



No. ^{*}6347-1

1873



ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
CITY OF BOSTON.

1873.



BOSTON :
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122 WASHINGTON STREET.
1874.

June 7 '35
Cont

CITY OF BOSTON.

ROOMS OF THE SCHOOL COMMITTEE,
BOSTON, Dec. 10, 1873.

At a meeting of the School Committee, held Nov. 11th, 1873, Messrs. Adams, of Ward 16, Reynolds, Seaverns, Fitzgerald, Curtis, Slade, Rankin, Allen, of Ward 1, and Tucker, were appointed to prepare the Annual Report of the School Committee.

Mr. Adams declined serving upon the committee, and Mr. Williard was appointed in his stead.

Attest :

BARNARD CAPEN,
Secretary of the School Committee.

REPORT.



The committee charged with the duty of preparing and presenting the annual report of the schools of Boston for the school year 1872-3, do not, in view of the fulness of the details furnished by the special reports of the Superintendent, and of the several High School Committees, propose to do more than give a brief review of the work of the year, and call attention to some of the most prominent topics of interest suggested thereby.

GENERAL STATISTICS.

The year ending August 31st, 1873, shows an aggregate total of 40,017 children attending the Public Schools, against 38,688 for the year previous; an increase of 3.3 per cent., and due solely to the ordinary growth of the city, independent of annexations of territory. A decrease of attendance from 92.4 per cent. in the year preceding to 90.9 per cent. in this was owing almost entirely to the epidemics prevailing in the winter of 1872-3, and other temporarily disturbing causes, and indicates no defect in discipline.

To meet this increase of pupils the corps of instructors has been increased from 1,001 in the previ-

ous year to 1,050 in this; and yet the average number of pupils to a teacher is 41.3, or nearly 3 higher than in the former year.

The salaries paid to teachers amounted to \$929,852.41 against \$863,658.51 of the previous year, an increase chiefly from the raising of the salaries of female teachers in the Primary and Grammar schools \$100.00. But although the average rate paid is large, yet it was felt by the Board that it was really called for to command the best grade of teachers, in the departments named; and that a wise economy required the salaries to be first put on a proper basis, and then for the Board to insist on corresponding qualifications in the teachers.

Two new Grammar school-houses have been erected; one named the Gaston, after our late honored presiding officer, and situated near City Point, South Boston. This contains fourteen rooms and a hall, and is, with the exception of the Girls' High School-house on Newton street, perhaps, the best adapted building for school purposes in the city. The other is the new Mather School-house in the Sixteenth Ward, and contains ten rooms and a hall.

A large increase will be noticed in the total expenditures for school purposes, which reach the amount of \$1,746,403; that for the year preceding being but \$1,314,380.33. Out of this large disbursement, not less than \$454,230.34 was for school-houses and lands, being \$356,429.66 more than was paid in the previous year; and was paid out under the direction of the Common Council, the School Committee having no control in the matter whatever. We mention this

partly because the School Committee are often held responsible for all that appears under the head of School Expenditures, but mainly to show the importance of the question considered hereinafter in reference to the control of this whole matter of construction.

This large expense — a higher figure than has been reached in any previous school year, with but one exception — has resulted in part from the erection of the school-houses already mentioned; but in a considerable degree also from the purchase of the lot of land intended for the English High and Latin Schools, situated on Warren avenue, and referred to in our last Annual Report. Large, however, as the sum paid was, we can confidently say that it was well expended, not only in view of the necessities for school accommodation which it supplied, but even in the mere light of an investment by the city. It has, however, been fully justified by the former consideration; and it may safely be predicted that these two schools will enter upon a new and enlarged career of usefulness when established in this central position.

There has also been added one new Primary school-house, and others are in process of erection, but not before their need was pressingly felt. It is to be regretted that in the construction of school buildings in our city more attention has not been paid to the possible enlargements which the growth of the school may require; and a system of colonization has often been necessarily adopted, in buildings quite unsuited to the requirements of a school, and not unfrequently placed

in a situation by no means convenient to the other departments of the same district.

THE GIRLS' HIGH SCHOOL.

Since the separation from this of the Normal department, and we may well add, since the accession of the present head-master, the school has made a decided advance in the proficiency of the pupils in the several grades, and in all the branches of study prescribed. The separation of the two departments was accomplished none too soon for the good of either; but this was especially true in regard to

THE NORMAL SCHOOL.

Without imputing intentional fault to any one concerned in the charge of the Girls' High and Normal School before the separation, it may be emphatically said that the connection of the two departments was gradually becoming fatal to the Normal element. It was a result natural enough, that the number of girls desiring to be qualified as teachers should rapidly diminish, in view of the greater attractions held out by the High School course, pursued under the same roof. It was also a necessary result, that in an educated community like ours the number of those entering for the High School course proper should be greater than that seeking Normal training; and this, with the former cause, was gradually but surely crowding the Normal department out of the school. A Normal School should, moreover, be connected not

with a High, but with a Grammar or Primary department; that the pupils should have the frequent opportunity of handling classes, in accompaniment with the theoretical instruction of the Training School. All this the school failed to have in any proper degree.

We can but regret, moreover, the untoward accidents to which it has been exposed. While suffering gravely from the want of suitable accommodations, and the demoralization necessarily incident to occupying temporary and insufficient quarters, its legal right to exist at all was doubted, and in an opinion transmitted to the Mayor, by the law officer of the city, the right of the city to maintain such a school, under existing laws, was denied; and it was held that a special act of the Legislature was needed to give the requisite authority. The organization of the school has, nevertheless, been maintained to this time, as there was no doubt that the necessary enactment could be obtained; since, whatever the legal aspect of the matter might be, there was never any question of the utility and necessity of the school; and before this report is in print we may safely hope to see this institution restored to its ancient efficiency.

CONSTRUCTION OF SCHOOL-HOUSES.

The whole matter of the construction of school-houses is practically under the exclusive control of the Common Council of the city. It is true that as early as Dec. 18, 1855, it was provided by that body that "No school-house should be located, erected, or

materially altered, until the School Committee shall have been consulted on the proposed locality and plans ;" but it was added, "except by order of the City Council ;" and the exception and not the ordinance has prevailed ever since. That in the original distribution of powers or functions between the several branches of the city government it was wise to assign this duty to a department not charged with the care of the schools, and which could not officially or in the regular course of its duties have any practical knowledge of the wants of the scholars, we think no one will venture to assert. We hope that in the revision of the city charter, now in progress, this may be in some way corrected.

Two ways at least seem to be open to do this: one is that the whole matter should be left to this Board; and that we should be empowered to decide exclusively upon location, construction, alteration and repairs, and, in short, all details involved therein. But there are many who do not wish so sweeping a change, and think that it would involve this Board in duties foreign, in some degree, to its proper sphere of action. To them it seems more advisable that the spirit of the ordinance of 1855, without the exception above referred to, should be incorporated into the City Charter, and this Board be vested with a concurrent advisory power on the points already mentioned. Such, indeed, was the conclusion of the very able committee appointed by this Board in 1871, and stated by them in a report presented March 21st of that year. They there say: "It has been thought by some that the whole business of locating, erecting

and taking care of school edifices, should be in the hands of this Board. But your committee, upon a careful review of the whole subject, are not prepared to adopt this view. They are disposed to think it best that the buildings should be erected as they now are, by the City Council. But it is clear that the School Board should have a voice in determining the location and the plans of the school buildings, and the extent and character of the school accommodations. This power is necessary to the economical and successful administration of the school system." And they add: "What is needed is that the City Charter should be amended so as to secure to this Board the powers here indicated, leaving to the City Council the duty of purchasing sites and erecting and caring for buildings. It would seem that this modest demand should meet with no opposition."

Whichever plan may be adopted, the one thing to be kept steadily in view is, to have some person or persons who shall at once be professionally competent to decide on the needs of the schools in point of construction, and responsible for seeing that those needs are properly supplied. It would be difficult to devise a system less calculated in theory or in practice to produce beneficial results than the one now prevailing, where the whole question of construction, with all the important details of light, heat, ventilation, proper hygienic conditions, etc., is determined conclusively by a body generally unacquainted with the wants to be met, and whose responsibility ends when the edifice is completed. In those costly structures for which our citizens cheerfully pay, a

mere conventional mode of construction is too often followed ; and this is not to be wondered at under a system which seems perversely contrived at once to produce unintelligent construction and total absence of responsibility therefor.

HYGIENE, VENTILATION, ETC.

We have dwelt the more on the subject just considered, because of its intimate connection with the health of the pupils. So long as the school-house is not constructed with all the improvements known, in regard to ventilation, proper light, size and construction of rooms in reference to these points and to sound; height of the structure to avoid undue fatigue from climbing too many stairs; and proper space to prevent crowding, etc., we are implanting the seeds of disease in the children whom we profess to educate. The true view of education includes the training of the body as well as of the mind, and in the language of our esteemed Superintendent, should require us, "not merely to avoid injury to the health of the pupils while carrying on their instruction in the schools, but to increase their physical health, strength and beauty."

