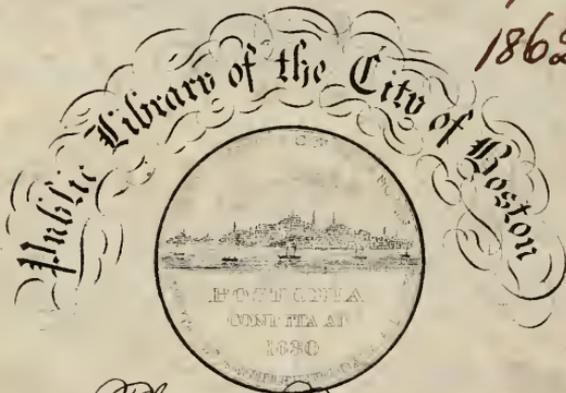




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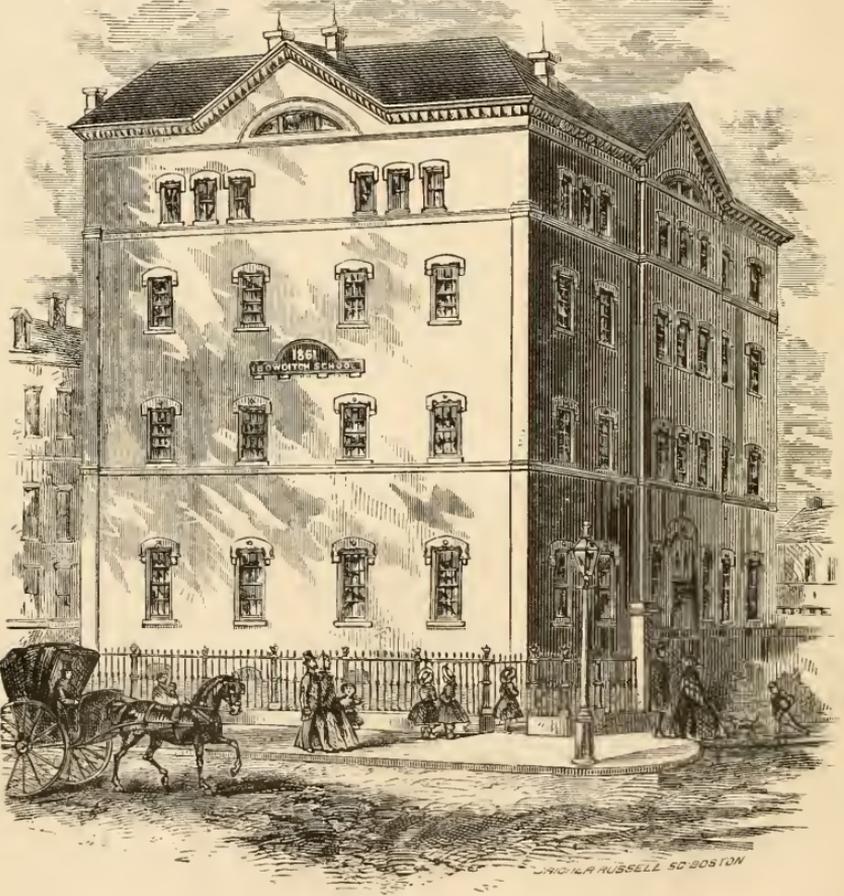
1862



By Thomas Bates Jr

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BOWDITCH GRAMMAR SCHOOL HOUSE, SOUTH STREET.
ERECTED 1861.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1862.



BOSTON:

J. E. FARWELL & COMPANY, PRINTERS TO THE CITY,
No. 37 CONGRESS STREET.

1862.

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CITY OF BOSTON.

IN SCHOOL COMMITTEE, October 21, 1862.

Messrs. Tuxbury, Coale, Duncan, Ordway, Haskins, Noble, and Thomes were appointed a Committee to prepare the Annual Report, required by the Rules of the Board.

Attest: BARNARD CAPEN, *Secretary*.

IN SCHOOL COMMITTEE, December 30, 1862.

Mr. Tuxbury submitted the Annual Report of the Board, which was accepted, and it was voted that the usual number of copies be printed for distribution, under the direction of the Committee.

Attest: BARNARD CAPEN, *Secretary*.

REPORT.

THE ANNUAL Report of the School Committee of Boston, for the school year ending August 31, 1862, is hereby respectfully submitted.

The Special Committee, to whom was assigned the duty of preparing this document for the information of the Board and of the citizens at large, are happy in being able to state at the outset, as the result of their inquiries and investigations, and on the evidence of the reports of the different departments of the system submitted to their examination, that the past year, though not signalized by any very striking occurrence affecting the general interests of our schools, has been a year of marked prosperity and success in our educational affairs. There is good reason for believing that our public schools have never, in any previous period of their history, been in a more satisfactory condition than at the present time. This fact is especially gratifying, and affords abundant cause for gratitude to the Supreme Disposer of all events when we consider that the nation has been for so long a period engaged in a civil war of gigantic proportions, involving immense sacrifices of life and of treasure, and tending so powerfully to interrupt the ordinary pursuits, and to derange the affairs of civil and peaceful life.

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. It appears that the number of schools in each grade is precisely the same as it was a year ago.

The number of persons in the city of school age that is between five and fifteen years of age, May 1, 1862, as reported by the Assessors, was thirty-two thousand nine hundred and twenty-nine, an increase of one thousand two hundred and fifty-one over the preceding year. This item of our educational statistics is the fundamental one, as it is that on which are based all our calculations as to the extent to which our public schools actually educate the persons of proper age for schooling. It is highly important, therefore, that this element of information should be ascertained with great care and exactness. But by comparing the school census, for a series of years, with the census of the population and also with the attendance of pupils at school, it is evident that the city has not been canvassed, for this purpose, with that thoroughness which the importance of the subject demands. It is a matter over which the School Board has no direct control, but it is to be hoped that the Assessors may be induced to make such a change in the mode of procuring this item of statistics as will render it more reliable than it has heretofore been. Among the duties assigned the Superintendent, is the important one of making investigations as to the number and condition of the children in the city who are not receiving the benefits offered by the public schools, and of endeavoring to ascertain the reason and to suggest and apply the remedies.

His valuable report on the subject of Truancy, which was printed in connection with the last annual report, shows that he has not been inattentive to this duty; but without the co-operation of the Assessors, in ascertaining "the number and condition" of the non-attendants, it is apparent that he will be unable to comply fully with the requirements of the Board. For a statement of his views on this subject, the Committee would refer to his third semi-annual report. It is believed that a small sum in addition to that now expended for this purpose, would accomplish the object desired, and this additional expense would be more than compensated by the consequent increase of the receipts from the State School Fund, a moiety of the income of which is annually distributed to the cities and towns of the Commonwealth in proportion to the number of persons reported between the ages of five and fifteen years. The amount received this year, from this source, was \$6,364.99, or about twenty cents for each person reported of school age.

The whole number of teachers employed in the public service at the close of the year was five hundred and sixty-four,—sixty-three males and five hundred and one females. In regular class instruction, five hundred and forty-five were employed,—four hundred and ninety females and fifty-five males; and in teaching special branches, nineteen,—eight males and eleven females. The increase of teachers during the last year has been seventeen, and this number is precisely the increase of the number of female teachers in the Grammar Schools. There has been one female teacher added to the corps in the Normal School, and one dropped from the num-

ber employed in teaching sewing. There has been no change in the number of male teachers engaged in the public schools. The average number of pupils to each regular teacher is a fraction less than fifty. In the High Schools the average number of pupils to a teacher is 32.8; in the Grammar Schools, 48.0; and in the Primary Schools, 53.0.

The average whole number of pupils belonging to the schools of all grades, during the last year, was *twenty-seven thousand and eighty-one*; an increase for the year of five hundred and ninety-three, against an increase for the preceding year of one thousand one hundred and seventy-three. This diminution of increase is due chiefly to the operation of the regulation adopted a year ago, changing the age of admission to the Primary Schools from four to five years. This is apparent from the fact that while the *increase* in the number of pupils in the High and Grammar Schools has been six hundred and fifty-seven, there has been a *decrease* in the Primary Schools of sixty-four. A marked effect of this regulation is seen in the fact that, last year, the number of Primary Schools remained stationary while the increase in the preceding year was no less than seventeen. The average whole number *belonging* is the daily average of the names actually upon the registers of the schools, and not the whole number of different names enrolled. This is obviously the number which determines the extent of accommodations required, and it is that which is used in determining how many teachers shall be employed, one teacher being allowed for every fifty-six pupils in the Grammar and Primary Schools, one for every thirty-five in the Latin and

English High Schools, and not more than one assistant for every thirty in the Girls' High and Normal. This number is also used as the divisor in computing the per cent. of attendance, the average daily attendance being taken as the dividend, and, consequently, an increase of this number lowers the per cent., and its decrease raises the per cent., though the actual attendance may remain the same. It becomes important, therefore, that this element of statistics should be ascertained by a uniform rule in all the schools. At present a great diversity in this respect prevails in the different schools. While this want of uniformity in keeping the registers continues, there can be no just comparison of the schools with reference to the *true merit of attendance*. If a teacher "prunes his register" promptly, discharging pupils after a very short period of absence, the difference between the registered number and the daily attendance may be kept small, and consequently the *apparent* per cent. of attendance high, while another teacher, who permits the names of absentees to remain on the register, may *show* a lower per cent. and still, in reality, *have* a better attendance than the former. As a matter of fact however, it is doubtless true of our teachers in general, that those who have been ambitious to show a high per cent. of attendance have aimed to secure it legitimately, by using extraordinary personal exertions to prevent unnecessary absences. Still it is evidently desirable that a uniform rule for discharging pupils should be adopted by the Board for the guidance of the teachers. This measure has been earnestly recommended by the Superintendent, and has been reported on favorably by

a special committee to which it was referred, and also by the Committee on Rules and Regulations, and it only remains for the action of the Board to remedy this difficulty, so long a subject of complaint.

The average daily attendance of pupils in all the schools, for the last year, was twenty-four thousand five hundred and forty-four, an increase for the year of three hundred and ninety-two, against one thousand eight hundred and forty-eight, for the preceding year. The falling off is accounted for, in part, by the new regulation above referred to respecting the admission of pupils to the Primary Schools. The per cent. of attendance was 90.6, a fraction less than it was the preceding year, though greater than in any other previous year. But, as we have already seen, this element must vary according to the varying custom of keeping the registers, as well as on account of the actual difference in the attendance itself.

The primary importance of the subject of attendance justifies a careful consideration of it in our reports. Accommodations and teachers are provided for the whole number of pupils enrolled, and it follows that the per cent. of absence represents the per cent. of unimproved expenditure. In times past, there has been much complaint of wasted means on account of irregular attendance, but the Committee are happy to find that through the judicious efforts of teachers, and other agencies, this evil has been so far remedied as to leave little more to be expected by way of improvement in this direction. In some schools, perhaps, the forces brought to bear to secure attendance have operated even too powerfully. There must be unavoidable cases

of absence from sickness, if from no other cause, and the consequences of absence should not be made so grave, especially in the case of girls and very young children, as to induce them to attend school to the injury of their health. On the other hand, an inspection of the semi-annual returns shows that there are certain schools, both Primary and Grammar, where the attendance ought to be improved. These cases, the Committee believe, are the exceptions, and it is hoped and expected that they will be carefully examined in this respect by their respective committees.

The whole amount of expenditures for school purposes, for the financial year ending May 1, 1862, was \$574,567.84, a decrease for the year of \$53,981.44.

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

Years.	Valuation of Real and Personal Estate.	Total Expenses.	Expenses for Schools and School-houses.	Per ct. of Sch. expenses on Totl 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 +
1861-62	275,760,100	2,756,385	574,567	20 +

The current expenses for carrying on the schools, exclusive of the cost of the buildings and lots, was

\$ 408,426.34, an increase for the year of \$ 10,144.34. The sum expended for salaries alone was \$ 300,181.28, an increase of \$ 13,345.35. This increase is the result of the growth of the system, requiring the employment of an additional number of teachers, the rate of salaries paid having remained without any change since 1857. The incidental expenses were \$ 108,245.06, a decrease for the year of \$ 3,201.25. Under this head are embraced all items of expense for schools, except those for salaries of instructors and for buildings and sites, — such as fuel, amounting to \$ 20,000 ; janitors' services, about \$ 14,000 ; furniture, and ordinary repairs.

The amount expended for buildings and lots was \$ 166,100.00, a decrease for the year of \$ 64,167.04. Of this sum \$ 129,539.51 were expended for Grammar Schools, and \$ 36,560.49 for Primary Schools.

The whole cost per scholar, taking as a basis for computation the average whole number belonging, was \$ 14.98, a small fraction less than that of the preceding year. The cost per scholar for tuition alone, was \$ 11.08 ; for incidentals alone, \$ 3.90.

Much progress has been made during the last year in improving and increasing our school accommodations, although the amount of the expenditure for this purpose has been considerably less than it was in the preceding year. The first-class Grammar School-house for the Bowditch School on South Street, a perspective view of which forms a frontispiece to this document, has been completed. An account of the dedication, which took place on the 7th of January, with the addresses delivered on the occasion, is appended to this

Report. Although this building is designed to accommodate about eight hundred pupils, before the expiration of half a year from the time it was dedicated the number on the register exceeded the number of seats by nearly a hundred, showing that the wants of this section of the city were not anticipated by the Board, in requesting the City Council to provide this edifice.

The new Phillips Grammar School-house, of the same size and plan as the Bowditch, was completed and dedicated in December, 1861. The enlarged accommodations thus afforded have enabled the master of this excellent boys' school to call in his two colonies, which had been located at inconvenient distances for supervision, and place them with the main body of his school under his immediate superintendence. Each of the twenty Grammar Schools is now provided with a separate and independent building, erected especially for its use. The accommodations for the Girls' High and Normal School, in Mason Street, have been much enlarged and improved by the addition of the adjoining building, purchased of the Natural History Society, and thoroughly remodelled and fitted up to adapt it to the wants of the school. For this important improvement, much credit is due to the Chairman of the Committee on Public Buildings for his efficient cooperation in the enterprise, and also for his efforts in procuring a valuable collection for a cabinet of natural history for the school.

The building in Bedford Street occupied by the Latin and English High Schools, has been materially enlarged by raising the roof and adding a story, thus increasing its capacity by four spacious school rooms, and two

small rooms for recitation. This enlargement, which the growth of the Latin School rendered imperative, is not yet completed, but when finished it will afford relief to the crowded state of this school, as well as additional rooms for the High School.

The Old Phillips School-house has been thoroughly repaired and refurnished, and it now affords excellent quarters for the six graded Primary Schools which have been transferred from less desirable localities to its airy and pleasant rooms. A large and most eligible estate for school purposes, on the corner of Somerset and Allston Streets, has been purchased. The well-built mansion, standing upon the lot, has been remodelled in an admirable manner under the direction of the Committee on Public Buildings of the City Council, and fitted for the accommodation of four graded Primary Schools. Three schools are already occupying its spacious and well-lighted apartments. These schools provided with every desirable convenience, located in the midst of the best population of the city, drawing their pupils from intelligent and cultivated families and instructed by teachers of a high standard of qualifications, can hardly fail to become models of excellence in elementary instruction and training.

A lot in Chardon Place has been purchased, and a first-class Primary School-house is now building on it, for the accommodation of six schools of the Mayhew District. To meet the wants of Ward One, where several schools have been overcrowded and compelled to occupy rooms in very objectionable locations, a large lot adjacent to that of the Eliot School has been purchased, on which a substantial and spacious building

is now erecting with rooms sufficient for four schools, besides a ward room on the first floor. There has also been purchased an eligible lot on Harrison Avenue, on which an excellent edifice similar in size and purpose to that on Eliot Street, has already been erected, and will soon be dedicated and occupied by Primary Schools which have been for several years partly provided for in a hired building.

PRIMARY SCHOOLS.

In reviewing the operations, progress, and growth of our school system since 1855, when this Board was increased in number from twenty-six to seventy-four members, and all the schools were placed under its immediate care and management, the manifest advancement of the Primary Schools is highly gratifying. By this remark the Committee do not intend to depreciate the value of the services of the Board under which this grade of schools was first instituted, in 1818, and to whose guardianship it was entrusted for a period of thirty-six years. Many of the members who composed that Board from time to time were gentlemen of high character and standing in the community, and they performed their official duties with zeal and fidelity. They did a noble work, and accomplished much good. But the evils inherent in the system led to its discontinuance, and the consolidation of all the public schools under one large general Board. It was natural that there should have been differences of opinion as to the policy of this radical change in the control of the educational interests of the city, but the time has come when the

wisdom of the measure is fully vindicated by its results. Doubtless the improvement of these schools, which is admitted by all unprejudiced persons who have had the means of information, is due in part to the general progress in elementary education which has resulted from the more recent discussions of this subject by the leading educators of the country. But their present good condition affords the best of proof that they have been managed under the present Board with marked success. The present Superintendent commenced the labors of his office by a thorough inspection of these schools, and his first report clearly pointed out the leading defects then existing in them, and suggested what he deemed to be the proper remedies. Since that time he has steadily pursued the line of policy then marked out, giving to this grade of schools more time and attention than to any other. The hearty cooperation afforded by the Committee in his plans and labors is sufficient evidence of their approbation, and the results have in no respect disappointed their expectations.

That there has been a decided advancement in the condition of these schools, is indisputable. In proof of this improvement the Committee might refer to the radical reform in the classification, the higher qualification of the teachers generally, the improved methods of instruction, and to the increased attention paid to the physical and moral education of the children. Yet such an enumeration of the elements of progress affords a very inadequate conception of the character of the best specimens of the schools as they now exist. To acquire a just notion of what such schools are, one

must actually witness their operations. He must enter and observe carefully the room occupied by one of these schools,—its walls adorned with prints, its ample blackboards ornamented with evidence of daily use, and its neat furniture adapted to the health, convenience, and comfort of the pupils. He perceives that proper provision has been made for light without exposing the unprotected eyes of the pupils to its glare, for the right temperature, and for an abundant supply of pure air by ventilation. The seats are filled with children who are at once orderly, and yet apparently free to do as they choose, busy at their work, and consequently out of mischief, because such tasks are presented, and in such a way, that they find pleasure in them. It is needless to ask these children if they are happy; they study, they recite, they print, and draw, and write; now they join in a sweet school song, and now they march to time, or clap their hands, or “take their motions,” as they call their exercises in free gymnastics.

But all this cannot be effected without a skilful agent. The teacher who gives character to such a school, is firm, and gentle, and patient, and cheerful, and systematic, and has attained the mastery of the art of school-keeping only by much study, thought, and experience. This is only a faint and imperfect sketch of what may be seen any day in not a few of our Primary Schools. But it would be unwise to fold our arms in complacency, as though there were no further need of effort. Much remains to be done. Our aim is not what some fear or affect to fear, to make Grammar Schools of our Primary Schools, and colleges

of our Grammar Schools. Far from it. Education, in its enlarged and proper sense, does not consist merely in the acquisition of knowledge. In the primary stages, this, so far from being the sole object, is not even the most important. Right training and discipline, mental, moral, and physical, are the most important elements of early education. Our aim should be not to force young children into higher branches of study, but to teach them what is proper for their age, and by the right methods. It appears from the Superintendent's last report that all the Primary Schools except thirty-two are more or less perfectly graded, ninety-nine having only one class in each, ninety two classes, nineteen three classes, and ten four classes, the ungraded schools still retaining six classes in each. The Committee are satisfied that this change, which has been gradually and quietly effected during the past six years, has proved highly advantageous, and that it will ultimately result in benefits still more important than those already realized. This modification of the system renders it necessary that the committees charged with the immediate supervision of these schools should pay special attention to promotions, so that the proper number of pupils may be sent to higher classes each half year, and thus be enabled to complete the primary course of instruction in the prescribed period of three years. To accomplish this, as a general rule, too hard study on the part of the pupils will not be required, but only good management and *skilful teaching*. In the practical management of graded Primary Schools, special pains should be taken to secure well-qualified teachers for the lowest classes or grades in the system.

We have about thirty schools consisting of the sixth or lowest class only. The pupils in this stage are too young to study or to use books to any considerable extent. The right training, disciplining, and teaching of these pupils is equally difficult and important. To do this work successfully requires tact, experience, and good judgment on the part of the teacher; it should never be made a place where young and inexperienced teachers may serve an apprenticeship for service in higher departments. It should rather be deemed a post of honor. The child's future welfare often depends in a large degree upon the judicious training received at this early period, and every inducement should be held out to good teachers to seek and remain in this grade of teaching.

GRAMMAR SCHOOLS.

The Grammar Schools are designed to receive pupils from the Primary Schools at the age of eight or nine years, and carry them forward in the branches of a common English education till the age of fifteen or sixteen years. To these have been added the rudiments of composition, declamation, drawing, book-keeping, history, natural philosophy, physical geography, physiology, and vocal music. It is sometimes said that we require too many studies of children, — that we attempt to fill their memories with what they cannot understand, and that it would be better to study fewer branches thoroughly than to skim over the surface of so many. This is a subject which has been most carefully considered more than once by the Board,

and the present requirements are the result of many experiments and much deliberation. Is there one branch of those named which a pupil who has completed the period of Grammar School education, at the age of fifteen or sixteen, ought not to have some acquaintance with? The Committee are persuaded that the requirements are reasonable and not extravagant. If the appropriate share of the work is done in each grade of the course, and done in the right way, the pupil of fair abilities can accomplish in the allotted period all that is desired. But the evil, if any exists, is not in the number or nature of the studies, but in passing the earlier years of the course without making the proportional advancement, and then crowding too much work into the last part of the course. For example, spelling may be learned mainly in the first half of the course. A large amount of time is now spent in training the highest classes to spell all difficult words. Might not much of this time be more judiciously employed? The words which the pupils are required to spell should, as far as possible, be designated and known, so that pupils and teachers may know when they have done what ought to be done in this branch. There should be a limit to the vocabulary required to be spelled. Spelling is forgotten, like every other kind of knowledge, unless it is retained by use. Few persons, except those engaged in literary pursuits, have occasion to employ more words than are contained in a good spelling-book. How much more useful it would be for a pupil on terminating his schooling, to have some acquaintance with the rudiments of book-keeping, natural philosophy, and phys-

iology, than to be able to spell all the extra hard words to be found in the quarto Dictionary?

We would not underrate the value of spelling, but have it kept within proper limits. Similar remarks would apply to other branches. What limit can you put to geography, or grammar, or arithmetic? It is quite unreasonable to expect that young pupils should be so taught that they can at once answer correctly any question that may be put to them on those topics by a man of learning. We need to reflect on this matter. We expect too much in these particular branches, and in attempting to grasp too much we make a failure. Some unreasonably insist that thoroughness in arithmetic requires that pupils should be trained to perform numerical operations with the speed and accuracy of an accountant. This is a twofold absurdity. Such a requirement would be absurd, even if the pupils are all to be accountants, and in the next place expertness in such operations is no test of scholarship in the science of numbers.

The reports of the District Committees represent all the Grammar Schools as in a flourishing and prosperous condition. It is believed that all the head masters exert a controlling power in shaping the character of the education imparted in these schools, and are zealously devoted to the interests of their respective schools. The subordinate instructors, with few exceptions, are reported as faithful and efficient.

It is understood that the practice is now quite general among the masters of examining all the divisions of their respective schools, in a thorough manner,

several times during the year. The benefits of this plan are at once apparent, and it is hoped that it will speedily become, if it is not already, the practice of every head master. There is perhaps no other way in which the master can effectually point out to his subordinate teachers, what, and how, and how much he would have them teach. This practice, as well as the frequent inspection of the lower divisions by the masters, the holding of meetings of their teachers as often as once a month, and the occasional assembling of the divisions in the hall for general exercises and remarks, have been strongly recommended by the Superintendent, and the Committee decidedly concur in his views on these points.

HIGH SCHOOLS.

For detailed information concerning our three High Schools, the Committee would refer to the annexed reports of the Chairmen of the respective Committees of those schools. The average whole number of pupils on the registers of these schools, during the past year, was seven hundred and fifty-five, a gain for the year of eighty-eight. The average attendance was seven hundred and twenty-five, and the per cent. ninety-six. The average annual cost per scholar for tuition alone in the High Schools, is \$40.54. The whole cost per scholar, including incidental expenses, is about \$45, which is little more than half the average cost of tuition in the private schools of the city, and less than one third the cost in the first-class private schools.

THE LATIN SCHOOL. — The continued and growing prosperity of this most ancient and most famous of our schools is highly gratifying. Its graduates have ever represented, to a very great extent, the classical culture and scholarship of Boston. Such is the excellence and thoroughness of the instruction which it affords, that parents of the amplest means, who could, without feeling the burden, procure for their sons the best private tuition to be had in the country, prefer to avail themselves of the advantages of this school, which is free alike to the rich and the poor. This is perhaps saying enough of the eminent success of the present accomplished principal, whose untiring exertions for many years has done so much to place this school in its present high position. As stated in another part of this report, it has increased in numbers till it has quite outgrown its former accommodations. Its present number is two hundred and fifty-nine. The average number annually fitted for college during the past ten years has been about eighteen. The regular course of instruction continues six years, but pupils have the option of completing it in five years, or in less time if the requisite proficiency is attained. The minimum age of admission is ten years. Many parents erroneously suppose that it is best for their sons to complete the Grammar School course before they are put to the Latin School. An English education is by no means a necessary preparation for the study of Latin and Greek. Besides, in this school the common English branches are taught in connection with the classics; and experience proves beyond a doubt that the study of Latin greatly facilitates progress in

English studies. English grammar, for instance, becomes a light task after the Latin grammar is mastered. Other things being equal, pupils who have had the discipline which is derived from the study of a foreign or dead language, surpass in other studies, those pupils who have not had the benefit of such discipline. It seems best therefore that pupils destined to complete the Latin School course should enter upon it at the age of ten or twelve years, and not wait till graduated from a Grammar School, which is now seldom accomplished till the age of fourteen. Though the main object of this school is to fit boys for college, it should be understood that this is not its sole and exclusive purpose. It is designed also to give a good elementary education, such an education as may answer as a tolerable substitute for a college education.

THE ENGLISH HIGH SCHOOL is designed to carry forward the education of boys who have completed the Grammar School course, and yet do not propose to fit for college. Its course of study embraces the higher English branches and the French language, and is especially intended to qualify young men for a business career, giving them the training and acquirements requisite for commercial, mechanical, and manufacturing pursuits in their higher departments. Many of our most respectable and prominent citizens are indebted to the excellent advantages of education afforded by this institution for the success they have achieved in the various industrial and professional pursuits in which they have engaged. For all the practical purposes of life, the education given here is as desirable

perhaps as a college course. This school has been singularly fortunate in its instructors. During the whole period of its existence, upward of forty years, there have been but few changes. The present principal has presided over it for upwards of twenty years with eminent success. The historian of public education among us, will point with pride to the fact that a gentleman of such attainments and such qualities of character was so long retained in its service. Though pupils may be admitted to this school at the age of twelve years, the actual average of those who enter is fourteen or fifteen years. It is highly desirable that pupils should be sent as early as thirteen, as those who enter at that age are much more likely to complete the course. The success of the Grammar Schools in fitting a sufficient number at a suitable age for admission to this school ought to be regarded as an important criterion of their rank and standing. It cannot have escaped observation that the majority of the pupils admitted to this school have usually been sent from a few of the Grammar Schools, while others have sent but a small number. Doubtless this difference is due, in some measure, to the difference in locality and to the difference in the materials of which the Grammar Schools are composed. But these circumstances are not sufficient to account fully for the disparity of the schools in this respect. It is the duty of the masters to present to their pupils the benefits of a course in the High School, and encourage them to enter upon it. The Committee would earnestly commend to parents the advantages of this institution, and especially the

last year of the course under the immediate instruction of the head master.

The accommodations are now ample for a hundred more pupils than belong to it, and this increased number might enjoy the advantages of a superior education at a comparatively trifling increase of expense to the City. If pupils are not sent forward to this school in larger numbers than they have been for a few years past, it may become expedient to revive the regulation which was for many years in operation, excluding boys from the Grammar Schools after the age of fourteen. It is evident that the effect of this would be to cause many who have reached that age to go to the High School, instead of remaining in the Grammar Schools, as they now do. If this result were accomplished, the Committee believe that many more would be enabled to complete the excellent course of instruction afforded by this school, before being obliged to leave to engage in the active duties of business.

THE GIRLS' HIGH AND NORMAL SCHOOL, though of recent establishment, has already become one of the most important and useful of our educational institutions. It was instituted in 1852, as a strictly Normal School, its specific purpose being to fit female teachers for our Grammar and Primary Schools. The course of instruction was especially designed to impart a thorough knowledge of the theory and practice of elementary teaching, and was limited to the period of two years. It had been in operation but two or three years, when the public sentiment called for the establishment

of a Female High School which should afford to girls, not intending to become teachers, the advantages of a higher course of education than that provided in the the Grammar Schools, and corresponding to those enjoyed by the boys in the Latin and English High Schools. To meet this demand, and at the same time to avoid the expense of an additional school, it was deemed best by the Committee to enlarge the scope and functions of the Normal School, by engrafting upon it the usual features of a High School. By this change it became a High as well as a Normal School, and its present name was adopted to designate its twofold purpose. At the same time its course was extended to three years. It has constantly and rapidly increased, and it now numbers two hundred and seventy-three on its register.

The influence of this school on our system of public instruction can hardly be overestimated. The high standard of qualifications required for admission has had the effect to elevate the scholarship of the Grammar Schools for girls, which have been greatly stimulated by the publication, from year to year, in connection with the annual reports, of the results of the examination of candidates. The number and average age of the candidates offered from each school, as well as the percentage of correct answers, are taken into the account. The competition between the Grammar Schools, created by these means, has become too sharp perhaps, in some cases, and ought now to be checked rather than further encouraged. But this school exerts a far more general and beneficial influence on our system of instruction by furnishing for our

Grammar and Primary Schools a large supply of highly educated teachers. A large majority of the female teachers appointed within the past three or four years have been, for a longer or shorter period, members of this school, and consequently its spirit and culture are now extensively diffused among the lower grades of schools. This institution has thus become a great power in our system, and its management, therefore, involves a very high responsibility. In estimating its value to the community, it is worthy of consideration that it enables us to employ in our schools the daughters of our own citizens, and thus to retain among us a large part of the \$200,000 annually paid in salaries to female teachers. By this remark, however, the Committee would not be understood as countenancing any narrow feeling of exclusiveness on this subject, which is sometimes strongly urged by the friends of incompetent candidates, whose appointment is claimed on the ground of their residence in the city. The only safe and wise policy in respect to this matter is to provide the *best teachers*, come from whatever quarter they may; and, if candidates from abroad, possessing superior qualifications, present themselves, they should be cordially welcomed. Nevertheless, our main reliance for female teachers must be in ourselves, and it is of the utmost consequence to the future welfare of our schools that they be trained in the best manner for the duties which will devolve upon them. In order to accomplish this desirable object still more perfectly, the Committee would suggest such a modification of the present course of training in this school as may be necessary to provide for the constant instruction of one class

in the theory and practice of teaching. This class might be composed of graduates, and of others who have pursued the regular course of study for one or two years. Many who enter find it difficult to complete the course, and are obliged to leave at the end of one or two years, without having received any proper normal training. Some of these possess excellent talents for teaching, which, in this way, would be made available.

It is a question worthy of consideration, whether the time has not arrived for the Board to take measures for the establishment of Evening Schools for the instruction of youths and adults in the elements of education. When this subject was under discussion, several years since, the question was raised respecting the legal right to make appropriations for the support of this class of schools. That question, however, was settled by a legislative enactment in 1857, authorizing towns to establish and maintain schools for the education of persons over fifteen years of age, and to determine the hours of the day or evening during which said schools shall be kept. The Secretary of the Board of Education, in his annual report for 1861, has very ably set forth the necessity and utility of such schools in cities and large towns. This subject has already received the favorable attention of the City Council, and has been referred to this Board for further consideration.

The change made in the regulations during the past year, respecting the annual School Festival, is deserving of a brief notice. For many years previous to 1857

it had been customary to close the labors of each school year by a celebration in Faneuil Hall, on the afternoon of exhibition day, at which were invited the City Council and heads of departments, the School Board, teachers, and medal scholars, and a number of guests from the citizens at large. The exercises consisted of addresses by the Mayor and other officials, and the presentation of bouquets by the Mayor to the medal scholars. Music and a collation also constituted a part of the entertainment of the occasion. In 1858, this form of the festival was materially changed. The ceremonies were held in Music Hall. The collation was dispensed with, and in its stead a musical entertainment was introduced, consisting of the singing of classical pieces by a choir of upwards of twelve hundred children, selected from the public schools. This modified form of the festival was repeated for four years with great success, and to the great satisfaction of such of our citizens as were fortunate enough to obtain admission to Music Hall. But as it was found that the musical feature of the celebration absorbed most of the time and interest of the occasion, and as the great labor attending the preparation for this part came at a time when numerous duties were crowded upon the Committee, as well as upon the teachers and pupils, it was deemed best to try the experiment of a separate musical exhibition in the week immediately preceding the vacation in May, and to restore, in a slightly modified form, the ancient school festival in Faneuil Hall, as a fitting termination of the school year. This experiment proved reasonably successful; but the experience of a single year may not be suffi-

cient to demonstrate whether still further modifications may not hereafter be rendered advisable.

The Committee take pleasure in referring to the fourth and fifth semi-annual reports of the Superintendent which constitute a part of this document, not only for valuable information on various points of interest relating to the schools, but as evidence of the zeal and ability with which he has discharged the duties of his office. His judicious, systematic, and persistent efforts to improve the methods of teaching and governing the schools, particularly the Primary Schools, appear to have secured the cordial co-operation of the teachers in his plans, and are especially approved and commended by the Committee.

The expenditures for our schools amount in the aggregate to a large sum, and it is due to the City Council to say that the appropriations for this object have been made liberally and promptly. But we would repeat what was said in the last report,—that the expenses for public education in this city are relatively less than they were some years ago. It is certainly not a matter to boast of that the cost of the police department should increase faster than the cost of the educational department. In the school reports from some cities, it is observed that the school officers have gone into elaborate calculations and comparisons to prove that in their particular cities the cost per scholar for education is less than in other cities. Your Committee feel that their constituents do not desire them to enter into this competition, and attempt to prove that the children of Boston have a less sum expended

on their education than the children of other cities. The question with those who justly represent the sentiment of this community on this subject has ever been, not how much has been expended, but are the expenditures judicious and economical? In this respect the Committee would invite the utmost scrutiny. As evidence of their economy, it may be remarked that the whole cost per scholar in the public schools is less than one fifth the average cost per scholar in the private schools of the city, and yet many of the wealthiest parents prefer the advantages of the public schools. The greater part of the expenses which are classed under the head of incidentals, and constituting about one fourth of the whole current expenses, are under the entire control of the City Council or their officers, and it is to be observed, — and we would call especial attention to the fact, — that this department of expenses has increased faster than that under the exclusive control of this Board.

From statements contained in the Superintendent's last report, and from other sources of information, it appears that during the past year increased attention has been paid to physical education and to the improvement of the sanitary condition of the schools. Many of the teachers take pains to train their pupils to stand and to sit in such a manner as to promote health and propriety of deportment. In not a few of the schools appropriate physical exercises have been introduced, and regularly practiced by the pupils with good results. More or less progress has been made every year, in improving the buildings and

play-grounds, with respect to their sanitary effect. Most of the school rooms now occupied by our public schools, are spacious, well lighted, well seated, and well arranged and well warmed, though the means of ventilation are still in too many cases inadequate. But notwithstanding these cheering indications of progress in this long neglected department of education, much more remains to be done than has yet been accomplished. It is to be feared that there are some schools where more mental labor is required than is compatible with good health and bodily vigor. The tendency to this error is naturally, and for obvious reasons, greater in schools for girls than in schools for boys, and in respect to the former, this tendency is greatly increased by the strong competition for admission to the Girls' High and Normal School, which has sprung up within two or three years.

To guard against this evil, the regulations expressly prohibit home lessons to be given to girls, and it is the duty of District Committees to see that this rule is complied with in spirit as well as in form. If a thorough system of free gymnastics were introduced into all our schools, and regularly practiced under the supervision of competent persons, it is confidently believed that the effect would be, not only to develop and strengthen the bodily powers of the pupils, and thus promote their health and power of endurance, but at the same time to enable them to perform their mental tasks more easily and more satisfactorily. It is hoped that the time is not distant when the cultivation and development of the physical system will be considered as imperative as the education of the mental faculties. It is par-

ticularly desirable that the pupils in our Girls' High and Normal School, who purpose to become teachers, should be well trained in the elementary exercises proper for the development and strengthening of the body, especially such exercises as are practicable in the school room, so as to be qualified to train the pupils who may be placed in their charge, and also to improve their own physical powers, and render them capable of enduring the inevitable and severe drafts which faithful and successful service as teachers in our public schools demand.

Few things pertaining to the comfort and health of pupils and teachers merit more attention than the proper *ventilation of school rooms*. Much of lassitude, dulness, ill. health, and consequent slow progress of pupils is undoubtedly caused by breathing impure air. Pure air largely contributes to physical and mental health and vigor. This vital element was not designed for second-hand use. Once breathed it is rendered impure, poisonous, unfit for further use; hence the necessity of frequent change of air in school rooms. The importance of ventilation is generally acknowledged, and various plans, most of them expensive and unsatisfactory, have been devised for accomplishing it. In mild weather, with reasonable care to protect pupils from strong currents of air, little difficulty is experienced, as windows may be opened, more or less, on the leeward side of the building. But how to effect the desired change in cold and stormy weather, without exposure to currents of cold air, often as *injurious to health as moderately impure air*, has long been a study for philosophical and practical men.

The problem is, effectually to remove the air from a room as rapidly as it becomes impure, and to supply its place by pure external air with great certainty, and by movements so quiet as to be entirely safe and comfortable to the occupants. When this is accomplished we have *perfect ventilation*. A good approximation to this result we have long desired to see, and we believe has at length been satisfactorily accomplished. A *new system of ventilation*, differing essentially from all others heretofore in use here, has been applied to the Bowditch School-house, to one of the Normal School buildings and to the new Primary School-house on Harrison Avenue, which has given great satisfaction, and appears to have overcome many, if not all heretofore existing difficulties. When eight hundred pupils, as in the Bowditch School, with no doors or windows open for ventilation during many months, and with no discomfort from currents of cold air, can enjoy the luxury of an atmosphere so nearly pure as to be indistinguishable in respect to purity from the external air, we may well be gratified with a result so greatly in advance of any that we had previously known. It is to be regretted that no orders have been given for applying this system to the school-houses in Chardon, Bennet, and Bedford Streets, now in progress of erection or enlargement. It is not yet too late to have them properly ventilated, and the Committee hope it will be done. The police and other court rooms, the lock-up on Joy Street, and the new City Stables, have been liberally supplied with Robinson's Ventilators. Are not the comfort and health of teachers and pupils, viewed with the eye of benevolence or of economy,

quite as important as the comfort and health of criminals and horses ?

The state of the discipline in the schools is believed to be in general satisfactory, though the Committee are not in possession of positive official information on this point, as the quarterly reports throw but little light on the subject. Our regulations provide that "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 punishments, which they shall submit to their respective committees at each quarterly examination, when said record shall be erased." This provision is calculated to act as a wholesome restraint on such teachers as are inclined to indulge too freely in the use of the rod, and a statement as to whether the duty which it imposes has been faithfully performed by the teachers in producing the records, and by the committees in inspecting them, would seem to constitute an appropriate item in each quarterly report. It is very desirable that discipline should be maintained by moral means, — that is, by the use of the higher motives, — the desire of knowledge, of esteem, of excellence, a sense of duty, of justice, of honor, and the power of sympathy, of encouragement, and of the benevolent affections. But it would be a great mistake, a mistake not unfrequently committed, to take the entire absence of corporal punishment in a school as evidence of its superior discipline. It would be easy for the master of a school to prohibit the use of the rod by his subordinate teachers, and then claim the credit of governing his school without resort to the

lower and baser motives, while at the same time the effect of the discipline, morally and intellectually, might be actually inferior to that of another, where physical means are not wholly discarded, but are employed judiciously and conscientiously, in extreme cases. This remark is by no means intended to favor an increase of corporal punishment, which should ever be regarded as an evil, though a necessary evil perhaps, to some extent, as society and our system of instruction are now constituted, but rather to guard against indiscriminate praise and blame in respect to the matter, without duly considering all its bearings and relations. It would be difficult, if not impossible, to frame a general rule more comprehensive, or more wise and proper, for the guidance of teachers in the government of their schools than the following, which is contained in our regulations, and which should be well considered by our instructors: "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."

To discipline a school well, to secure prompt and cheerful obedience, patient application to study, and at the same time to command the respect and affection of the pupils, requires a happy combination of qualities in the teacher. In those who are most successful in the practice of this difficult and important art, we find equanimity, self-control, patience, vigilance, firmness, gentleness, good manners, a nice sense of justice, habitual cheerfulness and love of order, and especially a deep sympathy which manifests itself in the tones

of voice, and in words and deeds of kindness. Besides all these there is another quality indispensable to success in school government. It has been called "a roundabout common sense." It should not be inferred that pupils are not and may not be kept in good order, and made to study industriously by teachers who do not possess in large measure the qualities just enumerated. By the vigorous application of one or two motives of the lower order, such as the fear of punishment or the principle of emulation, such results may be produced by teachers who are not distinguished for the higher and nobler elements of character. But good discipline, that which we desire to see, and that which should be held up as the ideal to be aimed at, is that which not only secures order and efficient study, but secures these ends by the best means, by such influences as shall tend most powerfully to form right character and habits, which shall inspire the love of excellence, and make each pupil a self-educator.

