare of the public schools at heart, and particularly of this, contributed a sum of money, now amounting to \$1,050, as a fund, the income of which is for annual distribution in prizes among the most deserving scholars in the school.

Once in five weeks the parents and friends of the pupils are invited to be present at a public debate by members of the first class, and to witness the proficiency of the young gentlemen in declamation, those boys who have excelled at the private exercises of the school being selected from the several classes for the purpose. Without doubt the great interest that is felt by the pupils of the school in declamation and public debate arises from the beneficial effects of the public Saturdays. As an evidence of the proficiency in declamation attained by the pupils it is only necessary to state the fact, that while for the last ten years the school has contributed an average of about one-seventh of the pupils to each of the freshmen classes in Har-

vard College, two-fifths of the Boylston prizes for declamation have been awarded to Latin-school boys. Indeed, the boys in this school, and those who have proceeded therefrom, have been for many years so noted for their excellence in elocution, that it would not be arrogant for the school to claim that the Latin-school boys who in their after lives have been so eminent at the bar, in the pulpit, and in the forum, owe a large degree of their success to their early and judicious training upon the school platform.

The Committee have, at each of their visits to the school, made an examination of the building and all its premises. These they have invariably found in good order, and requiring no special notice, although they fall far short of the present requirements of the school. It is hoped that the day will not be far distant, when this school, which has attained such eminence in its results, will be provided with ample, comfortable, and healthy accommodations for its pupils.

The visits which have been made to the school have during the year been extremely satisfactory; and the examinations have evinced a high order of character, fully sustaining the reputation which the school has acquired in previous years.

For the Committee,

NATHANIEL B. SHURTLEFF,

Chairman.

Boston, September, 1861.

ENGLISH HIGH SCHOOL.

THE Committee on the English High School respectfully report that the annual and quarterly examination of said school was held on the 9th and 10th of July last, and was in the highest degree satisfactory. Six medals were awarded, and the essays written for the Lawrence prizes were very creditable to the writers, as were those also delivered at the annual exhibition of the school.

There has been no change of teachers in the school during the year, and its condition has been good, save for that cause from which it suffers more, it is believed, than any other school in the city, viz: the number of those who leave the school before completing its full course of instruction. The number of candidates examined for admission in July, 1860, was one hundred and three; more than ninety of whom were admitted, and eighty-eight joined the school, all but three of whom were from public schools. The whole number registered for the year was one hundred and eighty-eight. The largest number present on any one day, one hundred and eighty-seven. The largest average attendance for any one month was in the month of September, one hundred and seventy-nine. The average attendance for the year was one hundred and sixty-five,

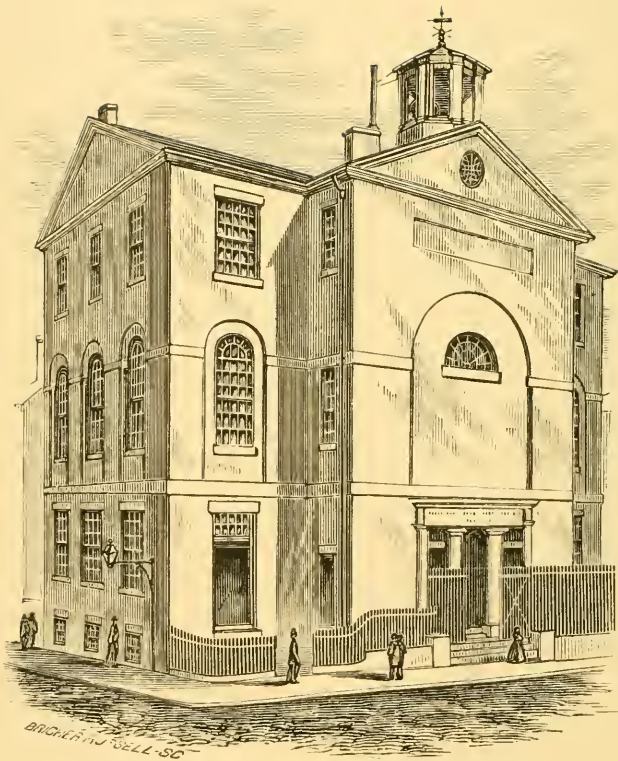
which must be considered a very fair average in view of the evil to which reference has just been made, viz: the number who leave the school without completing the course. This number last year amounted to forty-five; four of these were from the first class, twenty-three from the second class, the remainder from the third class; some of them left on account of ill-health, some because either from indolence or want of capacity they were not doing well in their studies, and many that they might embrace opportunities which offered to get good business places. It might have some influence in remedying this evil, if a diploma or certificate of graduation were given to every scholar completing the course of instruction at the school. To obtain such public testimonial and assurance of preparation for the higher departments of commercial and business life, might induce more young men to remain and avail themselves of the advantages which the school offers.

The number of pupils presenting themselves as candidates for examination in July last, was one hundred and six, of whom, one hundred and three were from public schools. Of these, the Brimmer offered the largest number, viz: twenty-four; the Dwight the next largest, viz: thirteen; the Phillips the next largest, viz: ten; the others varied from eight to two, who came from the Lawrence, — the smallest number from any school; seven came from the Latin School. The average age of the twenty-four from Brimmer School was fourteen years and six months. The average age of the whole number of candidates was fifteen years and four months. Of the one hundred and six examined, one hundred and one were admitted; ninety-eight

of these were from the public schools, and eighty-eight have joined the school and are now in attendance upon the instruction. Thirteen therefore of those admitted have not joined the school. This evil has been increasing every year of late. Last year, of those examined and admitted there were thirteen who did not join, and the year before there were eleven. Young men sometimes come to the examination for admission, without any intention of entering the school, because it helps them to get better places of business, to be able to say that they have been admitted to the English High School. But this subjects the instructors to much unnecessary work, and places the school in an unfavorable light. The record of the examinations and the register of entrances do not correspond well with each other. The Committee suggest the expediency of some regulation that should exclude from examination those, who do not propose to join the school.

As a picture of the building in which the English High School together with the Latin School is accommodated, has been procured for a frontispiece to the document of which this report forms a part, it may not be inappropriate to state, in conclusion, a few facts respecting its history.

This Institution, which is not only one of the last but also one of the noblest monuments of the action of the old "town" of Boston previous to the adoption of the city charter, was established by a vote of the citizens in town meeting, in 1821, and it went into operation in May of that year. It is worthy of remark that soon after its organization, the town appropriated, by a popular vote, the liberal sum of \$2,500, which was



ENGLISH HIGH SCHOOLHOUSE, PINCKNEY STREET.
A. D. 1824 - 1844.

raised to \$ 3,000, to procure for its use a philosophical apparatus.

It was first opened in the Derne Street School-house, which was located on the present site of the Beacon Hill Reservoir, a part of the building being occupied by a Grammar School. On account of the rapid increase of numbers in this school, it was determined to appropriate to its use the whole of this edifice, and accordingly a building for the Grammar School was erected on Pinckney Street, and named the "Bowdoin School House." But before this new house was occupied, the arrangement was changed, and the name of "Bowdoin" was transferred to the Derne Street school-house, from which the English High School was removed to the house in Pinckney Street, which was dedicated on the second day of November, 1824. This building cost about \$ 25,000, and it continued to be occupied by this school till 1844, when the new edifice in Bedford Street was completed. Since the removal of the High School, it has been occupied by the Phillips Grammar School, for which a much larger house is now building, and it will soon be remodelled for the accommodation of Primary schools.

The accompanying cut presents an accurate view of its present appearance.

Respectfully submitted, for Committee,

S. K. LOTHROP, *Chairman.*

BOSTON, September, 1861.

GIRLS' HIGH AND NORMAL SCHOOL.

THE Committee of the Girls' High and Normal School respectfully report that the school has been frequently and carefully examined by them during the last year.

In the last annual Report, a request was made for a new school-house to accommodate the largely increased number of scholars. In accordance with the suggestion of your Committee, the City Government have purchased the estate of the Boston Society of Natural History, adjoining that of the school-house in Mason Street, for the use of the school. The building, formerly occupied by the Society's cabinet, has been thoroughly re-arranged, and connected with the old school-house, and the rooms thus added are now in use by the scholars. They have proved to be well adapted for the purposes of the school, and they will afford, it is believed, all the accommodation that will be needed for a series of years.

By the liberality of members of the Society, and of other individuals, a collection of specimens of minerals and other objects of natural history has been presented to the school, which will be of much interest and value to the scholars. Some of the cases, left by the Society, have been prepared for the reception of this

collection. In order to complete it, and to provide for some necessary expenses in arranging it, a small appropriation is asked for, not exceeding the amount of three hundred dollars, and your Committee recommend the passage of an order for that purpose.

The number of applicants for admission to the school at the examinations in July and September was one hundred and and seventy-eight. Of these, one hundred and fifty-three were admitted. This is the largest class yet admitted to the school. It will be seen by the tables appended to this report that the admissions for the last three years largely exceed those of previous years. The whole number of pupils who have been connected with the school since its establishment in 1852, including the class which has just entered, is one thousand and sixty-one.

The number of teachers appointed from those who have been members of this school, for the year ending September 1, 1861, is sixty-two. Of these, forty-nine were for the Grammar and Primary Schools. Tables are appended to this report showing the number of appointments from this school, of teachers for each of the school districts, and for each year since its establishment. It should be observed however that these numbers include some cases of transfer or of promotion to schools of a higher grade, which may be considered as equivalent to new appointments. The whole number of appointments is three hundred, while the number of members or graduates of the school who have been appointed teachers, so far as can now be ascertained, is two hundred and thirty-eight.

The increase in the number of appointments from this school is a sufficient evidence that its merits, as a school for teachers, are appreciated by the District Committees. Your Committee have inspected the records of various examinations of candidates for teachers made by the District Committees during the last year, and have found the names of those from this school always among the highest on the list. The thorough preparation of this school fits them not only to pass an examination with credit, but also, when appointed, to teach with ability and success.

The number of pupils now belonging to the school is three hundred and eight.

For the Committee,

LE BARON RUSSELL,

Chairman.

September 10, 1861.

Results of the Examinations for admission to the Girls' High and Normal School, for 1860 and 1861.

Names of School.	1860.					1861.										
	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per cent. of correct answers.	No. giving .75 and over of cor. answers.	No. giving .50 to .75 of cor. answers.	No. giving less than .50 of cor. ans.	No. of Candidates.	Average age of Candidates.	No. admitted.	Admitted without conditions.	Per cent. of correct answers.	No. giving .75 and over of cor. answers.	No. giving .50 to .75 of cor. answers.	No. giving less than .50 of cor. answers.
ADAMS.....	7	16 1	6	0	.55	0	6	1	9	15 4	9	7	.66	2	7	0
BIGELOW.....	10	16 2	6	1	.52	0	7	3	11	16 1	10	6	.60	1	9	1
BOWDOIN.....	12	16	12	11	.78	8	4	0	18	16 1	18	17	.78	12	6	0
BOYLSTON.....	2	15 2	2	0	.61	0	2	0								
CHAPMAN.....	8	16	7	2	.60	1	6	1	4	16 6	3	2	.65	1	3	0
DWIGHT.....	8	15 3	8	8	.83	8	0	0								0
EVERETT.....									14	16 5	14	14	.81	13	1	0
FRANKLIN.....	13	15 10	13	11	.75	5	8	0	15	16 7	15	14	.76	10	5	0
HANCOCK.....	12	15 10	12	8	.66	1	11	0	9	15 6	9	6	.67	2	6	1
LAWRENCE.....	7	15 9	5	1	.51	0	3	4	8	15 5	4	0	.50	0	4	4
LINCOLN.....	11	15 9	7	1	.53	0	7	4	10	15 11	10	5	.61	0	10	0
LYMAN.....	6	16 3	1	1	.55	0	4	2	3	15	2	1	.58	0	2	1
SOUTH STREET.....									7	15 6	5	0	.51	0	5	2
WELLS.....	8	15 3	8	3	.66	2	5	1	13	15 8	13	12	.69	4	9	0
WESTROP.....	21	15 8	21	17	.72	11	10	0	22	15 9	22	21	.78	15	7	0
OTHER SCHOOLS.....	17	16 6	10	6	.52	2	6	9	33	17 5	19	7	.49	2	16	17
	142		121	70		38	79	25	178		153	112		62	90	26

Numbers admitted to the Girls' High and Normal School from different Schools, in each year, from September, 1852, to September, 1861, inclusive.

NAMES OF SCHOOLS.	1852-3	1853-4	1854-5	1855-6	1856-7	1857-8	1858-9	1859-60	1860-1	1861	Total.
ADAMS.....						4	4	8	5	9	30
BIGELOW.....	9	10	7	7	9	4	8	11	4	9	78
BOWDOIN.....	14	13	14	7	14	12	16	13	10	18	131
BOYLSTON.....	2	4		1	1		2	2	2	1	15
CHAPMAN.....	8	3	4	5	9	4	4	12	7	1	57
DWIGHT.....	2	1	4	6	4	8	9	8	8		50
EVERETT.....										14	14
FRANKLIN.....	8	4	7	9	5	10	10	20	13	14	100
HANCOCK.....	4	5	2	6	13	9	8	13	12	8	80
NORTH JOHNSON.....	5	6	6								17
SOUTH JOHNSON.....		5									5
LAWRENCE.....					5	1	1	5	4	7	23
LINCOLN.....									7	7	14
LYMAN.....	4	11	5	10	3	2	3	1	4	3	46
MATHER.....	3	4	2								9
OTIS.....	3										3
SOUTH STREET.....										3	3
WELLS.....	13	6	3	14	6	6	7	16	8	12	91
WINTHROP.....	8	4	3	18	12	15	10	14	22	22	128
OTHER SCHOOLS.....	21	12	15	22	11	13	14	21	13	25	167
TOTAL.....	104	88	72	105	92	88	96	144	119	153	1061

Appointments of Teachers from the Girls' High and Normal School in each School District, since 1852.

Names of Schools.	High.	Grammar.	Primary.	Total.
GIRLS' HIGH AND NORMAL	10			10
ADAMS		2	1	3
BIGELOW		3	5	8
BOWDOIN		2		2
BOYLSTON		12	8	20
BRIMMER		3	3	6
CHAPMAN		10	8	18
DWIGHT AND EVERETT.....		15	4	19
ELIOT		8	5	13
FRANKLIN.....		9	1	10
HANCOCK		7	3	10
HAWES		1		1
LAWRENCE.....		4	11	15
LINCOLN		1	6	7
LYMAN			4	4
MAYHEW		1	1	2
PHILLIPS.....		9	1	10
QUINCY		5	5	10
SOUTH STREET		8		8
WELLS		4	1	5
WINTHROP		13	6	19
TOTAL	10	117	73	200

The number admitted to the Girls' High and Normal School in each year since 1852, the number of Graduates, and of those who became Teachers.

Admitted.		Graduated.		Became Teachers.
1852	104	1855	28	48
1853	88	1856	22	39
1854	72	1857	23	29
1855	105	1858	25	46
1856	92	1859	30	37
1857	88	1860	29	23
1858	96	1861	44	12
1859	144			4
1860	119			
1861	153			
	1061		201	238

Of the one hundred and fifty-seven graduates of the first six classes, ninety-eight became teachers. Of three hundred and ninety-two of the same classes who did not remain to the end of the course, one hundred and twenty-four became teachers.

Appointments of Teachers and Substitutes from the Girls' High and Normal School in each year, for the several grades of Schools.

Year.	Primary.	Grammar.	High.	Total in City Sch's	Other Schools.	Total.	Substitutes.
1852-53	1	1		2		2	2
1853-54	1	5		6	4	10	11
1854-55	2	5		7	6	13	17
1855-56	8	11	3	22	11	33	10
1856-57	8	13	2	23	18	41	16
1857-58	13	12		25	21	46	49
1858-59	11	21	1	33	11	44	62
1859-60	9	16	3	28	16	44	82
1860-61	17	31	1	49	13	62	73
Sept. '61	3	2		5		5	
Total	73	117	10	200	100	300	322

REPORTS
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS,
FOR THE YEAR 1861.

SECOND SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN : — It affords me pleasure to say, that according to my best knowledge and belief, our system of public instruction has been as prosperous and successful during the last six months as at any previous period in its history. Most of the changes which have taken place have been improvements. In furnishing additional and improved school accommodations, the action of the City Council and its Committees has been prompt and liberal. The teachers, with few exceptions, have manifested a hearty interest in their work. The attendance of the pupils has been steadily increasing, and their progress gratifying. And I can bear witness to the fidelity and efficiency of the members of this Board in their efforts to promote the interests of the schools.

In my last Report, I spoke of the neglect of physical education as a radical defect in our system of public instruction. With the added light on this subject which observation and study have since afforded, I see no reason to modify what was then submitted. On the

contrary, every day's experience in the schools deepens my conviction of the imperative necessity of making physical training a part of our school culture. This necessity is increased just in proportion to the perfection of the arrangements of the system with a view to the highest intellectual results. The very completeness of our system in other respects is what makes it liable to injure the health, or at least to prevent the proper physical development, of the pupils.

The Report of the Special Committee, to whom the subject was referred, is, in my judgment, wise and practical, and I hope the plan presented will be adopted, without any material modification. The main feature of the plan consists in appointing a suitable person to *aid and instruct the teachers*, in the physical training of their pupils. This part of the plan seems to me essential to its success. A competent person is needed to see that the exercises practised are safe, and adapted to the wants and the physical condition of the children.

It is an interesting fact that while this plan of physical culture has been under consideration here, it has met with favor elsewhere, and has been put in practical operation, on a liberal scale. The Board of Education of Cincinnati adopted it several weeks since, with two unessential modifications; the one fixing the maximum time to be devoted to exercise during each session at a quarter of an hour instead of a half, and the other providing for the appointment of two teachers of gymnastics instead of one.

One of the most important changes which have been made in the Primary Schools since their establishment,

is the introduction of what is called the plan of classification. Where the gradation has been completed according to the theory of this plan, each teacher has but one grade or class of pupils under her charge. Where this arrangement exists, pupils who are not kept back by some special incapacity, or by protracted non-attendance, should pass from one grade to the next higher at the end of each half-year, thus passing through the Primary course of instruction in three years. This modification of the Primary School organization was commenced about five years ago, and it has been carried forward gradually and cautiously, till most of the schools which are so situated as to make classification practicable, are now conducted on that plan.

Several of the Intermediate Schools have been graded, but these schools are peculiar in their character, and it seems to me that the objects of their establishment would be accomplished as well on the ungraded plan as on the graded, and perhaps better. The materials of these schools being somewhat miscellaneous, the attempt to subject them to a rigid and exact classification is of doubtful utility. The teachers in these schools have an arduous and important task to perform, and they need special encouragement and assistance. The accommodations for this description of schools, which is intended for those children who from the neglect of parents or other causes are not qualified for the Grammar Schools, though above the age for the Primary Schools, should be as convenient and attractive as those of any other, and the pupils should be advanced to the Grammar Schools as rapidly as possible.

The following table shows the extent to which the classification of Primary Schools has been carried in each district:

DISTRICTS.	Schools having							
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.	1st Class only.	6th Class only.
Adams	2	4	.....	2	.....	1	.....	1
Bigelow	7	5	.....	.....	.....	.....	1	2
Bowdoin .....	.....	.....	.....	.....	.....	9	.....	.....
Boylston	4	5	.....	.....	.....	14	.....	2
Brimmer	6	2	1	.....	.....	3	1	3
Chapman	6	6	2	1	.....	1	1	2
Dwight	6	.....	.....	.....	.....	.....	1	1
Eliot	2	14	.....	.....	.....	.....	.....	1
Everett	8	.....	.....	.....	.....	.....	1	3
Franklin	9	3	.....	.....	.....	4	1	3
Hancock .....	.....	9	5	2	.....	1	.....	.....
Lawrence	19	.....	.....	.....	.....	.....	3	5
Lincoln	3	4	1	.....	.....	1	.....	2
Lyman	8	.....	.....	1	.....	.....	1	2
Mayhew	2	2	.....	.....	.....	6	.....	1
Phillips .....	.....	3	.....	.....	.....	7	.....	.....
Quincy	5	12	3	.....	.....	1	.....	4
Wells .....	.....	.....	.....	.....	.....	10	.....	.....
Winthrop	12	1	.....	1	.....	.....	1	4
	99	70	12	7	.....	58	11	36

From the above table it appears that there are

Schools of 1 class	99
“ “ 2 classes	70
“ “ 3 “	12
“ “ 4 “	7
“ “ 5 “	70
“ “ 6 “	58
Total	<hr/> 246

There are ninety-nine schools completely graded, eighty-nine partially graded, and fifty-eight ungraded.

The schools in the Dwight, Everett, and Lawrence districts are completely graded, each school having only one class. In the Bowdoin and Wells districts, no schools are graded.

It will be perceived also that there are eleven schools containing only the first class, and thirty-six schools containing only the sixth class. From this view it is evident that the system of gradation is not well balanced. Where it is carried out as it should be, there is an equal number of schools of each grade, or class. The multiplication of alphabet or sixth classes, is one of the principal difficulties experienced in the management of the graded system. As a remedy for this evil, I would suggest the expediency of excluding hereafter all applicants for admission, who are under five years old, and of limiting the time of admitting new pupils into the sixth class to two weeks from the day on which the promotions are made.

The following table shows the number of Pupils of the different ages, in the Primary Schools of each district, as reported on the 20th of February last:

DISTRICTS.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.
Adams.....	29	89	84	74	78	29	40	36	8	6	3	..	..	..
Bigelow.....	42	104	168	138	131	66	27	12	3	1	1	1	..	1
Bowdoin.....	42	120	109	110	61	22	15	6	2	1	3	..	..	..
Boylston.....	146	242	299	246	199	86	49	31	20	3	2	..	..	..
Brimmer.....	49	104	142	135	98	57	30	21	7	6	3	3	1	..
Chapman.....	74	163	180	121	106	52	33	12	2	..	..	..	..	..
Dwight.....	5	29	88	73	65	49	17	6	..	2	..	..	..	..
Eliot.....	60	148	198	192	89	64	44	29	17	2	4	1	..	..
Everett.....	15	86	102	106	75	36	11	4	8	1	..	..	..	..
Franklin.....	73	166	216	169	117	66	42	25	11	2	4	..	..	..
Hancock.....	75	170	190	159	117	69	47	29	9	9	8	..	..	..
Lawrence.....	76	225	247	179	133	87	52	35	17	5	2	1	..	..
Lincoln.....	29	107	114	122	70	49	16	6	2	4	..	..	..	..
Lyman.....	45	93	118	120	69	25	11	..	..	..	..	..	..	..
Mayhew.....	34	90	128	121	85	46	45	29	21	9	4	..	..	..
Phillips.....	34	78	102	100	70	48	31	20	14	8	8	2	..	..
Quincy.....	59	197	181	227	161	98	66	26	23	11	..	1	..	..
Wells.....	56	108	127	129	87	30	13	10	10	1	..	2	..	..
Winthrop.....	31	110	146	176	147	95	44	21	13	..	..	..	..	..

The subjoined statement presents the aggregates of the foregoing table, compared with the ages in 1845.

AGES.	1845.	1861.
4	1,621.....	974
5	1,774.....	2,429
6	1,872.....	2,939
7	1,317.....	2,697
8	642.....	1,958
9	312.....	1,074
10	183.....	633
11	78.....	358
12	60.....	187
13	21.....	71
14	5.....	42
15	3.....	11
16	1.....	1
17 .....	.....	1
Total.....	7,889.....	13,195

It will be observed that, in 1845, the number of pupils under seven years of age was much larger in proportion to the whole number than it is now, while of those seven years of age and upwards, the reverse is true. In the former period, twenty per cent. were four years of age; in the latter about seven and five tenths per cent. Hence, although the average age is higher than it was fifteen years ago, the average time of the Primary course is probably about the same.

Three years is long enough for a child of average capacity to remain in the Primary School, if admitted

at five years of age. A child admitted at a maturer age need not remain so long.

Our system of public education is founded on the principle, early adopted and constantly maintained by our ancestors, that it is the undoubted right and the bounden duty of government to provide for the instruction of all youth. For this purpose every man is held subject to taxation in proportion to his property, without regard to the question whether he himself have, or have not, children to be benefited by the education for which he pays. The First Secretary of the Massachusetts Board of Education described the foundation of our Common School System in the three following propositions :

“The successive generations of men, taken collectively, constitute one great commonwealth.

“The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

“The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; and embezzlement and pillage from children and descendants have not less of criminality, and have more of meanness than the same offences when perpetrated against contemporaries.”

In recognition of these principles, the fundamental law of the State enjoins upon legislators and magistrates in all future periods, the duty to cherish the interests of “Public Schools and Grammar Schools in the towns.”

Our city may justly claim the merit of having, from its very origin, made liberal provision for public instruction, and experience has proved that expenditures for this object are profitable investments. The following table shows the expenses of the city for education, for five years, from May 1, 1855, to May 1, 1860, arranged under three general heads :

Years.	Salaries of Teachers.	Incidental Expenses.	Cost of School Houses.	Total of Expenditures.
1855-56.....	\$224,608 70	\$66,797 58	\$149,732 80	\$441,139 08
1856-57.....	226,084 57	71,683 71	52,099 26	349,867 54
1857-58.....	258,523 74	86,770 87	225 00	345,519 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,982 15	144,202 67	517,868 28

Within the period embraced in the above table, eight first-class Grammar School Houses have been erected, with accommodations for six thousand five hundred pupils. These are commodious and durable structures, and they are arranged with special reference to our present system of Grammar School organization and management, which was commenced in 1847.

The cost of schoolhouses, including land and expenditures for extensive alterations and repairs to the 30th of April, 1860, is estimated by the City Auditor as follows :

Grammar and High	\$ 1,377,000 00
Primary	570,000 00
Total	<u>\$ 1,947,000 00</u>

Of this amount the land and building for the Latin and English High Schools cost \$57,510.81; the building for the Girls' High and Normal, \$23,025, and the lot of the same, 5,962 feet, is estimated at \$20,000.

Land occupied by School Houses.

HIGH SCHOOLS.

Latin	}	. . . . .	. . . . .	14,237 square feet.
English High				
Girls' High and Normal		. . . . .	. . . . .	5,977 " "

GRAMMAR SCHOOLS.

Adams	14,000 square feet.
Bigelow	12,958 " "
Bowdoin	4,840 " "
Boylston	7,305 " "
Brimmer	11,124 " "
Chapman	10,000 " "
Dwight	19,150 " "
Eliot	10,230 " "
Everett	34,830 " "
Franklin	16,660 " "
Hancock	15,958 " "
Lawrence	14,655 " "
Lincoln	17,500 " "
Lyman	13,313 " "
Mayhew	7,311 " "
Phillips	9,691 " "
Quincy	11,342 " "
South Street	12,190 " "
Wells	6,870 " "
Winthrop	13,711 " "

TOTALS.

2 High School Lots	20,214 square feet.
20 Grammar School Lots	263,638 " "
52 Primary School Lots	197,462 " "
Total	481,314 " "

The Primary Schools occupy buildings as follows:

DISTRICTS.	Owned by the City.	Leased.	Total.
Adams	3	0	3
Bigelow	3	1	4
Bowdoin	3	2	5
Boylston	6	2	8
Brimmer	3	0	3
Chapman	2	4	6
Dwight	1	0	1
Eliot	4	0	4
Everett	1	0	1
Franklin	3	0	3
Hancock	6	0	6
Lawrence	2	2	4
Lincoln	2	0	2
Lyman	2	1	3
Mayhew	4	1	5
Phillips	5	1	6
Quincy	4	2	6
South Street	0	0	0
Wells	2	0	2
Winthrop	2	0	2
	58	16	74

The Primary Schools occupy a part of six Grammar School Houses. There are fifty-two buildings, owned

by the City, which are occupied exclusively by Primary Schools.

Primary Schools in buildings owned by the City . 221
 Primary Schools in buildings leased 25

All the Primary School Houses owned by the city are brick, except two small buildings, one of which is occupied by two schools, and the other by one school.

The sum of \$5,000 was appropriated in 1859, and \$5,000 in 1860, to furnish Primary Schools with single desks and chairs. These sums have been sufficient for furnishing all the rooms which had not been previously supplied, except about twenty-five. The Boston Primary School Slate, with copies on the frame for printing, writing, and drawing, has been furnished to a majority of the schools.

The next two tables show the teachers of different classes in the High and Grammar Schools.

HIGH SCHOOLS.

SCHOOLS.	Masters.	Sub-Masters.	Ushers.	Head Assistants.	Assistants.	German.	French.	Drawing.	Music.	Totals.
Latin	1	1	5	0	0	0	1	0	0	8
English High.....	1	2	2	0	0	0	0	0	0	6
Girls' High and Normal...	1	0	0	1	8	1	1	1	1	14
	3	3	7	1	8	1	2	1	1	28

GRAMMAR SCHOOLS.

SCHOOLS.	Masters.	Sub-Masters.	Ushers.	Head Assts.	Assistants.	Sewing.	Music.
Adams.....	1	1	0	3	6	1	1
Bigelow	1	1	0	3	9	1	1
Bowdoin	1	0	0	3	7	0	1
Boylston.....	1	1	1	0	6	0	1
Brimmer.....	1	1	1	1	9	0	1
Chapman	1	1	0	3	9	1	1
Dwight	1	1	1	1	9	0	1
Eliot	1	1	1	1	11	0	1
Everett	1	0	0	1	8	1	1
Franklin.....	1	0	0	3	8	1	1
Hancock	1	1	0	1	11	1	1
Lawrence	1	1	0	3	10	1	1
Lincoln	1	1	0	3	5	1	1
Lyman	1	1	0	3	3	1	1
Mayhew	1	1	1	1	5	0	1
Phillips	1	1	1	1	8	0	1
Quincy	1	1	1	2	10	0	1
South Street	0	0	0	4	9	1	1
Wells	1	1	0	1	7	1	1
Winthrop.....	1	0	0	5	10	1	1
	19	15	7	43	160	12	3

AGGREGATES OF THE FOREGOING.	
Schools.	Teachers.
High Schools	28
Grammar Schools	259
Primary Schools	246
Total	533

Three special teachers are employed to teach vocal music in nineteen Grammar Schools. In one, the master is paid an extra salary for teaching this branch.

Regarding attendance as a subject of vital importance in the administration of educational affairs, inasmuch as it is one of the truest tests of the value of schools, and also an indispensable element in estimating the extent to which the means of education are enjoyed, I have accordingly prepared the following statistics relating to this subject, in order to present the state and progress of our schools, in respect to numbers, for the past five years.

In considering this subject, the first question to be answered is, What is the number of scholars belonging to all the schools? In our reports and returns, when we speak of the number of pupils educated in all our schools, we mean the average number actually *belonging* during the year, and not the number of different names enrolled on the records of the schools. This annual average, which is frequently named as the *whole number* of pupils in our schools, is ascertained by averaging the number belonging at the end of each month. No attempt has been made to ascertain the whole number of different persons enrolled during the year.

To find the average attendance the number of pupils

present is entered each day upon the record. At the end of each month these numbers are averaged, which gives the average attendance for each month. These monthly averages are averaged at the end of each half year, giving two semi-annual averages each year. These being averaged, we have the annual average attendance.

The following table shows the average whole number, the average attendance, and the per cent. of attendance of the public schools of all grades, for five years, ending July 31, 1860 :

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1855-56	23,768	20,106	84.2
1856-57	24,274	20,856	85.9
1857-58	24,988	21,389	89.1
1858-59	25,484	22,045	86.1
1859-60	25,315	22,304	88.1

HIGH SCHOOLS.

YEARS.	LATIN.			ENGLISH HIGH.			GIRLS' HIGH & NOR'L.		
	Average Whole No.	Average Attendance.	Per cent.	Average Whole No.	Average Attendance.	Per cent.	Average Whole No.	Average Attendance.	Per cent.
1855-56	204	192	94.2	149	145	97.3	164	156	95.1
1856-57	198	185	93.4	139	134	96.4	165	156	94.5
1857-58	195	181	92.8	156	153	98.0	168	158	94.0
1858-59	229	220	96.0	154	150	97.4	176	158	89.7
1859-60	224	213	95.0	163	160	97.5	243	235	96.7

AGGREGATES OF HIGH SCHOOLS.

YEARS.	Average Whole No.	Average Attendance.	Per cent.
1855-56	517	493	97.1
1856-57	502	475	94.6
1857-58	519	492	94.8
1858-59	559	528	94.4
1859-60	630	608	96.5

The average per cent. of attendance in the High Schools, for five years, is about 95.5. These figures indicate a high degree of regularity of attendance. When it is considered that the pupils of these schools have to come from all parts of the city, and that girls constitute a large proportion of the whole number, I am disposed to think that not much, if any, further progress in this direction ought to be expected.

It appears by the following table that the Grammar Schools differ very materially with respect to the number of pupils admitted during the year. But the real disparity in this particular is far less than the table indicates. This apparent difference is due to the fact that some of the masters reported the number on the register at the beginning of the year, together with those afterwards admitted, which is the correct mode of reporting the admissions as intended in the design of the blanks. Others reported only those admitted in addition to the names on the register at the opening of the schools for the year :

GRAMMAR SCHOOLS FOR THE YEAR 1859-60.

SCHOOLS.	No. of Pupils admitted.	Average Whole No.	Average attendance.	Per ct.
Adams	504	493	472	96
Bigelow	853	469	610	90
Bowdoin.....	324	538	483	90
Boylston	575	941	880	93
Brimmer	390	575	545	95
Chapman	386	626	593	95
Dwight, for Boys	244	622	591	95
Dwight, for Girls	238	489	452	92
Eliot	612	708	687	97
Franklin.....	726	559	544	97
Hancock.....	539	719	687	95
Lawrence.....	658	761	731	96
Lincoln.....	635	466	419	90
Lyman	288	370	340	92
Mayhew	239	367	339	92
Phillips	228	549	511	93
Quincy	557	720	663	92
Wells	308	494	440	89
Winthrop.....	682	933	834	89

The following table presents a comparative view of the number and attendance of the Grammar and Primary pupils, for five years :

GRAMMAR SCHOOLS.

YEARS.	Whole No.	Average Attendance.	Per cent.
1855-56.....	11,188	10,064	89.8
1856-57.....	11,622	10,583	91.1
1857-58.....	12,154	11,277	92.7
1858-59.....	12,347	11,141	90.2
1859-60.....	12,238	11,412	93.2

PRIMARY SCHOOLS.

YEARS.	Whole No.	Average Attendance.	Per cent.
1855-56.....	12,580	10,042	79.8
1856-57.....	12,652	10,273	81.1
1857-58.....	12,834	10,612	82.6
1858-59.....	13,137	10,904	82.9
1859-60.....	13,077	10,892	83.6

The average per cent. of attendance in the Grammar Schools, for five years, is 91.4; in the Primary Schools 82, the difference being 9.4. In some of the Grammar Schools the per cent. of attendance is quite high enough, — indeed, rather too high, in my judgment. On the other hand, the attendance in a few Grammar Schools, and in a considerable number of Primary Schools, is not quite so high as ought to be expected.

The following table exhibits the number of Primary Schools and teachers, and the number of pupils to a teacher, for five years :

YEARS.	Schools and Teachers.	Average Whole No.	Average No. to a School.
1855-56.....	211	12,580	59
1856-57.....	213	12,652	59
1857-58.....	216	12,834	59
1858-59.....	221	13,137	59
1859-60.....	233	13,077	56

The above table is interesting as showing a remarkable degree of uniformity in the average number of pupils to a school, and also that the last average is fifty-six—precisely the number now fixed by the Regulations as the maximum for a school. The falling off in the whole number the last year, is due in part, probably, to the establishment of Catholic schools. And it is probable also that among the more intelligent parents, children are not sent to school at so early an age as in former years.

The following table shows the average attendance to a school, and the average per cent. of all the Primary Schools:

YEARS.	Schools and Teachers.	Average Attendance.	Av. Att. to a School.	Per cent. of Attendance.
1855-56.....	211	10,012	47	79.8
1856-57.....	213	10,273	48	81.1
1857-58.....	216	10,612	49	82.6
1858-59.....	221	10,904	49	82.9
1859-60.....	233	10,892	47	83.6

It will be perceived by examination of the above table, that the per cent. of attendance has increased very regularly each year, and that the whole increase, for five years, has been about four. From this increase it results that, in 1860, the average attendance per school, with fifty-six belonging, is just as great as it was in 1856, with fifty-nine belonging.

Having presented statistics showing the expenditures for educational purposes, the accommodations provided, the teachers employed, and the number of children who actually use these means of instruction, I proceed to consider what proportion of the school population of the city, — the persons between five and fifteen years of age, — enjoy the benefits of schooling in public, private, charitable, and reformatory schools.

The law provides that “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.” Half of the income of the school fund of the State is apportioned to cities and towns according to the number of persons thus ascertained.

The following table shows the reported number of persons between the ages of five and fifteen, for five years, and also the proportion of the school fund which has been paid into the treasury each year :

YEARS.	Persons between 5 and 15 years of age.	Proportion of Income from School Fund.
1856.....	28,879	\$5,392 16
1857.....	29,456	5,915 58
1858.....	28,790	6,136 79
1859.....	28,909	6,185 76
1860.....	32,641	6,045 90

The law expressly requires the *assessors*, and no other person or persons, to take the school census, and to report the same to the School Committee. This duty is assigned to the assessors, as they are officers acting under oath, and their other duties make it necessary for them to visit every dwelling. But in this city, the assessors do not personally perform this duty. I have no means of knowing how faithfully this work has been done by the person employed by the assessors, but the returns, as presented in the above table, seem to be wanting in accuracy. And if we go back one year further, this apparent inaccuracy is still more striking. In 1855, the number reported was twenty-nine thousand and ninety-three, while in 1859, it was only twenty-eight thousand and nine hundred and nine, showing a decrease of one hundred and eighty-four. When we consider that the population in 1855 was one hundred and sixty-two thousand seven hundred and forty-eight, and in 1860, one hundred and seventy-seven thousand nine hundred and two, the increase from 1855 to 1859 could not have been less than ten thousand, whereas the reported decrease of one hundred and eighty-four in the number of children would

indicate a decrease in the population of the city of more than one thousand. Another comparison makes it almost certain that these statistics are not entirely reliable. We find that the reported increase for the last year is manifestly too large.