And first, in regard to ventilation it may truly be said that there is not a single public school in the city where a substantially complete system of ventilation exists. To remove the foul air, neither by the sudden introduction of cold currents, nor by the simultaneous removal of all the warm air intended for the comfort and health of the occupants of the room, is a

problem satisfactorily encountered, so far as we know, in only one school-room in this city, and that is in a private school-house constructed with this specially in view. In a careful and exhaustive paper communicated to the Massachusetts State Board of Health by a prominent physician of this State, and printed in their report for 1874, the writer says with emphasis: "Pure air is a necessity to health. No State or town can afford to allow its school children to be slowly poisoned by breathing foul air." . . . "If we are wise we shall be less lavish of expenditure on showy exteriors and lofty halls, and more ready to spend on thorough ventilation. Nay, we shall insist on the latter at whatever price. In every school-house which cost \$20,000, enough might have been saved by making the ceilings two feet lower to pay the cost of supplying the building with pure air."

Our space will not permit us to pursue this important topic more in detail ; but we will refer for its further illustration and discussion to the report just quoted from, and also to the report of the same Board for the year 1871.

Again, in regard to the matter of the admission of light, it is a fact that not until the present year, and then almost by accident, has the strict rule never departed from in the construction of European school-houses, been observed, namely: to have the light enter always at the left hand, and on the side parallel to the greater length of the room.

We refer to these details not in any spirit of fault-finding, but as further enforcing the necessity, above insisted on, of a competent and responsible person or

Board to see to the due observance of points so intimately connected with the pupil's health and capacity to study.

EXERCISE.

Last, but not least in this connection, is the subject of gymnastics. That much is done in this direction is true. Teachers and School Boards are in a general way aware of the vital necessity of exercise as an alterative, during school hours. But this is administered, when given at all, without intelligent system, and under the direction of teachers who are not themselves skilled in gymnastic exercise, or even in the rules of physical growth and development. Upon this point, the language of the medical expert before referred to is very pertinent. In the report already quoted from, he says, "There is a great tendency to irregularity in the practice of these exercises, and not unfrequently they fall into disuse. Theoretically, their great importance is admitted, while practically the time necessary for them is grudged as so much taken from the time of study. The fact is that spirited and suitable light gymnastics promote, instead of hindering study, because they relieve tension, draw off nervous irritability, equalize circulation, deepen respiration, and return children to their books renewed in mind as well as in body, and capable of attention and application which were impossible to them five minutes before."

Is it, then, too much to claim that physical training should, within due limits, be a part of the scheme of education, and proper provision made that it should

be systematically inculcated, like any other branch? The writer just referred to proceeds to say: "But these exercises should be a *regular* part of every session in *all* schools, and in the younger schools should occur oftener than once in each half day." "To bring about" [the due] "result in any school it is evident that we need the influence and *example* of teachers who not only believe in, but *practice* and *enjoy*, physical exercises in doors and out."

And this is the footing on which we hope to see this matter placed. Not exercise merely to relieve constraint, or to prevent bodily injury from confinement to study, but administered as a distinct branch of education by teachers themselves competently trained to direct it.

ORGANIZATION OF THE BOARD.

The necessity of a change in the size of the Board must have become apparent to all. It has more than once been the subject of comment in our annual reports; and in the report of the special committee of this Board already referred to, made in March, 1871, it was said that "the Board as now constituted, especially by the union of other municipalities with Boston, is too numerous for the transaction of the business which comes before it in the most careful, prompt and judicious manner. In this particular our Board presents a marked anomaly among the school-boards of the country. No other city in the country, however large, has a school-board half as numerous as ours. . . . And your committee therefore

recommend an amendment to the city charter so as to provide for the election of three members from each ward, instead of six, as now provided for." What was true in 1871 is, with the present and prospective additions to the city, doubly true at this time.

Such a reduction is a prime necessity. To what extent it shall be carried, and whether the number from each ward shall be reduced to three, or even to two members is a matter of detail merely, which may safely be left to future consideration.

A change more radical in its character, by which besides the reduction in number proposed, the members of this Board shall be elected from the city at large, and not from each ward separately, has been suggested, and has recommended itself to many, for whose opinion we entertain great respect. It would undoubtedly meet and correct certain incidental evils in our organization which have been seriously felt. It is at the same time open to the criticism that it may take away from our Board the element of local representation, which in theory we ought to possess; and which is found in the City Council, as distinguished from the Board of Aldermen; we mean that knowledge of the wants and characteristics of each district, which only one himself from the district can directly supply. But this is a matter which we do not now feel called upon to do more than present.

EXAMINATIONS AND ASSISTANT SUPERINTENDENTS.

In the annual school report for the last year the great need of uniform and thorough examination

of our schools was strongly set forth. In the year that has passed the urgency of this need has not diminished, but largely increased. The natural growth of our schools and the large accessions to the territory of the city, made or to be made, render it our imperative duty to provide at an early moment for this want. That it cannot be met by the present system, or, we should rather say, want of system, must be obvious to the most superficial observer. Even if the various district committees, composed, as they are, of business men, could give regular and systematic examinations to the schools specially assigned to them, it is certainly beyond their power for each of them to harmonize its work with that of all the others, or for the General Board to control and bring into one efficient whole the varying results of so many separate and unequally working sub-committees.

It certainly needs no argument to convince reflecting men, that to produce a practically effective system, the power and responsibility should rest in as few hands as possible; and it is evident that the only person who stands in the proper position to take this charge is the Superintendent of the Schools. It is equally evident that with the multifarious duties which this gentleman is already charged with, he can only do this efficiently, by and through assistants; and it seems that such a number of assistant superintendents should be appointed as the thorough performance of the work might call for. The power to make such appointments is fully conferred on this Board by § 55 of the City Charter.

We believe no measure would be more powerful

than this in bringing our schools up to the high stand they have held in former years, and none, indeed, more imperatively required to keep them abreast with other educational institutions at home and abroad.

We again refer for special information as to the details of the schools in general, and of the work of the several High and special schools during the past school year, to the full reports of the Superintendent and sub-committees which accompany this report.

JOSEPH WILLARD, *Chairman*,
WILLARD S. ALLEN,
HALL CURTIS,
JOHN P. REYNOLDS,
JOHN E. FITZGERALD,
JOSEPH A. TUCKER,
LUCIUS SLADE,
JOEL SEAVERNS,
EDWARD B. RANKIN.

REPORTS

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE

School Year Ending August 31, 1873.

LATIN SCHOOL.

The committee on the Latin School respectfully submit the following report:—

The average attendance the past year has been a little short of two hundred scholars. The first class, at the close of the year 1873, numbered 23. Diplomas were presented to Alexander T. Bowser, J. Q. A. Brett, Newell R. Campbell, James L. Cheney, Charles G. Currier, Hayward W. Cushing, Frederick W. Cutler, Walter M. Cutler, Edward J. Cutter, Arthur B. Denny, Howard C. Dunham, Edward F. Fulton, Preston H. Grover, Henry B. Hudson, Edward L. Morse, Matthew V. Pierce, Quincy Pierce, Frank W. Rollins, Walter H. Russell, Thomas F. Sherman, James W. Walker, Reginald H. Young. Of these, 18 entered Harvard University, 1 Boston University, 1 Rochester University, and 2 engaged in business.

Till ten years ago a liberal education, as that term was understood, in New England, was completed by those who had fair opportunities for undertaking it, at about twenty years of age. The first half of this education was gained under school discipline, in classes within school walls. The college, with its course from sixteen to twenty, formed virtually an upper school, organized in departments under special professors, without school discipline.

At present boys under eighteen years are not willingly received at Cambridge. With the farther growth of the University plan, the desirable age must, in the immediate future, be one year more advanced. To show the effect of this new order of things, the requisitions in Latin at the time of admission, and the required Latin of the university course, may well be used. The study of Latin is not required after the first college year. Not only must the candidate read a longer list of Latin authors before entrance, but he is expected to translate at sight, a writer which he has not before seen, provided the style present no unusual difficulty. It would be a misrepresentation not to add that the later years of the college course afford ample opportunities for the study of advanced Latin to all who choose it; and that some of the changes in the requisitions are due to the desire to offer to the student alternative courses of study. But the fact remains, that a large number of those who are rightfully counted among the liberally educated must, in every country, close their general training, and give to their studies a professional, or special direction, after the age of twenty; while, on the other hand, ability to read fair Latin, at first sight, implies all the knowledge of that language that many intelligent parents elect to give to their sons.

The first difficulty under which the Latin School, and all similar schools whose aim is high and honorable, find themselves is, therefore, apparent. The high school of to day is forced, whether it will or no, to become what the college of the last generation

was. Its head master should possess the highest qualifications as an educator. Its studies, greatly advanced and diversified, can at least, in the later years, no longer, all of them, be attempted by each of its teachers. Its boys have grown to be men in understanding, and almost in age. This change, reluctantly accepted by many observers, creates exactly that plan of education which, under the guidance of the wisest scholars, has grown to be the established system of all other countries.

The altered condition of the school brings it face to face with another obstacle. In the busy life of our community few men study earnestly the various branches of learning which the school must now teach. He who would impart well, even elementary knowledge, must have learned far more than his scholars are fitted to acquire. Of the few who thus study, only here and there one possesses that rarest of gifts, — the power to teach a training school; for instructors of this grade are among us as yet wholly unknown. With us, such a teacher, instead of undergoing, as he ought, and as in other countries he must, a rigid public examination as to his attainments, and a two years' probation as to his fitness, may be inducted into office after an almost informal examination; and after a trial of a few weeks find himself "confirmed."

Nor is this all. Appointed without sufficient guaranties, teachers, whom flattery itself could not call more than indifferent, are only nominally subject to annual re-election. Flagrant misconduct might indeed cause their removal, but in default of this

they may hold their places for life. Nothing can be clearer than that no great school can prosper unless it can ensure itself subordinate teachers of unquestioned ability. To this end one of two things is indispensable. Either the guaranties already described must at the time of appointment be rigidly exacted, or, in default of this, there must lie somewhere the right to discharge a dull, or incompetent man, if for no other reason than the hope of obtaining a better.