Closely connected with the subject of discipline is that of moral training, since the means employed in the government of a school determine to a great extent, its moral tone, and its moral influence on the pupils. The object of moral education is not the inculcation of sectarian tenets and dogmas, or instruction in particular religious creeds and doctrines. All these religious distinctions are justly excluded from the public school in which the children of every faith meet on equal footing, the rights of all being equally respected and protected. Specific instruction in matters pertaining to religious faith and worship is properly left to the

family, the parochial or Sunday-school, the catechetical-class and the Bible-class. But there is a broad ground of morality on which all meet in harmony. This is the morality which our statutes in such noble language enjoins upon all instructors of youth in the commonwealth to impress upon the minds and hearts of their pupils, and in which our regulations particularly require instruction to "be daily given in each of the schools," in the following language: "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." When we consider that the happiness, prosperity, and even existence of society, and the stability of free institutions depend more upon morality than upon intellect, it must be apparent that no provision of our system of public education is more important than that which relates to instruction in morals. How far the letter of our regulations touching this matter is complied with, the Committee have not the means of reporting, and it is respectfully suggested that the quarterly reports should be more full and explicit on this department of education. There is good reason to believe, however, that progress in this direction has kept pace at least, with the advancement in intellectual education. Still, no doubt, much higher moral acquirements ought

to be arrived at. More attention to this department, as well as more attention to physical training, instead of retarding would actually advance the progress in merely intellectual attainments. Progress towards moral excellence is based on the right *exercise* of the *moral faculties*. Theoretical instruction in moral precepts and moral principles, is doubtless useful to a certain extent, and should not be neglected, but by far the most effective and practical part of moral education is that which consists not merely in giving rules for conduct, and in telling what ought to be done and what ought not to be done, but in forming moral habits by proper example and exercise. To cultivate benevolence it is not enough to learn by heart descriptions of charity; misery must be experienced and the painful situations of others must be witnessed. The sight of a single wounded person makes a stronger impression on the mind than reading that thousands have been killed in battle. School-life affords abundant occasions for this moral training, and the good teacher should see that they are daily improved. No amount however of direct instruction and training in morals will avail so much for the formation of right moral character as the mighty influence, the unconscious tuition which transpires in the daily life and conversation of the truly conscientious teacher. In concluding this topic it is important to remark that teachers would doubtless take more pains with the moral training of their pupils, if their efforts in this direction were observed and appreciated as much as those which have for their object the communication of knowledge or the cultivation of the intellect.

If there is any one cause which has contributed more than any other, to produce that remarkable degree of happiness, contentment, and of moral and intellectual elevation which pervade all classes of the people, in our city and commonwealth, that cause is the successful operation of the system of free schools. And the basis of the system is, that the property of *all*, without distinction, shall be applied to the education of *all*. The principle and its operation can hardly be better described than in the following language of Mr. Webster, in the convention for the revision of the Constitution of the State in 1820 : —

“ For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question, whether he, himself, have or have not children to be benefited by the education, for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge, in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere ; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well principled moral sentiment.

“ We hope to continue, and to prolong the time, when, in the villages and farm-houses of New England, there may be undisturbed sleep within unbarred doors. And, knowing that our

government rests directly on the public will, that we may preserve it, we endeavor to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers, or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge, and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness.

“It is every poor man’s undoubted birthright, it is the great blessing which this constitution has secured to him, it is his solace in life, and it may well be his consolation in death, that his country stands pledged, by the faith which it has plighted to all its citizens, to protect his children from ignorance, barbarism, and vice.”

In concluding this report, the Committee deem it to be a duty, as well as a privilege, to commend this our noble system of public education to the continued confidence and fostering care of their fellow-citizens. Doubtless it has its defects and imperfections, for what human institution has not? But looking at it as a whole, and considering its high purposes and aims, its ample provisions, its effective workings, and its beneficial results, we feel that its importance and value cannot be too highly estimated. For all the care and expense bestowed upon it, the returns have been remunerative beyond calculation. It is because its means have not been stinted, that its success has been so signal and unexampled. The high excellence to which it has attained, and which we cannot but contemplate with pride and satisfaction, is the result of the wise and liberal policy which has conducted its affairs. The fruit of the judicious liberality which has characterized

its administration, is seen in the remarkable fact that the public schools now actually educate twenty of the children of our citizens for every one that is educated in a private tuition school, the child of the poorest being furnished with as good schooling as can be secured by the money of the richest inhabitant in the city. In view of the past, we may be pardoned, perhaps, in indulging in some degree of self-complacency. But past achievements, so far from causing us to relax our efforts, ought to encourage us to renewed exertions. Education admits of progress without limit; when we cease to advance, we begin to retrograde. As far as experience may show defects and faults in our system, we are bound to seek out and apply the proper remedies. This institution, the foundations of which were laid by our fathers, and to which we are so much indebted not only for our material wealth, but for our intellectual, moral, and social well-being, is ours to improve for those who come after us, as well as ours to enjoy; and if we would prove ourselves worthy of our ancestors, we should act in reference to this greatest of human interests in accordance with that noble sentiment of one of its most munificent benefactors, "Education, a debt due from the present to future generations"

Respectfully submitted.

GEORGE W. TUXBURY,
GEORGE F. HASKINS,
JOHN P. ORDWAY,
WILLIAM H. THOMES,
JOHN DUNCAN,
JOHN NOBLE.

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

THE Committee appointed to take charge of the Latin School respectfully submit the following as their Annual Report on the condition of the school during the past year.

In complying with the rules of the Board, the Committee have made the usual annual and quarterly examinations, their number having been so subdivided that the pupils of each room in the school have had the particular attention of some one of the Committee, while the whole Committee have exercised the visitorial powers intrusted to them, and have attended to the interests of the whole school. By this mode of procedure all the pupils of the various rooms have had their due attention ; and the individual members of the Committee have had an excellent opportunity of witnessing the progress of the pupils, and ample advantages for judging of the efficiency of the instructors in imparting instruction to the young students under their especial care. The frequent visits to the different rooms have afforded the proper occasions for judging of the discipline of the several gentlemen engaged in imparting instruction, and also the proper means for forming comparisons of the results attained by the different teachers, and also of the relative condition of the classes under the several instructors.

The Committee have noticed with pleasure much

that is satisfactory in relation to the school, during the visits and examinations; and are gratified in being able to bear testimony to the faithful efforts of the teachers, and to the interest of the pupils in their studies. The school has lost nothing of its reputation during the past year, but continues to give to the young gentlemen who enjoy its privileges, the same advantages for a thorough classical education and competent knowledge of the elementary branches necessary to a good English education, which have so distinguished it in past years. On the days of public exhibition, and also on the public Saturdays, the recitations of the pupils, as well as their declamation and original debates, have been of a high order.

The Franklin medals were assigned at the July visitation to seven members of the graduating class, who had received the highest number of marks during the year, and who had exhibited to the Committee the most satisfactory evidence of progress in their studies. The names of the young gentlemen to whom these medals were awarded are, —

Abbott Pomroy Wingate, aged 18 years.

Moorfield Storey, aged 17 years.

Matthew Harkins, aged 16 years.

Edward Henry Clark, aged 19 years.

Charles Edward Stratton, aged 15 years.

Henry Marshall Tate, aged 17 years.

Henry Rolfe, aged 18 years.

The class which left at the close of the school year was the largest that ever graduated at the school; it numbered thirty-three members. Of these twenty-six entered Harvard College, passing a remarkably satis-

factory examination ; two entered the Lawrence Scientific School, a department of the same university, and four joined other colleges. The number sent to Harvard was greater than on any former year. It will thus be seen that the school continues in its high vocation of furnishing scholars for the university, and finally for the professions and literary walks of life.

It has always been the principal object of the Latin School to prepare young men for entering the universities, as well as giving them a good education suitable for the highest pursuits. Boys are admitted at ten years of age, when the mind and memory can be best influenced and moulded, after having passed a satisfactory examination and presented the proper testimonials of qualification and good character. The elementary branches of a good English education are specially attended to, although a large portion of the school time is passed in obtaining a thorough knowledge of the Greek and Latin languages. Pupils of the proper grade are taught the French language by the instructors of the school, assisted by a Frenchman, who can impart a better pronunciation of the language than can be obtained otherwise. Six years are usually the time for the regular course of instruction at the school, although a boy with application can gain promotion and save a year or more of schooling.

The number of instructors varies with the number of pupils. At the present time the school is under the charge of Mr. Francis Gardner, assisted by a sub-master and five ushers, all of whom have had a collegiate education. The number of scholars registered during the year was two hundred and eighty-eight.

The number of pupils admitted during the year was one hundred and twenty-one ; of these forty-seven were from other schools, and seventy-four from the public schools. Those from the latter source are thus arranged, according to the school from whence they came, with the average ages of those from each of those schools : —

English High School,	2	boys,	average	age	16.
Boylston	“	6	“	“	13½.
Brimmer	“	15	“	“	12½.
Dwight	“	21	“	“	12¼.
Eliot	“	2	“	“	12.
Lawrence	“	2	“	“	12.
Lincoln	“	2	“	“	14.
Mayhew	“	10	“	“	13.
Phillips	“	8	“	“	13.
Quincy	“	6	“	“	12.

Thirty-two boys were discharged from the school during the year. The largest number present at any one time was two hundred and sixty-five. The largest average attendance for any one month was two hundred and fifty-nine, and for the year two hundred and forty-eight. This shows an increase over former years.

The Lawrence prizes were awarded in May last, as were also the prizes provided for by the Latin School Prize Fund. A list of the prizes and the names of the young gentlemen to whom they were given will be found in another part of this document.

The building has been carefully examined at each of the quarterly visitations, and found in good order. Steps have been taken by which increased accommodations will be obtained by the addition of another

story to the building, which it is believed will suffice for the school for many years, and the pupils and teachers will be well provided with commodious apartments of a comfortable and healthy character.

The Committee wish to express great satisfaction in the results of the past school year.

For the Committee,

NATHANIEL B. SHURTLEFF,

Chairman.

Boston, September, 1862.

ENGLISH HIGH SCHOOL.

THE Committee on the English High School respectfully report that the annual examination, as required by the regulations, was held on Wednesday and Thursday, the 9th and 10th of July. The examination embraces the studies for the year, and its results were of such a character as to satisfy the Committee that the teachers had been faithful, and the pupils industrious, and that the school, as regards those who avail themselves of its privileges, was accomplishing its 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 public schools, with the means of completing a good English education, and of fitting themselves for all the departments of commercial life." The annual exhibition of the school was held on the day appointed by the regulations, and, although of a less marked character perhaps, than some that have preceded it, it was yet interesting and spirited. The graduating class gave to their friends and the public substantial evidence of large culture, of manly, vigorous, and independent thought, and of an intellectual and moral power well fitting them for the duties and responsibilities of life.

It is still to be regretted that more "young men of the city" do not avail themselves of the means of completing a good English education, and for "preparing themselves for *all* the departments of commercial life," which the English High School affords. It is worthy of consideration whether it would not improve our system of public instruction, do good ultimately to the Grammar Schools, and largely extend the benefits of the English High School, to revive the old rule which limited the term to which boys might attend the Grammar Schools to fourteen years of age. By the regulations, boys may enter the English High School at twelve years of age. As a matter of fact, the average at which they enter is fifteen and some months. The consequence is that when they have been there a year and a half, or two years, they have got to be seventeen years old, and have to get business situations. Were there a limitation in age to attendance upon the Grammar Schools, many who now remain at these schools would be led to inquire into and to improve the opportunities and benefits of the English High School.

The whole number admitted from the Grammar Schools was one hundred and one. Of this number sixty-eight, or about sixty-seven per cent., were from four of the boys' schools, averaging seventeen from a school. One Grammar School offered no candidate. From the three schools in South Boston there were thirteen, and from the three at East Boston there were seven. Thus the average number for each school in South Boston and East Boston was three and two thirds.

The following list shows the number of candidates offered and admitted from each of the Gram-

mar Schools of the city, with the average age of those from each school:—

Schools.	Offered.	Average age.	Admitted.	Average age.
Adams.....	3	15.46	3	15.46
Bigelow.....	2	16.05	2	16.05
Boylston.....	1	14.33	1	14.33
Brimmer.....	18	14.89	18	14.89
Chapman.....	4	16.	4	16.
Dwight.....	24	15.16	24	15.16
Eliot.....	6	15.54	6	15.54
Lawrence.....	7	15.59	7	15.59
Lincoln.....	4	16.	4	16.
Lyman.....	..	..	..	..
Mayhew.....	6	15.05	6	15.03
Phillips.....	14	15.01	14	15.01
Quincy.....	12	14.47	12	14.47

It appears from the above list that all the candidates from the Grammar Schools were admitted.

The whole number of scholars registered during the year was two hundred and six. The number discharged was twenty-six. The largest number present at any one time, (September,) was one hundred and ninety-nine. The largest average attendance, one hundred and ninety-four, occurred in September; and the per cent. of attendance for the same month was ninety-nine, indicating a very remarkable punctuality of at-

tendance. The average number belonging during the year was one hundred and seventy-five, and the average attendance one hundred and seventy.

Respectfully submitted,

S. K. LOTHROP, *Chairman.*

Boston, September, 1862.

GIRLS' HIGH AND NORMAL SCHOOL.

THE Girls' High and Normal School was established in September, 1852. The completion of its tenth year seems to the Committee to be a proper time to present, in the Annual Report, a sketch of its history, with an account of its present condition.

It is only within a very few years that our public schools have afforded to girls the same privileges as to boys. It is a remarkable fact that the citizens of Boston, which has been considered the centre of the free school system, have been so reluctant to acknowledge the importance of female education. Five years after the settlement of the town, a school for boys was opened. A century and a half passed away before girls were educated at the public expense. In 1789 it was observed that the attendance of the boys at school was only one half as great in summer as in winter, and it was decided to allow girls to occupy the vacant seats. They were permitted to attend school from the 20th of April to the 20th of October. Thirty years later the time was extended to eight months; and in 1825, less than forty years ago, when for one hundred and ninety years the Latin School had given to boys the advantages of a classical education, and

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the English High School was preparing for mercantile pursuits those who had no desire to study the Latin and Greek languages, the opinion that eight months' attendance in the year at a Grammar School was sufficient for females, appears to have been prevalent. But there were those who thought that the education freely given to the sons of the citizens of Boston should be as liberally granted to their daughters, and they succeeded in founding a school of a higher grade. On the 10th of May, 1825, the School Board appointed a committee to consider the expediency and practicability of establishing a High School for girls. This committee, on the 22d of June, made a report in favor of the plan, mentioning among its advantages that it would furnish accomplished teachers for the Primary Schools. An appropriation of \$2,000 was obtained from the City Government, and the school went into operation. It encountered great opposition, and continued but a short time. It was said to take away the best scholars from the Grammar Schools, and to lower the standard of scholarship. On the 17th of November, 1826, the School Committee voted not to re-establish the High School for girls on the original plan. The effect of this movement was to extend the time during which girls were allowed to attend school, and to add to the list of their studies. In 1828 they were permitted to attend school during the whole year, and in 1830 separate schools for girls were established.

An effort was made by the School Committee in 1848, to establish two High Schools for girls, one in the hall of the Quincy School for residents in the south part of the city, and the other in the hall of the Eliot

School for the inhabitants of the North End. This appears to have failed from want of co-operation of the City Council. Mr. Bishop, Superintendent of the city schools, in his first annual report, on the 30th of December, 1851, recommended the establishment of a NORMAL SCHOOL as a part of the Boston system of public instruction, for the purpose of preparing the daughters of the citizens of Boston to become better teachers for our schools than could then, as a general thing, be found to fill the vacancies which were frequently occurring. In this institution he proposed that those who had completed with distinguished success the course of studies in the Grammar Schools, should, if they were desirous of teaching, qualify themselves in the best manner for this important employment. This proposition was adopted by the School Committee, and received the sanction of the City Council. The Committee on Public Instruction, on the 8th of July, 1852, recommended that a Normal School should be established in the Adams School-house, in Mason Street, as a part of the system of public schools. The requisite appropriations were made by the City Government, and on the 3d of August, 1852, the School Committee passed an order, "That the sub-committee of the Normal School be directed to draw up the plan of organization of said school, with the necessary rules to carry out the plan, and report to this Board as early as practicable." The sub-committee presented a carefully-prepared plan on the 3d of September, 1852. The chairman, Dr. LeBaron Russell, in his report, says that "The committee have supposed that a large proportion of the pupils would be from the number of those who

have been educated at our Grammar Schools, and the requirements for admission and the plan of study have been arranged with reference to that probability. All pupils, however, who have a legal right to the benefits of public instruction in this city, whether educated at our Grammar Schools or not, will have an equal claim to share in the advantages of this school. It is expected that all who apply for admission to this school should do so with the intention of becoming teachers. The plan of study and instruction is arranged expressly with that view. No promise or engagement will however be required, the intention or desire to teach being considered as implied in the application for admission."

The course of study included all the collateral branches which are important for the explanation and illustration of the Grammar School studies. The best text-books and manuals were to be used, with the ultimate design of making the pupil able to teach independently of them by a thorough familiarity with the subject to be taught. It was the aim of this school, from the very first days of its existence, to give to its scholars an enlarged and liberal culture, and to promote the harmonious development of all the mental powers as the best preparation for teaching. While it was a Normal School for teachers, it taught many branches not included in the course of those schools in which its pupils expected to become instructors. English Literature and History, Mathematics and Natural Philosophy, the French and Latin languages, Rhetoric and Composition, were embraced in the plan of studies.

The exercises of the school were begun in the last part of the month of September, in the second and third

stories of the building formerly occupied by the Adams School, in Mason Street. The lower floor was then appropriated to the Public Library. Mr. Loring Lothrop was the first master, and there were about one hundred scholars. The course was arranged for two years. The pupils were fitted for the practical duties of teachers, "by making them familiar with all the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it, as shall enable them to originate methods of their own, and to apply them successfully in the instruction of those who may afterwards come under their care."

A model school, containing boys of the third and fourth classes of the Grammar Schools, was kept in the building, where the pupils of the Normal School acquired "practical experience in the application of correct principles of instruction and discipline under the direction of skilful teachers."

The advocates of female education had not abandoned the hope of establishing an institution where the highest branches of knowledge might be taught at the public cost, to all those girls who had completed the course at the Grammar Schools. A petition, numerously signed asking for such a school was referred to a committee of the School Board, of which J. Thomas Stevenson, Esq., was chairman, who reported on the 29th of December, 1853, that a High School for girls ought not to be established. He refers to the failure of the school commenced in 1825, and says that the reasons for its discontinuance would operate with increased force. He thought that the subjects usually studied in

High Schools were embraced in the Grammar School course, that "the City of Boston was entitled to the honor of maintaining *twelve* High Schools for girls," and that, with the Normal School in successful operation "sufficient provision was already made for the education of girls at the public charge."

After the failure of this effort, the course of study at the Normal School was enlarged, and the period of study extended to three years. The school was thrown open to all girls who could pass the required examination, and who were legally entitled to attend. While as much attention as ever was bestowed upon the preparation of the pupils to become teachers, it was understood that the best possible education was to be imparted to all the scholars, whether they designed to be instructors or only sought for the advantages of a school of a superior order. From that time this institution has been called the GIRLS' HIGH AND NORMAL SCHOOL.

The model school has been given up. It has been found that the young ladies of this school acquire better practical knowledge of the art of teaching by acting as substitutes or temporary teachers in the city schools.

The Public Library was removed from the building in 1857, and the hall and rooms on the lower floor were added to those already in use. In 1859 the number of scholars had increased to two hundred and sixty-seven, and it became necessary to apply for a new school-house. After this application was made to the City Government, in 1860, the Society of Natural History removed from their building on the lot next to that of the Girls' High and Normal School, and that edifice was bought by the City, adapted to the pur-

poses of the school, and connected by a corridor with the old building. It was formally dedicated to its new uses on the 30th of December, 1861, when addresses were made by Mayor Wightman, Alderman Preston, Prof. Zachos, and several members of the School Committee. The hall in the north building has been used by the City as a ward-room, and the exercises of the school have been, consequently, suspended on election days. The appropriation of a room in another school-house in the ward to the meetings of the citizens will, before the close of this year, relieve the school from this interruption, and give to it the entire use of the whole edifice. When a few alterations have been made in the hall, so as to throw more light upon the blackboards, and Robinson's ventilators, already in use in the south building, are introduced into those rooms which now can receive pure air only by open windows, this school will possess an edifice admirably adapted to its wants, embracing a hall for music lessons and general exercises, a lecture-room with a laboratory and chemical and philosophical apparatus, a committee-room, and eleven school rooms.

The supervision of the Girls' High and Normal School is entrusted by the School Board to a committee of thirteen, to each of whom a particular department of studies is assigned for examination during the year. Mr. Lothrop was master during four years, and was succeeded by Mr. William H. Seavey, the present master. Miss Harriet E. Caryl is the head assistant, and there are nine female assistants. Vocal Music is taught by Mr. Carl Zerrahn; Drawing by Mr. Bartholomew; French by Mr. P. W. Gengembre; and

German by Mr. P. Willner. Instruction is given by the masters and the female teachers in all the branches usually taught in schools of the highest order. On first entering the school the pupils carefully review the studies of the Grammar Schools, and they are led on gradually to new pursuits. Instruction in the art of teaching is given regularly, and the scholars enjoy the advantages of lectures on chemistry and other important subjects. By the modes of instruction in use in this school the love of study and the habit of independent and thorough research and investigation are encouraged. Discussions by the classes, under the direction of their teachers, lead the pupils to express their ideas clearly, to hold and maintain correct views, and to be accurate in the use of words. This practice is found to be very useful in preparing them to communicate information to children. There are no medals or prizes given. The young ladies need no stimulus to study. The consciousness of the faithful discharge of their duties, the acquisition of a good education, and the possession of the knowledge and habits requisite in a good teacher, are their rewards.

There was a public examination of the whole school, in all its departments, during four days in the last week of the school year, in July. The recitations were conducted in the usual manner, in the several rooms, during the first hours of the session; and, afterwards, essays on various subjects in literature and science, prepared by the pupils during the year, were read by their authors in the hall. At the same time several of the scholars were engaged in drawing on the black-board from objects in the room. There were also

exercises in singing, under the direction of Mr. Zerrahn. There is no "Exhibition" at this school. The recitations on the four public days gave very great satisfaction to all who were present.

At the examination of candidates for admission on the 23d and 24th of July, one hundred and fifty were presented. Ninety-seven were received unconditionally, and thirty-seven on the condition of passing a second examination in one or more studies. Sixteen were not admitted. Those who had failed to pass a satisfactory examination in all the required studies, with several new applicants, were examined in September. The whole number admitted this year is one hundred and fifty-seven. There are now in the senior class sixty-nine pupils; in the middle class one hundred and six; and in the junior class one hundred and forty-five. Thirty of the late senior class have been allowed to remain and continue their studies. The whole number of scholars is three hundred and fifty.

An examination of candidates for the office of assistant teacher in this school has been recently held. Public notice was given in the newspapers, and thirty-eight candidates, eleven of whom had received their education in other schools, were present. Of those who passed this examination in a satisfactory manner, the first twenty in order of merit were graduates of the Girls' High and Normal School. Similar results have followed previous examinations. Consequently we find that all our female teachers have been educated in our own school. Since our last annual report, Miss Annie S. Greene has resigned, and Miss Mary H. Ellis and

Miss Frances A. Poole have been appointed assistants.

Appended to this report will be found very interesting and valuable statistical tables prepared by the head assistant. The first of these shows the number admitted in each year from the several Grammar Schools for girls, and from other sources. Twelve hundred and twenty-one pupils have been received since the school went into operation. It will be seen in the second and third tables that there have been twelve appointments of instructors in High Schools, one hundred and thirty-eight of head assistants and assistants in the Grammar Schools, and ninety-two of Primary School teachers, from this school. The whole number of appointments of teachers for the public schools of Boston is two hundred and forty-two, and, for other schools, one hundred and ten, making a total of three hundred and fifty-two. Upon referring to the fourth table it will be noticed that the number of pupils of this school who have become teachers is two hundred and seventy, — several of whom, having been transferred or promoted, have received more than one appointment.

Many young ladies leave the school before the completion of the course, in order to enter upon the work of instruction, and the number of those who have become teachers is larger than the number of graduates. In the first seven classes, including that of 1861, there were one hundred and ninety-six graduates, one hundred and eight of whom became teachers; of the four hundred and fifty in the same classes who did not remain to the end of the course, one hundred and fifty-four have engaged in the duties of instruction.

The pupils of this school are allowed to act as temporary instructors, or as substitutes for teachers who are absent from sickness or other causes in the Grammar and Primary Schools. Two hundred and sixty-five, availing themselves of this privilege, have officiated as substitutes on four hundred and sixty different occasions, for periods varying from a few days to six months.

The experiment, on which many looked with doubt and fear, has succeeded. We have a school in which the daughters of our citizens may receive, freely, as good an education in the highest branches of learning as can be obtained in the most expensive private school in the city. The instructors in Music, Drawing, French, and German are gentlemen well known in this community, and eminently qualified for their positions. All our teachers have given perfect satisfaction to the Committee. The scholars have access to a valuable library of books of reference, and the lectures which are addressed to them are illustrated by valuable apparatus, and by a collection of objects in Natural History. Many resort to this institution for the sake of its superior advantages as a High School. By fixing a high standard for admission, it has elevated the scholarship of the Grammar Schools. It has provided the Primary Schools with teachers far more highly educated than those formerly employed, and it has not only furnished head assistants and assistants for the city schools, but it has sent out its graduates to other portions of the country. This school has fulfilled the expectations of its founders and friends, answered all the objections to

the establishment of a High School for girls, and has become one of the most useful, influential, and important of our educational institutions.

For the Committee,

HENRY BURROUGHS, JR.,

Chairman.

Boston, September, 1862.

Numbers admitted to the Girls' High and Normal School, from different Schools, in each year, from September, 1852, to September, 1862, inclusive.

NAMES OF SCHOOLS.	1852-3	1853-4	1854-5	1855-6	1856-7	1857-8	1858-9	'59-60	1860-1	1861-2	1862	Total.
Adams.....	..	..	..	..	..	4	4	8	5	9	4	34
Bigelow.....	9	10	7	7	9	4	8	11	4	10	12	91
Bowditch.....	..	..	..	..	..	..	..	..	..	4	6	10
Bowdoin.....	14	13	14	7	14	12	17	13	10	18	16	148
Boylston.....	2	4	..	1	1	..	2	2	2	..	..	14
Chapman.....	8	3	4	5	9	4	4	12	7	1	7	64
Dwight.....	2	1	4	6	4	8	8	8	8	..	..	49
Everett.....	..	..	..	..	..	..	..	..	..	13	9	22
Franklin.....	8	4	7	9	5	12	10	20	13	14	13	115
Hancock.....	4	5	2	6	13	9	8	13	12	8	16	96
North Johnson.....	5	6	6	..	..	..	..	..	..	..	..	17
South Johnson.....	..	5	..	..	..	..	..	..	..	..	..	5
Lawrence.....	..	..	..	..	5	1	1	5	4	7	3	26
Lincoln.....	..	..	..	..	..	..	..	..	7	7	7	21
Lyman.....	4	11	5	10	3	2	3	1	4	3	2	48
Mather.....	3	4	2	..	..	..	..	..	..	..	..	9
Otis.....	3	..	..	..	..	..	..	..	..	..	..	3
Wells.....	13	6	3	14	6	6	7	16	8	12	7	98
Winthrop.....	8	4	3	18	12	14	10	14	21	22	24	150
Other sources.....	21	12	15	22	11	13	14	21	14	27	31	201
Total.....	104	88	72	105	92	89	96	144	119	155	157	1221

Appointments of Teachers from the Girls' High and Normal School, in each School District, from 1852 to September 1, 1862, inclusive.

Names of Schools.	High.	Grammar.	Primary.	Total.
Girls' High and Normal.....	12	..	..	12
Adams	2	1	3
Bigelow	5	5	10
Bowditch	10	..	10
Bowdoin.....	..	3	..	3
Boylston.....	..	12	10	22
Brimmer.....	..	4	5	9
Chapman	10	9	19
Dwight and Everett.....	..	19	5	24
Eliot	10	6	16
Franklin.....	..	10	2	12
Hancock.....	..	8	3	11
Hawes.....	..	1	..	1
Lawrence	6	11	17
Lincoln	2	8	10
Lyman	5	5
Mayhew	2	3	5
Phillips.....	..	9	1	10
Quincy	6	6	12
Wells	4	2	6
Winthrop	15	10	25
Total	12	138	92	242

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.	Substi- tutes.
1852-53....	1	1	..	2	..	2	3
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	58
1858-59....	11	21	1	33	11	44	62
1859-60....	9	16	3	28	17	45	81
1860-61....	19	32	1	52	13	65	78
1861-62....	17	20	..	37	9	46	124
Sept. '62....	3	2	2	7	..	7	..
Total.....	92	138	12	242	110	352	460

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	23	39
1854	72	1857	23	29
1855	105	1858	25	46
1856	92	1859	31	38
1857	89	1860	28	28
1858	96	1861	38	24
1859	144	1862	57	16
1860	119			2
1861	155			
1862	157			
	1,221		253	270

REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1862.

FOURTH SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN:— In conformity with the requirements of your Regulations, I hereby submit my Sixteenth Report, the Fourth of the semi-annual series.

Our school calendar has been gradually perfected by careful and well considered modifications, adopted from time to time during a long series of years. The division between the working time of one year and the working time of the year following, is marked by the long vacation in summer. The work of the year is divided into two nearly equal portions by the short vacation of one week preceding the first Monday in March. One of these half-years is again subdivided into two quarters by the vacation of Thanksgiving week, and the other by the week of vacation near the end of May. All the operations of the system have been admirably organized in conformity with these divisions of the year. Immediately before each vacation, all the departments are visited and examined by the Committees, the results of the examinations being submitted in the quarterly reports to the Board at its

stated meeting held just after each vacation. At the end of each half-year, pupils are promoted from the Primary Schools to the Grammar Schools, and most of the pupils of these two grades of schools are advanced to a higher class, the teachers being required for this purpose to examine the pupils with more or less thoroughness. At these two periods the semi-annual reports of the Superintendent are very properly required to be submitted. He is expected to have spent considerable time in the schools previous to the half-yearly promotions, so as to be prepared by personal observation to report their general condition to the Board, and to suggest appropriate measures for their improvement. All the plans and labors of the working year are shaped with reference to the events of its close in July, when the diplomas, prizes, and medals are awarded; the exhibitions are held, and the advanced pupils, after years of faithful study and training, present to their parents and friends some proof of their culture, and scholastic attainments. As a fitting conclusion and crowning ceremony, the annual school festival brings together for mutual congratulations, the medal scholars and their parents, the teachers, the School Committee, the Municipal Authorities and invited guests. And now the graduates of the different schools go forth to other scenes. From the Latin School they enter College, from the English High they go into active business or enter upon professional study, from the Girls' High and Normal many go forth prepared for the work of teaching, and from the Grammar Schools some are advanced to the High Schools, but many more are sent out to begin their apprenticeship

in the great school of industrial life. Then follows, finally, the annual report of the Committee, setting forth the doings of the year and the progress and condition of the schools, for the information of the people, as well as for the guidance of the future guardians of our educational interest. This happy and well matured scheme of labor and recreation, this wise adjustment of changes, duties, and responsibilities, this harmonious combination of times, seasons, and requirements, constitutes a calendar so well adapted to our customs and circumstances as to leave little if any room for improvement, and I present this view of the relations of its most important parts only to commend it and express the hope that no alterations may be made without very careful deliberation.

How the war has affected, and how it is likely to affect, the interests of popular education, is a subject which has to some extent engaged the attention of the leading guardians of public instruction throughout the whole country. A recent report of the Commissioner of Schools for the State of Ohio contains interesting communications on this topic from the chief educational officers of twelve free and three slave states, whose aggregate population is more than twenty millions. It is an encouraging sign, that the unanimous voice from all the great northern and central states of the Union thus officially reported, — with a single exception, and that more apparent than real, — gives assurance that the people are everywhere “disposed to rally around and sustain their free schools in this trying hour,” that “they earnestly desire the schools to go on, and contribute freely for them,” that “whatever else

we may have to forego in the defence of the government and the preservation of the Union, our common schools must suffer no neglect." The Secretary of the Board of Education, speaking for our State, says, "there has been no decrease of interest or of effort in behalf of the public schools of this Commonwealth, but rather an increase of both. Passing events have seemed to deepen the conviction in the minds of our people of the vast importance of our system of popular education, not only to the public prosperity, but also to the prosperity of our free institutions." And this testimony I am happy to be able to confirm, so far as Boston is concerned.

By evidence derived from various sources, I feel warranted in stating that our schools have never been more prosperous than during the past year. The number of scholars in attendance has considerably increased. Both teachers and pupils have continued their labors with unabated zeal and earnestness. All needed appropriations have been granted by the City Council, acting no doubt in accordance with the sentiments of the masses of their constituents. And in no respect do the interests of our public schools appear to have been injuriously affected by the war, which has tasked, and is now tasking to an unexampled extent, the energies of the nation.

But while it is believed that the people are disposed to sustain and even to increase the efficiency of our system of public schools, doubtless some modification in the objects and branches of education will result from the trials through which we are passing. In the history of the year that has passed by us, we have seen,

as we never saw before, the value and importance of the great principles touching this subject, which we have lately read in all our schools from the Farewell Address of Washington. "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." It is obvious, also, that military education and that training which is calculated to develop physical vigor and endurance, will become more prominent than heretofore. It does not seem to be practicable, however, to introduce military science into our public schools as a branch of instruction, but from the experiments witnessed in one of our Grammar Schools, and in one of the private schools in the city, I have been led to form a favorable opinion of the expediency of exercising the older boys in the manual of arms and in the first principles of field movements, and I fully concur with his Honor the Mayor in his views on the subject in connection with physical training, as expressed in his Inaugural Address.

The Regulations provide that the Superintendent of Public Schools "shall make investigations as to the number and 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 suggest and apply the remedies." This important duty I have aimed to fulfil, so far as circumstances would permit. In a former report I presented some statistics relating to the subject, showing the probable proportion of the school population of the city receiv-

ing the benefits of schooling in public, private, charitable, and reformatory schools. We have four truant officers, appointed by the Mayor, and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding the teachers in suppressing the evil of truancy, and in securing the attendance of absentees from school. The services of these officers have contributed in no small degree to extend the benefits of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of the truant officers, and makes "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," liable to punishment, is now a permanent and an indispensable element of our system of public education. For further information in regard to the history and operations of this law, I beg leave to refer you to a supplementary report entitled *Truancy and Compulsory Education*, prepared at the request of the Committee on the Annual Report, and appended to their report, copies of which will soon be sent to the members of the Board.

Within the past fifteen years, an important change in the classification of our Grammar and Primary Schools has been gradually introduced. Previous to this change, the pupil was fitted for the Grammar School in one Primary School, and under one and the same teacher. On entering the Grammar School, he was immediately placed in the room where he was constantly under the master's eye, and only two or three promotions brought him into the class under the master's immediate instruction. But

by the present arrangement the schools are divided into numerous distinct grades, taught by as many different teachers. The child who is regularly promoted from the lowest class to the highest, must pass through from fifteen to twenty of these grades. That this system affords facilities for *instruction* vastly superior to those of the unclassified system there can be no question. But it is not free from injurious tendencies which should be carefully guarded against. In the management of the system as now arranged, great attention should be paid to the subject of promotions. There is danger that the less brilliant scholars, though regular in their attendance, and faithful in the performance of their duties, may not fare as well as they did under the old system, under which a larger proportion of the pupils reached the master's class. While a very small proportion of the pupils of the Grammar Schools now reach the first division, many who are so fortunate as to gain admission to it are permitted to remain there for two years, and some for even a longer period. By first division I mean the division which is instructed by the master and the head assistant immediately associated with him. It is a question which deserves consideration, whether pupils should be allowed, as a general rule, to remain in this division more than one year.

In the Primary Schools, it should be insisted upon as a rule, subject to reasonable exceptions, that in schools consisting of one grade only, *every* pupil shall be promoted at the end of each half-year; and that in schools consisting of two grades, half the number shall be prepared for promotion, none being permitted

to remain in such schools more than one year; and so on. If this rule is strictly observed, pupils will complete their course in the Primary School, in three years; a half-year being devoted to the studies of each class or grade. The period of three years is amply sufficient for a child of average capacity to learn all that is required for admission to the Grammar School. The exclusion of children under five years of age from the Primary Schools, has improved the condition of the lowest grade of these schools, and, in my judgment, it would be still further benefited by limiting the *time* of admission to three or four weeks after the promotions are made. Then the teachers of these lower classes would be able to carry out the above rule of promotion, which, under the present arrangement, they find it extremely difficult, if not impossible, to do.

In the erection and alteration of school-houses great care should be taken to provide for an ample supply of pure air. This is essential to the preservation of health, which is a matter of prime importance in all school arrangements. In every school room without proper ventilation, there is a slow and subtle poison which enters the blood and brain, impairing the delicate organs of the body, generating disease, and destroying that healthful physical vigor which is necessary to give success to mental exertion. I regret to say that many of our school rooms are still lamentably deficient in the means of ventilation, except by opening the windows and doors. This is especially true of the Primary School Houses, many of which being warmed by stoves, have no provision whatever for introducing pure air, except through the windows. In school-houses of

this kind, the teacher and pupils must breathe poisonous air, or the windows must be opened. I have observed that latterly this expedient is very generally resorted to, but I regret to add that I have seen in several instances what appeared to me to be a want of proper care in protecting the children from the dangerous effects of cold currents of air. When the children of a school are so seated that no window of the room can be opened without subjecting some of them to a draft, then the proper and only safe course is to open the windows for a few minutes several times each half day, and while they are open, to give the children a vigorous exercise in physical training, keeping the windows closed while the pupils are seated. If there is any question as to whether a current of air is uncomfortable or injurious to any of the pupils of a room, the proper way for a teacher to solve the question is not to ask the opinion of the pupils themselves, but to try the effect of occupying the place of the pupils for a short time.

I am happy to inform the Board, that we have at length found a good system of ventilation for school-houses. The expense of it is no greater than the expense of the system which has been applied to our new buildings during the past ten years. It differs in principle from all the systems heretofore known in this city. It has been applied to the Bowditch School House with the most satisfactory results. I would respectfully commend it to the attention of the Committee on School Houses, to whom is assigned the general supervision over the warming and ventilation of the school-houses. Should it meet with their approval, I

trust they will recommend its application to some of the Primary School Houses above alluded to.

The masters of our High and Grammar Schools occupy very responsible positions, exerting as they must a controlling influence in determining the character and usefulness of the institutions under their charge. Hence, it becomes highly important that they should be animated by the right spirit, and that they should be masters of the best methods. I would, therefore, strongly urge upon all subordinate teachers who aspire to the high office of principal of one of these great schools, to study assiduously the art and the science of education ; to make themselves acquainted with the literature of their profession, and especially to read the lives of the great educators. I was highly gratified to learn that, during the past year, nearly all the sub-masters of the Grammar Schools went through a thorough course of training in vocal culture and elocution. As one of the results of this commendable enterprise, all the children hereafter under their instruction will be better trained in these branches than they would otherwise have been. If a similar course is pursued in reference to all the branches they have to teach, though they may remain sub-masters in rank, they must become *masters* of their business.

I am happy to learn by recent inquiries that most of the masters have adopted the plan of examining all the divisions of their schools, at stated times, in a very thorough manner. In some schools it is the practice, in these examinations, to mark the result of each pupil's performance, in a book kept for the purpose. By this means the master becomes acquainted with the merits

of each pupil, and he has a record of his standing for future reference. This appears to me to be the best element in our system of examinations, and one which ought not to be dispensed with in any school. In addition to these formal examinations twice a year, the masters of some of our best schools occupy the greater part of two half-days each week in visiting and inspecting the work of the lower divisions. The difference between the schools in which the most of this kind of work is done by the principal, and those in which the least is done, is very perceptible.

Some of the masters, and perhaps all, are accustomed to hold occasional or stated meetings of their teachers, for the purpose of considering various matters pertaining to the instruction and discipline of their schools. I regard this as one of the best means that can be devised for promoting the progress of our schools. It seems to me that such meetings should be held as often as once or twice in a month. The best teachers are generally the most ready to attend these meetings, and if there are any who have not sufficient interest in their work to accede cheerfully to the request of their principal to devote an hour or two a month to this purpose, it might be well to adopt a rule making it their duty to do so.

There is another element in the management of Grammar Schools which I should be glad to see generally adopted. I refer to the plan of assembling the several divisions of each school in the hall, at stated times, for general exercise. These occasions should be somewhat frequent, but not very formal. Not much special preparation should be required for the

exercises, which might generally consist of declamation, (in boys' schools,) reading by one or two pupils from each division or by a class from each division in turn, mental arithmetic, geography, history, singing, physical training, vocal drill, and remarks by the master on such topics connected with the interest and progress of the school as the circumstances suggest. The halls of the Grammar School Houses are not, with few exceptions, large enough to accommodate all the pupils, and therefore it would be necessary, in most cases, to divide the schools, and assemble the upper classes at one time, and the lower classes at another time. In some schools this course has been pursued for several years with much benefit to the pupils. The master who has once faithfully tried this plan, would not, I believe, be easily persuaded to relinquish it.