Number reported in 1860	32,641
“ “ “ 1859	28,909
	<hr/>
Increase in one year	3,732

This would indicate an increase of the number of inhabitants to the amount of twenty thousand five hundred. It is therefore quite certain that there is somewhere an error in this element of our statistics, — the fundamental one, — that on which the apportionment of the income of the School Fund is made, and that which should be made the basis of all investigations as to the actual use of the means of public education by the children.

The number, however, reported for 1860 is probably more nearly correct than those of two or three years preceding, as its ratio to the whole population of the city is nearer the usual average of the ratio elsewhere. It is certainly large enough, and therefore, if taken as the basis of our calculations, the result will not be more favorable than it should be, so far as that element is concerned.

We are then to consider how we can account for thirty-two thousand six hundred and forty-one children who may be said to be due at school. It has already been shown in preceding tables that the average whole number in attendance, at all the public schools, dur-

ing the year 1859-60, was twenty-five thousand three hundred and twenty-eight. But the number of different children who attended during the year was considerably larger than this; for, in this statement, two children who attended school, each half the year, would count only as one; and so if three, four, or a larger number, attended for different periods, the aggregate of which amounted to one year, they would all count as only one. It may be fairly presumed, therefore, that the number of different persons who enjoyed the advantages of schooling in the public schools, for one month or more during the year, was not less than two thousand above the average whole number belonging.

Average whole number belonging	25,328
Add the above estimate	<u>2,000</u>
Number of different scholars	27,328
The number reported in April, 1860, as receiving instruction in tuition or private schools	3,801
In charitable and reformatory institu- tions	<u>2,263</u>
	<u>6,064</u>
Which, added to the preceding, gives	33,392
From this number we are to deduct the num- ber in school over fifteen years old, 1,204	
And the number in school under five years old	<u>1,263</u>
Which amount to	<u>2,467</u>
This deducted from the preceding sum, leaves	<u>30,925</u>

Allowing ten per cent. for the proportion of pupils in schools other than the public who are over fifteen and under five years of age, which is above the proportion in the public schools, we have $6,064 \div 10$ to deduct from the above

606
30,321

The difference between this number and the school population, thirty-two thousand six hundred and forty-one, which is two thousand three hundred and twenty, remains to be accounted for.

Among the more intelligent parents the custom is becoming more common to keep children from school till six or seven years of age. Of this class of children there cannot be less than five hundred. This number deducted from two thousand three hundred and seventeen leaves one thousand eight hundred and twenty.

There are several evening schools kept for several months each year. These schools are managed and mainly supported by religious and charitable associations. It is probable that not less than two hundred of the persons who attend these schools are between twelve and fifteen years of age, and not members of other schools. This would leave about one thousand six hundred to be accounted for. Then there is a class of children, who, having acquired the most essential rudiments of education in the Primary and Grammar Schools, are withdrawn at the age of ten or twelve years, to be put out to service, to be apprenticed to trades, or to assist their parents in some industrial occupation. If we estimate the number of this class

at one thousand, we have remaining six hundred unaccounted for.

This may be considered, on the whole, a gratifying result. Of course, it is not claimed that it is mathematically correct; it is only an approximation. But this examination fully warrants the conclusion that the number of children growing up among us without the benefits of at least the rudiments of learning, is very limited.

I do not think that it ought to be inferred, from the calculations presented above, that even the small number of children apparently unaccounted for, is growing up without any schooling. One reason for this opinion is the fact that, during the past four years, I have met with very few of the school age, not attending, who could not read.

There is in every large city a class of children, more or less numerous, which is too low down in the depths of vice, crime, and poverty, to be reached by the benefits of a system of public education. This is the unfortunate class to which the hand of Christian love must be extended. For this class we need special industrial schools, where the children may be trained to habits of industry as well as of study. These schools should be established and managed by benevolent individuals and associations, entirely apart from public schools. The multiplication of this description of schools would be a great blessing to the children of the "perishing and the dangerous classes" in the community, while it would at the same time tend to purify and elevate the character of the public schools.

Among the principal causes which have operated to

produce the gratifying state of our school system with respect to attendance, are the elevation of the standard of qualifications for the office of teacher, the increased attractiveness and comfort of our schoolhouses, the vigilant supervision of the Committee, and the efficient services of the truant officers.

Respectfully submitted by

JOHN D. PHILBRICK,

Supt. of Public Schools.

March 11, 1861.

THIRD SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN : — In accordance with the requirements of the rules and regulations of the Board, I have the honor to submit the following, my Fifteenth Report, the Third of the semi-annual series.

It gives me pleasure to report that the general condition of our public schools has been, during the last half-year, prosperous in a high degree, their beneficent operations having continued uninterrupted and unimpeded, notwithstanding the disastrous state of public affairs, and the embarrassments which have fallen upon commercial and industrial pursuits. The labors of the teachers have been performed with their accustomed zeal and ability; the attendance and diligence of the pupils have perhaps never been more satisfactory; the supervisory and administrative services of the various Committees of the Board have been faithful and efficient; and the requisite appropriations have been promptly voted by the City Council, not only for defraying the ordinary expenses, but for carrying forward important plans deemed necessary for supplying suitable accommodations.

During the last six months, much of my time has been occupied in the schools, upwards of five hundred visits having been made to the classes of the different departments, the number of calls upon teachers in their school-rooms exceeding the whole number of hours of school time within the period named. Each of our three grades of school has been more or less inspected, though my attention has been more especially directed to the Primary Schools and to the lower divisions of the Grammar Schools. In the performance of this part of my service which seems to me as useful as any I am able to render to the schools, I have had a twofold object in view. In the first place, it has been my aim to keep myself thoroughly informed in relation to the actual condition and workings of our system in its details, in order to be prepared to judge intelligently of the expediency of general measures proposed by myself or others, as well as to gather material for suggestions to the teachers in respect to arrangements, discipline, and instruction. Besides this purpose of acquiring an accurate knowledge of the spirit and method of the teachers, it has also been my constant endeavor, in the second place, to do some good directly to each school visited, by sympathy, advice, encouragement, correction, or criticism. In pursuance of these objects, it has been my practice on entering a school, to request the teacher to proceed as usual with the exercise in hand, or that about to be commenced. Having witnessed the proceedings, as far as it might seem advisable, I communicated such hints as the circumstances seemed to require, either by conversation with the teacher, by remarks to the school, or by con-

ducting an exercise. The cordial reception everywhere given me by the teachers, afforded me much encouragement and satisfaction in the performance of this laborious and delicate service.

Our system of public instruction comprises one Latin School for boys; one English High School for boys; one Girls' High and Normal School; twenty Grammar Schools, seven being for boys, seven for girls, and six for boys and girls; and two hundred and fifty Primary Schools for boys and girls.

The whole number of teachers in these schools is five hundred and forty-seven, of whom sixty-seven are males, and four hundred and eighty are females.

Of these, five hundred and twenty-seven are regular teachers, constantly employed in class instruction.

The following tables show the number of teachers of each sex in the different grades of schools:

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School	7	0	7
English High School	5	0	5
Girls' High and Normal School.....	1	9	10
Grammar Schools.....	42	213	255
Primary Schools.....	0	250	250
	55	472	527

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
DRAWING: English High and Girls' High and } Normal Schools..... }	1	0	1
FRENCH: Latin School	1	0	1
FRENCH: Girls' High and Normal School.....	1	0	1
GERMAN: Girl's High and Normal School	1	0	1
MUSIC: Girls' High and Normal School	1	0	1
MUSIC: Grammar Schools	3	0	3
SEWING: Grammar Schools.....	0	12	12
	8	12	20

The following table shows the reported number of persons in the city between the ages of five and fifteen, for six years, and also the proportion of the school fund which has been paid into the treasury each year:

YEARS.	Persons between 5 and 15 years of age.	Proportion of Income from School Fund.
1856	28,879	\$ 5,392 16
1857	29,456	5,915 58
1858	28,790	6,136 79
1859	28,909	6,185 76
1860	32,641	6,045 90
1861	31,678	5,926 35

The whole amount received last year by the towns and cities of the State, as their share of the moiety of the income of the school fund, was \$ 46,385.22.

The number of persons of school age, or between five and fifteen years, residing in Boston on the first day of May, 1861, was 31,678 against 32,641 for the preceding year. This is the report of the Assessors, who employ an agent to take the school census required by law. In my last report some reasons were presented for doubting the accuracy of the school census as reported for several years past. I am unable to say whether the census is faithfully taken at the time required by law or not, but the returns seem to be erroneous. It will be seen that the above return indicates a decrease of about one thousand persons of school age, which would require a diminution in population for the year, of five thousand souls. This cannot be the case, for our school returns which are reliable, show, as will be seen below, an unusually large increase in the number of children attending school.

The following table shows the average whole number, the average attendance, and the per cent. of attendance of the public schools of all grades, for six years, ending July 31, 1861:

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	23,768	20,106	84.2
1856-57.....	24,274	20,856	85.9
1857-58.....	24,988	21,389	89.1
1858-59.....	25,484	22,045	86.1
1859-60.....	25,315	22,304	88.1
1860-61.....	26,488	24,152	91.1

Average whole number of pupils belonging to schools of all grades during the last year	26,488
Increase for the year	1,173
Average attendance of pupils in all the schools for the last year	24,152
Increase for the year	1,848
Average per cent. of attendance of all the schools	91
Increase for the year . . . . .	.03
Ratio of the average number belonging to the schools to the whole number of children between five and fifteen . . . . .	.83·6
Increase for the year . . . . .	.06·1

The attendance of the pupils has probably been better on the whole the last year, than ever before, though the High Schools aggregated show a slightly diminished per cent.

The following tables present a comparative view of the number and attendance of the pupils of the High, Grammar, and Primary Schools for six years, ending July 31, 1861 :

HIGH SCHOOLS.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1855-56.....	517	493	95.3
1856-57.....	502	475	94.6
1857-58.....	519	492	94.8
1858-59.....	559	528	94.4
1859-60.....	630	608	96.5
1860-61.....	667	635	95.2

GRAMMAR SCHOOLS.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1855-56.....	11,188	10,064	89.8
1856-57.....	11,622	10,583	91.1
1857-58.....	12,154	11,277	92.7
1858-59.....	12,347	11,141	90.2
1859-60.....	12,238	11,412	93.2
1860-61.....	13,162	12,327	93.6

PRIMARY SCHOOLS.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1855-56.....	12,580	10,042	79.8
1856-57.....	12,652	10,273	81.1
1857-58.....	12,834	10,612	82.6
1858-59.....	13,137	10,904	82.9
1859-60.....	13,077	10,892	83.6
1860-61.....	13,326	11,825	88.7

PRIMARY SCHOOLS.

YEARS.	Schools and Teachers.	Average No. to a School.	Average Att. to a School.
1855-56.....	211	59	47
1856-57.....	213	59	48
1857-58.....	216	59	49
1858-59.....	221	59	49
1859-60.....	223	56	47
1860-61.....	250	53	47

The per cent. of the attendance of the several grades for the last year has been as follows :

High Schools . . . . .	.95·2
Grammar Schools . . . . .	.93·6
Primary Schools . . . . .	.88·7

It will be observed that the percentage of attendance in the Primary Schools is not so high as that of the Grammar Schools. This is to be expected ; nor is it reasonable to require so high a degree of regularity of attendance on the part of the pupils in the Primary as in the Grammar Schools, though the actual difference is probably not so great as it appears from the above figures, owing to the fact that in many of the Primary Schools, if not in all, it is customary to allow the names of pupils to remain on the roll for a longer period when absent, than in the Grammar Schools. The difference between the percentage of attendance in the Grammar Schools, as reported, is often due in no small degree to the want of uniformity in the mode of keeping the records. In some, the names of absentees are stricken from the rolls much more promptly than in others, and this makes a material difference in the apparent percentage. Though the attendance on the whole is very good, there are some Primary Schools, and perhaps a few Grammar Schools in which it should be improved. On the other hand, there are some Grammar Schools in which the efforts to secure attendance are quite as great as they should be.

It has been suggested that there should be some general rules prescribed by the Board, for keeping the records of the pupils *belonging*, as this is the basis of

estimating the per cent. of attendance. It might be difficult to devise rules for this purpose which would be satisfactory to all parties, and yet in the absence of such rules, the practice will be likely to differ widely in different schools, and consequently there can be no just comparison of results.

The rules on this subject, in St. Louis, are as follows:—

a. “A pupil may be suspended (not expelled), for a variety of causes, and while under suspension his name is stricken from the roll.

b. “If a pupil has deceased, or has positively left the city without the intention of returning, his name is stricken from the roll immediately.

c. “If his continued absence is caused by his own sickness, his name is retained on roll for one week, and no longer.

d. “For all other causes of absence, and when no cause is known to the teacher, the name is dropped from the record after two days, if the pupil do not return.

“These rules are strictly observed, and the number *belonging*, the number *present*, and the *per cent.* of attendance are recorded every half day in every department.”

Our returns require no reports in regard to tardiness. In the Grammar and High Schools, however, great attention is paid to securing punctual attendance. There are some departments, or divisions of schools in which there has not been a single case of tardiness for a whole year. But the cases of tardiness are more numerous in the Primary Schools, in many of which there is probably room for improvement in this respect.

The following table shows the expenses of the city

for education, for six years, from May 1, 1855, to May 1, 1861, arranged under three general heads :

YEARS.	Salaries of Teachers.	Incidental Expenses.	Cost of School Houses.	Total of Expenditures.
1855-56	\$ 224,608 70	\$ 66,797 58	\$ 149,732 80	\$ 441,139 08
1856-57	226,084 57	71,683 71	52,099 26	349,867 54
1857-58	258,523 74	86,770 87	225 00	345,519 61
1858-59	268,668 27	86,098 21	105,186 42	459,952 90
1859-60	277,683 46	95,982 15	144,202 67	517,868 28
1860-61	286,835 93	111,446 31	230,267 04	628,549 28

The whole amount of ordinary expenses for schools, for the financial year, ending April 30, 1861, was \$ 398,282.24, against \$ 373,665.61 for the preceding year.

High and Grammar Schools	\$ 250,344 73
Primary Schools	147,937 51
Salaries, High and Grammar Schools	\$ 188,111 66
Salaries, Primary Schools	98,724 27
	<u>286,835 93</u>
Incidentals, High and Grammar Schools	\$ 62,233 07
Incidentals, Primary Schools,	49,213 24
	<u>111,446 31</u>
Cost per scholar, taking as a basis the average whole number belonging, for salaries and incidental expenses	\$ 15 03
Cost per scholar for tuition	10 82
Cost per scholar for incidentals	4 20

The amount paid for extra expenses and large repairs was \$9,731.01. A job costing \$1,000 would ordinarily be classed among large repairs, though sometimes much larger items are placed among incidentals. For example, in the above sum for incidentals, are included \$5,000 for Primary School furniture, for which a special appropriation was made.

The whole amount of expenditures during the year for buildings and lots, including the above item for extra expenses and large repairs, was \$230,267.04. These buildings have been erected in part to meet the wants of an increasing population, and in part to furnish improved accommodations. This is the largest amount ever expended by the city, in one year, for school buildings. Within the last fourteen years, most of our schoolhouses have been rebuilt or thoroughly remodelled, to adapt them to the present system of organization. After the houses now building shall have been completed, the expenses for these purposes ought to be comparatively small, for a number of years to come.

The amount for schoolhouses is divided between the Primary and Grammar Schools as follows :

For the Primary Schools	\$ 102,827 81
For the Grammar Schools	127,439 23

The principal items are as follows :

For Grammar Schools :

Everett School House, in part	\$ 31,586 27
South Street, lot	45,100 00
Phillips, lot	39,100 00
Winthrop, lot in addition	13,335 00

For Primary Schools :

Concord Street, remodelling	\$ 17,046 99
Suffolk Street, building	26,070 14
Poplar Street, building and lot	31,179 90
High Street, building and lot	27,568 04

These Primary buildings contain, in the aggregate, thirty-two school-rooms, with 1,792 seats.

The three new buildings on Suffolk and Poplar Streets, and on High Street Place, cost, including lots, \$94,101.78, averaging for each pupil accommodated, \$84.01

It may be interesting to glance at the standing of Boston among the other cities and towns of the Commonwealth, with respect to the appropriations for school purposes. The liberality of our city for this object has become almost proverbial. Our schools have never suffered for want of adequate support. This statement may perhaps be somewhat flattering to our municipal pride; but it ought to be equally flattering to our state pride, to learn that, on an average, all the cities and towns of the Commonwealth, are no less liberal than we are, in matters of education.

Among the valuable statistics annually published by the Secretary of the Board of Education, in his annual report to the legislature, are two graduated tables, one showing the amount appropriated by each city and town, for the education of each child of school age; and the other showing the percentage of taxable property appropriated to the support of schools. In the former, Boston originally stood at the head of the list, but for several years she has stood below a few other

cities and towns, her present rank being number eight. In the latter table, owing to the large amount of taxable property in proportion to the population, she takes her place near the lower extremity of the list, her rank being number three hundred and six.

Therefore, Boston, standing near the head in one view, and near the foot in the other, has a right to claim an average standing among her sister cities and towns, and it is interesting to notice that this relative standing has been almost stationary for ten years, so that the city and the whole state have advanced with an equal step.

If we compare Boston with herself, we find that the school appropriations, though large, have not kept pace with the increase of appropriations for other purposes. In his thirty-fourth report, the Auditor states that the school expenses for that year, were nearly one third of the whole amount expended by the city, and subsequently, for several years, he states that the school expenses were about a fourth of the whole amount raised by taxation. The last financial year, the proportion of the ordinary school expenses to the whole amount expended by the city, was about one seventh, and including the very unusual amount paid for schoolhouses, it does not much exceed one fifth.

Whatever inferences may be drawn from these facts, I am sure that it would not be just to infer, that education in our schools has in any respect declined, or been neglected. But one reason, and perhaps the main one, why the school expenses have not increased as rapidly as those of the other branches of the city ser-

vice, is to be found in the change of the system which was commenced in 1847.

The law provides that the School Committee shall examine, select, and contract with the teachers of the public schools. "The duty here indicated," says the late Secretary of the Board of Education, in his last admirable report, "is more important than any other connected with the public schools of the State." In this opinion I fully concur. The best plans of instruction will fail to produce satisfactory results, unless executed by the instrumentality of good teachers. Commodious schoolhouses, wise regulations, and good supervision, are necessary elements of an efficient system of schools, but they are a poor compensation for the want of competent teachers. The great maxim, "As is the teacher so is the school," summing up in eight words the profoundest philosophy of a system of public free schools, Cousin, the philosopher and statesman, said he would never cease to repeat. Every man's observation, who has turned his attention to the subject, will satisfy him that the teacher, more than any other means or agency, gives character to the school. The importance of the office of the teacher in forming the minds and characters of the young, and of training up those who are to take our places in life, cannot well be overestimated. If asked to describe, in a few words, a good system of public instruction, I should say, it is one which secures and retains the services of the best teachers. To do this, three things are necessary.

1. The situation of the teacher must be made desirable, by adequate compensation, by good treatment,

by suitable accommodations, and by limiting the labors to the requirements of health and self-improvement.

2. The mode of selecting and appointing teachers should be such as to encourage the competition of the best qualified candidates, and to give merit the preference over every other consideration.

3. The proper means should be employed to secure continued self-improvement on the part of the teachers; and with this view they should as far as practicable be commended, promoted, and rewarded in proportion to their advancement, and degraded or removed for delinquency.

It is not my purpose at present to inquire how far our own system accomplishes these objects. Our teachers as a body undoubtedly possess good qualifications for their office. And yet we should be guilty of inexcusable self-complacency, should we say that there is no room for improvement in this respect. The situations in our schools are generally considered desirable, and therefore we have no difficulty in retaining the services of teachers who wish to continue in the business, in the same class of schools. But the practical question which I wish to suggest, and for which I have introduced this topic, is whether our rules and regulations relating to the examination and appointment of teachers, are not susceptible of some useful modification. Regarding as I do the choice of teachers as the most responsible duty devolved upon the guardians of education, it seems to me that no pains should be spared in perfecting the mode of performing this duty, though I should much prefer to pass by this subject in silence, could I feel justified in so doing.

It is obvious, in the first place, that our present system of examining teachers, if fully carried out, in its true intent and spirit, in all the districts, requires a very great expenditure of time, both on the part of committees and candidates. Now the intent of the system is, that the *best* candidates shall be appointed, that can be secured for the compensation given. But how can the best be selected, unless there is an opportunity for free competition? But in order to afford this opportunity for competition, due notice should be given, and all comers examined. This course is substantially pursued in a few of the districts. If it were pursued strictly in all the districts, it would involve a vast amount of labor. And because there is so much work required by this course, the committees of some districts, the majority, I think, giving a liberal interpretation to the rules touching this subject, either dispense with the formal examination altogether, or pursue such a course as to prevent free competition for the vacancies, a limited number only being examined, and those such as are personally invited to present themselves. We have in reality twenty-three committees for examining teachers besides the special committees to examine candidates for masterships. There is no attempt to secure a uniformity in the examinations in different districts, although the questions, which are generally printed, are apt to run in the same channels. Hence, on the one hand, a teacher who passes a satisfactory examination before one committee, judged by the different standard of another, may be found wanting; and on the other, a candidate, after attending several examinations, gets a general idea of the questions, and rises in the scale by

repeated efforts at similar questions, without any important improvement in qualifications. One of the most serious defects in our present plan, is the absence of any stated time for examining candidates. This is a great hindrance to fair competition, especially to non-residents. It occasions a great waste of time in canvassing the Committee to ascertain when a vacancy occurs, and a tedious suspense on the part of those who wish to enter the lists to test their qualifications.

I would not suggest any change in the present mode of appointing teachers, on the nomination of the several district committees; but it would seem to be a relief to these committees, and a means of benefiting the schools, while doing justice to meritorious candidates, to authorize the examinations to be made by a Standing Committee or Board of Examiners, appointed for the purpose, and with special reference to their qualifications for the duties required. If such a Board were charged with this business, stated times for the examinations would be determined upon and made public; all comers would have a fair chance for competition, *once*, and then, if unsuccessful would be excluded for a certain period. The successful competitors would receive certificates, indicating their grade of qualifications. From candidates holding these certificates, the committees could make their appointments. If this work is placed in the hands of one responsible committee, it will be done systematically and thoroughly, and at stated times, the results being preserved, and kept open for the inspection of the members of the Board. I cannot conceive that any district committee would desire to appoint any candidate who should fail to re-

ceive the approbation of an impartial committee, such as might easily be selected from the general Board.

So far as my knowledge extends, no other city has a system of examining teachers, so objectionable as our own. It is peculiar to ourselves. The three leading modes in large cities are :

1. By the Superintendent, as in New York and Brooklyn.

2. By a Board of Examiners composed of practical educators, mostly outside of the Board of Education, as in Cincinnati and Louisville.

3. By a Standing Committee of the School Board as in Chicago and most other cities.

One year ago, in obedience to what was felt to be an imperative duty, I earnestly invited the attention of the Board, to the importance of adopting some measures for the protection of the health of the pupils in our schools, and of securing to them a better physical development. Careful and protracted observation had convinced me that our system of education, while supplying the means of intellectual improvement, was almost in the same ratio preventing the development of the physical powers, undermining the constitution, and exhausting the vital energy. This appeared to me to be an evil of great magnitude, and one which demanded immediate reform. I was not so sanguine as to expect that every one would at once assent to my views on this subject, for every one has not studied it so long and so earnestly. My main object was to call special attention to it, well satisfied that if this could be secured, the remedy would ultimately be found and

applied. I ventured to suggest, however, as in my judgment the most practicable and important remedy, "*The introduction into all grades of our schools, of a thorough system of Physical Training, as a part of the school culture,*" and added, that for this purpose, "it might be necessary to employ for a time or perhaps permanently, one accomplished teacher in this department of education." Aiming at brevity, I did not think it advisable to attempt to present at that time the details of a plan for accomplishing the object desired. But my idea was that the successful introduction of the system of physical exercises adapted to public schools, would require the services of a special instructor to *aid and instruct the teachers* of the schools in the training of their pupils, and to see that the exercises were judicious and proper in themselves, and well performed.

The Special Committee to whom this subject was referred, approved of these suggestions, and recommended their adoption. Owing to various causes, the Board has not, up to this time, taken a direct vote on the merits of this question, nor has it yet been disposed of. It is still a matter for discussion and decision, and this I consider sufficient apology, if apology is needed, for alluding to it again, and of reasserting my conviction of the need of this sanitary reform, and of my confidence in the plan proposed.

This proposed reform in physical education is in my opinion as important as any which has been attempted since the origin of our system of schools. As long as it is deferred, we are losing a great part of the benefit which we might otherwise derive from our

noble system of popular education. Children enjoying the freedom of country life, kept in school but five or six months of the year, and seldom subjected to severe mental exertion, have little need of artificial methods of physical training, for the purposes of health, though it might be useful in promoting dexterity, strength of muscle, symmetry of form, and comeliness of gait and deportment. But the life of the city child who is kept regularly at school for years in succession, is eminently artificial, and physical education becomes a prime necessity to his welfare. If we do not provide for it, our children must suffer for our neglect. What amount of learning will a young lady consider an adequate compensation for a distorted spine? But the late Dr. John C. Warren, a very high, if not the highest, medical authority, stated thirty-one years ago, in a lecture on physical education, that of the well-educated females within his sphere of experience, about *one half were affected with some degree of distortion of the spine*. I should be glad to be assured by as good authority, that, of the girls who pass through our course of education, the proportion affected with this deformity is not still larger. The principal causes of this derangement mentioned by Dr. Warren, were bad postures, the want of exercise, the influence of too great occupation of the mind in study, and of the feelings and passions of a depressing nature, such as anxiety to excel and fear of failure. He earnestly entreated attention to a revision of the existing plans of education, in what relates to the preservation of health. "Too much of the time," said he, "of the better-educated part of young persons is, in my humble opinion, devoted to literary pursuits

and sedentary occupations; and too little to the acquisition of the corporeal powers indispensable to make the former practically useful. If the present system does not undergo some change, I much apprehend we shall see a degenerated and sinking race." He recommends very strongly gymnastic exercises, especially to develop the upper limbs and "*to enlarge and invigorate the chest,*" and says that "every seminary of young persons should be provided with the instruments for these exercises," that "they are not expensive, occupy but little room, and are of unspeakable importance," and adds, that "to give these exercises the requisite power of excitement, the system of rewards, so dangerous when mismanaged in literary education, might be introduced without any ill effect." If gymnastic exercises are not attended to, he entreats that at least a regular plan of walking be adopted by students. "Two hours a day must be devoted to this business without relaxation, unless they are willing to carry the mark of disorder in the face while young, and a dyspeptic, nervous, disabled frame through that part of life which requires health and activity."

At the time of the delivery of this address, the evils resulting from want of physical training and excessive mental excitement which it describes, probably did not exist, to any considerable extent, in the public schools. Up to nearly that time, girls were permitted to attend these schools in Boston only half the school year, and they were probably occupied during the greater part of the other half of the year, in domestic duties which were conducive to health and physical vigor. Then the private schools were the institutions in which the

well-educated females suffered so much from neglect of physical education. But since that time a great revolution has taken place. The evils complained of have been transferred from the private to the public schools, in which we find the severest and most protracted mental application, and the least attention to physical training. *All* respectable private schools and seminaries, so far as my knowledge extends, now promise *special attention to physical education*. This is a very significant fact. The question is, how long shall the children in the public schools, be deprived of this advantage, so essential to their welfare. The expense is a matter which must of course have its due weight. But the plan proposed would involve no costly outlay for buildings or fixtures. I do not consider it absolutely necessary to have any apparatus, though it would be well to have a few of the simpler instruments, such as rods and wooden dumb-bells. The expense of a teacher would not exceed \$ 1,200 a year, which would be but five cents to each pupil in our schools. The school which especially needs the services of a teacher of calisthenic and gymnastic exercises, is the Girls' High and Normal School. It would be easy for the same teacher to give some exercises in vocal gymnastics, or the training of the vocal and respiratory organs, not only for the purpose of promoting health, but as an aid to reading and singing.

I am happy to state that several masters and teachers have, during the past year, taken some pains to qualify themselves for training their pupils in physical exercises; and a few had practised them previously, to some extent. These are the exceptions, but in the

great mass of the divisions, nothing worthy of the name of physical training has been attempted, and from what I have seen, I think there is danger of harm from injudicious exercises, unless this branch is under the inspection of a competent and responsible instructor, who understands not only gymnastics, but also the principles of anatomy, hygiene, and physiology.

The Latin School, which has so long been the pride and ornament of our school system, is in a flourishing condition. The number of pupils was larger the last year than ever before. The learned and able principal has spared no pains to sustain the reputation and advance the interests of the school. His corps of assistants have appeared to me to be earnestly devoted to their work. This school has outgrown its accommodations, and one class occupies a basement room, quite unsuitable for school purposes; and another, a recitation room, which is too small, and ill ventilated. It is probable that the time is not distant when this school will need a building equal to the whole of the edifice of which it now occupies only a part, and it will become a question whether this school, or the English High School, shall be removed to another locality.

The English High School is one of the most important of our educational institutions. Pupils who complete the course, are as well educated for all practical business purposes as the best graduates of our colleges. The range of studies is liberal, and the instruction thorough. The permanency of the teachers in this school has contributed much to its efficiency and success. The principal affords an example worthy of im-

itation, of a teacher who has, for a long period of service, continued year by year to advance in his profession. It is to be regretted that the number of pupils in this school has not kept pace with the growth of the city. This is owing in part probably to the want of knowledge on the part of parents, of the value to their sons, of the advantages of the course of education here provided for them, and in part to the advancement of the standard of education in our Grammar Schools. Perhaps another cause is to be found in the fact, that many of the boys who graduate at our Grammar Schools, are so old that they are unwilling to remain in school three years longer, and so do not enter upon the High School course. It is desirable that boys should be fitted for admission to the High School, at the age of thirteen years. I am aware that this is not always practicable, as the Grammar Schools are now conducted, for these schools are not designed merely to fit boys for the High School, and therefore a wider range of study is pursued than is required for admission to that school. It seems to me, however, to be the duty of the Grammar masters to fit and send to this school, at a suitable age, as many boys as they can consistently with the other objects of their schools. To determine the merit of the Grammar Schools in this respect, both the number and age of the pupils sent, should be taken into account. I prefer to see a long list from a school with some conditioned, rather than a short list, with none conditioned and the percentage of correct answers very high, for this shows that boys have been encouraged or permitted to present themselves, if there was a reasonable prospect of suc-

cess, though it was not absolutely certain that they would go in clear.

The growth of the Girls' High and Normal School has been very marked, within the last two years. The principal has proved himself admirably adapted to the important post which he fills, but the school has now become so large, that the proper supervision of the instruction of all its classes and the calls upon his time which the management of such an institution must involve, will hereafter leave him little opportunity for class instruction. It will therefore become necessary, unless the somewhat permanent services of the highest grade of female assistants can be provided for, that there should be a sub-master appointed to instruct in the higher class.

This school is now furnishing many well-educated teachers for our Grammar and Primary Schools. Their services would however be still more valuable, if they could receive more training in the theory and practice of teaching, especially if they are to be employed in the Primary Schools.

What I have to say of the Grammar Schools, will relate mainly to the lower divisions, and more particularly those of the fourth class, which I visited during the months of June and July. In these divisions, I found a great diversity of excellences and defects. There was a great disparity, not only between different schools, but between the different divisions of the same school, both in respect to what was attempted and what was accomplished. In quite a large number of divisions, some of the studies and exercises required by the regulations were not at all attended to. Some

of the teachers stated that they omitted these branches by permission of their principals, others, I think, of their committees, though the Board does not seem to have invested any one with discretionary power in respect to the course of study.

In some of the divisions no attention whatever was paid to geography; in some nothing was done in written arithmetic; in some there was no writing; and in many there was no drawing. All these branches are explicitly required in the fourth class, and of course in all the divisions of the fourth class. In two schools, each pupil was furnished with a dictionary, and had a daily lesson in definitions. In some other schools the dictionary was a book with which the children had not made the slightest acquaintance. The large dictionaries in the lower rooms have been used apparently but little by the pupils. In some divisions Colburn's First Lessons had only just been commenced, while in others, with scholars received from the Primary School at the same time, and no better fitted, forty or fifty pages had been well learned, and the recitations were animated and interesting. Some teachers required the pupils to commit to memory the words of the questions in arithmetic, so as to recite without any book and without the reading of the questions by the teacher. Could not the memory of the children be turned to better account? To teach geography successfully in the lower classes no little skill is required. Inexperienced teachers are apt to adhere strictly to question and answer as set down in the book, without adding note or comment. The introductory lessons in the text book require much illustration and *teaching* to make them intelligible to

young pupils, but this may not be sufficient reason for omitting geography altogether.

The penmanship was, on the whole, better than at the previous examination; still there were some divisions writing with pencils instead of pens. Perhaps the reason given for this course was that pencils are not so troublesome to take care of as pens and ink. But if it is proper to require a part of the teachers to use ink, it is not very easy to see why it is not proper to require all to use ink. The practice of teaching writing simultaneously, that is, of teaching the whole division on the same copy at the same time, is now almost universal. By this method a good teacher can produce far better results in a given time, than by the individual method. But some teachers, I observe, have adopted the form of the method without comprehending the spirit of it. The mere writing of the same letter or the same word at the same time by all the members of a class, is in itself of no consequence. But if the class have the same letter for a copy, the teacher can illustrate its form on the blackboard, as easily for fifty pupils as for one. It is doubtless a laborious task to teach fifty children to hold their pens, but it is a task that is executed well by some teachers, and it should be laid down as a rule by every teacher, that no pupil should be permitted to write, unless he sits in the right position and holds his pen correctly.

In reading and spelling there was not so much difference in respect to methods and attainments, as in other branches. I was always pleased when I entered a room and found a class *standing* in a good position, and reciting with spirit. Some schoolrooms were very at-

tractive on account of their cleanliness; no ink spots, no litter and no dust being visible. I am happy to say that this was the condition of by far the greater number.

All the masters of the Grammar Schools, without exception, are zealous and earnest in their work, unsparing of pains, and aiming to maintain a high standard of excellence in their schools. But they differ considerably in their modes of management, especially in reference to the supervision of the lower classes. Some concentrate their labors more upon the upper divisions; others give more attention to the proceedings in the lower divisions. Those who pursue the latter course are likely, on the whole, to produce the best results. The theory of the organization is, that the head assistant shall be capable of instructing the first division, in a part of its studies at least, while the master is occupied in superintending the lower divisions.

During the last six months, four new Primary Schools have been established, making the present number two hundred and fifty. Within the same period, all these schools, except six or eight, have been visited, and some of them have received several visits. My first circuit of visits to these schools was made four years ago last March. Since that time, their condition has been changed very considerably — and for the better, as it appears to me. The buildings have been much improved. Nearly all of them have been furnished with the single desk and chair, the Boston Primary School slates and tablets; and improved text books have been introduced. Nearly every school has been

graded which is so situated as to make the application of the plan practicable. But these material changes are not so important as those which relate to the discipline and instruction of the schools. It is not in my power to say precisely how much better the pupils pass the examination for admission to the Grammar Schools, though I understand that in some sections of the city, at least, there has been progress in this respect. But I consider the fitting of the pupils to pass that examination but a small part of the *education* they should get in the Primary Schools. Some particular schools, few in number, are perhaps no better than they were four years ago, and they are not susceptible of much improvement without a change of teachers. A few may have retrograded, where experienced teachers have left, and their places have been supplied by young and inexperienced teachers.

But the average condition of these schools, taken as a whole, is much higher than it was four years ago. A very considerable number of them may be justly denominated excellent. Several are so superior in character as fairly to entitle them to be called model schools. These very best schools, our fair jewels, cannot be too highly appreciated. Their influence is felt more or less through all the rest. They show us the image and pattern of excellence to which all should aspire, and to which all faithful, devoted teachers do aspire. Not that one teacher should mechanically copy the methods and proceedings of another. But all progressive, successful teachers strive to emulate the spirit of those who have achieved higher success. In a few of the best graded schools, I have at length

seen what can be done when each teacher in the series knows and faithfully performs her duty, where the first steps have been right, and each successive step has been a preparation for what was to follow it, where nothing was to be unlearned, and where the faculties were trained while knowledge was communicated, curiosity awakened, hope raised, courage strengthened, and the affections warmed and purified.

Respectfully submitted by

JOHN D. PHILBRICK,

Superintendent of Public Schools.

SEPTEMBER 10, 1861.

SEMI-ANNUAL REPORT

OF THE

STANDING COMMITTEE ON MUSIC.

REPORT OF THE COMMITTEE ON MUSIC.

IN compliance with the Rules and Regulations of this Board, the Committee on Music beg leave to offer their semi-annual Report.