The number of boys who desire thorough elementary instruction as a preparation for intellectual culture was probably never larger than it is to-day. The children of this city who ought to fill the Latin School throng private schools of this class at home, and are sent in numbers to distant cities and towns. With these boys within our walls, many difficulties which now exist, and retard the prosperity of the school, would disappear. No high school, worthy of the name, can exist, without liberal and yearly augmenting outlays, beyond entirely the cost of schools which teach only the rudiments of learning. When the number of boys attending such a school greatly diminishes, the expense of sustaining it grows insupportable and, in the view of many, unreasonable.

The increased age, prescribed four years ago for admission to the school, has very much lessened the number of applicants. Whenever, during the past forty years, the age of admission has been lowered, the number of boys entering the school has been at once enlarged; and, at the same time, the list of

those who complete its course has remained as great as before. Boys who are intended for a university career are, in general, made to turn their studies in this direction much earlier than at twelve years. Received when younger in the various private schools, they there form attachments, and in practice are seldom transferred from these schools to ours.

The committee have thus reported in the belief that the interest which the whole city has in the maintenance and development of this its chief school can hardly be overstated. The Latin School cannot continue a valuable part of our system, without large-hearted and generous provision for its teachers, equipment, and buildings. But to make this expenditure welcome, the community everywhere must feel and express an interest, strong and hearty, in upholding and extending it.

HENRY S. WASHBURN, *Chairman.*

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE LATIN SCHOOL, SEPTEMBER, 1873.

HEAD-MASTER.

FRANCIS GARDNER.

MASTERS.

AUGUSTINE M. GAY,
MOSES MERRILL,
JOSIAH G. DEARBORN,
GEORGE W. MINNS,

CHARLES J. CAPEN,
JOSEPH W. CHADWICK,
ERNEST YOUNG,
ARTHUR I. FISKE,

JOHN L. STODDARD.

INSTRUCTOR IN FRENCH.

PROSPÈRE MORAND.

INSTRUCTOR IN DRAWING.

HENRY HITCHINGS.

INSTRUCTOR IN MUSIC.

JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

FIRST CLASS.

Allen, Willis Boyd
Brady, Edward
Dorr, Benjamin Humphrey
Dunham, Harrison
Eaton, Harold Bayard
Gay, Frederick Lewis
Grant, Patrick
Hunt, Edward Browne

Jacques, Herbert
Kelley, Webster
Litchfield, William Harvey
Lodge, Richard Walley
McMichael, Willis Brooks
Meinrath, Joseph
Miller, Charles Edward
Mills, Isaac Barney
Mitchell, John Singleton
Murray, Theodore Randolph

Nickerson, Frederic Obed
 Nickerson, Herbert Goodridge
 O'Dowd, John
 Power, David Ewin
 Ross, George Whiting
 Russell, Thomas
 Sanders, Orren Burnham
 Simmons, Thornton Howard
 Stackpole, Edward
 Stimpson, Theodore Fiske
 Tappan, Herbert
 Tower, David Bates
 Vinton, Charles Henry
 Wheeler, Henry

SECOND CLASS.

Andrews, Clement Walker
 Bowen, John Templeton
 Brett, Lloyd Milton
 Chandler, Frederick Emerson
 Churchill, John M. Brewer
 Coolidge, William Williamson
 Delano, Samuel
 Dillenback, Hiram Irving
 Fenno, Lawrence Carteret
 Gunther, Ludolph Wilhelm
 Hanson, William Greene
 Hastings, Edward Rogers
 Hayden, Edward Everett
 Hayes, Arthur Clarence
 Hayes, Charles Edmund
 Kinney, Henry Nason
 Lincoln, Charles Sprague
 Merrill, George White
 Miller, George Stow
 Mitchell, James William
 Morris, John Gavin
 Newton, Edward Wood
 Nunn, Charles Pierce
 Patten, Frank Bartlett
 Perry, Frederick Gardiner
 Robinson, Edward
 Robinson, Edward Abbot
 Sargent, Henry Rufus
 Shannon, Edward Weston

Somerby, Samuel Ellsworth
 Tebbetts, John Sever
 Trull, Larkin
 West, William Badger

FOURTH CLASS.

Division A.

Alger, Philip Rounseville
 Bailey, Louis Andrew
 Edwards, Pierrepont
 Field, James Brainerd
 Fraser, Donald Allan
 Hawes, Edward Southworth
 Headley, Phineas Camp
 Hodges, Harry Foot
 Hunt, Herbert Lincoln
 Lane, Charles Stoddard
 Mansfield, Lott
 Means, Charles Johnson
 Millerick, Daniel Edward
 Phinney, George Alcott
 Roche, Patrick Joseph
 Savage, John Henry
 Sears, George Gray
 Smith, Walter Allen
 Strong, George Alexander
 Van Benthuyzen, George
 Warren, Franklin Cooley
 Wells, Charles Luke
 White, Charles Addison
 Wilde, George Cobb

Division B.

Barstow, Henry Taylor
 Bates, Frank Prosper
 Bates, Lewis Palmer
 Buckley, Philip Townsend
 Butterworth, Frank Albert
 Clark, Louis Monroe
 Frost, Edwin Thomas
 Frost, Charles Ballou
 George, Alvin
 Holden, Francis Marion
 Holden, Frederic Blake

Milliken, Arthur Norris
 Morse, Jacob Charles
 Morse, Warren
 Mullen, Frank
 Norman, William Mellow
 Reynolds, John
 Ruffin, Herbert St. Pierre
 Shea, John Joseph
 Smith, Hamilton Sutton
 Somes, William Wyman
 Stevens, William Stanford
 Thayer, Henry James
 Tilton, Joseph Brown
 Warren, Charles Everett
 Yenetchi, Henry Ainsworth

FIFTH CLASS.

Division A.

Abbe, Alan Joseph
 Baker, Ezra Henry
 Bicknell, William H. Warren
 Cheney, David Batchelder
 Clark, Benjamin Preston
 Cornish, Lester Warren
 Cutler, Charles Francis
 Devine, James Luke
 Dunton, Charles Hamlin
 Halligan, John Joseph Francis
 Krauss, Alonzo Augustus
 Loring, Victor Joseph
 Manning, Berwick
 McLaughlin, Frederic Rodney
 Merritt, Nehemiah Thomas
 Reynolds, Edward
 Sawyer, Jacob James Augustus
 Williams, William Cowles

Division B.

Bartley, George Edgar
 Codman, Charles Greenough
 Crooke, Reuben Francis
 Hastings, Nathaniel
 Hoffendahl, George Gordon

Loring, Prescott
 Martin, Frank
 McDonald, Martin Alan Paul
 McLaughlin, John Peter
 Morong, Walter West
 Murphy, Daniel John
 Poor, James Ridgway
 Richardson, Frank Chase
 Smith, Frederick Richards
 Smith, Fred. Swan
 Williams, Frank Delano

SIXTH CLASS.

Division A.

Bachelder, Thomas Cogswell
 Bates, Benjamin Frederick
 Beechling, George Washington
 Bowen, James Williams
 Briggs, Frank Joseph
 Cameron, Charles James John
 Carter, George Washington
 Chesley, George William
 Collison, Harvey Newton
 Cunningham, Harry Winchester
 Ferris, Frederick Barker
 Flynn, John Joseph
 Foster, Burnside
 Fraser, Charles Alexander
 Howe, George Francis
 Kuapp, Samuel Stetson
 Lane, Alfred Church
 Linscott, Roswell
 McInnes, James
 Murphy, Alfred Humphrey
 Prince, Frederick Henry
 Reed, Charles Harry
 Russell, Arthur Hastings
 Sanford, Joseph Briggs
 Shea, Daniel Joseph
 Taylor, Henry Willard
 Thayer, William Eldridge
 Tonks, Alfred

Division B.

Brewer, Daniel Chauncey
Deasey, William Henry
Denton, Frederick Lincoln
Dickson, William James
Glover, William Lincoln
Hamilton, Charles Wesley
Hinds, Howard
Kelliher, Michael John

Mixer, Henry Clay
Moseley, Charles Bailey
Murray, Michael Joseph
Page, William Hussey
Pattee, William Sullivan
Povah, Robert Samuel
Schmitt, Karl
Sprague, Wooster Henry
Whitney, William Lincoln

ENGLISH HIGH SCHOOL.

ENGLISH HIGH SCHOOL.

The annual report of the English High School is submitted by the undersigned, in the absence of the Chairman, Rev. S. K. Lothrop, D. D., who found his arduous and devoted duties to his parish and the public schools compelled him to seek rest and recuperation in a foreign land.

We hope that he will soon return, with improved health, and be able to resume his many duties with that vigor and energy which he has always evinced during the many years of his public life.

The school has sustained its usual high standing during the year, with a very good average attendance.

The average whole number for the last half of the year exceeds that of the corresponding half of the preceding year by 47 pupils. The average whole number was 538, against 491 for the corresponding half of the preceding year; the average daily attendance, 520; and the per cent. of attendance, 96 1-2.

These pupils have been taught by one head-master, five masters, twelve sub-masters, and five special teachers; namely, two for Drawing, and one each for Music, Military Drill, and French Language.

At the examination of candidates, in July, for admission to the English High School, 277 were admitted, and 226 entered the school at the commencement in September, 1873.