The number of pupils promoted from the Primary Schools to the Grammar Schools, at the recent examination, was about fourteen hundred. In some instances the whole first class, consisting of upwards of forty members, was promoted. These schools as a whole have made steady and continued progress during the past five years. The evils of the system as they existed six or eight years ago, have been to a great extent mitigated or removed. The accommodations have been much improved. The greater number of the school rooms have been furnished with chairs and desks. More attention is paid to the health of the pupils. Physical exercises are beginning to receive attention, though in this important branch of education, there is still room for improvement. Corporal punishment

is not so freely applied. In visiting all these schools five years ago, I was impressed with the fact that idleness or want of employment generally prevailed. This was the greatest evil observed. The pupils who were profitably employed did not seem to form the rule, but the exception. So great has been the change that the reverse is now nearer the truth. And still I should like to see a little more *study* in some of these schools. In a truly model Primary School in Ward Twelve, the teacher finds no trouble in teaching the children of the fifth and sixth grades, of which her school is composed, to study their lessons regularly and faithfully. The great cause of her success is found in her rule to make all exercises *frequent* but *short*—reversing the great maxim for readers of books—*many, not much*.

I have been greatly pleased in my visits to these schools to find so much regard paid to cleanliness and neatness. Sometimes I was agreeably surprised to find, in localities where I least expected it, the children to be patterns of tidiness in apparel and person. Such a state of things no doubt cost labor on the part of the teacher, but then why should not children be educated to cleanliness as well as to good spelling? Improvement has been made in the use of the pencil in drawing and writing; and we can now point to some schools in which the upper classes can write the alphabet in fair characters, and to others in which the lower classes have been well trained in printing the alphabet and in drawing the elementary lines and geometrical figures. If a part of the teachers do these things so successfully, why should not all do something

in the same direction? Drilling in elementary sounds has made marked progress. Occasionally, — too often, indeed, — a teacher will say in reply to the question as to what attention has been paid to this branch, that she postpones it till the children get to the first class. It would be just as reasonable to postpone reading till the children get to the first class. A number of teachers report that they have practised “object teaching” to some extent, but I do not think that much has been done towards introducing this very important branch or mode of teaching into our Primary Schools. What is done in this direction should be done in the right way, and I would advise those teachers who would be up with the times, to take an opportunity to look into the work of Barnard, or Calkins, or Welch, on “Object Teaching.” These books may be had, probably, at the Public Library. It is gratifying to learn that many of our Primary teachers have read that excellent book by Chas. Northend, entitled “The Teacher’s Assistant.”

In visiting the Primary Schools, nothing is more remarkable than the contrast between the best and the worst specimens, both of which may sometimes be found under the same roof. As I pass from one extreme to the other, I almost feel that if one of these institutions is called a *school*, the other ought to be designated by a different name. It would be a great benefit to the inexperienced and less successful teachers to visit some of the best schools. Under the present rule however which requires them to procure substitutes for the purpose, but few will avail themselves of this means of perfecting their skill in the art of teaching.

Since the Primary Schools have been classified, it has become necessary that the work of each grade should be more definitely set forth in the Regulations, and I would respectfully recommend that this subject be referred to a special committee.

Respectfully submitted by

JOHN D. PHILBRICK,

Superintendent of Public Schools.

March 3, 1862.

FIFTH SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN : — In conformity with the requirements of your Regulations, I respectfully submit the following as my Seventeenth Report, the fifth of the semi-annual series.

Summary of Statistics for 1861–62.

Population of the City, 1860,	177,480
Number of districts into which the schools are grouped for supervision	20
Number of High Schools,	3
One Latin School, for boys.	
One English High School, for boys.	
One High and Normal School, for girls.	
Number of Grammar Schools	20
For boys, 7 ; for girls, 7 ; boys and girls, 6.	
Number of Primary Schools, for boys and girls,	250
Whole number of schools	273
Number of teachers in High Schools,	28
Male teachers, 18 ; female teachers, 10.	
Number of teachers in Grammar Schools,	286
Male teachers, 45 ; female teachers, 241.	

Number of teachers in Primary Schools, females,	250
Whole number of teachers	564
Male teachers, 63 ; female teachers, 501.	
Regular teachers, 545 ; special teachers, 19.	
Number of persons in the city between five and fifteen years of age, May 1, 1862	32,929
Increase for the year	1,251
Average whole number of pupils belonging to schools of all grades during the last year . .	27,081
Increase for the year	593
Average attendance of pupils in all the schools for the last year	24,544
Increase for the year	392
Average per cent. of attendance of all the schools,	90.6
Decrease for the year	00.4
Ratio of the average number belonging to the schools to the whole number of children be- tween five and fifteen	82.2
Decrease for the year	01.4
Average whole number of pupils belonging to the High Schools	755
Increase for the year	88
Average attendance at High Schools	725
Increase for the year	90
Per cent. of attendance at High Schools . . .	96.0
Increase for the year	00.8
Average whole number of pupils belonging to the Grammar Schools	13,063
Increase for the year	568
Per cent. of attendance at Grammar Schools .	94.0
Increase for the year	00.4

Average whole number of pupils belonging to Primary Schools	13,262
Decrease for the year	64
Average attendance in Primary Schools	11,556
Decrease for the year	269
Per cent. of attendance in Primary Schools	87.1
Decrease for the year	01.6
Average number of pupils to a teacher in Pri- mary Schools	53
Same as last year.	
Average attendance to each Primary School	46
Decrease for the year	1
Number of schoolhouses for High Schools	2
Schoolrooms, 18 ; halls, 3 ; seats, 800.	
Number of schoolhouses for Grammar Schools,	20
Schoolrooms, 252 ; halls, 17 ; seats, 14,490.	
Number of schoolhouses for Primary Schools belonging to the City, now occupied	51
Schoolrooms, 223.	
Number of schoolhouses for Primary Schools not occupied	2
Number of schoolhouses for Primary Schools now building	3
Number of schoolhouses for Primary Schools now remodelling	2
Number of Primary Schools in hired rooms	29
Number of Primary Schools in Grammar School houses	10
Number of Primary Schools in wardrooms	3
Number of wardrooms in Primary School houses,	3
Number of Primary School rooms furnished with chairs and single desks	206

Number of Primary School rooms furnished with double desks, old pattern	5
Number of Primary School rooms furnished with arm-chairs	39
Incidental expenses of High and Grammar Schools	\$ 68,997 81
Increase for the year	\$ 6,764 74
Incidental expenses of Primary Schools	\$ 39,247 25
Decrease for the year	\$ 9,965 99
Whole amount of incidental expenses	\$ 108,245 06
Decrease for the year	\$ 3,201 25
Salaries of High and Grammar School teachers,	\$ 196,421 80
Increase for the year	\$ 9,310 14
Salaries of Primary School teachers	\$ 103,759 48
Increase for the year	\$ 5,035 21
Whole amount of salaries	\$ 300,181 28
Increase for the year	\$ 13,345 35
Expenditures for Grammar School houses and lots	\$ 129,539 51
Increase for the year	\$ 2,100 28
Expenditures for Primary School houses and lots,	\$ 36,560 49
Decrease for the year	\$ 66,267 32
Whole amount expended for buildings and lots,	\$ 166,100 00
Decrease for the year	\$ 64,167 04
Whole amount expended for school purposes	\$ 574,567 84
Decrease for the year	\$ 53,981 44
Cost per scholar, taking as a basis for computation the average whole number belonging, —	
Cost per scholar for tuition alone,	\$ 11 08
Increase for the year	\$ 0 26
Cost per scholar for incidentals	\$ 3 90
Decrease for the year	\$ 0 30

Whole cost per scholar	\$ 14 98
Decrease for the year	\$ 0 05
Whole amount appropriated by the City Council for salaries and ordinary expenses of schools, for the financial year beginning May 1, 1862,	\$ 413,475 00
Percentage of the valuation of 1860, appropriated for public schools (one mill and forty-nine hundredths) . . . . .	.001-49
Average per cent. of the valuation appropriated by the cities and towns of the State for public schools, 1860-61 . . . . .	.001-65
Amount received from the income of the School Fund of the State for the year 1861-62	\$ 6,364 99

The location of the Primary School houses owned by the City, the number of rooms contained in each, and the size of the lots, are as follows: —

	No. of Rooms.	Square Feet.
Bennet Avenue,	2	1,583
Athens Street,	2	2,018
Blossom Street,	3	5,055
Bumstead Court,	4	2,504
Charter Street,	4 } 3 }	5,233
Charter Street (rear),		
Cooper Street,	4	4,743
Concord Street,	12	10,773
East Street,	12	5,049
East Street Place,	4	2,743
East Orange Street,	3	2,500
Belcher Lane,	3	1,639
Fort Hill,	3	4,000
City Point,	4	6,000
Friend Street,	2	1,694

	No. of Rooms.	Square Feet.
Genesee Street,	3	5,418
Groton Street,	6	4,567
High Street Place,	6	3,940
Broadway, Hawes Hall,	8	11,401
Snelling Place,	6	4,799
Hanover Avenue,	3	1,860
Hanover Street,	3	2,508
Hudson Street,	4	3,840
Joy Street,	2	2,108
Sheafe Street,	3	2,347
Lane Place,	4	2,662
Lane Place,	4	1,845
Lexington Street,	3	3,777
Broadway (old Mather),	10	10,132
Newbern Place,	3	1,669
North Margin Street,	2	1,655
Paris Street,	6	4,693
Porter Street,	6	7,500
Poplar Street,	6	6,040
Rutland Street,	6	7,830
Revere Street,	2	1,235
West Cedar Street,	2	1,550
Silver Street,	6	5,382
Anderson Street,	4	3,742
South Margin Street,	2	1,587
Spring Street Place,	2	
Sumner Street,	2	2,260
Suffolk Street,	8	10,922
Thacher Street,	3	1,988
Tyler Street,	6	3,900
Wall Street,	6	3,645
Warren Street,	6	3,047
Webster Street,	6	5,040

	No. of Rooms.	Square Feet.
Williams Street,*	5	2,722
Washington Village,	4	12,041
Purchase Place,	2	1,043
Western Avenue,†	1	2,079
Hanover (old Hancock),	3	4,890

SEATING OF PRIMARY SCHOOLS.

DISTRICTS.	Single Desks.		Double Desks.		Arm Chairs.		Chairs.		Benches.		Total.	
	Rooms.	Seats.	Rooms.	Seats.	Rooms.	Seats.	Rooms.	Seats.	Rooms.	Seats.	Rooms.	Seats.
Adams	8	451			1	56					9	507
Bigelow	8	469			5	280					13	749
Bowditch												
Bowdoin	2	96			7	392					9	488
Boylston	19	1024	2	112	3	168					24	1340
Brimmer	10	544			1	56			1	56	12	654
Chapman	7	360			9	504					16	864
Dwight	6	360									6	360
Eliot	16	890									16	890
Everett	12	672									12	672
Franklin	17	980									17	980
Hancock	16	891	1	56							17	947
Lawrence	14	878			4	224					18	1102
Lincoln	8	454			1	56					9	510
Lyman	6	410			3	168					9	578
Mayhew	9	509	1	56							10	565
Phillips	6	344	1	56	2	112	1	50			10	562
Quincy	17	900			3	120					20	1020
Wells	11	615									11	615
Winthrop	14	775									14	775
	206	11,622	5	280	39	2,136	1	50	1	56	252	14,088

* Unoccupied.

† Lot not owned by the City.

SCHOOL ROOMS, HALLS AND SEATS IN THE HIGH AND
GRAMMAR SCHOOL BUILDINGS.

SCHOOLS.	Streets.	Rooms.	Halls.	Seats exclusive of Settees in Halls.	No. of Pupils, Aug. 31, 1862.
Latin and High.....	Bedford	8	2	320	*410
Girls' High and Normal	Mason	11	1	400	265
Adams	Sumner	†18	1	875	538
Bigelow	Fourth	14	1	740	*705
Bowditch.....	South	14	1	784	740
Bowdoin.....	Myrtle	6		629	511
Boylston	Fort Hill	12	1	704	533
Brimmer	Common	†14	1	705	505
Chapman	Eutaw	10	1	592	708
Dwight.....	Springfield	14	1	768	632
Eliot.....	Bennet	14	1	777	668
Everett.....	Northampton	14	1	783	500
Franklin.....	Ringgold	14	1	784	635
Hancock.....	Richmond Pl.	12	1	672	808
Lawrence.....	Third	14	1	790	732
Lincoln.....	Broadway	†14	1	798	625
Lyman	Meridian	8		350	*401
Mayhew	Hawkins	12		592	519
Phillips.....	Anderson	14	1	784	524
Quincy	Tyler	14	1	784	*789
Wells	Blossom	6	1	594	757
Winthrop.....	Tremont	14	1	784	*800
		252		14,490	13,394

* Pupils in other buildings.

Latin	70
Bigelow	57
Chapman	161
Lyman	56
Quincy	100
Winthrop	100

† Primary Schools in the building.

Adams	3
Brimmer	2
Lincoln	4

CLASSIFICATION OF PRIMARY SCHOOLS.

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	8	4	.....	1	.....	.....	1	3
Bowditch .....	.....	.....	.....	.....	.....	9	.....	.....
Bowdoin.....	.....	.....	.....	.....	.....	.....	.....	.....
Boylston.....	5	11	2	.....	.....	6	.....	3
Brimmer.....	6	2	1	.....	.....	3	1	1
Chapman	5	7	4	1	.....	.....	.....	1
Dwight	6	.....	.....	.....	.....	.....	1	1
Eliot.....	3	13	.....	.....	.....	.....	1	1
Everett	9	.....	.....	.....	.....	.....	1	2
Franklin.....	10	3	1	1	.....	1	1	2
Hancock.....	.....	9	4	3	.....	2	.....	.....
Lawrence	15	2	.....	.....	.....	.....	2	4
Lincoln.....	4	3	1	.....	.....	1	.....	2
Lyman	8	.....	.....	1	.....	.....	1	2
Mayhew .....	.....	3	6	.....	.....	2	.....	.....
Phillips .....	.....	3	.....	.....	.....	7	.....	.....
Quincy	6	14	.....	.....	.....	.....	.....	3
Wells	11	10	.....	.....	.....	.....	.....	.....
Winthrop	11	2	.....	1	.....	.....	2	3
	99	90	19	10	.....	32	11	29

The two following tables show the number of teachers, whether regular or special, of each sex, employed in each of the three grades of our schools :

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School	7	0	7
English High School	5	0	5
Girls' High and Normal School.....	1	10	11
Grammar Schools.....	42	230	272
Primary Schools	0	250	250
	55	490	545

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: Girls' 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	11	11
	8	11	19

The following table shows the reported number of persons in the city between the ages of five and fifteen, for seven years, and also the proportion of the State School Fund which has been paid into the city 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
1862	32,929	6,364 99

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 seven years, ending July 31, 1862 :

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
1861-62	27,081	24,544	90.6

The following table shows the aggregate of the average whole number and attendance of the pupils of the High Schools, for seven years, ending July 31, 1862 :

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
1861-62.....	755	725	96.0

The following table shows the aggregate of the average whole number and attendance of the High and Grammar Schools, for seven years, ending July 31, 1862 :

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
1861-62.....	13,819	12,989	94.0

The following table shows the aggregate of the average whole number and attendance of the pupils of the Primary Schools, for seven years, ending July 31, 1862 :

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
1861-62.....	13,262	11,556	87.1

The following table shows the number of Primary Schools, the average number and the average attendance, to a school, for seven years, ending July 31, 1862 :

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
1861-62.....	250	53	46

The following table shows the expenses of the city for education, for seven years, from May 1, 1855, to May 1, 1862, 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
1861-62	300,181 28	108,245 00	166,100 00	574,567 84

During the last half-year, I have made about five hundred and fifty visits to the different grades of our schools. Though the High and Grammar Schools have received a considerable share of my attention, a much larger portion of my time has as usual been occupied in the Primary Schools, each one having been visited at least once, and many of them two or three times. In these visits it has been my aim to make an inspection of the buildings, furniture, apparatus, yards and appurtenances, to mark the progress and proficiency of the pupils, to observe the methods of instruction and discipline practised by the teachers, and to examine the workings of the system with reference to its bearings, tendencies and results. Whenever it seemed desirable, suggestions were made as to arrangements, and management, and modes of teaching were

frequently illustrated by conducting class and general exercises. Thus I have endeavored to keep myself accurately informed concerning the condition and operations of the schools, and at the same time to promote their improvement and remedy their defects, so far as circumstances would permit.

No previous series of visits to the schools has afforded me so much satisfaction as this. I have been highly gratified both by the spirit and zeal manifested by the teachers, and by the excellent condition in which I found most of the schools, and I am fully persuaded that our system of public instruction has never had a more prosperous year on the whole than the last. While in several respects, manifest and important improvements have been made, no serious disadvantages or drawbacks have as yet been experienced, notwithstanding the evils and perils of the times. Almost the only particular in which any deterioration has been observed, is the increase of cases of truancy, which is due probably in part to the relaxation of home discipline, in consequence of the absence of fathers who are fighting the battles of their country.

Within the last three months of the school year, I held a meeting of the teachers of Primary Schools in each of the nineteen districts. These meetings were held during the last hour of the morning or afternoon session, in one of the schools, the other schools of the district being dismissed for the last half of the session. Members of the Committee were invited to be present, as opportunity occurred, though as a rule, a formal invitation was sent only to the Chairman of the district. The object of these meetings, as has been stated in

former reports, is to improve the methods of discipline and instruction. This I have endeavored to accomplish by means of familiar lectures, illustrated occasionally by class and general exercises. The results of these meetings have been gratifying in the highest degree. The interest manifested by the teachers, by their prompt and cheerful attendance, and by their zeal in adopting and carrying out the suggestions made, has served to deepen the conviction heretofore expressed, that this is one of the best possible means at my command for the promotion of the objects of my office. In these district meetings, attention is paid to the minutest details of the art of school-keeping, while in the general meetings of the teachers, held less frequently, more regard is paid to the principles of education and the theory of teaching, or what is technically denominated pedagogy.

A little more than five years have elapsed since I made my first thorough inspection of the public schools of Boston, and it affords me much gratification to be able to say with confidence, that, within that period, there has been a marked improvement. Of course I do not mean that each particular school has materially changed for the better. In some cases changes of teachers have not been much for the better, and there are some teachers who do not possess the elements of progress. But as a whole, looking at the accommodations, attendance, classification, sanitary condition, methods of teaching, and indeed all the elements which go to constitute an efficient system of schools, there has been evident and encouraging advancement.

These remarks apply more especially to the Primary

Schools, which have been greatly improved since they came under the immediate and sole supervision of this Board, in 1855. My limits will not permit, nor is it necessary, to describe in detail, all the changes that, under the present organization, have been made for the better, in this important department of our school system, but it may be of use for reference in future, to mention a few particulars wherein beneficial modifications have been effected.

1. The classification of the schools. Six years ago they were all ungraded, each school having six classes. Now, of the two hundred and fifty schools, ninety-nine have one class, ninety have two classes, nineteen have three classes, ten have four, and thirty-two are still ungraded. The benefits resulting from this important change have already been very great, though it will require at least five years longer, to develop fully all its advantages. This was the essential measure which was necessary to render others available.

2. Teachers of higher qualifications have been introduced. A great change in this respect has taken place. Formerly it was not uncommon for teachers of very limited education to be appointed to teach in our Primary Schools, but since the teachers of this grade of schools have been put on an equal footing with those of the Grammar Schools, as to qualifications and compensation, but few, except such as were thoroughly educated, have secured appointments. The consequence is that the average capacity and ability of our present corps of Primary School teachers, is far higher than it was six or eight years ago.

3. The buildings have been largely improved.

Nearly half the buildings, estimating them by capacity, have been erected or remodelled within the period in question. Those more recently built have been constructed in accordance with the most approved principles of school architecture, a general plan with certain essential features having been adopted, whereby a uniform excellence of adaptation to the requirements of our system of organization is secured.

4. Nearly all the schools have been furnished with single desks and chairs instead of the objectionable arm-chairs, which, previous to the present system of supervision, were the best and almost the only means of seating provided for our Primary Schools. This improved mode of seating has proved a great blessing, not only as a sanitary provision, but as an important help in moral and intellectual education.

5. The schools have been furnished with slates and tablets prepared expressly for their use. The former would have been almost useless without desks, the experiment of using slates with the arm-chairs having proved a failure.

6. As a result of the above-mentioned arrangements and facilities, it has been rendered possible to keep the children profitably and pleasantly employed, thus remedying to a great extent the incalculable evils and mischiefs which formerly existed in our Primary Schools, in consequence of the impossibility, as then situated, of giving the pupils suitable occupation.

7. More attention is paid to the health and physical development of the scholars. They are not kept sitting with their arms folded. They are beginning to be trained to sit in a proper position, but they are not

permitted to sit long without a change of position. Physical exercises have been introduced to some extent.

8. But the greatest improvements which have been effected are those which relate to the spirit and methods of instruction and discipline.

As has been already intimated, the grading of these schools, and other facilities which have recently been supplied, have made it practicable to introduce these improved methods of teaching and governing. In our best Primary Schools, the pupils of the first class are taught to write on their slates a fair, bold hand, a better hand, indeed, than can be written by the pupils in some lower divisions of Grammar Schools. This is the result of a judicious use of the slate, through all the grades, beginning with the alphabet class, according to the system presented on the tablets and slate-frames. In schools where these exercises are the best, we do not find that other branches have been neglected, but that uniform excellence characterizes all the performances of the pupils. The pupils are taught to sit in the right position, to keep their slates in the right position on their desks, and to hold their pencils properly, and then *one single element* is given at a lesson. This element consists of a letter, or a part of a letter, or a geometrical line or figure, the children never being permitted to play with their slates or to scribble on them, or even to take them from their desks, except when directed to do so.

Perhaps there is no one particular in which there has been greater improvement in the teaching of these schools, than in the mode of teaching the alphabet and the first steps of reading and spelling. Where

the schools are fully graded, the beginners constitute a school by themselves, the teacher having no other class to instruct. The children of this class whose hard lot under the old arrangement, being necessarily compelled to do nothing but sit still with arms folded, for the greater part of the time, used to excite our deep compassion, now afford, in many schools, a spectacle delightful to look upon. They are taught in a more rational manner than formerly, pleasant and profitable occupation being given to all, so that there is little opportunity and little disposition for mischief, and consequently little occasion for punishment. The teacher points to a letter on the blackboard or a tablet. All are required to look at it. Perhaps the letter is traced out before the eyes of the pupils so that all may *observe its form*. Its *name* is then given, and all repeat it distinctly. Then its *sound* is made by the teacher, and all the pupils are required to try to *imitate the sound*. The children are kept at this but a few minutes. They now take their slates, and try to *find* the letter on the frames. If any do not succeed, they are assisted. The next step is to take their pencils and *imitate the form* of the letter. As soon as two letters are learned in this way, they are *combined into a word*. This word is written on the blackboard, or shown on the tablet. It is spelled by naming the letters. It is spelled by giving the sounds, or analyzing it. It is talked about. It is put into a sentence. As soon as a word is made which names some familiar object, *the object is talked about*, or a drawing of it made, if the thing itself is not at hand. This is only a very imperfect sketch of the work of a very small part of a day, in one of the good schools.

The children are happy. The first steps of their education are what are requisite to prepare them for those which are to follow.

The promotion of pupils in the Primary Schools from one grade to another and to the Grammar Schools is a matter which requires much care and attention. The classification of these schools is so arranged, that the average period of schooling should be three years, a half-year being devoted to each of the six grades. It is necessary therefore that each pupil should be regularly advanced from one grade to another, at the end of each half-year, and at the end of three years, be transferred to the Grammar School. To accomplish this, one sixth of the number of pupils in the Primary Schools should be sent to the Grammar Schools on the first of September, and one sixth on the first of March, in each school year.

An ungraded school therefore of fifty-six pupils, the maximum number required by the rules, should send to Grammar Schools an average of nine pupils, at the end of each half-year. A graded school having a first class, should send nine pupils for each school in the group which constitutes its system or series of six classes. The proportion is as follows :

A class representing two schools should send	18.
A class representing three schools should send	27.
A class representing four schools should send	36.
A class representing five schools should send	45.
A class representing six schools should send	54.
A class representing seven schools should send	63.
A class representing eight schools should send	72.

Or, by dividing the whole number of primary pupils in any district by six, the result will be the number which ought to be fitted for the Grammar Schools. The average number of pupils in the Primary Schools is 13,819; the number promoted in July was 1,542, or about one ninth, showing that we have not yet come up to the standard.

The difference in this respect is very marked in different districts. In one district of six schools, forty-eight were promoted, making eight to a school. In another of eighteen schools, sixty-five were promoted, making an average of only a little over three and a half to a school. I have presented the standard to which we should aim. Of course there must be exceptions; but if this standard is not reached by any school or group of schools, the thing should be examined into to see if there is a justifiable excuse.

As far as practicable, the Primary Schools should be graded in systems of six schools each, having but one class or grade in a room. The next best arrangement is to have three schools in a system, giving two classes or grades to a school. It is never advisable, as a permanent arrangement, if it can be avoided, to group seven or eight schools in a system, with only one room containing a first class. Where this has been done, the proper number of pupils fitted for Grammar Schools is too small. It will be found quite unnecessary to have two fifth or two sixth classes in a system, if the pupils of the upper classes are sent forward, as they ought to be, to the Grammar Schools.

When the promotions take place in the schools which are graded as I have described, the upper classes should

be filled to the maximum number, so as to leave the sixth-class room or grade nearly or quite vacant for the reception of the new pupils. In some sections of the city the mode of proceeding here recommended has been followed very nearly, with the best results.

The Regulations provide that certain branches of education shall be taught in each of the four classes of the Grammar Schools. It is not left optional with the teachers or pupils, whether any particular one of these branches shall be attended to or not. Uniformity in respect to the course of study pursued in schools of the same grade, is a matter of so much importance, that it is not left to the discretion either of the teachers or committees of the schools, to depart from the prescribed course, by omitting any of the required branches, or by adding others not specifically designated in the regulations, or by transferring them from the respective classes to which they are assigned to other classes. And a reasonable construction of the regulations relating to the course of instruction, evidently requires that a study which is prescribed for a class or grade, shall be attended to by the whole class, unless the text-book has been previously finished, or a proper degree of advancement in the branch has been attained. For example, in the course for Grammar Schools, spelling is prescribed for the fourth class, which is usually divided into three or four divisions each of which is taught in a separate room. And there can be no doubt that the meaning and intent of this requirement is, that this branch shall be taught in all the subdivisions of the class, and not merely in one or two of them.

This appears to be the only fair interpretation of the regulations in respect to all the studies and all the classes. No teacher, certainly, has authority to set aside or disregard this law, which is made as strict and as imperative as language can express it. Nor am I aware that any Standing Committee has power to authorize any departure from the definite fixed rules of the Board in respect to studies and text-books. District Committees may "make any temporary arrangement which they may find necessary for their schools, *provided that nothing shall be done contrary to the School Regulations.*"

In the discharge of the duty imposed on me, "to see that the regulations of the Board in regard to the schools are carried into full effect," I have felt it necessary to call attention to this subject, because I have observed, in Grammar Schools especially, that, while a part of the prescribed studies, — much the greater part indeed, — has been taught according to the requirements of the regulations, there was a great lack of uniformity in respect to other branches, which are, with the same strictness, enjoined to be taught.

Composition, declamation, drawing, book-keeping, natural philosophy, physical geography, pronunciation and physiology, are the required branches, in respect to which this want of uniformity prevails to the greatest extent. In certain schools these branches receive too little attention, some of them being almost if not quite wholly neglected; while in others considerable progress is made in all, or nearly all of them. In one school, for instance, book-keeping, a very useful branch, may be carefully and thoroughly taught, while in an-

other it is scarcely looked into at all. And the same may be said, I think, with substantial truth, in respect to each of these particular branches.

In one respect this want of uniformity operates to the discredit of the very schools which are the most meritorious for their efforts to conform to the prescribed course. For it will be observed that examination for admission to the several High Schools, which happens to be at this time one of the principal tests by which the standing of the Grammar Schools is measured, requires preparation in neither of the branches above named. So that a school in which the teachers are occupied almost exclusively on the studies requisite for admission to the English High or Girls' High and Normal School, may perhaps secure a very high percentage on the examinations for those schools, while another school equally meritorious, where the time and strength of teachers have been properly divided among *all the required studies*, falls below in the comparison which applies to only a part of the prescribed course.

The remedy for this evil seems to me to lie with the District Committees. If, when making the examinations, they follow strictly the regulations, always inquiring into what has been done in *all* the required branches, there will be little danger of backwardness on the part of the teachers to comply with the letter and spirit of the regulations. Teachers naturally fall into the habit of devoting their strength more especially to those branches which their committees make most account of in their visits and examinations. This is not only to be expected, but it is right and proper that it should be so. If a committee never asks to see a writing-book,

but frequently puts test words to spelling classes, the teacher would act contrary to all ordinary principles of human conduct to neglect spelling and devote himself enthusiastically to the teaching of penmanship. Not only justice to the pupils, but justice to the teachers themselves, requires that care be taken to secure, as far as practicable, a proper attention to each of the prescribed branches of study. I am not one of those who believe that this object can be effected by a minute and formal comparison of the schools, by means of a general examination. This plan has been fully tested in years that have passed, and, with a thorough knowledge of its operations from its commencement to its final abandonment, I cannot help thinking that its evil effects outweighed its benefits.

I believe that there has been some improvement, during the past year, in the sanitary condition of the schools. In some schools, marked progress has been made in physical training, and in a few it has been carried to a high degree of excellence. But I regret to say, that many teachers have scarcely attempted this kind of exercise, and that some who have undertaken to introduce it, have as yet attained but little success. I am happy to state, however, that last March, upwards of seventy Primary School teachers reported themselves as having received special instruction in gymnastic exercises, with a view to fit themselves to conduct this important branch of education. In examining the physical exercises of a school, we should regard not merely the motions gone through with, but the effects produced. That system is the best which produces the best results. When I see the pupils sit well, stand well, walk well,

and look happy, healthy, and robust, I conclude that their physical education has not been neglected, but that they have had the right kind of treatment. In these respects, I observe a marked difference in the schools. In some, the spines of the pupils seem to grow more and more crooked, their faces paler and paler, and their limbs more and more slender, while in others a physical regeneration seems to be in progress. I trust that we shall not be satisfied till the physical condition of all the schools has been raised to a higher standard even than has yet been reached by any one of them. Notwithstanding what has been done during the past two years to promote this object, I still think *That the want of a proper attention to the health and physical development of our children is the great defect of our system of public schools.* This subject has suddenly assumed a new and unexpected importance, since we have come to see our very existence as a nation depending upon the bodily vigor, endurance, activity and dexterity, no less than on the pluck and patriotism, the intelligence and virtue, of the young men of the present generation. Hitherto our systems of education have aimed merely to fit men for the pursuits of peace. Milton's idea of a complete education embraced preparation for both peace and war. This idea ought to be regarded by us more than it has been. It is not desirable, indeed, that our schools should be turned into camps for military instruction, but our boys may be encouraged in manly exercises, their muscles may be developed, they may be exercised in the manual of arms and in the principles of field movements, which is now done in some schools with good results, but especially should they be trained to the

virtues of obedience, patience, fortitude, valor and patriotism, and to choose death rather than a base and dishonorable life,

“ Preferring
Hard liberty before the easy yoke
Of servile pomp.”

But though it is our duty to aim at higher progress, we have reason to be proud of the noble spirit which has been manifested by the recent graduates of our schools, who are found on every battle-field, heroically defending the flag of their country and sustaining the historic renown of the City and State in which they have had their birth and education.

I have already stated that the number of cases of truancy has increased the past year, and referred to the probable cause. The Truant Officers have, so far as I am informed, faithfully and efficiently discharged their delicate and responsible duties. It is obvious that the success of their labors must depend in a great degree upon the co-operation afforded them by the teachers. The masters will of course keep themselves informed as to the management of their subordinate teachers in relation to this matter. The valuable extracts from the Truant Officers' reports, contained in the document relating to truancy embraced in the last Annual Report, ought to be read by all our teachers. While we feel that the Truant Officers are doing a work which cannot be dispensed with, it should not be forgotten that it is the duty of all teachers to use their best endeavors, by *moral means*, to prevent cases of truancy from occurring. In this matter, especially, prevention of the evil is far better than any means of cure.

It seems to me important that this Board should determine which one of the rival systems of ventilation should be applied to our schoolhouses, when new ones are built or old ones remodelled. In my last report, I called your attention to the new system which was applied to the Bowditch School. What I there said in commendation of it, has since been confirmed by the Chairman of the Committee of that school, in his quarterly report, and by the written testimony of the master of the school. And yet in the specifications for the work on two of the new Primary School houses now building, provision is made for introducing the old system. It seems desirable that this subject should be investigated, and one system or the other approved by the Board.

Our expenditures for schools are usually classed under three general heads, namely: salaries, incidentals, and schoolhouses. It will be seen by an inspection of the statistics presented in the preceding pages, that the whole amount of school expenses for the last financial year, was upwards of fifty thousand dollars less than that for the previous year. The amount of salaries has increased somewhat, owing mainly to the increase of the number of teachers, the rate paid to the different grades of instructors having remained for several years without any change. It will be observed that the sum expended for schoolhouses and lots was very large, though less, by some sixty thousand dollars, than the amount of the year before. I had hoped and expected that the expenditure under this head would have been very light, for the current year, but the outlay will be quite large, though it will foot up much less

than last year's did. By reference to the tables of statistics herewith presented, it will be perceived that the aggregate number of seats in our Grammar School houses is larger than the whole number of Grammar School pupils. And when the five large buildings now in process of building and remodelling for Primary Schools, are completed, most of these schools also will be very well accommodated. In view of these facts, and considering the large increase of taxes to which property has been subjected in consequence of the exigencies of the war, it would seem to be not only desirable but practicable, to carry on the schools for the next year or two at least, without any considerable appropriations for schoolhouses and lots.

The incidental expenses of the last year fall below those of the preceding year. In regard to this department of our school finances, I wish to call especial attention to the important fact, that about nine tenths of the amount, or a hundred thousand dollars, are expended by committees or officers of the City Council, who are in no respect responsible to this Board. A very considerable percentage of this sum is annually expended for alterations and repairs of school estates, without any request and without any knowledge even, of this Board or of any of its officers. Another considerable proportion of this expense is incurred in furnishing supplies, and in making changes in schoolhouses, at the request of teachers and individual members of the Board. I am not aware that this Board has the power to prevent the City Council from expending money on the schoolhouses, but it evidently ought not to be blamed for the outlay of money for objects neither asked for nor desired by it.

I desire to make an explanation concerning one item of the incidental expenses of the last year, in regard to which several errors have been committed, and much misapprehension has prevailed among members of this Board and members of the City Council. It has been currently stated and believed, that the expense of printing for the School Committee has suddenly increased to a very great extent. In City Document No. 28, for this year, I find the statement that "The item of printing for the School Committee, for instance, has, in the last year, been doubled." This statement is not justified by the facts of the case, though I feel sure that the author of it did not intend to do injustice to any party, by making it. An examination of the Auditor's accounts will show, that the actual expense for printing, during the last financial year, was about an average of the expense for the last five years. All the misapprehension on this subject arose from the fact, that the bills for the Annual Reports of two years happened to be brought into one financial year. For several years, the bill for printing the Report had not been paid till after the first day of May, the beginning of a new financial year. This year, owing to the promptness of the City Printers, the bill was paid before the first of May, and thus was embraced in the same financial year with that of the preceding Report.

How far our system of public instruction supplies the educational wants of all classes in the community, the wealthier as well as the poorer, is a question of much interest and importance. From their first establishment, our schools have been free alike to the children of the high and of the low, and, for the purpose

of maintaining them, every man is held subject to taxation in proportion to his property, without regard to the question whether he may or may not choose to avail himself of the advantages which they afford. A system of schools free to all, supported by the property of all, good enough for all, and actually educating the children of all, is an ideal perfection which we may perhaps never expect to become a reality. Private tuition will probably find patronage more or less extensive in every wealthy and highly educated community. But the public schools, in proportion as they are elevated and improved, take the place of private seminaries, in educating the children of the larger tax-payers; and as the proportion of large tax-payers who send their children to the public schools increases, the means provided for the support of these schools will be more and more liberal. These propositions are fully illustrated in the history of our system of public education. The reason why we can afford to sustain our schools on a scale so liberal, is found in the fact that they are so universally patronized by those parents who have the means to educate their children elsewhere. A comparison of the statistics of the public and private schools of Boston for the year 1817, with those for the present year, will exhibit our progress in this respect, which, I think, is without a parallel.

In the year 1817 the town of Boston was thoroughly canvassed under the direction of the School Committee, to ascertain the actual state of education. The result of this inquiry was presented in a carefully prepared report, which was printed and circulated among the people. From this interesting document, it appears

that the whole number of children in the eight public schools, was 2,365, educated at the cost of about \$ 22,000. At the same time there were 262 private schools, supported at the expense of the parents, excepting eight, which were maintained by the charity of individuals. The number of pupils in these private schools was 4,132, and the expense of them \$ 49,154. It appears that the number of pupils in the private schools, was 174 per cent. of the number of those in attendance at the public schools, while the cost of the private schools was more than 200 per cent. of the cost of maintaining the public schools. If we turn to the statistics of the present year, we shall find a very different state of things. The whole number of pupils educated at the public expense is 27,081, — an increase of more than 1100 per cent. in forty-five years, while the number of pupils in private schools, other than schools of special instruction, — such as commercial schools for teaching book-keeping and penmanship, — is only about 1400, or 33 per cent. of the number in 1817, and five per cent. of the number in public schools.

What stronger evidence than that contained in these statistics, can be desired to prove the success of our common schools in supplying the educational wants of the whole community? But the comparison of the two systems of education in respect to the cost of tuition, per scholar, exhibits no less striking results. At the former period alluded to, the annual cost per scholar in the public schools, was about ten dollars, and in the private schools about twelve dollars; now, it is fifteen dollars in the former, while it has risen to eighty dollars in the latter. So that while the cost of educating

a scholar in the public schools has increased during the last forty-five years only about fifty per cent., the cost in the private schools has increased, in the same time, upwards of six hundred per cent. Such facts as these need no comment; they speak for themselves.

The past at least is secure. We can look back on the earlier and later history of our school system with a just pride. It owes its origin to the founders of our city, and it has been cherished and enlarged by the successive generations of their descendants. It has grown with our growth and strengthened with our strength. It has been the principal fountain, humanly speaking, of our social improvement. And while we contemplate with satisfaction its past history and its present prosperity, it becomes us to remember and ever to keep in mind, that to sustain, preserve, and improve it, while we enjoy its blessings, is a sacred duty which the present generation owes to posterity.

Respectfully submitted by

JOHN D. PHILBRICK,

Superintendent of Public Schools.

September 9, 1862.

DEDICATION

OF

THE BOWDITCH SCHOOL HOUSE.

BOWDITCH SCHOOL HOUSE.

THIS building, a perspective view of which forms the frontispiece to this document, is located in South Street, upon a lot measuring 12,209 square feet, which was purchased for the sum of \$45,100.

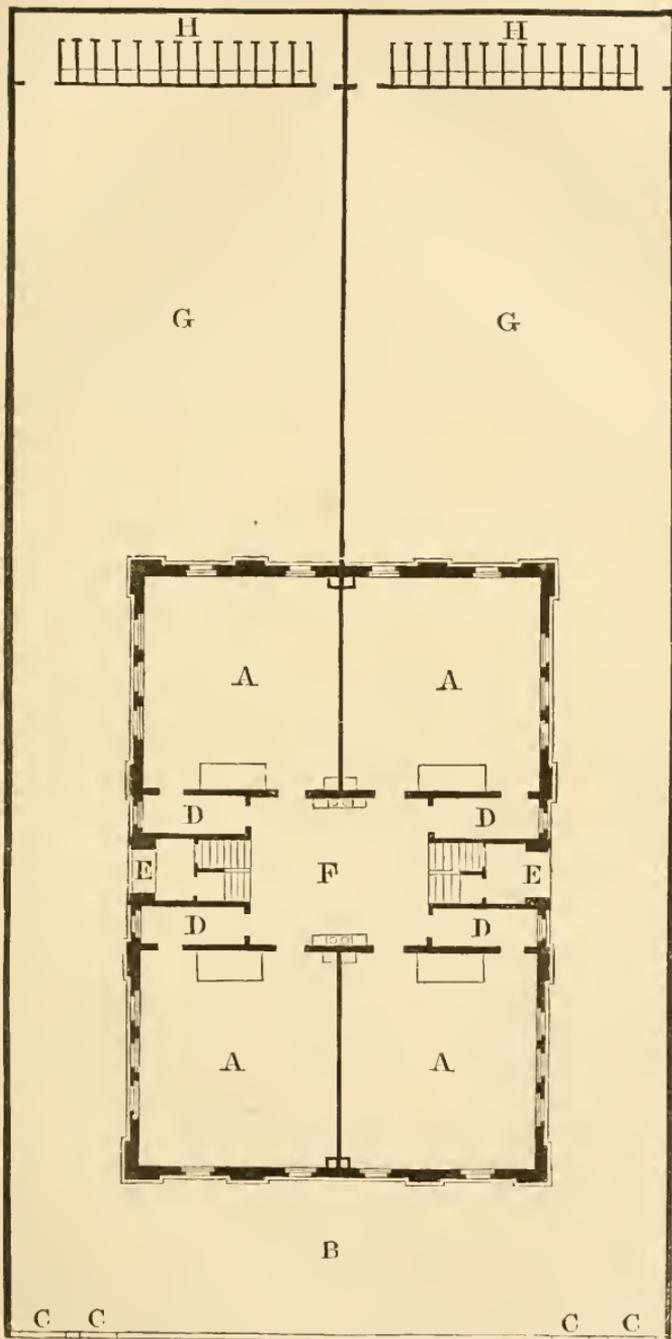
The plan of the edifice is almost identical with that of the Everett and the Eliot, which were erected last year. It is four stories high, and contains fourteen school-rooms and a hall. The first, second, and third stories are precisely alike in all their arrangements. By an inspection of the following cut, it will be seen that one story comprises four school-rooms, four closets, two stairways, and a large corridor in the centre. The fourth story is divided into two school-rooms and a hall, as shown in the accompanying cut, No. 2. In the basement a commodious room is furnished for the use of the Committee. The floor of the lower corridor, which is immediately over the furnaces, is made fire-proof, so that in case of fire the pupils might have safe egress. The building is warmed by hot-air furnaces, and is furnished with double windows. The mode of ventilation differs very materially from the systems heretofore applied to our school-houses, and its success has given great satisfaction to the Committee and the teachers of the school. The plans of

the building were drawn by Messrs. Preston and Emerson, Architects, to whom much credit is due for the design of the external architecture, which, though not highly ornamental, exhibits more taste than is commonly seen in the school edifices of the city. The whole cost of the building and furniture, exclusive of the lot was \$45,471.47.