Under the enactments of the present Code, it is made the duty of this Committee to hold examinations of each Grammar School in music, at least once in six months. For the more convenient and systematic carrying out of this requirement, the Committee early resolved themselves into sub-committees of one, to each of whom was allotted a certain district of the city which was considered as coming under his more immediate supervision and care. The Girls' High and Normal School, however, remained in charge of the full Committee; and it was further made the duty of the Chairman, and the privilege and duty (if they so regarded it) of every member, to visit any or all the schools out of their respective districts, at the hour of the regular music lesson, as often as they might deem it expedient. These duties your Committee have attempted, as far as in their power, conscientiously to perform.

During the months of June and July last the whole ground was thus gone over, so far as the Grammar Schools were concerned, in the necessary preparations

for the Annual School Festival, and examination was made, more or less formally, of the condition of this department of our public school instruction throughout the city. It may suffice to say here, that the impressions thus gained were favorable, and in the main satisfactory, — especially when we take into consideration the short time during which music has stood upon something like a level with the other branches of study, and the necessarily imperfect working of any system of instruction designed to reach such large masses of recipients, in the first few years of its operation. There appears to have been a steady advance on the part of the pupils in the interest manifested by them for both the study and practice of music, and to some extent in the knowledge and solid acquirements gained of it as an art and a science, — an advance which has been marked and decided, year by year, ever since the adoption of the orders by this Board [see the Secretary's Minutes, September, 1857,] which opened a new page in the record of musical instruction in our schools. Nor has this interest and advance been confined to the pupils only. It is largely shared in by the masters and teachers in all the schools, who have earnestly co-operated with every effort of the Committee, and by the devoted corps of instructors in music, whose exertions have always increased in sympathy with the increasing demands upon their time and talents.

A manifest starting-point of this accession in interest and effort, on all hands, was the introduction of an annual exhibition of the musical capabilities of the pupils, which, it will be recollected, was adopted by way of experiment, in the summer of 1858, as a part

of the programme of the Annual School Festival, with so much success as to insure its continuance in that connection to the present time. Certain it is that the impetus given to music by the brilliant success of the musical offering to the Prince of Wales, by the pupils of our public schools, a year ago, has ever since lightened the labors of all under whose charge the interests of this department directly and indirectly have come.

A word in this place as to the character of these annual exhibitions in general, and the influence they are calculated to exert. We say nothing of their influence on the rapt multitude who are so fortunate as to compose the audience on such occasions; it is the effect on the pupils themselves to which we would particularly allude.

These are not mere show performances. It has been the policy of the Committee to make their selections, in the main, from music of the highest order only,—that which ever has and will continue to have its effect on both performer and listener,—from the standard works of the great masters of choral music and oratorio,—from Handel and Beethoven, Mozart and Mendelssohn, Martin Luther and Sebastian Bach, to know whom and their works thus intimately, is to lay up in store a never-failing fund for reminiscence and enjoyment in after years,—whose purifying influences are perennial, bearing fruit for all time. It is in the careful and long-continued study of such music, and the previous rehearsals preparatory for their public performance, more than in the successful results of the occasion itself, that substantial good is to be gained. The desirableness of some such public demonstration of

the musical capacities of the pupils of the public schools as is afforded by these annual occasions, we assume now as a granted fact. They have become a part of our school history, and have already taken a deep hold on the pride and sympathies of the community. In regard to the appropriate time, and the manner in which these exhibitions should hereafter be conducted, we propose to consider more fully in another part of this report.

Of the utility and healthful influences of music as a branch of popular instruction, it does not become us now to speak. This has long since become, as we believe, a recognized fact. The question then is, how can this department of study best be treated, so as most effectually and economically to insure the ends desired, with the least expenditure of time and effort in proportion to the results attained? Let us pursue this inquiry in fairness and candor, — without unduly magnifying its importance, or demanding more than its fair share of attention. And in order to bring the whole matter understandingly before us, it becomes necessary to repeat some things already familiar, it may be, to this Board. For a *résumé* of the methods of musical instruction employed from time to time, from its first introduction into our schools up to the close of the school year ending with the first of September, 1858, we may refer to the brief historical sketch embodied in the School Committee's published Report for that year. The present provisions for this department of public education are substantially the same as those in vogue in 1858, and may be briefly summed up as follows :

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

In the Primary Schools, likewise, singing is made to form a part of the opening and closing exercises of every session; and such time is devoted to instruction in music, in each school, as, in the judgment of the sub-committee of said school, is deemed expedient.

In the Girls' High and Normal School the teacher of music is required, in addition, to give such instruction to the pupils of that institution as shall qualify them to teach vocal music in our public schools.

A Standing Committee on Music, consisting of five members, is appointed each year by the President, subject to the approval of the Board. This Committee hold their office for one year ensuing. It is their duty to nominate to the Board for confirmation such persons as in their opinion are qualified for the office of teacher of music* in the schools, to make examination of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually, at the quarterly meetings in March

* From the list of names thus presented, if approved by the Board, the sub-Committees of the Grammar School Districts select for their respective schools such teachers as they may prefer.

and September, and exercise a general supervision over this department of public instruction in all the schools.

The responsibility of the musical instruction at present is divided among four teachers of vocal music, as they are called, viz: Mr Zerrahn, who has charge of the pupils in the Girls' High and Normal School, and Messrs. Butler, Bruce, and Drake, those of the Grammar Schools; except that in the Mayhew School, music, in addition to his other duties, is taught by Mr. Swan, the master of the said school. A compensation of one hundred and twenty-five dollars per annum, for each Grammar School, is allowed. Each teacher of music is permitted to use such manual or text-book as his judgment or fancy may dictate, subject to the general approval of the Standing Committee on Music; and he is required, at his own expense, to furnish and keep in tune a piano in every school under his charge.

Music takes a prominent place in the Exhibitions at the close of the school year, and, as has been before said, is now made the engrossing feature in the programme of the Annual School Festival.

Such, in brief, is the nature and *modus operandi* of the plan at present in action in this branch of our public school instruction. Under its beneficial working much progress has been made, and important results have been obtained. The system is a good one, so far as it goes. But, in the minds of the Committee, it is susceptible of some modification and improvement. This, in the nature of things, was to be expected; we say it without disparagement of the faithful and devoted labors of those who now have the interests of this

department more especially in charge. Music can be taught to the best advantage in strictly private lessons only, — each individual requiring the personal and long-continued attention of the master; and the attempt to teach it to the masses in schools, must, in the nature of the case, be successful only in a general way. Precepts, therefore, — maxims, laws of general application, a good taste, methods and habits of study and of practice, and the general principles of the art are mainly to be inculcated. The general powers only can be developed and trained in classes, while the numberless traits and peculiarities and shades of capabilities which point to individual capacity and genius must, of necessity, be overlooked. Without due regard to these ultimate facts in the philosophy of teaching (music particularly), much labor and time will be wasted. There is every reason, then, why those who are expected to teach music, in addition to the other studies of the schools, should possess the knowledge how to teach it in the best manner.

This leads us to an important consideration already brought forward in a preceding page, to which we desire especially to call the attention of the Board.

In the Code of Rules and Regulations, previously quoted, instruction in music, in addition to their other duties, is plainly enjoined on the teachers of the Primary and the lower classes in the Grammar Schools. And in this connection we would again press upon the attention of the Board the requirement in the Rules, [Chapter IV., Section 18,] by which the capacity to teach the elements of vocal music is named among the

qualifications of all new candidates for the office of teacher. Until this requirement is recognized and insisted on, as one of the elements of examination whenever a new teacher is presented, the attempt to carry properly into effect the provisions above alluded to must of necessity be futile. In immediate sequence to the above-named requisition, as it stands in the original orders submitted by the Committee on Inquiry, [February, 1857,] and adopted by the Board, it is wisely provided that it shall be the duty of the music teacher, for the time being, in the Girls' High and Normal School, to give such instruction to the pupils of that institution *as shall qualify them to teach* vocal music in our public schools. The remarks bearing on this subject, in the Report subsequently offered by that committee, are so much to the point that we make no apology for repeating them here.

“It must be evident to every member of this Board,” says that Report, “that the Girls' High and Normal School is the principal source from whence the teachers to supply the vacancies which from time to time occur in the Grammar and Primary Schools should be obtained. Were, then, the graduates of this institution as well instructed in the art of teaching music as it is presumed they are in other branches, the difficulty under which we now labor would vanish at once. Here, in the estimation of your Committee, the foundation should be laid broad and strong. The pupils of this institution should not only be instructed in the science of music, but they should also be thoroughly trained in the art of teaching it. The importance of this cannot be too strongly urged. Experience proves

that the success of the teacher is in direct ratio, not to the amount of knowledge possessed, but to the capacity he has of communicating it to others. A few have this in a great degree by nature; but by the great majority it is attained only by long and arduous experience; and hence those who connect themselves with this institution for the purpose of fitting themselves for teachers should be thoroughly and carefully trained. In this way, and in this way only, can the evils be remedied which every quarterly report made by the Superintendent of Schools informs us to exist, and which, depending not on the ignorance of teachers, but on their incapacity, can otherwise never be done away with."

Another subject which has much exercised the minds of the Committee, in their discussions as to what system will be most likely to insure the realization of the expectations of this Board in the completeness and efficiency of the musical instruction in the schools, is that of its more extended introduction into the Primary Schools. The investigations of the Committee have assured them that very little if any available efforts have thus far been made, in this direction, in that most important division of our school system. The number of teachers in the primary department competent to teach music, in its most simple and elementary forms, is perhaps large. But their efforts have as yet been very little turned to this subject; and of those who have given it some attention many are still sceptical of the practicability of doing anything effectually among the children of the Primary Schools. Your

Committee are of opinion that this is a mistaken notion, — that much *can* and ought to be done here, — that, indeed, the Primary School is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result as a part of our common school instruction, ought to begin. The child of five or six years, they believe, can easily be taught the first rudiments of music, and a few plain principles in the management of the voice. More than this, a very great proportion of them cannot only be taught to sing by rote, but to understand somewhat of musical notation, so as to perform respectably the singing of the scale and the reading of simple music by note.

As confirmatory of this opinion, we are happy to be able to quote the following, from the Fifth Quarterly Report of the Superintendent of Public Schools. “One of the most curious of the phenomena observed,” says Mr. Philbrick, in that Report, “was the positiveness on the part of some teachers that certain things were impracticable, if not impossible; while perhaps in the next school visited the same things were found to be satisfactorily accomplished. This was the case more especially respecting the teaching of singing, writing, and the sounds of the letters. Only yesterday, in a school consisting of sixth-class or alphabet scholars, of the poorest material, I witnessed the singing of Old Hundred with a good degree of spirit, if not with the understanding; and I shall take the liberty to persist, hereafter, in the belief that any school, with proper teaching, can learn to sing.”

A difficulty in the way of such attempts, on any-

thing like a common and well-defined plan, has hitherto been found in the lack of a proper text-book adapted to this early age. Your Committee have given to this subject, also, their careful attention, and have examined, from time to time, various systems and text-books that have been brought to their notice. They have not as yet found one which seems in all respects proper, but they are not without hopes of ultimate success in their investigations on this point. There is great need of some comprehensive and appropriate Manual of Music for the use of public schools, which shall combine all that is practicable and proper to be learned of the principles of music as a science and art, with exercises of a progressive nature, which, by means of printed charts or the use of the blackboard, could be illustrated and made available to a large class at one and the same time. Such Manual might, perhaps, be advantageously comprised in three parts, adapted respectively for Primary, Grammar, and Normal School instruction, and would, in the estimation of your Committee, be an invaluable acquisition to the list of school text-books.

The Committee would here suggest the propriety of extending the requirements of this department of study in the Girls' High and Normal School, so as to include, to some extent, the mathematics of music, and a knowledge of harmony and the laws of musical composition; and in order to the complete working of this system, in connection with our plan of public education, it is their hope, at no distant day, to see it recognized, also, in the English High and Latin Schools, so far, at any rate, as to require in the curriculum of their academic

studies some attention to thorough-bass and the principles of musical composition and counterpoint.

In the course of their examinations, among much to be commended, the Committee found some things, also, which, in their estimation, ought to be corrected.

The pianos used in the school-rooms are, in too many instances, not kept thoroughly in tune. Nor are the pianos themselves, in all cases, such as they should be. This is wrong. It needs no argument to sustain the assertion that the instrument, in its essential parts, ought to be the best of its kind. By this we do not mean it is necessarily to be the most expensive. Plain, substantial workmanship is all that is required. All superfluous ornamentation and extra finishing may be dispensed with; but its internal construction, its tone and general excellence *as a musical instrument* cannot be too fully considered; nor is it too much to demand, in consideration of its delicate province in forming the musical ear of the pupil, that the piano shall always be kept scrupulously in tune. Let it be borne in mind that in many instances, perhaps, this is the only standard of excellence in instrumental music the child can ever have, — the memory of which, for better or worse, will cling to him in after years. Better by far dispense with the instrument altogether than not to regard the requirements above mentioned.

This brings us naturally to the inquiry as to whether a change might not advantageously be made in the existing provisions for the supply of pianos to the schools. At present, as has been stated previously, they are furnished by the music teachers, and kept in

the school-houses at their own risk. This involves a considerable expense of rent and insurance, while, as we have seen, it does not always secure a suitable instrument to the city. Of course this expense comes out of the salaries of the teachers, and is borne by the city indirectly. Your Committee are confident that an improvement in this regard would be effected, and money saved to the treasury, in the end, if the city should furnish and possess and keep in tune the pianos in each school. The music teachers would, no doubt, willingly be thus relieved from the ownership and sole responsibility of the instrument. By careful estimate and inquiry the Committee have assured themselves that, at the present time, new and better instruments, from the best manufacturers, can be obtained, at a cost the interest on which will be considerably less per annum than the sum incidentally paid by this department under the present arrangement, — the city, as is customary with all its property, insuring its own risks against fire. In case such change is thought proper to be made, your Committee would recommend that the new pianos, before they are accepted, should be required to pass under their examination and approval, with the aid of such disinterested experts as they may be able to obtain. The music teachers should then, as now, be held to a reasonable extent responsible for the proper care and custody of the instruments; and it should be made the duty of the Standing Committee on Music to sufficiently often inspect the same, and see that they are kept in perfect order and tune.

The Committee desire to express their sense of the great importance of the presence and co-operation of masters at every music lesson in their schools. They are happy to be able to say that, in almost every instance, such is now the case. A few exceptions to the general rule have been noticed, always to the manifest detriment of the class. A single hint on this point, they feel assured, will be enough. To say nothing of the moral effect of the presence of the master on both instructor and pupil, it is work enough for the music teacher that he perform faithfully his duties of instruction, during the brief half-hour allotted him for a lesson in each school, without any extra demands upon him for the watchfulness and discipline of his class. The progress and practical results in these studies have always been most marked, when the personal attention of the master has been thus conscientiously bestowed.

Although it is enjoined, in the Rules and Regulations, that the pupils shall be examined in music, and receive credits for proficiency in that study, in like manner as in other branches pursued in the schools, it is evident that very little attention is practically paid to these points. Your Committee, without being strenuous in urging the observance of these requirements to the letter, are of opinion they ought to be regarded. It is become a very trite saying that what is worth doing at all is worth doing well; and certainly if this branch of education deserves the attention it now receives at our hands, it should also share, to a certain extent at least, in the honor and regard that is accorded

to its associate studies. It is therefore recommended that hereafter a list be kept by the masters of the names of their pupils in the first and second classes, in the Grammar Schools, who may show a commendable degree of proficiency in music, with the relative rank, determined by occasional examinations, marked against each, so far as is practicable; and that henceforth the number detailed from each school for duty in the great choir at the Music-Hall, be selected from said list in the order of their merit; thus making it (as in the minds of the Committee it should be considered to be) a mark of distinction, in its way, to belong to this choir, and to be permitted to take part in it at the Annual Festival, or any public occasion when its services may be called into requisition. Such plan, if adopted, might perhaps be interpreted so as to answer satisfactorily the demands of the Rule in regard to examinations and credits in this department.

Among the most radical faults that have come under the notice of the Committee, in their recent examination of the music classes throughout the city, is the almost universal inattention to the *proper position of the body* while singing, whether standing or sitting. It is too much to expect that the music teachers, in the brief time allowed them for their lessons, can correct this great and serious evil. Only the introduction and general operation, in the schools, of some plan of thorough, systematic physical training can be supposed to afford a remedy. Under the influence of such system, if early adopted and carried up through the lower and intermediate classes, — especially if to this were added

some instruction in the art of correct vocalization and the proper management of the voice,—greater strength, a more resonant tone, purer intonation, exacter enunciation, precision, ease, fluency of delivery,—everything that is improving to the singing voice, in the minds of the Committee, would finally result. It needs but a slight acquaintance with anatomy and physiology to convince the most sceptical of this. The Committee will venture the assertion that, with a proper training of this sort, the effect of a choir of singers, in respect of volume and power of tone alone, would be at least doubled.

Your Committee would again invite the attention of this Board to the expediency of providing for a *separate and distinct* exhibition of the musical department of the schools. Such, it will be remembered, was the intention of the application originally made to the Board,—that this should become an institution by itself; and it was made a part of the Annual School Festival only by way of experiment. That experiment can now be said to have been fairly tried, and to have met with more than its predicted success. There are many and various reasons, known and felt more particularly by this Committee, perhaps, than by those who have not made trial of them, why the present arrangement should not be the permanent one. Coming, as it does, in the heat of summer,—amid the harrassments and hurry incident to the close of the school year,—when the attention and time of teachers and pupils are engrossed in the medal examinations and annual exhibitions, it imposes, by its necessary preparations and rehearsals

public and private, on all hands, in addition to their other labors, an almost herculean task. The day of the Annual Exhibition itself finds the children wearied with the tasks and excitements of the morning, and but half disposed to make the necessary exertions required in the afternoon. And furthermore the regular and long-established routine of exercises, appropriated to this especial occasion, being given in addition to the musical performances, unduly prolongs the session, and has proved the source of much dissatisfaction and complaint.

By the proposed alteration, it is suggested that the annual exhibition of the musical department of the schools shall take place in the latter part of the month of May, near the close of the spring session, when both masters and pupils are comparatively at leisure, — and the weather is better suited for the occasion itself, as well as for the previous preparations and rehearsals. Many of our citizens, who are usually absent with their families in the summer, and who would gladly be present if they could, will then be offered an opportunity. And if at the Annual Festival a portion of these exercises are required to be repeated, to give brilliancy and eclat to the occasion (as it is earnestly hoped in some form they may ever continue to do), it will only be necessary to take from the already thoroughly disciplined and practised choir such force as may be desired, and, with the aid of a single special rehearsal, have ready a trained and efficient chorus. The only consideration that has at all opposed itself, in the minds of the Committee, to the urging of this measure, at the present time, is that of expense. No increase, however,

will of course take place, except in the event of the reconstruction of the choir, in whole or in part, for the School Festival, in July; and even then it is believed the additional outlay required will be small, — since the arrangement and publication of the music, and the majority of public rehearsals, which constitute a considerable part of the whole expense, is to be done but once; and the materials of the stage can, for so short a time, be stowed away, and re-erected at a comparatively trifling cost. But these contingent objections, if such they can be called, will, it is believed, be vastly more than counterbalanced in the difficulties avoided and positive advantages gained.

It was early the feeling of the Standing Committee on Music that some change in the existing plan of instruction ought to be recommended. They say, in their first printed Report, [City Doc., No. 34, 1858,] “It has been a subject of consideration whether a more centralizing course in regard to the mode of instruction might not render our system more efficient; whether it would not be better to place the whole responsibility of the musical instruction under one person, with a salary sufficient to remunerate him for giving up his whole time to the city, as in the case of the teachers in the Primary and Grammar Schools, than to divide it, as at present is done, at an equal expense among three or four.” “But with the limited experience of the past year,” the Report goes on to say, “your Committee do not propose to recommend any specific action upon this point, at the present time.” Three years of additional observation and experience

has convinced the Committee that this suggestion, in a modified form, ought to receive the careful attention of the Board; for a more full and complete consideration of this point they would refer to the papers just alluded to. They do not now however, on the whole, recommend the substitution of a single music teacher, in place of a corps of teachers, as proposed in that report, but they do respectfully suggest the propriety of such alteration of the present provisions for instruction in music as shall provide for the appointment of a head to this department, with a sufficient corps of assistant teachers, all of whom shall be nominated, as now, by the Standing Committee on Music, subject to the ratification and approval of this Board, and amenable, as at present, to the general supervision of this Committee, — such head teacher, or Superintendent of Music in the public schools, as he might perhaps be properly called, to exercise a similar care and responsibility over the whole musical department of our educational system to that now exercised by the master of a Grammar School over every room in the building under his charge. The tendency of such organization would be, in the estimation of your Committee, the more thoroughly to systematize this branch of popular instruction, and to carry order and uniformity, method, unity of purpose, and exactness of results into its operation, which is in music, in the very nature of things, most difficult as it is most desirable to obtain. The present may not be the time to carry this change into effect; and your Committee, having called the attention of the Board once more to the subject, are still content to leave it for the present, asking for it the serious

consideration of every member, in view of the future introduction of some such plan as that above set forth.

Respectfully submitted,

For the Committee,

J. BAXTER UPHAM, *Chairman.*

SEPTEMBER 10, 1861.

GRAND MUSICAL FESTIVAL

IN HONOR OF THE

PRINCE OF WALES.

MUSICAL FESTIVAL

IN HONOR OF THE PRINCE OF WALES.

Prominent among the incidents of the past school year was the Musical Festival, given by the children of the public schools, to His Royal Highness the Prince of Wales, during his recent visit to this country. This affair has been so elaborately described and commented upon here and elsewhere, by the public journals of the day, that but little if anything new can be said of it now. But as an interesting feature in the history of the school year,—marking as it does the successful exhibition of an important department in our system of public education in Boston,—it claims a brief record in the pages of the present Report.

The celebration took place at the Boston Music-Hall on the 18th of October, 1860, in presence of His Royal Highness and suite, the Governor of the Commonwealth, the Mayor of Boston and members of the City Government, and a large and brilliant concourse of citizens. Under the direction and superintendence of the Standing Committee on Music from the School Board, and a joint Select Committee from the City Council and School Committee, arrangements for the festival were entered

upon at an early day, and carried out on a scale of liberality commensurate with the demands of the occasion. All the seats were removed from the floor of the building, and a dais was erected in its centre to accommodate the royal party and invited guests; the galleries were reserved for ladies, and the standing-room around the platform on the floor, the corridors, and entryways for whoever was fortunate enough to procure an entrance ticket. At the orchestral end of the hall was constructed a temporary platform and stage, rising and extending, in amphitheatrical form, from the floor nearly to the roof, having seats for a choir of twelve hundred and eighty children, and accommodations, in the hollow square on the platform, for an orchestra of sixty musicians. The interior of the hall was simply but richly decorated. Hangings of blue and gold depended from the fronts of the balconies, showing on the three sides the simple words, "England," "America," and "Welcome." Over the architraves of the doors and windows, and at appropriate points on the wall, trophies of arms and armor, interwoven with the English and American flags, alternated with the plumes of the Prince's crest; and over all the American flag and cross of St. George drooped in abundant folds from the ceiling. The chorus and orchestra above named, together with the full organ, constituted the musical force for the occasion. The whole was under the conductorship of Carl Zerrahn.

The vast choir had been selected, in like manner as at the musical performances in our recent annual school festivals, from among the many thousands of the children in the public schools, now competent to take part

in such exercises, who had been prepared by previous study and rehearsals, for the proper execution of their tasks.

The day set apart for the celebration proved all that could be desired. The Indian-summer weather, — the out-door military and other attractions, — and the novelty and interest of the occasion itself, combined to draw hither an immense multitude of people.

At three o'clock in the afternoon, the column of troops gathered from various parts of the State in honor of the day, began their march through the principal streets of the city, at which time, and for two hours subsequently, the living pressure was at its climax. "The crowd, at this juncture," to use the words of a metropolitan critic, "altogether exceeded that which assembled to greet the Prince at New York. Niblo's rooms, on the night of the Japanese ball, were not so thickly and immovably crammed as were the streets and sidewalks along which the procession had been announced to pass. All travelling about the city was interrupted. Even the expresses declined to undertake their ordinary tasks."

Those who were bodily present in any of the localities thus alluded to, or attempted, at the proper time, to make their way to the concert-room, will recognize in the above quotation no exaggerated description. And this was the time within which it became necessary for the masters of the various schools to assemble the twelve hundred children at their school-houses, and convoy them thence to their places of rendezvous at the Music-Hall, situated in the very heart of the

city and its moving masses. It is but justice to say here that the marching of the troops had been originally fixed at an earlier hour in the day, and was unavoidably postponed when too late to alter the arrangements for the concert. Foreseeing the difficulties that must inevitably attend the assembling, and progress through the crowded streets, of the children at such a time, every possible precaution was adopted by the Committee to avoid detention and insure the success of this portion of the day's programme. We make mention of these things here because we have not seen them alluded to elsewhere, and because it shows, in no feeble light, the reality and efficiency of that system of order and school discipline which, under such circumstances, could marshal and conduct its thousands of children to their required goal with all the promptness and punctuality that attends an ordinary school exercise. The seating of the children in the choir having been accomplished without delay, the orchestra took up their position, and, at the stroke of five, the conductor stepped forward and awaited the signal to begin. The hall was, at this time, crowded to its utmost capacity, —every seat and available inch of standing-room being occupied. A quarter of an hour later the Prince and his suite, consisting of the Duke of Newcastle (who is also chairman of a British commission on Education), the Earl of St. Germans, Lord Lyons, Major-General Bruce, Dr. Ackland, and other distinguished noblemen and gentlemen, accompanied by His Excellency the Governor of Massachusetts and staff, the Mayor of Boston and heads of departments, entered the hall, and occupied the places reserved for them on the raised dais in front of the platform.

Immediately the exercises commenced with the performance, by the orchestra, of the Jubilee Overture of Von Weber, which terminates in the national anthem, "God Save the Queen." During the performance of this last, the whole audience rose to their feet, and the voices of the vast choir of children joined in singing it in unison to the words of the following

INTERNATIONAL ODE.

OUR FATHERS' LAND.

BY OLIVER WENDELL HOLMES.

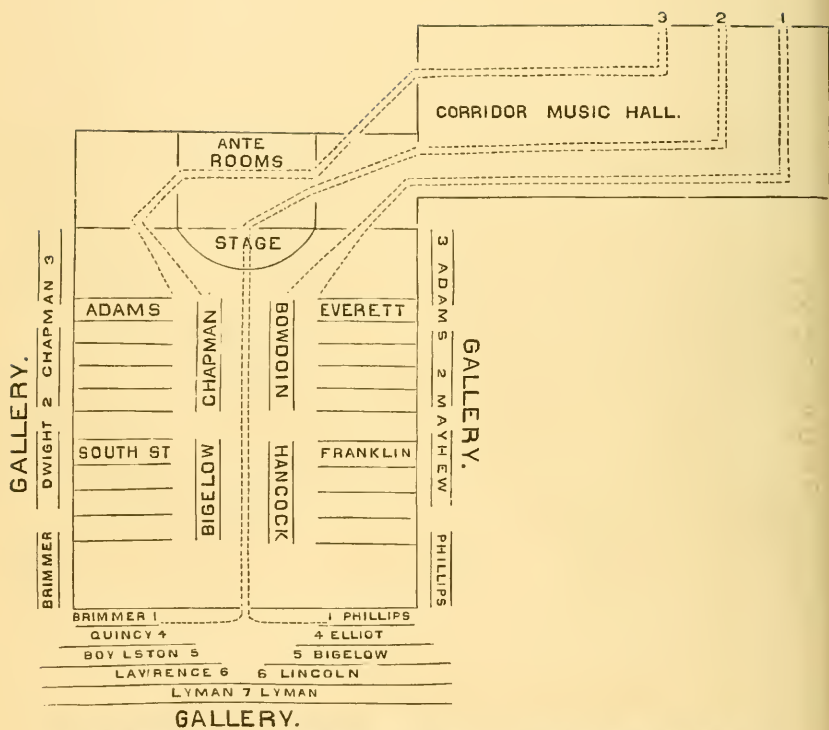
GOD bless our Fathers' Land!
 Keep her in heart and hand
 One with our own!
 From all her foes defend,
 Be her brave People's Friend,
 On all her Realms descend,
 Protect her Throne!

FATHER, with loving care
 Guard Thou her kingdom's Heir,
 Guide all his ways:
 Thine arm his shelter be,
 From him by land and sea
 Bid storm and danger flee,
 Prolong his days!

LORD, let War's tempest cease,
 Fold the whole Earth in peace
 Under Thy wings!
 Make all Thy Nations one,
 All Hearts beneath the sun,
 Till Thou shalt reign alone,
 Great King of Kings!

Following this came the celebrated choral from the Oratorio of St. Paul, by Mendelssohn, sung by the children with accompaniment of orchestra and organ. Next, the Gloria in Excelsis, from Mozart's Twelfth Mass, arranged by Mr. Zerrahn in three parts, (first and second soprano and alto,) was performed with beauty and imposing effect. The choral performances were interspersed with orchestral interludes from the Symphonies of Beethoven; and the programme ended with the singing of the Old Hundredth Psalm, in which audience, choir, and orchestra joined. Just one hour was occupied in the performance of these exercises, — the recollection of which, it is believed, will not soon fade from the memory of the listeners, whether sovereigns or subjects.

ANNUAL SCHOOL FESTIVAL.



PLAN OF ALLSTON HALL AND CORRIDOR.

ANNUAL SCHOOL FESTIVAL.

THE Sixty-Eighth Annual Festival of the Boston Public Schools was celebrated at the Music-Hall on the afternoon of the 23d July last, and was participated in by the School Board, both branches of the City Council, the heads of departments, invited guests, citizens, and choristers, to the number in all of about four thousand persons. In accordance with custom, conspicuous seats were assigned to the teachers and medal scholars of all the schools. The hall was appropriately decorated for the occasion; the titles of the schools, with the dates of their organization, and the names of the several mayors, from the origin of the city charter down to the present time, occupied, as heretofore, conspicuous places on the walls and front of the galleries. A temporary stage was erected, arranged as shown in the accompanying diagram, and so disposed as to accommodate comfortably the orchestra and a chorus of about twelve hundred and fifty children, together with the Festival Committee, the speakers, and a few invited guests. The musical department of the Festival, as on previous occasions, was under the supervision of the Standing Committee on Music. The orchestra and chorus was conducted by Carl Zerrahn.

The exercises were announced to commence at four

o'clock precisely. A quarter of an hour previously the audience had become seated, crowding the building to its utmost capacity. As a novel feature, on this occasion, the great choir of children were marshalled into the hall in presence of the audience, and took their seats upon the stage in military precision and order. All this was done quietly and without confusion, and with charming effect. It was the result of a well-studied and systematic plan, to bring which into perfect and effectual operation required time and the exercise of no little amount of patience and practice on the part of both masters and pupils. For this purpose, the twenty-seven detachments or companies,—representing, in the aggregate, the boys' and girls' departments of the Grammar and High and Normal Schools,—were organized, after a military fashion, into a regiment, or,—more properly perhaps,—a brigade; this was duly subdivided into battalions, companies, platoons, and sections, with their appropriate officers, markers, and file leaders. In this manner, at a preconcerted signal from the trumpet, all moved simultaneously from their adjacent places of rendezvous into the hall, and passed on to the stage in exact order, and in the space of about twelve minutes,—a feat, it will be recollected, which originally required upwards of an hour, with infinite labor and perplexity, to accomplish. During the seating of the choir, a voluntary on the organ was played by Mr. J. C. D. Parker.

The exercises began with commendable punctuality at the time fixed, and occupied about two hours and a half in their performance. Prayer was offered by the Reverend George M. Randall, D. D., of the Church of

the Messiah, after which Dr. A. B. Hall, the Chairman of the Festival Committee and President of the Day, welcomed the audience in the following address: —

INTRODUCTORY ADDRESS OF DR. HALL.

At the quarterly meeting of the School Board, in March last, a Committee was appointed by you, Mr. Mayor, to make the required arrangements for the Fourth Musical Festival of our public schools. On behalf of my associates on that Committee I have the honor to announce, that they have attended to the pleasing and responsible duty assigned to them, and are now prepared to present, as *their report*, this group of twelve hundred choristers, from the Normal and Grammar Schools of our honored city. Their youthful and melodious voices, I doubt not, will find in every person here to-day, in this large and discriminating audience, a listening ear and a responsive heart.

Gentlemen of the Committee, teachers, friends, one and all, I bid you a hearty and generous welcome to this festive scene, and to this temple, consecrated to the divine art of music. We do not invite you here to witness a scholastic entertainment, incident to a medal examination, or a public exhibition, for these are passed, and the bright jewels, gathered from the harvest of to-day and yesterday are here before you. But we come with the sweet and enchanting strains of melody playing upon these young and tender lips, ready to lay upon the altar of music her just and merited tribute. The introduction of vocal music into our public schools was a wise and judicious act on the part of those who had in charge the educational interests of the city. Since that important event in the history of our schools, the growing sentiment in its favor has become so strong that the cultivation of the musical element is now regarded as one of the necessities of a well-regulated system of instruction.

With the return of this annual Festival closes the active labors of the present school year. It is not my purpose at this time to pronounce any eulogy upon the system of education in our City

and State, or to speak in praise of our faithful and intelligent corps of teachers: for he who reads the history of this Commonwealth, and understands her institutions, will find the school-house standing side by side with the church, in every town and hamlet,—the one consecrated to the worship of the living God, the other to the education of her children. And although it is not within the province of this occasion to bring before you the profound works of the great masters of harmony, still, at this culminating point of our labors, — this *crowning summit*, — from whence we can review the rich and varied experiences of the year, and look forward with higher and nobler hopes for the future, what can be more fitting and more appropriate, than to carry heavenward our benedictions with songs of joy and praise from these youthful voices? I need not tell you that music bears upon its wings some of the sweetest and purest pleasures of the passing hour, whether it gushes forth from human lips or from the breath of old Æolus upon his throne. Music elevates and quickens our perceptions: it softens and subdues the rebellious disposition; it refines and soothes the wayward and turbulent passions; it nerves the heart to deeds of valor and heroism; it gives joy and consolation in the hour of affliction, and carries the soul captive across the rough and stormy sea of life, and stands beyond the vale of time to welcome, with angelic voice, the wandering spirit to its final home.

While the study of music appeals to our highest and keenest sensibilities, and tends to promote our happiness, at the same time it develops sentiments of patriotism and love of country. For,

“ The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils.”

Go with me into whatever nation or community you will, where poetry and music, joined hand in hand, share a place in the affections of the people, there you will find the love of freedom and constitutional liberty deeply rooted in the great heart of the

living and moving masses, who, cheered on by the soul-stirring notes of their household ballads, or the more thrilling tones of their national airs, need but the breath of eloquence from a Kosuth or the determined will of a Garibaldi to rouse their dormant energies and lead them forth to deeds of triumph,

“For God and their native land.”

The chanting of the “Marseillaise,” by the peasantry of France, will rock the empire, from the plains of Normandy to High Alps. The majestic notes of “God Save the Queen,” will cause the heart of Briton’s sons to pulsate with warmer devotion for their homes and their altars. The same love and power of music dwells in the affections of the American people.

When the unwelcome news first flashed along the lightning’s pathway that an unrighteous rebellion was showing its long-concealed and gigantic head, in a distant portion of our fair land, and the drums had ceased to beat the music of the Union upon the ramparts of Fort Sumter, the clarion notes of our patriotic airs, echoing from city to town and from valley to hill-top, imbued our Union-loving sons and daughters with the same heroic spirit and impulse that guided their fathers and mothers in those trying hours of their early history, when,

“Amidst the storm they sang,
And the stars heard, and the sea;
And the distant aisles of the dim woods rang
With the anthems of the free.”

As I read yesterday of the exciting events now going on in the land of Patrick Henry and his illustrious compeers, and as I look upon this beautiful panorama before you, composed of flowers gathered from the rich and luxuriant fields of instruction all over our city, and upon these national emblems, so dear to us all at this time, I almost feel the proud assurance, that if the twenty-seven thousand children in our Boston schools, dwelling in the shadow of yonder granite monument, could stand, to-day, around

and encircle the sacred tomb of Washington, and there, with united voices, peal forth, in thundering tones, the "Star-Spangled Banner," that every soldier engaged in the conflict, as he heard those inspiring notes, borne upon the free winds of heaven, *would swear anew* to plant and protect these Stars and Stripes throughout the length and breadth of our common country, "*now and forever.*" I will detain you, ladies and gentlemen, but a moment longer, from the feast of music and eloquence awaiting your approval.

The Committee are under great and lasting obligations to the masters of the schools for their kind and faithful co-operation in aiding them to perfect and carry out the arrangements for this entertainment. To our young friends, the chorister pupils, our warmest thanks are due, for the promptness with which you responded to the call of the Committee. Some of your number bear with you the honors you have received from the hands of your respective committees. To-day, according to a time-honored custom, you will be made the recipients of other tokens, as a further expression, for your faithfulness and devotion.

Then followed the musical part of the programme, as given below:—

I.

THE LORD'S PRAYER: A Gregorian Chant, sung in unison by twelve hundred children of the public schools.

II.

CHORAL—ST ANN'S.—Attributed to *Sebastian Bach*.

Let all the lands with shouts of joy,
To God their voices raise:
Sing psalms in honor of his name,
And spread his glorious praise.

God's tender mercy knows no bound,
His truth shall ne'er decay;
Then let the willing nations round
Their grateful tribute pay.

III.

THREE PART SONG — *Abt.* — Sung by pupils of the Girls' High and Normal School.

IV.

CHORAL — "CAST THY BURDEN UPON THE LORD." — From "Elijah." *Mendelssohn.*

V.

GRAND HALLELUJAH CHORUS. — From the Messiah. *Handel.*

VI.