The average of falling off from the school was about 10 per cent. during the year.

The graduating class for 1873 acquitted themselves on examination in a very creditable manner, exhibiting a good knowledge of the studies they had pursued — with honor to themselves, and highly creditable to the teachers under whom they had been taught.

Four of the teachers, one master, and three sub-masters leave the service of the city at the close of the present school year, leaving four vacancies to be filled at the opening of the school in September. All of the other teachers have been re-elected for the coming school year.

Respectfully submitted,

IRA ALLEN, *Chairman pro tem.*

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ENGLISH HIGH SCHOOL, SEPTEMBER, 1873.

HEAD-MASTER.

CHARLES M. CUMSTON.

MASTERS.

LUTHER W. ANDERSON,	|	ROBERT E. BABSON,
L. HALL GRANDGENT,	|	ALBERT HALE,
		JOHN P. BROWN.

SUB-MASTERS.

CHARLES B. TRAVIS,	|	JOHN F. CASEY,
CHARLES J. LINCOLN,	|	CHARLES O. WHITMAN,
CHARLES H. CUMSTON,	|	GEORGE F. LEONARD,
JOHN O. NORRIS,	|	M. SEAVEY,
LUCIUS H. BUCKINGHAM,	|	JEROME B. POOLE,
THOMAS J. EMERY,	|	WILLIAM G. NOWELL.

TEACHER OF FRENCH.

NICHOLAS F. DRACOPOLIS.

TEACHERS OF DRAWING.

HENRY HITCHINGS, EDWARD K. CLARK, J. B. HAMBLY.

TEACHER OF MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

ADVANCED CLASS.

Babcock, John B., Jr.
 Baker, Charles M.
 Barron, Clarence W.
 Brewer, Frank C.
 Carter, Clarence H.
 Cobb, Albert W.
 Gourley, John, Jr.
 Greene, Frank E.
 Milton, Albert G.
 Porter, John A.
 Prentiss, Frederic H.
 Richardson, Charles E.
 Robinson, Burt A.
 Simonds, Frank P.
 Spicer, Vibe C.
 Tufts, Harry P.
 Upham, Harry T.

FIRST CLASS.

Adams, Henry
 Allen, George E.
 Bachelder, Frank A.
 Bailey, Parker N.
 Bellamy, John
 Bennett, Everett T.
 Blodgett, Charles W.
 Blodgett, William A.
 Boynton, George W.
 Brown, Alfred W.
 Brown, Charles G.
 Brown, William F.
 Burke, Richard, Jr.
 Chandler, Oscar
 Chase, William P.
 Coleman, John B.
 Conant, George B.
 Converse, Henry T.
 Cosgrave, William T.
 Cotton, Albert E.
 Cowin, Nelson F.
 Crosbie, Robert F.
 Crosby, Edward H.
 Croston, William H.

Damon, Herbert
 Donald, David P.
 Duran, John H.
 Dykes, Alfred, Jr.
 Ellis, Edward J.
 Emmons, James N.
 Fabyan, John
 Farnsworth, Edward M.
 Farren, Thomas G.
 Fillebrowne, Clarence R.
 Foley, Peter A.
 Foltz, Herbert
 Frame, John F.
 Frost, James P.
 Frye, Frank H.
 Fuller, George S. T.
 Gallivan, Timothy A.
 Galvin, John E.
 Gay, Eben H.
 Geary, James R.
 Glover, Nathan H.
 Goodwin, George A.
 Guild, Chester, Jr.
 Guintzburg, Henry A.
 Haley, Robert J.
 Ham, William J.
 Harrigan, Timothy F.
 Hartshorn, Eugene F.
 Hawthorne, Robert S.
 Hayes, James B.
 Hennessy, John L.
 Heyer, Frank A.
 Hill, Walter B.
 Hobbs, Fred. W.
 Johnson, Charles S.
 Johnson, Henry A.
 Kelliher, John D.
 Kingman, Abner, Jr.
 Kingsbury, Edward R.
 Knowles, Arthur J.
 Lapham, William R.
 Leavitt, William S.
 Lincoln, Leon G.
 Lunt, Albert F.
 McCarthy, Thomas J.

Means, Arthur F.
 Miller, Frank L.
 Morrison, Philip
 Morse, William F.
 Munsell, Albert H.
 Murphy, Louis A.
 Murphy, William J.
 Neilson, William A.
 Nickerson, Archibald S.
 Palmer, William D.
 Patten, Arthur C.
 Paul, Charles F.
 Phelps, William S., Jr.
 Phillips, Thomas F.
 Pickering, William H.
 Pierce, Arthur J.
 Pierce, George A.
 Pope, Benjamin, Jr.
 Porter, Harry G.
 Porter, John I.
 Powell, Frank G.
 Power, Walter A.
 Prendergast, Daniel L.
 Ripley, Fred W.
 Roundy, Franklin F.
 Russell, Duncan
 Sanders, Joseph W.
 Seaverns, Alexander H.
 Seavey, Millard C.
 Shepard, Horace B.
 Shepard, John, Jr.
 Shoninger, Henry
 Skillings, Julius P.
 Snelling, Washington, Jr.
 Spitz, Abraham P.
 Stanwood, Eben C.
 Stone, Mark
 Tarbox, Charles R.
 Towle, Charles F.
 Wainwright, Charles D.
 Walbridge, Percy E.
 Walker, Guy C.
 Wallingford, Ernest E.
 Watkins, Walter K.
 Whidden, Bradlee
 Whidden, Eugene L.
 Whitney, Henry A.

Whitten, Charles N.
 Wigley, William A.
 Wiley, Jesse S.
 Williams, Edward E.
 Wolff, Julius
 Zerrahn, Frank E.

SECOND CLASS.

Achorn, Kendall L.
 Adams, George
 Alger, William E.
 Allen, Francis S.
 Allen, Henry S.
 Anderson, James J.
 Arnold, Allen
 Austin, Walter
 Babcock, Henry E.
 Bachelder, John W.
 Baldwin, Frank F.
 Bartlett, Alfred H.
 Bond, Luther A.
 Bouvé, James A.
 Bowen, Benjamin J.
 Boyd, James
 Brackett, Arthur L.
 Bradford, Frank W.
 Brooks, Charles E.
 Brooks, William A.
 Brown, George E.
 Brownell, Henry G.
 Burgess, Clinton B.
 Burgess, Howard K.
 Burley, William P.
 Burr, Charles H.
 Butler, Edward J.
 Casey, Thomas W.
 Cherrington, William C.
 Child, John H.
 Clark, Nathan D.
 Clifford, Chandler R.
 Cochran, John F.
 Coffey, Jeremiah
 Conness, John
 Crooker, Charles B.
 Crosby, Samuel T.
 Crowell, Charles S.
 Cummings, Ciro

- Cunningham, Charles E.
 Currier, Edward T.
 Cutler, Edward A.
 Cutler, Henry A.
 Damrell, Charles
 Davenport, Howard S.
 Davenport, William E.
 Davis, William G.
 Davis, William S.
 Denham, Matthew T.
 Dooling, James J.
 Doolittle, Frank L.
 Duffley, Thomas F.
 Dunbar, Thomas L.
 Dyer, Frank W.
 Earle, William A.
 Edwards, William P.
 Elsbree, Frank M.
 Farless, James H.
 Farrar, Fred. A.
 Farwell, Henry L.
 Fisher, Willis T.
 Fisk, Frank C.
 Fitzgibbon, Frank J.
 Frazier, George H.
 Frederick, Frank S.
 Garrett, Andrew F.
 Geary, Daniel J.
 Gibbons, Joseph M.
 Gottlob, Jacob
 Greenberg, Alie
 Griffen, James J.
 Grovenor, Edmund R.
 Halden, Harry
 Hall, Henry G.
 Haskell, Waldo C.
 Heyer, Chas. F. A.
 Heyer, Louis E.
 Hitchcock, Hiram A.
 Hoey, Thomas W. C.
 Holmes, Ernest
 Hopkins, William A.
 Houghton, Michael J.
 Hyams, Godfrey M.
 Hyde, William A.
 Irving, William N.
 Jarvis, William F.
 Joy, Frank L.
 Keeler, Edward F.
 Kellogg, Frank G.
 Kiernan, Charles J.
 Kingman, George F.
 Kyle, Flavill W.
 Lally, William A.
 Lamb, John B.
 Lane, Fred. H.
 Lane, Thomas J.
 Leonard, Henry R.
 Loring, Fred. R.
 Lotts, Henry B.
 Loveland, Herbert W.
 Lynch, Samuel B.
 Macdonald, Harry N.
 Mackie, Frank
 Maclean, Kenneth A.
 Magurin, Gilbert L.
 Mason, George B.
 McAloon, Augustus H.
 McCarthy, Michael J.
 McCobb, Frank W.
 McInerney, James E.
 McGlinchey, Fred. W.
 McLaughlin, Fred. H.
 Mehegan, Timothy
 Meinrath, Ariel
 Miller, Edwin C.
 Moore, John J.
 Morrison, Willard C.
 Morse, Charles F.
 Morse, Edward W.
 Morss, Charles A., Jr.
 Mungovan, John F.
 Murphy, Thomas J.
 Murray, George F. H.
 Myerson, Louis A.
 Nickerson, George
 North, Wayne H.
 O'Neil, John F.
 Parker, Frank H.
 Parker, John G.
 Parmelee, George L.
 Parr, Charles S.