This building is occupied by a girls' school, consisting of 798 pupils, which was organized in 1859, to relieve the crowded condition of the Winthrop and Boylston Schools ; Mr. William T. Adams had charge of it for a time, in connection with the Boylston School, and he became its Master by transfer from the Boylston, in September, 1861.

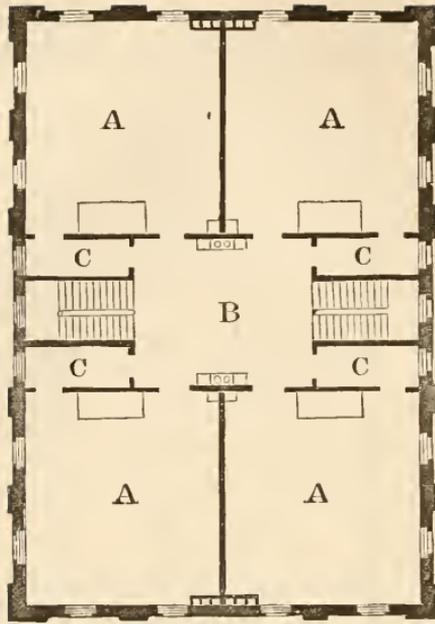
The School Committee gave to this school the name of BOWDITCH, in honor of the late Nathaniel Bowditch, L.L. D., who though not a native of Boston, was one of her most illustrious citizens.

This noble edifice was dedicated to the cause of popular education, with appropriate ceremonies, on the seventh of January, 1862. The Chairman of the Committee on Public Buildings, Hon. Jonathan Preston, whose efficient and cordial co-operation in the enterprise contributed largely to its success, presented the keys to his Honor Mayor Wightman as President of the School Board, accompanying the act with remarks suitable to the occasion. The Mayor, on receiving the keys and committing them to the charge of Dr. T. M. Brewer, Chairman of the Bowditch Committee, delivered an address, expressing his deep interest in the welfare of our school system, and his approval of the broad and liberal principles on which it is founded.



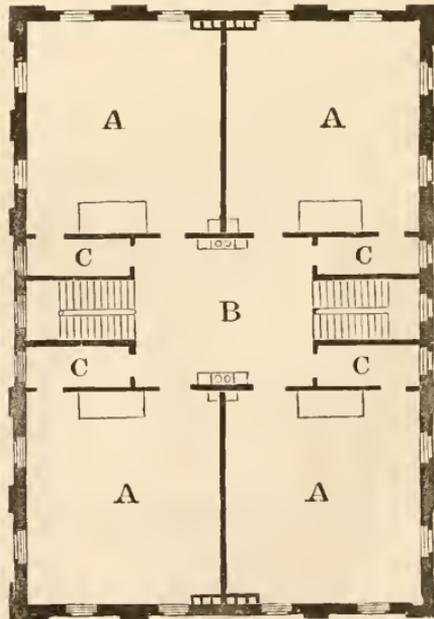
YARD AND FIRST STORY.

A — School Room. B — Front Yard. C — Gateway. D — Clothes Closet.
 E — Entrance. F — Corridor. G — Back Yard. H — Outhouses.



SECOND STORY.

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



THIRD STORY.

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

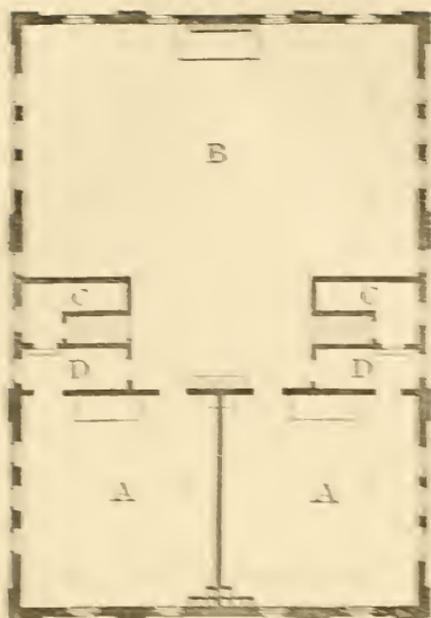


FIGURE SEVEN.

A—School Room. B—Hall. C—Teacher's Room. D—Office (over).



SCHOLAR'S DESK AND CHAIR.

The Chairman, Dr. Brewer, who took a leading part in planning the re-arrangement of the districts which resulted in the organization of this school, which has from the start enjoyed the advantages of his wise management and his indefatigable labors, replied as follows : —

It is with feelings of more than common satisfaction that at last I receive from your hands, Mr. Mayor, these official evidences of the consummation of this great work. The Bowditch Grammar School-house, so far as its completion devolved upon the City Council, is finished. Their duty has been discharged in a manner that deserves, and I do assure you receives our warmest and most grateful appreciation. Munificently, yet not extravagantly, has the application of our Board for more Grammar School accommodations near the foot of Summer Street been answered. It is true we have waited long ; but we have waited, I trust, not impatiently. Full well we knew there were great obstacles in our path, but we also knew that these obstacles were not insurmountable, and that in time they could all be overcome.

Our first and greatest difficulty has been to demonstrate, to the satisfaction of the City Government, that the school population is not moving away from this part of the city ; that the great human river which supplies our school-rooms is not running out nor exhausting itself, and that they had no right to look for any relief for our overcrowded schools from any diminution in the number of pupils attending them. Not that it was difficult to establish these facts. It was shown by the record, too clearly to be disputed, by any one who would look into the matter. We could show by that record that during the five years immediately preceding our application, the increase of Grammar School children in this district had been thirty-four per cent., that in one year it had been nearly twelve per cent.,

and that the tide was still on the flood. Reluctantly, incredulously, sorely against their first impressions, did our City Fathers accept these unwelcome but stubborn facts, showing that here on this spot was the centre of this pressure, and that here must the remedy be applied if we hoped for permanent or effectual relief.

Did not our crowded school demonstrate to your complete satisfaction, Mr. Mayor, as you ascended these steps to-day, as you saw its fourteen divisions occupying every room, and filling, with hardly an exception, every seat — did not these overwhelming evidences attest most clearly that we did not ask for relief one moment to soon?

Another great obstacle has been the difficulty, amounting almost to an impossibility, of finding in this crowded section of the city a suitable site for so large a school-house. It has been only by the purchase of two costly estates, and an unusually large expenditure for the land and the building thereon, that this most eligible spot was at last secured. Am I not warranted, Mr. Mayor, in feeling and in expressing an honest pride, as a son of Boston, in the thought that these generous and munificent expenditures have been for a school in which the children of our least affluent citizens will constitute so large a proportion? Boston has here shown herself more than ever before, just, equal, and impartial in her bounty to her children. The rich and the poor, the child of the native born and the child of foreign parentage not only meet together on terms of just equality in all the public schools of Boston, but in the erection of this noble edifice for the otherwise least favored of her children, she shows in the most striking manner her grand impartiality, and that she is no respecter of persons, station, nation, or sect.

And while we congratulate ourselves, our teachers, and their pupils on the final completion of this building, we will not forget our great obligations to several members of the City Government who have been early, prompt, and constant in the valuable aid they have rendered. The late President of the Common Council,

Mr. J. Putnam Bradlee, was one of our earliest and most efficient co-laborers. Mr. Alderman Amory, the assiduous and faithful Chairman of the Committee of Public Instruction, Mr. Bailey, late Chairman of the Committee on Public Buildings and most especially Mr. Jonathan Preston, the able Chairman of the same Committee, who has superintended this structure "from turret to foundation-stone," have all evinced a deep interest in the good work. Nor will I omit to add that all the members of both of these committees deserve our warmest thanks for the patience, the fidelity, and the interest they have constantly manifested. That our school-house is not only capacious, elegant, and convenient, but that, with its iron arches and its fire-proof floors, it is comparatively safe from all the dangers and the awful perils of a conflagration in a crowded school, — besides the Committee of Public Buildings and its provident chairman, who have presided over the work, we must especially thank one of our own District Committee, who first called the attention of the School Board to the importance of the subject, — one, who, confined at home to a bed of suffering, cannot be with us to-day to witness the triumphal success of an enterprise of which he has been a most earnest advocate and friend. I mean, Mr. Mayor, Mr. Patrick Riley.

But I will not detain you, Mr. Mayor, or this assembly long, for I have no history to offer you of the Bowditch School. That history remains to be achieved. Your duties, as the organ of the City Government, have here ended. Those however, as the head of the School Board, and ours as the District Committee, here begin. It remains for us to prove ourselves worthy of this great trust, and deserving of the noble bounty the City Government here confide to our charge.

And now, Mr. Adams, it becomes my agreeable duty, as the organ of the Bowditch District Committee, to place in your hands these emblems of your trust. To you, with full confidence in your ability to discharge that duty well, has been confided the great responsibility of the mastership of this school.

And here let me tender to you my sincere congratulations that at last you find yourself, for the first time, at the head of a united family. If the Master of the Phillips School had occasion a few days since to felicitate himself that his school was no longer to lead a nomadic life, what must be your grounds for self-congratulation that your wanderings no longer extend to five different and remote colonies as distant one from another as the basement of the Boylston School-house on Fort Hill is from Nassau Hall in Common Street, the Beach Street Market, and the ward-room in Warren Street? Your fourteen divisions are at length, for the first time, gathered together under one roof. You may now enter upon the discharge of your duties freed from the shackles imposed upon you by unavoidable circumstances, now happily at an end.

I need not, I am sure, Mr. Adams, remind you of the more than usually delicate and responsible duties which will here devolve upon you arising from the somewhat peculiar characteristics of your school. This is not only one of the largest schools in the city, but all its pupils will come to you from homes least favored with those social advantages which are incident to affluence or even to competence. They will have to struggle against very many of the gravest social disadvantages. Their domestic duties will, at times, compel them to remain at home when they would be very glad to be able to be with you in school. These things will necessarily affect the regularity of their attendance at school, their progress in their studies, and even their ability to remain with you to the end for the completion of their course of studies. But, while these disadvantages may hinder you from placing the Bowditch School in the front rank of our best Grammar Schools, tried by the mere standard of superior scholarship only, they need not prevent you from making this the best, because the most beneficent school in the city, when tested by a higher standard of excellence, the general advance of all your classes in the solid elementary studies that underlie a thoroughly good education. Here you will have missionary ground. Here

you will have opportunities to diffuse a wide-spread good, such as rarely fall to the lot of one man. Let it be your constant endeavor by kindness that shall be unwavering even under the severest trials, by perfect patience, casting out all considerations of self, by diligence, by wise and intelligent culture, to compensate, so far as may be in your power, to the eight hundred daughters who shall here, day by day, gather together from homes of privation and toil, to form your flock, for all the advantages they may elsewhere lack. Do this! Be faithful! Be true to this your great mission. And then may the Bowditch School, under your mastership, become as bright an ornament to our common humanity, as this building is to the neighborhood in which it stands, and, to the City by whose munificent providence it was reared.

The Master, W. T. Adams, Esq., replied in the following language : —

MR. CHAIRMAN : In accepting these keys as the emblem of the trust which the School Committee of Boston confides to me, I am not insensible to the honor thus conferred upon me, nor unconscious of the responsibility which they impose upon me. I know what the City of Boston, justly proud of her public schools, expects of her teachers, and with this new testimonial of her devotion to the cause of popular education ; with this fresh tribute of her munificence to the progressive spirit which underlies all her institutions ; — with these before me, I might well shrink from the task which you have permitted me to undertake.

You have made a large investment here, and you expect a large return ; but, speaking for myself, I can only promise my best and truest efforts to save your investment from waste and deterioration ; to make this school worthy of the splendid edifice which the City has bestowed upon us. Speaking for the teachers who are associated with me, I can say they are not only

competent, but faithful; and are inspired with a true devotion to the work you have given them to do. And, speaking for the scholars, I feel that they will understand and appreciate the impartial liberality of the City and the earnest and faithful labors of the Committee, and I am confident that neither will be unworthily bestowed.

In this elegant and convenient building we have all, teachers and scholars, a new incentive to urge us forward in the path of duty; and I hope none of us will prove recreant to our trust, or false to the inspiration of these times, and this place.

The thought uppermost in my mind to day, Mr. Chairman, is that to which you have so sympathizingly given utterance — that our school is now, for the first time, united under one roof. After leading a kind of migratory life for the last two years, without ever being threatened with any of those diseases incident to a sedentary life; after wagging backward and forward, like a shuttle, between Fort Hill and Nassau Hall, for nearly a year; I can scarcely believe my senses, or realize the happiness that has dawned upon me, as I find myself at home in this spacious edifice.

I could almost fancy, as I travelled over my daily beat, that those respectable gentlemen in blue coats and brass buttons, with a silver number upon their breasts, looked upon me with suspicion, and might possibly arrest me as a strolling vagabond. I am thankful to have even the fear of an imputation, in this respect, removed from me.

Mr. Chairman: You have read *Pilgrim's Progress*, and you know how the enterprising hero of that stirring work, after long and devious wanderings; after encountering sundry serpents, griffins, dragons, and other abominations, arrives, at last, at the gates of the Celestial City. With this thought in your mind, you can fancy the emotions our little band of teachers, as we stood before the chocolate-colored gates of the Bowditch School, this morning. This noble building has seemed like a kind of New Jerusalem to us, standing out in bold relief at the

end of a long and weary pilgrimage of toil and sorrow ; and we realized that its “ pearly gates ” would open, by and by, and reward an unlimited amount of patient waiting. We, — I include my gentle, faithful, patient co-laborers, the sharers of my cares and trials, if not of my wanderings, — we have looked forward to this occasion as to the fruition of hope ; and, as we gazed up at these lofty walls, have felt that

“ Here happier bowers than Eden’s bloom
 Nor sin nor sorrow know,
 Blest seats ! through rude and stormy scenes,
 We onward press to you ! ”

And for myself, —

“ When shall my wanderings have an end,
 In joy and peace in thee ? ”

And, Mr. Chairman, I confess that I have regarded the Honorable and honored gentleman who stood at the head of the Committee on Public Buildings during the past year, with a feeling of awe and reverence ; as a mysterious and potent intelligence who held the keys of our New Jerusalem within his grasp ; as a kind of Gabriel whose trumpet blast should summon us from our dark corners and subterranean abodes, to enter upon a glorious future in this new temple of wisdom ; as one who, in the fulness of his heart, should finally say to us, in the language of the Psalmist, —

“ Ye tribes of Adam, join ! ”

And his trumpet has sounded ; his fiat has gone forth, and we are here, as grateful and gratified a band of teachers and scholars as ever gathered together beneath one roof.

But even in this hour of jubilee, we cannot lose sight of the sober work which is before us. Bright as you, Mr. Chairman, and your associates have made our path by your watchful care and kindly sympathy ; bright as the City has now made our

path by giving us this magnificent edifice for our workshop; bright as all things now are before us; we cannot forget that we are to labor in a field full of peculiar trials and difficulties. We may not hope to rival the brilliancy of some of our sister institutions, but we aspire to be as useful to the City and to the individual as any of them. We hope to make this school an honor to the City; to realize, in some degree, the anticipations of those who have labored to establish it; and to make it worthy to be mentioned in connection with that patient, persevering, and triumphant scholar, whose name you are to write upon our walls.

The following Dedicatory Hymn, by the Master, was then sung by the pupils:—

OUR country now to thee,
 Land of the brave and free,
 We consecrate
 This temple's lofty walls,
 These fair and spacious halls,
 That Wisdom's answered calls
 May keep thee great.

For thee, our glorious land,
 May this proud structure stand,
 And ever be
 Thy children's guiding light,
 A tower of Wisdom's might,
 To bear thy banner bright
 Aloft and free.

Great God, the offering bless;
 On every heart impress
 The truth sublime
 That Wisdom, born of thee,
 Handmaid of liberty
 Has been, must ever be,
 In every clime.

Dr. Henry I. Bowditch, a son worthy of the father for whom the school was named, being called upon by the Chairman, delivered the following address, designed especially for the pupils of the school : —

GENTLEMEN OF THE SCHOOL COMMITTEE :

When your able and energetic Chairman informed me of the action of your Board relative to the bestowal of the name of my father and of my brother, on the magnificent building we have met to dedicate as one of the public schools of Boston, and when he requested me to appear here as the representative of my family, and to respond to this high tribute to the name we bear, I felt an inexpressible gratitude to your Board, but I shrunk from the task your Chairman presented to me. I well knew that no language I could use would fitly express either my own thoughts, or those of other members of my family, for this high honor the City of Boston thus pays to the memory of two of our most sacred dead.

On maturer consideration I decided that, in one point of view, I had no right thus to shrink from a path, which seemed providentially opened before me of doing some little service, at least, to the younger part of the audience on this occasion. I therefore gave notice that, if agreeable to the Committee, I would address some few words to the children of the school, and that my theme would be, The Life and Character of Nathaniel Bowditch, so far as it can be made a model for imitation by the pupils of the school, that is hereafter to bear his name. I am here therefore for this purpose, and, putting from my mind all thought of the many adult friends that I find around me, I intend, in the few remarks I shall offer, to devote myself exclusively to the children now present. I would fain hope that in what I shall say I shall perhaps influence for good not only these, but likewise, through them, others who will eventually occupy these benches.

It has seemed to me, Children, that you very naturally would like to hear something of the history of one whose name you will hereafter often necessarily repeat.

Nathaniel Bowditch was born March 26, 1773, about nine months before the far-famed destruction of the tea in Boston Harbor, previously to our Revolutionary struggle with Great Britain. His first breath was drawn amid the thrilling events of his country's birth in the same way that you are living in the stirring hours of this holy war, of what we may aptly call her *second* birth. His parents were very poor, but excellent. His grandmother he often, in after life, spoke of as a woman of great dignity of deportment and of exalted worth. Of his mother, no terms were ample enough to express his love. The influence of these two women over the boy was immense; kisses, rather than blows, were their chief mode of government, and a bright, cheerful, hard-working, truth-speaking, and truth-acting, religious life was the model they set before him in their daily walks. His father was by trade a cooper, and during the war of the Revolution often coasted along the New England shore, as captain of a small vessel. But he was unfortunate in more respects than one, and was ever poor.

Nathaniel had two sisters and three brothers, and he and they grew up together a family of love and of mutual respect.

It was somewhere during 1776 or 1777, or thereabouts, that Nathaniel first remembered to have awakened to a sense of the beautiful world we live in. It was on a fair summer evening, and the new moon was just setting in the west, when he, yet so young as to be held easily and fondly in his mother's arms, looked out from the window of their humble cottage upon the beautiful scene before them. He often, in after life, used to drive by the spot and point out to his children the small window at which his mother had stood. The house in which this occurrence took place, and also his first school-house, — quaint old relics of the past, — still remain. Only a few years since I was pleased to turn the old oaken latch which, doubtless, the boy had often turned

before. Both of the houses are in Danvers. They are, of course, very precious in our sight. Perhaps you, too, may like to see them there, if perchance you ever pass that way.

This Danvers school was kept by a lady, and, from one of her descendants, I learn that the boy was considered a good child, a gentle and studious pupil. With his companions at a higher school, and when somewhat older, he was very active, and being full of life, was not unwilling to try his skill in wrestling with any one, and sometimes made trial of a real rough-and-tumble good-humored fight. Yet he was no bully. He scorned to attack a younger and a weaker companion; but sometimes his prowess led him into contests with boys much older and stronger than himself. One of these contests he remembered for life, for, having with an overweening self-esteem of his own powers, challenged the champion of the school, he met with a sad reverse, and received a sound thrashing for his folly. His self-esteem was quite nipped in the bud; but in after life, when alluding to the event, he used to laugh with the greatest glee at the memory of his crest-fallen appearance at the termination of the contest. To confess the truth, I believe he never forgot that lesson, any more than Franklin did his whistle. For, though no one could ever accuse him of being a coward in after life, he was *prudent* in his actions, and never *volunteered* to contend with any one more powerful than himself, although in case of necessity he did so in opposing injustice or in sustaining the right.

About eight or nine years of age, he attended a Grammar School for boys in his native town of Salem. The most noted event that occurred to him in that school, and one suggestive of a talent distinctly seen in his after-life, was as follows:

From his earliest years he had been fond of arithmetic, — cyphering was his delight, — and before going to Master Watson's school, he had studied with his older brother, and was far advanced beyond most boys of his age. Entering the school,

he was told by the master that he was too young to begin arithmetic. In vain he gently urged that he already knew something of the matter, — the master was determined. At length a written request was made by the father that the boy should have his wish gratified. Of course the master yielded, but apparently vexed at the interference with his arrangements, he thought to check the pupil's ardor by setting, as a task, a sum in one of the higher rules of arithmetic. Fortunately, Nathaniel had studied it, and promptly performed the duty assigned. You will readily imagine his terror and indignation when, instead of receiving praise, he was accused of lying, in pretending to have done the sum, when it was quite evident to the master that one of the older boys of the school had helped him. Already the ferule was raised to inflict condign punishment for the supposed fault, when, happily, his older brother came to the rescue and saved him.

It was too late to prevent the only bitter, almost vindictive, feeling which he carried with him for many years, that he had been outraged in the most sensitive part of his nature, — his love of truth; and he longed to have some opportunity of repaying, as he said, that master, in his own coin. I do not think the wish a very Christian one, but it was a very natural one. Fortunately, both for himself and his master, the opportunity never offered. I do not think that he ever really regretted this result, for as I knew him in after life, his heart was too tender, too noble and forgiving, long to bear real malice.

While attending this school, the poverty of the family continued as great as before. He wore his summer clothes in winter, because no warmer ones could be bought; and when the boys laughed at him for being in such a dress, he only laughed at them in return for needing any thicker materials. White bread was a luxury; a coarse brown loaf was all that he could commonly get. I mention these facts simply as illustrative of the extreme poverty of the family, and to show how, as in case of his summer clothing, he made the best of his fate.

This trait he always had through life, and a very happy one it is too. It would be well if we all had it more than, at times, we seem to possess it.

When ten years old, as poverty still glared upon him, he left school forever, and was entered as apprentice in a ship chandler's shop, kept by Ropes & Hodges. This was his first grand step in his life of *self*-education. He then left the parental roof, and lived with his employer. The shop was near one of the wharves, and contained all the articles usually needed by sailors. At one of the long counters he had a desk, where, when not attending to calls of customers, he employed himself in cyphering. It is said also that in very warm weather he was often seen standing at the door engaged in the same employment. Even holidays, such as independence and general muster days, were devoted to his darling pursuit; and frequently after the store was closed, he remained until late in the evening. During the long winter evenings he sat by the side of the huge old kitchen chimney, and, aided by his rude light, still pored over his slate, while gently rocking with his foot the cradle of the sleeping babe of his master. He never, either in early or later life, allowed his studies to interfere with his humanity.

As he grew older, he read larger works that he could borrow. Chambers' Cyclopædia, in four large folio volumes, he used to say, first opened to him real knowledge. I have a copy of that work now in my library, which I prize very highly, because when, an old man, he bought a rare copy of it and gave to me as an affectionate memorial of his boyhood. Some smaller works of two or three hundred pages, on arithmetic, he *actually copied entire*. These, with other manuscripts, are now in the Public Library of the city of Boston; and very beautiful they always seemed to me, as evidences of his early learning, his poverty, and his indomitable energy in overcoming all the difficulties of his life. I say to myself, "A boy who would do all this, could not have had much time to do wrong." He also made dials, and at fourteen calculated and arranged a perfect almanac

for 1790, years before any other was published. Whilst engaged in this undertaking, he was more than usually busy. At early dawn or late at night, if any one asked for him, the reply was, "He is working at his almanac." This manuscript is likewise in your City Library.

About the same period, he first heard of algebra. One of his brothers told him that he had seen a singular book, in which letters instead of numbers were used for cyphering. Nathaniel's curiosity was greatly aroused, and he begged the owner to let him see the work. It is said that he scarcely slept that night. An old English sailor also taught him something in relation to mathematics and navigation. When leaving Salem, he patted the boy's head, saying, "Study well as you are doing now, and you will be a great man one of these days."

His industry, honesty, and studious habits, of course gained for him many friends, and the respect of even those older than himself. He was sometimes called upon as umpire in the disputes of his elders. He was noticed likewise by two clergymen of Salem, Drs. Prince and Bentley, both of them learned in the science of the day, and having a European correspondence. Both helped him very much by lending to him books. But the most importance assistance came from an event, which had happened years before, and of which, between the ages of sixteen and twenty-one, he was to avail himself most fully. As this event always has seemed to me providential in its effect upon the young man's career, and in reality upon all his subsequent life, I want to allude particularly to it. Sometime during our Revolutionary war, Dr. Kirwan, a learned chemist of Ireland, sent a part of a valuable scientific library across the British Channel. The vessel bearing it was seized by an American cruiser, and brought into Salem. The books were put up for sale at auction, and consisted of the best works of the day on mathematical subjects, — a body, so to speak, of European science. It is reported that so few felt interested in them, that an apothecary actually made a bid for them, for the purpose of

using them as wrapping-paper for his drugs! Fortunately, Dr. Prince persuaded a few more to join with him, and purchased the whole. From this nucleus arose the Salem Athenæum. Now, mark the sequel.

These volumes were just those most needed to perfect the education of the young mathematician. He was allowed to borrow them. He not only read, but *copied all the mathematical papers* he found in them, besides several single volumes. These relics of his industry are now, with the others already named, in our City Library. Some may think it owing to mere chance that just such books should have been taken to exactly this spot, as it were, to meet just such a youth. I prefer to think it the hand of God, which thus enabled an obscure youth of eighteen summers, thirsting for knowledge, in a small town on the New England coast, to be thus drawn within the very focus of the brightest of European scientific intellect. Remember, too, that while thus studious, he was all the time engaged during the day in the active duties of his store. How many of you, think you, could have done so?

Finding that references were frequently made to books in Latin, on his favorite subject, he commenced June, 1790, when seventeen years old, to study that language. He had no instruction, and was soon puzzled. Nothing daunted, however, he appealed to some collegians in their vacation to help him over the most difficult passages. But they were soon as puzzled as he. Finally, by dint of his own splendid energy of mind, and fixed purpose of soul, and aided by the admirable Dr. Bentley, he mastered in the original the greatest work of modern times, the "Principia," so called, by Sir Isaac Newton. He moreover discovered an error in it, which, however, he did not publish at that time, because a professor of Harvard said that the apprentice was himself in error.

When nineteen years old, he began the study of French, for the purpose of reading the works of French mathematicians. As this was his object, he did not wish to waste time, as he

thought about the pronunciation of the language. His teacher, however, would not consent to this, and the young man subsequently found to his great advantage that he had fortunately deferred to the superior judgment of his instructor, inasmuch as it was only a few years afterwards that he was the only one, on board a ship in which he had sailed to Spain, who could act as interpreter in French. He always said that a useful lesson had been then taught him, namely, to believe that any useful learning, even if not apparently of great present service, will, or may in the end, prove of paramount importance.

You perhaps may think that amid all these studies he ceased to be social, and to enjoy the companionship of others. Far from it. He was, during his whole life, one of the most social of beings. At the period we are now speaking of, he became a member of a debating society, and it was remarked of him that he spoke but seldom, and then much to the purpose, and because he had something to say. What a blessing it would be if some of our politicians and others would follow this rule!

He moreover dearly loved music, and for a time used to practice it with others. But in those days music, and intemperance, and other vices, were prone to go together. He soon found that his companions were no exception to the rule, and his temptations were great. Suddenly he arrested his career, by saying decidedly, "I will not be led downward, even by music."

From that moment he quitted these companions, and from fear of the like danger to his children, he would never allow them to study music. I think he was wrong in checking them, perfectly right in regard to his own course. At the present day, when music does not tend to this evil, he doubtless would have held a different opinion. The flute, however, which he threw aside at that time, I have in my study, and it is always to my soul a sweet, silent monitor to avoid temptation, from whatever source it may come.

At the age of twenty-one, he left his store, and during the

following summer was engaged as mathematical assistant to the surveyor of the town of Salem. Having finished this engagement, he accepted the offer of going as clerk to the East Indies. During this voyage, as he was to act as mate, and occasionally as seaman, he took few books, but was able to learn practical navigation.

His journal commences with a Latin motto, which literally translated means, "I will do what is right, and will not obey the dictates of any man." He afterwards made four more voyages during eight years, namely, to Lisbon, Cadiz, to India and Sumatra. In the last vessel he was captain and joint owner. Journals of all these voyages are now in the City Library. They consist chiefly of ship accounts, a few anecdotes and remarks on incidents, met with in the places he visited. During the last four years he was continuing his mathematical studies, and in making notes to the immortal work of Laplace on the "Mechanism of the Heavens." These notes were published, with a translation of the French work, nearly thirty years afterwards, but the principal part of these labors was done at times when many persons are either asleep or idle, namely, while sluggishly sailing on long voyages, or in early morning. One or two anecdotes are related of his sea-life, which I cannot help repeating, in the words of another.*

"During his third voyage, on the passage from Cadiz to Alicant, they were chased by a French privateer, and being well armed and manned, they determined on resistance. The duty assigned to Mr. Bowditch was that of handing up the powder upon deck. And in the midst of the preparations the captain looked into the cabin, where he was no less surprised than amused at finding his supercargo quietly seated by his powder, but busily occupied with his slate and pencil. He said to him, 'I suppose now you could make your will;' to which he smilingly assented. Afterwards, however, Mr. Bowditch

* Memoir of Nathaniel Bowditch, by his son, N. I. Bowditch, 1840.

requested a station near a gun, in case a privateer hove in sight."

The second anecdote shows the admirable skill in navigation to which he had attained. In his last voyage, Mr. Bowditch arrived off the coast on Christmas night, and in the height of a northeast snow storm. He had been unable to obtain any observation of the sun or stars for two days, and the wind, all the while, had been blowing in shore. He felt very anxious. On the afternoon of December 25, he came on deck, and took the management of the ship into his own hands. Feeling nearly confident, (as far as he could be so by merely calculating the direction and rate of the ship's course, during the previous two days,) of the precise distance of the vessel from land, he kept his eyes directed upon the spot where he presumed the light-house would show itself at the entrance of Salem harbor. For a moment the clouds of drifting snow ceased, and he saw the light for an instant only. "I am right," said he; and, keeping on the same course, in about an hour was anchored safely in Salem harbor.

Immediately after this last voyage, he was chosen president of a marine insurance company in Salem, and there he continued until his removal to Boston, in 1823, nearly forty years ago.

During his residence in Salem, he continued his studies, wrote many articles for learned societies, published various editions of his "Navigator," which for sixty-three years has held undoubted sway in the good opinion of American seamen. These various works drew the attention of learned Europeans in England, France, and Germany, and they enrolled his name as a member of most of their societies. Some corresponded with him.

I think that none will deem it indelicate on my part, if I mention the following fact. His name had become so well known in Europe, that though his modesty prevented him from giving any letters of introduction to me, when I visited that

continent, thirty years since, I found that I had simply to name myself as his son, to be received as one worthy of the kindest personal attentions from some, who shall be nameless, but they stand in the front rank of science in England, Scotland, and France. Harvard College early appreciated him, and repeatedly bestowed unsought-for honors upon him. The government of the United States twice offered to make him Professor at West Point.

In 1823 he removed to Boston, having been invited by some of the chief business men of this city to take charge of a new life insurance and trust company. That institution he had charge of at his death, and I may say, I believe, with truth that, having commenced as one of the smallest, it terminated in being one of the largest of the kind in State Street.

I think it best to leave to others to tell how much beloved and respected he became, the longer he lived in Boston. He was, at one time, the first mathematician in America. A star of greater magnitude in mathematics, and of a more peerless lustre has since risen to its zenith in our hemisphere; but at the time he lived, I think Mr. Bowditch may be said to have been first in America. Mr. Bowditch was also one of the ablest of business men in State Street. His integrity was ever without a stain. He was always foremost in any good work, either of private or public benevolence, and never failed to lend an eager ear to literary merit, struggling for existence. In his family he was not only a father, but the dearest, kindest, and most loving of friends. I do not believe he ever inflicted upon us any bodily punishment; yet we could not have disobeyed him any more than we could that which we believed to be the absolute mandates of God. His rewards were drawn from his beautiful science of astronomy. Our greatest griefs were not to receive, at our usual morning visits to his study, his peculiar mark of approbation of Orion's belt, or the Great Bear, as traced on our arms by his ever industrious pen. His delight in the evening was to study with us around him, engaged in our

various occupations. Conversation, so long as it was kindly, never disturbed him. But no sharp retorts, no ill-natured conversation were for a moment tolerated. Banishment from his presence, if need be, was threatened, and that always brought the culprit to penitence. His personal habits were to rise at six or six and a half o'clock in the morning, throughout the year, when he immediately breakfasted on simple dry-toasted bread and tea. Of course, this meal was by candlelight during about half the year. At noon, he for years, for his health's sake, and by medical advice, took only the simplest of meats. He believed in active exercise of the body, as well as of the mind. Three walks a day were his constant rule. This custom originated in 1808, when being threatened with consumption he was advised to adopt it. He continued it until his last illness. In 1834 his excellent wife died. They had been happily united many years. He never wholly recovered from this blow. His own health did not however begin to fail until sometime in the autumn of 1837. In January, 1838, he first took medical advice, but a fatal and far advanced disease had already its grasp upon him. He still kept at work, and visited his office in State Street until within a few weeks of his death. Then becoming more ill, and satisfied that he should never recover, he took leave, day after day, of most of his friends. His conversation with them was of the most simple and yet elevating character. He spoke of his past life, of his prospects of death, of his perfect calmness, and of his reliance on God. To one he spoke of the beauty of real goodness.

“Talents without goodness, and moral worth, I care little for,” he remarked. Towards us, his children, as he said on one occasion, “fountains of love gushed out” whenever any one of us approached him.

It was my blessed privilege to be his sole attendant at night during the last six weeks of life. I cannot reveal to you the crowd of sweet memories that hover around these, to me, most sacred hours. How often did he awaken “at the dead of

night," pleasant as a little child, yet with the bright, clear mind of a philosopher. He told me of his past life, of his desire to be always innocent, to be active in every duty, and in the acquirement of all knowledge; and, on one occasion, he alluded to a saying that he remarked he had had impressed upon his mind when a youth, and when reading the life of a good man, namely, that a good man must have a happy death. Like the great German poet, Schiller, he became "calmer and calmer" as death drew near. Time would fail me were I to continue, and I forbear.

On March 16, 1838, he quietly passed away, conscious and serene, and hopeful, playful, even to the last moment. We buried him by the side of our mother, under Trinity Church. It was a quiet Sabbath morning, and delicate white snow-flakes fell upon his coffin as we transferred it from the bier to its last resting-place.

May his life and his *Euthanasia*, or Happy Death, be to you, girls, in some measure what it has ever been to his children, a stimulous to active exertion, in whatever good or great works your hands may find themselves called to perform; and I am sure that I can hope for you no more serene death than was vouchsafed to him.

The following Ode, written for the occasion by the Master of the school, was then sung by the pupils of the school: —

O LAND of the Free, though the lustre of arms
 Shall illumine thy history's page,
 And the fame of thy heroes transmitted shall be
 As a boon from this glorious age;
 Though the names of the brave who have died for thy flag
 Be redeemed from the havoc of time, —
 Not the glories of war as the triumphs of peace
 On the record shall stand so sublime.

O Land of the Free, by the dim midnight lamp
 Have thy true sons untiringly wrought,
 Who have spread o'er the sea, who have spread o'er the land
 All the glorious fruit of their thought ;
 They have blessed thee at home, they have won thee a name,
 With the noble of every clime ;
 And the future shall gratefully blazon their fame
 Upon tablets as fadeless as time.

O Land of the Free, yield the honor and fame
 Which thy heroes have gloriously sought ;
 But remember that Science, remember that Art,
 Have their glorious victories bought !
 O remember thy Fulton, thy Whitney, thy Morse ;
 And thy BOWDITCH, pale student of night,
 Who has called down the stars thy rich commerce to serve,
 And thy path on the ocean made bright !

O City of Commerce, whose deeds in the past
 Have been storied on history's page,
 With thy Winthrop and Franklin and Hancock of old
 Write thy BOWDITCH, the light of his age ;
 And emblazon his name on the fairest of fanes
 Thy free hand unto Learning can give,
 That the fame of thy sage through the ages to come
 In the hearts of thy people may live !

Thomas C. Amory, Esq., a member of the Board of Aldermen, and Chairman of the Committee of Public Instruction, who devoted much time and attention to the selection and purchase of the lot, and who never failed to forward the undertaking by his influence, or his vote, in response to the invitation of the Chairman, spoke as follows : —

I am glad, Mr. Chairman, to have an opportunity to thank you for your kind expressions. Praise, however undeserved, is still grateful to the ear. But your encomiums belong less to myself than to the Committee on Public Instruction, over which I have had the honor to preside. In their name I offer you our acknowledgments for the flattering appreciation you have placed upon our efforts. During the last three years we have had heavy responsibilities, and I think may reflect upon our record with some slight degree of satisfaction. We have been permitted to participate in the erection of many noble monuments, raised by the liberality of Boston in the cause of popular education. For this we arrogate to ourselves no exclusive credit, but only claim to be admitted to share with yourself, ever foremost in zeal to promote the best interests of the schools, with the able and faithful Superintendent, whose opinion we have always consulted with confidence, and with the Building Committee, who may well be proud of their achievements, the credit of having endeavored to do our duty to the best of our ability.

At the commencement of the period to which I have alluded, the Quincy School was destroyed by fire, and was to be rebuilt upon an improved model. The School Board also urged upon the City Council the necessity of several new Grammar and Primary School houses in different sections of the city, the alteration or improvement of some of the more ancient, and the enlargement of the lots of others, where the original dimensions were too contracted. The Quincy School was reconstructed, the Everett, the new Phillips, and now this handsome edifice have been completed, and Primaries have been erected on Suffolk and Poplar Streets, and High Street Place. Land has been purchased for another Primary, at South Boston; but from the unfortunate and certainly groundless apprehension of some of the inhabitants, that their children might receive there a religious bias beyond that common centre of Christian truth, in which all sects agree, it is found to be no longer needed, and has been abandoned. The appropriation has been applied to

the erection of another Primary, much needed in this district, which we hope to see constructed on Harrison Avenue in the course of the coming season. The lots of the Brimmer, Winthrop, and Blossom Street schools, have been enlarged, and a most important addition made to the Girls' High and Normal School, on Mason Street, by the purchase of the building adjacent, late belonging to the Natural History Society. For the first time for many years every request of the School Committee for additional school accommodation has been complied with, and we believe to their entire satisfaction.

The selection of no location has been made with greater care and solicitude than that which we now dedicate. From the first this site was our preference, as the most central, and, in every respect, the most eligible; but the price demanded was deemed unreasonable, and economy, as important a consideration in public as private expenditures, compelled us to look elsewhere. After a long and deliberate examination of every other suitable estate in the district, that could be purchased, we determined upon the Rowe Pasture, as quiet in position, ample in area, and moderate in cost. Some slight defect in the title, of more consequence in the judgment of others than in our own, discouraged its purchase, and the price of this lot being somewhat abated, we returned to our earliest choice. It was not our intention to recommend the appropriation of the whole property for the purpose, but leaving the two valuable dwellings on the front undisturbed, to place the buildings back near the Pipe Yard line. This was otherwise ordered, when the subject was under consideration in the City Council, and the entire estate devoted to the school. If costly, it is now all that can be desired. It has a wide and not very noisy street in front, quiet courts with respectable dwellings on either side, and in the rear the premises attached to the city water works, which will probably always remain open. Through these windows in summer the salt breezes will waft their refreshing coolness, and the eye range over castle and light-house to the sea.

The building is substantial, and sufficiently elegant. Excellence in school architecture has been approached by successive experiments, and the model on which the later schools have been constructed is believed to be the best that can be selected. Uniformity, if somewhat monotonous, is all important in a school system of such magnitude as ours. As a general, — to borrow an illustration from this military epoch, — from the equality of numbers in his brigades and regiments, and the similarity of their organization, at all times knows the strength and relative position of his forces, and can handle them at will ; uniformity in school buildings and the arrangement of the classes promotes economy, prevents jealousy, facilitates superintendence and control, and allows of those fixed rules, which are indispensable to order.