CHORAL — THE JUDGMENT HYMN. — *Martin Luther.*

"Great God, what do I see and hear?"

VII.

CHORAL — THE OLD HUNDREDTH PSALM.

From all that dwell below the skies,
Let the Creator's praise arise;
Let the Redeemer's name be sung
Through every land, by every tongue.

Eternal are thy mercies, Lord:
Eternal truth attends thy word:
Thy praise shall sound from shore to shore,
Till suns shall rise and set no more.

Of these musical performances it is perhaps unnecessary to speak in detail. Suffice it to say, that the massive chorals, — for simple satisfying beauty and solemn impressiveness of effect, — fell in nothing short of our past experiences of the kind; the difficult Hallelujah Chorus of Handel, — undertaken though it was with many misgivings on the part of the Committee, —

was a marvellous success, the great masses of young, fresh voices that were brought to bear upon its three parts, (first and second soprano and alto,) in connection with full organ and orchestral accompaniments, more than compensating for the lack of tenors and ponderous basses,—while the initiatory unison chant, sung in suppressed tones as by one voice, seemed in very reality the impersonation of prayer. Taken as a whole,—in the light of a musical performance,—though faulty in many particulars, it must be confessed, yet, in point of accuracy and precision of execution, correctness of intonation, and a just appreciation and clear enunciation of the words and music, it was manifestly a step in advance of any previous attempt.

Pertinent and appropriate speeches were made, during the afternoon, by Hon. Josiah Quincy, Jr., and Rev. Dr. Randall, and by His Honor the Mayor, at the customary presentation of bouquets to the medal scholars. In this latter ceremony, always an interesting and impressive scene, some two hundred and fifty girls and boys—the successful winners of scholastic honors—wound in a long and radiant line across the front of the stage, receiving each, with their bouquet of flowers, a shake of the hand and a word of encouragement from the Mayor.

The exercises closed with a benediction from the Chaplain.

PHYSICAL TRAINING

IN THE

PUBLIC SCHOOLS.

CITY OF BOSTON.

In School Committee, September 11, 1860.

Ordered, That the Report of the Superintendent of Public Schools be referred to a Committee of five, with instructions to consider and report what, if any, action should be taken by this Board in relation to the same, and the suggestions therein contained, relating to the subject of Physical Training.

Passed, and the Chair appointed the following gentlemen as that Committee, viz: Messrs. Tuxbury, Bates, Cobb, S. K. Lothrop, and Thayer.

Attest:

BARNARD CAPEN, *Secretary.*

In School Committee, October 1, 1860.

Ordered, That the Committee on that portion of the Report of the Superintendent of Schools which relates to the subject of Physical Training, have leave to make their report in print.

Attest:

BARNARD CAPEN, *Secretary.*

PHYSICAL TRAINING

IN THE

PUBLIC SCHOOLS.

THE Committee to whom were referred the suggestions contained in the Semi-Annual Report of the Superintendent of Public Schools respecting Physical Training, having attended to the duty assigned them, beg leave to submit the following Report.

No one will deny that a healthy, vigorous, and active physical system is an inestimable blessing. Bacon wisely places the good of the body, in health, strength, and beauty; for soundness of body is the first requisite to human happiness; the power of endurance is a necessary element of success in every pursuit of life; and a manly figure and a graceful deportment are valued and desired by all except the ignorant and debased. A famous Englishman, in accounting for the achievements of another still more famous, said of him, "I know he can toil terribly." A suggestive writer remarks that the first requisite to success in life is "to be a good animal." Under the keen competition of modern life, the application required of almost every one is such as few can bear without more or less injury; and many break down altogether under the severe pres-

sure to which they are subject. Hence it is of especial importance that the training of the young should be such as not only to fit them mentally for the struggle before them, but also to render them physically able to endure its wear and tear. Bodily endurance is the whole estate of the poor man; and it is a possession indispensable to those who would perform with success the high parts on the theatre of life. The action of a strong character seems to require something firm in its material basis, as a powerful engine needs the support of a solid structure; and, accordingly, it will be found that a majority of persons remarkable for force and decision of character, possess great firmness, and vigor of constitution. The greatness and success of Washington were due, in no small degree, to his physical faculties and acquirements.

The connection between the body and mind and their reciprocal dependence on each other, should be understood and duly heeded, by the educator. The physical organs are the instruments which the mind employs in its operations. Upon the condition of these organs, therefore, the efficiency of mental action must to a great extent depend. The muscular system sustains a peculiar and important relation to the nervous system which is the immediate organ of the mind; and the capacity of the brain, the centre of the nervous system, for the endurance of mental labor, depends, in a great degree, upon the proper exercise and development of the muscular powers. It is obvious that intellectual attainments are rendered comparatively useless where they are not made available by corresponding physical powers. The mind is incapable of exerting

all its energies and the heart the kindliest affections, if the body is in a state of debility and disease.

In view of facts like these, we may justly consider the preservation of health and the cultivation of the physical faculties as the foundation of the whole edifice of education. This care and cultivation of the body is what is meant by physical education. Its object is to favor as much as possible the development of the strength and activity of the body,—in the first place for the sake of moral and intellectual culture, and next for the labor to which man is destined.

The benefits of health are not confined to the individual; they extend to the community and to the future generation. In a political point of view, governments would do well to give encouragement to this branch of human culture, for it is important to a State to possess an active and vigorous population; or, as has been said, “to be a nation of good animals is the first condition to national prosperity.” History teaches us that those races which have been the best developed physically, have been the conquering races, while the degenerate and enfeebled races have been the victims of conquest and oppression. Among the Greeks and Romans, athletic training was the basis of national education. The Greeks, especially, were a superior race of men; and, doubtless, their attention to physical education was highly influential in producing this result. Of modern nations, the English, in its well-educated classes, affords the best example of high physical and mental development combined. And it is said that the home-reared Englishman, of the well-to-do class, like his cattle, has been a constantly improving stock.

With us, especially in our cities, the reverse seems to be true. In stature, health, and strength, there has been degeneration, instead of advance. Your Committee concur, in the main, with the views of the Superintendent as to the deficiency in health and bodily vigor, of the children and youth among us. Those persons who have never travelled, and who have never made the subject a study, are not fully aware of this physical degeneracy, because they have no standard of comparison. As a proof of its existence, however, it may be remarked that foreigners, on their arrival in America, are struck with the predominance of sallow, thin, unhealthful countenances, while on the other hand, the American, on his first visit to England, is surprised at precisely the opposite phenomenon, — the ruddy and healthful countenances being in the majority.

This physical deterioration is the result of the change which has taken place in the habits of the people, within thirty or forty years. The open fireplace, which was formerly an effectual means of securing a constant flow of pure air, is now nearly obsolete, and the close stove and the furnace have taken its place. Close-fitting doors, weather-strips, double windows, and other appliances for excluding pure air, have been introduced into our dwelling-houses, too often unaccompanied with any provision whatever for ventilation. Pernicious habits of diet have been contracted, including a greatly increased consumption of confectionery. Stimulation of the brain and nervous system has been increased to a great extent. Children are tempted, encouraged, stimulated in all possible ways by parents and teachers, by Sunday school and week-day school,

to keep them at their lesson books or their story books. Thus, while the tax upon the brain has been greatly augmented, the supply of pure air and exercise has been diminished.

The causes of this degeneracy suggest the remedy. Heretofore, intellectual education has engaged our attention almost exclusively, while we have thought little of the bodily welfare. Much has been said and written about raising good horses and cattle, but till recently, little has been said or written as to the rearing of well-grown men and women. The reaction, however, has commenced. Parents are opening their eyes to their past errors. Public opinion demands a better physical education. Information on this subject is eagerly sought for. Already something has been accomplished. Public lectures on hygiene have been given; gymnasiums for adults have been established; skating clubs have been formed, embracing persons of both sexes. Riding, boating, and ball-playing are more fashionable than formerly. Many are beginning to see that the laws of health cannot be violated with impunity.

But what ought to be done *in our schools* in this respect, is the practical question to which the special attention of your Committee has been directed.

In general, it may be said that the school has been established and is maintained to promote, as far as it is capable, the well-being of such children as are privileged to enjoy its benefits. The school ought to train the pupils in those practices and habits which tend to secure permanent and vigorous health, as well as to discipline their minds, and store them with knowledge. We have erred in ignoring the body too much, and in

devoting our attention too exclusively to the mind; whereas the culture of the body ought to be regarded as the basis of success in the other branches of education. Hence our education is onesided. It lacks symmetry and proportion. We have given the pupils too much mental exercise relatively, and too little physical training. We have felt that every hour of emancipation from the tasks was an hour lost. We have made the juvenile life much more like the adult life than it should be. Nature designed that the greater part of the vitality of children and youth should be expended in growth. We have compelled our children to break this law of health, by requiring the application of too much of their vital energy to brain-work.

The first step in this educational reform, is to see that the mental powers are not exerted at the expense of the physical. Something has already been done by this Board in this direction. Increased attention has been given to the construction and ventilation of school-houses. Our Primary Schools have been nearly all supplied with comfortable desks, of the most approved pattern, instead of the objectionable arm-chairs. Regulations have been adopted limiting the home lessons for boys to one hour, and prohibiting altogether the assignment of home lessons to girls. It is enjoined upon the teachers of all the schools to give their pupils a short time for relaxation and physical exercise, twice in each session, in addition to the recess of fifteen minutes. It is to be regretted that these salutary requirements have not been complied with, in all our schools; and if they were faithfully observed, they would, in the opinion of your Committee, be inadequate to secure

that harmonious and equal development of body and mind, which a system of education should aim to accomplish.

We are aware that there are those who believe that the evils complained of might be remedied by a reduction of the number of studies required in school. With those who embrace this view, your Committee do not concur. The fact is that the range of studies in our Primary and Grammar Schools extends but little beyond what are called the common branches; and it is believed that the children may acquire as much useful knowledge of those studies as they now do, without any physical or mental injury, provided that suitable regard be had to securing pure air, and sufficient relaxation and muscular exercise. It is a mistake to suppose that progress in study is proportioned to the length of time devoted to the tasks. Examples are not wanting to prove that a child in the early stages of education, will often make as much progress by devoting a single hour a day to study, and the rest to suitable exercise and play, as he would be able to make by being confined to the ordinary routine of the school, for six hours each day.

It is the opinion of your Committee, therefore, that if a considerable portion of each school session were occupied by the pupils in the judicious practice of gymnastic exercises, their physical welfare would be greatly promoted, without any diminution of their mental acquirements.

As to the benefits of gymnastic exercises we have abundant testimony from writers of eminence and authority. The following abridged selections are here

presented as bearing upon the subject under consideration:—

Gymnastics not only give fulness and strength to the muscles, but they increase force, flexibility, and dexterity of movement, and thus contribute to grace of person and skill in the use of the hands, and other limbs.

Gymnastics, by expanding the chest, and increasing the size and action of the lungs, give a tone and vigor to the whole organism.

Gymnastics, by increasing the circulation of the blood in the skin, renders its complicated system more active in carrying off the seeds of disease, while its nerves become less impressible to the heat and cold, and other changes in the atmosphere.

Gymnastics act on the courage, and produce independence and presence of mind.

Gymnastics produce cheerfulness, and regulate fancy and imagination, and thus diminish the tendency to moral faults.

Gymnastics strengthen the intellectual faculties. If you would develop the mind of a pupil, you must not neglect to exercise his body; if you would make him prudent and reasonable, you must make him healthy and strong.

Grace of deportment, elegance of manners, ease of motion, strength, activity, dexterity, and all that is attractive and pleasing in the physical nature of man depend, in a great measure, on well-directed muscular exercise.

Gymnastic exercises afford the most effective means of cultivating and improving the muscular system, and the locomotive organs. These exercises, and all sports

which demand physical activity, call the muscles and bones into action, strengthen the limbs, and impart a healthy tone to the organs; under their influence the blood circulates freely, the respiration is quickened, and the redundant fluids are driven off by perspiration.

Such exercises are not destitute of moral influence; for they generate courage, perseverance, self-control, and, in giving the power, they foster a disposition, and excite a desire to assist our fellow-creatures in danger. Nor is gymnastic training destitute of mental action; for, although the exercises of the muscles and limbs chiefly tend to physical improvement, the mechanical operations in which these are engaged, cannot, in the commencement, be performed independently of attention, memory, judgment, and imagination.

It should be observed, however, that in the practice of gymnastic exercises, regard must be had to the constitution, strength, habit, temperament, age, and sex of the pupil. For want of proper attention to these circumstances, injury rather than benefit has sometimes resulted from these exercises. This remark is applicable only to that system of gymnastics which requires violent exercises, such as vaulting, summersaults, climbing, etc. The system invented by Prof. Ling, of Sweden, which is called Free Gymnastics, is not liable to this objection. It consists of a variety of motions of the head, chest, trunk, and limbs, performed with energy and vigor, without the use of any fixed apparatus. Indeed, most of the exercises which it embraces, and, perhaps, sufficient for the purposes of our public schools, require no apparatus whatever, and no special

room set apart for its practice. It is adapted both to the open air and to the schoolroom.

This system of free gymnastics, or calisthenics, in a modified form, it is deemed both desirable and practicable to introduce into all our schools, and it is recommended that it be made an obligatory branch of education.

To accomplish this important object, it will require but a trifling expense, and no material change in the existing regulations.

The following recommendations are submitted as the plan which seems to your Committee most feasible :

1. That a Standing Committee on Physical Training be appointed, who shall have the general supervision of the sanitary provisions and arrangements of the schools.

2. That this Committee be authorized to appoint and nominate to the Board, a suitably qualified person to aid and instruct the teachers in the training of their pupils in physical exercises, — the system of exercises to be practised in all the schools, to be prescribed by the person so appointed, and approved by the Committee on Physical Training.

3. That the time devoted to these exercises shall not exceed half an hour each half day, nor be less than a quarter of an hour.

The accompanying Orders are submitted for the purpose of carrying into effect the recommendations of your Committee.

Ordered, That Sect. 2, Chap. I., be amended by inserting after the words, "on Music," the words "on Physical Training."

Ordered, That Chapter IV, of the Rules be amended by inserting after Section 9, a new section, as follows :

The Committee on Physical Training shall appoint and nominate to the Board for confirmation a suitably qualified person as a teacher of gymnastics and calisthenics, and shall have a general supervision of the sanitary provisions and arrangements of the schools, and submit a semi-annual report thereon at the quarterly meetings in March and September.

Ordered, That the teacher of gymnastics shall devote his time, during school sessions, in aiding and instructing the teachers in training their pupils in gymnastic and calisthenic exercises, under the direction of the Committee on Physical Training.

Ordered, That the salary of the teacher of gymnastics be fixed at ——— per annum.

Ordered, That the teachers in all the public schools be required to devote a part of each school session to physical exercises, not exceeding half an hour and not less than a quarter of an hour.

All of which is respectfully submitted.

For the Committee,

GEO. W TUXBURY, *Chairman*.

DECEMBER 10, 1860.

REPORT ON FREE FERRIES.

CITY OF BOSTON.

In School Committee, September 11, 1860.

Ordered, That the City Government be requested to provide for the free passage across the Ferries, of the children residing in East Boston, on their way to and from the Public High Schools. Referred to Messrs. Cobb, Ellis, Palmer, of Ward Four, Dennie and Bartlett, as a Committee, to consider and report thereon.

Attest:

BARNARD CAPEN, *Secretary.*

In School Committee, December 11, 1860.

The Report of the Committee to whom was referred the subject of "the free passage across the Ferries, of the children residing in East Boston, on their way to and from the Public High Schools," was read, laid on the table, and ordered to be printed.

Attest:

BARNARD CAPEN, *Secretary.*

REPORT.

In School Committee, Boston, Dec. 11, 1860.

THE following order was offered at the quarterly meeting of this Board, held on the 11th of September, and was referred to a committee of five :

“ *Ordered*, That the City Government be requested to provide for the free passage across the Ferries, of the children residing in East Boston, on their way to and from the Public High Schools.”

The Committee on this order begs leave to report :

It is well known, of course, that East Boston is singular in its mode of communication with the city proper. No other part of the city can be placed on a parallel with it in this respect. The Ferries are the only thoroughfares which the inhabitants of the Island Ward have or can have. The extra tax upon parents for each child from that ward who attends either of the High Schools, is from \$ 10 to \$ 11 per year, on account of the tolls, — no distinction being made by the ferry companies between school children and others. This tax is seriously affecting the interests of East Boston. It is well known that a large portion of her citizens are of the laboring class, upon whom such an extra tax

falls heavily. It is a heavy tax, under the most favorable circumstances, for them to support their children through a regular course at the High Schools, and many of them are to be honored for the self-sacrifices which they have made to this end. But this enormous advance in the cost of crossing the ferries has in several instances proved to be the "last pound by which the camel's back is broken." The tendency of this is to deprive the place of one of its best elements,—the intelligent, liberal-minded working-men,—and to build up suburban cities and towns at the expense of Boston.

But, aside from these considerations, your Committee think that simple justice demands that the children of East Boston should enjoy the same privileges in attending the Public High Schools that are enjoyed by those of the other portions of our city. From all other parts the children can reach said schools without any necessary expense in so doing; but the children of East Boston, as has been shown, cannot do this. The children of South Boston cannot be placed on a parallel with them, because there are three free bridges connecting that place with the city proper. And the people of East Boston do not ask for anything more than a free bridge over which their children can pass. And as the only alternative, they ask that the ferry shall be made a free bridge for this purpose.

Your Committee, believing this request to be just and equitable, recommend the passage of the order.

For the Committee,

SAMUEL T. COBB, *Chairman.*

REPORT ON SEWING.

CITY OF BOSTON.

In School Committee, December 11, 1860.

At the Quarterly Meeting of the School Committee in June last, the following orders were referred to the Committee on Salaries :

Ordered, That the District Committee of the Boylston School be authorized to employ a teacher of Sewing in said school, at a salary not exceeding three hundred dollars per annum.

Ordered, That the Committee on Salaries consider and report upon the subject of making the salaries of all the teachers of Sewing alike.

Your Committee, from the date of reference to the present time, have given to these orders much time and attention, involving, as they do, the whole question of the compensation of the teachers of Sewing.

A correspondence has been had with the masters of all the girls' schools. The action of this task upon the pupils attending to it has been examined and considered. Many facts and opinions have thus been obtained, of interest to themselves, and doubtless also to the whole Board.

Sewing is taught in twelve of our schools, viz: the Adams, Lyman, Wells, Franklin, Lawrence, Lincoln, Bigelow, Chapman, Hancock, Everett, Boylston, and

Winthrop. Of the masters of the girls' schools, two are opposed to the presence of sewing in the schools, one indifferent, and the remainder in favor of the task.

There is a great inequality in the number of sewing pupils at the various schools; for instance, the Adams has sixty-five sewing pupils; the Lyman has fifty-nine; the Wells has fifty; the Franklin has ninety-nine; the Lawrence has ninety-six; the Lincoln has ninety-six; the Bigelow has one hundred and twelve; the Chapman has ninety-eight; the Hancock has one hundred and forty; the Everett has one hundred and sixty-five; the Boylston has one hundred and twenty-one; and the Winthrop has three hundred and fourteen.

There is great diversity in the amount of time given to this branch, in the several schools. While at the Winthrop, sixteen and one half hours per week are devoted by the sewing teacher to her pupils, at the Hancock and Lawrence but twelve hours, at the Boylston and Franklin but eight hours are so used, while at the Adams, Lyman, and Chapman, only six hours per week are thus occupied.

The discipline of the schools does not appear to be in any way impaired by the presence of sewing.

In view of these facts it will appear, doubtless, to the whole Board as it did to your Committee, quite unfair to pay, for instance, to the sewing teacher of the Lyman School, who has but fifty-nine pupils, and who consumes but six hours per week in instruction, the same salary which the sewing teacher of the Winthrop should receive, who has three hundred and fourteen pupils, and who devotes sixteen and one half hours per week to her task.

Your Committee considered that a reference of the subject of salary involved a reference of the amount of time also which each sewing teacher should give her pupils.

Your Committee, therefore, in the order to be submitted, recommend the salary which each sewing teacher shall receive, and also the amount of time to be consumed in instructing her pupils.

The Board will remember that for the last school year, the salaries of the sewing teachers of the Winthrop and Hancock Schools were severally \$ 300, and the salaries of all other sewing teachers \$ 200 each.

Respectfully submitted for the Committee on Salaries.

EZRA PALMER, *Chairman.*

Ordered, That the salaries of the sewing teachers for the present school year, be as follows, — and that the teachers severally devote to instructing their pupils the time assigned in this order.

The sewing teachers of the Adams, Lyman, and Wells Schools shall teach sewing ten hours each week, and shall severally receive one hundred and seventy-five dollars for the present school year.

The sewing teachers of the Franklin, Lawrence, Lincoln, Bigelow, and Chapman Schools shall teach sewing twelve hours each week, and shall severally receive two hundred dollars for the present school year.

The sewing teachers of the Hancock, Everett, and Boylston Schools shall teach sewing sixteen hours each

week, and shall severally receive two hundred and twenty-five dollars for the present school year.

The sewing teacher of the Winthrop School shall teach sewing twenty hours each week, and shall receive three hundred dollars for the present school year.

MEDAL SCHOLARS

AND

LAWRENCE PRIZES.

FRANKLIN MEDAL SCHOLARS.

1861.

LATIN SCHOOL.

Sumner Paine,
William B. C. Stickney,
George H. Mifflin,
George A. Goddard,
Charles J. Ellis,
William C. Ireland.

ENGLISH HIGH SCHOOL.

Charles W. Perkins,
George P. Dupee,
William G. Farlow,
Charles Davis,
Lemuel C. Kimball,
Charles L. Whitcomb.

ADAMS SCHOOL.

Henry H. Morse,
Thomas O'Brien,
J. Hiram S. Pearson.

BIGELOW SCHOOL.

Henry N. D. Kemp,
Edward A. Talbot,
William Gallagher, Jr.,
Michael Kiley,
Francis Dunlop.

BOYLSTON SCHOOL.

Dennis W. Mahoney,
Patrick F. Shea,
James A. Linahan,

Michael J. O'Neal,
Patrick T. Gorman,
Cornelius A. Coleman,
Cornelius J. O'Leary,
Patrick J. McGuire.

BRIMMER SCHOOL.

James H. Barton,
Robert W. Bennett,
John C. Boyd,
George L. Collyer,
Henry F. Melville,
Edward A. Parker,
William Rateliffe,
Horace Sargeant,
Horace M. Scribner,
George B. Sylvester,
William B. Wharton,
Robert Williams.

CHAPMAN SCHOOL.

John E. Fall,
John S. White,
Lawrence P. McCarty.

DWIGHT SCHOOL.

John V. A. Meighan,
Walter S. Whittier,
Charles W. Woodward,
Samuel F. Wilkins,
George A. King,
Lewis G. Carrier,
Albert L. Knox,

John R. W. Shapleigh,
 William F. Whitcomb,
 James K. Shattuck,
 Rollin N. Kelly,
 William A. Blanchard.

ELIOT SCHOOL.

George S. Wheelock,
 William H. Orcutt,
 Benjamin Levi,
 James B. Ayer,
 John A. Raycroft,
 James A. Fowler,
 James A. Moran,
 James O. Emerson,
 Ezra J. Riggs,
 Walter S. Badger,
 Thomas J. Lynch,
 James E. Kelly,
 Levi F. Leach.

LAWRENCE SCHOOL.

Ezra G. Robinson,
 John Murphy,
 Charles H. Cole,
 Charles S. Barstow,
 Martin J. Fitzgerald.

LINCOLN SCHOOL.

Algernon Draper,
 Sewell R. Mann.

LYMAN SCHOOL.

Elijah Baker, Jr.,
 James C. Read,

James J. Donaldson,
 Henry H. Hall.

MAYHEW SCHOOL.

Charles A. Eaton,
 Albert F. Copeland,
 William S. Fearing,
 James F. Caine,
 Frederic C. Cabot,
 Henry F. Hutchinson,
 George A. Kittredge.

PHILLIPS SCHOOL.

William B. Stevens, Jr.,
 Henry A. Gould,
 Francis L. Hills,
 William B. Blakemore,
 A. M. Newton,
 John P. Reed,
 Alfred T. Turner, Jr.,
 John W. Belches.

QUINCY SCHOOL.

William E. Elder,
 William H. French,
 John D. Fogarty,
 William P. Horton,
 Charles M. Hanson,
 Royal B. Leighton,
 Leonard S. Leighton,
 Henry Marden,
 William H. Macomber,
 James E. Priest,
 Charles W. B. Perry,
 R. Frank Robinson,
 William F. Taft.

CITY MEDAL SCHOLARS.

1861.

ADAMS SCHOOL.

A. M. Googins,
F. H. Turner,
Clara Robbins,
Deborah P. Martin,
Elizabeth A. Turner,
Sarah A. Cook.

BIGELOW SCHOOL.

Helena M. Baker,
Mary L. Howard,
Henrietta L. Dwyer,
Almira L. Keith,
Adalena I. Baker,
Emma F. Lang,
Mary E. Pendleton,
A. Nickerson.

BOWDOIN SCHOOL.

Emma I. Baker,
Alice Farnsworth,
Josephine C. Flanagan,
Frances L. D. Greene,
Isabella F. Hill,
Martha B. Jameson,
Rebecca R. Joslin,
Lucy A. Kimball,
Elizabeth E. Munroe,
Adaline M. L. Pratt,
Helen A. Pratt,
Emma A. Rice,
Emily E. Robbins,
Isadora F. Whitman,
Annie F. Wyman.

CHAPMAN SCHOOL.

Grace M. Harkins,
Mary J. Butler,
Ella M. Day,
Harriotte A. Eager,
Sarah S. Thompson.

EVERETT SCHOOL.

Caroline A. Adams,
Cornelia J. Armington,
Julia M. Browne,
Mary C. Browne,
Frances H. Dewey,
Achsa E. Hardy,
Margaret E. Johnson,
Julia H. Kimball,
Mary A. Kimball,
Emily F. Marshall,
Emma T. Parker.

FRANKLIN SCHOOL.

Julia M. Emmons,
Lucy A. Whidden,
S. Augusta Cummings,
M. Alice Dunbar,
Lucy E. Francis,
Annie J. Mathews,
Estelle M. Evans,
Emma F. Dunn,
Margaret F. Callahan,
Alice A. Whitford.

HANCOCK SCHOOL.

Luey O. Fessenden,
 Miriam F. Cutter,
 Harriet M. Doolittle,
 Emma O. Curtis,
 Charlotte V. Albee,
 Mary J. Miller,
 Louise E. Leon,
 Mary E. Forristall,
 Catharine L. McClennan,
 Catharine M. L. Harris,
 Veronica B. McDonough,
 Harriet M. Atwood,
 Sarah J. Porter.

LAWRENCE SCHOOL

R. Maria Clarke,
 S. Elizabeth Farmer,
 Elizabeth R. Kilgoar,
 Caroline E. Talpey,
 Catharine A. Crotty,
 Mary F. Kerns,
 Mary F. Smith,
 Cordelia S. Marey,
 Jennie A. Malcolm,
 Susan E. Kerns.

LINCOLN SCHOOL.

Mary L. Gardner,
 Abigail F. Tuttle,
 Sarah T. McKay,
 Frances E. Lyon,
 Delia M. Knapp,
 Annie Slatterly,
 Catharine Thompson,
 Olivia T. Sawyer,
 Susan E. Pringle.

LYMAN SCHOOL.

Parmelia J. Wood,
 Mary J. McLean.

SOUTH STREET SCHOOL.

Bridget A. Foley,
 Elizabeth A. Mahoney,
 Bridget J. Daly,
 Elizabeth A. Riley,
 Margaret C. O'Neil,
 Frances A. Baker,
 Elizabeth A. Justice,
 Catharine E. O'Brien,
 Margaret E. Courtney,
 Maria J. Mahoney,
 Ellen L. F. Collins.

WELLS SCHOOL.

Adelaide A. Ayres,
 Josephine N. Bragg,
 Mary Dale,
 Annie L. Darling,
 Amelia J. Laster,
 Henrietta J. Ruggles,
 Helen B. Walker,
 Evelina V. Williams.

WINTHROP SCHOOL.

Alice F. Beck,
 Jennie K. F. Botcher,
 Emma J. Brigham,
 Eliza A. Burgess,
 Harriet M. Gaut,
 Martha F. Gilbert,
 Mary A. Ingell,
 Caroline F. Jackman,
 Caroline C. Mullin,
 Emma E. Peters,
 Emily W. Preston,
 Sarah B. Root,
 Elizabeth B. Swan,
 Rebecca I. Thompson,
 Maria C. Weeks,
 Adelaide U. Wood.

LAWRENCE PRIZES.

1861.

LATIN SCHOOL.

For Declamation, First Prize. S. H. Virgin.

Second Prizes. E. E. Forest, Sumner Paine.

Third Prizes. W. B. C. Stickney, G. H. Mifflin, F. H. Thomas.

For Exemplary Conduct and Fidelity. William P. Blake, Thomas E. Upham, William C. Rives.

For Exemplary Conduct and Punctuality. Arthur Brooks, Abbott P. Wingate, Matthew Harkins, James B. Ames, James H. Dodge, Charles D. Palmer, George S. B. Sullivan, W. B. C. Stickney, Thomas D. Demond, Henry M. Tate, Joseph Healy, Moorfield Story, Charles H. Swan.

For Excellence in the Classical Department. 1st class, Sumner Paine; 2d class, Abbott P. Wingate; 3d class, Arthur Brooks; 4th class, Charles D. Palmer; 5th class, Benjamin L. M. Tower; 6th class, Joseph Healy.

For Excellence in the Modern Department. 1st class, Sumner Paine; 2d class, Moorfield Story; 3d class, Arthur Brooks; 4th class, Charles D. Palmer; 5th class, Thomas D. Demond; 6th class, Joseph Healy.

For a Latin Poem. Sumner Paine.

For a Latin Ode, a Second Prize. C. J. Ellis.

For a Translation into Latin Verse, a Second Prize. G. A. Goddard.

For a Latin Essay. W. B. C. Stickney.

For a Translation into Greek, a Second Prize. G. H. Mifflin.

For an English Poem, a Second Prize. W. C. Ireland.

For a Poetical Translation from Horace, a Second Prize. E. B. Dickinson.

For a Translation from Tacitus, a Second Prize. John H. Oviatt.

For a Translation from Caesar. F. A. Beck.

For a Translation from Nepos, a Second Prize. B. L. M. Tower.

ENGLISH HIGH SCHOOL.

For Excellence in the Scientific Department. C. W. Perkins, W. G. Farlow, A. Hobart, G. Spencer, W. S. Gunnison, G. F. Williams, Jr., J. E. Prince, C. J. Ladd, C. L. Whitcomb, C. W. Burnett, W. H. Whitcomb, D. R. Child, L. A. Cole, H. J. Toland, C. Roberts, W. E. Simmons, C. H. Davies, C. E. Lowd, W. F. Abbott, H. D. Stanwood, S. Baker.

For Excellence in the Literary Department. C. Davis, L. C. Kimball, C. B. Newcomb, J. H. Beck, F. Brooks, E. T. A. McMannus, F. H. Pattee, F. Goodwin, F. H. Nazro, C. F. Baxter, A. H. Currier, C. A. Swett, C. F. Pidgin, G. W. Simpson, T. C. Raymond, J. L. Wesson, R. W. Smith, W. F. Cook, A. B. Brown, G. P. Dupee.

For Diligence and Excellence in Deportment. G. T. Cruft, J. C. W. Chipman, W. Rogers, W. Bellamy, E. C. Mace, E. A. Montgomery, G. H. Eustis, F. H. Gore, C. H. Ditson, H. Colford, C. E. Galucar, W. B. Youngman, F. Séaverns, Jr., C. N. Alexander.

For Dissertations. C. B. Newcomb, W. H. Whitcomb, J. A. Woodward, A. B. Brown.

For a Poem. A. Hobart.

For Declamation. F. H. Nazro, F. B. Cotton, C. L. Whitcomb, C. T. Aborn, L. C. Kimball, W. F. Gill.

STATISTICS OF THE SCHOOLS.

STATISTICS OF THE SCHOOLS.

TABLE I.

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.						
	10	11	12	13	14	15	16	17	12	13	14	15	16	17	12	13	14	15	16	17	18
Adams.....												1	1	2			2	3	2	1	..
Bigelow				1								2	2	2				2	5	2	..
Bowdoin.....																	3	8	7	..	
Boylston.....			1		1							1	1								..
Brimmer.....	4	5	1	2	1					4	7	6	3								..
Chapman						2	1					1	3	1				1	1		..
Dwight	2	3	4	1	1	2	1				3	5	4	1							..
Eliot.....			1			1					3	4									..
Everett.....																	1	5	6	1	..
Franklin.....																	1	6	3	5	..
Hancock.....																1	2		2	1	..
Lawrence.....											1	2		1			1	4	2		..
Lincoln.....				2		1						3	1				2	3	2	3	..
Lyman.....										1		1	1					1	1		1
Mayhew		1	1	2							1	2	3								..
Phillips.....	1	2		1		2				1	1	2	1	2							..
Quincy.....										2	2	2									..
South Street																	1	4	1		..
Wells.....																		5	6		..
Winthrop.....																	3	8	4	6	2

In the next three tables, the number of pupils is the average of the whole number belonging at the end of each calendar month of the school year ending August 31, 1861. In Table V. the cost of tuition per scholar is based on the average whole number belonging, and not on the average of the number at the end of each month.

TABLE II.

HIGH SCHOOLS.

NAMES OF SCHOOLS.	Boys.	Girls.	Total.	Average Attendance.	No. between 10 and 15 years of age.	No. over 15 years.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
Latin	230	.....	230	215	128	102	1	1	5	.....
English High	170	.....	170	165	30	140	1	2	2	.....
Girls' High, and Normal .....	.....	268	268	256	3	265	1	.....	.....	9
Totals	400	268	668	636	161	507	3	3	7	9

TABLE III.

GRAMMAR SCHOOLS.

SCHOOLS.	Boys.	Girls.	Total.	Average Attendance.	Under eight years of age.	Between eight and fifteen.	Over fifteen.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
Adams	304	239	543	514	4	493	46	1	1	.	9
Bigelow	317	345	662	608	7	593	62	1	1	.	12
Bowdoin.....	...	550	550	500	4	455	91	1	.	.	11
Boylston	529	...	529	499	10	512	7	1	1	1	11
Brimmer	606	...	606	585	4	584	18	1	1	1	10
Chapman.....	370	308	678	627	9	617	52	1	1	.	13
Dwight.....	659	...	659	629	3	634	22	1	1	1	10
Eliot.....	752	...	752	737	8	712	32	1	1	1	12
Everett.....	...	508	508	478	9	440	59	1	.	.	10
Franklin.....	...	589	589	543	9	523	57	1	.	.	12
Hancock.....	...	769	769	729	14	701	54	1	1	.	12
Lawrence.....	459	307	766	739	30	693	43	1	1	.	13
Lincoln.....	262	279	541	480	4	496	41	1	1	.	9
Lyman	257	151	408	384	2	381	25	1	1	.	7
Mayhew	388	...	388	361	6	351	31	1	1	1	7
Phillips.....	551	...	551	508	38	458	55	1	1	1	9
Quincy.....	781	...	781	722	10	727	44	1	1	1	13
South Street....	...	569	569	509	9	547	13	1	.	.	14
Wells.....	...	484	484	435	8	432	44	1	1	.	7
Winthrop.....	...	909	909	828	3	797	109	1	.	.	17
Totals	6,235	6,007	12,242	11,415	191	11,146	965	20	15	7	218

TABLE IV.

PRIMARY SCHOOLS.

DISTRICTS.	Schools.	Boys.	Girls.	Total.	Average Attendance.	Under five years of age.	Between five and seven.	Over seven.	Teachers.
Adams.....	9	281	192	473	422	32	189	252	9
Bigelow.....	12	376	318	694	565	37	271	386	12
Bowdoin.....	9	257	227	484	408	55	218	211	9
Boylston.....	23	687	612	1,299	1,223	142	567	590	23
Brimmer.....	12	350	325	675	565	50	281	344	12
Chapman.....	16	417	350	767	673	84	352	331	16
Dwight.....	6	175	159	334	286	7	108	219	6
Eliot.....	16	411	423	834	717	74	341	419	16
Everett.....	8	260	223	483	393	15	215	253	8
Franklin.....	16	454	443	897	718	61	396	440	16
Hancock.....	17	447	446	893	787	85	378	430	17
Lawrence.....	20	595	526	1,121	941	81	488	552	20
Lincoln.....	10	305	243	548	451	39	247	262	10
Lyman.....	9	324	180	504	449	42	233	229	9
Mayhew.....	10	319	278	597	488	38	226	333	10
Phillips.....	10	242	246	488	390	39	183	266	10
Quincy.....	21	555	515	1,070	922	97	404	569	21
Wells.....	10	284	282	566	470	47	236	283	10
Winthrop.....	14	393	392	785	667	33	266	486	14
Totals.....	248	7,132	6,380	13,512	11,535	1,058	5,599	6,855	248

TABLE V. — GRAMMAR SCHOOLS.