Perry, Joseph M.
 Phelps, Charles H.
 Pierce, William A.
 Pigeon, Charles W.
 Pomeroy, William H.
 Pond, George W.
 Porter, Frank A.
 Pratt, Samuel F.
 Quimby, Charles L.
 Quinn, Philip H.
 Randall, Frank C.
 Reed, Alfred H.
 Renfrew, Charles P.
 Rich, Isaac
 Rich, William A.
 Richardson, John
 Rockwood, Edward O.
 Rollins, William S.
 Russell, John H. M.
 Ryder, Charles C.
 Sampson, George H.
 Schlimper, Henry
 Scollard, Cornelius J.
 Shepard, David P.
 Slattery, Thomas F.
 Small, Herbert E.
 Smith, George A.
 Smith, William S. D.
 Souther, John F.
 Spaulding, Albert D.
 Spear, Alfred
 Standish, James M.
 Stanwood, Fred S.
 Staples, Walter J.
 Stetson, Edwin E.
 Strauss, Louis
 Sullivan, Henry A.
 Swallow, William H.
 Taylor, Frank F.
 Taylor, Fred P.
 Tenney, Henry W.
 Treadwell, William P.
 Trombley, James F.
 Union, Frank L.
 Utley, Charles H.
 Waitt, Arthur M.

Walters, Arthur A.
 Wardwell, George J.
 Ware, Bruce R.
 Warshauer, Henry
 Webber, Charles H.
 Welch, William J.
 Weston, Arthur H.
 Whidden, Renton
 Whiting, William S.
 Whitney, Frank C.
 Wilbor, Albert G., Jr.
 Wilde, Edward C.
 Wilder, Charles W., Jr.
 Wilkie, James
 Withington, James C.
 Woodman, George F.
 Wright, Merle, St. Croix
 Wyman, James T.

THIRD CLASS.

Abbott, Frank E.
 Adams, Arthur A.
 Albee, John, Jr.
 Allen, Frank N.
 Anderson, Patrick
 Armstrong, Lewis W.
 Badger, Erastus F.
 Badger, Walter I.
 Bailey, Charles H.
 Baldwin, Fred. F.
 Barron, George A.
 Barry, David A.
 Barry, John F.
 Barton, William R.
 Beckman, Joshua
 Berry, Alfred L.
 Bickford, Horace M.
 Bird, William H.
 Blair, Howard K.
 Blodgett, Rollin N.
 Bond, James A.
 Bowker, Waldo B.
 Bradlee, Benj. H.
 Breman, Edward J.
 Brown, Charles H.

Brown, Peter J.
 Bunnell, Lonie E.
 Burnham, Reuben A.
 Burnett, William J.
 Burton, Hiram M.
 Cahalan, John J.
 Callahan, John J.
 Callanan, Richard T.
 Capen, George A.
 Chandler, Henry G.
 Chaplin, Frank J.
 Chester, George W.
 Christian, Albert A.
 Clapp, Frank H.
 Clark, William J.
 Cliffe, Adams J.
 Coffee, John J. A.
 Coffey, John H.
 Collamore, Peter
 Collins, David A.
 Connor, Frank X.
 Conway, Patrick H.
 Coombs, Albert D.
 Crane, Horatio N.
 Crocker, Clarence H.
 Crowley, John W. J.
 Cumston, William
 Curtis, Thomas R.
 Cutler, Henry H.
 Dakin, Charles L.
 Daley, John A.
 Davidson, James W.
 Davis, Charles J.
 Davis, Frank L.
 Devine, Thomas M.
 Dismore, Wesley F.
 Dodd, Edward P.
 Doggett, Samuel B.
 Doolittle, Joseph
 Doolittle, Warren H.
 Douglas, John T., Jr.
 Ellis, William B.
 Falardo, Charles H.
 Fallen, Matthew W.
 Fenton, Benjamin F.
 Fields, Charles R.

Fish, Charles S.
 Fitzgerald, Herbert
 Flynn, Edward J.
 Fogarty, James E.
 Ford, Frank H.
 Foster, George R.
 French, Asa P.
 Fynes, James A.
 Gallagher, Joseph E.
 Garland, George C.
 Garrett, George A.
 Garrett, William A.
 Gartland, Peter F.
 Gay, Harry H.
 Gerrish, Thomas D., Jr.
 Getchell, Fred.
 Gifford, George L.
 Gilmore, Horace E.
 Green, Edward H.
 Griffin, Frank D.
 Grimmons, Charles A.
 Grodjinski, Abram
 Guiteau, Charles C.
 Hackett, Jean A.
 Haley, Daniel J.
 Hall, Frank A.
 Hall, Harry S.
 Hall, Richard S.
 Hall, Samuel R.
 Halm, Edwin M.
 Hardy, Charles W., Jr.
 Hatch, George M.
 Hayes, George G.
 Heath, William B.
 Hemenway, Frank B.
 Henchey, Rufus J.
 Hendrie, Robert W.
 Hennessey, Thomas J.
 Heustis, James W.
 Hobbs, Joseph M.
 Hodge, Leslie O.
 Hodgkins, Moses R.
 Horgan, Daniel E.
 Howland, Charles A.
 Hoyt, Arthur W.
 Hunneman, Joseph B.

James, Arthur H.
 Jenkins, Herbert L.
 Jones, James E.
 Kaufman, Myer
 Kendall, Fred. P.
 Kenney, David M.
 Keys, John W.
 Kingman, Rufus A.
 Knott, N. W. T.
 Knowles, John T.
 Krey, John H.
 Langley, Henry W.
 Lennon, Frank T.
 Leonard, Francis H.
 Levi, Jacob
 Linehan, John J.
 Linton, Thomas W.
 Lombard, Willard C.
 Lovejoy, Charles F.
 Luce, William B.
 Lynch, John
 Macomber, George A.
 Mayo, Lawrence
 McLaughlin, John
 McLauthlin, Walter S.
 McSweeney, Terrence
 Merrill, Thomas
 Miley, Charles E.
 Miller, Charles S.
 Miller, William A.
 Miller, William T.
 Millett, Charles W.
 Mills, Eben F.
 Morrison, Charles N.
 Murphy, Fred. F.
 Murphy, Jeremiah J.
 Murtagh, Edward P.
 Nason, John
 Neal, Jose H.
 Neily, George A.
 Newell, George F.
 O'Brien, Thomas E.
 O'Donohue, John P.
 Ogilvie, John S.
 Parker, George W., Jr.
 Parkerson, Harry P.

Parsons, George A.
 Patten, William F.
 Pearson, Edward W.
 Peck, Charles F., Jr.
 Perkins, G. G. S.
 Phelps, John W.
 Pierce, Clarence E.
 Pinkham, Arthur S.
 Plumer, Luther B.
 Pope, Hubert
 Powers, William F.
 Pratt, George E.
 Prince, Aaron
 Putnam, Fred. H.
 Putnam, George N.
 Quinn, John T.
 Rand, William E.
 Ranson, William H.
 Reed, Frank N.
 Reed, George F.
 Reddican, Frank J.
 Richardson, Oscar
 Roberts, Charles W.
 Robbins, Henry C.
 Robinson, Chester A.
 Rogers, Edwin A.
 Ross, George W.
 Ross, George F. J.
 Rowe, Augustus H.
 Rumrill, William F.
 Schalossberg, Solomon
 Schlegel, Orlando T.
 Seavey, Rudolph G.
 Shaw, Otis M.
 Shea, James J.
 Shea, John E.
 Sheean, Patrick
 Shortell, Lawrence
 Shurtleff, Howard L.
 Simmons, William S.
 Simmons, William T.
 Smith, Erastus F.
 Smith, Frank L.
 Snell, Charles F.
 Snow, Franklin, Jr.
 Spence, Edward P.

Spitz, Jacob M.
 Starkweather, Oscar W.
 Stewart, Fred. W.
 Stratton, Jonas M.
 Stuart, Fred. J.
 Studley, John B.
 Studley, Joshua
 Sullivan, John F.
 Sweeney, Fred. R.
 Swett, Leslie M.
 Thatcher, Thomas C.
 Thain, George W.
 Thompson, Arthur H.
 Tillson, John
 Topham, George G.
 Topham, William H.
 Traiser, Charles H.
 Ufford, Walter S.
 Underwood, Frank L.
 Underwood, William L.
 Wallingford, Waldo A.
 Wardrop George W.
 Warshauer, Jacob

West, Albert S.
 White, James F.
 White, William H.
 Whitman, Fred. O.
 Whiton, Henry L.
 Whittemore, Walter B.
 Whittier, Edmond A.
 Wiener, Max
 Wiggin, Robert C.
 Williams, Albert M.
 Williams, John T.
 Willis, Frank E.
 Wise, Edward R.
 Wren, James F.
 Wyman, Charles A.

SUMMARY.

Advanced Class	17
First Class	122
Second Class	195
Third Class	247
Total	<u>581</u>

GIRLS' HIGH SCHOOL.

The Committee on the Girls' High School respectfully report: —

That the school is in a satisfactory condition, so far as the course of instruction and the number of pupils are concerned. It takes time, and thought, and labor, to elevate the standard of such an institution, and changes designed to increase its efficiency and usefulness must be made gradually and only after mature consideration. Something has already been done to lighten the pressure of the course of studies and requirements, which, under the old arrangement, was found to be too severe; the work which ought to have occupied four years, having been crowded into three, to the injury, in many cases, of the health of the pupils, and the sacrifice of thoroughness and completeness of instruction. These important defects will be partially corrected under the new programme.