Nor is this uniformity confined to externals. The fame of Bowditch, as has been happily said, is coextensive with the civilized world. His eye penetrated through illimitable space, he was familiar with the multitudinous orbs of the heavens, he could call them all by their names, and predict with unerring accuracy their position and relative distances through the cycles of time. This vast accumulation of knowledge, this light, he brought down from above, not for vanity, or display, or self-exaltation, but for a useful purpose, for the benefit of mankind. By its aid he led the mariner through the perils of the deep, and rendered safe the commerce and intercourse of nations. The School Board, composed of the most enlightened among us, with a scholarship ranging through all literature and science, conversant with the moral and intellectual structure of our nature, and all the modes and theories of education, know well how best the youthful faculties are to be trained for use and happiness. By a judicious combination of the essential rudiments of the instructive and the interesting, we all in childhood slake our thirst for information at the same fountains, grow up on the same intellectual nutriment ; and one all-pervading common sense, general as the air we breathe, or light of heaven,

saves us and society from becoming the dupes of sophistry and delusion. While a knowledge of the world we inhabit, and of the history of our race, of numbers sufficient for ordinary purposes, of language to cheer and to persuade, is furnished to all, the more ambitious, whose successive years are to be but rounds to the ladder by which they will scale towards the highest development of their nature, recognize, in the thoroughness of their early training, the secret and possibility of their success. To all alike, rich and poor, bold or timid, in feeble health or with vigorous constitutions, who attract by their gentleness and sensibility, or who dazzle by their brilliancy and strength, the knowledge provided, if acquired with attention, comprehended and retained, will be but the groundwork to future attainments, will encourage effort, make duty easy, add a zest to recreation, and by familiarizing the mind with the relations of the spiritual and material, of time and eternity, lead to immortality.

The happiness of our school-days has passed almost into a proverb. No doubt kind Providence has assigned to each period of existence its appropriate pleasures, as well as its troubles. Sensitive as childhood is to praise and blame, keenly alive to disappointments and mortifications, many a hard pebble, many a piercing thorn lurk beneath its primrose paths. But a royal road to learning, if without trial or unwilling effort, would not be worth pursuing. The restraints and discomforts of school, its jealousies and emulations, when suffered or controlled in the right spirit, are the best of discipline, and prepare the temper for the struggles of life. Where, as with us, multitudes are gathered under the same roof, they almost unconsciously gain an insight into the characters of each other, and by imitation or repugnance, form their own. This preparation for active duties, by the opportunities it affords for understanding human nature, is one of the highest recommendations of public education. If our community stands well in the estimation of the world for intelligence and successful enterprise, for sound morals and general benevolence, it is principally owing

to the wisdom of the body you represent, and to the faithful teachers of the schools who, under their guidance, mould all these influences for the good of the individual and of society.

Pardon me, sir, for occupying so much of your attention. We have all been children, and are naturally tempted to indulge in the suggestions of an occasion like this. Let me conclude with the hope that the thousands who, in the progress of time, shall leave this school, may carry with them faculties well developed, minds stored with valuable information, friendships that will stand the test of experience, and pleasant recollections of the years which they have passed within its walls.

Remarks were also made by Hon. Joseph White, Secretary of the Board of Education, President Felton, of Harvard College, George B. Emerson, LL.D., and the Superintendent of Public Schools.

PHILLIPS SCHOOL HOUSE.

PHILLIPS SCHOOL HOUSE.

THIS building is located on the corner of Anderson and Southac Streets. It is in all respects a first-class Grammar School house, being similar in size and plan to the Bowditch School house, though somewhat plainer in its external architecture. It was dedicated on the 24th of December, 1861. Hon. Jonathan Preston, Chairman of the Committee on Public Buildings, in committing the keys to the Mayor, as President of the School Board, made a brief statement as to the cost of the building and lot, and the manner in which the work had been executed, expressing the deep interest which he and his associates felt in the prosperity of our school system.

Mayor Wightman, on behalf of the School Committee, accepted the custody of the building, and spoke as follows:—

MR. ALDERMAN: I receive these keys as a token that the work entrusted to the Committee on Public Buildings by the City Council, has now been completed. And, as the official representative of the School Committee, I thank you and your associates for the care and attention bestowed by you and them, to render the whole structure so complete in all its arrangements, and so thorough in its mechanical execution.

I am aware, sir, of the arduous duties incumbent upon your

Committee in the erection of this and other public buildings during the year now drawing to a close, and I should do injustice to my own feelings were I not on this occasion to recognize the eminent services you have rendered to the public in your present position, as Chairman of a most important Committee of the City Government.

Our citizens may not appreciate the devotion of time and talents required of the members of your Committee, but those associated with you in the Government, and the members of the School Board, are happy to have it in their power to bear their testimony to the faithful performance of your duties.

The architectural skill which has been displayed in the arrangement and proportions of the building, reflects great credit upon one whose taste and judgment has been so frequently availed of by the city, as to render any praise superfluous in this particular instance. His plans, combined with your own experience and knowledge, of not only the art but the science of building, has added another proud monument to the intellectual character of our city, and its system of free education.

MR. CHAIRMAN, (*Chairman of the Committee of the School*): It becomes my pleasant duty to transfer the keys of this building, erected for the use of the PHILLIPS SCHOOL, to your custody as Chairman of the District Committee.

Receive them, sir, as the symbol of a high trust committed to you and your associates, for it is the glory of our educational system that the doors of our schools are ever open, and that the child of the poor laborer is as welcome to its privileges as the proud heir of wealth and station. Side by side they sit here as equals, to decide by their own endeavors, their claims to intellectual superiority. Happy will it be for us, if the intellectual culture of our children shall result in a corresponding increase of virtue among our people and of patriotic devotion to the maintenance of those elements of government, which have heretofore been the pride and honor of our country.

With confidence in your self-devotion to the cause, and in your desire to fulfil this sacred trust, I cheerfully surrender this building into the charge of your Committee.

The Chairman of the Phillips District Committee, Rev. J. C. Stockbridge, D. D., on receiving the keys from the Mayor, placed them in the hands of Mr. Hovey, the Principal of the school, accompanying the act with the following remarks:—

MR. HOVEY: In the completion of this building, and in these exercises of dedication, no one can have a deeper interest than yourself; your long connection with the school has made you familiar with the wants of the district. For years you have been hoping that larger facilities and better accommodations for the prosecution of your work, would be afforded you. You justly considered that a district, representing so large an amount of taxable property, had as good right as any other district in the city to ask of the City Government an edifice, for educational purposes, as complete in all its arrangements as any other school-house in Boston. When, therefore, the foundation-stones of this building were laid, and what, for so long a time, had seemed to be only a probability, began to look like a certainty, no one could be more highly gratified than you. It was, indeed, somewhat of a sacrifice for you to waive your choice of location, for you had hoped that the same beautiful prospect, which for so long a time you had looked out upon, would continue to greet your eyes. Difficulties, however, which appear to be insurmountable, lay in the way of the selection of the old site; and you, in common with the Committee, cheerfully submitted to the judgment of the gentlemen appointed by the City Government to fix upon the location of the new school-house. In the progress of the work of building, you have taken a constant interest. To your good taste and large experience, we are indebted for many of the conveniences which have been introduced into

the school-house. At length the work has been completed, and although our dreadful civil strife has made itself felt even here, since we walk over floors which would have had a higher finish if North Carolina had yielded us her hard pine. We yet congratulate you that, to-day, you take possession of an edifice worthy of the district in which it is located, and as perfectly adapted as it well could be to the wants of the school under your charge. Your past success as the Principal of the school, and the respect and affection in which you are held by all the pupils who have been under your care, are our best pledges of your still greater success in the new field of your labor. Here we know will be taught the lessons of loyalty to GOD, and loyalty to this government under which we live. Your relations to your associates in office will be, as they ever have been, frank and generous. While your pupils will look up to you with the respect which is due to you as their teacher, they will not see in you an austerity, a sternness of manner, which forbids them to give you their confidence and love. In placing these keys in your hands, permit me, as the organ of the Committee, to tender to you our hearty congratulations, that you see this long anticipated hour, and to express the hope that for many years you may continue to employ your time and talents in the pleasant tasks with which you have so long been familiar; and may Heaven's blessing rest upon all your endeavors to guide the minds, and mould the hearts, of the precious youth committed to your charge.

The Master, James Hovey, Esq., under whose management this school has attained a high degree of excellence, accepted the keys from the Chairman, to whose remarks he responded in a very appropriate address.

Hon. George S. Hillard, being called upon by the Chairman, congratulated the teachers and the pupils on

their new, tasteful, and convenient edifice. His own residence was in close proximity with the school-house they had left, and for the fifteen years or more he had lived in it, there had been the most friendly relations between himself and the pupils. They had never given him any trouble, and the sound of their happy young voices had always been a music in his ear, and had never disturbed him in his hours of solitary study. He spoke with pleasure of the style of declamation in the public exercises of the day. Alluding to the fact that there had been two or three extracts from Webster, he advised the boys to study diligently the writings of that illustrious man, both as models of good style, and for their elevated, patriotic tone. He spoke of the great improvement which had been made in text-books and all the instruments of education since he was a boy, and exhorted the pupils to make a good use of their opportunities, and become better scholars than those who had preceded them.

Mr. Hillard was followed by the Superintendent, who gave some account of the growth of the educational interests of Boston, during the last fifty years.

The following Dedicatory Hymn, written for the occasion by W. T. Adams, Esq., was sung by the pupils of the school.

DEDICATORY HYMN.

WHEN in Chaos' soundless night
Came the word — " Let there be light !"
Then creation's dawn appeared,
Nature's temple was upreared.

Faithful to the vision bright,
Said our sires — “ Let there be light ! ”
Then our land, 'neath Wisdom's rays,
Flamed with light and rang with praise.

Art and Taste, with skilful hand,
Here proclaim God's first command ;
Here where Freedom's beacon blazed,
Wisdom's light is nobly raised.

Thou who didst all light create,
Unto Thee we consecrate
This fair structure ; may it stand
Wisdom's beacon to our land.

In our country's gloomy night,
God of Grace, let there be light,
Breaking from this temple fair,
Freedom's faith and hope to spare !

FIRST ANNUAL MUSICAL EXHIBITION.

FIRST ANNUAL MUSICAL EXHIBITION.

THE School Board adopted the recommendation of the Committee on Music, contained in their last year's report, to have the Musical Exhibition earlier in the season than heretofore, and independent of any other exercises.

This exhibition took place on the 21st day of May, in the Music Hall. On this occasion no effort was made for display in artificial decorations.

With the exception of a few flowers placed in the front part of the stage, there was nothing to divert the eye from the beautiful appearance of the youthful choristers.

The interest of the citizens, in the exhibition, was manifested by the eagerness with which they sought for tickets. The crowded house was a sufficient indication that they were all used.

Last year's plan of marshalling the pupils to their respective places in presence of the audience, was adopted, very much to the satisfaction of all present.

When the children were seated, Dr. Aaron P. Richardson, the acting Chairman on the occasion, offered the following brief remarks :

“ It is now my pleasant duty to welcome you, in behalf of the School Committee, to this their first annual and purely musical festival.

“ We have several times before invited you to our *mixed* entertainments.

“ On those occasions you saw pass in review, those who had distinguished themselves by their superior scholarship, — medal pupils whose sparkling eyes and beaming countenances rivalled in beauty the bouquets of flowers which were then presented to them by the hand of his Honor the Mayor.

“ No *medals* appear to-day. The *candidates* for them are here, and at the close of the school year, in the month of July, they will be publicly decorated with those badges of honor.

“ On those occasions, too, you listened to the eloquence of distinguished speakers. *To-day* the only elocution offered is that from the lips of these youthful choristers.

“ When music was introduced as a branch of study in our schools, *many* doubted its utility, *more* its success. In a very short time these doubts were removed. It was soon found that the pupils could readily learn music of a high order, that they could comprehend the productions of celebrated authors, and *perform* them, too, with as few rehearsals as our oldest incorporated musical societies. Its benefits in one’s education are too apparent to need discussion.

“ These pupils have just passed a *rigid* quarterly examination in *other* branches, satisfactorily to the Committee, and we hope their performances this afternoon will demonstrate, to your satisfaction, the progress which they have made in their *musical* studies.”

The musical exercises were then performed in the following order :

I. VOLUNTARY ON THE ORGAN. — By J. C. D. Parker.

II. THE LORD’S PRAYER. — A Gregorian Chant, sung in unison by fourteen hundred children of the public schools.

III. CHORAL. — *Seb. Bach*. With organ accompaniment.

IV. PRAYER FROM DER FREISCHUTZ.—*Weber*. Sung by pupils of the Girls' High and Normal School.

V. CHORAL.—*Anno Domini 1675*. Sung by the children, with organ and orchestral accompaniment.

VI. CHORUS FROM IL GIURAMENTO.—*Mercadante*. Sung by pupils of the Girls' High and Normal School.

VII. CHORAL.—*Seb. Bach*.

VIII. CHORUS.—“The Heavens are Telling.” From the Creation.—*Hayden*.

IX. 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.

BOSTON GRAMMAR SCHOOL SET
OF
PHILOSOPHICAL APPARATUS,

FURNISHED BY J. M. WIGHTMAN.

Extract from "The Rules and Regulations of the School Committee of the City of Boston."

"THE Book Committee, in connection with the Sub-committees, may furnish each School with a Set of 'Wightman's Philosophical Apparatus,' in conformity with a list and schedule adopted May 19, 1847."

IN SCHOOL COMMITTEE, *May 19, 1847.*

Ordered, That the list of articles enumerated in the accompanying Schedule be the Set of Philosophical Apparatus for the Grammar Schools.

Ordered, That the Sub-committees of the several Schools be authorized to make additions to, and changes of, the Philosophical Apparatus now in the Schools, so that the whole may be in conformity to said Schedule.

SCHEDULE OF PHILOSOPHICAL APPARATUS FOR THE GRAMMAR SCHOOLS.

Laws of Matter. (\$ 3.00)

Apparatus for illustrating Inertia.

Pair of Lead Hemispheres, for Cohesion.

Pair of Glass Plates, for Capillary Attraction.

Laws of Motion. (\$ 23.00)

- Ivory Balls on Stand, for Collision.
- Set of eight Illustrations, for Centre of Gravity.
- Sliding Frame, for Composition of Forces.
- Apparatus for illustrating Central Forces.

Mechanics. (\$ 30.00)

- Complete Set of Mechanicals, consisting of Pulleys; Wheel and Axle; Capstan; Simple and Compound Levers; Screw; Inclined Plane; Wedge.

Hydrostatics. (\$ 22.00)

- Bent Glass Tube, for Fluid Level.
- Brass Mounted Spirit Level.
- Hydrometer and Jar, for Specific Gravity.
- Scales and Weights, for Specific Gravity.
- Hydrostatic Bellows, and Paradox.

Hydraulics. (\$ 14.50)

- Lifting or Common Water Pump.
- Forcing Pump, illustrating the Fire Engine.
- Glass Siphon Cup, for illustrating the Intermittent Springs.
- Glass Siphon.

Pneumatics. (\$ 82.00)

- Patent Lever Air Pump and Clamp.
- Three Glass Bell Receivers, adapted to the Apparatus.
- Condensing and Exhausting Syringe.
- Copper Chamber for Condensed Air Fountain.
- Revolving Jet and Glass Barrel.
- Glass, Cock, and Jet, for Fountain in Vacuum.
- Brass Magdeburg Hemispheres.
- Improved Weight Lifter, for Upward Pressure.
- Iron Weight of 56 lbs. and Strap, } for Weight Lifter.
- Flexible Tube and Connectors, }

Brass Plate and Sliding Rod.
 Bolt Head and Jar.
 Tall Jar and Balloon.
 Hand and Bladder Glasses.
 Wood Cylinder and Plate.
 India Rubber Bag, for Expansion of Air.
 Guinea and Feather Apparatus.
 Glass Flask and Stop Cock, for weighing Air.

Electricity. (\$66.00)

Plate Electrical Machine.
 Pith Ball Electrometer.
 Electrical Battery of four Jars.
 Electrical Discharger.
 Image Plates, and Dancing Figure.
 Insulated Stool.
 Chime of Bells.
 Miser's Plate, for Shocks.
 Tissue Figure, Ball and Point.
 Electrical Flier, and Tellurian.
 Electrical Sportsman, Jar, and Birds.
 Mahogany Thunder House and Pistol.
 Hydrogen Gas Generator.
 Chains, Balls of Pith, and Amalgam.

Optics. (\$10.00)

Glass Prism.
 Pair of Concave and Convex Lenses.
 Dissected Eye Ball, showing its arrangement.
 Sectional Diagram of the Eye.

Magnetism. (\$4.00)

Magnetic Needle on Stand.
 Pair of Magnetic Swans.
 Glass Vase for Magnetic Swans.
 Horseshoe Magnet.

Astronomy. (\$ 16.00)

Improved School Orrery.
Tellurian, or Season Machine.

Arithmetic and Geometry. (\$ 3.00)

Set of thirteen Geometrical Figures of Solids.
Box of sixty-four 1-inch Cubes, for Cube Root, &c.

Auxiliaries. (\$ 2.00)

Tin Oiler; Glass Funnel;
Set of Iron Weights, for Hydrostatic Paradox.

PRICE OF SET, COMPLETE	\$ 275 00
BOXES AND PACKING	7 00

SECOND 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.

IN my former report on this subject, I endeavored to present a detailed account, both historical and statistical, of what had been done in Boston, by legal and compulsory means, for the suppression of the evils of truancy and non-attendance at school. It was my aim to bring into one view, for future reference, the evidence of the existence and magnitude of these evils; the remedies provided by legislative enactments, city ordinances, and school regulations; the mode of administering the truant law, with its results, and the need of further legislation with reference to absentees from school. No attempt was made to discuss, at large, the use of moral forces in the prevention of truant absences. It should not be inferred, however, from this omission, that I am not in favor of employing moral means for this end. The fact is, that I consider the moral power of the teacher over his pupils as the principal reliance, not only in preventing truancy, but in school discipline, generally, compulsory provisions being regarded as a

supplementary agency, to be employed in cases where the higher motives cannot be brought to bear with sufficient force to effect the desired object. Every circumstance, indeed, which elevates and improves a school, whether in respect to teaching or discipline, tends to lessen truancy. Therefore, the use of moral influences for this purpose, is properly included under the heads of school government and school management, and hardly requires a separate treatment. But the law, with its penal terrors and its reformatory blessings, comes into play, where the authority and the moral suasion of the school are insufficient to prevent or cure the truant disposition. This is a separate and comparatively new instrumentality in our educational system, and although its utility and necessity have been satisfactorily demonstrated, it has not been perfected, either in its form or in its application. It is still in a state of progress and development. We have yet to learn the effect of that provision of the law which relates to *absentees* from school. Thus far we have dealt mainly with *truants*. For reasons such as these, it seems desirable to record our experiments and doings in this department, as a speciality, for such it is. But while attending, as is fit, to this subsidiary organization for picking up the stragglers and delinquents, it is not our purpose, of course, to overlook or to undervalue, in the slightest degree, the importance of employing all the attractive power of good school-keeping to prevent straggling and delinquency. In this regard, the teacher and the truant officer sustain a relation to each other analagous to that of the general in the field and the provost-marshal. Good generalship is the main

dependence for securing the fidelity of the rank and file, but the best generals, with the best armies, have found a military police necessary to pick up deserters, marauders, and stragglers. So the chief responsibility of securing good attendance at school, is justly imposed upon the teacher; but if we would make the benefits of education universal, and leave none to grow up in ignorance and vice, it is necessary to employ a school police to act outside of the school room, in the highways and the byways, compelling the deserters, the skulkers, and the shirkers to come in.

In the report of last year, it was stated that the series of measures and expedients for the prevention of truancy, which resulted in the enactment of the Truant Law, in 1850, originated in an address on the subject, in 1846, to the School Committee, by Hon. Josiah Quincy, Jr., who was at that time Mayor of the City. This is substantially correct. But upon a more thorough examination of the history of the subject, it appears that at an earlier period it had attracted much attention, in connection with the general subject of juvenile delinquency and crime. The House of Refuge, in New York, which was opened on the first of January, 1825, under the superintendence of Joseph Curtis, its originator, was the pioneer institution in this country for the instruction and reformation of juvenile offenders, — the commencement of a system of preventive measures in the treatment of the exposed and criminal classes. After hearing from Mr. Curtis's own lips an account of his management of this institution, I was ready to admit that Governor Clinton did not speak extravagantly in pronouncing it "the best

penitentiary institution ever devised by the wit, or established by the beneficence of man." The remarkable success of this enterprise of humanity awakened a general interest in the work of reforming juvenile delinquents, and of preventing juvenile crime.

Encouraged by this example, several benevolent gentlemen in this city proceeded to establish here a similar institution. An act of the Legislature for this purpose was passed in January, 1826, and the House for the Employment and Reformation of Juvenile Offenders was opened in August, of the same year, at South Boston, though the Board of Directors was not organized till May 18, 1827. Among the offenders enumerated in the legislative provisions under which children were committed were *stubborn servants or children, and children who live an idle or dissolute life, whose parents neglect to provide any suitable employment for, or exercise any salutary control over them.*

This movement naturally turned public attention to truancy and absence from schools as causes, among others, of juvenile delinquency and crime, and, accordingly, special efforts were made to check vice at its fountain, by securing a more general and a more regular attendance of children at school. The subject was brought to the notice of the School Committee, at the quarterly meeting in August, 1831, by Rev. Ralph Waldo Emerson, in the quarterly report on the Mayhew School, of the Sub-Committee of which school he was Chairman, in the following language :

“ The whole number of pupils in the Mayhew School is 394. In the morning [of the examination] 324 were present ; 70

were absent. This is about the average number of absences at this season. In the afternoon 295 were present; 98 were absent. The difference between the absences of the morning and afternoon, it is understood, was occasioned by the parade of a military company from Salem, in town.

“This excess of absences is a single instance of an evil which continually recurs, and to which the Committee ask the particular attention of the Board. Every muster, or launch, or public execution, or other spectacle, makes a great many truants. Three boys were presented by the Principal to the Sub-Committee, as incorrigible truants, and he complains that no adequate remedy is in his power, and the connection of such boys with the school is felt as a great and increasing injury to it. Besides the general objections to corporal punishment, the masters are of opinion that it is of no use in reclaiming truants, but rather operates to make them prolong their absence. Whenever a boy is known or is supposed to be absent without the knowledge of his parent, the masters send the parent notice, but in most instances they have found the parent unwilling or unable to hinder a repetition of the offence.

“The Committee understand that this evil is very seriously felt in all the schools. Perhaps the worst boys might be placed at the Institution at South Boston. At present, the Committee would recommend the appointment of a committee to inquire into the number of truant absences from school, and to consider and report upon the best manner of treating such offenders.”

This report was referred to Messrs. Henry J. Oliver, Sebastian Streeter, and Ezra S. Gannett, who, at a previous meeting of the Board, had been appointed a Committee “to consider and report upon the subject of the daily absences of the pupils of the several English Grammar Schools, and also to report upon the application of some proper remedy.” The report of this

Committee, submitted in October, 1861, and afterwards printed, is a document of so much value, that I should be glad to introduce it here entire, if my limits would permit. It contains the following extract from a pamphlet by the late Rev. Dr. Tuckerman, whose long and successful labors among the "neglected classes" are well known in this community, which I cannot forbear to quote.

"Of the truants from our schools, I would make two divisions, — the first division consists of those who have lost their places in the Grammar Schools, and are stricken from the lists of the teachers. Even among these, however, an important distinction is to be recognized — by far the largest part of this division consists of those who ought not to be sent again to our free schools — they are associates, and are partakers of the vices, of the worst boys in the community. But there are those among them, who, from weakness of character and the absence of all judicious restraint at home, have been led away by the persuasions or artifices of others. These, if taken into the moral charge of a friend, or of friends, who will watch over and encourage them, may be restored to the schools from which they have been excluded. I would not, therefore, have them confounded with those for whose reformation, if it is to be obtained, other and more authoritative measures must be taken. In the second division, I would place those who are but occasionally, and even those who are frequently but not habitually truants, and who, if unchecked and unguarded, will soon fall into the first division of this class. Of this division, I would observe, that all should be considered as recoverable merely by a restoration of them to our free schools. No boy becomes at once an obdurate truant, nor in any respect obdurately vicious. But he who has begun to be a truant, if he shall be left uncared for, will probably sink into the corruptions of those with whom

he seeks his pleasures, and become a vagrant. For such, as well as all those who are not by any persuasions to be kept at school, the wisest, the best, the most effectual of all provisions is, the School of Reformation at South Boston."

In concurrence with these views, the Committee proceed to say, "In the application, then, of a remedy against truancing in our public schools, your Committee do not hesitate unanimously to recommend *the legal removal, in all instances, of children of an incorrigible character, as fast as they occur, to the School of Reformation at South Boston.*"

So here we find that the disposition of truant children, recommended by a sub-committee of the School Board, upwards of thirty years ago, is precisely that which was provided for in the Truant Law of 1850, the substance of which is now in force. This fact ought to have no little weight as evidence of the wisdom and necessity of coercive measures, in addition to moral means, as a remedy for truancy.

But the following extract is still more interesting and important, as it foreshadows and recommends a special agency for the work of looking after truants and absentees from school, almost identical with that of the truant officers now in operation. And to those who, before informing themselves on this subject, last year proposed to reduce the salary of these officers, thinking that ordinary patrolmen were competent to perform their duties, I would especially commend the included quotation from the Rev. Dr. Tucker's pamphlet, above referred to, respecting the requisite qualifications of a truant officer:

“ In further aid of the course which your Committee apprehend should be pursued in regard to both the classes of absentees, at least a part of them, and in all cases of truancing, as the time of the instructor cannot be taken from his school for the purpose, your Committee would most respectfully inquire if the City Council, in its wisdom, could not appoint some municipal officer, with whom the names of all cases of truancing, and in some cases of other absences, might be lodged by the instructors, and whose duty it might become to visit the family of such truant, and endeavor, by mildness and persuasion, to restore the child to the school, and where every other measure was found to fail of the desired effect, that then after this the proper steps should be taken for the removal of the individual to the school at South Boston, and let this act be considered that of kindness, rather than partaking at all of a criminal character. To this officer might be assigned, under the direction of the Mayor, the duty of looking after the idle, vagrant, and vicious children of the city, and by the application of such measures as the Judges of the Police Court could legally sanction, a service would be performed at once for these children, for those who ostensibly have charge of them, and for the community at large, which would be invaluable, and would fully justify any trifling expense attending it; an expense which is mere nothing, comparatively speaking, when we take into consideration the fact that the vices of these children, if still suffered to run at large in the community uncontrolled, will cost the public much more than it would to give them an education at our schools, or provide for them at South Boston. The idea of such an officer as is here referred to, was suggested to a former Mayor, and once also to the present, as Chairman of the School Committee, but the evil complained of did not then exist to the extent it has more recently. The suggestion of the appointment of such an individual has also been presented to the public in the pamphlet* before referred to, and the requisite qual-

* Dr. Tuckerman's.

ifications and duties of such an officer have been pointed out. 'That he should be a man of intelligence and energy — of sound judgment and active kindness ; that he should take cognizance of every child who should be found out of school in school hours, and of idle boys who are over fourteen, and who are pests in any community. The parents and those who have the care of all such, should be ascertained, and he should render assistance in getting the children to school, and employment for the boys, especially to places in the country. Many might be induced to retrace their steps and to return to duty, and many would be kept from further vicious courses.' ”

The letters from four of the Masters, appended to the report under consideration, throw so much light on the condition and management of the subject at that time, and contain so many hints which are applicable now, that I should not feel justified in omitting to insert them here in full.

TO H. J. OLIVER, ESQ.

SIR, — The daily absence of the pupils in the Eliot School, during the last two months, is fifty-four, nearly one third of which is occasioned by truants. I have spent as much time as I deemed prudent, in sending written and verbal communications to the parents, stating the number of days their children had been absent in a given time, and requesting information respecting the cause of their absence ; but the answers have, in general, been very indefinite and unsatisfactory. In some instances I have found, that the parents were not sufficiently interested in the education of their children to attend to any suggestion made by the Master. Many boys are under no parental control, and invariably prove truants, and some cases have come to my knowledge, that boys of this character have induced others to truant and led them into vice. All the means that I have taken to prevent truancing, whether by offering rewards and premiums, or by using persuasive or harsh measures, have alike proved ineffectual. Convinced that it is not in my power to prevent the evil, I have not latterly adopted any

course respecting it, except to receive the truants into the school and place them in a separate class. Wishing that something might be done, if possible, I would submit it to the wisdom of the Committee, whether some measure might not be adopted, which would effectually prevent the unfavorable influence that this class of boys have on the character of our public schools.

Respectfully, CORNELIUS WALKER.

[ELIOT SCHOOL,] BOSTON, *October 7, 1831.*

TO H. J. OLIVER, ESQ.

SIR, — In reply to a note received from you this morning, I would state, that the school was not kept during the month of September, on account of repairs which the school-house has undergone during that time. For a month or two previous to the vacation, the daily absence was about seventy, twenty of whom were habitual truants. The common excuse, when any is offered, is sickness. But in most cases, the note which is brought contains the request “to excuse the individual for absence,” without offering any reason for it.

As to the best mode of treating those who are in the habit of playing truant, and of remedying the evil, I am at a loss to decide. My own practice has been, to converse with them privately, point out the evil consequences which will result from the course they are pursuing, in the formation of a vicious and abandoned character, and in rendering themselves nuisances to society, and then set before them motives to induce them to improve their privileges, and abandon the ruinous habit they have contracted.

When this method has failed, I have resorted to corporal punishment, assuring the offenders in every instance, that a repetition of the offence would be followed by an increase of severity in the punishment. This has generally had no better effect than the other course. I have then requested the parents to co-operate with me, by punishing them at home, and bringing them to school. To this they have usually very cheerfully assented, but in a short time, either from finding this course too great a tax upon their time, or from some other cause, they have neglected it, and their children have become, if possible, worse than before.

I know of no better course to be pursued, with such boys, than to have them arrested as vagrants, and placed in the House of Reformation for Juvenile Offenders. I am happy to learn that the subject is before a Committee, and cannot but hope, sir, that you will adopt such a course as will be for the benefit of those children, and for the interest of the schools.

Very respectfully, your obedient servant,

SAMUEL BARRETT.

[ADAMS SCHOOL,] BOSTON, *October 7, 1831.*

MAYHEW SCHOOL, *October 6, 1831.*

DEAR SIR, — In compliance with your verbal request of yesterday, I would observe, that since the commencement of the new system—a period of thirteen months—there have been *sixty-four* truant boys at the Mayhew School.

The causes are chiefly these two—a want of domestic discipline—and the enticements of bad boys, not connected with any of our schools, either public or private.

Corporal punishment has, in no instance, that I recollect, been inflicted upon a truant boy, *except at the repeated and urgent request of the parents*—and, I believe, *in not above three instances even at the request of the parent*. We are opposed to the use of *corporal* punishment in *truant* cases.

The most effectual remedy we have ever found, has been the expulsion of the boy and the consequent necessity of the parents visiting the sub-Committee—but this, though an effectual remedy in *some* cases, is by no means sufficient in all—and unless some strong measures are taken by the Committee, which shall reach *the boys not connected with any school*, the domestic happiness of every parent may be ruined through the vice and corruption which are suffered to exist unpunished in our streets.

With sentiments of great respect,

I remain, dear sir, yours, &c.,

WM. CLOUGH.

BOYLSTON SCHOOL, *October 7, 1831.*

HON. H. G. OTIS.

SIR, — Mr. Oliver requested me yesterday to communicate whatever information I possessed, respecting those boys who *nominal'y* belonged to our schools, but who attended so irregularly as not to be entitled to the privilege of *belonging* to a school.

Of this class of boys I have none. At the end of every week I have reported to me the names of all the boys who have been absent during the week, and messengers are sent to their residences to ascertain the cause of such absence. A pupil is never allowed to be absent without a written note to excuse him. At the end of every month the names of all scholars, who have left school, are erased from the school-bills; in this way I have no scholars on my bills who do not *actually belong to school*. Truants I always punish in presence of the school, considering it as the most heinous crime a scholar can commit.

After using all reasonable punishment without effecting a reformation, finding them irreclaimable, I take them to the Police Court, from which they are sent to South Boston. This course has carried such terror among evildoers, that truantship is of very rare occurrence in this school. Three boys from this school have been sent to South Boston for being irreclaimable truants, and I have no doubt that it has had a wonderful effect in preventing a repetition of the crime. Some masters think that it is the business of the parents to prevent their children "playing truant." If all parents would do their duty, there would be no necessity for instructors to do their duty *for them*; but as this is not the case, no small part of the parental duties fall upon the *instructor*.

You will see, sir, by the above, that I am not much troubled with truants; but I am exceedingly annoyed by a set of miserable, dirty, ragged boys, of wretched parents, who generally are about our streets and wharves. These children are too old for Primary Schools, and not qualified for the Grammar Schools. The fact is, that some parents will not send their children to any school, they want their services to procure chips, to beg, or steal, in fine, to get *anything in any way they can*. If a school were established for them, it would require fifty constables, possessing the vigilance of Reed, to catch them every morning and bring them into school. They will not attend school unless they are deprived of their liberty.

During the last six years I have taken to the Police Court twenty-five

or thirty of these boys, for assaulting my boys, and other petty crimes, and many of them have been sent to South Boston. My experience has satisfied me that the South Boston school is the only one that will be of any service to this class of children.

As Mr. Oliver requested my views on this subject, I have taken the liberty to extend this communication beyond what perhaps was necessary, or expected, and will conclude with remarking that there is a greater number of these vagrant boys over the city, than the public are aware of. I have written this during school hours, and hope that the imperfect manner in which I have expressed myself will be excused.

Very respectfully, your humble servant,

CHARLES FOX.

The letters above quoted make it apparent that the idea of sending truants to the House of Reformation did not originate with the Committee to whom the subject of absences from schools was referred. Indeed, their report expressly states that at its date, there were in the Institution at South Boston, eighty-four boys and nine girls, sixty-six of the boys being of American parents, and that of this latter number, "fifty-three were truants." But there had been, from the first opening of the House of Reformation, some dissatisfaction in the community in regard to the power exercised by the Police Court in sending juvenile delinquents to that Institution. Some contended for trial by jury, and denied the constitutionality of the statute under which the court acted. Others held that, as the offence of truancy was not specifically designated in the act, the court, in considering it a species of stubbornness, adopted a latitude of construction which the principles of criminal jurisprudence would not justify. Accordingly, we find that a Special Committee of the Common Council, to whom were referred some

matters relating to this subject, in 1829, reported in favor of the enactment of a new law concerning juvenile offenders, defining more specifically "for what offences, and within what ages, and for what times" delinquents may be sentenced to the Institution at South Boston. In 1832, a Standing Committee of the Common Council was appointed to inspect certain Institutions, among which was the Reform School. An elaborate report on the latter Institution, the first by that Committee, dated January, 1833, expresses decided opposition to the practice of the Police Court respecting truants, as not warranted by the provisions of the statutes then in force. The main objections of the Committee are stated in the following paragraphs :

“ Vague, general, and sweeping as its provisions are [the act of 1826], your Committee regret to find that the practice under them has, in some instances, been marked by a latitude of construction altogether inapplicable to penal statutes. The authority exercised over truant schoolboys, in sending them, on complaint of strangers, to the House of Reformation, may serve to illustrate this opinion. It does not appear that the law recognizes the truant as an offender, unless the offence be comprehended under the more general term of *stubbornness* — which would seem to require, for its existence, the relation of parent, guardian, or master, as well as the evidence from them alone of such a disposition in the domestic character of the child. At least this inference may be drawn from that provision of the ‘ Vagabond Act,’ already noticed. Then, as to the provision of the statute of 1826, touching those ‘ parents who neglect to exercise any salutary control over their children,’ it is expressly enacted, that complaints under such heads shall come from the Mayor, or one of the Aldermen, or Directors of the Houses of Industry and Reformation, or the Overseers of the Poor.

“ With such views of the law on this subject, your Committee cannot recognize the propriety of receiving, from instructors of the public schools, complaints against their own pupils for playing truant — especially as they are authorized to expel any scholars who may interfere with the proper discipline of the school — and thus throw upon the parent the responsibility of enforcing the regular attendance of their children. Instances of complaints from these sources — some of which were made without the privity of the parent — have come to the knowledge of your Committee : Upon which they deem it their duty to remark, that even if the law did recognize public instructors as proper parties to institute complaints against domestic contumacy of this sort, yet would it be inexpedient to countenance a practice which cannot but tend to place the instructor in an invidious — not to say odious — position towards his pupils, and to impair the mutual respect and regard which ought to consecrate that important and interesting connection.”

The Committee then recommend that the statute provisions relating to this subject be consolidated into one act, with a view “ to give them a more limited and specific, and less arbitrary character.” I am not aware, however, that this plan was executed. Certain it is that at that period no law was enacted recognizing truants as offenders liable to punishment by fine, or to sentence to a reformatory institution. The probability is that the Police Court soon adapted its practice to the view expressed by this Committee, and that truancy was again left to the old-fashioned modes of treatment, — the rod and expulsion from school being the principal antidotes applied to it, — till 1846, when an unsuccessful attempt was made, as related in my report of last year, to revive again the legal remedy, which, as we have seen, had been disapproved and discarded

thirteen years before,— a movement which turned out to be very important, however, as it resulted in the adoption of the present coercive system.

Having now presented what is essential of the early history of this subject, and thus supplied an important deficiency in my former report, I proceed to state the doings of the past year.

Until the present year it had been left optional with cities and towns to adopt its provisions or not, as might be deemed expedient, the language being “each city or town *may*, &c.” By the following Act, approved February 14, 1862, the word “may” was changed to “shall,” thus making it obligatory on the cities and towns to carry out its provisions:—

GENERAL LAWS.

[CHAPTER 21.]

AN ACT amending the Statutes relating to Habitual Truants.

Be it enacted &c., as follows:

SECTION 1. The fourth section of the forty-second chapter of the General Statutes, is hereby amended by striking out the word “may” and inserting instead thereof the word “shall.”

SECT. 2. The fifth section of the same chapter is hereby amended, by striking out the words, “availing themselves of the provisions of the preceding section.”

The act of 1850 was designed to apply not only to “habitual truants,” but to “absentees,” that is to “children not attending school, without any regular and lawful occupation, growing up in ignorance.”

Every argument for coercive proceedings respecting the former class, applies with equal if not greater force to the latter class ; and now, after a series of unsuccessful efforts extending over a period of more than ten years, to apply the compulsory remedy to absentees as well as to truants, the object so long aimed at seems about to be reached. As the Justices of the Police Court declined, from the first, to sentence to the House of Reformation any delinquents complained of merely as "absentees" from school, though found without any occupation, and growing up in ignorance, several attempts were made, at different times, to alter the wording of the Truant Act so as to remove all doubt as to its application to this class. But while the law-makers at the State House considered the language of the Act as plain as it could be made, the authorities at the Court House were not satisfied, and thus between these conflicting views nothing was accomplished in this direction. I should state, however, what has recently come to my knowledge, that one of the Justices, differing in opinion from his colleagues, did sentence a few "absentees," but as he was soon appointed to the bench of a higher court, this practice was not tried far enough to produce any perceptible effect. But at length, near the close of the last session of the General Court, Hon. Caleb Cushing, of the Judiciary Committee on the part of the House, undertook to frame a bill to meet the case. His plan was neither to amend nor repeal any part of the truant law, but to enact an additional law describing more specifically the offence of absenteeism. In this bill he adopted the description proposed by the senior justice of the Police Court, — who has from the

beginning had jurisdiction of the truant law, — with the concurrence of his colleagues, in these words, to wit, — “*and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years.*” The following is the Act, which was approved April 30, 1862: —

GENERAL LAWS.

[CHAPTER 207.]

AN ACT concerning Truant Children and Absences from School.

Be it enacted, &c., as follows:

SECTION 1. Each city and town shall make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make 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 sitting in any county in the Commonwealth.

SECT. 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine.

Of these acts the Secretary of the Board of Education, in his report for 1862, remarks :—

“The effect of this legislation has been to change the law in two important particulars. First, the two classes of offences, truancy and absenteeism, are more clearly distinguished and defined than before ; and, second, that which was only permissive and optional in the former act is made an absolute requirement in the latter. This is a most important change. The principle of compulsory education is distinctly sanctioned ; and the right of the State to demand it, if need be, is clearly and emphatically asserted. Whenever and wherever any child of the Commonwealth, from the loss of parents or guardians, or from their weakness or wickedness, or his own, is absent from the public school opened for his benefit, the duty is laid upon the city or town to take timely and efficient measures to remedy the evil.”

The City Council adopted the provisions of the act of April, 1862, in the following ordinance :—

CITY OF BOSTON, 1862.

AN ORDINANCE concerning Truant Children and Absentees from School.

Be it ordained by the Aldermen and Common Council of the City of Boston, in City Council assembled, as follows :

SECTION 1. Any of the persons described in the first section of the “Act concerning Truant Children and Absentees from School,” passed on the thirtieth day of April in the year one thousand eight hundred and sixty-two, upon conviction of any offence therein described shall be punished by fine not exceeding twenty dollars ; and the Justices of the Police Court of the City of Boston shall have jurisdiction of the offences set forth in said act.

SECT. 2. 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 second section of said act.

Approved August 12, 1862.

It was then supposed that all obstacles had been surmounted, and that nothing remained to hinder the arrest and sentence of the absentees described in the law. But this was not the case. Upon careful consideration of the language of the new act, the Justices of the Police Court decided that it was defective, inasmuch as it did not expressly determine who should have jurisdiction under it. Here the wheels were blocked again and nothing was left but to wait for the assembling of the legislature to secure the necessary amendment. In the mean time the justices continued to execute the old truant law as before.

The desired amendment has just been passed,* and the requisite change in the forms of complaint has been made; so that now it is fully believed that we shall be able to make a fair trial of this important provision of law.

The amendment is as follows :

GENERAL LAWS.

[CHAPTER 44.]