SCHOOLS.	Where located.	Instituted	House erected	No. of Rooms.	No. of Seats.	Seats in Hall.	Cost of building and land.	Yearly salaries paid Teachers.	Largest attendance, per scholar.	Cost tuition
Adams.....	Summer Street, East Boston.....	1856	1856	19	1144	359	\$94,128 37	\$7,542 92	576	\$13 87
Bigelow.....	Fourth Street, South Boston.....	1850	1849	12	750	600	42,642 17	8,520 91	700	12 87
Bowdoin.....	Myrtle Street.....	1821	1848	18	609	126	45,000 00	7,381 48	568	13 30
Boylston.....	Fort Hill.....	1819	1822	12	774	500	40,000 00	8,205 84	577	15 54
Brimmer.....	Common Street.....	1844	1843	15	733	200	39,770 58	8,606 04	670	14 23
Chapman.....	Eutaw Street, East Boston.....	1849	1846	11	600	500	29,500 00	8,555 70	723	12 62
Dwight.....	Springfield Street.....	1844	1855	14	852	400	62,200 00	8,163 12	695	12 28
Eliot.....	North Bennet Street.....	1713	1839	14	784	490	60,000 00	9,566 56	800	12 72
Everett.....	Northampton Street.....	1860	1860	14	784	450	80,198 86	6,259 43	512	12 27
Franklin.....	Rhiggold Street.....	1785	1858	15	879	400	60,000 00	7,087 55	624	12 03
Hancock.....	Richmond Place.....	1822	1847	12	672	700	69,175 15	8,414 20	837	10 88
Lawrence.....	B Street, South Boston.....	1842	1856	14	875	600	59,617 41	9,482 92	850	12 38
Lincoln.....	Broadway, South Boston.....	1859	1859	14	797	375	59,343 82	7,445 70	549	13 81
Lynn.....	Meridian Street, East Boston.....	1837	1846	6	358	170	13,500 27	6,698 92	434	16 46
Mayhew.....	Hawkins Street.....	1803	1847	11	660	168	35,792 59	7,337 50	426	18 91
Phillips.....	West Centre Street.....	1844	1821	6	450	...	25,000 00	8,509 36	596	15 47
Quincy.....	Tyler Street.....	1847	1859	12	784	490	60,000 00	10,057 85	854	12 85
South Street.....	South Street.....	1861	.....	..	.....	...	.....	2,956 74	717	10 62
Wells.....	Blossom Street.....	1833	1833	6	484	...	55,000 00	7,987 50	510	15 14
Winthrop.....	Tremont Street.....	1836	1855	15	930	500	70,000 00	9,553 39	949	10 35

TABLE VI.

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

Financial Year.	Number of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total rate per Scholar.
1841-42.	12,401	\$ 97,193.67	\$ 7.84	\$ 23,194.81	\$ 1.89	\$ 9.73
1842-43.	13,178	101,099.47	7.67	27,637.36	2.10	9.77
1843-44.	15,073	109,216.82	7.25	26,454.80	1.76	9.01
1844-45.	16,108	118,444.95	7.35	32,102.12	1.99	9.34
1845-46.	16,910	129,946.75	7.63	35,311.15	2.09	9.72
1846-47.	17,516	149,351.03	8.53	43,015.32	2.46	10.99
1847-48.	18,896	161,678.12	8.54	57,408.30	3.04	11.58
1848-49.	19,771	172,107.83	8.70	60,929.65	3.08	11.78
1849-50.	20,589	177,731.54	8.63	57,999.87	2.82	11.45
1850-51.	21,643	184,253.68	8.51	61,035.21	2.82	11.33
1851-52.	21,951	190,708.91	8.69	45,518.15	2.07	10.76
1852-53.	22,337	193,039.51	8.64	58,081.28	2.60	11.24
1853-54.	22,528	192,704.32	8.55	54,912.58	2.44	10.99
1854-55.	23,529	223,024.61	9.48	67,977.34	2.89	12.37
1855-56.	23,778	224,024.88	9.42	67,819.97	2.85	12.27
1856-57.	24,288	238,444.13	9.82	70,150.88	2.89	12.71
1857-58.	24,994	258,908.76	10.36	87,489.23	3.50	13.86
1858-59.	25,491	271,236.88	10.64	50,212.42	1.97	12.61
1859-60.	25,328	277,683.46	10.96	95,982.15	3.79	14.75
1860-61.	26,488	286,835.93	10.82	111,446.31	4.20	15.03

SUPPLEMENTARY REPORT

ON

TRUANCY

AND

COMPULSORY EDUCATION

AND THE

MODE OF ADMINISTERING THE LAWS CONCERNING TRUANTS AND
ABSENTEES FROM SCHOOL.

PREPARED AT THE REQUEST OF THE COMMITTEE ON THE ANNUAL REPORT,

BY THE

SUPERINTENDENT OF PUBLIC SCHOOLS.

TRUANCY

AND

COMPULSORY EDUCATION.

THE object of this document is to furnish to the school officers, teachers, truant officers, and to the inhabitants of the city generally, some account of the history and administration of the public acts, municipal ordinances, and school regulations, concerning truants and absentees from school.

It is not proposed to discuss at large the subject of attendance and non-attendance of children at school, in its various bearings, but to exhibit a view of what has been done, and the present mode of proceeding, in respect to compulsory education. The science of education is eminently experimental, its recognized principles and maxims having been deduced from the accumulated experience and observation of all ages. For its advancement, therefore, it is highly important to study the history of its progress, and to preserve faithful records of the experiments and efforts made for its promotion.

As the subject of compulsory education is one of much interest in its relations to the public welfare and to private rights, and since it is still but partially developed and perfected as an element of public instruction, it seems highly desirable that information respect-

ing its progress from its beginning to this time, should be generally diffused to serve as a landmark and as an intelligent basis for future efforts.

The two essential elements of a system of universal popular education are,

1. Public provision for the support of schools for the education of all youth.

2. The instruction of all children in such schools, or by other means.

To secure universal education, it is not enough to provide schools at public expense ; care must be taken that all children are taught in these schools, or elsewhere. It is a remarkable fact that both of these fundamental principles of our American system of free schools, were adopted and embodied in legislative enactments, by the first settlers on the shores of New England. They held that it was the undoubted right and the bounden duty of government, to provide for the instruction of all youth ; and, accordingly, by a law of the Colony of Massachusetts Bay, passed as early as 1647, it was provided that an elementary school should be maintained in every neighborhood where there were children enough to constitute a school. By this memorable law, the support of schools was made compulsory and education free.

This was the first general school law of the Colony, and indeed the first enacted on this continent ; but already “ divers free schools were erected, as at Roxbury and at Boston,” by the voluntary action of towns, confirmed by the General Court. Thus early was the vital principle of our system of free schools recognized and established by our ancestors.

Still earlier by five years, in 1642, provision had been made by a public act for the exclusion of "barbarism" from every family, by enjoining upon the municipal authorities the duty of seeing that *every child* within their respective jurisdictions, should be educated, and bred up in some honest, lawful calling, by his parent or guardian. Our existing laws concerning truancy, and the attendance of children at school, so obviously point back to this act with its terse preamble, as their original model and pattern, that it seems fitting to introduce the main points of it here.

"Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in this kind:

It is therefore ordered by this Court and the authority thereof, That the Selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein. . . . And further, that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor, or employment, either in husbandry, or some other trade, profitable for themselves and the Commonwealth. If they will not nor cannot train them up in learning to fit them for higher employments, and if any of the Selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty in the particulars aforementioned, whereby children and servants become rude, stubborn, and unruly, the said Select-

men, with the help of two magistrates, shall take such children or apprentices from them, and place them with some masters for years, boys till they come to twenty-one, and girls eighteen, years of age, complete, which will more strictly look unto and force them to submit unto government, according to the rules of this order, if by fair means and former instructions they will not be drawn unto it."

These early Colonial Statutes of 1642 and 1647, taken together, constitute a complete system of universal education, not only securing the means of instruction for all, by compelling the unwilling towns to set up schools, but by requiring all children, willing or unwilling, to be taught.

They embody the highest principles of political economy and of social well-being, — the prevention of ignorance and idleness, and the vice and crime which too often follow in their train. The infant State, with a population of only twenty thousand souls, furnishing an example for all States, during all time, admitted

" An obligation on her part, to *teach*
Them who are born to serve her and obey ;
Binding herself by statute to secure,
For all the children whom her soil maintains
The rudiments of letters."

In the modern revival of education, the first efforts put forth by the friends of the cause, were directed mainly to the improvement of the means of instruction, in supplying better school houses, better teachers, and better text-books. As progress was made in this direction, it began to appear that many could not or would not avail themselves of the benefits and privileges which had been so liberally provided for them at the public

expense. The Secretary of the Board of Education, in his Eighth Annual Report, after presenting a vivid picture of the evils resulting from the alarmingly low attendance in the common schools of the State, says, "Among our most patriotic and philanthropic citizens, the inquiry is becoming more and more frequent, whether a right to rear up children in a state of ignorance, with all its consequent degradation and dangers, is one of the inalienable rights of a republican?" In the Annual Report on the schools of this city, for the year 1845, it is stated that the schools were suffering severely from the inconstant attendance of the pupils, the absences each day being about one fifth of the whole number, but nothing was said about the children in the streets who were non-attendants. Still it appeared that there was a large class of children who, by reason of their own perverseness, or the neglect or poverty of their parents, received little or no benefit from the instruction provided for them by the city. These children belonged, for the most part, to that description of persons which has been denominated "the dangerous and perishing classes," and, in 1846, compulsory measures began to be adopted to secure their education. In this important movement which has resulted in so much good to the community, the lead was taken by Mayor Quincy, who, soon after coming into office, addressed some remarks on the subject to the School Committee, requesting their co-operation with the City Council, in applying a coercive remedy to this alarming evil. The School Committee, promptly complying with the request of the Mayor, referred the subject to a Special Committee, of which Professor Theophilus Parsons

was chairman. This learned gentleman, in his Report on "Truancy," dated May 5, 1846, speaks of its evil consequences in the following language :

"The mischief caused by the habits of truancy, which prevail in many of our schools, can hardly be overrated. No valuable and permanent reform will ever be carried into full effect until this obstacle is removed. Children who absent themselves without cause for a portion of the time, do not merely lose the benefit of instruction, and of the power and habit of regular attention ; but, while so absent, they are, for the most part, engaged in vicious and debasing pursuits, and when they return to school they bring with them an influence that is hostile to order, good conduct, and improvement, in a degree hardly to be believed by those who have not had the pain of witnessing the evil. In some of our schools, this mischief of truancy not only interferes greatly with the regular process of instruction, but exerts a demoralizing effect which can hardly be counteracted, and employs much of the time and energy of the master in preserving the discipline which it assails. Nor is it an evil which ends with the schools. If it did, our duty would still require of us to do whatever we can do for its suppression or diminution. But it is certain that, from the juvenile depravity of which the truancy of the school is both a sign and a cause, grows a large part of the suffering and crime of society. It is rare to find in our prisons those who were well cared for as children and trained in regular habits of useful industry. An active child can be kept out of evil only by giving him something good to do ; and when idleness has thoroughly corrupted the earliest years of life, what can we expect from riper years, but a maturity of vice, greater as temptations become stronger and opportunities for crime are enlarged."

He further says,

"If the law, on the one hand, provides schools to which all the children of this city *may* go, on the other, it provides another

institution to which certain children may be *made to go*. Here, then, are institutions for those who *will*, and for those who *will not* be instructed; and under one or other of these classes all our children may be arranged."

He maintained that the existing laws were sufficient, if those intrusted with their execution would but do their duty. The statutes provided that "stubborn children" might be sent to the House of Correction, and also that any Justice of the courts, on application of the Mayor, or any of the Aldermen of the city, or of any Director of the House of Industry or House of Reformation, or of any Overseer of the Poor, shall have power to sentence to the House of Reformation "all children who live an idle and dissolute life, whose parents are dead, or if living, from drunkenness or other vices, neglect to provide any suitable employment or exercise any salutary control over said children," and also that any child committed to the House of Correction, may be transferred to the House of Reformation. Accordingly, the plan of operations proposed was, to ascertain through police officers what children had not entered their names at the schools, and were not kept from them by regular and proper employment or other good and reasonable cause, these not being technically truants, but *absentees*. The teachers were to give to the City Government, monthly, the names of all incorrigibly stubborn or habitually *truant* children who belonged to the schools, that is, those who were absent, more or less, though their names had been regularly entered upon the school registers. To aid in carrying this plan into execution the follow-

ing orders, appended to the Report, were submitted for the consideration of the School Board :

1. *Ordered*, That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor of the city, in the first weeks of May and December of each year, the names of the children belonging to each school.

2. *Ordered*, That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor, on the first Monday of each month, beginning with June next, whether there be in the school under their care any children who are incorrigibly stubborn or habitually truant : and if so, their names : and their residences and the names of their parents when known.

3. *Ordered*, That this and the two preceding orders, together with the 3d section of the "Act concerning Juvenile Offenders in the City of Boston," be printed in large letters and conspicuously posted in each Grammar School ; and that the same be read to the assembled scholars by the masters, on the first Monday of each month.

These orders, slightly amended in the wording, were adopted in May, 1846, and became a part of the regulations of the public schools. In the revision of the regulations in 1848, the third order was omitted, the first and second remaining in force till 1851, when the first was repealed, and the words "beginning with June next" were stricken from the second. In 1852 the meaning of this order was essentially modified by striking out the word "stubborn," and an unimportant change was made in its phraseology. It was again amended in 1855 by omitting the words "incorrigibly" and "on the first Monday of each month," and substituting "principal teachers" for "masters," and "tru-

ant officers" for the "Mayor." This regulation was once more modified in 1857, by dropping the word "principal" so that it might apply to all teachers, and adding after "officers" the words "of the district," meaning the truant district in which the school is located, since which time it has stood as follows :

" Teachers having charge of pupils who are habitually truant, shall report their names, residences, and the names of their parents or guardians, to the truant officers of the district."

The reasons for these changes will appear in the sequel.

In pursuance of this plan, the Grammar Masters sent to the Mayor semi-annual reports of the names of all their pupils, and monthly reports of the names of those who were stubborn and truant ; and the laws concerning juvenile delinquents were posted up in the school rooms, and read to the pupils. By order of the Mayor or the City Marshal, police officers visited the schools to investigate cases of truancy reported by masters, and to inspire evil-doers with a wholesome terror, by exhibiting the badge of their office. Truants were sometimes arrested at their homes, or in the street, and brought into school, and threatened with prosecution. The most obstinate were occasionally confined temporarily in lock-ups ; but some opposition having been made by parents to such confinement, on the ground of its illegality, this practice was abandoned. For a time these measures produced a check on truancy, and some idlers were frightened into attendance.

It was not long, however, before these expedients ceased to produce the desired effect upon those for

whom they were intended, and it was found necessary to try the virtue of the law. It was taken for granted by the originators of this plan of proceeding, that the courts would consider truancy as a description of stubbornness, and sentence those proved guilty of the offence to the House of Correction; and that absence from school, without good and reasonable cause, would be equivalent to the crime of living an idle and dissolute life, and consequently subject the delinquent to a sentence to the House of Reformation.

But when the authorities proceeded to make complaints on these charges, it appeared that no judge of any of the courts would so interpret the law as to recognize truancy, or absence from school, as an offence for which a child could be legally punished, and of course the threats of prosecution, the reading of the laws against stubbornness and idleness, and the sight of the policeman's badge, were no longer of any avail. The names of truants, however, continued to be reported to the Mayor, and if any of these, or any absentees, were known to the police to be guilty of offences for which they were amenable to the law, they were sometimes offered the alternative to attend school regularly or to be complained of.

But the number of pupils who could be induced to attend schools by this means, was small, and in the mean time the evil of truancy and non-attendance was undiminished, as will appear from statements in the annual school reports for this and following years.

The following remarks are contained in the Report of the School Committee for 1846 :

“Truancy is an increasing offence in our schools. We found proofs of parents aiding their children in this crime, and lying to the master when he went to inquire about it. The noble efforts of our Mayor will, we trust, be seconded by this Board, and by all good citizens; but we would suggest to the masters of our several schools, to interest themselves particularly in discovering the causes of truancy, and require all back lessons to be made up. This plan for preventing truancy is now adopted in one school with signal success. We would also call the attention of all the teachers to the irregularity of attendance, which in some schools is so great as to paralyze the best efforts of the ablest minds. If the causes can be discovered, the remedies can be applied.”

The subject is treated at greater length in the Report for 1847, from which the following paragraphs are extracted :

“Does the instruction provided by the City reach all those persons for whom it is intended? This question suggests itself to every one who observes the apparently great numbers of children at large, in school hours, in almost every part of the City.

“The whole number of persons between the ages of four and sixteen, belonging to the City, was at the last returns, 25,731. Of these, 8,845 are found in the Primary Schools; 8,193 in the Grammar; 268 in the Latin and High Schools; and 2,802 in private schools; leaving 5,623 not attending any schools. Of these, probably 4,000 are between the ages of fourteen and sixteen, the greater part of whom are not to be expected to attend school, most of the boys being apprenticed or otherwise usefully employed; leaving probably about 1,600 between the ages of four and fourteen not attending any City school. When we consider that very many of these are children between four and six, whom their parents prefer to keep and instruct at home; when

we consider also how many of those who are between the ages of four and fourteen are necessarily kept at home in consequence of ill health, and how considerable the number is of those who are sent to various schools in the country, the number of children left to suffer for want of schools is certainly not an alarmingly large one. They seem to be far more numerous than they are, because, as they are wandering from place to place, we see the same in many different places; and because, from their noisy and disorderly conduct, they attract far more notice than the same number of quiet, well-mannered children would do. Yet, though the number is not large, it is one which ought to be cared for; and to make proper provision for which demands the co-operation of the public authorities, and of private individuals. . . .

“For the education of these, . . . not only must provision be made, but means must be used to render the provision effective. It is not enough to say that provision is made for their education, if they will avail themselves of it at a proper time. Unless they are made inmates of our schools, many of them will become inmates of our prisons; and it is vastly more economical to educate them in the former than to support them in the latter. The annual cost of educating an individual at the public schools, is from \$6 to \$20. The annual cost of the support of an individual in the House of Reformation, the cheapest of all such institutions, is \$44, and in the House of Correction probably not less than \$100; and in this estimate is not included the great expense of the administration of criminal law, much of which might be prevented by the proper education of these children.

“It is a defect in the organization of this Board that there is now no person connected with and acting under direction of the Board, to ascertain what children of the legal age are not in the schools, and to use measures to bring them there. This Board is the only one which has, officially, a knowledge of the numbers of children in the schools, and of those who ought to be there. It is the one whose duty it is to provide means for the education

of all the children. It would be well if it could have authority not only to use means to bring wandering children into the schools, but to provide for the instruction of those portions of the adult population who are without, and who desire, elementary instruction — that is, instruction in reading, writing, and accounts.”

In 1848, commenced the serious agitation of the question, whether truancy and continued absence from school, without good and reasonable cause, should be made, by legislative enactment, criminal offences, punishable by fine or imprisonment. In his inaugural address for this year, Mayor Quincy calls the attention of the City Government to the subject, expressing, in strong terms, his conviction of the necessity of dealing more effectually with these evils. He says,

“Universal education, both of the moral and intellectual nature, being the only solid basis on which our institutions can rest, I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it surely should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards. There are, daily, hundreds of children, of both sexes, who are kept from school to support their parents, often in idleness and drunkenness, by pilfering about our wharves, or any other profitable form of vice, and who are regularly educated for the brothel and dram-shop, for the poor-house and the jail. Their position calls loudly for public and individual exertion, and I recommend that application be made to the Legislature for such power as shall enable the City to be in *loco parentis* to such children, and that some asylum be provided where such as are morally too weak to be at large may receive the peculiar training that their habits and associations may make necessary.”

The Annual Report for 1848 expresses some doubt as to the expediency of coercive measures to suppress truancy, as will be seen in the following extract :

“ We found that absences and truancy were subjects of complaint with many of the masters. The evil is a very great one, tending in various ways to disturb the order and interrupt the progress, not only of the delinquents, but of the school. The only remedy which is in the power of the teacher consists in admonition and punishment. Nor do we see that it can be prevented by any further regulations of this Board, except such as would do more injury than good. The only effectual remedy consists in the power of parents, in the home influences which may be used, in discouraging absences and enforcing attendances. Those influences, it is to be feared, are not now properly exerted, especially among the poorer classes of our population. There are so many by whom the advantages of education are not appreciated, so many to whom the services or daily earnings of their children are made a matter of primary importance, that the irregularity of attendance, in some districts, has become an evil of very great magnitude, and no means should be left untried to impress upon all such parents the superior obligations they are under of causing the regular attendance of their children at school. No school, however able and faithful the instructors, can prosper when there is a very great irregularity in the attendance of the pupils.”

In the School Committee, no action on the subject seems to have been taken after the adoption of the orders recommended by Prof. Parsons, except to repeal the last of those orders, till August, 1848, when the following order was passed :

“ *Ordered*, That the Chairman of this Board [the Mayor] be requested to appoint a suitable officer whose duty it shall be to

look up children within the ages of eight and sixteen, who do not attend school, and to use all proper measures to induce them to attend."

As the Mayor had already appointed such an officer, the object of the above order seems to have been to adopt and endorse his action in the matter. Oliver H. Spurr, Esq., the present efficient City Messenger, was detailed from the police department for this service, in which he was employed under the direction of successive Mayors for four years. His position and salary were simply those of a police officer, though he did not wear the badge. He co-operated with the teachers, and rendered them much valuable assistance in securing the attendance of truants and absentees.

On the 15th of November, 1848, the School Committee adopted the following order :

“ Ordered, That the Mayor, Messrs. Neale, Soule, Codman, and Brewer be a committee to consider and report whether any and what measures can be taken to lessen the amount of truancy that now exists in the City.”

At the last meeting of the School Board for the year, on the 20th of December, the Committee appointed by the above order, submitted for the inspection of the Committee, the list, as far as it had been prepared by Officer Spurr, of the vagrant and truant children in the city, and “ recommended that the subject be referred to the next Board, with a recommendation that they would consider the expediency of memorializing the Legislature on the subject of additional provisions to enforce attendance upon school, as there is, in the opinion of

the Committee, a necessity for further law on this subject."

On the organization of the new Board of School Committee, in January, 1849, it was

" *Ordered*, That his Honor the Mayor [Bigelow] be requested to inform us, at his earliest convenience, what has been done by the City Government for securing the steady attendance, in our Public Schools, of all those children who are not instructed in private schools, and that the Mayor be authorized to apply to the Legislature for all necessary power to secure the attendance of such scholars."

From the tenor of these orders, it is quite evident that the Committee were prepared for coercive means to secure attendance.

In compliance with the request contained in the last of the above orders a " Report in regard to Truants from School and Vagrant Children" submitted to Mayor Bigelow, by the City Marshal, Francis Tukey, Esq., was laid before the Committee, on the 7th of February, 1849, and ordered to be printed.

This Report states that statistics had been obtained of 1,066 truant and vagrant children, between six and sixteen years of age, of whom 882 were males, and 184 females. The Marshal gives it as his opinion, that the whole number of persons of this description is not less than 1,500. The above statistics were obtained by Mr. Spurr in the following manner: During *school hours* he visited the wharves, public thoroughfares, and all other places where these children congregate, and by kind treatment and persuasion, learned their names and residences, and went with them to their homes and

ascertained their condition and that of their parents, and then entered the main facts in a book, which is now at my office. This Report by Marshal Tukey, contains the following interesting statement by Mr. Spurr, as to his mode of proceeding in the discharge of his duties, and his opinion as to the need of additional legislation on the subject :

“During the year that I have had the charge of truants, I have been called upon by the teachers of the Grammar and other schools, to nearly 300 truant and idle children ; and for the want of some system by which to be governed, my practice has been as far as possible adapted to the circumstances of the case. I first call upon the parents, find out their condition and the character of the boy complained of, in order to know how to proceed with him ; admonish him, and always in the first instance take him back to the school to which he belongs. In many cases this course has been sufficient. If called again to the same boy, by the consent of the parents, I have locked him up for a few hours, and given him to understand that a complaint against him would remain on file, to be proceeded with if he again offends. This sometimes has been enough, but not often. After taking a boy to school two or three times, and he finds that nothing further is done, the policeman’s badge and staff have no terrors for him. The reason, I think, is this. The law does not reach his case — the courts say he is not a vagrant, because he has a home — and he is not a stubborn and disobedient child within the meaning of the statute. He is disobedient only so far as he is a truant ; and there is no law against truancy. I have been into court with a number of such cases, and did not succeed in sustaining the complaint. The decision was almost fatal to the boy, and a great injury to the school to which he belonged. The only course left for us after this, was to watch the boy until we could arrest him for some trifling offence *known to the law*, and have him punished, which seemed to be necessary for the good of the boy, as well as the school.”

The substance of this Report being widely diffused through the newspapers, public attention was directed to the subject, and legislative action was earnestly demanded. In the School Committee, on the 7th of March, on motion of Professor Charles Brooks, it was "Ordered, that this Board respectfully request the City Government immediately to devise such measures as shall secure the regular attendance in our Public Schools, of all the idle and truant children of the city." At about this time, through the influence of the Mayor, the Committee appointed by the School Board, and of other gentlemen, a bill, similar in its provisions to the present truant law, was introduced into the Legislature, but failed to pass on, account of the scruples of some members in regard to compulsory education. These scruples were shared by the author of the Annual School Report for 1848, when he wrote that document, as we saw in the extract quoted above. But the same author prepared the Report for 1849, after this subject had been more fully discussed and investigated, and it is interesting to observe, in the following paragraphs quoted from the latter document, how thoroughly his scruples about legal coercion were overcome during the preceding year.

"The greatest hindrance to the improvement of our schools is truancy. This evil appears to be on the increase, and it is very natural that it should be so, because the class of children among whom it occurs is constantly growing more numerous, and there is neither in this Board nor anywhere else sufficient legal power to punish or restrain it. Truancy and vagrancy are legally distinct. For the latter the law has provided; for the former it has not. A bill was introduced at the last session of the Legislature, giving the towns power to make truancy an offence pun-

ishable by imprisonment; but it was thrown out in the Senate on the ground, as we understand, that the evil was of a nature rather to be corrected by domestic discipline than by the sanctions of the penal law; that it was inexpedient to bring that law into such close connection with our common school systems, and that it was of bad precedent to intrust to the towns the power of penal legislation. These arguments are certainly plausible, but still the evil remains and ought to be remedied. Domestic coercion either is not resorted to or is plainly inefficient. The offence occurs principally among the very poorest class of the population, and more especially among the Irish. We daily see great numbers of boys, of the most squalid appearance, who are engaged in selling newspapers, matches, fruit, &c., and boys and girls who are hanging round places where the demolition or erection of buildings is going on, to gather chips from among the rubbish for firewood. All these children ought to be in the schools, and no doubt many of them have their names entered as members of them. The applications at the school houses by the mothers of such children to complain of or inquire about them are incessant, and much valuable time of the head masters is occupied in interviews with persons of this description.

“We do not see any remedy for this great evil but penal legislation. The constitutional power to pass a law to meet the case, we presume, will not be questioned. We expressed a doubt last year whether the public mind was prepared for coercive measures on this subject: but under the actual and increasing pressure of this offence, we doubt not that it must soon become so. It is not well to be too scrupulous in legislation, in view of such great evils. The bill reported at the last session of the Legislature need not, we think, alarm the most sensitive friend of the liberty of the people. Something must be done in the way of remedy or prevention: and we know not how the power of constraint can be more safely called into action than by giving it to the towns, with the option to exercise it or not, under the direction of a general principle, sanctioned by the Legislature of the Commonwealth.”

At this stage in the progress of legislation on the subject of truancy, the teachers of the State, and especially those of Boston, came forward to advocate the principles of the bill which had been rejected by the General Court. In November, 1849, an able and very elaborate lecture was delivered by Joshua Bates, Jr., of Boston, at the annual meeting of the State Teachers' Association at Worcester, in favor of the "Enactment of a law to prevent Truancy and Irregular Attendance upon School." The lecture was followed by remarks approving the subject-matter of the lecture, by John D. Philbrick, of Boston, who offered the following resolution :

Resolved, That this Association approve of the object contemplated in the lecture to which we have just listened, and that we deem it our duty to use our influence for the promotion of its accomplishment."

This resolution was earnestly discussed, Prof. Agassiz taking part in the debate. Subsequently, W. D. Swan, of Boston, introduced the following resolution, which was adopted :

Resolved, That a committee of five be appointed to petition the General Court to enact a law upon the subject of Truancy."

The committee appointed consisted of Messrs. Swan, of Boston, Elbridge Smith, of Cambridge, C. Northend, of Salem, C. S. Pennell, of Charlestown, and Levi Reed, of Roxbury, Messrs. T. Sherwin and J. Bates, Jr., being afterwards added. The discussions and efforts in

reference to this subject during four years, commencing with the suggestions of Mayor Quincy to the School Committee, had so far prepared public opinion for coercive measures, as to secure the enactment by the General Court, at the session of 1850, of the following Statute :

AN ACT concerning Truant Children and Absentees from School.

SECT. 1. Each of the several cities and towns in this Commonwealth, is hereby authorized and empowered to make all needful provisions and arrangements concerning habitual truants and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years ; and also, all such ordinances and 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 ordinances suitable penalties, not exceeding, for any one breach, a fine of twenty dollars ; *provided*, that such ordinances and by-laws shall be approved by the court of common pleas for the county, and shall not be repugnant to the laws of the Commonwealth.

SECT. 2. The several cities and towns, availing themselves of the provisions of this act, shall appoint, at the annual meeting of said towns, or annually by the mayor and aldermen of said cities, three or more persons, who alone shall be authorized to make the complaints, in every case of violation of said ordinances or by-laws, to the justice of the peace, or other judicial officer, who, by said ordinances, shall have jurisdiction in the matter, which persons, thus appointed, shall alone have authority to carry into execution the judgments of said justice of the peace, or other judicial officer.

SECT. 3. The said justices of the peace, or other judicial officers, shall in all cases, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed, for such periods of time as they may judge expedient, in such institution of instruction, or house of reformation, or other suitable situation, as may be assigned or provided for the purpose,

under the authority conveyed by the first section of this act, in each city or town availing itself of the powers herein granted. (Stat. 1850, chap. 294.)

The School Committee desiring that Boston should avail itself of the provisions of this act, in July, 1850, on motion of Mr. F. U. Tracy, "ordered that the City Council be requested to enact such ordinances and by-laws in conformity with the laws of this Commonwealth, (chap. 294, passed May 3, 1850,) concerning truant children and absentees from school, as they may deem most conducive to the welfare of the schools and good order of the City." In compliance with this request, the City Council passed the following ordinance :

ORDINANCE OF THE CITY concerning Truant Children and Absentees from School, passed October 21, 1850. This Ordinance was presented to the Court of Common Pleas for the County of Suffolk, at the October term, 1850, and was approved by the Court.

SECT. 1. The City of Boston hereby adopts the two hundred and ninety-fourth chapter of the laws of the Commonwealth for the year one thousand eight hundred and fifty, entitled, "An act concerning truant children and absentees from school," and avails itself of the provisions of the same.

SECT. 2. Any of the persons described in the first section of said act, upon conviction of any offence therein described, shall be punished by fine not exceeding twenty dollars; and the senior Justice by appointment of the police court, shall have jurisdiction of the offences set forth in said act.

SECT. 3. The house for the employment and reformation of juvenile offenders is hereby assigned and provided as the Institution of Instruction, House of Reformation, or suitable situation, mentioned in the third section of said act.

Although the City Council passed the above ordinance, adopting the truant act, the truant officers pro-

vided for in the act were not appointed till 1852, Mr. Spurr continuing in the mean time to co-operate with the teachers and police, in the manner described in his Report. It should be stated, however, that on the 31st of January, 1851, the Mayor and Aldermen appointed three policemen as truant officers; but they were still members of the police, receiving pay as such, and acting under the City Marshal, Mr. Spurr, who was one of the number, proceeding as before alone for the most part, acting mainly under the former statutes, and making few complaints under the truant law.

Among the causes which operated to delay the execution of this law, was the objection in the minds of some persons in authority to two of its features: 1. That no provision was made for determining the action of the Court in case of non-payment of the fine imposed; and 2. That the period of sentence to the institution provided, was left wholly to the discretion of the judicial officer having jurisdiction in the matter. These objections were removed by the enactment of the following amendments to the truant act, the maximum period of commitment being fixed at *one* year:

AN ACT in addition to an Act concerning Truant Children and Absentees from School.

SECT. 1. Any minor between the ages of six and fifteen years, convicted under the provisions of an act entitled "An act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or of being without any regular and lawful occupation, or of growing up in ignorance, may, at the discretion of the justice of the peace, or judicial officer having jurisdiction of the case, instead of the fine mentioned in the first section of said act, be com-

mitted to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding one year.

SECT. 2. Any minor convicted of either of said offences, and sentenced to pay a fine, as provided in the first section of the act to which this is in addition, may, in default of payment thereof, be committed to said institution of instruction, house of reformation, or suitable situation provided as aforesaid, or to the county jail, as provided in case of non-payment of other fines. And upon proof that said minor is unable to pay said fine, and has no parent, guardian, or person chargeable with his support able to pay the same, he may be discharged by said justice or judicial officer, whenever he shall see fit.

SECT. 3. If any person so convicted be not discharged as aforesaid, he shall be discharged according to the provisions of the third section of the one hundred and forty-fifth chapter of the Revised Statutes.

SECT. 4. The powers of the justice of the peace or judicial officer, under this act and the act to which this is in addition, in all unfinished cases, shall continue under any re-appointment to the same office, provided there be no interval between the expiration and re-appointment to said office.

SECT. 5. The third section of the act entitled "An act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, is hereby repealed. (Stat. 1852, chap. 283.)

After the passage of the above amendments, steps were taken to put the law in force. Three Truant Officers, as provided for in the act, were nominated by the Mayor and confirmed by the Board of Aldermen. These officers were required to report in detail to the Mayor, each month, and to submit a general report to the Board of Aldermen, at the end of each quarter. A Joint Standing Committee on Truancy was appointed by the City Council, to advise with the Truant Officers as to their proceedings, in administering the truant law.

The city was divided into three Truant Districts, denominated the North District, the South District, and the Central District, each Officer being assigned to one district.

The House for the Employment and Reformation of Juvenile Offenders, established at South Boston in 1826, and since removed to Deer Island, was assigned by the city ordinance as the Institution provided for in the act.

The judicial officer designated by the city ordinance to have jurisdiction in the matter was "the senior Justice by appointment of the Police Court." The interpretation put upon the truant law by this Justice of the Police Court, limited its effect to a single class of delinquents, namely "habitual truants;" that is, those scholars who, without permission from their parents or teachers, absent themselves from the schools in which their names are registered.

This view of the law was quite contrary to the expectation of some, if not all, of those who had been instrumental in its enactment. They believed that this construction of its meaning left the better and more important part of it practically a dead letter. There were two distinct evils which had often been discussed and considered in their various bearings, and, for the remedy of which, this statute had been sought. One of these evils, and the least of the two, was *technical truancy*, as above defined, and the other was *non-attendance*, or *absenteeism*, without any good cause. Those who had been laboring for this law, supposed it to be so formed as to apply to both these evils. This seemed to them its just and fair intent. The title indicated it, — "con-

cerning *truant children* AND *absentees from school*," — two distinct classes of offenders. In looking at the text, they read "habitual truants *and* children not attending school," &c. It seemed fair to infer from such language that *two* classes of delinquents were meant, the former being those who habitually absented themselves against the will of their parents and teachers, though their names were enrolled at school, and the latter, those who were simply absentees, not being sent to school, and having no connection with any school, and pretending to have none. In the second section of the amendment passed in 1852, the language is, "any minor convicted of *either* of said *offences*." If the act recognizes but *one* offence, it is certainly inconsistent with itself in referring to that single crime as "*said offences*," in the plural number. The use of the word "*either*," which properly means *one or the other of two*, goes to show that the act was intended as a remedy for *two* offences and no more. The city ordinance adopting the act, drafted doubtless by the City Solicitor, speaks of the "*offences set forth in said act*," clearly indicating the view of that learned authority.

But there was no appeal from the decision of the learned senior Justice, whom we honor as an upright and conscientious judge, and the Truant Officers proceeded to discharge their duties under the statute and by-laws, with the understanding that, by virtue of them, they were to make complaints only for truancy. These officers, besides investigating cases of truancy, were expected to look after absentees and idlers in the street, and endeavor, by such means as they could use, to induce them to attend school. Being appointed consta-

bles, they were armed with authority to arrest and make complaints against any persons of this class, for offences punishable by other statutes than the truant law, such as "stubbornness," "larceny," and "living an idle and dissolute life." In the first year of the operation of the law, the penalties imposed by the Court were comparatively light, the sentences to the House of Reformation being usually for three or six months, and none could exceed one year. The Officers found that this lenity of the Court worked unfavorably, as delinquents of the more hardened sort, after an apprenticeship of three months among the inmates of the House of Reformation, many of whom were far from being reformed, would return without any perceptible improvement in their habits, and absent themselves from schools as before, thus doing more harm than other truants, by their example. This evil was fully set forth in the printed Report of the Officers, April, 1853, in which one Officer remarks, "One great objection to the truant law is the term of service being limited to one year, and I think it should be so amended that they could be sent for an unlimited time. I should not then make complaints in the Police Court under other acts, as I now do in bad cases." This objection was brought to the attention of the General Court then in session, and the following act was passed, extending the term of sentence to *two years*, and at the same time authorizing any city to give jurisdiction in truant cases to "the Justices of the Police Courts of such city," instead of committing it to "one of the Justices:"

AN ACT in addition to the Acts concerning Truant Children and Absentees from School.

SECTION 1. Any city in this Commonwealth may, by ordinance, give jurisdiction of the offences arising under the several laws relating to truant children and absentees from school, to the justices of the police court of such city.

SECT. 2. Any minor between the ages of six and sixteen years, convicted under the provisions of an act entitled, "An act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or of being without any regular and lawful occupation, or of growing up in ignorance, may, at the discretion of the justice of the peace, or judicial officer having jurisdiction of the case, instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose, under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding two years.