But the great defect in the management of the school has been the practice, on the part of the committee, of admitting pupils under a suitable age. The rule of the School Board, which fixes the minimum age at fifteen years, is unquestionably wise and judicious, well calculated to maintain the standard

and efficiency of the school, and to furnish a solid basis for improvement, and the gradual elevation of the character and quality of instruction. But the weak point in the rule is, that it leaves an unlimited margin of discretion on the part of the committee to admit any pupil under the required age, and, as a matter of fact, this discretion has been exercised so freely, in former years, as to admit many even under the age of fourteen, and some as young as twelve, if they came with a diploma from the Grammar Schools. The result has been a want of maturity on the part of the pupil, and the requisite ability to grapple with the High School course of studies and to derive any advantage from them. There has been a lack of mental discipline, which a mere knowledge of certain facts, and a capacity to pass an examination in studies requiring only the exercise of memory, did not supply. Under these circumstances, the pupil admitted below the proper age must work to great and manifest disadvantage, or else the standard of studies and instruction must be lowered to meet her individual case, to the manifest injury of other pupils not so situated, and to the general character of the school. In other words, the practice of admitting pupils at too young an age has had a tendency to drag down the standard of the High School to the level of Grammar School studies, while at the same time the people have a right, upon which they are insisting more and more strongly, to expect the best instruction in the higher branches of an elementary education for girls.

It ought to be borne in mind, also, that it is not

merely the pupils themselves, admitted under the requisite age, and incapable, from this fact, of profiting by a High School course of studies, who suffer, nor the High School which admits them, but that the Grammar Schools from which they come suffer by their premature promotion. The work of those schools cannot be finished to their own credit, nor to the lasting benefit of their pupils, if the impatience of parents or children is allowed to interfere with a thorough training, of which time is an essential element. It is, therefore, for the interest of the Grammar Schools, as well as that of the High School, that the rule as to the age of admission should be more closely adhered to. Whatever tends to raise the standard of the High School will be of service to the Grammar Schools. If the former receives only well-trained pupils the latter will be sustained in training them well.

GENERAL OUTLINE OF STUDIES IN THE GIRLS' HIGH SCHOOL.

JUNIOR CLASS.

English. — Rhetoric (Haven's). Literature (English and American Authors). Composition.

Mathematics. — Algebra (Bradbury's).

Science. — Physiology (Hutchison's). Botany (Gray's).

Languages. — Latin (Harkness' Grammar and Reader); or French (Böcher's Otto's Grammar and Reader); or German (Krauss' Grammer and Schlegel's Reader).

Drawing and Music.

MIDDLE CLASS.

English. — Literature (English and American Authors). Composition.

History. — General (Anderson's).

Mathematics. — Geometry and Plane Trigonometry (Bradbury's).

Science. — Chemistry (Eliot, Storer and Nichols'). Mineralogy.

Languages. — Latin (as before, with Latin School series); or French (as before, with Corneille's Cid); or German (as before, with Schiller's Wilhelm Tell).

Drawing and Music.

SENIOR CLASS.

English. — Shakespeare. Composition.

History. — United States (Anderson and Lectures). Constitution (Alden's Science of Government).

Philosophy. — Ethics (Peabody's Moral Philosophy).

Science. — Physics (Balfour Stewart's). Astronomy (Kiddle's).

Languages. — Latin (Æneid). French (Molière, Racine). German (Goethe).

Drawing and Music.

INDUSTRIAL COURSE.

Photography.

Book-keeping (Comer's).

Phonography.

FOURTH YEAR'S CLASS.

English. — Chaucer's History and Use of Language and Literature.

History. — Ancient and Modern.

Philosophy. — Metaphysics (Porter's abridged).

Political Economy (Fawcett's).

Science. — Astronomy continued, Geology (Dana's).

Mathematics. — Spherical Trigonometry, Analytic Geometry.

Languages. — Latin, French and German, continued.

At the end of the three years' course, it is proposed to award a diploma, or certificate, to such pupils as have shown a reasonable degree of proficiency in the prescribed studies. The Fourth Year's Course is entirely voluntary.

This general outline may be stated in the form of a programme, as follows:—

BOSTON GIRLS' HIGH SCHOOL.

GIRLS' HIGH SCHOOL.

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COURSE OF STUDY FOR 1873-74.

CLASS	ENGLISH.	HISTORY AND PHILOSOPHY.	PHYSICS AND NATURAL SCIENCE.	MATHEMATICS.	LANGUAGES.	ÆSTHETIC.	INDUSTRIAL.
JUNIOR	{ Rhetoric (Haven's). Literature (Authr's). Composition.	{ Physiology (Hutchinson's). Botany (Gray's).	Algebra (Bradbury's).	Latin (Harkness' Grammar and Reader). French (Böcher's Otto's Grammar and Reader). German (Krauss' Grammar and Schlegel's Reader).	Drawing. Music.	—	—
MIDDLE	{ Literature (Authr's). Composition.	{ General History (Anderson's). United States (Anderson's and Lectures). Constitution (Allen's Science of Government). Ethics (Peabody's).	Chemistry (Eliot, Storer & Nichols). Mineralogy.	Geometry and Plane Trigonometry (Bradbury's).	Continued. With Latin School Series: Plautus, Justin & Nepos; Cornelle's Cid; Schiller's Wilhelm Tell.	Continued.	Photography. Book-keeping.
SENIOR	{ Shakespeare. Composition.	{ History, continued. Ancient or Modern. Metaphysics (Porter's Intellectual Science). Political economy (Fawcett's).	Physics (Ballfour Stewart's). Astronomy (Kiddle's).	—	Continued. With Ænoid; Moliere and Racine; Goethe's Egmont.	Continued.	Book-keeping. Phonography.
ADVANCED, OR FOURTH YEAR.	{ History of Literature (Spalding's). Chaucer. Composition.	{ Astronomy, continued. Geology (Dana's).	Spherical Trigonometry. Analytic Geometry (Loomis).	Continued. With Horace and Cicero; Rocher's Poëtes Français; Wallenstein.	Continued.	Design.	—

Elective Studies. — Mathematics may be exchanged for a Language in the Middle Year. The Languages are open to choice; but one is to be taken, and only one at a time, unless a second is substituted for Mathematics in the Middle Year, or added, as it may be, on half-time, as an extra study in the Senior Year. A Language chosen in the Junior or Middle Year is to be studied for two years at least. The Industrial studies are elective; and if Book-keeping is taken, it must be in place of Mathematics or a Language. The advanced Course is elective, but enough of it must be taken to make a good year's work.

Only part of the school-work can be made elective to any advantage. Our scholars are too young, as a general rule, and too impatient, to be allowed to choose their studies for themselves. Their own good requires that they should pursue, in the main, studies chosen for them, especially in the earlier part of the course. The good of the school also requires it, as the utmost irregularity might ensue from introducing the elective system generally. It is therefore introduced but partially.

Its first application is to the Mathematical Course. Experience here, as elsewhere, shows that many young people are unfitted to derive any real benefit from Mathematics. Some do not even derive any apparent benefit, and of those who do, there is always a proportion, often large, to whom the benefit is only apparent. We, therefore, propose to give such scholars a chance to study a language instead of the Geometry and Trigonometry, which come in the middle year of the programme.

It is not proposed to discourage anybody who is competent from taking Mathematics, or to increase the linguistic work of the school at the expense of the mathematical. All whom we find benefited by Mathematics will be encouraged to keep up the study as long as it stands on the programme.

The languages are all placed on the same footing and thrown open to choice. One must be taken, and only one at a time. If Mathematics are dropped, another language may be taken in its place, and in the senior year a second language may be taken as an extra study, on half-time, that is, with two recitations

a week. By this arrangement it is believed that more satisfactory results can be obtained in the study of the three languages, Latin, French, and German, taught in the school. One of the three can be learned thoroughly, and two can be learned fairly in the course of the three years. The third must be left, in most cases, for the extra study of the senior year and the fuller opportunities of the fourth or advanced year.

The studies of the advanced year are all elective. Scholars are then old enough to know for themselves, or they have been with us long enough for us to know what studies suit them best, and upon these only we propose to have them enter as advanced students. We hope that the complete and comprehensive course now offered will induce many of our scholars to remain longer than has been usual hitherto, and that it will attract scholars who have passed through other schools. The higher education of woman, about which so much is said nowadays, is attainable in these advanced studies. They may be extended, if there is a demand for their extension, and a fourth year may be followed by a fifth and sixth. This would not be at the expense of the three years hitherto constituting the course; far otherwise. Those three years would be improved, and their tone would be raised by the influence of the higher studies in the years following.

The industrial studies are all elective also. Some of our scholars are to earn their daily bread, and in other ways than teaching. To such it will be a very great advantage to get some idea of the difference

between skilled and unskilled labor, and, if possible, to acquire some degree of skilled labor themselves. This is the object of the industrial studies upon our programme. They are not intended to prepare our scholars for business occupations, except in a general way; but this alone will help them to obtain much better occupations than if they went without it. Book-keeping may be more of a special object, and to give those who take it a reasonable prospect of acquiring it, we propose that it shall be taken in place of Mathematics in the middle year. It cannot be learned as an extra study.

This much of an elective element will add, it is believed, to the character and efficiency of the school.