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

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:

SECTION 1. Either of the Justices of the Police Court of the city of Boston, and any judge or justice of any police court, and any trial justice

* Though the document with which this is printed is dated December, 1862, it is not issued till April, 1863.

in this State, shall have jurisdiction within their respective counties of the offences described in chapter two hundred and seven of the Acts of the year eighteen hundred and sixty-two.

SECT. 2. Whenever it shall be made to appear to any such justice, judge, or trial justice, acting within his jurisdiction, upon a hearing of the case, that there is good and sufficient reason for the discharge of any minor imprisoned for either of such offences, he may issue such discharge under his hand upon such terms as to costs as to him seems just, directed to the person having the custody of such minor, and upon the service of the same on such person and payment of costs required, said minor shall be discharged.

SECT. 3. This act shall take effect upon its passage.

Approved February 27, 1863.

The following are the blank forms to be used in the proceedings under the Act concerning Truants and Absentees from School, as it now stands with its amendments and additions :

[Complaint — Truants.]

To _____ one of the Justices
of the POLICE COURT of the City of Boston,
_____ of the City of Boston, in the County
of Suffolk, one of the persons appointed by the Mayor and Aldermen of
said City to make complaints under the Laws of the Commonwealth
concerning truant children and absentees from School,
_____ 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 seven and less than sixteen years

of age, and neglects or refuses to attend school, and absents himself therefrom, 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.

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.—Truants.]

SUFFOLK, TO WIT :

To either of the Constables of the City of Boston, appointed by the Mayor and Aldermen of said City, to make complaints under the Laws of the Commonwealth concerning truant children and absentees from School.

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 as aforesaid to make complaints concerning truant children

and absentees from School, this day made on oath, before said Justice of the said Court, that the said

a child not less than seven nor more than sixteen years of age, is a habitual truant

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.*

[Mittimus—Truants.]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston appointed by the Mayor and Aldermen of said City, to make complaints under the Laws of the Commonwealth, concerning truant children and absentees from School, and to the Superintendent of the House for the Employment and Reformation of Juvenile Offenders in said City.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, Constables, persons appointed by the Mayor and Aldermen of said City, to make complaints as aforesaid, forthwith to convey and deliver into the custody of the Superintendent of said House, the body of _____ of said Boston, a minor, who stands convicted before

_____ one of the Justices of the Police Court of the City of Boston, of being an habitual truant, contrary to the form of the statute in such case made and provided.

And it appearing to our said Justice, in his discretion, that the said _____ is a proper object for committal to said House for the Employment and Reformation of Juvenile Offenders

of said city, has no lawful occupation or business, does not attend School, and is 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 — Absentees.]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston, appointed by the Mayor and Aldermen of said City to make complaints under the Laws of the Commonwealth concerning truant children and absentees from School.

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 as aforesaid to make complaints concerning truant

children and absentees from School, this day made on oath, before said Justice of the said Court, that the said

is a child more than seven and less than sixteen years of age, and wanders about in the streets or public places of said city, has no lawful occupation or business, does not attend school, and is 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.

[Mittimus—Absentees,]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston, appointed by the Mayor and Aldermen of said City, to make complaints under the Laws of the Commonwealth, concerning truant children and absentees from School, and to the Superintendent of the House for the Employment and Reformation of Juvenile Offenders in said City.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, Constables, and persons appointed by the Mayor and Aldermen of the City of Boston, to make complaints as aforesaid, forthwith to convey and deliver into the custody of the Superintendent of said House, the body of

of said Boston, a minor, who new stands convicted before _____ one of the Justices of our Police Court, within and for the City of Boston, of being a child more than seven and less than sixteen years of age, and of wandering about in the streets or public places of said City, having no lawful

occupation or business, growing up in ignorance, against the peace of the Commonwealth, and the form of the statute in such case made and provided.

And it appearing to our said Justice in his discretion, that the said _____ is a proper object for committal to said House ; it is therefore ordered by the said Justice, that the said _____ be committed to 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 pcecept, with your doings thereon.

And you, the said Superintendent, 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 the 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.*

[Summons.]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston, appointed to make complaints under the Laws of the Commonwealth, concerning truant children and absentees from School.

GREETING.

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

to appear forthwith, before _____ one of the Justices of the Police Court of the City of Boston, 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 Laws of the Commonwealth 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

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

Although the Justices of the Police Court have jurisdiction in cases of truancy, truants are not tried in the Police Court. Their cases are heard in private by the Justices, simply as commissioners for this purpose. For this special service they are allowed by the City Council a salary of \$150 each.

Children who have become habitual truants, are not unfrequently offenders against the law in other respects. They are often found to be idle and dissolute, or stubborn and disobedient, or pilferers, or vagrants. When this is the case, the Truant Officer adapts his complaint to the circumstances. If the child has become so depraved as to be classed among those who are called "hard cases," and if he is so unfortunate as to have a home of such a character as to render his reform, while subject to its influence, very improbable, the officer, if he deems it best, makes a complaint for some offence other than that of truancy. This complaint he is authorized to make, not by virtue of his office, but as a "constable," or an "inhabitant of the State." The object of this course is to place the child under the

control of the State during minority, if a male, and till eighteen years of age, if a female. If the complaint of this kind is against a male, it is brought before a Judge of the Probate Court or Superior Court, and if sustained, the boy, if under fourteen years of age, is sent either to the State Reform School at Westboro' or to the Nautical Branch of said school, or, if above that age, to the Nautical Branch. But if the complaint is against a female, it is brought before the Judge of the Probate Court, and if sustained, the girl is sentenced to the State Industrial School for Girls, at Lancaster.

The following is a list of all the Truant Officers who have been appointed, with the 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,	Deceased July 31, 1862.
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.
D. W. O'Brien	August 4, 1862.	April 27, 1863.
George W. Oliver,	April 27, 1863.	Now in service.

These officers are nominated by the Mayor and confirmed by the Board of Aldermen. The number

employed by the City is four, the salary of each being \$ 1,000 a year.

Mr. John C. Pattee who had served from the time of his appointment, upwards of eight years ago, with fidelity and efficiency, and had by his firmness, discretion, and humanity in the performance of his arduous duties, won the respect and esteem of all who knew him, died on the 31st of July, 1862.

The vacancy thus occasioned was filled by the appointment of Mr. Dennis W. O'Brien.

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

OFFICERS.	DISTRICTS.	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, Quincy, Winthrop.
G. W. Oliver . . .	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.

Boylston School, Mayhew School.
Police Station No. 3, Joy Street.

Southern District.

Corner of Harrison Avenue and Castle Street.
Police Station No. 4, East Dedham Street.
Corner of South and Summer Streets.
Nos. 228 and 306 Tremont Street.

South District.

Police Station No. 4, East Dedham Street.
Police Station No. 6, South Boston.

All the Truant Officers meet every Monday morning at 10½ o'clock at the Truant Court Room, in the Court House, Court Square.

In compliance with a request made by me, three of the officers have very kindly furnished me with communications, giving a general statement of the duties they have performed during the year ending December 31, 1862, together with such suggestions as they saw fit to make in regard to the proper mode of managing and reporting truants, as well as on other topics. These valuable communications are here inserted entire. One of the officers, though very willing to oblige me in this matter, felt that his limited term of service would hardly warrant him in expressing his views on the subject.

TO THE SUPERINTENDENT OF PUBLIC SCHOOLS :

SIR : In a communication to you last year, I gave my method of proceeding in the discharge of my duties as Truant Officer,

the course I wished teachers to pursue in regard to truants and absentees, pointed out some of the difficulties I had to contend with, and suggested remedies.

I believe if those suggestions and requests were more generally complied with, it would enable me to accomplish much more than I now do, and consequently feel it my duty to call attention to them.

You are aware that my labor has increased very much within the last two years. Last year I was not able, at times, to attend to all the cases given me, and was obliged to neglect the Primary Schools, believing it more important to attend to cases in the Grammar and Intermediate schools.

I investigated eleven hundred and ninety-one cases during the year, recorded the names of three hundred and twenty-one truants, and obtained proof of two thousand and ninety-nine truancies.

I mention the above facts to show the necessity of a system to facilitate the labor, and believe if the following requests are complied with, I can attend to all necessary cases in my district.

I wish all who have cases for me to investigate, to be particular and *give me all the facts in writing*; it will take less of the teacher's time than the mode now practiced by many of them.

In reporting absentees, I wish them to use the blanks furnished for that purpose, or be guided by them, and I think it would be best for the teacher to send for the parent, before reporting the case to me, as oftentimes the absences would be explained satisfactorily by them.

In reporting truants, I wish them to use the cards, and write what each printed heading suggests, except the number, and not leave a single one blank, as they are all necessary. And with regard to truants I would suggest, (as the school regulations are very indefinite on this point,) that children in the Grammar and Intermediate schools, be reported to the officer certainly, after committing the second offence, if not the first; and in the

Primary Schools I think they should not exceed four or five times, before being reported; and when a child has once been reported, each subsequent offence should be reported as soon as it becomes known to the teacher, in order that the officer may obtain proof of it; if neglected two or three weeks, it might as well not be sent at all, for he would fail to obtain proof and his time would be spent to no purpose, and if a child escaped detection, he would be tempted to try again. Each teacher should have a book in which should be recorded the names of all the children belonging, their ages, parents' names and residences; and those facts should be obtained from the parent when the child enters school.

If this were done, the teacher could readily give me these facts which are absolutely necessary in reporting cases to be investigated, but now most teachers are obliged to ask these questions of the children in school, and their answers are contradictory and very seldom correct.

The duties of teacher and truant officer towards this class of children are similar, each should use every exertion to reform them, and one can accomplish but little without the co-operation of the other; and neither should be so desirous to send a child to the House of Reformation, as to forget the duty which we all owe to one another; but, let us do by them as we would wish others to do by us.

Respectfully yours,

WILLIAM F. REED.

February 12, 1863.

TO THE SUPERINTENDENT OF PUBLIC SCHOOLS :

SIR: In accordance with your desire, I submit a short sketch of my labors and observations during the past year. During the year I have investigated nine hundred and ninety cases sent me by teachers, and have found three hundred and thirty-eight cases of truants, two hundred and sixty of which are new cases.

I found the entire absence by truancy, of cases under my observation, to be eighteen hundred and thirty-eight. I have complained of twenty-four truants, twenty-two of which were sentenced to the House of Reformation for various terms. Four, after various terms of probation, and giving evidence of reformation, were fined one cent without costs. Two of them were subsequently complained of, one as truant, who was sent to the House of Reformation, the other as idle and dissolute, who was sentenced to the State Reform School. The other two were sent by friends to private institutions. I have also sent two to the Boylston School [for paupers, Deed Island,] by permission of Directors.

I have made, or caused to be made, before the Judge of the Probate Court, sixteen complaints for various causes: some for stubbornness, larceny, as being idle and dissolute, &c. Twelve of which were sentenced to either the State Reform School or to the Nautical Branch. Two were sent by parents to the House of the Angel Guardian, the cases being continued. Two were allowed to go on their own recognizance. The whole number sentenced, during the year, is thirty-four.

During the early part of the summer there was more than the usual amount of truancy, the cause, I believe, being the great military excitement that prevailed at the time, and the near proximity of military camps to the city. Running away from school to see military parades was frequent and of great annoyance, but since most of the soldiers have left, the general attendance at school has been good. At the present time I believe there is less absence from school from truancy than usual.

I desire to call your attention to difficulties which I have met with from the imperfect manner of reporting truants. The rules and regulations are not always complied with. I think that if each teacher were required to have a list of her class, the name, age, parent's name, occupation and residence, the difficulty would be obviated. In some of the schools it is so now, and from those schools reports are made promptly and correctly; in others

there is no list of residences, consequently the reports are more or less imperfect. I think that the rule requiring a record to be kept is understood to apply only to masters of the Grammar and Higher schools. Some of the Grammar masters have instructed their assistants to keep a list of the whole number of pupils, so that they can tell the name, age, parent's name, occupation, and residence of any scholar in their class, without asking the whole class. I have called the attention of most of the teachers to the convenience of such a list, most of whom have adopted it; others say that they are not required to do so, or that their scholars cannot tell where they live, or that they move so often that it would be of no use if they had such a list. Such a list would be convenient when from any cause the teacher is absent, and a substitute takes her place. I have known a substitute for a number of days in succession to be without even a list of names of the scholars — the record book being locked up in the teacher's desk. I believe that this whole difficulty might be remedied with very little additional labor.

I would also suggest the propriety of modifying the rule in relation to the locking up of truants. I have often been requested by parents to lock up their children in the station house for truancing. I formerly did so, and found it of great benefit. I believe in using all other means to reform truants before bringing them before the court, my experience has been that a judicious use of the lock-up is one of the most effectual methods of checking truancy.

Yours respectfully,

CHASE COLE.

TO THE SUPERINTENDENT OF PUBLIC SCHOOLS :

SIR : In compliance with your request, I send you these brief statements :

I think there has been some improvement, the past year, in the duties assigned us.

In the first place, there appears to be a more uniform system in the schools in the manner of reporting absentees and truants than there has been, and still there is room for improvement in some of the schools. What I mean is this: In many of the schools there is no record of the parent's name or residence kept by the teachers of these children under their charge, and when absent from school, the notice is sent the officer to ascertain the cause; but this notice has only the child's name on it, and no residence or parent's name, and the whole thing is so indefinite it is impossible for us to accomplish the work assigned us to do, unless we take one of the children from school to show us where the parties live, which is unnecessary and a waste of time.

Now this can be remedied, by causing each teacher to keep a proper record of the children attached to her school, with parent's name, and residence, and number, which, upon receiving, we can immediately ascertain the cause of the absence from school. By the teacher so doing, it relieves us from a great waste of time which could be more profitably employed in some other direction.

In many cases of absentees, if the teacher should send for the parents, and be more particular in explaining to them the evils and bad results of keeping their children away from school unnecessarily, and explain kindly, so that the parent cannot fail to see that it is for their good as well as for the interest of the teacher, it would have a very good effect.

In all cases, where old truants are discharged from school, it should be noted on the back of the card, and given to the master; and if he take a transfer for some other school, it may be noted on the back and sent to the teacher, by that means we can keep the run of them.

In many cases of truancy they can be traced to intemperate parents, where the example is bad and they have lost all controlling influence on the children. In many cases, they have been driven from home through fear, which leads them to bunk out in any place where night overtakes them. Such influences

are bad, and the boy loses all interest in school which he had had, going step by step until he becomes an habitual truant.

Now I think that there should be a co-operation of parent and teacher in reforming this evil. It may in many instances be done by approaching the parent in the proper manner, and at the proper time, and it is my belief that many a child might thus be saved from the evils of truancy.

My investigation of cases during the past year has numbered 1,448 cases. In most of them my interview with the parents have been pleasant and satisfactory.

Old truants previously reported	71
New cases reported	146
Aggregate number of absences by truancy	1449
Non-attendants induced to enter school	13
Habitual truants	34
On probation by court	8
Sentenced by court	26
American parents	21
Foreign parents	197

The above cases were disposed of as follows :—

5 sent to House of Reformation, 2 years each.
9 “ “ “ “ “ 1 “ “
5 “ “ “ “ “ 6 months each.
3 “ “ State Reform School during minority.
4 “ “ Nautical School-ship during minority.

Respectfully submitted,

E. G. RICHARDSON, *Truant Officer.*

In the various reports of the Truant Officers, an “ absence ” means absence for a *day*, and not for a school session ; no difference being made between Wednesdays and Saturdays, on which the schools have but one session, and other days of the week.

The following is the form of the card above referred to by the Truant Officers, which teachers, in reporting truants, are desired to *fill up perfectly*.

[Card.]

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

The following blank is furnished to teachers who desire it, for the purpose of keeping a separate record of the absences and excuses of each pupil who is habitually absent, whether by reason of truancy or for 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 the 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.*

Each officer makes two reports each quarter; one to the Mayor, containing names of all children found to be truants, with their ages, the schools to which they belong, the number of their truancies, their residences and their parents' names, -- and the other to the Mayor and Aldermen, giving a general summary of their doings. The following are the forms of the blanks for these reports :

[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 Street.
21	N. Brown.	12	Quincy.	14	Edward.	Lucas Street.

[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 *District 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,
 Children of American Parents,
 Children of Foreign Parents,

BEFORE JUSTICES OF THE POLICE COURT.

- Number complained of as Habitual Truants,
- Number of Truants on Probation,
- Number of Truants sentenced to the House of Reformation,

- Number complained of as Absentees,
- Number of Absentees on Probation,
- Number of Absentees sentenced to the House of Reformation,

BEFORE THE JUDGE OF PROBATE.

- Number complained of for offences other than Truancy,
- Number on Probation,
- Number sentenced to the State Reform School,
- Number sentenced to the School Ship,
- Number sentenced to the Industrial School for Girls,

Remarks.

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

Statistics for the year ending September 30, 1862 :

Whole number of cases investigated	4,250
Number of absences by truancy	6,038
Number complained of as habitual truants	88
Number sentenced for two years	30
Number sentenced for one year	26
Number sentenced for six months	13
Number sentenced for three months	1
Number put on probation	28

Complained of before the Judge of the Probate Court, for offences other than that of truancy, 35. Of these were sent to the

State Reform School	14
Nautical Branch	15
Reform School, Female Branch	2
Boylston School, Deer Island	2
On probation	2

Whole number of complaints made by all the Truant Officers, from July, 1852, to September 30, 1862 :

1852—	32	complaints	made,	21	brought	to	trial,	21	sente'd	to	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	“	“						
1862—	88	“	“	88	“	“	“	70	“	“						

Officer Reed has furnished me with the following interesting table, showing the whole number of truants recorded by him in each of the ten years of his service:

DATE.	No. of truants recorded.	No. previously recorded once.	No. previously recorded twice.	No. previously recorded three times.	No. previously recorded four times.	No. previously recorded five times.	Whole No. of different truants.
1852.....	200	..	..	..	..	..	200
1853.....	287	62	..	..	..	..	225
1854.....	302	66	23	..	..	..	213
1855.....	296	64	27	8	..	..	197
1856.....	204	36	12	8	..	..	148
1857.....	220	52	18	3	2	..	145
1858.....	217	37	19	7	2	..	152
1859.....	231	52	16	7	2	1	153
1860.....	216	43	17	4	..	..	152
1861.....	248	59	18	10	1	..	160
1862.....	320	83	28	6	3	..	200
	2741	554	178	53	10	1	1945

Having presented an account, with some degree of fulness, of the earlier and more recent doings in this city for the suppression of truancy and absenteeism, I would commend to the attention of teachers, truant officers, school officers, and parents the following excellent extract on the subject, from the recent Report of Rev. B. G. Northop, as agent of the Board of Education:—

“*Truancy and Absenteeism.*—No fact connected with our public schools has impressed me so sadly as the extent of truancy and non-attendance, and the strange apathy of the public as to this fruitful form of juvenile crime. This great evil calls loudly for a remedy. In a few towns the laws in reference to truants and absentees from school are faithfully executed, and with the happiest results, while in others these laws are overlooked or utterly disregarded. Though I have often elsewhere invited attention to this subject, as one vital to the prosperity of the Commonwealth, the extent and dangerous tendency of absenteeism seem to claim attention in this connection.

“The ratio of the mean average attendance to the whole number of children between five and fifteen, is seventy-four one hundredths; less than three fourths of the whole number of children returned. It is true the attendance has been gradually improving for a period of years; but after making due allowance for private schools, a sad deficiency remains, and far greater progress is demanded. The General Statutes make it the imperative duty of truant officers and *school committees* to secure the enforcement of the law concerning attendance upon school. They are not, as is so commonly done, ‘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.’ School committees can render no more important service to the public than by combining their own

efforts, and enlisting the co-operation of their several constituents to repress this alarming evil. Besides its tendency to sow the seeds of vice and crime, this imperfect attendance greatly lessens the advantages which our schools would otherwise confer on the community, while it does not at all diminish their cost. In the case of irregular attendance, the loss in improvement and instruction is clearly much greater in proportion than the loss of time.

“The evil is obvious and serious, and the practical question is, what is its cause, and what the remedy? There is one class of truants, newsboys, ‘street-gleaners,’ and others, without parents or responsible guardians, almost homeless and friendless, whom kindness and charity might easily reclaim. There are also three classes of parents who encourage and extend the evil in question.

“1. Those who seem to have no appreciation of the advantages of education, and therefore needlessly keep their children at home. In such families the opportunities of home education are of course most meagre.

“2. Those who are unable, or who seem to think they are too poor, to clothe their children decently.

“3. There is also a considerable number, especially among our foreign population, who keep their children at home to work the year round. It has been to me a painful necessity, to find little children of eight, seven, and even six years, kept out of school, at closing shoes, or other ‘home manufacturing,’ to support their parents in idleness and intemperance. I am sorry to be compelled to add, that there are others so greedy of gain that they needlessly confine their little children at work as soon as they can earn the smallest wages, to the entire neglect of their education. Were it not attested by personal observation, it would seem to me incredible that any parents would be willing thus to impoverish their own children’s minds for the sake of enriching their purses. I would by no means disparage or undervalue labor. Every child, rich or poor, should learn to

work in some useful calling, and best of all, if possible, at farming — a pursuit which is itself a most important educator. One's mental discipline is incomplete until he has acquired that common-sense drill, that habit of adapting means to ends, which is best secured in addition to school culture, by tasking and testing his skill in manual labor.

“ With the first class of parents, and indeed, with all, very much may be done by personal influence and persuasion. Let both teachers and committees visit them, urge upon their consideration the great importance of education to their children, turn their attention to the privileges furnished them in the public schools, and by every persuasive, encourage them to avail themselves of these advantages, and the effect in most cases will be successful. On this subject I do not merely theorize. I have tried the experiment with happy results, and can point to many instances of youth thus rescued from the contagion and contamination of the street school, who are now regular attendants and diligent pupils in our schools, or useful and virtuous citizens. How amply have these humble services been afterwards compensated by their grateful acknowledgments, or by tears of joy more eloquently bespeaking their cherished remembrance of timely aid and counsel.

“ Teachers have rare opportunities of reclaiming erring youth, and thus winning their lasting gratitude. Much can be accomplished in this direction by frequent and friendly conferences with parents. Indeed, there are not a few teachers who in their untiring devotion to their duties, evince a genuine missionary spirit, and who, in addition to the labors of the school room, ‘ go about doing good ’ to the neglected youth within their reach ; who regularly and personally report to parents every instance of truancy or serious delinquency, uniformly inquire into the causes of absence, visit pupils in sickness, and by various proofs of sympathy and interest, win the confidence and cordial co-operation of parents, even of those hitherto indifferent or captious. There are other teachers, whose theory and

practice limit their duties to school hours, and relieve them of all that care and labor outside of the school room which are needful to prevent truancy and absenteeism.

“ With reference to the second class, where children are really destitute of comfortable clothing, and their parents are too poor to provide for them, their wants should enlist the sympathies of the benevolent. If committees would seek out and report these cases, such wants might be easily supplied by individual charities. In some towns which I have visited this has been frequently and cheerfully done. It is very commonly done every year, to enable the children of destitute parents to attend Sabbath-schools. While I entertain the highest estimate of the usefulness of the Sabbath-school, I believe the public school is still more important. The pupils are here brought for a longer time under salutary influence, and to a large number of our children, the common school furnishes the only means of moral, as well as intellectual culture.

“ But a work of so great importance should not be left to be done at random by occasional volunteers. The law assigns this work to the school committee, in towns where no special truant officers are appointed, and makes it their imperative duty to see that it is faithfully performed. While kindness and moral suasion should be the main reliance in all efforts to promote the welfare of truants and absentees from school, it will be found of essential service to the school committee to have some authority—some law, with suitable sanctions, to fall back upon. In those cases where parents, without good reason, deprive their children of the advantages of education, some coercion, like that contemplated in the General Statutes, may properly be employed; although compulsions should be used with caution, and only as a last resort, in those comparatively rare cases where all other means have failed. Wise as are the provisions of the statutes on this subject, earnest individual efforts will effect far more than any and all laws can do; while the existence of such a law, when sanctioned and sustained by a public

sentiment alive to the importance of the subject, will add weight and authority to personal persuasions.”

In conclusion, I would say, what simple justice seems to dictate, that, so far as my knowledge extends, the Truant Officers have been diligent and faithful in the performance of the duties of their office; and my acknowledgments are due to them for their kindness in furnishing me with duplicates of their quarterly reports to the Mayor and Aldermen, and other valuable information respecting the administration of the laws concerning truants and other juvenile delinquents. And I would commend to the attention of all the teachers in our public schools the suggestions contained in the reports of these officers, especially those embraced in my former document on this subject. If teachers should come to feel that to them belongs none of the responsibility of preventing truancy, and that they have nothing to do in the matter but to report the names of the delinquents, the labors of the Truant Officers would prove comparatively useless and vain. In the first place, the teacher should use all proper means—by good management, by encouragement, and by humane but firm and strict discipline—to prevent cases of truancy from occurring. But then, when they do occur, they should be dealt with promptly and decidedly. As a general rule the teacher should report a pupil as soon as he is satisfied that the pupil has been absent a single day by reason of truancy. In no case should a pupil be permitted to become an habitual truant before he is placed in the hands of the Truant Officer. Of course no child could or should be convicted for a single offence; but as soon

as he manifests the truant disposition, by a single act of truancy, he should be made to understand that certain punishment will follow, if he continues in the way of transgression.

NOTE. Since this document went to press, the first complaint has been made against an "absentee," under the new law concerning absentees. On the 21st of April, 1863, a boy was brought before Justice Maine, of the Police Court, charged with "wandering about in the streets and public places of the city, having no lawful occupation or business; not attending school, and growing up in ignorance, between the ages of seven and sixteen years;" and the charge having been sustained by sufficient evidence, the delinquent was sentenced to the House of Reformation, for two years.

MEDAL SCHOLARS

AND

LAWRENCE PRIZES.

FRANKLIN MEDAL SCHOLARS.

1862.

LATIN SCHOOL.

Abbott Pomroy Wingate,
Moorfield Story,
Matthew Harkins,
Edward Henry Clark,
Charles Edwin Stratton,
Henry Marshall Tate,
Henry Rolfe.

ENGLISH HIGH SCHOOL.

William H. Whitcomb,
John H. Beek,
William S. Gunnison,
William Rogers,
George F. Williams, Jr.,
Arthur Hobart,
Charles F. Baxter.

BIGELOW SCHOOL.

John Kohr,
Daniel C. Coughlin.

ADAMS SCHOOL.

Damon C. Porter,
John Lothrop, Jr.

BOYLSTON SCHOOL.

Thomas F. Butler,
Florence J. Canty,
Florence J. Crowley,
John B. Cashman,
William P. Gorman,
William J. Mahony,

John H. Mahony,
Patrick J. McCarthy,
James B. Sullivan,
James T. R. Wallace.

BRIMMER SCHOOL.

Francis W. Brewer,
Eliot B. Mayo,
Daniel E. McCurdy,
Henry F. Milliken,
George E. Munroe,
George W. Rand,
Alfred M. Rogers,
Frank C. Smith,
Henry B. Spitz,
Warren H. Swett,
Joseph Willett.

CHAPMAN SCHOOL.

Joseph A. Wells,
Horace C. Barnes,
Alonzo W. Damon,
A. Sidney Crocker.

DWIGHT SCHOOL.

David A. Towner,
Richard Gormley,
Theodore W. Gore,
George C. Loring,
Arthur W. Hooper,
John S. Cole,
George W. B. Corliss,

Edward S. Safford,
William M. Paul,
Joseph W. Gallagher,
John E. Griffith.

ELIOT SCHOOL.

James Fowler Snelling,
William Colman Turner,
James Frederick Balch,
Edwin John Welch,
Patrick George McDermott,
George Copeland Tewksbury,
Roger Thomas Stinson,
Charles Carroll Wheelock,
Albert Francis Perkins,
William Henry Swift,
Charles Augustus Turner, Jr.,
Joseph West Green.

LAWRENCE SCHOOL.

Chester T. Jones,
William Henry Frizzell,
John Francis Moore,
Enos Morton Sheffield,
William Francis Jordan,
Joseph Alonzo Howard.

LINCOLN SCHOOL.

Richard Monks,
William Brownbill.

LYMAN SCHOOL.

H. P. C. W. Fisher,
Albert E. Prince.

MAYHEW SCHOOL.

Charles E. Phillips,
Charles A. Newell,
Alfred M. Richardson,
Edward H. Martin,
Charles F. Russell,
Edwin P. Gerry,
Joseph R. Sibley,
Patrick J. McDermott.

PHILLIPS SCHOOL.

Daniel E. Newell,
Oscar N. Newell,
George S. Buss,
William B. Learnard,
Henry G. Hawes,
Loring Lothrop, Jr.,
Thomas G. Johonnot,
Leonard B. Marshall,
B. K. Hough, Jr.

QUINCY SCHOOL.

Henry K. Barnes,
William L. Balch,
James F. Bliss,
Edward W. Dodd,
S. Albert Freeman,
Charles A. Garden,
Florence J. Holland,
Herbert L. Littlefield,
Charles E. Lawrence,
Cyrus A. Page,
Benjamin S. Perry,
Frank P. Priest,
S. P. Stratton,
William H. Whitney.

CITY MEDAL SCHOLARS.

1862.

ADAMS SCHOOL.

Luey E. C. Shattuck,
Eliza B. Spare,
S. Augusta Foster,
Albina M. C. Anderson,
Eliza M. Cullen,
Anna F. Ray.

BIGELOW SCHOOL.

Frances A. Fernald,
Rosilla Evelyn Ellis,
Margaret A. Gleason,
Frances C. Short,
Mary H. Cashman,
Helen A. Burnham,
Philena Baker,
Sarah M. Brown,
Emma A. Houston,
Abigail C. Nickerson.

BOWDITCH SCHOOL.

Ann T. C. McGrath,
Elizabeth J. Sullivan,
Bridget M. Hussey,
Annie M. A. Lawless,
Margaret A. Barry,
Honora E. Buckley,
Martha A. Thompson,
Elizabeth M. Cheswell,

BOWDOIN SCHOOL.

Grace Allen,
Ellen M. Hawley,
Pauline F. Huekins,
Mary A. Litchfield,
Cynthia T. Peterson,
Caroline F. Robbins,
Emily F. Sanborn,
Annar E. Spear,
Ella G. Whitman.

CHAPMAN SCHOOL.

Delia M. Thompson,
Barona M. Thayer,
Lucy A. Ham,
Helen M. Brown,
M. Augusta Bragdon,
Sarah J. Samson,
Sarah T. Carver,
Mary A. Bean.

EVERETT SCHOOL.

Lizzie Cunningham Porter,
Florence Marshall,
Lucy Rice Woods,
Anna Boynton Thompson,
Celia Elizabeth Harris,
Agnes Maria Dennis,
Harriet Coburn Trott,

Mary Jane Hazlett,
Adelaide Louisa White.

FRANKLIN SCHOOL.

Tempie N. Benson,
Eliza F. Blair,
Amanda F. Clark,
Eliza B. Gillespie,
Frances V. Hitchcock,
Mary R. Hunnewell,
Henrietta Jenkins,
Roxanna May,
Amanda C. Morton,
Susan A. Rogers,
Anna R. Tilton.

HANCOCK SCHOOL.

Helen F. Turner,
Ann M. McGann,
Bethiah N. Atwood,
Emma Josephine Allen,
Catharine Elizabeth Mooney,
Amelia Annette Marks,
Isabella A. Miller,
Helen L. Clark,
Louisa Doolittle,
Annie L. Carpenter,
Harriet Frances Sutton,
Sarah E. Ward,
Mary Elizabeth Hosea.

LAWRENCE SCHOOL.

Isabel Augusta Bickner,
Sarah A. Gallagher,
Catharine M. Lynch,
Sarah L. Kingman,
Anna L. Copeland,
Pamela W. Howes,
Susan M. O'Hara.

LINCOLN SCHOOL.

Elizabeth P. Chittenden,
Laura A. Neilson,
Mary L. Lufkin,
Emily T. Smith,
Clara J. Dickson,
Sarah A. Tobey,
Lydia S. Birch,
Caroline Spencer.

LYMAN SCHOOL.

Eldorette M. Andrews,
Georgiana Read,
Sarah E. Rumney,
Eliza R. Noyes,
Mary B. Cline.

WELLS SCHOOL.

Annie K. Adams,
Adelaide M. Adams,
Susan R. Barnard,
Emma Dexter,
Charlotte T. Ehlin,
Eliza M. L. Evert,
Caroline F. Griffin,
Julia M. Stevens.

WINTHROP SCHOOL.

Martha E. Abbott,
Lucy J. Borrowscale,
Emma L. Call,
Frances A. Craigen,
Adelaide L. Cobb,
Stella D. Hall,
Harriet G. Hatch,
Sarah L. Holt,
Sarah E. Maynard,
Emma F. Mills,
Mary J. Palmer,
Mary A. C. Ward,
Catharine W. Walker,
Eliza M. Wood.

LAWRENCE PRIZES.

1862.

LATIN SCHOOL.

Declamation, First Prize. M. P. Stafford.

Second Prizes. E. H. Clark, C. B. Brigham.

Third Prizes. H. Rolfe, A. P. Wingate.

For Exemplary Conduct and Fidelity. Williams Sargent, Charles E. Stratton, Paul Munde, Thomas P. Beal, William D. Kelley, Cornelius A. Coleman.

For Exemplary Conduct and Punctuality. James B. Ames, Arthur Brooks, Joseph Healy, Abbott P. Wingate, Henry M. Tate, Matthew Harkins, Alphonse B. Batterman, Edward H. Clark, Charles H. Swan, Charles D. Palmer, Benjamin L. M. Tower, John C. Brooks.

Excellence in the Classical Department. 1st class, Abbott P. Wingate; 2d class, James B. Ames; 3d class, Charles D. Palmer; 4th class, Benjamin L. M. Tower; 5th class, Joseph Healy; 6th class, Edwin H. Blashfield.

Excellence in the Modern Department. 1st class, Abbott P. Wingate; 2d class, Arthur Brooks; 3d class, Charles D. Palmer; 4th class, Benjamin L. M. Tower; 5th class, Joseph Healy; 6th class, John J. O'Donnell.

A Latin Poem. A. P. Wingate.

A Latin Ode. W. P. Blake.

A Translation into Latin Verse. C. E. Stratton.

A Latin Essay. Matthew Harkins.

A Translation into Greek. E. H. Clark.

An English Essay. Arthur Brooks.

An English Poem. A. C. Walworth.

A Poetical Translation from Horace. Nelson L. Derby.

A Translation from Sallust. C. Bates.

A Translation from Cæsar. B. L. M. Tower.

A Translation from Nepos. E. S. Averill.

ENGLISH HIGH SCHOOL.

For Excellence in the Scientific Department. W. H. Whitcomb, W. Bellamy, J. E. Prince, W. H. Moriarty, W. B. Youngman, E. G. Robinson, J. S. White, Samuel Van Praag, Henry H. Morse, F. Brooks, O. F. Baxter, Chas. J. Ladd, Thomas C. Raymond, Chas. H. Davies, Richard W. Smith, Geo. W. Hooper, John O. Hall, Edwin C. Mace, Franklin H. Gore, Sam'l A. Merrill, Lawrence P. McCarthy, Bradford Angell, F. K. Neal, G. H. Greely.

For Excellence in the Literary Department. Arthur Hobart, W. S. Gunnison, F. H. Pattee, O. H. Ditson, W. A. Nichols, W. B. Stevens, W. Rogers, J. H. Beck, James L. Wesson, C. F. Pidgin, Edward T. A. McMannus, H. J. Burton, W. R. Callender, J. S. Woods, A. O. Evans, Thomas Newell, J. A. Broad, G. B. Sylvester, W. G. Kidder.

For Diligence and Deportment. T. R. Stinson, P. H. Mahoney, J. C. W. Chipman, C. N. Alexander, F. Seaverns, Jr., F. C. Cabot, C. H. Cole.

For Dissertations. Seth C. Chandler, Jr., W. L. Gunnison, P. M. Nickerson, Arthur Hobart.

For Declamation. W. F. Gill, J. W. Hayden, C. F. Wise, W. Rogers, W. H. Sanguilly, J. F. C. Francis.

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.						ENG'SH HIGH.						NORMAL.								
	Ages of Pupils.						Ages of Pupils.						Ages of Pupils.								
	9	10	11	12	13	14	15	16	13	14	15	16	17	18	13	14	15	16	17	18	19	20
Adams	1	1	.	.	.	.	2	1	2	1	.	.
Bigelow	1	1	.	.	.	5	6	1	1	.	.
Bowditch	3	1	1	2	.	.
Bowdoin	1	3	9	5	1	.
Boylston	1	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Brimmer	1	4	3	2	.	.	1	5	6	5	1	.	.	.	.	.	.	.	.	.
Chapman	1	2	.	1	.	.	1	1	3	.	.	.	.
Dwight	1	2	2	3	3	2	1	4	7	8	2	.	.	.	.	.	.	.	.	.
Eliot	1	.	.	.	.	2	1	3	.	1	.	.	.	.	.	.	.	.
Everett	1	1	1	5	4	.	.	.
Franklin	3	3	4	5	1	.	.
Hancock	1	1	5	2	4	1	.	.
Lawrence	1	.	1	.	.	.	.	1	1	4	1	.	.	.	2	1	2	.	.	.
Lincoln	1	.	.	2	2	.	.	.	1	2	2	2	.	.	.
Lyman	1	1	.	.	.	.	.
Mayhew	2	.	1	2	1	.	2	.	3	1	.	.	.	.	.	.	.	.	.	.
Phillips	1	1	.	2	.	.	.	5	6	3	.	.	.	.	.	.	.	.	.	.
Quincy	1	.	2	1	1	1	.	.	2	5	2	.	1	.	.	.	.	.	.	.	.
Wells	1	3	2	1	.	.	.
Winthrop	2	10	6	5	2	.	1
TOTALS	1	1	9	8	11	13	3	1	6	22	30	30	6	2	2	13	39	41	36	7	1

TABLE II.

HIGH SCHOOLS.

From the Semi-Annual Returns for February, 1862.

SCHOOLS.	Boys.	Girls.	Totals.	Average attend'ce.	No. between 10 and 15 years of age.	No. over 15 years.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
Latin	268	..	268	253	137	131	1	1	5	.
English High.	186	..	186	182	26	160	1	2	2	.
Girls' High and Normal . . . . .	..	320	320	308	8	312	1	.	.	10
Totals	454	320	774	743	171	603	3	3	7	10

TABLE III.

HIGH SCHOOLS.

From the Semi-Annual Returns for August, 1862.

SCHOOLS.	Average whole No. belonging.			Average attend'ce.	No. between 10 and 15 years of age.	No. over 15 years.	Masters.	Sub-Masters.	Ushers.	Female Teachers.
	Boys.	Girls.	Totals.							
Latin	221	..	221	202	132	127	1	1	5	.
English High.	162	..	162	158	15	136	1	2	2	.
Girls' High and Normal. . . . .	..	283	283	272	2	265	1	.	.	10
Totals	383	283	666	632	149	528	3	3	7	10

TABLE IV.

GRAMMAR SCHOOLS.

From the Semi-Annual Returns for February, 1862.

SCHOOLS.	Boys.	Girls.	Totals.	Average Attendance.	Under eight years of age.	Between eight and fifteen.	Over fifteen.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
Adams	321	234	555	534	5	504	46	1	1	.	10
Bigelow	365	328	693	652	4	633	56	1	1	.	12
Bowditch.....	...	715	715	646	6	694	15	1	.	.	14
Bowdoin.....	...	553	553	505	3	470	80	1	.	.	10
Boylston.....	562	...	562	535	9	539	14	1	1	1	8
Brimmer.	639	...	639	608	6	613	20	1	1	1	10
Chapman	418	334	752	707	17	678	57	1	1	.	14
Dwight.....	669	...	669	635	2	635	32	1	1	1	10
Eliot	806	...	806	777	11	757	38	1	1	1	14
Everett.....	...	531	531	507	7	440	84	1	.	.	10
Franklin.....	...	610	610	567	4	544	62	1	.	.	12
Hancock.....	...	787	787	751	16	717	54	1	1	.	15
Lawrence.....	513	267	780	762	9	730	41	1	1	.	13
Lincoln.....	306	281	587	532	7	534	46	1	1	.	9
Lyman	254	148	402	388	1	367	34	1	1	.	7
Mayhew	425	...	425	398	1	387	37	1	1	1	7
Phillips.....	556	...	556	506	25	476	55	1	1	1	9
Quincy.....	806	...	806	754	3	753	30	1	1	1	13
Wells.....	...	477	477	431	6	427	44	1	1	.	10
Winthrop.....	...	847	847	779	4	732	111	1	.	.	15
Totals	6,640	6,112	12,752 ^c	11,974	146	11,650	956	20	15	7	222

TABLE V.

GRAMMAR SCHOOLS.

From the Semi-Annual Returns for August, 1862.

SCHOOLS.	Average whole number belonging.			Average Attendance.	Under eight years of age.	Between eight and fifteen.	Over fifteen.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
	Boys.	Girls.	Totals.								
Adams.....	324	242	570	546	4	483	51	1	1	..	11
Bigelow.....	408	354	763	708	10	623	72	1	1	..	14
Bowditch.....	...	798	798	737	14	709	17	1	..	..	16
Bowdoin.....	...	556	556	501	9	411	91	1	..	..	11
Boylston.....	...	575	575	556	7	508	18	1	1	1	9
Brimmer.....	660	...	660	625	1	570	24	1	1	1	11
Chapman.....	408	353	761	703	13	642	53	1	1	..	14
Dwight.....	691	...	691	659	4	585	43	1	1	1	10
Eliot.....	721	...	721	700	11	632	25	1	1	1	12
Everett.....	...	543	543	519	8	449	52	1	..	..	12
Franklin.....	...	678	678	614	8	573	54	1	..	..	13
Hancock.....	...	859	859	817	27	659	122	1	1	..	14
Lawrence.....	524	265	789	775	10	703	19	1	1	..	14
Lincoln.....	318	314	632	574	9	556	60	1	1	..	11
Lyman.....	263	159	422	404	3	382	16	1	1	..	8
Mayhew.....	577	...	577	535	10	469	40	1	1	1	9
Phillips.....	574	...	574	519	11	466	47	1	1	1	9
Quincy.....	848	...	848	799	6	744	39	1	1	1	14
Wells.....	...	570	500	461	15	397	45	1	1	..	8
Winthrop.....	...	851	851	760	3	652	145	1	..	..	18
Totals.....	6,316	7,117	13,348	12,512	183	11,213	933	20	15	7	238

TABLE VI.