SECT. 3. This act shall take effect in any city as soon as it may be accepted by the city council of said city, by concurrent vote of the two branches thereof.

SECT. 4. All acts and parts of acts inconsistent with this act are hereby repealed, so far as the same may relate to cities. (Stat. 1853, chap. 343.)

The City Council did not avail itself of the authority granted in the above act to give jurisdiction in cases arising under the truant law to each of the Justices of the Police Court, but the next year, this jurisdiction was given by the following act of the General Court, which also repealed the preceding act:

AN ACT concerning Truants in the City of Boston.

SECTION 1. Each justice of the Police Court of the City of Boston may take jurisdiction of complaints made under "an Act concerning Truant Children and Absentees from School," passed the third day of

May, in the year of our Lord eighteen hundred and fifty, against children between the ages of six and fifteen years as habitual truants, or as children not attending school, without any regular and lawful occupation, growing up in ignorance.

SECT. 2. All warrants issued upon such complaints shall be made returnable before either of said justices at the place named in the warrant.

SECT. 3. Such justice may sentence any child convicted of either of said offences, to be committed for not more than two years, to the institution of instruction, house of reformation, or suitable situation assigned or provided under the authority given by said act, or which may hereafter be so assigned or provided; or he may sentence such child to pay the fine, not exceeding twenty dollars, mentioned in the first section of said act, and, in default of payment thereof, to stand committed to such institution of instruction, house of reformation, or suitable situation, or to the county jail, as provided in default of payment of other fines.

SECT. 4. Any minor so committed, upon proof that he is unable to pay such fine, and has no parent, guardian, or person chargeable with his support able to pay the same, may be discharged by either of said justices whenever he shall see fit. And if such minor is not so discharged, he shall be discharged according to the provisions of the third section of the one hundred and forty-fifth chapter of the Revised Statutes.

SECT. 5. The justices shall receive such compensation as shall be fixed by the city council of Boston.

SECT. 6. The three hundred and forty-third chapter of the acts passed in the year of our Lord eighteen hundred and fifty-three is hereby repealed; *provided, however*, that the provisions of this act and all other acts with reference to truant children shall apply to children between the ages of six and sixteen years, as well as to children between the ages of five and fifteen years.

SECT. 7. This act shall take effect from and after its passage. (Stat. 1854, chap. 88.)

Since the passage of this act, each Justice of the Police Court has taken jurisdiction as therein provided. It was thought that the other Justices might give a different interpretation to the law from that of the senior

Justice already mentioned, and recognize complaints for "not attending school" under the conditions specified in said law. I am not aware that they have distinctly refused to do so, and yet, so far as I am informed, no "absentee," merely as such, has been sentenced under this law.

Before presenting the proceedings of the Truant Officers in detail, and the results of their labors, it seems proper to refer to the other statutes of the Commonwealth, making schooling, to a certain extent, compulsory, under which the Truant Officers have duties to perform, and then to introduce the chapters of the Revised Statutes concerning attendance at school and compulsory education, as they now stand.

In 1836 it was enacted that no child under the age of fifteen years shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day school where the branches of common school education are taught at least one term of eleven weeks of the twelve months next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be employed. The person employing a child contrary to the provision of this act, was made liable to pay a fine not exceeding fifty dollars. Subsequently this law was modified by substituting "twelve years" for "fifteen years," and it was made the special duty of school committees to prosecute persons for employing children contrary to this law. In 1842 it was further enacted that no child under twelve years of age shall be employed in any manufacturing establishment

more than ten hours in any one day, and that the person violating this provision shall forfeit the sum of fifty dollars for each offence.

But although important and useful measures had from time to time been adopted to secure to all children the advantages of education, yet it was not till 1852 that the spirit of the early Colonial Statute, quoted in the beginning of this document, making parents and others responsible for the education of children under their charge, was revived and embodied in a public act. Since that year, we have had upon our statute book a law requiring every person having any child under his control, between the ages of eight and fourteen years, to send such child to school, during at least twelve weeks in each and every year, — provided the public school which the child has a right to attend, is kept so long, — six weeks of the twelve to be consecutive; and for the violation of this provision a sum not exceeding twenty dollars shall be forfeited, unless it shall appear that such child has otherwise received equivalent advantages of education, or is physically or mentally incapable of attending school, or that the person having control of him is unable by reason of poverty either to send him to school or to furnish him education by other means. It was made the duty of the school committee of the towns and cities of the State, with the exception of Boston, where the duty was devolved upon the Truant Officers, to report the violations of this law to the treasurer of such city or town, whose duty it is to prosecute these violations. In 1859, it was provided by an addition to this act that any treasurer of a city or town, who shall refuse or neglect to perform this duty of

prosecution, shall forfeit a sum not exceeding twenty dollars.

The late Secretary of the Board of Education, in his last valuable report, speaks of this law as but a reproduction of the Colonial Act of 1642, to which I have referred, and further remarks :

“The present law contemplates that each child shall receive as much training as may be given between the ages of eight and fourteen, by his attendance upon a public school twelve weeks each year, six weeks of the twelve to be consecutive.

“At most, this period is brief for the accomplishment of so important a work as the training of a human being for the responsibilities of life; and hence the imperative nature of the duty resting upon truant officers and committees in regard to the enforcement of the law. It is not to be assumed that the legal rights of children in the schools are limited to the period when they are between eight and fourteen years of age, or even to the period between five and fifteen, for it cannot be doubted that youth under twenty-one years of age are entitled to the benefits of the public schools, while committees may exercise a discretion in excluding those who are not physically and intellectually qualified, even though they are not more than five years of age. It is not sufficient for committees and truant officers to wait for information to be given to them of neglect of duty by parents and guardians, but they should *discover and inquire* into all such cases, and pursue the delinquents according to the requirements of law. In no other way can we save portions of society from the “barbarism” which our ancestors would not suffer. It generally happens that those families which are most indifferent to the education of the children in the schools, have the fewest means of educating them under the domestic roof.”

The law referred to in the above extract is embodied in a new draft in Sections 1 and 2 of Chapter 41, quoted

below. This new draft seems to render the meaning doubtful in a very important particular. By an act passed in 1855, it was provided expressly that in Boston the Truant Officers should be charged with the duty of reporting to the City Treasurer all violations of the law. But as it now stands in the revision, the language on this point is general, it being in Section 1, "the truant officers or school committee," and in Section 2, "the truant officers and school committees of the several cities and towns shall inquire into all cases of neglect," &c. It seems desirable that it be determined to which of the parties the duty belongs.

[General Statutes. — Table XI.]

CHAPTER 41.

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.

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 very 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

[General Statutes. — Title XI.]

CHAPTER 42.

OF THE EMPLOYMENT OF CHILDREN, AND REGULATIONS RESPECTING THEM. (TRUANT ACT.)

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.
- 4. 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.

SECT. 2. The owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, 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. 4. 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.

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.

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.

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 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.

“The provisions of this chapter” (42), says the late Secretary of the Board of Education, Hon. G. S. Boutwell, in the report above referred to, “are plain, and the courts have not been called upon frequently to construe them. I cannot omit, however, to express the opinion that there are two important defects in the first section. Private schools are recognized as a substitute for the public schools, and this, too, in regard to a class of pupils who most need the training that the public schools usually give.

“The children employed in manufacturing establishments have not the advantages, generally, of efficient and enlightened domestic culture. Experience has shown that the private schools established in manufacturing towns for the reception of children employed in the mills, have usually been sectarian in character, and far below the average of the public schools in their ability

to impress on the minds of children and youth committed to their care 'those virtues which are the ornament of human society, and the basis upon which a republican constitution is founded.' It is necessary that the teachers of the private schools, in order that the children may obtain employment, should have received the approval of the school committee. The examination by the committee is a voluntary service, and may be declined or performed, and in any event, it is their duty to reject all applicants whom they would not approve for the public schools. It may well be considered, also, whether the term should not be extended from eleven to fourteen or fifteen weeks, for children over twelve years of age, and to twenty or twenty-four weeks for those under twelve. The law requires every town to maintain each of its schools for a term or terms amounting in all to twenty-four weeks in each year, and why should this be, if children may, with safety, be limited to eighteen or eleven weeks?

"The penalties prescribed in the second and third sections cannot be enforced against a *corporation* that may be engaged in manufacturing, but against the *agent* or *superintendent* of a *corporation*, and against the *owner* of a private mill.

"The remaining sections relate to truancy, which is the great evil of our schools. The duties required of towns and committees should be faithfully performed."

During most of the time since the truant law was put in force, there have been but three Truant Districts and the same number of Officers. There were, however, four Officers for about a year following the 21st of February, 1854, and there have been four since the 1st of January, 1861. The following is the list of the Truant Officers who have been appointed, with date of the commencement and termination of the service of each :

OFFICERS.	COMMENCED.	TERMINATED.
Nathaniel Seaver	July 13, 1852,	January 1, 1854.
Silas Warren	July 18, 1852,	January 1, 1854.
William F. Reed	July 22, 1852,	Now in service.
William H. Brown	February 21, 1854,	April 1, 1856.
Azor. Maynard	February 21, 1854,	March 12, 1855.
John C. Pattee	February 21, 1854,	Now in service.
John L. Philbrick	May 15, 1856,	February 9, 1857.
John Y. Kendall	February 10, 1857,	January 1, 1858.
Chase Cole	February 23, 1858,	Now in service.
Edward G. Richardson . .	January 1, 1861,	Now in service.

The city is divided into four Truant Districts, each comprehending five school districts, as shown in the following table :

OFFICERS.	DISTS.	SCHOOL DISTRICT BELONGING.
Chase Cole	North,	Adams, Chapman. Eliot, Hancock, Lyman.
William F. Reed.	Central,	Boylston, Bowdoin, Mayhew, Phillips, Wells.
E. G. Richardson,	Southern,	Brimmer. Bowditch, Franklin, Quiney, Winthrop.
John C. Pattee . .	South,	Bigelow, Dwight, Everett, Lawrence, Lincoln.

Each Officer has order boxes at certain convenient places in his district, where teachers may send notes when they desire to report cases of truancy to him. These boxes are located as follows :

ORDER BOXES.

North District,	{	Police Station No. 1, Hanover Street.
	}	Police Station No. 8, East Boston.
Central District,		Office of Chief of Police in City Hall.
Southern District,	{	Harvard Street, Tremont Street.
	}	Washington Street, Harrison Avenue.
South District,	{	Police Station No. 4; East Dedham Street.
	}	“ “ No. 6, South Boston.

In order to obtain for this report authentic and full information as to the proceedings of the Truant Officers in the discharge of the duties of their office, I addressed a note to each of those Officers, requesting them to furnish me with a written statement in relation to the matter, with such suggestions as they might deem proper. In compliance with this request, these Officers very kindly communicated to me accounts, more or less in detail, of their modes of action in accomplishing the objects for which they are appointed. These communications are highly interesting, and I regret the want of space to introduce them entire. I must content myself with extracts from two.

EXTRACT FROM OFFICER COLE'S STATEMENT.

“ In addition to looking after truants, much other business is required of me, a great deal of which belongs to the regular police force; but somehow, everybody seems to understand, that anything relating to children or schools belongs to the truant officer, and calls on him accordingly, — parents for shoes, clothes, or books for children; to get children into school, and to get them transferred; cases of theft in school; of assault out of school; people complaining of children annoying them out of school by throwing stones, calling names, ringing door-bells, &c. As everybody seems to expect me to serve them, I do the best I can

to do so. I am often called upon by teachers in relation to continued absence, where parents, by thoughtlessness or for some other cause, allow children to stay at home. I am told by the teachers that a call from me has a very salutary effect,—most parents having too much pride to have an officer often at their house looking after laggard children.”

“I have made no record in my reports of the number of children put into school, as I seldom find a child but has been a member of the public schools; but a day seldom passes in which I do not find children out of school:—some have moved; some have been sick; some have been taken out to work; some have got discharged by some falsehood of their own invention; others, for want of clothes, and for all kinds of reasons,—these I send or take into school, hundreds of them every quarter. They usually go by my giving them a note. I sometimes think they wait to be sent, like the boy who waited for the teacher to send for him. Most of the complaints which I make for truancy are made with the consent of the parents, and not unfrequently the parents are witnesses against the truants. Some parents, when they find that a complaint must be made, prefer to send them to the House of the Angel Guardian, paying for them \$1.25 per week. I prefer to have the parents take care of them if they will. Others, rather than have their children complained of, will send them to their friends in the country. Some are sent to sea; some are given up to the Children’s Mission. In all cases where the parents or guardians are disposed or can be induced to provide for them, I allow them to do so. The manner of reporting truants by teachers is not uniform. In some Grammar Schools, all the reports come to me from the master; in others, each teacher reports to me as occasion requires. The system adopted in the Eliot School seems to me to be the best that I have seen. Each teacher is required by the master to have a separate alphabetical list of all of their scholars, revising it as often as changes occur, in this form:

Name.	Age.	Parent.	Occupation.	Residence.
McClusky, George...	11	George.	Carpenter.	460 North St.
Mullen, Thomas....	12	Mark.	Rigger.	67 Prince St.

“It has not been my purpose to record a name as truant, unless more than one offence has occurred. I have made no complaints for absentees for reasons which are familiar to you.”

EXTRACT FROM OFFICER REED'S STATEMENT.

“I request all assistant teachers in Grammar Schools to report the names of truants to the master, from whom I receive them; and schools where there are many truants I visit on fixed days. I request the teachers of Primary Schools to send their reports to the master of the Grammar School of their district. My reason for this is that I may not be obliged to occupy unnecessarily my own time and that of the schools.

“Cards headed with the name of the Grammar School are furnished teachers, for the purpose of recording the names of truants, and the dates of their truancies, and reporting the same to me. By adding “district” and the name of the street, these cards answer for the Primary Schools. [See p. 255.]

“When the teacher or myself has knowledge of a child's truancy, a card is filled out with the name and age of the truant, the parent's name and residence, and the date of the child's truancy. The date of each subsequent act of truancy which we have knowledge of, is recorded upon the same card. It is signed by the teacher, with the number of the room. The card is numbered and the case entered on my book and numbered the same, so that when a case is subsequently reported to me, the card answers for an index. As I receive these cards from the master I investigate the cases, check the cards, and return them to the teacher that sent them, for future use.

“I have also requested, that when a truant is discharged from school, it should be noted on the back of his card and given to

the master, and then if he re-enter or apply for a transfer to *another* school, the date to be put on the back of the card, and the card sent to the teacher that receives him. In this way the teacher would know he was a truant, and the amount of evidence already against him. Then if he truants there, the teacher will fill out a new card and attach it to the old one, so that all the facts may be kept together. In this way they would not escape the penalty of truancy by changing schools and moving into different districts. I am satisfied that if this method were fully carried out in all our schools, it would check truancy.

“ In investigating these cases, I see the parents and learn all I can about them ; otherwise I should not understand the cases ; for, in my opinion, the fault is with them in nine tenths of the cases. My first object is to obtain evidence of truancy ; my next, to explain the law and advise them as to the proper course to pursue ; and it requires many visits and a vast amount of reasoning and advice, to excite the necessary interest in many of them, to look after their children and keep them in school.

“ In cases where I fail to check the habit of truancy and the child becomes an habitual truant, I make a complaint before one of the Justices of the Police Court ; a warrant is granted, made returnable at the Justice's private room in the Court House ; I arrest the child, and summon the teacher to appear at the time and place named in the warrant. I likewise notify the parents that they may be present and be heard. If the child is found guilty by the court, a sentence of one or two years in the House of Reformation is passed, and in other instances the cases are continued from time to time in order that the truants may have an opportunity to reform. In these cases they give surety for their appearance at the time specified by the court. If they are sentenced, I take them directly from the court to the steamer Henry Morrison, and leave them in charge of the officer of the boat, who delivers them into the custody of the officers of the House of Reformation at Deer Island.

“ I keep a record of all the truants in my district, numbering each case, (commencing with the year,) together with their names

and ages, the school, and number of the room to which they belong ; their parents' names and residences, the number of times they have truanted, and the final disposal of them. I report to the Mayor quarterly, which report is a true copy of my record, giving the number of the case, the names and ages of all new truants found during the quarter ; the number of times each has truanted, the schools to which they belong, and their parents' names and residences. If they appear in a subsequent report, they are designated by their number only, with the number of truancies of each, and are called old cases. The number of truancies is the number of days in which truancy has been committed, and none are reported except those which I have investigated and can testify to ; and in nearly every case of truancy, I can give the date. The exceptions are those cases not discovered until some time after truancy has been committed, and the date cannot be fixed with certainty.

“ I also report to the Mayor and Aldermen quarterly, giving the whole number of cases investigated during the quarter ; the number of truants previously reported, and the number of new cases. Whole number found to be truants, number of males and number of females ; the aggregate absences by truancy, the number of non-attendants induced to enter school, the number complained of in court as habitual truants, the number put on probation by the court, and the number sentenced by the court, the number of children of American parents, and the number of children of foreign parents.

“ *I believe the principal cause of truancy to be intemperance of parents, and lack of parental control.* There are other minor causes, such as detaining a child until he would be a half hour or more late, and then sending him to school without a note of excuse. The child knows he will be censured for being late ; he thinks that his mother could go with him and explain the cause to the teacher, as she is idle at home ; but she refuses, and the child concludes to ‘hook Jack,’ as he terms it. Others keep their children away from school so much, that they lose all interest in it and become truants.

“ Teachers should send for the parents, and be more particular in explaining to them the rules of school ; the evils and bad results of keeping children away from school unnecessarily. They should be told the reasons why it is for the child’s good, &c., or they fail to understand it. Let the teacher present the case so that they cannot fail to see that it is for their interest ; and not leave the impression that many do, that it is a *favor* to the teacher to have them there, and if the parent do not send them, the teacher will send the Truant Officer after them, &c. The teacher should manage in such a way that he will gain the confidence and good-will of the parents, and the respect of the pupils. If they are obliged to say to the parents that they must report the case to the Truant Officer, let them say in a kind manner that the rules require them to do it, and then leave the rest to the Officer. But where the teachers in a threatening tone say, ‘ *I will report him to the Truant Officer,*’ they provoke the parents, they think the teacher does it out of spite or ill-will towards them or their child ; and subsequently, when I meet the child in the schoolroom, and the teacher in the same threatening tone says, ‘ *I wish you to send him off ; I will not have him here,*’ &c., the child knows that there is no love there, to say the least ; and the consequence is, the parent and child are perfectly indifferent about the school. The child does not wish to go, and the parent does not care whether he goes or not ; and here comes some of the up-hill work of the Truant Officer, to endeavor to undo what the teacher has done ; but I do not know of a single case where I have succeeded. The fact is, I always thought the parents argued the best side of the case.

“ There have been instances of teachers reporting children as truants, when those teachers had not sufficient knowledge of facts to sustain such charges. They should not make charges which they cannot substantiate, — it offends parents and children. I have had cases reported to me as truants, which were proved, upon investigation, to have been sent home by the teacher, and told not to return until certain requirements were fulfilled.

“ I wish there might be some rule adopted by the School Com-

mittee, or instructions given to teachers, in relation to reporting truants, giving the boundaries of each truant officer's district, name of the officer where the teacher should send reports for him, &c. Then every newly-appointed teacher or substitute would, by reading the rules, know where to send and what to do, provided the rule reads 'they *shall* report truants,' and likewise how long a child may truant with the teacher's knowledge, before the teacher shall report him. If something of this kind were done, it would, I think, be an improvement on the present practice. Most of the teachers in my district do as I have requested in regard to reporting truants. Others seem to have a way of their own, which they are determined to follow.

"Teachers should also be instructed to keep their record of attendance in such a manner that they would not hesitate to make oath to its correctness, when called upon to report, to do so in court. They should keep a memorandum of truants, and likewise of absentees, and note down all the particulars, the dates of absences, the excuses given by parent and child, for it will be of great service to them when called upon to testify in the case, and to me, when I investigate it. And in reporting absentees, it should be a written report, giving the name and residence, the dates of absences, with the excuses given, &c. They should make a note of these at the time of occurrence. It would be but little trouble to the teacher, and how much better than the following, which, I am sorry to say, is a common practice. I receive a note, or oftener a verbal message, to call at the school. I go; and, in so doing, spend more time than it would have taken to investigate the case, had the *facts* been given me, and the teacher says, so-and-so is absent more than half the time; can't get him, and you must do something about it. I ask for the particulars of the case, and the teacher gives me the name of the absentee, but does not know his age, or where he resides. She asks the children if they know: some of them know the street in which he lives, but none know the number; none know the Christian name of the parent, and there may be half a dozen of the same surname in the street. The teacher has never sent for the parents to come and see her

concerning the child's absence. If she had, the probability is, she would not have sent for me; for, in most of these cases which I investigate, I find that the child has been kept at home by his parents for some reason, and the parents say that whenever a messenger has been sent for him, they have told him the reason. Now if the teacher had given me the dates of his absences, with the excuses given, &c., it is possible that I might have detected a few truancies. The messenger may not always see the parents, he *may* have an understanding with the absentee; and the dates and excuses would assist me in detecting this. Another advantage in showing the exact number of absences is its effect. The parents are often surprised at the total amount; but here are the dates of every one. There can be no mistake, and they acknowledge they are wrong in keeping the child from school, and resolve to send him regularly in future.

“I think there should be a rule concerning absentees, (those that do not come within the meaning of the truant law,) fixing the number of absences, or the length of time continued absence would be allowed, without a sufficient reason being given by the parent, before discharging the pupil. Some such rule, and the truant law would, I think, meet all necessary cases.

“I would also suggest that some rule be adopted, or the present one amended, so as to prevent children, having once entered school, from entering another without a certificate of transfer. They now can and do change schools at pleasure, by using a certificate of vaccination, and sometimes this is done without ever being discharged from the former school, and, at other times, they get a transfer; but owing to the character given therein, or some other reason, they do not use it, but get a certificate of vaccination instead. Parents do this often, where their children are truants, and, at other times, when they get displeased with a teacher. My plan, in relation to the cards, would prevent the necessity of giving a bad character in a certificate of transfer; but another part of the plan would fail, unless a stop is put to using certificates of vaccination, whenever they please.

“What I have said with regard to the practice of some teachers,

is not intended to censure them, but to show the practice, that it may be compared with the mode I wish to be adopted, and judged by yourself."

The various blanks and forms of the cards, complaint, warrant, summons, mittimus, and reports, referred to in the extracts from the communications of the Officers are introduced below, that the proceedings may be fully understood :

[Card.]

WELLS SCHOOL.		
No.		
Name		Age
Charge		
Parent's Name		
Residence		
Date		186
Teacher	Room No.	St.

In accordance with the suggestion of Truant Officer Reed, the following blank has been prepared for the purpose of keeping a separate record of the absences and excuses of each pupil who is habitually absent, whether for truancy or other cause :

[Face of the Blank.]

RECORD OF ABSENCE.

Name.	Age.	School.	Parent's Name.	Residence.
-------	------	---------	----------------	------------

1862.

Teacher

Room No.

St.

[Back of the Blank.]

SUGGESTIONS TO TEACHERS.

This Record is to be kept in cases of repeated or habitual absence, and especially in cases to be referred to the Truant Officer. Its principal object is to furnish that Officer with an authentic and reliable basis for his investigations, and for his complaints before the magistrate, and it is to be sent to him, in each case, as evidence of the need of his services.

If the case is in a Grammar School, write under the head "School" the *name* of the school; if not, write "Primary" or "Intermediate," as the case requires. Write the *number* of the room and the name of the *street* on the line with the teacher's name. Fill the blank on the back before sending this Record to the Officer. The following example will illustrate the mode of keeping the record :

Name.	Age.	School.	Parent's Name.	Residence.
Michael Welch.	9	Boylston.	Patrick.	17 Fleet.

1861. November 10th, Mother kept him. 12th, P. M. Father wants him to get in coal. 13th, P. M. Kept by Father. 15th, Sent to Market. 18th, Got to go to court. — seen playing in street. 20th, A. M. Mother sent him of an errand, will send him to school when he returns, — did not come. P. M., sent for his mother; she came here intoxicated.

[Form of Filing.]

RECORD OF ABSENCE.

Name, *Michael Welch.*
 Teacher, *Jane A. Hosmer.*
 School, *Primary.*
 Room, *No. 6.*
 Street, *Concord.*
 Date, *March 4, 1861.*

[Complaint.]

To _____ one of the Justices
of the POLICE COURT of the City of Boston, within and for the County
of Suffolk, _____ of the City
of Boston, in the County of Suffolk, Constable, one of the three persons
appointed by the Mayor and Aldermen of said City to make complaints
under the Statute of 1850, Chap. 294, and under an Ordinance of said
City, passed October 21, in the year of our Lord eighteen hundred and
fifty, adopting said Statute, _____ in
behalf of the COMMONWEALTH OF MASSACHUSETTS, on oath complains
That

of the City of Boston, in the County of Suffolk, _____ on the
_____ day of _____ in the year of our Lord one
thousand eight hundred and sixty- _____ at Boston aforesaid, with
force and arms is a child more than six and less than sixteen years of
age, and neglects or refuses to attend School and absents himself there-
from, wanders about and keeps himself in other places during School
hours contrary to the commands of those having lawful authority and
control over him, and so the said _____ says
that the said _____ is an habitual truant.

And the said _____ further complains
that the said _____ then and there with
force and arms, is a child more than six and less than sixteen years of
age, not attending School, without any regular and lawful occupation,
growing up in ignorance.

against the peace of said Commonwealth, and the form of the Statute
and the By-laws of said City in such case made and provided.

SUFFOLK, TO WIT:

TAKEN and sworn to, this _____ day of _____ in the
year of our Lord *one thousand eight hundred and sixty-*

Before me,

{ *One of the Justices of the Police*
{ *Court of the City of Boston.*

[Warrant.]

SUFFOLK, TO WIT:

To the Sheriff of our County of Suffolk, his Deputies, the Constables and Police Officers of the City of Boston, in said County, or to any of the three persons appointed by the Mayor and Aldermen, to make complaints under the Act concerning truant children and absentees from School, 1850, Chap. 294.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, upon sight hereof to take and bring before _____ one of the Justices of the Police Court of the City of Boston, within and for the County of Suffolk, at

the bod of

of Boston aforesaid _____ if he be found within your precinct, to answer to the Commonwealth, on the complaint of _____ of said Boston, one of the persons appointed to make complaints concerning truant children, under said Act, this day made on oath, before said Justice of the said Court, that the said _____ is an habitual truant, and upon the further complaint, made as aforesaid, that the said

_____ is a child of an age between six and sixteen years, not attending any school, without any regular and lawful occupation, growing up in ignorance,

against the peace of said Commonwealth, and the form of the Statute, and of the By-laws of the City of Boston, in such case made and provided. Hereof fail not, at your peril.

WITNESS, my hand and seal, at Boston, this _____ day of _____ in the year of our Lord one thousand eight hundred and sixty-

*{ One of the Justices of
the said Police Court.*

[Summons.]

SUFFOLK, TO WIT:

To the Sheriff of our County of Suffolk, his Deputies, and the Constables and Police Officers of our City of Boston, or any of the three persons appointed to make complaints under the Act of 1850, Chap. 294, concerning truant children, and absentees from School, and the Ordinance adopting the same, and the Acts and Ordinances additional thereto.

GREETING.

THESE are to command you, and each of you, in the name of the COMMONWEALTH OF MASSACHUSETTS, to summon

to appear forthwith before either of the Justices of the Police Court of the City of Boston, within and for the County of Suffolk, to give evidence, on behalf of said Commonwealth, of what they know relative to a complaint this day made on oath by

against

under the Act of 1850, Chap. 294, concerning truant children and absentees from school, and the ordinance adopting the same, and the acts and ordinances additional thereto. Hereof fail not, and make due return of this Writ, with your doings thereon.

WITNESS, my hand and seal, at Boston, this
day of _____ in the year of our Lord one thousand eight hundred and sixty-

{ *Justice*
of the said Police Court.

[Mittimus.]

SUFFOLK, TO WIT:

To either of the persons authorized by the Mayor and Aldermen to make complaints under the Act of 1850, Chap. 294, concerning truant children and absentees from School, and the Ordinance adopting the same, and the Master of the House for the Employment and Reformation of Juvenile Offenders in our said City,

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, the said Sheriff, Deputies, Constables, and each of you,

forthwith to convey and deliver into the custody of the Master of said House, the body of _____ of said Boston, a minor, who now stands convicted before one of the Justices of our Police Court, within and for the City of Boston, of being a

— and it appearing to our said Justice, that the said _____ is a proper object for confinement in said House; it is therefore ordered by our said Justice, that the said _____ be placed in said House, for the term of _____ from the date hereof, there to be kept, governed, and dealt with according to law. And make return of this precept, with your doings thereon.

And you, the said Master, are hereby commanded to receive the said _____ into your custody in our said House, and _____ there safely keep until _____ shall _____ or he be otherwise discharged in due course of law. Hereof fail not, at your peril.

WITNESS, my hand and seal, at our City of Boston, this _____ day of _____ in the year of our Lord one thousand eight hundred and sixty-

} *One of the Justices of*
 } *the said Police Court.*

[Form of Report to the Mayor and Aldermen.]

CITY OF BOSTON.

TO HIS HONOR THE MAYOR, AND THE BOARD OF ALDERMEN:

Truant Officer's Report from _____ Dist. for the Quarter ending

186

Whole Number of Cases investigated during the Quarter,
 Number of old Truants previously reported,
 Number of new cases,
 Number found to be Truants, Males, Females, Total,
 Aggregate Absences by Truancy,
 Number of Non-Attendants induced to enter School,
 Number complained of in Courts as Habitual Truants,
 Number on Probation by the Court,
 Number sentenced by the Court,
 Children of American Parents,
 Children of Foreign Parents,

REMARKS.

Under the head of "Remarks" in the above report, is stated the disposition made of the truants complained of, whether sentenced or put on probation, and for what term.

[Form of Report to the Mayor.]

CITY OF BOSTON.

TO HIS HONOR THE MAYOR:

Truant Officer's Report for *District, for the Quarter ending*
1861.

The names of none except Truants are entered in this Report. *The number of Truancies during the Quarter is the number of days in which Truancy has been committed.*

No.	Name.	Age.	School.	No. of Truancies.	Parent's Name.	Residence.
20	J. Sullivan.	13	Eliot.	16	John.	Fleet St.
21	N. Brown.	12	Quincy.	14	Edward.	Lucas St.

To the statistics in the above form, the Officer adds an account of the truants complained of, and the disposition made of them by the Court.

I have examined with great care the official reports of the Truant Officers, with a view to prepare from them some general tables showing the statistics of their labors. But as the forms of their reports have been changed within the past year, it was found impracticable to present a satisfactory statement of the kind proposed. And, indeed, the nature of their duties is such that no mere numerical representation can give any adequate idea of the extent or value of their labors.

The number of truants sentenced varies from twenty to seventy-five per year.

Table showing the number of complaints and sentences for the year ending September, 1861 :

Complained of for truancy	73
Sentenced for two years	31
Sentenced for one year	19
Sentenced for six months	3
Put on probation	12

The above are the numbers of complaints and sentences for *truancy* only. The Officers have made some complaints for other offences, which are not included in the table.

Complaints made against truants by O. H. Spurr :

May 17, 1851, No. 1, sent to House of Refor'tion	6 months.
“ “ “ “ 2, “ “ “	1 month.
“ 19, “ “ 3, “ “ “	0
“ “ “ 4, “ “ “	6 months.
Nov. 11, “ “ 5, “ “ “	1 year.
“ “ “ 6, “ “ “	3 months.
“ “ “ 7, “ “ “	2 yrs., (disch'd Aug. 14, 1853.)
“ “ 8, “ “ “	1 year.

Whole number of complaints made by all the Truant Officers, since July, 1852 :

1852—32 compl'ts made, 21 bro't to trial, 21 sente'd 3, 4 and 6 mos.
1853—47 “ “ 32 “ “ 30 “ from 6 mos. to 1 yr.
1854—50 “ “ 40 “ “ 39 “
1855—100 “ “ 88 “ “ 81 “
1856—81 “ “ 50 “ “ 48 “
1857—100 “ “ 70 “ “ 70 “
1858—80 “ “ 75 “ “ 74 “
1859—83 “ “ 73 “ “ 71 “
1860—52 . “ “ 43 “ “ 39 “
1861—90 “ “ 79 “ “ 66 “

The following table shows the number of truants recorded, and the number of non-attendants or absentees put into school by Mr. Reed, in each year of his service as Truant Officer of the Central District. It is to be observed, however, that the true aggregate of truants would not be found by adding the column, since a considerable proportion of those recorded in any given year, were also on the record of the preceding year, and some were probably recorded for several years :

Date.	Whole number truants.	Non-attendants put into school.
1852	188	83
1853	286	107
1854	304	66
1855	294	46
1856	203	34
1857	221	21
1858	217	16
1859	230	26
1860	216	4
1861	248	4

It was stated above that the Officers frequently make complaints for other offences. This is done only when the offender has also been guilty of truancy, and in cases where, from the character of home influences, or from the want of a home, or from some other circumstance, it is thought best that the term of sentence should be during minority instead of for two years, the maximum for truancy alone. Owing to some loophole in the laws by which this description of criminals had found means of escaping, the complaints, other than those for truancy, were suspended from 1857 to 1860.

The following list of the complaints made by Officer Reed, may serve as an illustration of this part of the business :

COMPLAINTS MADE BY WM. F. REED.

- 1852, 13 complained of for truancy, 9 brought to trial, 8 sentenced.
 3 complained of as stubborn and disobedient, sent to S. R. School during minority.
 1 complained of as idle and dissolute, sent to H. of R. during minority.
- 1853, 7 complained of for truancy, 5 brought to trial, 5 sentenced.
 9 complained of as idle and dissolute, sent to H. R. during minority.
 2 complained of as stubborn and disobedient, sent to H. R. during minority.
 4 complained of for larceny, sent to H. R., 2 during minority, 1 five years, 1 for one year.
 3 complained of for breaking and entering, sent to S. R. S. during minority.
 1 complained of for larceny, sent to S. R. S. during minority.
- 1854, 29 complained of for truancy, 26 brought to trial, 26 sentenced.
 2 complained of as stubborn and dissolute, sent to H. R. during minority.
 5 complained of as idle and dissolute, sent to S. R. S. during minority.
 1 complained of for larceny, sent to S. R. S. for two years.
 1 " " " " " " for one year.
 1 " " " " " " fined \$ 6 and costs.
 1 " " " " " " sent to House of Industry for 6 months.
- 1855, 54 complained of for truancy, 48 brought to trial, 42 sentenced, 3 were put under bonds of \$ 50 to attend school three months.
 2 complained of as idle and dissolute, sent to H. R. during minority.
- 1856, 27 complained of for truancy, 21 brought to trial, 19 sentenced, 2 gave surety in the sum of \$ 100 to attend school for one year.

1 complained of as idle and dissolute, sent to H. R. during minority.

1857, 17 complained of for truancy, 17 sentenced.

1858, 27 " " " 22 " 1 put on probation.

1859, 21 " " " 19 " 1 " "

1860, 10 " " " 5 " 2 " "

1861, 14 " " " 7 " 6 " "

5 complained of as stubborn and disobedient, sent to Nautical School Ship.

2 complained of for larceny, sent to N. S. Ship.

2 complained of as stubborn and disobedient, sent to S. R. School.

2 complained of for larceny, sent to S. R. School.

We have thus followed the truant through the various stages of his treatment. First, the teacher's powers of attraction and coercion are exerted to prevent cases of truancy from occurring. If these influences are not sufficient, and a pupil commits the offence so often as to be called an "habitual truant," assistance is sought from the Truant Officer, armed with the authority of law. He "investigates the case." He endeavors to find out the cause of the truancy, and to remove it. He explains the law to the offender and his parents, and shows the consequences of continuing in transgression. He mingles with his warnings friendly advice, encouragement, and good counsel. The name is placed on his book, and his eye is kept on the delinquent. If he reforms, the case is dropped. If not, the complaint is made, and the warrant for arrest is issued, the offender is arrested and taken before one of the Justices of the Police Court, though, to save his feelings and preserve some spark of self-respect, he is not put into the dock with hardened criminals in open court, but the case is heard in a

private room. If found guilty he is sentenced to the institution provided for such cases.

It often happens, however, during the course of these proceedings, before the truant is actually placed under the officers of the reformatory institution, that his parents or friends find some other way of disposing of him. He is sent into the country, or put to work, or placed in some private or charitable institution, and some such disposition of him is generally encouraged by the Officers and the Justices. If there are mitigating circumstances, he may be put on probation. But if the case is a "hard" one, and the law is permitted to take its course, the subject of the sentence goes to the institution, at Deer Island, for a term, in most cases, of two years.

As this sketch of our dealings with truants would be incomplete without some account of their treatment while under the sentence of the Court, and of their subsequent course of life, it seems proper to present here a brief summary of the character and management of the reformatory institution in which they are placed.

This institution is the House for the Employment and Reformation of Juvenile Offenders, established and maintained by the City of Boston. It was first opened, 1827. "It was created to save and reform children guilty of but slight offences, and then left friendless or orphans, cast upon the world in early childhood, and, by poverty and neglect, made subject to the laws punishing idle persons and vagrants. Many such children have been saved from misery, or reformed from vice at this institution. and are now useful men and women in society." It is under the direction and control of a

Board of twelve Directors, elected by the City Council. The officers are a superintendent, teacher and assistants, chaplain, physician, matron, and watchman. The inmates sent for other offences than truancy are usually sentenced during their minority. Of those sent for truancy, the greater number are sentenced for the term of two years, a smaller number for one year, and a few for six months. But hereafter, only truants are to be admitted, as the Directors have determined by a vote passed, early the present year, to exclude all others. This action renders the institution more strictly supplementary to our system of public instruction.