It will be observed, from a study of the programme, that great prominence is now given to practice in English Composition, a new and thorough system having been arranged throughout the various classes, and this is regarded by the committee as of the greatest practical importance. In addition to the regular class-work in composition, an hour is devoted, every two weeks, to the reading of two or more compositions from each class before the whole school. These compositions are not prepared especially for the occasion, but selected from those written as a part of the regular class-work. The advantages of this arrangement are already perceptible, and its influence on the school is believed to be in the highest degree beneficial.

The committee would also express a high degree of satisfaction with the musical instruction in this school. The thorough method adopted, and the pro-

iciency attained in the theory and practice of vocal music, have created already a wide-spread enthusiasm, and infused into the school new spirit and new vitality, which has been felt throughout the whole range of studies, in every department of instruction. Its general influence on the school is, therefore, in the highest degree salutary, and it ought to rank as an essential branch in intellectual culture.

Drawing has been too recently introduced to enable us to judge of the good results of instruction in it. It should be placed under the most competent supervision, especially in a school like the Girls' High, in order to take its proper rank in the programme.

Number of pupils in the regular course	.	600
“ “ “ “ advanced “	. .	30
		<hr/>
		630

For the Committee,

CHARLES L. FLINT,
Chairman.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE
GIRLS' HIGH SCHOOL, OCTOBER 1, 1873.

HEAD-MASTER.
SAMUEL ELIOT.

MASTER'S ASSISTANT.
HARRIET E. CARYL.

TEACHER OF CHEMISTRY.
BESSIE T. CAPEN.

HEAD ASSISTANTS.

MARGARET A. BADGER,	|	KATHARINE KNAPP,
EMMA A. TEMPLE,		MARY E. SCATES.

ASSISTANTS.

ADELINE L. SYLVESTER,	|	EMERETTE O. PATCH,
ELIZABETH C. LIGHT,		REBECCA R. JOSLIN,
LUCY O. FESSENDEN,		S. ANNIE SHOREY,
JULIA A. JELLISON,		AUGUSTA C. KIMBALL,
ADELINE S. TUFTS,		ELLEN O. SWAIN,
ALICE M. WELLINGTON,		FLORENA GRAY,
LUCY R. WOODS,		MARY J. ALLISON,
ELLEN M. FOLSOM,		LAURA B. WHITE.
LILLE B. HOLBROOK,		_____

PROSPÈRE MORAND,	TEACHER	OF	FRENCH.
E. C. F. KRAUSS,	"	"	GERMAN.
JULIUS EICHBERG,	"	"	MUSIC.
CHARLES A. BARRY,	"	"	DRAWING.
MERCY A. BAILEY,	"	"	"

PUPILS.

ADVANCED CLASSES.

Fifth year.

Babcock, Ellen S.
Comer, Fannie T.
Morrill, Julia L.
Page, Eliza L.
Webb, Elizabeth

Fourth year.

Aldrich, Jessie L.
Anderson, Mary E.
Babson, Kate
Bickford, Sarah E.
Carr, Maria F. A.
Dike, Cora E.
Egerton, Carrie M.
Ellis, Clara E.
Ellison, Amanda C.
Flagg, Clara B.
Geer, Grace W.
Hines, Mabel F.
Hobart, Mary L.
Howes, Gertrude L.
Hutchins, Mary F.
Jacobs, Adelaide A.
Knox, Margaret A.
Marliave, Julia D.
Marlow, Catharine K.
McKay, Cressy
Merriam, Ida A.
Morrison, Rebecca
Noyes, Eliza W.
Perry, Leila E.
Smith, Mary B.
Smith, Lizzie L.
Steele, Helen C.
Stone, Ellen A.
Taylor, Ida F.
Waller, Mary E.
Young, Esther M.

CLASSES OF THREE YEARS' COURSE.

SENIOR CLASS.

Abbott, Ella M.
Alden, Edith F.
Allen, Georgiana
Ames, Mary Emma
Andrews, Martha L.
Ball, Frances E.
Bailey, Valetta I.
Bell, Charlotte R.
Bell, Minnie F.
Bibbey, Mary L.
Bigelow, Florence J.
Billings, Elizabeth F.
Blodgett, Minnie L.
Booth, Clara H.
Brawley, Margaret C. M.
Brooks, Emma G.
Brown, Sarah A.
Browning, Mary L.
Bruce, Helen E.
Bryant, Mary E.
Buckman, Josephine A.
Bumstead, Emma W.
Burgess, Helen
Carney, Jennie M.
Chadbourne, L. S.
Chase, B. M.
Chase, Emma E.
Cheney, Jennie A.
Clapp, Abbie F.
Cleary, Emma M.
Clifford, Anne A.
Cline, Ada F.
Collison, Alicia I.
Cooke, L. L.
Coughlin, Julia F.
Coursey, Mary E.
Courtney, Mary E.
Crooke, Flora I.
Cullen, Frances E.
Cunningham, Mary T.
Curtis, S. W.

- Darling, Gertrude
Davis, Annie M.
Dennison, Henrietta V.
Dolbeare, Alice G.
Draffin, Annie E.
Dudley, Carrie M.
Ellis, Florence L.
Ellithorpe, Sarah B.
English, Rebecca F.
Evans, Julia A.
Flynn, Mary E.
Forsaith, Ella F.
Foster, Mary E.
Fuller, L. M.
Gainey, Annie F.
Gale, Emma L.
Gebhart, Alice M.
George, Katharine W.
Geyer, S. E.
Ginness, Florence E. M.
Gleason, Jennie M.
Gogin, Emma C.
Goodwin, Mary A.
Gott, Annie C.
Gray, Sarah A.
Greeley, Florence S.
Guptill, Alma J.
Hall, Eleanor A.
Harlow, C. A.
Harlow, Susan L.
Hayden, Lelia R.
Haynes, Alice F.
Hersey, Clara
Hinckley, Esther M.
Hinckley, Louie H.
Hinman, B. B.
Hitchcock, Annie C.
Holmes, Evvie T.
Hooper, Grace E.
Ide, Mary E.
Jones, Mary F.
Josselyn, Mary E.
Kendall, Jennie I.
Kieley, J. C.
Ladd, Elizabeth B.
Lanning, Ella F.
Leonard, Cora E.
Locke, Mary S.
Logan, Florence A.
Mackie, Lillie I.
Mann, Marietta R.
McAloon, A.
McBride, L.
McCleary, Emily A.
McLaughlin, Sarah J.
Mellen, Lucy J.
Morrison, Martha M.
Morse, Evelyn E.
Morse, Lucy M.
Mosely, Clara M.
Mullally, Jennie
Murtagh, Katie A. T.
Nann, Kate
Nann, Rose E.
Newell, Mary E.
Nowell, Alice P.
O'Neill, Sarah V.
Ordway, Mary L.
Overend, Sarah A.
Palmer, Alice V.
Parrott, J. K.
Patten, F. G.
Pearl, Hannah A.
Phalon, Alice C.
Pierce, Caroline E.
Pitcher, M. Ella
Plummer, F. K.
Plummer, Mary A.
Plummer, Sarah H.
Priest, Mary D.
Reuter, Augusta F.
Robbins, Sarah H.
Robinson, Elizabeth J. A.
Roraback, Ida W.
Ross, Ella A.
Sargent, Mary F.
Schafer, Mary E.
Sherman, Effie D.
Shurtleff, Hannah S.
Shute, Sophia A.
Simpson, Anna E.
Slade, Louise P.

Smith, L. H.
 Snow, J. M.
 Stevens, L. F.
 Stevenson, Harriet E.
 Stone, Julia
 Stratten, Winella W.
 Strout, Alma E.
 Stumpf, Sarah
 Sutherland, L. B. W.
 Swindlehurst, Susan L.
 Symonds, Mary E.
 Tenney, Grace G.
 Titcomb, Mary A.
 Titus, Mary E.
 Toland, Sarah E.
 Vinal, Mary J.
 Walsh, Ellen B.
 Ward, Mary
 Weston, Annie W.
 Weston, M. Emma
 Whidden, L. D.
 White, Angela L.
 White, Annie E.
 White, Marcella G.
 Whiton, Florence A.
 Wright, Martha F.

MIDDLE CLASS.

Adams, L. L.
 Adams, Sarah E.
 Alexander, Mary L.
 Allen, Pauline E.
 Allison, Harriet E.
 Andrews, Mary A.
 Atwood, Flora C.
 Atwood, Sarah E.
 Avery, Annie F.
 Babson, Abbie H.
 Badlam, Mary E.
 Bailey, Frances T.
 Bailey, Mary E.
 Baker, Mary W.
 Balch, Zoe T.
 Barnicoat, Alice A.
 Benedict, Emily

Botto, Lillian
 Bradlee, Ella F.
 Bradley, Ella
 Brigham, Georgiana N.
 Bright, Mary L.
 Brimbecom, L. H.
 Brimbecom, Mary A.
 Brown, C. L.
 Brown, Grace C.
 Brown, Lucy L.
 Bryant, Carrie H.
 Buckley, Martha G.
 Bugbee, Mary E.
 Burgess, Mary C.
 Burton, Ida M.
 Butman, Gertrude W.
 Capron, Kate C.
 Carey, N. L.
 Cayvan, Georgia E.
 Chandler, Gertrude A.
 Cheney, H. M.
 Cherrington, Claudine E.
 Clarke, Martha G.
 Cleary, Margaret
 Cline, Adela B.
 Cobb, Helen
 Cook, Henrietta J.
 Coolidge, Eleonora R.
 Coolidge, Sarah L.
 Cornish, Frances A.
 Coulter, Rebecca
 Crabtre, Annie C.
 Craig, H. G.
 Crane, Emma F.
 Crocker, M. P.
 Crosby, Lena J.
 Cundy, Alice A.
 Curry, Margaret L.
 Curtis, Eulalie L.
 Cushing, Arabella B.
 Cushing, Ethel
 Danforth, Gertrude E.
 Dexter, Florence E.
 Doe, Ellen S.
 Doherty, Mary
 Donaldson, Jeannie