PRIMARY SCHOOLS.

From the Semi-Annual Returns for February, 1862.

DISTRICTS.	Average whole number belonging.			Average Attendance.	Under five years of age.	Between five and seven.	Over seven.	Teachers.
	Boys.	Girls.	Totals.					
Adams	277	176	453	408	6	187	260	9
Bigelow	397	277	674	567	14	279	381	13
Bowdoin.....	264	234	498	422	14	249	235	9
Boylston.....	709	625	1,334	1,197	34	660	640	24
Brimmer.....	341	314	655	556	20	272	363	12
Chapman	402	339	741	662	19	356	366	16
Dwight.....	172	163	335	269	1	122	212	6
Eliot	450	393	843	744	20	380	443	16
Everett.....	258	245	503	419	1	202	300	9
Franklin.....	463	434	897	732	7	411	479	16
Hancock.....	520	491	1,011	910	28	453	530	17
Lawrence	585	306	891	765	13	433	445	18
Lincoln.....	287	216	503	422	13	233	257	9
Lyman	327	168	495	455	11	263	221	9
Mayhew	354	260	614	518	10	226	378	10
Phillips.....	265	234	499	416	20	203	276	10
Quincy	548	489	1,037	902	16	437	584	21
Wells	337	291	628	551	16	296	316	11
Winthrop.....	365	384	749	651	6	237	506	14
Totals.....	7,321	6,039	13,360	11,566	269	5,899	7,192	249

TABLE VII.

PRIMARY SCHOOLS.

From the Semi-Annual Returns for August, 1862.

DISTRICTS.	Schools and Teachers.	Boys.	Girls.	Totals.	Average Attendance.	Under five years of age.	Between five and seven.	Over seven.
Adams.....	9	273	176	449	403	..	133	316
Bigelow	13	398	283	681	570	..	267	414
Bowdoin.....	9	230	281	511	435	3	256	252
Boylston.....	24	638	697	1,335	1,195	11	650	674
Brimmer.....	12	333	309	642	544	1	344	297
Chapman	17	312	399	711	664	2	323	386
Dwight	6	161	171	332	290	..	111	221
Eliot	16	467	408	875	778	15	425	435
Everett	9	265	251	516	437	..	226	290
Franklin.....	16	460	410	870	736	1	381	488
Hancock.....	18	557	478	1,035	936	10	484	541
Lawrence	16	578	295	873	815	12	422	439
Lincoln.....	9	304	220	524	462	..	195	329
Lyman	9	345	162	507	453	12	262	233
Mayhew	11	394	201	595	519	1	248	346
Phillips.....	10	294	183	477	389	2	190	285
Quincy	20	514	440	954	890	8	461	485
Wells.....	11	267	301	568	513	3	269	296
Winthrop	14	377	390	767	664	3	351	413
Totals	249	7,167	6,055	13,222	11,693	84	5,998	7,140

TABLE VIII.

EXPENSES OF ALL THE PUBLIC SCHOOLS FOR THE LAST TWENTY-ONE 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	43,915.32	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	67,849.97	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
1861-62.....	27,148	310,925.93	11.45	116,696.43	4.30	15.75

TABLE IX. — 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	Percent. attend.
Adams.....	Summer Street, East Boston.....	1856	1856	19	1144	350	\$ 64,128 37	\$ 8,153 57	601	\$ 14 51	.96
Bigelow.....	Fourth Street, South Boston.....	1850	1849	12	750	600	42,642 17	8,594 51	780	11 85	.94
Bowditch.....	South Street.....	1862	1861	14	784	450	90,571 47	8,152 11	822	10 77	.91
Bowdoin.....	Myrtle Street.....	1821	1848	18	609	126	45,000 00	7,131 96	546	12 74	.91
Boylston.....	Fort Hill.....	1819	1852	12	774	500	40,000 00	7,360 71	608	12 94	.96
Brimmer.....	Common Street.....	1844	1843	15	733	200	39,770 58	9,433 18	690	14 05	.95
Chapman.....	Eutaw Street, East Boston.....	1849	1846	11	600	500	29,500 00	9,834 36	773	13 01	.93
Dwight.....	Springfield Street.....	1844	1856	14	852	400	62,200 00	8,528 99	711	12 56	.95
Elliot.....	North Bennet Street.....	1713	1859	14	784	490	60,000 00	9,448 14	828	12 24	.97
Everett.....	Northampton Street.....	1800	1860	14	784	450	80,108 86	6,684 56	540	12 45	.95
Franklin.....	Ringgold Street.....	1785	1858	15	879	400	60,000 00	7,744 71	682	12 03	.92
Hancock.....	Richmond Place.....	1822	1847	12	672	700	69,175 15	9,098 60	888	11 00	.95
Lawrence.....	B Street, South Boston.....	1842	1856	14	875	600	59,617 41	9,547 87	841	12 16	.98
Lincoln.....	Broadway, South Boston.....	1859	1859	14	797	375	59,303 82	7,004 74	621	11 50	.90
Lyman.....	Meridian Street, East Boston.....	1837	1846	6	358	170	13,506 27	7,074 59	443	17 09	.96
Mayhew.....	Hawkins Street.....	1803	1847	11	600	168	35,792 59	7,467 79	597	15 12	.94
Phillips.....	Southac Street.....	1844	1861	14	784	450	75,528 17	8,786 14	593	15 58	.91
Quincy.....	Tyler Street.....	1847	1859	12	784	490	60,000 00	10,006 00	875	12 86	.94
Wells.....	Blossom Street.....	1833	1833	6	484	...	55,000 00	7,412 50	524	15 09	.91
Winthrop.....	Tremont Street.....	1836	1855	15	930	500	70,000 00	9,576 10	856	11 28	.91

RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.

RULES

OF

THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE PUBLIC SCHOOLS

OF THE

CITY OF BOSTON.



BOSTON:

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

NO. 37 CONGRESS STREET.

1863.

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 Revised Statutes, chapter 38, contain the following provisions concerning vacancies in School Committees : —

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

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

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

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; Organization of the Board. in his absence, the President of the Common Council shall preside; and in the absence of both, the Mayor and President of the Common Council, a President *pro tempore* shall be chosen by ballot.

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

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

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

District Committees.

Chairmen of sub-committees.

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

Annual and quarterly meetings.

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 three members from the ward in which the vacancy exists, and two 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.

Opening of meetings.

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

Order of business.

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

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

Duties of the President.

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

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, to take from the table, and for the previous question, 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 debate shall be suspended until the previous question shall have been decided. The adoption of the previ-

ous question shall put an end to all debate, to bring the Board to a direct vote upon pending amendments, if any, in their regular order, and then upon the main question.

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 Appointment of Committees. the President, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

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

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

SECT. 3. If the Board shall determine that a member 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 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 the 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 and 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 mem-

bers 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 all stationery, record books, and blanks for the use of the schools, and a further 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. The Committee on Text-Books, when they think favorably of any application made by any author or publisher to introduce any new text-book into the Public Schools, shall give early notice thereof to the Board, and see that such author or publisher furnish every member of the Board 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

Committee on Text-Books.

changes in the books used in the schools, as they may deem expedient.

Introduction of
new books.

SECT. 8. Whenever any new text-book is adopted by the Board, it shall be on the condition that the publisher will furnish copies to the pupils of the Public Schools at such reduction from the wholesale price as shall be agreed upon by this Board; and it shall be the duty of the Committee on Text-Books to see that this condition is fulfilled, and that said book comes into use at the commencement of the Public Schools after the August vacation, at which time only shall any new text-book be introduced.

Committee on
Music.

SECT. 9. The Committee on Music shall 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.

Committee on
Printing.

SECT. 10. The Committee on Printing shall exercise a general supervision in relation to all printing which may be required by the Board, or for any of the Schools under its charge; and no bill for printing, of any kind, shall be paid without the signature of the Chairman of this Committee, in approval. Said Committee shall submit to this Board, at the quarterly meeting in March, a detailed account of all expenditures for printing during the year preceding.

Committees on
High Schools.

SECT. 11. 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 ob-

serve 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.

SECT. 12. 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.

Organization of District Committees.

SECT. 13. 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.

Additional Primary Schools.

SECT. 14. 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.

Quarterly examinations.

SECT. 15. The District Committee shall examine the Grammar Schools in their respective Districts at least once in each quarter; and shall visit them not less than once each month, without giving previous notice to the instructors; and shall, at each quarterly meeting of the Board, make a report, in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several Primary Schools under their charge; also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the school-houses and yards and out-buildings connected therewith. They shall also state in their reports whether the rule relating to the infliction of corporal punishment has been complied with, and 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. 16. 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.

SECT. 17. The District Committee shall determine ^{Medals and certificates.} 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; and an additional medal may be awarded in any Grammar School in which a majority fraction occurs, if the District Committee deem it expedient. 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. 18. No pupil shall be admitted to or retained ^{Transfer of pupils.} 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 be-

longs, and of that where he seeks to be admitted or retained.

Teacher of sewing.

SECT. 19. Instruction shall be given in Sewing to all the pupils in the fourth class in each of the Grammar Schools for girls, except whenever in the judgment of the District Committee it will be for the interest of the school to omit such instruction, in which case the District Committee shall apply to this Board for authority to suspend the action of this rule in that 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.

Examination of teachers.

SECT. 20. Whenever any new teacher, except a master, is, in the opinion of the District Committee, needed for any school under their charge, said Committee shall, *before* making any appointment, examine the candidates in the manner required by law, and with especial reference to the place which is then to be filled; and also as to their competency to teach the elements of articulation, of music and drawing; and in regard to teachers in the Grammar Schools, they shall consult with the master in whose school such teacher is to be 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 Com-

Teachers advanced to another grade to be examined.

* The School Committee, unless the town at its annual meeting determines that the duty may be performed by the Prudential Committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed; and shall ascertain, by personal examination, their qualifications for teaching and capacity for the government of schools. (Gen. Stat. Ch. 38, § 23.)

mittees, 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 of such teachers.

Reappointed teachers to be considered as new teachers.

SECT. 21. 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 Superintendent of Public Schools. This record shall give the names and addresses of the said candidates, and such information in regard to their qualifications, whether for Grammar or Primary Schools, as the said Committee may direct. And any District Committee may elect assistant teachers for the Grammar Schools, or Primary School Teachers, from the candidates so recommended, with or without a new examination, at the option of said Committee.

Names of well qualified candidates at examinations to be preserved.

SECT. 22. 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

Canvassing the lists of teachers.

Nomination of teachers for re-election.

for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they may, if a majority of said Committee deem it expedient, give notice of their intention to said teacher before the annual election.

Duties of District Committees.

SECT. 23. The District Committees shall give their advice to the instructors in any emergency; and take cognizance of any difficulty which may have occurred between the instructors and parents of pupils, or between the instructors themselves, relative to the government or instruction of their schools. An appeal, however, to the whole Board, is not hereby denied to any citizen or instructor. In addition to the specific duties of the District Committees, it shall be their duty, generally, to make any temporary arrangement which they may find necessary for their schools, or for the convenience of the instructors, provided that nothing shall be done contrary to the School Regulations.

Transfer of Primary Schools and teachers.

SECT. 24. Each District Committee may transfer their own Primary School Teachers from one Primary School to another, and may change the location of their Primary Schools from one school room to another, as they may think proper; but notice of any such transfer or change, and of the appointment of any new Primary School Teacher, shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

Annual examinations.

SECT. 25. 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 different 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 number and names of the medal scholars, and the recipients of the Lawrence prizes; 10. 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 quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens. Annual reports.

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. School year.

SECT. 2. In the month of June, annually, the Board shall elect the instructors of the Public Schools, and fix Annual election of teachers.

their salaries* for the ensuing year. Said instructors 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 Com-

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

The salary of the Music Teachers in the Grammar Schools is \$100 per annum for each school.

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 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 each receive \$225 per annum.

The Sewing Teachers of the Winthrop and Bowditch Schools shall teach sewing twenty hours each week, and shall each receive \$300 per annum.

The salary of the Teacher of French in the Latin School is \$450 per annum. The salary of the Teacher of French in the Girls' High and Normal School is \$450 per annum. The salary of the Teacher of German in the Girls' High and Normal School is \$450 per annum. The salary of the Teacher of Drawing in the Girls' High and Normal School is \$800 per annum. The salary of the Teacher of Drawing in the English High School is \$500 per annum. The salary of the Teacher of Vocal Music in the Girls' High and Normal School is \$400 per annum.

mittees, shall be elected by ballot, and thirty votes at least shall in all cases be necessary to a choice, and the other instructors shall be elected by confirmation on nomination of their respective Committees; but no teacher, except a Master, shall be elected by this Board, without having served on trial at least three months in the Boston schools.

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

SECT. 5. In case the vacancy to be filled is in the Election of a
new master 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; and one third of the members of either of these committees shall constitute a quorum for doing business.

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,*

* See page 18 of these Rules.

and always with reference to the office that is then to be filled. And none but said Committee, the members of this Board, the Superintendent of Public Schools, and the candidates under examination, shall be present.

Examining
Committee's
report.

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

Instructors to
hold their of-
fices for one
year.

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

CHAPTER VI.

Duties of the Secretary.

Records and
files.

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

Notices to be
given.

SECT. 2. He shall notify all stated and special meetings; he shall notify the Chairman of every Committee appointed, stating the commission, and the names of the members associated with him; he shall notify the meetings of all Sub-Committees, when requested by the Chairman or by any two members thereof; he shall

notify the instructors of their appointments, and shall give such other notices as the Board may require.

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

SECT. 4. He shall transmit copies of all votes, resolutions, and documents which are to be sent to the members of the Board, to the various Committees, to the Teachers, or to other persons. Votes to be transmitted.

SECT. 5. He shall see that the Medals and Diplomas awarded to the successful candidates in the Public Schools are procured, properly inscribed, and sent to the appropriate schools at least one day preceding the Annual Exhibitions. Medals to be provided.

SECT. 6. He shall examine all bills for salaries, and the bills for all articles purchased by order of the Board, or by the Committee on Accounts, and shall perform such other duties as the School Committee shall prescribe, or from time to time direct. Examination of bills.

CHAPTER VII.

Duties of the Superintendent.

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

* See General Statutes, chapter 40.

General duties.

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

Visiting schools.

SECT. 3. He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools, and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best methods of instruction and discipline, and, to illustrate these methods in respect to Pri-

Meetings of Primary School teachers.

mary 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.

Meetings of Grammar School teachers.

State scholarships.

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

* Gen. Stat. chap. 37, § 3.

SECT. 5. He shall render such aid and communicate Assistance to committees. 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.

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

SECT. 7. It shall be his duty to attend the meetings Attend meetings of Board. of the Board, except when the subject of his own election is under consideration, 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 Semi-annual report. 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. He shall also embrace in his report an abstract of the semi-annual returns of the Public Schools, and a schedule showing the number of teachers then employed

in the schools; and these reports shall be referred to the Special Committee on the Annual Report of the School Board.

Record of names of applicants.

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.

Teachers to observe the school regulations.

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.

SECT. 3. From the first Monday in May to the first School hours. Monday in September, the Grammar and Primary Schools shall commence their morning sessions at 8 o'clock, and close at 11 o'clock; and shall begin their afternoon sessions at 2 o'clock, and close at 5 o'clock. From the first Monday in September to the first Monday in May, they shall commence their morning sessions at 9 o'clock, and close at 12 o'clock; and shall begin their afternoon sessions at 2 o'clock, and shall close at 5 o'clock, except that from the 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.

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

SECT. 5. The morning exercises of all the schools shall Opening the schools. 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

* "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

instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner ; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home ; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

School register
and records.

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

Blanks for
schools.

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

Masters to ex-
amine their
schools.

SECT. 9. Each master shall make a careful examination of his school as often as he can consistently with

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." [Gen. Stat. chap. 38, § 10.]

proper attention to the pupils under his immediate charge.

SECT. 10. During the week preceding the quarterly meeting in March and in September, the principal teacher in each school shall make to the Superintendent of Public Schools 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.

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

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

SECT. 13. All instructors shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the

several masters and teachers in the public schools to keep a record of all instances of inflicting corporal punishment, which they shall submit to their respective Committees at each quarterly examination, when said record shall be erased.

Exclusion of a pupil.

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

Suspension and restoration of pupils.

SECT. 15. When the example of any pupil in school is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the principal teacher, with the approbation of the Committee on the school, to suspend 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.

Instructors, in cases of difficulty, to apply to District Committees.

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

Absentees must pay their substitutes.

SECT. 17. Whenever any instructor shall be absent from school, and a temporary instructor rendered necessary, the amount required to pay said substitute shall be withdrawn from the salary of the absentee; unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries, the Board shall order an allowance to be made. And

no substitute shall be employed in any of the Primary Schools for more than one day at a time, without the approbation of one or more of the Sub-Committee of the school; nor in any department of the Grammar Schools without the approbation of two or more of the District Committee, the Chairman being one of them. The compensation per day allowed for substitutes in the Primary Schools, and for Assistants in the Grammar Schools, shall be \$ 1.00; for 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, English High, and Girls' High and Normal 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.

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.

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.

Physical exercise in schools.

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.

Care of school premises.

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.

Things not allowed.

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.

Same.

Presents.

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 subscription or contribution for any purpose whatever shall be introduced into any public school.

Subscription or contribution.

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

No advertisement to be read to the pupils.

No agent to exhibit articles in school.

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.

Authorized books and studies.

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.

Pupils must have the books and utensils required.

SECT. 28. In cases where children are in danger of being deprived of the advantages of education, by reason of inability to obtain books, through the poverty or negligence of parents or guardians, the Committee on Accounts are authorized, on behalf of the School Committee, to carry out the provisions of the statute on this subject.* During the first week in April, annually, the principal teacher in each Grammar School, and the

Books, &c., for indigent children.

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

"The School Committee shall give notice, in writing, to the assessors of the town, of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax

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.

Children entitled to attend the public schools.

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; 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 General Statutes, require the parent or guardian of such child to pay a sum, equal to the average cost per scholar of such school, for such period as said child may attend thereat.*

Same.

SECT. 30. No pupil shall be admitted to the priv-

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.

“If the assessors are of opinion that any parent, master, or guardian is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof to his annual tax, according to their opinion of his ability to pay.” [Gen. Stat. chap. 38, §§ 30, 31, 32.]

* “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.” [Gen. Stat. chap. 41, § 3.]

“With the consent of school committees first obtained, children between the ages of five and fifteen may attend schools 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.” [Gen. Stat. chap. 41, § 7.]

ileges of one school who has been expelled from another, or while under suspension, unless by vote of the Board.

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

Certificate of vaccination.

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.

Cleanliness of pupils required.

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.

Tardiness and absence of pupils.

Dismission of pupils before the close of the session.

Truancy.

SECT. 34. There shall be an annual exhibition of the Latin School on the Saturday, and of the English High School on the Monday, 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,*

Annual exhibitions.

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 arranged by the President of the Board. The Exhibitions of the Grammar Schools shall be conducted in such manner as shall best present the actual condition of each school in the prominent branches of study, and shall not exceed two hours in length. On the first five school days of the week previous to the Exhibition, the parents and friends of the children shall be invited to witness the usual exercises of the school, and on the last day of that week the several Grammar Schools shall be closed. And in the afternoon of the day of the Annual Exhibitions of the Grammar Schools, 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.

Holidays and vacations.

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, Good Friday, Fast day, May day, Artillery Election, and 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 Girls' High and Normal School from the Monday following the third Wednesday in July to the Saturday next preceding the second Monday in September. The Primary Schools shall be allowed 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 any one municipal 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 ; and 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. 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, extracts from Washington's Farewell Address to the People of the United States, combining therewith other patriotic exercises ; 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 Ad-
dress.

CHAPTER IX.

Regulations of the Primary Schools.

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.

Admission of
pupils to Pri-
mary Schools.

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.

School on Western Avenue.

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.

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 Primary Schools in Grammar School buildings.

SECT. 8. 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.

Number of pupils to a school.

Classes.

SECT. 9. 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.

Sewing.

Singing.

SECT. 10. *The following Books and Studies shall be attended to in the respective classes. The order of the exercises and lessons assigned to each class to be determined by the teacher; subject, however, to the direction of the Committee of the school:*

SIXTH CLASS.

Hillard's First Primary Reader to the 30th page; the words in columns to be spelled without book, and also words selected from the reading lessons.

Boston Primary School Tablets. Number Eleven,—the words and elementary sounds repeated after the

teacher. Number One, — the name and sound of each letter, including the long and short sound of each vowel. Number Fifteen to be read and spelled by letters and by sound, and read by calling the words at sight. Number Sixteen to be read by spelling, and by calling words at sight, with oral lessons on the meaning of the sentences. Number Thirteen to be spelled by sounds. Numbers Nine and Ten to be used in reviewing the alphabet, for variety of forms of letters. Number Five, — the pupil to name and point out the lines and plane figures. Number Two, — analyze the forms of the capitals, and tell what lines compose each.

Boston Primary School Slate, No. 1. — Print the small letters, and draw the straight lines and the rectilinear figures. The blackboard and tablets to be used in teaching the slate exercises.

Develop the idea of numbers to ten, by the use of objects. Count to one hundred on the numeral frame.

Repeating verses and maxims. Oral lessons on size, form, and color, illustrated by objects in the school-room; also upon common plants, and animals, illustrated by the objects themselves or by pictures.

Learning to read and spell from letter and word cards, at the option of the teacher.

Singing for five or ten minutes twice at least each day.

Physical exercises for five or ten minutes, twice at least each session.

FIFTH CLASS.

Hillard's First Primary Reader, as in the sixth class, completed.

My First School Book, for spelling to the 24th page, and for reading to the 70th page.

Boston Primary School Tablets. Review the exercises

on Tablets prescribed for the Sixth Class. Number Nineteen, entire, and Number Twenty to L. Number Six, — name and point out the figures, and their parts. Number Eleven to be taught from the tablet. Number Fourteen, — syllables to be spelled by sound.

Boston Primary School Slate, No. 1. Review the slate exercises prescribed for the Sixth Class. Print the capital letters, also short words; draw the curvilinear figures.

Counting real objects, and counting with the numeral frame by twos to one hundred.

Repeating verses and maxims. Oral lessons on form, size, and color, and on plants, and animals. Singing and physical exercises as above.

FOURTH CLASS.

My First School Book, completed both as a reader and a speller.

Hillard's Second Primary Reader, to the 50th page; the words in columns to be spelled, and also words selected from the reading lessons. Spelling words by sounds.

Boston Primary School Tablets. Numbers Five and Six reviewed, with description or analysis of the lines and figures. Numbers Eleven, Thirteen and Fourteen, reviewed. Numbers Twelve and Twenty to be learned. Numbers Seventeen and Eighteen, — names of punctuation marks.

Boston Primary School Slate, No. 1, — used daily. Copies in printing and drawing reviewed and completed. Printing four or five words daily. Writing Arabic figures.

Adding and subtracting numbers to twenty, illustrated by objects and the numeral frame. Counting

on the numeral frame by twos to one hundred, and by threes to fifty.

Repeating verses and maxims. Oral lessons on objects as above, with their parts, qualities, and uses. Singing and physical exercises as above.

THIRD CLASS.

Hillard's Second Primary Reader, completed; the words in columns to be spelled, and also words selected from the reading lessons. At each lesson in reading and spelling, words spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined, — to the thirty-fifth page. Spelling words by sounds. Questions on the meaning of words.

Boston Primary School Tablets. Numbers Five, Six, Eleven, Twelve, Thirteen, Fourteen, and Twenty, reviewed. Number Three. Number Eighteen, — uses of punctuation marks commenced.

Boston Primary School Slate, No. 2. Write the small script letters and draw the plane figures. Exercises in writing and drawing to be illustrated by tablets and blackboard. Print a few words in capitals.

Eaton's Primary School Arithmetic, or North American Arithmetic, begun. Miscellaneous questions in adding and subtracting small numbers. Practical questions involving similar combinations. The idea of multiplication developed by the use of the numeral frame. Numbers to be combined, occasionally written on slates from dictation.

Repeating verses and maxims. Abbreviations. Oral lessons as above, and upon common objects, and the senses. Singing and physical exercises as above.

SECOND CLASS.

Hillard's Third Primary Reader, to the 100th page; the words in columns to be spelled, and also words selected from the reading lessons. Difficult words to be spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined,—to the seventy-fifth page. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or *North American Arithmetic*,—addition, subtraction, and multiplication tables to be learned, and the practical questions under these rules to be attended to.

Boston Primary School Tablets. Numbers Three, Five, Six, Eleven, Twelve, and Eighteen, to be reviewed. Number Seven,—drawing, and oral lessons on the objects represented. Number Eighteen,—uses and definitions of points and marks learned, and applied in reading lessons.

Boston Primary School Slate, No. 2. Writing capital and small letters, and drawing planes and solids, with illustrations from tablets and blackboard. Writing short words. Review abbreviations and Roman numerals.

Repeating verses and maxims. Oral lessons on objects, trades, and the most common phenomena of nature. Singing and physical exercises as above.

FIRST CLASS.

Hillard's Third Primary Reader, completed; with definitions, explanations, spelling by letters and by sounds; also questions on punctuation, the use of capitals, and the marks indicating the pronunciation.

Spelling and Thinking Combined, completed. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or *North American Arithmetic* completed. The tables of multiplication and division to 12×12 and $144 \div 12$. Notation to 1,000. Counting by threes and fours, forwards to a hundred, and backwards, from a hundred to one. Practical questions to be attended to.

Boston Primary School Tablets. Review those used in the Second Class. Frequent drill on Number Twelve. Number Eight, drawing and oral lessons on the objects represented.

Boston Primary School Slate, No. 2. Writing capitals and small letters, the pupil's name, and words from the spelling lessons, with particular care to imitate the letters on the frame. Drawing all the copies on the frame.

Repeating verses and maxims. Review abbreviations. Oral lessons on objects, trades, occupations, with exercise of observation by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation, or fabrication.

Singing and physical exercises as above.

SECT. 11. 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 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,	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,	Southac 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
20—Bowditch School,	South Street,	For Girls,	1861

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' schools.

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 vote 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 Number of pupils to a teacher.

thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from such school, if the District Committee recommend it; *provided*, that, in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted.

Qualifications
for admission
to the Grammar
Schools.

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

Examination of
primary scholars
for promotion to Gram-
mar 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

Certificates of
admission.

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

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

Times of admitting pupils to Grammar Schools.

SECT. 7. No lessons shall be assigned to girls to be studied out of school; and, in assigning out-of-school lessons to boys, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study; 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; and no out-of-school lessons shall be assigned on Saturday.

Out-of-school lessons.

SECT. 8. Each school or department of a school shall be divided into four classes. Each class shall consist of two or more divisions, each of which sections shall pursue the studies, and use the text-books, assigned to

Classes and sections.

its class ; but whenever it shall appear that a division 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 division may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class.

Text-books.

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

Same.

Class 4. — No. 1. Worcester's Spelling Book. 2. Hillard's Fourth Class Reader. 3. Writing in each school, in such Writing Books as the District Committee may approve. 4. Drawing. 5. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard. 6. Warren's Primary Geography.

Same.

Class 3. — No. 1. Worcester's Spelling Book. 2. Hillard's Third Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard. 5. Drawing. 6. Warren's Common School Geography. 7. Introduction to Bullion's Analytical and Practical 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. Introduction to Bullion's Analytical and Practical Grammar, or Bullion's Analytical and Practical Grammar. 7. Exercises in Drawing and Composition, and, in the boys' schools, Declama-

tion. 8. Swan's First Lessons in the History of the United States.

Class 1.—No. 1. Spelling. 2. Reading in Hillard's ^{Text-books.} First Class Reader. 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. Book-keeping 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 Cartée, being used as a text-book. 15. Stearns's Practical Guide to English Pronunciation. 16. Hooker's Primary Physiology.

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

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

SECT. 12. Two half-hours each week in the Gram- ^{Instruction in music.} 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 practiced twice a week by the lower classes under the direction of the assistant teachers ; and the pupils shall undergo examinations and receive credits for proficiency in music, as in the other studies pursued in the schools.

Examination in music.

Arrangement of the studies and recitations.

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.

Committees to superintend the organization of the first class.

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.

No pupils to be retained who should join the High Schools.

CHAPTER XI.

Regulations of the English High School.

English High School established, and its object.

SECTION 1. This school is situated in Bedford Street. It was instituted in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for

three years, and those who attend for that period and complete that course, are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

SECT. 2. The instructors in this school shall be a Instructors. master, two sub-masters, and as many ushers as shall allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number. The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

SECT. 3. Candidates for admission to this school shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent 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, Arith-

Time of examining candidates for admission.

metic, Modern Geography, and the History of the United States.

Annual examination of candidates.

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

SECT. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

Reviews.

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

School hours.

SECT. 7. The school shall hold one session, daily, commencing at 9 A. M. and closing at 2 P. M., except on Saturday, when the school shall close at 1 o'clock.

Course of studies and text-books.

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

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

Same.

Class 2. 1. Sherwin's Algebra, continued. 2. French

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

Class 1. 1. Trigonometry, with its applications, &c., Same. 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: —

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

SECT. 9. The several classes shall also have exercises in English Composition and Declamation. Same. 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.

SECT. 10. Each pupil who shall graduate from this school, having honorably completed its course of instruction, shall receive a Diplomas to graduates.

tion to the satisfaction of the principal and the Committee, shall be entitled to receive a suitable diploma on leaving school.

CHAPTER XII.

Regulations of the Girls' High and Normal School.

Establishment
and object of
the school.

SECTION 1. This school is situated in Mason Street. 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.

Instructors.

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

Admission of
pupils.

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

Same.

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

Same.

SECT. 5. The examination shall be conducted by the instructors of the school, both orally and from written

questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

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

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

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

Senior Class. Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Instruction in the theory and Practice of Teaching. Such instruction in Music shall be given to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

SECT. 7. The sessions of the schools shall begin at School hours.
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.

Visitations by parents and friends.

SECT. 8. Instead of a public exhibition in this school the parents and friends of the pupils shall be invited through the pupils to attend the regular exercises in the various rooms during the five days preceding the last school-day of the school year. And during such visitations the exercises of the school shall be conducted in the usual manner.

Pupils may remain three years.

SECT. 9. 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.

Diploma.

CHAPTER XIII.

Regulations of the Latin Grammar School.

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

Object of the school.

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

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

Instructors.

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

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 Candidates for admission. 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.

SECT. 6. Boys shall be examined for admission to Time of examining candidates for admission. 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.

SECT. 7. The regular course of instruction shall con- Pupils may remain six years. tinue 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.

SECT. 8. The sessions of the school shall begin at 9 School hours. 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.

SECT. 9. The school shall be divided into classes and Classes. 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. Caesar'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.

Same.

Class 2. 1, 2, 3, 4, 7, 8, 15, 16, 19, 21, 22, 23, 24, 25, continued. 27. Virgil. 28. Elements of History. 29. Translations from English into Latin.

Same.

Class 1. 1, 7, 15, 16, 19, 20, 21, 22, 23, 25, 27, 28, 29, continued. 30. Geometry. 31. Cicero's Orations. 32. Composition of Latin Verses. 33. Composition in French. 34. Ancient History and Geography.

Same.

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

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

Andrews' Latin Lexicon.

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

Worcester's School Dictionary.

Smith's Classical Dictionary.

Smith's Dictionary of Antiquities.

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

SECT. 12. No Translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the school.

SECT. 13. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.

SECT. 14. Each pupil who shall honorably complete the course of studies prescribed for this school, to the satisfaction of the Principal and the Committee, shall be entitled to receive a suitable diploma or certificate to that effect at graduation.

Diploma or
certificate.

B O U N D A R I E S
OF THE
G R A M M A R S C H O O L S E C T I O N S.

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 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 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.

Beginning at the water at the foot of Richmond Street, thence through the centre of Richmond to Salem Street, thence by the centre of Salem to Cooper Street, thence by the centre of Cooper to Beverly Street, thence by the centre of Beverly, and in the same direction with Beverly Street, to the water, thence by the water to the point begun at.

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 the foot of Richmond Street, thence by the centre of Richmond to Salem Street, thence by the centre of Salem to Cooper Street, thence by the centre of Cooper Street to Beverly Street, thence by the centre of Beverly, and in the same direction with Beverly Street, to the water, thence by the water to the point begun at.

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 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 1863.

HON. FREDERIC W. LINCOLN, JR., MAYOR, *ex officio*.

GEORGE S. HALE, PRESIDENT OF THE COMMON COUNCIL, *ex officio*.

TERM EXPIRES JAN. 1864.	TERM EXPIRES JAN. 1865.	TERM EXPIRES JAN. 1866.
<i>Ward.</i>		
1.— Benjamin Fessenden, George D. Ricker.	Adino B. Hall, Martin Griffin.	George F. Haskins, Horace Dodd.
2.— J. Harvey Woodbury, Frederic Kidder.	John Noble, Samuel T. Cobb.	J. Wesley Hinekley, Seth C. Ames.
3.— John N. Murdock, Samuel H. Randall.	Edward D. G. Palmer, Benjamin T. Gould.	Aaron P. Richardson, George Hubbard.
4.— Nathaniel B. Shurtleff, Ezra Palmer.	John A. Lamson, John A. Stevens.	Dexter S. King, Walbridge A. Field.
5.— William E. Townsend, William Edward Coale.	John F. Jarvis, David P. Kimball.	Francis Brown, Henry Warren.
6.— Robert W. Hooper, Russell Sturgis, Jr.	J. Baxter Upham, John C. Stockbridge.	Samuel K. Lothrop, George W. Tuxbury.
7.— Le Baron Russell, Charles F. Dana.	Charles D. Homans, John P. Ordway.	Patrick Riley, George Hayward, Jr.
8.— Augustus A. Gould, Stephen G. Deblois.	Thomas M. Brewer, Henry W. Haynes.	Elijah C. Drew, Edmund T. Eastman.
9.— Joseph L. Drew, Ezra Stiles Gannett.	William E. Underwood, George M. Steele.	Elisha Bassett, Charles Torrey.
10.— James Dennie, Enoch C. Rolfe.	Salem T. Lamb, Stephen L. Emery.	Henry W. Harrington, Charles Edward Cook.
11.— Henry Burroughs, Jr., Alden Speare.	Frederic F. Thayer, William H. Thomes.	William H. Learnard, Matthias Rich, Jr.
12.— John Duncan, Alvan Simonds.	Edwin Briggs, Choate Burnham.	J. Proctor Haskins, Edward H. Brainard.

JOHN D. PHILBRICK, Superintendent of Public Schools.

Office in the Congregational Library Building, 23 Chauncy Street.

BARNARD CAPEN, Secretary of the School Committee.

Office in the Congregational Library Building, 23 Chauncy Street.

ORGANIZATION
OF THE
BOARD OF SCHOOL COMMITTEE.

STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

Messrs. Joseph L. Drew, 52 Warren Street.
Benjamin Fessenden, 25 Chartèr Street.
Martin Griffin, 6 Prince Street.
Edward H. Brainard, 161 Broadway.
John A. Lamson, 1 Staniford Street.

COMMITTEE ON RULES AND REGULATIONS.

Messrs. George W. Tuxbury, 19 Court Street.
Charles F. Dana, 46 Court Street.
William H. Learnard, Jr., 61 Rutland Street.
Ezra S. Gannett, 10 Boylston Place.
Charles D. Homans, 12 West Street.

COMMITTEE ON SALARIES.

Messrs. Adino B. Hall, 89 Salem Street.
J. Harvey Woodbury, 4 Princeton Street.
Francis Brown, 123 Leverett Street.
Alvan Simonds, 95 Dorchester Avenue.
Robert W. Hooper, 114 Beacon Street.

COMMITTEE ON ACCOUNTS.

Messrs. Enoch C. Rolfe, 616 Washington Street.
Elijah C. Drew, 21 Harrison Avenue.
Samuel T. Cobb, 2 Belmont Square.
Henry W. Haynes, 35 Court Street.
David P. Kimball, 9 Allen Street.

COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. Lothrop, 12 Chestnut Street.
Henry Burroughs, Jr., 82 Mount Vernon Street.
Ezra Palmer, 1 Tremont Place.
John F. Jarvis, 22 Leverett Street.
John N. Murdock, 6 Allston Street.

COMMITTEE ON SCHOOL HOUSES.

Messrs. Nathaniel B. Shurtleff, 2 Beacon Street.
Thomas M. Brewer, 131 Washington Street.
J. C. Stockbridge, 22 Montgomery House.
William E. Underwood, 743 Washington Street.
Charles Edward Cook, 618 Washington Street.

COMMITTEE ON MUSIC.

Messrs. J. Baxter Upham, 31 Chestnut Street.
Le Baron Russell, 1 Otis Street.
Aaron P. Richardson, 17 Green Street.
Augustus A Gould, 31 Boylston Street.
William Edw. Coale, 4 Staniford Street.

COMMITTEE ON PRINTING.

Messrs. William E. Townsend, 13 Cambridge Street.
Henry W. Harrington, 3 Corey Avenue.
John P. Ordway, 42 Bedford Street.
Samuel H. Randall, 7 Chilson Place.
John A. Stevens, 41 Howard Street.

LATIN AND HIGH SCHOOLS.

LATIN SCHOOL, BEDFORD STREET.

COMMITTEE.

Nathaniel B. Shurtleff, *Chairman*, 2 Beacon Street.

Frederic F. Thayer, *Secretary*, 6 Concord Square.

George F. Haskins, 2 North Square.

Samuel T. Cobb, 2 Belmont Square.

Edward D. G. Palmer, 3 Montgomery Place.

William Edward Coale, 4 Staniford Street.

George W. Tuxbury, 19 Court Street.

Charles D. Homans, 12 West Street.

Henry W. Haynes, 35 Court Street.

George S. Hale, 4 Court Street.

George M. Steele, 32 Marion Street.

Charles Edward Cook, 618 Washington Street.

John Duncan, Linden Street, corner of Fourth.

Francis Gardner, *Master*.

Edwin H. Magill, *Sub-Master*.

Charles J. Capen, Moses Merrill, Joseph A. Hale, Albert Palmer,
and Abner H. Davis, *Ushers*.

Ferdinand Bocher, *Teacher of French*.

ENGLISH HIGH SCHOOL, BEDFORD STREET.

COMMITTEE.

S. K. Lothrop, *Chairman*, 12 Chestnut Street.
William E. Townsend, *Secretary*, 15 Cambridge Street.
Martin Griffin, 6 Prince Street.
John Noble, 4 Princeton Street.
Samuel H. Randall, 7 Chilson Place.
Dexter S. King, 34 Bowdoin Street.
Charles F. Dana, 46 Court Street.
George S. Hale, 4 Court Street.
Elijah C. Drew, 21 Harrison Avenue.
William E. Underwood, 743 Washington Street.
Salem T. Lamb, 10 Burroughs Place.
Alden Speare, 15 Brookline Street.
Edwin Briggs, 67 Dorchester Street.

Thomas Sherwin, *Master*.

Charles M. Cumston, *First Sub-Master*.

Luther W. Anderson, *Second Sub-Master*.

Ephraim Hunt and Charles Carroll, *Ushers*.

William N. Bartholomew, *Teacher of Drawing*.

GIRLS' HIGH AND NORMAL SCHOOL, MASON STREET.

COMMITTEE.

Henry Burroughs, Jr., *Chairman*, 82 Mount Vernon Street.
 Robert W. Hooper, *Secretary*, 114 Beacon Street.
 Adino B. Hall, 89 Salem Street.
 J. Harvey Woodbury, 4 Princeton Street.
 John N. Murdock, 6 Allston Street.
 Ezra Palmer, 1 Tremont Place.
 John S. Jarvis, 22 Leverett Street.
 Le Baron Russell, 1 Otis Place.
 Thomas M. Brewer, 131 Washington Street.
 Augustus A. Gould, 31 Boylston Street.
 Ezra S. Gannett, 10 Boylston Place.
 Enoch C. Rolfe, 616 Washington Street.
 Choate Burnham, 284 Broadway.

William H. Seavey, *Master*.
 Harriet E. Caryl, *Head Assistant*.

ASSISTANTS.

Maria A. Bacon,	Mary E. Scates,
Margaret A. Badger,	Adeline L. Sylvester,
Helen W. Avery,	Mary H. Ellis,
Emma A. Temple,	Frances A. Poole.
Catharine Knapp,	

William N. Bartholomew, *Teacher of Drawing*.
 Carl Zerrahn, *Teacher of Music*.
 Philip Wilner, *Teacher of German*.
 Philip W. Gengembre, *Teacher of French*.

THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

Samuel T. Cobb, *Chairman*, 2 Belmont Square.

Seth C. Ames, *Secretary*, 131 Webster Street.

J. Wesley Hinckley, 29 Meridian Street.

John Noble, 81 Lexington Street.

J. Harvey Woodbury, 4 Princeton Street.

Frederic Kidder, Sturtevant House.

Benjamin T. Gould, 1 Prospect Street.

ADAMS SCHOOL, BELMONT SQUARE, EAST BOSTON.