Within a few years, a Female Branch of this institution has been established, and is in successful operation. The number of females, however, who have been sentenced for truancy is quite small. The average number of inmates, for several years, has been upwards of two hundred. The following extracts from the Report of the Inspectors of Prisons of Suffolk County, for July, 1861, afford a general idea of the instruction, discipline, and employment of the boys :

“The House is divided into three separate departments, for the purpose of classification. The boys are divided into three divisions, according to conduct and character; each division occupying one department of the House, and being separate and distinct from the others. The best boys occupy the first department; the worst, the third, and the remainder the second. In each of the first and second divisions there are ninety boys, and in the third, thirty-six. The divisions are re-organized once in two months, when the deserving are promoted. It is the design to have the first division enjoy more privileges than the second, and the second more than the third, while all fare alike as to food

and clothing. Although the new arrangement has been in operation only about four months, yet its superiority over the old plan is evident.

“ Each division constitutes one school, and is in charge of one male teacher. Most of the scholars have made good progress in their studies, which are the common English branches. Of the 136 boys now attending school, 60 study written arithmetic, 100 mental arithmetic, 16 grammar, 80 geography, and 140 write. Sixty of the boys have not attended school since April, but work upon the farm. They were selected from those most advanced, and will attend school again in the winter.

“ The mode of discipline is the grade system. There are four grades, denominated 1, 2, 3, 4, — number 1 being the highest. A boy, upon entering the school, is placed in the third grade of the second division, and may be promoted to a higher grade and division, or degraded to a lower, according to behavior. Grades are re-organized once a week, and divisions once in two months. A daily record of each boy's merits and demerits is registered and balanced weekly. By this method a boy's standing in the school respecting character, depends entirely upon his behavior. Punishments for misdemeanors are, demerit-marks, deprivation of plays, and loss of grade. For serious offences, when in the lower grade, solitary confinement or corporal punishment. It is proper to remark that a resort to the latter two modes of punishment is not frequent.

“ Provisions are made for religious instruction. On the Sabbath, they attend a Sabbath-school and divine service in the Chapel of the House of Industry, and all fitting occasions are improved to instil into their minds their duty to themselves, to others, and to their Creator.

“ The employment of the boys, out of school, has been farming, knitting, and domestic work, divided as follows: Farming, 60; domestic work, 20; knitting, 136.”

The employment varies somewhat, according to the nature of contracts for work which are secured. The

school time is three or four hours daily, the rest of the time being occupied in working and recreation. It is the aim of the managers of the Institution to render it so much of a penitentiary, that a sentence to it would be considered a punishment, and yet to surround the inmates with such influences as shall tend to enlighten their minds, to develop their moral natures, to cultivate in them habits of industry, a love of order, a manly self-respect, and a determination to lead the life of a useful and intelligent citizen.

Children received into the Institution remain till discharged by the expiration of the term of sentence, or pardoned by the court, or indented. A large proportion is pardoned or indented. I have no means of knowing precisely what proportion of the truants sent to this Institution, return to the schools; my impression is, that it is not large.

CONCLUSION.

I have thus presented some account of what has been done in this city during the last seventeen years for the prevention of truancy and non-attendance at school, such facts, opinions, and documents, having been introduced as seemed most useful for our guidance in future efforts for the more effectual suppression of these great evils. I have endeavored to exhibit in one connected view the nature and extent of these evils, as stated by successive committees and official persons, the various expedients and legislative measures adopted for their cure, and the doings of the officers appointed under the truant law, with the re-

sults of their labors. And I subjoin in conclusion some observations suggested by these investigations, and by previous experience in relation to this subject :

1. It appears that no complaints have been made by the School Committee or Truant Officers for violation of the Statute (Chap. 41), which requires persons having children under their control between the ages of eight and fourteen years to send them to school at least twelve weeks in each year, six weeks of which time shall be consecutive. The language of the Statute is so carefully guarded that it seems scarcely possible that any hardship should be suffered by its execution. It is calculated to reach a class of cases which is not met by any other legal provision, where parents, through indifference, or indolence, or cupidity, unnecessarily deprive their children of education by permitting them to waste their time in idleness, or by exacting of them labor which might be dispensed with. It seems, therefore, highly desirable that at least some attempt should be made to put in force this provision of the law.

2. No complaints have been made on account of the violation of the law (Chap. 42), which forbids the owner, agent, or superintendent of any manufacturing establishment to employ children between twelve and fifteen years of age who have not attended school eleven weeks, and children under twelve who have not attended school for eighteen weeks, within the year next preceding such employment. This law was more especially designed for the benefit of children residing in manufacturing towns and villages where

their labor may be made available to a great extent in cotton and woollen mills, and consequently there is a strong temptation to owners and parents to keep them employed continuously, and thus prevent them from acquiring the essential elements of education. Still there are doubtless not a few establishments in this city where children are employed contrary to the provisions of this humane law. It requires no argument to prove that such children should be protected in the enjoyment of their legal rights.

3. Among the causes of truancy, that which so far transcends all others as to be properly considered the *cause of causes*, is the immoderate use of intoxicating drinks. This is the unanimous testimony of the Truant Officers. The poverty, wretchedness, and crime, the desolation of homes, the ruin of parental authority and control, the orphanage of children, and the brutal treatment worse than orphanage caused by the intemperate habits of parents,—these are the fruitful sources of truancy and non-attendance at school. Many a child is glad to escape from the sufferings of a home made intolerable by the drunkenness of parents, by a sentence for truancy, or for some other offence, to the House of Reformation. The liquor shops and the schools are directly and in all respects antagonistic to each other. Intemperance is here the prime cause of ignorance among the children of the poor, while the right kind of school education is one of the surest guarantees of temperate habits. The means, therefore, which tend to reduce the number of liquor shops, will also diminish the labors of the Truant Officers, and increase the attendance of decent and well-behaved children at

school. And on the other hand, whatever means contributes to extend the advantages of our school training to a larger proportion of the children of school age, at the same time promotes temperance and domestic happiness.

The Chief of Police, in his recent able report, calls public attention to the frightful increase of intemperance in the city. "That intemperance," he says, "with fearful progress is sweeping over the fairer portions of our land, scattering broadcast the seeds of vice, misery, and crime, and rearing in our midst one of the greatest moral and social evils that ever demoralized a Christian people, are facts but too solemn and too true." . . . "By reference to the Police records it will be seen that there has been a gradual increase of drunkenness in the city for several years past, much more than keeping place with the increase of population; the past year showing a greater number of arrests for drunkenness than any former year."

It becomes me to allude to this subject here only as it relates to the interests of education; but viewing it merely as an educator, I cannot but wish most devoutly that the license law proposed by the Chief, or some other effectual remedy, might be applied to this great evil.

4. It has been stated that the truant law, according to the view of persons active in securing its enactment, was designed to punish and reform not only truants, to which class its operation has heretofore been limited, but also another class of children properly denominated non-attendants or absentees, and described in the act as "children not attending school or without any reg-

ular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years." From a recent interview with one of the Justices of the Police Court, I was led to infer that he would issue a warrant on a complaint against an offender of the latter class. As this interpretation of the law would greatly increase its effectiveness, it is to be hoped that it will be adopted. If it cannot be so construed and enforced, I would suggest the expediency of petitioning the General Court to amend it so that there should be, if possible, no room to doubt that it is intended for both truants *and* absentees, and also to provide that the complaints under it be heard as a certain class of cases now are, by the Judge of Probate or a special commissioner. The expense of trying the cases would be no more than it is now, if indeed as much.

5. Among the important agencies which have aided in bringing into school the children of the poor and ignorant, I ought to mention with commendation the city missionaries of the different denominations. By furnishing clothing they make it possible for many to attend school who otherwise would be unable to do so. By advice and encouragement, and by giving information as to where to go, many are induced to enter school, who, without such help, would continue absent.

6. Our regulations require teachers to report to the Truant Officers the pupils who are "habitually truant." This description is indefinite, and consequently teachers differ widely as to how many times a pupil may be guilty of truancy before he ought to be reported as *habitually* truant. It is believed that some teachers

allow truancy to become *so habitual* before reporting it, that reformation is almost hopeless. In the opinion of the Truant Officers, it would be better for the teachers to report the name of the pupil the *first time* he plays truant. Of course a complaint against him would not be made for the first offence, but he would then be under the eye of the Officer, and the habit might thus be nipped in the bud. I fully concur with the officers in this view, and accordingly recommend respectfully that the regulation be amended by striking out the word "habitually."

7. Every teacher should take pains to find out all cases of truancy which occur among his pupils, and faithfully report them. As soon as the children see that their teacher is lax in this respect, and that for fear of being summoned to court to testify, or for any other cause he neglects to report the cases of the Officers, they are certain to take advantage of the laxity, by committing truancy more frequently. It has been found that some teachers have been backward in reporting their truants from fear that a bad impression would be produced as to their skill in managing their school, as it is well known that good management on the part of the teacher, is one of the best means to prevent truancy.

8. Having no official relations to the Truant Officers, I do not feel that it belongs to me to present any official statement of my opinion as to their qualifications for the performance of the duties assigned them. But it may not be improper for me to say, — justice, indeed, seems to require it, — that, so far as I have any knowledge of the spirit and manner in which they have

done the work required of them, they have seemed to me to labor with earnestness and fidelity, and to manifest a good degree of the tact, discretion, patience, and kindness requisite for their difficult task.

9. In looking back over the space of seventeen years, and reviewing the history of the efforts which have been made to secure the blessings of education to *every child* in this city, we cannot doubt that considerable progress has been achieved. The analysis of the subject of attendance, as presented in my semi-annual report, in March last, led me to the conclusion that the number of children growing up in the city without acquiring, at least the rudiments of learning, is quite small. The number of pupils known by official reports to be in attendance at the public and private schools of the city was shown to be a very large proportion of all the children of legal school age. But while we have reason to contemplate this fact with satisfaction, instead of relaxing our efforts, we should feel stimulated to greater exertions to prevent every child among us from falling a "prey to ignorance, and the vice which too often follows in its train," and from perishing for want of "the teaching and nurturing" which our schools are intended to afford.

JOHN D. PHILBRICK,

Superintendent Public Schools.

NOTE.—The Statute respecting truants and absentees from school has been amended since this report was prepared, by substituting the word "shall" for the word "may" in the first line of Section 4,—a *very* important change, though it does not effect the City of Boston.

RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.

SCHOOL COMMITTEE.

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

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

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 in relation to the care and management of the public schools, which the select-

Duties of School Committee.

men 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 manners *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 election: 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 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.

Organization of
the Board.

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

Standing Com-
mittees.

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

Districts.

District Com-
mittees.

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.

Chairmen of
sub-commit-
tees.

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

Annual and
quarterly meet-
ings.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the 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.

Quorum.

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

Vacancies in
the Board.

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.

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.

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

Same.

to rise and stand until they are counted, and he shall declare the result.

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 mem-

ber 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, Call of special meetings. 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 the Appointment of committees. President, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

SECTION 1. When any member is about to speak in Duties of members in debate. 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- Call to order. 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 member Violation of rules. 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.

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.*

Mover of a motion, &c., to be notified of the time of its consideration.

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,

* 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, December 18, 1855, sect. 2.]

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

Warming and
ventilation of
school houses.

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.

Committee on
Salaries.

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

Committee on
Books.

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; and at meetings for the transaction of business, five members shall constitute a quorum.

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

Quarterly examinations.

least once in each quarter; and shall visit them not less than once each month, without giving previous notice to the instructors: and shall, at each quarterly meeting of the Board, make a report, in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several Primary Schools under their charge; also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the school-houses and yards and out-buildings connected therewith. They shall also state 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 average number of pupils belonging to the school during the school year. Each school shall be entitled to one medal and one of each of the certificates of merit for every sixty scholars. But, in any school where the number of scholars in the first class

is comparatively small, the number of medals awarded shall be proportionably less: and it shall never exceed one third of the number of candidates examined, nor shall any pupil be promoted for the purpose of increasing the number of candidates. In any school where there are no scholars much advanced in improvement, no medal shall be awarded. General scholarship, and more especially good conduct, shall be taken into consideration in awarding the medals and certificates: and in order that a just assignment may be made, the District Committee shall critically examine the candidates, and inspect the school records of their standing.

SECT. 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.

Transfer of pupils.

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.

Teacher of sewing.

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 especial refer-

Examination of teachers.

* "The School Committee shall require full and satisfactory evidence of the good moral character of all instructors who may be employed in the public schools in their town, and shall ascertain, by personal examination, their lit-

Teachers advanced to another grade to be examined.

ence 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.

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

erary 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.]

the candidates so recommended, with or without a new examination, at the option of said Committee.

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 re-election, and said Committee shall, at the annual meeting in June for the election of teachers, nominate the persons thus approved, who shall be considered the regular candidates for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they shall, if they deem it expedient, give notice of their intention to said teacher before the annual election.

Canvassing the lists of teachers.

Nomination of teachers for re-election.

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 District Committees.

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

Transfer of Primary Schools and teachers.

Teacher shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

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, which shall be presented at the

Annual reports.

quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens.

CHAPTER V.

Election of Instructors of Public Schools.

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

SECT. 2. In the month of June, annually, the Board shall elect the instructors of the Public Schools, and fix their salaries^{*} for the ensuing year. Said instructors

Annual election
of teachers.

* 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.

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 salaries of the sewing teachers are as follows,—and the teachers shall severally devote to instructing their pupils the time designated herein.

The Sewing Teachers of the Adams, Lyman, and Wells Schools shall teach sewing ten hours each week, and shall severally receive \$175 per annum.

The Sewing Teachers of the Franklin, Lawrence, Lincoln, Bigelow, and

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.

Chapman Schools shall teach sewing twelve hours each week, and shall severally receive \$200 per annum.

The Sewing Teachers of the Hancock and Everett Schools, shall teach sewing sixteen hours each week, and shall severally receive \$225 per annum.

The Sewing Teachers of the Winthrop and Boylston Schools shall teach sewing twenty hours each week, and shall receive \$300 per annum.

SECT. 6. The Examining Committee shall take from Same. the Secretary's files all the applications and written evidence, and shall have personal interviews with the applicants, and make inquiries as to their qualifications, 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 Examining Committee's report. the Board, at some subsequent meeting, the names of all the applicants who have been examined by them, together with such other facts and circumstances respecting the candidates, their recommendations and qualifications, as they may deem necessary for the information of the Board. They shall also designate in their report the names of two or more of the candidates whose examinations were most satisfactory, with the opinions of the Examining Committee on their qualifications severally, and the Board shall then proceed to a choice by ballot.

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

CHAPTER VI.

Duties of the Secretary.

SECTION 1. The Secretary shall have charge of the Records and files. 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.

* See p. 17 of these Rules.

Notices to be given.

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

* "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.]

CHAPTER VII.

Duties of the Superintendent.

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

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.

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.

SECT. 4. Whenever vacancies occur in the State scholarships to which this city is entitled, it shall be his duty

Election.

Salary.

General duties.

Visiting schools.

Meetings of Primary School teachers.

Meetings of Grammar School teachers.

State scholarships.

to give public notice thereof, and he shall be authorized, in conjunction with the chairman of each of the High School Committees, to examine candidates for said vacancies, and report to this Board the names of those to be recommended according to law,* to the Board of Education. He shall make investigations as to the number and the condition of the children in the city who are not receiving the benefits offered by the Public Schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies.

Absentees from school.

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 ex-

School expenses.

* "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.]

pended, that there may result more uniformity in their plans and more economy in their expenditures.

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

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

CHAPTER VIII.

General Regulations of the Public Schools.

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

General duties
of teachers

SECT. 2. The instructors shall punctually observe the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully devote themselves to the public service. In all their intercourse with their scholars they shall strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, in manners and deportment, as well as in useful learning.

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.

SECT. 6. Good morals being of the first importance Moral instruction. to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools.* The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

SECT. 7. The principal teacher in every school shall School register and records. 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.

SECT. 8. All school registers and other books for Blanks for schools. records, as well as all blanks for monthly reports, and circulars required in the several schools, shall be after

*“ 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.]

uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers are 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, conformably 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; unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries,

Absentees must pay their substitutes.

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. The compensation of temporary teachers shall be the same as that of substitutes.

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.

Recesses.

SECT. 20. There shall be a recess of fifteen minutes

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 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. Physical exercise in schools.

SECT. 22. The principal teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose, and they shall be held responsible for any want of neatness or cleanliness on their premises; and when anything is out of order they must give immediate notice thereof to the Superintendent of Public Buildings. Care of school premises.

SECT. 23. No instructor in the Public Schools shall be allowed to teach in any other public school than that to which he or she has been appointed, nor to keep a private school of any description whatever, nor to attend to the instruction of any private pupils before 6 o'clock, P. M., except on Wednesday and Saturday afternoons, nor to engage as editor of any newspaper, or of any religious or political periodical. Things not allowed.

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. No Presents.

Subscription or contribution. 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

No agent to exhibit articles in school. 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.

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 case 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 April, annually, the principal teacher 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 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.]

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 five years of age, shall be entitled to attend the Public Schools of the city; provided, however, that this rule shall not be so construed as to exclude any child already admitted to the Public Schools; 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.

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.

Same.

SECT. 31. No pupil shall be admitted into any of the Public Schools without a certificate from a physician that

Certificate of vaccination.

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

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 names, residences, and the names of their parents or guardians to the truant officers of the district.

Absence.

Truancy.

Annual exhibitions.

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. Provided, however, that the District Committees on the several Grammar Schools for *girls* may, if they deem it advisable, direct that such exhibition shall be on the Monday, instead of on the Tuesday, following said Wednesday. The hours for the exhibitions of the several schools shall be ar-

ranged 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. School festival.

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

SECT. 36. On the 21st of February, annually, the Masters of the High and Grammar Schools shall assemble their pupils, each in the Hall of his School-house, and read to them, or cause to be read to them, by one or more of their own number, Washington's Farewell Address to the People of the United States; and the regular exercises of the session shall be suspended so far as is necessary to give opportunity to this reading. Reading of Washington's Farewell Address.

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*.

Schools for special instruction.

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.

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 Av-
enue.

SECT. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When, from the 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 Gram-
mar 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.

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.

Classes.

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.

The Boston Primary School Tablets.

Hillard's First Primary Reader.

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, as a Spelling Book.

Hillard's First Primary Reader, continued.

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, completed as a Spelling Book.

Hillard's Second Primary Reader.

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

Marks of punctuation.

THIRD CLASS.

Bumstead's Second Reading Book, or

Hillard's Second Primary Reader.

Spelling and Thinking Combined, commenced.

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

All the Numerals and Abbreviations to be learned.

SECOND CLASS.

Bumstead's Second Reading Book.

Hillard's Second Primary Reader, completed.

Spelling and Thinking Combined, continued.

Hillard's Third Primary Reader, commenced.

“*North American Arithmetic*,” or *Eaton's Primary Arithmetic*, commenced.

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

FIRST CLASS.

Hillard's Third Primary Reader, or

Bumstead's Third Reading Book.

New Testament.

Spelling and Thinking Combined, completed.

North American Arithmetic, or *Eaton's Primary 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,	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
19— Everett School,	Northampton Street,	For Girls,	1860

In these schools are taught the common branches of an English education.

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.

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 Qualifications for admission to the Grammar Schools.

read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of one hundred ; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications shall be admitted into any Grammar School, except by special permit of the District Committee.

Examination of primary scholars for promotion to Grammar School.

SECT. 5. Within the two weeks preceding the first Monday in March, annually, the master of each Grammar School shall visit each Primary which is expected to send pupils to his school ; and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July, annually, each teacher in the Primary Schools shall accompany her first class to such Grammar School House in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master, is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant.

Certificates of admission.

Times of admitting pupils to Grammar School.

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.

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.

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.

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

Class 4. — No. 1. Worcester's Spelling Book. 2. Hil- lard'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.

Class 3. — No. 1. Worcester's Spelling Book. 2. Hil- lard'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 Bullion'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 Sub-Committee of each school. 3. Writing, as in Fourth Class. 4. Geography, as in Class Two. 5. Warren Colburn's First Lessons, new edition, and Eaton's Arithmetic. 6. Bullion'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.

Permitted
books.

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 Text-books. one treatise on Written Arithmetic, and no more, shall be used as text-books in the Grammar Schools.

SECT. 12. Two half-hours each week in the Grammar Instruction in music. Schools shall be devoted to the study and practice of Vocal Music. Instruction shall be given to the First and Second Classes by the music teachers. 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 assistant teachers; and the pupils shall undergo examinations and receive credits for Examination in music. 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.

CHAPTER XI.

Regulations of the English High School.

SECTION 1. This school is situated in Bedford Street. English High School established, and its object. 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.

Time of examining candidates for admission.

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 and 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.

Annual examination of candidates.

SECT. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

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.

Reviews.

SECT. 7. The school shall hold one session, daily, commencing at 9 A. M. and closing at 2 P. M., except on Saturday, when the school shall close at 1 o'clock.

School hours.

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

Course of studies and text-books.

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 Cartée'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:—

Same.

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

Same.

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.

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.

SECT. 3. The examination of candidates for admission Admission of pupils.
 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.

SECT. 4. Candidates for admission must be over fifteen, Same.
 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.

SECT. 5. The examination shall be conducted by the in- Same.
 structors 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. Synonyms. 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.

School hours.

SECT. 7. The sessions of the school shall begin at 9 o'clock, A. M., and close at 2 o'clock, P. M., except on Wednesday and Saturday, when the school shall close at 1 o'clock.

Pupils may remain three years.

SECT. 8. The plan of study shall be arranged for three years. Pupils who have attended for that period, and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school.

CHAPTER XIII.

Regulations of the Latin Grammar School.

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

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

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

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. Instructors.

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

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. 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. Time of examining candidates for admission.

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, except on Saturday, when the school shall close at 1 o'clock.

Classes.

SECT. 9. The school shall be divided into 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.

Course of studies and text-books.

SECT. 11. The books and exercises required in the 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. Viri Romæ. 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. Cæsar's Commentaries. 19. Fasquelle's French Grammar. 20. Exercises in speaking and reading French with a native French teacher.

Text-books.

Class 3. 1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 19, 20, continued. 21. Ovid's Metamorphoses. 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, 25, *Same.* 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, 28, 29, *Same.* continued. 30. Geometry. 31. Cicero's Orations. 32. Composition of Latin Verses. 33. Composition in French. 34. Ancient History and Geography.

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
O F T H E
G R A M M A R S C H O O L S E C T I O N S .

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.

Bowditch School, for Girls.

Commencing at the foot of State Street, through State, Washington, Summer, and Kingston Streets, to the Worcester Railroad; thence by the railroad to its junction with Albany Street; thence by a line drawn at a right angle with Albany Street, to the water; thence by the water to the bound first named.

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 Milldam, including the tenements on both sides of the Milldam road, and thence by the water to the bound first named.

Boylston School, for Boys.

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.

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.

Everett School, for Girls.

Includes all of Boston south of the centre of Dedham Street.

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 northwest 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 Leverett Street, at Cragie's Bridge, thence through the centre of Leverett 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 Milldam, 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 Leverett Street, thence through the centre of Leverett Street to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Milldam.

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 Milldam, thence across the Common to West Street, through the centre of West to Washington Street, through the centre of Washington to Summer Street, through the centre of Summer and Kingston Streets, to the Worcester Railroad, thence by the railroad, to the bound first named.

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ORGANIZATION
OF THE
PUBLIC SCHOOLS.

SCHOOL COMMITTEE

FOR 1862.

Hon. JOSEPH M. WIGHTMAN, Mayor, *ex officio*.

JOSHUA D. BALL, President of the Common Council, *ex officio*.

TERM EXPIRES JAN. 1863.	TERM EXPIRES JAN. 1864.	TERM EXPIRES JAN. 1865.
<i>Ward.</i>		
1. — George F. Haskins, Charles O. Eaton.	Thomas Cass, Benjamin Fessenden.	Adino B. Hall, Martin Griffin.
2. — J. Wesley Hinckley, Seth C. Ames.	J. Harvey Woodbury, Frederick Kidder.	John Noble, Samuel T. Cobb.
3. — John Newell, Aaron P. Richardson.	John N. Murdock, Sammel H. Randall.	Edward D. G. Palmer, Benjamin T. Gould.
4. — Anrelius D. Parker, Rob't Treat Paine, Jr.	Nathaniel B. Shurtleff, Ezra Palmer.	John A. Lamson, John A. Stevens.
5. — Joshua G. Wilbur, Francis Brown.	William E. Townsend, William E. Coale.	John F. Jarvis, David P. Kimball.
6. — Sammel K. Lothrop, George W. Tuxbury.	Robert W. Hooper, Russell Sturgis, Jr.	J. Baxter Upham, John C. Stockbridge.
7. — Patrick Riley, Thomas W. Parsons.	Le Baron Russell, Charles F. Dana.	Charles D. Homans, John P. Ordway.
8. — Rufus Ellis, Elijah C. Drew.	John B. Alley, Augustus A. Gould.	Thomas M. Brewer, Henry W. Haynes.
9. — William Read, Jacob M. Manning.	Joseph L. Drew, Ezra Styles Gannett.	William E. Underwood, Charles R. Codman.
10. — Daniel C. Eddy, Samuel A. Green.	Otis Kimball, James Demie.	Enoch C. Rolfe, Salem T. Lamb.
11. — Wm. H. Learnard, Jr., Matthias Rich, Jr.	Henry Burroughs, Jr., Alden Speare.	Frederick F. Thayer, William H. Thomas.
12. — Lewis C. Whiton, Edward H. Brainard.	John Duncan, Alvan Simonds.	Edwin Briggs, Benjamin Pope.

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.

ORGANIZATION
OF THE
BOARD OF SCHOOL COMMITTEE.

STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

Messrs. JOSEPH L. DREW, 52 Warren Street.
AURELIUS D. PARKER, 20 Court Street.
BENJAMIN FESSENDEN, 25 Charter Street.
MARTIN GRIFFIN, 6 Prince Street.
EDWARD H. BRAINARD, 161 Broadway.

COMMITTEE ON RULES AND REGULATIONS.

Messrs. GEORGE W. TUXBURY, 19 Court Street.
SAMUEL K. LOTHROP, 12 Chestnut Street.
WILLIAM READ, 873 Washington Street.
WILLIAM E. TOWNSEND, 15 Cambridge Street.
CHARLES F. DANA, 46 Court Street.

COMMITTEE ON SALARIES.

Messrs. ADINO B. HALL, 89 Salem Street.
J. HARVEY WOODBURY, 4 Princeton Street.
FRANCIS BROWN, 123 Leverett Street.
HENRY W. HAYNES, 35 Court Street.
ALVAN SIMONDS, 95 Dorchester Avenue.

COMMITTEE ON ACCOUNTS.

Messrs. JOHN B. ALLEY, 35 Boylston Street.
ENOCH C. ROLFE, 563 Washington Street.
ELIJAH C. DREW, 40 State Street.
EZRA PALMER, 1 Tremont Place.
SAMUEL T. COBB, 2 Belmont Square.

COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. LOTHROP, 12 Chestnut Street.
LE BARON RUSSELL, 1 Otis Place.
HENRY BURROUGHS, JR., 82 Mt. Vernon Street.
AUGUSTUS A. GOULD, 31 Boylston Street.
EZRA PALMER, 1 Tremont Place.

COMMITTEE ON SCHOOL HOUSES.

Messrs. OTIS KIMBALL, 21 Upton Street.
NATHANIEL B. SHURTLEFF, 2 Beacon Street.
THOMAS M. BREWER, 131 Washington Street.
J. C. STOCKBRIDGE, 9 West Cedar Street.
WILLIAM E. UNDERWOOD, 743 Washington Street.

COMMITTEE ON MUSIC.

Messrs. J. BAXTER UPHAM, 31 Chestnut Street.
LE BARON RUSSELL, 1 Otis Place.
AARON P. RICHARDSON, 17 Green Street.
AUGUSTUS A. GOULD, 31 Boylston Street.
WILLIAM E. COALE, 4 Staniford Street.

LATIN AND HIGH SCHOOLS.

LATIN SCHOOL, BEDFORD STREET.

COMMITTEE.

NATHANIEL B. SHURTLEFF, *Chairman*, 2 Beacon Street.

FREDERICK F. THAYER, *Secretary*, 6 Concord Square

GEORGE F. HASKINS, 2 North Square.

SAMUEL T. COBB, 2 Belmont Square.

EDWARD D. G. PALMER, 13 Portland Street.

WILLIAM E. COALE, 4 Staniford Street.

GEORGE W. TUXBURY, 19 Court Street.

CHARLES D. HOMANS, 12 West Street.

RUFUS ELLIS, 4 Exeter Place.

JOHN B. ALLEY, 35 Boylston Street.

WILLIAM READ, 873 Washington Street.

DANIEL C. EDDY, 13 Decatur Street.

JOHN DUNCAN, Linden, corner of Fourth Street.

Francis Gardner, *Master*.

Edwin H. Magill, *Sub-Master*.

Charles J. Capen, Moses Merrill, Joseph A. Hale, Albert Palmer,
and William Webster, *Ushers*.

N. B. M. De Montrachy, *Teacher of French*.

ENGLISH HIGH SCHOOL, BEDFORD STREET.

COMMITTEE.

S. K. LOTHROP, *Chairman*, 12 Chestnut Street.

WILLIAM E. TOWNSEND, *Secretary*, 15 Cambridge Street.

CHARLES O. EATON, 89 Salem Street.

JOHN NOBLE, 81 Lexington Street.

SAMUEL H. RANDALL, 7 Chilson Place.

ROBERT TREAT PAINE, JR., 42 Court Street.

CHARLES F. DANA, 46 Court Street.

ELIJAH C. DREW, 21 Harrison Avenue.

CHARLES R. CODMAN, 7 Park Square.

SAMUEL A. GREEN, ——— ———

JAMES DENNIE, 20 Eliot Street.

MATTHIAS RICH, JR., 997 Washington Street.

ALVAN SIMONDS, 95 Dorchester Avenue.

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*.

GIRLS' HIGH AND NORMAL SCHOOL, MASON STREET.

COMMITTEE.

HENRY BURROUGHS, JR., *Chairman*, 82 Mt. Vernon Street.

ROBERT W. HOOPER, *Secretary*, 107 Beacon Street.

LE BARON RUSSELL, 1 Otis Place.

ADINO B. HALL, 89 Salem Street.

J. HARVEY WOODBURY, 4 Princeton Street.

JOHN N. MURDOCK, 18 Crescent Place.

EZRA PALMER, 1 Tremont Place.

JOHN F. JARVIS, 22 Leverett Street.

THOMAS M. BREWER, 131 Washington Street.

AUGUSTUS A. GOULD, 31 Boylston Street.

EZRA S. GANNETT, 10 Boylston Place.

ENOCH C. ROLFE, 563 Washington Street.

BENJAMIN POPE, 235 Broadway.

William H. Seavey, *Master*.

Harriet E. Caryl, *Head Assistant*.

ASSISTANTS.

Maria A. Bacon,

Helen W. Avery,

Catharine Knapp,

Annie S. Greene,

Margaret A. Badger,

Emma A. Temple,

Mary E. Scates,

Adeline L. Sylvester.

Carl Zerrahn, *Teacher of Vocal Music*.

William N. Bartholomew, *Teacher of Drawing*.

P. W. Gengembre, *Teacher of French*.

Phillip Willner, *Teacher of German*.

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, 131 Webster Street.

FREDERIC KIDDER, *Secretary*, Sturtevant House.

BENJAMIN T. GOULD, 1 Prospect Street.

ADAMS SCHOOL, BELMONT SQUARE, EAST BOSTON.

Percival W. Bartlett, *Master*,
Cl. I., Div. 1, Boys and Girls.

Robert C. Metcalf, *Sub-Master*,
Cl. I., Div. 2, Boys and Girls.

Jane S. Tower, *Head Assistant*,
Cl. I., Div. 1, Boys and Girls.

Margaret J. Allison, *Head Assistant*,
Cl. II., Div. 1, Girls.

Elizabeth E. Lothrop, *Head Assistant*,
Cl. II., Div. 1, Boys.

Assistants.

Josephine J. Jones,
Cl. III., Div. 1, Girls.

Mary E. Hoffman,
Cl. III., Div. 1, Boys.

Mary C. White,
Cl. III., Div. 2, Boys.

Almira G. Smith,
Cl. IV., Div. 1, Girls.

Juliette J. Pierce,
Cl. IV., Div. 1, Boys.

Lucy A. Wiggin,
Cl. IV., Div. 2, Girls.

Sarah J. D'Arcy,
Cl. IV., Div. 2, Boys.

Charles Butler, *Teacher of Vocal Music.*

Eliza A. Wiggin, *Teacher of Sewing.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Emily C. Morse,	No. 1 — Summer Street,	} Mr. Cobb.
Rosa L. Morse,	2 " "	
Sarah F. Wiggin,	Adams Schoolhouse,	
Mary E. McLoud,	" "	
Annette A. Webster,	" "	} Mr. Ames.
Elizabeth Lincoln,	1 — Webster Street,	
Mary H. Allen,	2 " "	
Susan D. Wilde,	3 " "	
Esther L. Morse,	4 " "	

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

ALVAN SIMONDS, *Chairman*, 95 Dorchester Avenue.

JOHN DUNCAN, Linden, cor. of Fourth Street.

LEWIS C. WHITON, Gates Street.

EDWIN BRIGGS, 67 Dorchester, cor. of Old Harbor Street.

JACOB M. MANNING, 9 Boylston Place.

BENJAMIN POPE, *Secretary*, 235 Broadway.

EDWARD H. BRAINARD, 161 Broadway.

BIGELOW SCHOOL, FOURTH STREET, SOUTH BOSTON.

Joseph Hale, *Master*,

Cl. I., Div. 1.

Chas. Goodwin Clark, *Sub-Master*,

Cl. I., Div. 2.

Rachel C. Mather, *Head Assistant*,

Cl. I., Div. 1.

Julia M. Baxter, *Head Assistant*,

Cl. II., Div. 1.

Celinda Seaver, *Head Assistant*,

Cl. IV., Div. 1.

Assistants.

Mary A. Hale,

Cl. II., Div. 2.

Louisa M. Wellington,

Cl. II., Div. 3.

Emily A. Russell,

Cl. III., Div. 1.

Roxanna N. Blanchard,

Cl. III., Div. 2.

Jane M. Cherrington,
Cl. III., Div. 3.
Elizabeth Williams,
Cl. III., Div. 4.

Lucy E. Lovell,
Cl. IV., Div. 3.
Sophia B. Whiton,
Cl. IV., Div. 2.

Washington Village Branch.

Harriet S. Howes,
Cl. IV., Div. 1, 2, 3.
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. Manning.
Mary P. Colburn,	2 " "	
Elizabeth A. Groves,	4 " "	} " Duncan.
Martha C. Jenks,	5 " "	
Ruth S. Dillaway,	6 " "	} " Pope.
Annie C. Gill,	7 " "	
Tiley Ann Bolkecom,	8 " "	" Whiton.
Josephine B. Cherrington,	Rear of Hawes Hall,	} " Brainard.
Sarah A. Graham,	" "	
Maria A. Cook,	Washington Village,	" Briggs.
Emeline L. Tolman,	" "	" Simonds.
Florence W. Stetson,	" "	" Briggs.
Caroline R. Holway,	Mattapan Hall,	" Whiton.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

HENRY W. HAYNES, *Chairman*, 35 Court Street.
THOMAS M. BREWER, 131 Washington Street.
A. D. PARKER, 20 Court Street.
SAMUEL A. GREEN, ————
PATRICK RILEY, 10 Lincoln Street.
THOMAS W. PARSONS, 16 Winter Street.
CHARLES F. DANA, *Secretary*, 46 Court Street.
SAMUEL K. LOTHROP, 12 Chestnut Street.
WILLIAM E. UNDERWOOD, 743 Washington Street.

BOWDITCH SCHOOL, SOUTH STREET.

William T. Adams, <i>Master</i> , Cl. I., Div. 1.	Eliza J. Read, <i>Head Assistant</i> , Cl. III., Div. 1.
Carrie L. G. Badger, <i>Head Assistant</i> , Cl. I., Div. 1.	Susan H. Thaxter, <i>Head Assistant</i> , Cl. IV., Div. 1.
Clarinda R. F. Treadwell, <i>Head Ass't</i> , Cl. II., Div. 1.	

Assistants.

Ellen M. S. Treadwell, Cl. II., Div. 2.	Anna L. Maynard, Cl. III., Div. 4.
Rosetta M. Hodges, Cl. II., Div. 3.	Frances R. Honey, Cl. I., Div. 2.
Ellen McKendry, Cl. II., Div. 4.	Anna B. Thompson, Cl. IV., Div. 2.
Mary E. Nichols, Cl. III., Div. 2.	Sarah E. Daly, Cl. IV., Div. 3.
Caroline W. Marshall, Cl. III., Div. 3.	Catharine S. Clinton, Cl. IV., Div. 4.
Eliza A. Baxter, <i>Teacher of Sewing.</i>	
Charles Butler, <i>Teacher of Vocal Music.</i>	

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

AARON P. RICHARDSON, <i>Chairman</i> , 17 Green Street.
ROBERT W. HOOPER, 107 Beacon Street.
NATHANIEL B. SHURTLEFF, 2 Beacon Street.
J. BAXTER UPHAM, 31 Chestnut Street.
WILLIAM E. TOWNSEND, 15 Cambridge Street.
RUSSELL STURGIS, JR., 13 Joy Street.
ROBERT TREAT PAINE, JR., 42 Court Street.
CHARLES F. DANA, 46 Court Street.
JACOB M. MANNING, 9 Boylston Place.
JOHN A. LAMSON, <i>Secretary</i> , 1 Staniford Street.