Percival W. Bartlett, *Master*,

Cl. I., Div. 1.

Robert C. Metcalf, *Sub-Master*,

Cl. I., Div. 2.

Jane S. Tower, *Head Assistant*,

Master's Room.

Margaret J. Allison, *Head Assistant*,

Cl. II., Girls.

Elizabeth E. Lothrop, *Head Assistant*,

Cl. II., Boys.

Assistants.

Josephine J. Jones,

Cl. III., Div. 1, Girls.

Mary C. White,

Cl. III., Div. 1, Boys.

Julliette J. Pierce,

Cl. III., Div. 2, Boys.

Lucy A. Wiggin,

Cl. IV., Div. 1, Girls.

Mary M. Morse,

Cl. IV., Div. 1, Boys.

Sarah J. D'Arcy,

Cl. IV., Div. 2, Boys.

Almira G. Smith,

Cl. IV., Div. 3, Boys and Girls.

E. H. C. Culver, *Teacher of Sewing.*

Charles Butler, *Instructor in Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Emily C. Morse,	No. 1 — Sumner Street,	} Mr. Cobb.
Rosa L. Morse,	2 " "	
Eliza A. Wiggin,	Adams School-house,	
Mary L. 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.
 J. Proctor Haskins, *Secretary*, Seventh, near E Street.
 John Duncan, Linden, corner of Fourth Street.
 Edwin Briggs 67 Dorchester, corner of Old Harbor Street.
 Edward H. Brainard, 161 Broadway.
 Choate Burnham, 284 Broadway.
 Stephen L. Emery, 20 Ash Street.

BIGELOW SCHOOL, FOURTH STREET, SOUTH BOSTON.

Chas. Goodwin Clark, <i>Master</i> ,	Julia M. Baxter, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Joseph Hale, <i>Sub-Master</i> ,	Celinda Seaver, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. IV., Div. 1.
Rachel C. Mather, <i>Head Assistant</i> ,	
Cl. I., Div. 1.	

Assistants.

Mary A. Hale,	Emily A. Russell,
Cl. II., Div. 2.	Cl. III., Div. 3.
Mary A. Currier,	Roxanna N. Blanchard,
Cl. II., Div. 3.	Cl. III., Div. 3.
Jane H. Stickney,	Elizabeth Williams,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Lavinia B. Pendleton,	Sophia B. Whiton,
Cl. III., Div. 4.	Cl. IV., Div. 2.
Florence W. Stetson,	Julia Clapp,
Cl. III., Div. 5.	Cl. IV., Div. 4.

Washington Village Branch.

Harriet S. Howes,
Cl. IV., Divs. 1, 2, 3.

Henrietta M. Whiton, *Teacher of Sewing.*
Albert Drake, *Teacher of Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Anna R. Thornton,	No. 1 — Hawes Hall,	} Mr. Briggs.
Mary P. Colburn,	2 " "	
Jane Lyon,	4 " "	} " Burnham.
Martha C. Jenks,	5 " "	
Ruth S. Dillaway,	6 " "	} " Duncan.
Annie C. Gill,	7 " "	
Emma T. Tinkham,	8 " "	" Simonds.
Josephine B. Cherrington,	Rear of Hawes Hall,	} " Brainard.
Sarah A. Graham,	" "	
Maria A. Cook,	Washington Village,	} " Haskins.
Emeline L. Tolman,	" "	
Emeline W. Goodwin,	" "	
Caroline R. Holway,	Mattapan Hall,	" Emery.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

Henry W. Haynes, *Chairman*, 35 Court Street.
Charles F. Dana, *Secretary*, 46 Court Street.
Thomas M. Brewer, 131 Washington Street.
Patrick Riley, 10 Lincoln Street.
Samuel K. Lothrop, 12 Chestnut Street.
George Hayward, Jr., 13 Temple Place.
Stephen G. Deblois, United States Hotel.
John P. Ordway, 42 Bedford Street.
Walbridge A. Field, 20 Court 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.
Caroline L. G. Badger, <i>Head Assistant</i> , Master's Room.	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 B. Thompson, Cl. IV., Div. 2.
Ellen McKendry, Cl. II., Div. 3.	Sarah E. Daly, Cl. IV., Div. 3.
Ann Nowell, Cl. II., Div. 4.	Catharine S. Clinton, Cl. I., Div. 2.
Mary E. Nichols, Cl. III., Div. 3.	Mary M. T. Foley, Cl. IV., Div. 4.
Caroline W. Marshall, Cl. III., Div. 3.	Sarah A. Pope, Cl. IV., Div. 5.
Anna L. Maynard, Cl. III., Div. 4.	Georgiana M. L. Evert, Cl. IV., Div. 6.
Frances R. Honey, Cl. I. Div. 2.	

Eliza A. Baxter, *Teacher of Sewing.*

Charles Butler, *Teacher of Vocal Music.*

PRIMARY SCHOOLS.

<i>Teacher.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lydia B. Felt,	High Street,	Mr. Field.
Ruth E. Howe,	" "	} " Dana.
Celia Hixon,	" "	
Hannah E. G. Gleason,	No. 1 — High Street Place,	" Brewer.
Angelia M. Newmarch,	2 " " "	" Riley.
Maria J. Coburn,	3 " " "	" Deblois.
Abigail M. Parker,	4 " " "	" Ordway.
Octavia C. Heard,	5 " " "	" Hayward.
Mary G. Hillman,	6 " " "	" Ordway.
Anna M. Lecain,	Belcher Lane,	" Haynes.
Harriet B. Cutler,	" "	" Lothrop.
H. Isabella Hopkins,	" "	" Brewer.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

- George W. Tuxbury, *Chairman*, 19 Court Street.
 John A. Lamson, *Secretary*, 1 Staniford Street.
 Aaron P. Richardson, 17 Green Street.
 Robert W. Hooper, 114 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.
 Charles F. Dana, 46 Court Street.
 Walbridge A. Field, 20 Court Street.

BOWDOIN SCHOOL, MYRTLE STREET.

- | | |
|---|---|
| Daniel C. Brown, <i>Master</i> . | Mary A. Murdock, <i>Head Assistant</i> ,
Cl. I., Div. 2. |
| Martha E. Young, <i>Head Assistant</i> ,
Cl. I., Div. 1. | Rebecca Lincoln, <i>Head Assistant</i> ,
Cl. I., Div. 3. |

Assistants.

- | | |
|---|---|
| Mary S. Robinson,
Cl. II., Div. 1. | Martha A. Palmer,
Cl. III., Div. 3. |
| Sophia B. Horr,
Cl. II., Div. 2. | Irene W. Wentworth,
Cl. IV., Div. 1. |
| Hannah S. Andrews,
Cl. III., Div. 1. | Lucy C. Gould,
Cl. IV., Div. 2. |
| Eliza A. Fay,
Cl. III., Div. 2. | Ann E. Kimball,
Cl. IV., Div. 3. |

Charles Butler, *Teacher of Music*.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Malverda N. Parker,	Somerset Street,	} Mr. Lamson.
Albertina G. Porter,	“ “	
C. Eliza Wason,	“ “	
Charlotte A. Curtis,	Blossom Street,	“ Richardson.
Olive Ruggles,	“ “	“ Field.
L. A. Isbel,	“ “	“ Richardson.
Louise J. Hovey,	“ “	“ Hooper.
Louise J. Hovey,	“ “	“ Field.
Frances D. B. Whitman,	Joy Street,	“ Hooper.
Abby A. Lincoln,	Old Phillips Sch. House,	“ Tuxbury.
S. Elizabeth Adams,	“ “	“ Sturgis.
Marianne Stephens,	“ “	“ Tuxbury.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Charles D. Homans, *Chairman*, 12 West Street.
 Charles F. Dana, *Secretary*, 46 Court Street.
 Le Baron Russell, 1 Otis Street.
 Patrick Riley, 10 Lincoln Street.
 Russell Sturgis, Jr., 13 Joy Street.
 John P. Ordway, 42 Bedford Street.
 John A. Lamson, 1 Staniford Street.
 Charles Torrey, 105 Boylston Street.
 George Hayward, Jr., 13 Temple Place.
 Edmund T. Eastman, 50 Essex Street.

BOYLSTON SCHOOL, FORT HILL.

Alfred Hewins, <i>Master</i> , Cl. I., Div. 1.	Willard S. Cobb, <i>Usher</i> , Cl. II., Div. 1.
John Jameson, <i>Sub-Master</i> , Cl. I., Div. 2.	Mary A. Davis, <i>Head Assistant</i> ,

Assistants.

Sarah Fuller, Cl. II., Div. 2.	Averick S. White, Cl. III., Div. 2.
Mary L. Holland, Cl. III., Div. 1.	Emily S. Hutchins, Cl. IV., Div. 3.
Minnie A. Farwell, Cl. IV., Div. 1.	Susan B. Leeds, Cl. IV., Div. 4.
Josephine M. Hanna, Cl. IV., Div. 2.	

Charles Butler, *Teacher of Music.*

PRIMARY SCHOOL.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Clara A. Clarke,	No. 1—Lane Place,	Mr. Dana.
Margaret F. Tappan,	2 " "	" Russell.
Annie C. Haley,	3 " "	} " Torrey.
Adelia E. Edwards,	4 " "	
Emily Peaslee,	5 " "	} " Lamson.
Ellen M. Perkins,	6 " "	
Mary E. Sawyer,	7 " "	} " Eastman.
Maria B. Clapp,	8 " "	
Celeste Weed,	9 " "	" Hayward.
Amelia E. N. Treadwell,	Gun House,	} Messrs. Riley and Ordway.
Rosalie Y. Abbott,	" "	

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

Augustus A. Gould, *Chairman*, 31 Boylston Street.
 Salem T. Lamb, *Secretary*, 10 Burroughs Place.
 Elisha Bassett, 335 Tremont Street.
 Ezra S. Gannett, 10 Boylston Place.
 Henry W. Harrington, 3 Corey Avenue.
 Enoch C. Rolfe, 616 Washington Street.
 George M. Steele, 32 Marion Street.
 Charles Torrey, 105 Boylston Street.
 Charles Edward Cook, 618 Washington Street.

BRIMMER SCHOOL, COMMON STREET.

Joshua Bates, <i>Master</i> , Cl. I., Div. 1.	William Reed, <i>Usher</i> , Cl. II., Div. 1.
Wm. L. P. Boardman, <i>Sub-Master</i> , Cl. I., Div. 2.	Rebecca L. Duncan, <i>Head Assistant</i> , Master's Room.

Assistants.

Mary E. Beck, Cl. II., Div. 2.	Anna P. James, Cl. III., Div. 4.
Augusta H. Farrar, Cl. II., Div. 3.	Harriet N. Lane, Cl. IV., Div. 1.
Mercie T. Snow, Cl. III., Div. 1.	Mercy A. Davie, Cl. IV., Div. 2.
Susan P. Cunningham, Cl. III., Div. 2.	Caroline B. Lerow, Cl. IV., Div. 3.
Amanda Snow, Cl. III., Div. 3.	Sarah J. March, Cl. IV., Div. 4.

Edwin Bruce, *Music Teacher*.
 Charles Gavett, *Janitor*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committecs.</i>
Eliza F. Moriarty,	No. 1 — Brimmer S. Ho.,	Messrs. Cook and Rolfe.
Lucy H. Symonds,	2 " "	Bassett and Harrington.
Emma F. Whiton,	No. 1 — Warren Street,	Rolfe and Steele.
Sarah R. Bowles,	2 " "	Rolfe and Torrey.
M. Anne Bourne,	3 " "	Harrington & Gannett.
Doreas B. Baldwin,	4 " "	Bassett and Gannett.
Deborah K. Burgess,	5 " "	Gannett and Torrey.

Sarah Farley,	No. 6 — Warren Street,	Lamb and Bassett.
Eliza E. Foster,	7 “ “	Steele and Cook.
Martha J. Cooledge,	1 — Newbern Place,	Gannett and Bassett.
Rebecca J. Weston,	2 “ “	Lamb and Harr'gton.
Catharine M. E. Richardson,	3 “ “	Torrey and Lamb.
Mary C. Greene,	1 — E. Orange Street,	Steele and Lamb.
Charlotte L. Young,	2 “ “	Harr'gton and Rolfe.
Sarah C. Sanderson,	3 “ “	Torrey and Cook.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

J. Harvey Woodbury, *Chairman*, 4 Princeton Street.
 John Noble, *Secretary*, 4 Lexington 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, <i>Head Assistant</i> ,
Cl. I., Div. 2, Boys and Girls.	Cl. II., Div. 1, Girls.
Frank F. Preble, <i>Usher</i> ,	Philura Wright, <i>Head Assistant</i> ,
Cl. II Divs. 1 and 2.	Cl. IV., Div. 1, Boys.
Parthenia H. Wilder, <i>Head Assistant</i> ,	
Cl. I., Div. 1.	

Assistants.

Sarah E. Bacheller,	Mary E. Moore,
Cl. II., Div. 2.	Cl. III., Div. 1.
A. Delia Stickney,	Louisa M. Collyer,
Cl. II., Div. 2.	Cl. III., Div. 1.
Mary A. H. Pingree,	Ellen I. Bishop,
Cl. IV., Div. 1.	Cl. IV., Div. 2.
Sarah T. Butler,	Caroline Whitney,
Cl. III., Div. 2.	Cl. IV., Div. 2.
Melissa E. D'Arcy,	Olive L. Rogers,
Cl. III., Divs. 1 and 2.	Cl. IV., Divs. 1 and 2.

Frances C. Close, *Teacher of Sewing*.

Charles Butler, *Music Teacher*.

PRIMARY SCHOOL.

<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 " "	
Sarah A. Pratt,	4 " "	
Jane E. Beale,	5 " "	
Helen A. Banks,	1 — Saratoga st. No. 224	} Mr. Noble.
Mary E. Morse,	2 " "	
Sarah A. Small,	3 " " "	
Georgiana H. Moore,	1 " No. 374	
Ellen M. Robbins,	2 " "	} Messrs. Kidder and Gould.
Margaret A. Bartlett,	1 — Monmouth Street,	
Hannah F. Crafts,	2 " "	
Harriet N. Tyler,	1 — Bennington Hall,	
Lydia B. Smith,	2 " "	

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

William H. Learnard, Jr., *Chairman*, 61 Rutland Street.
 James Dennie, *Secretary*, 20 Eliot Street.
 Joseph L. Drew, 52 Warren Street.
 Frederic F. Thayer, 6 Concord Square.
 Matthias Rich, Jr., 639 Tremont Street.
 Alden Speare, 15 Brookline Street.
 William H. Thomes, 58 West Canton Street.
 George M. Steele, 32 Marion Street.
 Stephen L. Emery, 20 Ash Street.
 Salem T. Lamb, 10 Burroughs Place.

DWIGHT SCHOOL, SPRINGFIELD STREET.

James A. Page, <i>Master</i> ,	Lucius A. Wheelock, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Charles Hutchins, <i>Sub-Master</i> ,	Mary T. Ross, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Master's Room.

Assistants.

Eva M. Keller, Cl. II., Div. 2.	Jane M. Hight, Cl. III., Div. 4.
Mary J. Gardner, Cl. III., Div. 1.	Martha A. Joslin, Cl. IV., Div. 2.
Eliza A. Allen, Cl. III., Div. 2.	Frances L. Worster, Cl. IV., Div. 3.
Jane E. Bunton, Cl. III., Div. 3.	Sarah J. Pillsbury, Cl. IV., Div. 4.
Clara B. Gould, Cl. IV., Div. 1.	Mary C. Browne, Cl. IV., Div. 5.

Charles Butler, *Teacher of Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah E. Crocker,	No. 1 — Rutland Street,	Mr. Rich.
Martha B. Lucas,	2 " "	" Dennie.
Mary C. R. Towle,	3 " "	" Thomes.
Henrietta Draper,	4 " "	" Thayer.
Eliza G. Swett,	5 " "	" Speare.
Jane P. Titcomb,	6 " "	" Drew.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

Edward D. G. Palmer, *Chairman*, 13 Portland Street.
 George D. Ricker, *Secretary*, 166 Salem Street.
 Adino B. Hall, 89 Salem Street.
 George F. Haskins, 2 North Square.
 Benjamin Fessenden, 25 Charter Street.
 John A. Stevens, 41 Howard Street.
 Benjamin T. Gould, 1 Prospect Street.
 Martin Griffin, 6 Prince Street.
 Horace Dodd, 178 Salem Street.
 Henry Warren, Green, corner Leverett Street.

ELIOT SCHOOL, NORTH BENNET STREET.

Samuel W. Mason, <i>Master</i> , Cl. I., Div. 1.	Walter H. Newell, <i>Usher</i> , Cl. II., Div. 1.
McLaurin F. Cook, <i>Sub-Master</i> , Cl. I., Div. 2.	Marcy Foster, <i>Head Assistant</i> , Master's Room.

Assistants.

Elizabeth M. Turner, Cl. II., Div. 2.	O. Augusta Welch, Cl. IV., Div. 1.
Sarah C. Goodrich, Cl. II., Div. 3.	—————, Cl. IV., Div. 2.
Helen Faxon, Cl. III., Div. 1.	Georgiana D. Russell, Cl. IV., Div. 3.
Frances M. Bodge, Cl. III., Div. 2.	Ellen Fairbanks, Cl. IV., Div. 4.
Martha M. Hobbs, Cl. III., 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, Sophia Shepard, Clarissa Davis, Cleone G. Tewksbury, Sarah C. Chevaillier, Harriet S. Boody, Eliza Brintnall, Eliza J. Cosgrave, Mary A. Cushing, Juliaette Davis, Julia Ann Cutts, Sarah Ripley,	No. 1 — Snelling Place, 2 “ “ “ 3 “ “ “ 4 “ “ “ 5 “ “ “ 6 “ “ “ 1 — 22 Charter Street, 2 “ “ “ 3 “ “ “ 4 “ “ “ 1 — rear 22 Charter St., 2 “ “ “ 3 “ “ “	} Mr. Dodd. “ Warren. “ Hall. “ Palmer. “ Ricker. “ Gould. “ Fessenden. } “ Griffin. “ Ricker. } “ Stevens. “ Fessenden. } “ Haskins.
Helen M. Warner, Mary E. Barrett, Maria A. Gibbs,	1 — Hanover Avenue, 2 “ “ “ 3 “ “ “	“ Fessenden. } “ Haskins.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

Alden Speare, *Chairman*, 15 Brookline Street.
 William H. Thomes, *Secretary*, 58 West Canton Street.
 Matthias Rich, Jr., 639 Tremont Street.
 Henry Burroughs, Jr., 82 Mount Vernon Street.
 James Dennie, 20 Eliot Street.
 Joseph L. Drew, 52 Warren Street.
 William H. Learnard, Jr., 61 Rutland Street.
 Frederic F. Thayer, 6 Concord Square.
 Salem T. Lamb, 10 Burroughs Place.
 Stephen L. Emery, 20 Ash Street.

EVERETT SCHOOL, WEST NORTHAMPTON STREET.

George B. Hyde, <i>Master</i> , Cl. I., Div. 1.	Janet M. Crighton, <i>Head Assistant</i> , Cl. I., Div. 2.
Frances E. Keller, <i>Head Assistant</i> , Cl. I., Div. 1.	Louisa Tucker, <i>Head Assistant</i> , Cl. II., Div. 1.

Assistants.

Emma F. Titus, Cl. II., Div. 2.	Mary A. Gavett, Cl. IV., Div. 1.
Anna B. Clapp, Cl. III., Div. 1.	Louisa M. Alline, Cl. IV., Div. 2.
Elizabeth A. Browne, Cl. III., Div. 2.	Ann J. Bolden, Cl. IV., Div. 3.
Matilda E. Rich, Cl. III., Div. 3.	Sarah W. Pollard, Cl. IV., Div. 4.
Frances R. Josselyn, Cl. III., Div. 4.	

Mrs. Eleanor L. Browne, *Teacher of Sewing*.

Charles Butler, *Teacher of Music*.

Thomas W. Pemberton, *Janitor*.

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 " "	" Emery.
Caroline S. Lamb,	5 " "	" Learnard.
Elizabeth Newman,	6 " "	" Rich.
Mary T. Bunton,	10 " "	" Burroughs.
Caroline F. Barr,	11 " "	" Drew.
Lydia F. Blanchard,	12 " "	" Thayer.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Enoch C. Rolfe, *Chairman*, 616 Washington Street.
 William E. Underwood, *Secretary*, 743 Washington Street.
 Henry Burroughs, Jr., 82 Mt. Vernon Street.
 Joseph L. Drew, 52 Warren Street.
 Frederic F. Thayer, 6 Concord Square.
 William H. Learnard, Jr., 61 Rutland Street.
 Matthias Rich, Jr., 639 Tremont Street.
 James Dennie, 20 Eliot Street.
 Alden Speare, 15 East Brookline Street.
 William H. Thomes, 58 West Canton Street.

FRANKLIN SCHOOL, RINGGOLD STREET.

Samuel L. Gould, <i>Master</i> , Cl. I., Div. 1.	Catharine T. Simonds, <i>Head Assistant</i> , Cl. III., Div. 1.
Amelia B. Hopkins, <i>Head Assistant</i> , Cl. I., Div. 1.	Sarah A. Gale, <i>Head Assistant</i> , Cl. IV., Div. 1.
Sarah P. Mitchell, <i>Head Assistant</i> , Cl. I., Div. 2.	

Assistants.

Lydia H. Emmons, Cl. II., Div. 1.	Abigail D. Tucker, Cl. III., Div. 4.
P. Catharine Bradford, Cl. II., Div. 2.	Mary J. Leach, Cl. IV., Div. 2.
Susan E. Gates, Cl. II., Div. 3.	Mary A. Mitchell, Cl. IV., Div. 3.
Elizabeth J. Brown, Cl. III., Div. 2.	Anna E. Parker, Cl. IV., Div. 4.
L. Isabel Barry, Cl. III., Div. 3.	Isabella M. Harmon.

Maria S. Wolcott, *Teacher of Sewing*.
 Charles Butler, *Teacher of Music*.
 Amos Lincoln, *Janitor*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lucy M. Beek,	No. 1 — Genesee Street,	Mr. Rolfe.
Susan H. Chaffee,	2 " "	} " Drew.
Abbie K. Sweetser,	3 " "	
Josephine G. Whipple,	1 — Suffolk Street,	" Underwood.
Georgiana A. Ballard,	2 " "	} " Dennie.
Helen E. Eaton,	3 " "	
Frances M. Sylvester,	4 " "	" Underwood.
Maria Jenkins,	5 " "	" Thomes.
Elizabeth P. Cummings,	6 " "	" Learnard.
Eliza J. Dyar,	7 " "	" Speare.
Harriet M. Faxon,	1 — Groton Street,	" Burroughs.
Sarah A. Everett,	2 " "	" Thomes.
Frances J. Crocker,	3 " "	" Dennie.
Hannah M. Coolidge,	4 " "	" Thayer.
Lucy A. Cate,	5 " "	" Rich.
Caroline A. Miller,	6 " "	" Learnard.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Adino B. Hall, *Chairman*, 89 Salem Street.
 George D. Ricker, *Secretary*, 166 Salem Street.
 Edward D. G. Palmer, 3 Montgomery Place.
 George F. Haskins, 2 North Square.
 Aaron P. Richardson, 17 Green Street.
 Benjamin Fessenden, 25 Charter Street.
 Martin Griffin, 6 Prince Street.
 John A. Stevens, 41 Howard Street.
 Horace Dodd, 178 Salem Street.
 George Hubbard, 3½ Portland Street.
 Dexter S. King, 34 Bowdoin Street.

HANCOCK SCHOOL, RICHMOND PLACE.

George Allen, Jr., *Master*,
Cl. I., Div. 1.

Phineas G. Parmenter, *Sub-Master*,
Cl. I., Div. 2.

Angelina A. Brigham, *Head Assistant*,
Master's Room.

Assistants.

Esther F. Wilder,
Cl. I., Div. 3.

Martha F. Winning,
Cl. II., Div. 1.

Anne B. Hall,
Cl. II., Div. 2.

Henrietta L. Pierce,
Cl. II. Div. 3.

Helen M. Hitchings,
Cl. II., Div. 4.

Ellen A. Hunt,
Cl. III., Div. 1.

Sarah E. White,
Cl. III., Div. 2.

Achsah Barnes,
Cl. III., Div. 3.

Malvina R. Brigham,
Cl. IV., Div. 3.

Emily F. Fessenden,
Cl. IV. Div. 2.

Emma Clark,
Cl. IV., Div. 1.

Josephine M. Robertson,
Cl. IV., Div. 4.

Helen M. Nash.

Catharine S. Doane.

Jane 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 " "	" Ricker.
Sarah F. Ellis,	3 " "	" Dodd.
Mary S. Gale,	1 — N. Margin Street,	" Dodd.
Mary J. Clark,	2 " "	" Palmer.
Elizabeth F. Frye,	1 — Hanover Street,	} " Griffin.
Emily A. Tewksbury,	2 " "	
Margaret W. Hall,	3 " "	" Hubbard.
Adeline S. Bodge,	1 — Bennet Avenue,	" King.
Harriet B. Vose,	2 " "	" Haskins.
Eunice F. Linsley,	1 — Sheafe Street,	" Hall.
Martha F. Boody,	2 " "	" Richardson.
Esther W. Mansfield,	3 " "	" Fessenden.
Anna H. Burns,	1 — Cooper Street,	" Hall.
Susan Page,	2 " "	" Ricker.
Frances Harrod,	3 " "	} " Stevens.
Catharine S. Sawyer,	4 " "	
Mary A. Mansfield,	Baldwin Place,	" Fessenden.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Edward H. Brainard, *Chairman*, 161 Broadway.
 J. Proctor Haskins, *Secretary*, Seventh, near E Street.
 John Duncan, Linden, corner of Fourth Street.
 Alvan Simonds, 95 Dorchester Avenue.
 Edwin Briggs, 67 Dorchester, corner of Old Harbor Street.
 John P. Ordway, 42 Bedford Street.
 Choate Burnham, 284 Broadway.
 Stephen L. Emery, 20 Ash 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.	Louisa C. Richards, Cl. IV., Div. 2.
Alice Cooper, Cl. III., Div. 1.	Levantia F. Bradley, Cl. IV., Div. 3.
Mary J. Newmarch, Cl. III., Div. 2.	Caroline Blanchard, Cl. IV., Div. 4.
Sarah O. Babcock, Cl. III., Div. 3.	Eliza L. Darling, Cl. IV., Div. 5.
Elizabeth S. Jefferds, Cl. III., Div. 4.	Mary N. Moses, Cl. IV., Div. 6.
Margarette A. Moody, Cl. IV., Div. 1.	

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. Burnham.
Sarah M. Dawson,	2 “ “	“ Emery.
Mary F. Peeler,	3 “ “	“ Duncan.
Sarah S. Blake,	4 “ “	“ Burnham.
Mary F. Baker,	5 “ “	“ Emery.
Olive W. Green,	1 — Mather School'se,	} “ Brainard.
Sarah F. Hall,	2 “ “	
Sarah V. Cunningham,	3 “ “	
Mary K. Davis,	4 “ “	} “ Simonds.
Rebecca H. Bird,	5 “ “	
Mary Lincoln,	6 “ “	“ Haskins.
Ann E. Newell,	7 “ “	“ Brainard.
Mary A. Maenair,	8 “ “	“ Haskins.
Laura A. Reed,	9 “ “	} “ Briggs.
Harriet W. Hammond,	10 “ “	
Mary E. Fox,	Ward Room,	“ Haskins.

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

John Duncan, *Chairman*, Linden, cor. of Fourth Street.
 J. Proctor Haskins, *Secretary*, Seventh, near E Street.
 Alvan Simonds, Mechanics Bank.
 Choate Burnham, 284 Broadway.
 Edwin Briggs, 67 Dorchester, cor. of Old Harbor Street.
 Edward H. Brainard, 161 Broadway.
 Charles Torrey, 105 Boylston Street.
 Stephen L. Emery, 20 Ash Street.

LINCOLN SCHOOL, BROADWAY, SOUTH BOSTON.

Samuel Barrett, <i>Master</i> , Cl. I., Div. 1.	Martha A. Dearborn, <i>Head Assistant</i> , Cl. II., Div. 1.
Charles A. Morrill, <i>Sub-Master</i> , Cl. I., Div. 2.	Myra S. Butterfield, <i>Head Assistant</i> , Cl. III., Div. 1.
Mary E. Balch, <i>Head Assistant</i> , Master's Room.	

Assistants.

Anne M. Brown, Cl. II., Div. 2.	Harriet A. Stowell, Cl. IV., Div. 2.
Laura Bartlett, Cl. II., Div. 3.	Ellen R. Wyman, Cl. IV., Div. 3.
Cynthia H. Sears, Cl. III., Div. 2.	————— Cl. IV., Div. 4.
Ariadne B. Jewell, Cl. III. Div. 3.	Anna F. Groves, Cl. IV., Div. 5.
Frances A. Nickles, Cl. IV., Div. 1.	

Albert Drake, *Teacher of Vocal Music.*

Elizabeth Bedlington, *Teacher of Sewing.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary H. Faxon,	No. 1 — Lincoln Schoolh'se,	Mr. Haskins.
Laura J. Gerry,	2 " "	" Brainard.
Lucy C. Bartlett,	3 Hawes Hall,	" Briggs.
Sarah E. Varney,	Wait's Hall,	" Simonds.
Lydia N. Bates,	1 — City Point,	" Briggs.
Caroline M. Lyon,	2 " "	" Burnham.
Tiley A. Bolkcom,	3 " "	" Briggs.
Susan W. Smith,	4 " "	" Simonds.
Mary E. Easton,	" " Chapel,	" Torrey.

LYMAN SCHOOL DISTRICT.

COMMITTEE.

- J. Wesley Hinckley, *Chairman*, 29 Meridian Street.
 Frederic Kidder, *Secretary*, Sturtevant House.
 Seth C. Ames, 131 Webster Street.
 J. Harvey Woodbury, 4 Princeton Street.
 John Noble, 81 Lexington Street.
 Samuel T. Cobb, 2 Belmont Square.
 Benjamin Fessenden, 25 Charter Street.

LYMAN SCHOOL, MERIDIAN STREET, EAST BOSTON.

Hosea H. Lincoln, *Master*,
Cl. I., Div. 1., Boys and Girls.

James F. Blackinton, *Sub-Master*,
Cl. II., Boys.

Mary O. Bulfinch, *Head Assistant*,
Cl. I., Div. 2, Boys and Girls.

Mary S. Gage, *Head Assistant*,
Cl. III., Boys.

Cordelia Lothrop, *Head Assistant*,
Cls. II. and III., Girls.

Assistants.

Eliza F. Russell,
Cl. IV., Div. 1, Boys.

Mary A. Turner,
Cl. IV., Girls.

Amelia H. Pitman,
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>
Anna I. Duncan,	No. 1 — Paris Street,	} Mr. Fessenden.
Abigail M. Allen,	2 " "	
Isabella A. Bilby,	3 " "	
Hannah C. Atkins,	4 " "	} " Hinckley.
Susan H. M. Swan,	5 " "	
Hannah L. Manson,	6 " "	
Helen A. Plumley,	Meridian, cor. Decatur St.,	" Ames.
Angeline M. Cudworth,	Sumner Hall,	" Noble.
Caroline S. Litchfield,	Ward Room,	" Hinckley.

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

William E. Townsend, *Chairman*, 15 Cambridge Street.

Charles D. Homans, *Secretary*, 12 West Street.

John N. Murdock, 6 Allston Street.

William E. Coale, 4 Staniford Street.

Francis Brown, 123 Leverett Street.

John A. Lamson, 1 Staniford Street.

George Hubbard, 3½ Portland Street.

MAYHEW SCHOOL, HAWKINS STREET.

Samuel Swan, <i>Master, and Teacher of Vocal Music.</i>	Quincy E. Diekerman, <i>Sub-Master,</i> Cl. I., Div. 2.
Emily A. Moulton, <i>Head Assistant,</i> Cl. I., Div. 1.	L. Hall Grandgent, <i>Usher,</i> Cl. II., Div. 1.

Assistants.

Elizabeth P. Hopkins, Cl. II., Div. 2.	L. Blanche Ladd, Cl. IV., Div. 1.
Sarah W. I. Copeland, Cl. III., Div. 1.	Adeline F. Cutter, Cl. IV., Div. 3.
Anna I. Holmes, Cl. III., Div. 2.	Caroline F. Reed, Cl. IV., Div. 3.
Elizabeth L. West, Cl. III., Div. 3.	Florena Gray, Cl. IV., Div. 2.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Permelia Stevens,	Chardon Street,	Mr. Townsend.
Bethia Whiting,	“ “	“ Coale.
Henrietta B. Tower,	“ “	“ Lamson.
Sarah E. Copeland,	“ “	“ Brown.
Maria L. Cummings,	“ “	“ Coale.
Margaret R. Atkinson,	“ “	“ Townsend.
Caroline Wason,	South Margin Street,	} “ Murdock.
M. Electa Lauriat,	Merrimac Street,	
Mary E. Parker,	Old Hancock sch. house,	“ Hubbard.
Catharine W. Callender,	“ “ “	} “ Homans.
Harriet A. Farrow,	“ “ “	

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

John C. Stockbridge, <i>Chairman,</i> 22 Montgomery House.
David P. Kimball, <i>Secretary,</i> 9 Allen Street.
J. Baxter Upham, 31 Chestnut Street.
S. K. Lothrop, 12 Chestnut Street.

Russell Sturgis, Jr., 13 Joy Street.
 Francis Brown, 123 Leverett Street.
 John F. Jarvis, 22 Leverett Street.
 Dexter S. King, 34 Bowdoin Street.

PHILLIPS SCHOOL, SOUTHAC STREET.

James Hovey, <i>Master</i> ,	John M. Colcord, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Amphion Gates, <i>Sub-Master</i> ,	Emma J. Fuller, <i>Head Assistant</i> .
Cl. I., Div. 2.	Master's Room.

Assistants.

Laura M. Porter,	Abigail A. Reed,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Elvira M. Harrington,	Harriet A. Cunningham,
Cl. II., Div. 3.	Cl. IV., Div. 2.
Lucy S. Nevins,	M. Josephine Dugan,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Hannah M. Sutton,	Emily A. Perkins,
Cl. III., Div. 2.	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 A. M. Turner,	2 " "	} " Sturgis.
Josephine Couthouy,	3 " "	
Caroline P. Eastman,	4 " "	" Kimball,
Mary H. Barnard,	5 " "	" Lothrop.
Eliza A. Corthell,	1 — Old Phillips sch. ho.,	" Jarvis.
Sarah Ingalls,	2 " " "	" Stockbridge.
Emeline D. Fish,	3 " " "	} " King.
Harriet H. King,	Joy Street,	
Ruth M. Sanborn,	Western Avenue,	" Upham.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

James Dennie, *Chairman*, 20 Eliot Street.
 Henry W. Harrington, *Secretary*, 3 Corey Avenue.
 Patrick Riley, 10 Lincoln Street.
 Thomas M. Brewer, 131 Washington Street.
 Elijah C. Drew, 21 Harrison Avenue.
 William E. Underwood, 743 Washington Street.
 George Hayward, Jr., 13 Temple Place.
 Charles Torrey, 105 Boylston Street.
 Stephen G. Deblois, United States Hotel.
 Edmund T. Eastman, 50 Essex Street.

QUINCY SCHOOL, TYLER STREET.

Charles E. Valentine, <i>Master</i> , Cl. I., Div. 1.	Josephine L. Tucker, <i>1st Head Assistant</i> , Master's Room.
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. 1.	E. Maria Simonds, <i>3d Head Assistant</i> , Cl. IV., Div. 1.

Assistants.

Julia B. Burrell, Cl. II., Div. 3.	Charlotte L. Wheelwright, Cl. IV., Div. 3.
Anna G. Cummings, Cl. III., Div. 1.	Emily B. Peck, Cl. IV., Div. 4.
Angeline A. Moulton, Cl. III., Div. 2.	Catharine R. Greenwood, Cl. IV., Div. 4.
Harriet D. Hinckley, Cl. III., Div. 3.	Olive M. Page, Cl. IV., Div. 5.
Sarah E. Chandler, Cl. IV., Div. 1.	Mary J. Chandler, Cl. IV., Div. 5.
Elizabeth T. Bailey, Cl. IV., Div. 2.	Emily J. Tucker, Cl. IV., Div. 5.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Susan Frizzell,	No. 1 — East Street,	} Mr. Harrington.
Elizabeth P. Bentley,	2 " "	
Mary L. Richards,	3 " "	" Hayward.
Rebecca W. Hitchings,	4 " "	} " Underwood,
Dora Norton,	5 " "	
Ellen E. Leach,	6 " "	" Torrey.
Mary A. Sylvester,	7 " "	" Drew.
Abigail F. Hutchins,	8 " "	" Brewer.
Harriet A. Bettis,	9 " "	" Dennie.
Priscilla Johnson,	10 " "	" Deblois.
Sarah E. Lewis,	11 " "	" Eastman.
Elizabeth C. Frink,	12 " "	" Brewer.
Adeline Stockbridge,	East Street Place,	" Eastman.
Hannah A. Lawrence,	" " "	" Torrey.
Sophronia N. Herrick,	" " "	" Drew.
Marian A. Flynn,	" " "	" Riley.
Matilda J. Mitchell,	Engine House, East St.,	" Dennie.

WELLS SCHOOL DISTRICT.

COMMITTEE.

John F. Jarvis, *Chairman*, 22 Leverett Street.
 David P. Kimball, *Secretary*, 9 Allen Street.
 J. C. Stockbridge, 9 West Cedar Street.
 Samuel H. Randall, 7 Chilson Place.
 William E. Coale, 4 Staniford Street.
 John N. Murdock, 6 Allston Street.
 Benjamin T. Gould, 1 Prospect Street.
 Francis Brown, 123 Leverett Street.
 Henry Warren, Green, corner Leverett Street.

WELLS SCHOOL, BLOSSOM STREET.

Reuben Swan, <i>Master</i> , Cl. I., Div. 1.	Matilda A. Gerry, <i>Head Assistant</i> , Cl. IV., Div. 3.
Sarah E. Wiggin, <i>Head Assistant</i> , Cl. I., Div. 2.	

Assistants.

Ellen F. Preble, Cl. I., Sect. 2.	Lydia S. Chandler, Cl. III., Div. 2.
Mary S. Carter, Cl. II., Div. 1.	Ellen M. Brown, Cl. IV., Div. 1.
Sarah J. Lothrop, Cl. II., Div. 2.	Lydia A. Beck, Cl. IV., Div. 2.
Juliana Sparrell, Cl. III., Div. 1.	

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. Warren.
Anna A. James,	3 “ “	“ Gould.
Elizabeth D. McClure,	4 “ “	“ Randall.
Augusta H. Foster,	5 “ “	“ Warren.
Mary L. Bailey,	6 “ “	“ Coale.
Lucy M. A. Redding,	1— Poplar Street.	“ Stockbridge.
Maria W. Turner,	2 “ “	“ Kimball.
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.

Salem T. Lamb, *Secretary*, 10 Burroughs Place.

Elijah C. Drew, 21 Harrison Avenue.

Enoch C. Rolfe, 616 Washington Street.

Ezra S. Gannett, 10 Boylston Place.

Henry W. Haynes, 35 Court Street.

Ezra Palmer, 1 Tremont Place.

Stephen G. Deblois, United States Hotel,

Elisha Bassett, 335 Tremont Street.

WINTHROP SCHOOL, TREMONT STREET.

Robert Swan, <i>Master</i> , Cl. I., Div. 1.	Rebecca P. Barry, <i>3d Head Assistant</i> , Cl. I., Div. 3.
Susan A. W. Loring, <i>1st Head Assis't</i> , Cl. I., Div. 1.	Almira Seymour, <i>4th Head Assistant</i> , Cl. II., Div. 1.
May G. Ladd, <i>2d Head Assistant</i> , Cl. I. Div. 2.	Martha E. Towne, <i>5th Head Assistant</i> , Cl. II., Div. 2.

Assistants.

Mary Newell, Cl. II., Div. 3.	Georgiana Sparrell, Cl. III., Div. 1.
Kate L. Perrigo, Cl. II., Div. 3.	Julia A. Jellison, Cl. IV., Div. 1.
Mary E. Davis, Cl. III., Div. 1.	Frances C. Jennison, Cl. IV., Div. 2.
Elizabeth S. Emmons, Cl. III., Div. 2.	Hannah H. Hosmer, Cl. IV., Div. 3.
Emma A. Holmes, Cl. III., Div. 3.	Emily M. Hathaway, Cl. IV., Div. 4.
Mary J. Danforth, Cl. III., Div. 4.	Abigail A. Cutter, Elizabeth S. Emmons.

Hannah A. Rolfe, *Teacher of Sewing.*Charles Butler, *Teacher of Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Anna O. Jones,	No. 1 — Bumstead Court,	Mr. Gannett.
Rebecca R. Thayer,	Harrison Avenue,	“ Palmer.
Abby M. Mills,	“ “	“ Brewer.
Julia A. Wheaton,	“ “	“ Bassett.
Mary B. Brown,	“ “	“ Gannett.
Hannah E. Moore,	Tyler Street,	} “ Deblois.
Frances Torrey,	“ “	
Hannah L. Billings,	“ “	} “ Drew.
Mary A. B. Gore,	“ “	
Caroline M. Grover,	“ “	“ Rolfe.
Abby J. Glover,	“ “	“ Brewer.
Caroline L. P. Torrey,	Hudson Street,	} “ Lamb.
Agnes Duncan,	“ “	
Henrietta K. Madigan,	“ “	} “ Haynes.
Caroline A. Morris,	“ “	

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