BOWDOIN SCHOOL, MYRTLE STREET.

Daniel C. Brown, <i>Master</i> ,	Rebecca Lincoln, <i>Head Assistant</i> ,
	Cl. I., Div. 3.
Mary A. Murdock, <i>Head Assistant</i> ,	Marey Ann Smith, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. I., Div. 1.

Assistants.

Mary S. Robinson,	Martha A. Palmer,
Cl. II., Div. 1.	Cl. III., Div. 3.
Sophia B. Horr,	Irene W. Wentworth,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Hannah S. Andrews,	Lucy C. Gould,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Eliza A. Fay.	—————
Cl. III., Div. 2.	Cl. IV., Div. 3.

Charles Butler, *Teacher of Music.*

*Teachers.**Location.**Sub-Committees.*

Malverda N. Parker,	No. 1 — Bowdoin Sq. Ch.,	} Mr. Lamson.
Mary A. Howe,	2 — Bowdoin Sq. Ch.,	
C. Eliza Wason,	1 — Joy Street,	“ Upham.
Charlotte A. Curtis,	1 — Fruit Street,	} “ Sturgis.
S. Elizabeth Adams,	1 — Revere Street,	
Marianne Stephens,	2 “ “	“ Manning.
F. D. R. Whitman,	1 — Blossom Street,	“ Hooper.
Olive Ruggles,	2 “ “	“ Richardson.
Louise J. Hovey,	3 “ “	“ Hooper.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

AURELIUS D. PARKER, *Chairman*, 20 Court Street.
 CHARLES D. HOMANS, 12 West Street.
 LE BARON RUSSELL, 1 Otis Place.
 PATRICK RILEY, 10 Lincoln Street.
 THOMAS W. PARSONS, 16 Winter Street.
 RUSSELL STURGIS, JR., 13 Joy Street.
 ALVAN SIMONDS, 95 Dorchester Avenue.
 CHARLES F. DANA, *Secretary*, 46 Court Street.
 HENRY W. HAYNES, 35 Court Street.
 JOHN P. ORDWAY, 42 Bedford Street.

BOYLSTON SCHOOL, FORT HILL.

Alfred Hewins, *Master*,
Cl. I., Div. 1.

John Jameson, *Sub-Master*,
Cl. I., Div. 2.

Willard S. Cobb, *Usher*,
Cl. II., Div. 1.

Sarah E. Emmons, *Head Assistant*.

Assistants.

Sarah Fuller,
Cl. II., Div. 2.

Mary L. Holland,
Cl. III., Div. 1.

Minnie A. Farwell,
Cl. IV., Div. 1.

Averick S. White,
Cl. IV., Div. 2.

Cl. IV., Div. 3.

Emily S. Hutchins,
Cl. IV., Div. 4.

Charles Butler, *Teacher of Music*.

PRIMARY SCHOOL.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah A. Lombard,	No. 1—Lane Place,	} Messrs. Russell and Dana.
Margaret F. Tappan,	2 " "	
Annie C. Haley,	3 " "	
Adelia E. Edwards,	4 " "	
Emily Peaslee,	5 " "	Mr. Simonds.
Ellen M. Perkins,	6 " "	} " Parker
Mary E. Sawyer,	7 " "	
Maria B. Clapp,	8 " "	" Simonds.
Celeste Weed,	9 " "	} Messrs. Riley and Parsons.
A. E. N. Treadwell,	Gun House,	
Rosalie Y. Abbott,	" "	Mr. Haynes.
Hannah E. G. Gleason,	1—High Street Place,	" Sturgis.
Angelia M. Newmarch,	2 " " "	" Ordway.
Maria J. Coburn,	3 " " "	" Sturgis.
Abby M. Parker,	4 " " "	" Ordway.
Octavia C. Heard,	5 " " "	" Sturgis.
Mary G. Hillman,	6 " " "	" Ordway.
Julia B. Lombard,	Purchase Place,	} " Homans.
Anna M. Lecain,	Belcher Lane,	
Harriette B. Cutler,	" "	" Haynes.
H. Isabella Hopkins,	" "	} Messrs. Riley and Parsons.
Lydia B. Felt,	High Street,	
Ruth Emma Rowe,	" "	Mr. Haynes.
Celia Hixon,	" "	} " Ordway.

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

AUGUSTUS A. GOULD, *Chairman*, 31 Boylston Street.

JOHN B. ALLEY, 35 Boylston Street.

WILLIAM READ, 873 Washington Street.

OTIS KIMBALL, 21 Upton Street.

SAMUEL A. GREEN, 5 Exeter Place.

EZRA S. GANNETT, 10 Boylston Place.

ENOCH C. ROLFE, 563 Washington Street.

SALEM T. LAMB, 10 Burroughs Place.

CHARLES R. CODMAN, *Secretary*, 7 Park Square.

BRIMMER SCHOOL, COMMON STREET.

Joshua Bates, *Master*,

Cl. I., Div. 1.

Wm. L. P. Boardman, *Sub-Master*,

Cl. I., Div. 2.

William Reed, *Usher*,

Cl. II., Div. 1.

Rebecca L. Duncan, *Head Assistant*,

Cl. I., Div. 1.

Assistants.

Mary E. Beck,

Cl. II., Div. 2.

Augusta H. Farrar,

Cl. II., Div. 3.

Mercie T. Snow,

Cl. III., Div. 1.

Susan P. Cunningham,

Cl. III., Div. 2.

Amanda Snow,

Cl. III., Div. 3.

Harriet E. Howard,

Cl. IV., Div. 1.

Harriet N. Lane,

Cl. IV., Div. 2.

Mercy A. Davie,

Cl. IV., Div. 3.

Mary M. Knight,

Cl. IV., Div. 4.

Edwin Bruce, *Music Teacher*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Eliza F. Moriarty,	No. 1 — Brimmer Sch. Ho.,	Read and Kimball.
Eliza E. Foster,	2 “ “	Kimball and Read.
Lucy H. Symonds,	3 “ “	Kimball and Read.

Emma F. Whiton,	No. 1—Warren Street,	Rolfe and Gannett.
Sarah R. Bowles,	2 “ “	Alley and Rolfe.
M. Anne Bourne,	3 “ “	Codman and Read.
Dorcas B. Baldwin,	4 “ “	Alley and Green.
Deborah K. Burgess,	5 “ “	Gannett and Codman.
Sarah Farley,	6 “ “	Kimball and Lamb.
Martha J. Cooledge,	1—Newbern Place,	Gannett and Codman.
Rebecca J. Weston,	2 “ “	Codman and Lamb.
Cath. M. E. Richardson,	3 “ “	Lamb and Codman.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

JOHN NOBLE, *Chairman*, 81 Lexington Street.
 J. HARVEY WOODBURY, *Secretary*, 4 Princeton Street.
 J. WESLEY HINCKLEY, 29 Meridian Street.
 SAMUEL T. COBB, 2 Belmont Square.
 SETH C. AMES, 131 Webster Street.
 FREDERIC KIDDER, Sturtevant House.
 BENJAMIN T. GOULD, 1 Prospect Street.

CHAPMAN SCHOOL, EUTAW STREET.

John P. Averill, <i>Master</i> ,	Maria D. Kimball, <i>Head Assistant</i> ,
Cl. I., Div. 1, Boys and Girls.	Cl. II., Div. 1, Boys.
William H. Ward, <i>Sub-Master</i> ,	Roxellana Howard,
Cl. I., Div. 2, Boys and Girls.	Cl. II., Div. 1, Girls.
Parthenia H. Wilder, <i>Head Assistant</i> ,	Philura Wright, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. IV., Div. 1, Boys.

Assistants.

Sarah E. Bacheller,	Mary E. Moore,
Cl. II., Div. 2, Girls.	Cl. III., Div. 1, Girls.
A. Delia Stickney,	Louisa M. Collyer,
Cl. II., Div. 2, Boys.	Cl. III., Div. 1, Boys.
Nellie M. Morse,	Patia A. Colby,
Cl. III., Div. 1 & 2, Girls and Boys.	Cl. IV., Div. 1 & 2, Girls and Boys.

Mary A. H. Pingree, Cl. IV., Div. 1, Girls.	Anne E. Walker, Cl. IV., Div. 2, Girls.
Mary M. Morse, Cl. III., Div. 2, Boys.	Sarah T. Butler, <i>Porter Street Branch</i> , Cl. IV., Div. 2, Boys.
Frances C. Close, <i>Teacher of Sewing</i> .	
Charles Butler, <i>Music Teacher</i> .	

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary C. Hall,	No. 1—Lexington Street,	Messrs. Kidder and Gould.
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 “ “	Mr. Noble.
Helen A. Banks,	“ 1—Saratogast, No. 224	
Mary E. Morse,	“ 2 “ “	
Sarah A. Small,	“ 3 “ “	
Zelinda L. Barnes,	“ 1 “ No. 374	Messrs. Kidder and Gould.
Ellen M. Robbins,	“ 2 “ “	
Margaret A. Bartlett,	“ 1—Monmouth Street.	
Hannah F. Crafts,	“ 2 “ “	
Harriet N. Tyler,	Bennington Hall.	

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

WILLIAM H. LEARNARD, JR., *Chairman*, 61 Rutland Street.

JOSEPH L. DREW, 52 Warren Street.

FREDERIC F. THAYER, 6 Concord Square.

ENOCH C. ROLFE, 563 Washington Street.

MATHIAS RICH, JR., 997 Washington Street.

DANIEL C. EDDY, 23 Decatur Street.

JAMES DENNIE, 20 Eliot Street.

ALDEN SPEARE, 16 East Brookline Street.

CHARLES R. CODMAN, *Secretary*, 7 Park Square.

WILLIAM H. THOMES, 58 West Canton Street.

DWIGHT SCHOOL, SPRINGFIELD STREET.

James A. Page, <i>Master</i> , Cl. I., Div. 1.	Lucius A. Wheelock, <i>Usher</i> , Cl. II., Div. 1.
Charles Hutchins, <i>Sub-Master</i> , Cl. I., Div. 2.	Mary T. Ross, <i>Head Assistant</i> , Cl. I., Div. 1.

Assistants.

Gertrude Taylor, Cl. II., Div. 2.	Clara B. Gould, Cl. IV., Div. 1.
Eva M. Keller, Cl. III., Div. 1.	Eliza A. Allen, Cl. IV., Div. 2.
Anna F. Halstrick, Cl. III., Div. 2.	Martha A. Joslin, Cl. IV., Div. 3.
Mary J. Gardner, Cl. III., Div. 3.	Frances L. Worster, Cl. IV., Div. 4.
Jane M. Hight, Cl. III., Div. 4.	Jane C. Bunton, Cl. IV., Div. 4.

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. Rich.
Augusta A. Davis,	2 " "	" Dennie.
Mary C. R. Towle,	3 " "	" Thomes.
Henrietta Draper,	4 " "	" Thayer.
Eliza G. Swett,	5 " "	" Speare.
Jane P. Titcomb,	6 " "	" Eddy.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

EDWARD D. G. PALMER, <i>Chairman</i> , 13 Portland Street.
ADINO B. HALL, 89 Salem Street.
GEORGE F. HASKINS, 2 North Square.
CHARLES O. EATON, <i>Secretary</i> , 89 Salem Street.
SAMUEL H. RANDALL, 7 Chilson Place.
BENJAMIN FESSENDEN, 25 Charter Street.
JOHN A. STEVENS, 41 Howard Street.
BENJAMIN T. GOULD, 1 Prospect Street.
DAVID P. KIMBALL, 9 Allen Street.
MARTIN GRIFFIN, 6 Prince Street.

ELIOT SCHOOL, NORTH BENNET STREET.

Samuel W. Mason, *Master*,
Cl. I., Div. 1.

McLaurin F. Cook, *Sub-Master*,
Cl. I., Div. 2.

Walter H. Newell, *Usher*,
Cl. II., Div. 1.

Sophia A. Poole, *Head Assistant*,
Cl. I., Div. 1.

Assistants

Elizabeth M. Turner,
Cl. II., Div. 2.

Sarah C. Goodrich,
Cl. II., Div. 3.

Anna E. Dyke,
Cl. III., Div. 1.

Helen Faxon,
Cl. III., Div. 2.

Frances M. Bodge,
Cl. III., Div. 3.

Cl. III., Div. 4.

Fanny R. Richardson,
Cl. IV., Div. 1.

Victoria G. Wheat,
Cl. IV., Div. 2.

Georgiana D. Russell,
Cl. IV., Div. 3.

Mary A. E. Sargent,
Cl. IV., Div. 5.

Edwin Bruce, *Teacher of Music*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah A. Winsor,	No. 1—Snelling Place,	Mr. Eaton.
Sophia Shepard,	2 " "	} " Kimball.
Clarissa Davis,	3 " "	
Cleone G. Tewksbury,	4 " "	" Hall.
Sarah C. Chevaillier,	5 " "	" Palmer.
Harriet S. Boody,	6 " "	" Randall.
Eliza Brintnall,	1—22 Charter Street,	" Fessenden.
Eliza J. Cosgrave,	2 " " "	" Eaton.
Mary A. Cushing,	3 " " "	" Griffin.
Juliaette Davis,	4 " " "	} " Stevens.
Sarah Ripley,	1—rear 22 Charter St.,	
Julia Ann Cutts,	2 " " "	" Fessenden.
L. Isabelle Tewksbury,	3 " " "	" Eaton.
Helen M. Warner,	1—Hanover Avenue,	" Fessenden.
Mary E. Barrett,	2 " " "	} " Haskins.
Maria A. Gibbs,	3 " " "	

EVERETT SCHOOL DISTRICT.

COMMITTEE.

MATTHIAS RICH, JR., *Chairman*, 997 Washington Street.
 ALDEN SPEARE, 16 East Brookline Street.
 HENRY BURROUGHS, JR., 82 Mount Vernon Street.
 ENOCH C. ROLFE, 563 Washington Street.
 JAMES DENNIE, 20 Eliot Street.
 JOSEPH L. DREW, 52 Warren Street.
 DANIEL C. EDDY, 23 Decatur Street.
 WILLIAM H. LEARNARD, JR., 61 Rutland Street.
 FREDERIC F. THAYER, 6 Concord Square.
 WILLIAM H. THOMES, *Secretary*, 58 West Canton Street.

EVERETT SCHOOL, WEST NORTHAMPTON STREET.

George B. Hyde, *Master*,
 Cl. I., Div. 1.

Eliza A. Harding, *Head Assistant*,
 Cl. I., Div. 1.

Assistants.

Frances E. Keller,
 Cl. I., Div. 2.
 Janet M. Crighton,
 Cl. II., Div. 1.
 Elizabeth A. Browne,
 Cl. II., Div. 2.
 Susan E. Green,
 Cl. III., Div. 1.
 Louisa Tucker,
 Cl. III. Div. 2.

Louisa M. Alline,
 Cl. III., Div. 3.
 Ann J. Bolden,
 Cl. IV., Div. 1.
 Frances R. Josselyn,
 Cl. IV., Div. 2.
 Sarah W. Pollard,
 Cl. IV., Div. 3.

Mrs. Eleanor L. Browne, *Teacher of Sewing*.
 Charles Butler, *Teacher of Music*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Eliza C. Gould,	No. 1—Concord Street,	Mr. Thomes.
Betsey H. Warren,	2 " "	" Speare.
Mary A. Crocker,	3 " "	" Dennie.
Anna R. Frost,	4 " "	" Rolfe.
Caroline S. Lamb,	5 " "	" Learnard.

Caroline F. Barr,	No. 6—	Concord Street,	Mr. Rich.
Mary T. Bunton,	7	“ “	“ Eddy.
Elizabeth Newman,	8	“ “	“ Drew.
Lydia F. Blanchard,	10	“ “	“ Thayer.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

DANIEL C. EDDY, *Chairman*, 23 Decatur Street.
 HENRY BURROUGHS, JR., 82 Mt. Vernon Street.
 JOSEPH L. DREW, 52 Warren Street.
 FREDERIC F. THAYER, 6 Concord Square.
 WILLIAM H. LEARNARD, JR., *Secretary*, 61 Rutland Street.
 MATTHIAS RICH, JR., 997 Washington Street.
 ENOCH C. ROLFE, 563 Washington Street.
 JAMES DENNIE, 20 Eliot Street.
 ALDEN SPEARE, 16 East Brookline Street.
 WILLIAM H. THOMES, 58 West Canton 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.

Sarah P. Mitchell,	L. Isabel Barry,
Cl. I., Div. 2.	Cl. III., Div. 3.
Lydia H. Emmons,	Mary J. Leach,
Cl. II., Div. 1.	Cl. IV., Div. 2.
P. Catharine Bradford,	Mary A. Mitchell,
Cl. II., Div. 2.	Cl. IV., Div. 3.
Susan E. Gates,	Abbie F. Davis,
Cl. II., Div. 3.	Cl. IV., Div. 4.
Elizabeth J. Brown,	
Cl. III., Div. 2.	

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. Thomes.
Susan H. Chaffee,	2 " "	} " Drew.
Abbie K. Sweetser,	3 " "	
Josephine G. Whipple,	1—Suffolk Street,	} " Eddy.
Georgiana A. Ballard,	2 " "	
Helen E. Eaton,	3 " "	" Dennie.
Frances M. Sylvester,	4 " "	" Eddy.
Maria Jenkins,	5 " "	" Thomes.
Elizabeth P. Cummings,	6 " "	" Learnard.
Emeline J. Brown,	7 " "	" Dennie.
Luey M. Beck,	1—Groton Street,	" Rolfe.
Eliza J. Dyar,	2 " "	" Speare.
Eliza Ann Tirrill,	3 " "	" Rich.
Hannah M. Coolidge,	4 " "	" Thayer.
Harriet M. Faxon,	5 " "	" Burroughs.
Caroline A. Miller,	6 " "	" Learnard.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

ADINO B. HALL, *Chairman*, 89 Salem Street.
 EDWARD D. G. PALMER, 13 Portland Street.
 ROBERT TREAT PAINE, JR., 42 Court Street.
 JOHN NEWELL, 51 Wall Street.
 GEORGE F. HASKINS, 2 North Square.
 CHARLES O. EATON, *Secretary*, 89 Salem Street.
 AARON P. RICHARDSON, 17 Green Street.
 THOMAS CASS, 14 North Bennet Street.
 BENJAMIN FESSENDEN, 25 Charter Street.
 MARTIN GRIFFIN, 6 Prince Street.
 JOHN A. STEVENS, 41 Howard 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, Cl. I., Div. 3.	Anne B. Hall, Cl. III., Div. 3.
Esther F. Wilder, Cl. II., Div. 1.	Achsah Barnes, Cl. III., Div. 4.
Sarah E. White, Cl. II., Div. 2.	Ellen A. Hunt, Cl. IV., Div. 1.
Henrietta L. Pierce, Cl. II., Div. 3.	Mary S. Gale, Cl. IV., Div. 2.
Helen M. Hitchings, Cl. III., Div. 1.	Malvina R. Brigham, Cl. IV., Div. 3.
Martha F. Winning, Cl. III., Div. 2.	Josephine M. Robertson, Cl. IV., Div. 4.

Jennie B. Buck, *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. Richardson.
Sarah L. Shepard,	2 " "	" Palmer.
Sarah F. Ellis,	3 " "	" Eaton.
Emily P. Fessenden,	1—N. Margin Street,	" Fessenden.
Mary J. Clark,	2 " "	" Eaton.
Elizabeth F. Frye,	1—Hanover Street,	} " Griffin.
Emily A. Tewksbury,	2 " "	
Margaret W. Hall,	3 " "	
Adeline S. Bodge,	1—Bennet Avenue,	} " Haskins.
Harriet B. Vose,	2 " "	
Ennice F. Linsley,	1—Sheafe Street,	" Hall.
Martha F. Boodly,	2 " "	" Richardson.
Esther W. Mansfield,	3 " "	" Fessenden.
Anna H. Burns,	1—Cooper Street,	" Hall.
Susan Page,	2 " "	" Newell.
Fannie Harrod,	3 " "	} " Stevens.
Kate S. Sawyer,	4 " "	

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

EDWARD A. BRAINARD, *Chairman*, 161 Broadway.
 JOHN DUNCAN, Linden, corner of Fourth Street.
 LEWIS C. WHITON, Gates Street.
 ALVAN SIMONDS, 95 Dorchester Avenue.
 EDWIN BRIGGS, 67 Dorchester, corner of Old Harbor Street.
 BENJAMIN POPE, *Secretary*, 235 Broadway.
 JOHN P. ORDWAY, 42 Bedford Street.

LAWRENCE SCHOOL, THIRD STREET, SOUTH BOSTON.

Josiah A. Stearns, <i>Master</i> , Cl. I., Div. 1.	Mary W. Conant, <i>Head Assistant</i> , Cl. II., Div. 1.
Henry C. Hardon, <i>Sub-Master</i> , Cl. I., Div. 2.	Kate W. Towne, <i>Head Assistant</i> , Cl. II., Div. 2.
Margaret Kyle, <i>Head Assistant</i> , Cl. I., Div. 1.	

Assistants.

Juliette Smith, Cl. II., Div. 3.	Margarette A. Moody, Cl. IV., Div. 1.
Alice Cooper, Cl. III., Div. 1.	Louisa C. Richards, Cl. IV., Div. 2.
Mary J. Newmarch, Cl. III., Div. 2.	Levantia F. Bradley, Cl. IV., Div. 3.
Sarah O. Babcock, Cl. III., Div. 3.	Jane Louisa Sharpe, Cl. IV., Div. 4.
Elizabeth S. Jeffers, Cl. III., Div. 4.	Eliza L. Darling, Cl. IV., Div. 5.

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. Pope.
Olive W. Green,	2 " "	
Sarah S. Blake,	3 " "	
Mary E. Fox,	4 " "	} " Ordway.
Elizabeth S. Allen,	5 " "	
Mary F. Baker,	6 " "	

Elizabeth Hill,	No. 1 — Mather Schoolhouse,	Mr. Whiton.
Sarah F. Hall,	2 “ “	“ Briggs.
Sarah V. Cunningham,	3 “ “	“ Whiton.
Mary K. Davis,	4 “ “	} “ Simonds.
Rebecca H. Bird,	5 “ “	
Mary Lincoln,	6 “ “	} “ Brainard.
Anna R. Thornton,	7 “ “	
Mary A. Macnair,	8 “ “	} “ Briggs.
Laura A. Reed,	9 “ “	
Harriet W. Hammond,	10 “ “	} “ Duncan.
Mary F. Peeler,	Ward Room,	
Emma T. Tinkham,	102 — Broadway,		“ Ordway.

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

JOHN DUNCAN, *Chairman*, Linden, cor. of Fourth Street.

LEWIS C. WHITON, Gates Street.

DANIEL C. EDDY, 23 Decatur Street.

ALVAN SIMONDS, *Secretary*, Mechanics' Bank.

JOHN P. ORDWAY, 42 Bedford Street.

BENJAMIN POPE, 235 Broadway.

EDWIN BRIGGS, 67 Dorchester, cor. of Old Harbor Street.

EDWARD H. BRAINARD, 161 Broadway.

LINCOLN SCHOOL, BROADWAY, SOUTH BOSTON.

Samuel Barrett, *Master*,
Cl. I., Div. 1.

Charles A. Morrill, *Sub-Master*,
Cl. I., Div. 2.

Mary E. Balch, *Head Assistant*,
Cl. I., Div. 1.

Martha A. Dearborn, *Head Assistant*,
Cl. II., Div. 1.

Myra S. Butterfield, *Head Assistant*,
Cl. III., Div. 2.

Assistants.

Anne M. Brown,
Cl. II., Div. 2.

Laura Bartlett,
Cl. III., Div. 1.

Cynthia H. Sears,
Cl. III., Div. 3.

Ariadne B. Jewell,
Cl. IV., Div. 1.

Frances A. Nickles,
Cl. IV., Div. 2.

Harriet A. Stowell,
Cl. IV., Div. 3.

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 Schoolh'se,	Mr. Brainard.
Mary H. Faxon,	2 " "	" Pope.
Mary E. Easton,	3 " "	" Eddy.
Caroline S. Burrill,	4 " "	" Whiton.
Lucy C. Bartlett,	3—Hawes Hall,	" Eddy.
Lydia N. Bates,	1—City Point,	" Simonds.
Carrie M. Lyon,	2 " "	" Briggs.
Annie E. Wallcut,	3 " "	" Duncan.
Susan W. Smith,	4 " "	" Simonds.

LYMAN SCHOOL DISTRICT.

COMMITTEE.

SETH C. AMES, *Chairman*, 131 Webster Street.

J. WESLEY HINCKLEY, *Secretary*, 29 Meridian Street.

J. HARVEY WOODBURY, 4 Princeton Street.

JOHN NOBLE, 81 Lexington Street.

SAMUEL T. COBB, 2 Belmont Square.

FREDERIC KIDDER, Sturtevant House.

BENJAMIN FESSENDEN, 25 Charter Street.

LYMAN SCHOOL, MERIDIAN STREET, EAST BOSTON.

Hosea H. Lincoln, *Master*,
Cl. I., Div. 1.

James F. Blackington, *Sub-Master*,
Cl. II., Boys.

Mary O. Bulfinch, *Head Assistant*,
Cl. I., Div. 2.

Mary S. Gage, *Head Assistant*,
Cl. III., Boys.

Cordelia Lothrop, *Head Assistant*,
Cl. I. and III., Girls.

Assistants.

Eliza F. Russell,
Cl. IV., Div. 1, Boys.

Mary A. Turner,
Cl. IV., Girls.

Amelia H. Pitmah,
Cl. IV., Div. 2, Boys.

Harriet N. Webster,
Cl. IV., Div. 3, Boys and Girls.

Frances C. Close, *Teacher of Sewing.*

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. Fessenden.
Clary J. Dyer,	2 “ “	
Isabella A. Bilby,	3 “ “	
Hannah C. Atkins,	4 “ “	} Mr. Hineckley.
Susan H. M. Swan,	5 “ “	
Hannah L. Manson,	6 “ “	
Angeline M. Cudworth,	1 — Elbow Street,	Mr. Noble.
Helen H. Plumley,	2 “ “	“ Ames.
Sarah Bosworth,	Ward Room,	“ Hineckley.

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

WILLIAM E. TOWNSEND, *Chairman*, 15 Cambridge Street.

CHARLES D. HOMANS, *Secretary*, 12 West Street.

AURELIUS D. PARKER, 20 Court Street.

JOHN N. MURDOCK, 18 Crescent Place.

WILLIAM E. COALE, 4 Staniford Street.

FRANCIS BROWN, 123 Leverett Street.

JOSHUA G. WILBUR, 119 Leverett Street.

MAYHEW SCHOOL, HAWKINS STREET.

Samuel Swan, *Master and Teacher of Vocal Music*

Quincy E. Dickerman, *Sub-Master*,
Cl. I., Div. 2.

Emily A. Moulton, *Head Assistant*,
Cl. I., Div. 1.

L. Hall Grandgent, *Usher*,
Cl. II., Div. 1.

Assistants.

Elizabeth P. Hopkins,
Cl. II., Div. 2.

Elizabeth L. West,
Cl. IV., Div. 1.

Sarah W. I. Copeland,
Cl. III., Div. 1.

Adeline F. Cutter,
Cl. IV., Div. 2.

Annie I. Holmes,
Cl. III., Div. 2.

Mary G. Powell,
Cl. IV., Div. 3.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Permelia Stevens,	Mayhew schoolhouse,	Mr. Townsend.
Bethia Whiting,	" "	" Coale.
Caroline Wason,	South Margin Street,	} " Murdock.
M. Electa Lauriat,	Wall Street,	
Mary E. Parker,	Old Hancock sch. house,	} " Homans.
Catharine W. Callender,	" "	
Harriet A. Farrow,	" "	
Henrietta B. Tower,	Warren Square "	" Wilbur.
Sarah E. Copeland,	" "	" Brown.
Maria L. Cummings,	Merrimac Street,	" Coale.

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

JOHN C. STOCKBRIDGE, *Chairman*, 9 West Cedar Street.

J. BAXTER UPHAM, 31 Chestnut Street.

S. K. LOTHROP, 12 Chestnut Street.

RUSSELL STURGIS, JR., *Secretary*, 13 Joy Street.

GEORGE W. TUXBURY, 19 Court Street.

FRANCIS BROWN, 123 Leverett Street.

JOHN F. JARVIS, 22 Leverett Street.

JOSHUA G. WILBUR, 119 Leverett Street.

PHILLIPS SCHOOL, SOUTHAC STREET.

James Hovey, *Master*,

Cl. I., Div. 1.

Amphion Gates, *Sub-Master*,

Cl. I., Div. 2.

John M. Colcord, *Usher*,

Cl. II., Div. 1.

Isabella H. Wilson, *Head Assistant*,

Cl. I., Div. 1.

Assistants.

Laura M. Porter,

Cl. II., Div. 2.

Lucy S. Nevins,

Cl. III., Div. 1.

Hannah M. Sutton,

Cl. III., Div. 2.

Elvira M. Harrington,

Cl. III., Div. 3.

Abby A. Reed,

Cl. IV., Div. 1.

Harriet A. Cunningham,

Cl. IV., Div. 2.

M. Josephine Dugan,

Cl. IV., Div. 3.

Emily A. Perkins,

Cl. IV., Div. 4.

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. Brown.
Sarah M. Turner,	2 " " " }	" Sturgis.
Josephine Couthouy,	3 " " " }	
Caroline P. Eastman,	4 " " " }	" Wilbur.
Abby A. Lincoln,	1 — West Cedar St., }	" Tuxbury.
Eliza A. Corthell,	2 " " " }	
Sarah Ingalls,	1 — Phillips sch ho.,	" Stockbridge.
Harriet H. King,	2 — Joy Street,	" Lothrop.
Emeline D. Fish,	Charles St. Church,	" Jarvis.
Ruth M. Sanborn,	Western Avenue,	" Upham.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

RUFUS ELLIS, *Chairman*, 4 Exeter Place.

PATRICK RILEY, 10 Lincoln Street.

THOMAS M. BREWER, 131 Washington Street.

ELIJAH C. DREW, 21 Harrison Avenue.

THOMAS W. PARSONS, 16 Winter Street.

JAMES DENNIE, *Secretary*, 20 Eliot Street.

WILLIAM E. UNDERWOOD, 743 Washington Street.

HENRY W. HAYNES, 35 Court Street.

JACOB M. MANNING, 9 Boylston Place.

QUINCY SCHOOL, TYLER STREET.

Charles E. Valentine, <i>Master</i> , Cl. I., Div. 1.	Josephine L. Tucker, <i>1st Head Assist.</i> , Cl. I., Div. 1.
Benjamin W. Putnam, <i>Sub-Master</i> , Cl. I., Div. 2.	Lydia A. Hanson, <i>2d Head Assistant</i> , Cl. II., Div. 2.
Edward Gay, <i>Usher</i> , Cl. II., Div. I.	

Assistants.

Julia B. Burrell, Cl. II., Div. 3.	E. Maria Simonds, Cl. III., Div. 3.
Annie G. Cummings, Cl. III., Div. 1.	Olive M. Page, Cl. IV., Div. 1.
Angeline A. Moulton, Cl. III., Div. 2.	Sarah E. Chandler, Cl. IV., Div. 2.

Elizabeth T. Bailey,
Cl. IV., Div. 3.

Charlotte L. Wheelwright,
Cl. IV., Div. 4.

Harriet D. Hinckley,
Cl. IV., Div. 5.

Emily B. Peck,
Cl. IV., Div. 6.

C. Augusta Hunt.

PRIMARY SCHOOLS.

<i>Teachers,</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sophronia N. Herriek,	No. 1 — East St. Place,	} Mr. Drew.
Hannah A. Lawrence,	2 " "	
Adeline Stockbridge,	3 " "	} " Riley.
Marian A. Flynn,	4 " "	
Mary C. Greene,	1 — E. Orange Street,	} " Parsons.
Charlotte L. Young,	2 " "	
Sarah C. Sanderson,	3 " "	
Mary A. B. Gore,	1 — Tyler Street,	" Drew.
Harriet A. Dow,	2 " "	" Manning.
Caroline M. Grover,	3 " "	" Dennie.
Frances Torrey,	4 " "	" Manning.
Hannah E. Moore,	5 " "	" Haynes.
Hannah L. Billings,	6 " "	" Drew.
Caroline L. P. Torrey,	Hudson Street,	" Underwood.
Caroline A. Morris,	" "	" Dennie.
Agnes Duncan,	" "	" Underwood.
Henrietta Madigan,	" "	" Brewer.
Julia A. Wheaton,	Kingston Street,	" Ellis.
Rebecca R. Thayer,	" "	" Haynes.
Abby M. Mills,	" "	" Brewer.

WELLS SCHOOL DISTRICT.

COMMITTEE.

JOHN F. JARVIS, *Chairman*, 22 Leverett Street.

J. C. STOCKBRIDGE, 9 West Cedar Street.

SAMUEL H. RANDALL, 7 Chilson Place.

WILLIAM E. COALE, 4 Staniford Street.

JOHN N. MURDOCK, 18 Crescent Place.

DAVID P. KIMBALL, *Secretary*, 9 Allen Street.

BENJAMIN T. GOULD, 1 Prospect Street.

FRANCIS BROWN, 123 Leverett Street.

JOSHUA G. WILBUR, 119 Leverett Street.

WELLS SCHOOL, BLOSSOM STREET.

Reuben Swan, *Master*,
Cl. I., Div. 1.

William H. Swan, *Sub-Master*,
Cl. I., Div. 2.

Matilda A. Gerry, *Head Assistant*,
Cl. IV., Div. 3.

Assistants.

Ellen F. Preble,
Cl. I., Div. 1, Sect. 2.

Mary S. Carter,
Cl. II., Div. 1.

Sarah J. Lothrop,
Cl. II., Div. 2.

Juliana Sparrell,
Cl. III., Div. 1.

Lydia S. Chandler,
Cl. III., Div. 2.

Sarah E. Wiggin,
Cl. IV., Div. 1.

Lydia A. Beck,
Cl. IV., 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. 2 — Wall Street,	Mr. Kimball.
Anna A. James,	3 " "	" Wilbur.
Elizabeth D. McClure,	4 " "	" Randall.
Augusta H. Foster,	5 " "	" Gould.
Mary L. Bailey,	6 " "	" Coale.
Lucy M. A. Redding,	1 — Poplar Street,	" Stockbridge.
Maria W. Turner,	2 " "	" Wilbur.
Elizabeth W. Snow,	3 " "	" Brown.
Elizabeth S. Grater,	4 " "	" Murdock.
Elizabeth S. Foster,	5 " "	" Kimball.
Mary S. Watts,	6 " "	" Brown.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

THOMAS M. BREWER, *Chairman*, 131 Washington Street.

JOHN B. ALLEY, 35 Boylston Street.

ELIJAH C. DREW, 21 Harrison Avenue.

ENOCH C. ROLFE, 563 Washington Street.

SAMUEL A. GREEN, ————

EZRA S. GANNETT, 10 Boylston Place.

OTIS KIMBALL, 21 Upton Street.

SALEM T. LAMB, *Secretary*, 10 Burroughs Place.

HENRY W. HAYNES, 35 Court Street.

JAMES DENNIE, 20 Eliot Street.

WINTHROP SCHOOL, TREMONT STREET.

Robert Swan, *Master*,

Cl. I., Div. 1.

Rebecca P. Barry, *3d Head Assistant*,

Cl. I., Div. 3.

Susan A. W. Loring, *1st Head Assis't*, Almira Seymour, *4th Head Assistant*,

Cl. I., Div. 1.

Cl. II., Div. 1.

May G. Ladd, *2d Head Assistant*,

Cl. I., Div. 2.

Martha E. Towne, *5th Head Assistant*,

Cl. II., Div. 2.

Assistants.

Mary Newell,

Cl. II., Div. 3.

Georgianna Sparrell,

Cl. III., Div. 3.

Kate L. Perrigo,

Cl. II., Div. 3.

Fannie C. Jennison,

Cl. IV., Div. 1.

Mary E. Davis,

Cl. III., Div. 1.

Hannah H. Hosmer,

Cl. IV., Div. 2.

Emma A. Holmes,

Cl. III., Div. 2.

Emily M. Hathaway,

Cl. IV., Div. 3.

Mary J. Danforth,

Cl. III., Div. 3.

Abbie A. Cutter.

Julia A. Jellison.

Elizabeth S. Enmons.

Hannah A. Rolfe, *Teacher of Sewing*.

Charles Butler, *Teacher of Music*.

PRIMARY SCHOOLS.

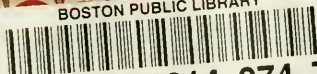
<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Anna O. Jones,	No. 1 — Bunstead Court,	Mr. Lamb.
Mary B. Browne,	2 " "	" Alley.
Susan Frizzell,	1 — East Street,	" Haynes.
Ellen E. Leach,	2 " "	" Gannett.
Elizabeth P. Bentley,	3 " "	" Rolfe.
Mary L. Richards,	4 " "	" Haynes.
Dora Norton,	5 " "	" Gannett.
Anna E. Federhen,	6 " "	" Dennie.
Mary A. Sylvester,	7 " "	" Drew.
Mary E. Pettengill,	8 " "	" Brewer.
Harriet A. Bettis,	9 " "	" Dennie.
Priscilla Johnson,	10 " "	" Lamb.
Sarah E. Lewis,	11 " "	" Drew.
Elizabeth C. Frink,	12 " "	" Brewer.

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