Dore, Annie M.
 Dow, Sarah F.
 Drake, Agnes L.
 Drake, Florence I.
 Driscoll, Mary E.
 Edmands, Roxalana P.
 Edwards, Eloise S.
 Eliot, Emily M.
 Emmons, Florence A.
 Everett, Elizabeth H.
 Fairbanks, C. D.
 Farren, Helena G.
 Farrer, Cora D.
 Farrington, Pamela B.
 Fineran, Catherine J.
 Flagg, Ida C.
 Floyd, Emily J.
 Folsom, Lilla E.
 Forbush, Angeline S.
 Foster, Mary G.
 Frost, Sarah A.
 Gebhart, F. W.
 Gibson, Jeannie C.
 Glass, Sarah R.
 Glines, Augusta C.
 Goodrich, Mary L.
 Gourley, Letitia E.
 Gray, L. L.
 Gustin, Lillian M.
 Hagan, Rosanna E.
 Halliday, Ida E.
 Harding, Alice J.
 Hewins, Edith
 Heywood, Alice E.
 Heywood, Lucy B.
 High, Belle A.
 Hill, Jane L.
 Hill, Mary E.
 Hill, Sarah F.
 Hilliard, C. E.
 Hodges, Mary S.
 Holmes, Theresa C.
 Holton, Charlotte M.
 Humphrey, Mary J.
 Huntress, Jennie W.
 Jackson, Adeline B.

Jameson, Helen M.
 Jenkins, Effie M.
 Johnson, Cora M.
 Jones, Mary E. R.
 Keenan, Marie F.
 Kelliher, Elinor M.
 Kenney, E. Idella
 Kent, Gertrude E.
 Kimball, H. S.
 Kyle, Mary A.
 Learned, K. A.
 Leland, Ada
 Leland, Ella A.
 Littlefield, Annie C.
 Lonnegan, Theresa C.
 Lothrop, Charlotte N.
 Macomber, Ella L.
 Maguire, Agnes E.
 Major, Mary A.
 Mansfield, Adeline S.
 Mason, Kate A.
 McCarty, Mary A.
 McCleary, Maria L.
 McDonald, Elizabeth
 McDonald, Mary J.
 McDowell, Katherine
 McGee, Ellen
 McGlinchy, Hannah L.
 McIntosh, Jeannie
 Merrill, C.
 Merrill, Frances M.
 Merrill, Lucy
 Middleby, Annie B.
 Minns, Grace W.
 Morrissey, L. M.
 Moulton, Emily F.
 Nelson, Maria L.
 Newcomb, Frances R.
 Nichols, Edith
 Nichols, Esther F.
 Nowell, Charlotte E.
 O'Connor, Mary E.
 Page, Caroline E.
 Palmer, Mary
 Pecker, Annie J.
 Phippen, Annah L.

Pike, Charlotte A.
 Piper, Harriet
 Polley, Louise F.
 Porter, Mary E.
 Power, Kate M.
 Powers, Josephine A.
 Putnam, Flora L.
 Putney, L. F.
 Ramsdell, Ida M.
 Redlon, Juliette F.
 Regan, Annie J.
 Rice, H. J.
 Robinson, Clara E.
 Robinson, Edith V.
 Rowe, Grace
 Rust, Winnifred A.
 Seaman, Alice A.
 Seavey, Adeline E.
 Shapleigh, Ida F.
 Shepard, Alice
 Shepard, L. G.
 Shine, Mary E. T.
 Shove, Lucy E.
 Snow, Ellen C.
 Souther, Annie L.
 Stafford, Lucy C.
 Stearns, Marion C.
 Swett, Miriam B.
 Thayer, Mabel C.
 Tucker, H. M.
 Tucker, N. B.
 Turner, Mary C.
 Waite, A. M.
 Wales, S. L.
 Ward, Martha E.
 White, Ellen M.
 White, Mary E.
 Wilder, Mary E.
 Wilson, L. E.
 Wilson, Sarah W.
 Winsor, Annie F.
 Wood, Ella F.
 Woodward, Mary L.

JUNIOR CLASS.

Abercrombie, Mary E.
 Agnew, Emily J.
 Allen, Agnes M.
 Anderson, Ellen A.
 Atkins, Etta A.
 Austin, L.
 Bartlett, Edith S.
 Baxter, Eleanor N.
 Bemis, Ella F.
 Bennett, N. M.
 Birchmore, Juliana
 Blackwell, Cora A.
 Blanchard, Helen M.
 Blodgett, D. A.
 Bonnar, Isabella G.
 Boston, Annie M.
 Brady, Mary E.
 Breckenridge, Ida J.
 Brogan, Ellen L.
 Burbank, D. E.
 Burditt, Harriet A.
 Burns, C. W.
 Capen, L. R.
 Chase, Ella F.
 Cleary, Edith L.
 Cliffe, L. T.
 Cobleigh, Emma S.
 Cochran, Emma A.
 Cogswell, Florence H.
 Colburn, Susan M. H.
 Collins, N. V.
 Coolidge, Grace F.
 Copeland, N.
 Courtney, Eliza A.
 Crooker, Ellen B.
 Cronan, Mary B.
 Crotty, Bridget A.
 Crowley, Mary A. F.
 Cudworth, Emma A.
 Curran, Margaret A.
 Cutting, N. W.
 Damon, Emma L.
 Damon, Mary A.

Daniels, Florence S.
 Dawson, Eleanor J.
 Dickey, Alice M.
 Dix, Mary G.
 Dodd, Helen B.
 Dorgan, Catharine E.
 Downs, Cora C.
 Doyle, Catharine E.
 Duggan, Julia A.
 Dunn, Clara C.
 Dannels, N. M.
 Dyer, Mary L.
 Eddy, Herminia W.
 Fairbanks, Ella M.
 Farrington, Mary A.
 Fearing, Sarah J.
 Fenno, Emma A.
 Fisk, Sarah B.
 Fitzgerald, Mary L.
 Fogarty, Sarah G.
 Foote, Mary H.
 French, Nancy S.
 Fuchs, Ella
 Fuller, Medora O.
 Gardiner, Melissa J.
 Gates, Ada L.
 George, Isabel P.
 Gilchrist, Henrietta
 Gillespie, Katharine E.
 Goddard, Annie D.
 Godet, Sarah E.
 Goodwin, Mary B.
 Greeley, C. G.
 Gustin, Belle
 Hale, C. T.
 Hale, Kate R.
 Harriman, Georgette
 Harrington, Mary E.
 Haskell, Ella F.
 Hatch, Flora A.
 Hedge, Elizabeth B.
 Hennessey, Catharine A. A.
 Hersey, Ada H.
 Hildreth, Lillian F.
 Hill, Georgiana
 Hodsdon, Emily F.

Holmes, Margaret L.
 Horton, Emma F.
 Howard, Alice P.
 Howard, Emma C.
 Howard, Emma G.
 Howes, Lydia A.
 Hunting, Clara L.
 Hurley, Mary A.
 Hutchings, Lydia A.
 James, Ellen F.
 Jenkins, Ella C.
 Jennings, Jessie F.
 Johnston, Florence N.
 Johnston, Grace D.
 Jones, Mary G.
 Keeler, Emma E.
 Kelley, Margaret E.
 Kennedy, Sarah F. E.
 Kidney, Mary A. W.
 King, B. L.
 Kingman, Adelaide P.
 Knapp, Mary G.
 Knight, F. L.
 Knowles, C. W.
 Leonard, Dora M.
 Libbey, Georgie A.
 Lincoln, Marie C.
 Linton, K.
 Livermore, Elizabeth B.
 Locke, Mabel W.
 Lothrop, Florence M.
 Macrae, Evaline A.
 Macumber, Zoe L.
 Mahoney, Mary E.
 Mann, H.
 Manning, Susan H.
 Marble, Ida C.
 Martin, Delia
 Mason, Ella N.
 Mason, K. M.
 Maxwell, Lydia S.
 Maynard, Emma R.
 McCarthy, Mary A.
 McCarty, Catharine A.
 McDonald, Agnes G.
 McDonald, Elizabeth

- McNulty, Margaret A.
McSweeney, Margaret
Meade, Helenor F.
Merriss, Annie I.
Miller, Alice T.
Millett, Emily M.
Mills, Harriet E.
Mitchell, Ella W.
Moody, L. A.
Morgan, N. G.
Morse, Mary E.
Moulton Lillian A.
Mower, Jeannie M.
Munro, Martha H.
Munroe, Susan E. H.
Murphy, Margaret C.
Naughton, Mary H.
Nichols, Ellen A.
Nichols, Henrietta
Nickerson, Annie L.
Nolen, Mary A.
O'Neil, Mary
O'Neil, Mary J.
O'Neil, N. M.
Orr, Ella A.
Palmer, Elizabeth
Palmer, Mary A.
Parker, Ellen G.
Parker, Mary E.
Parnell, Florence A.
Patterson, Mary E.
Payne, Blanche
Pelton, Marion L.
Phelps, Anna R.
Phelps, Mary E.
Phinney, Sophronia H.
Pierce, Alice J.
Pierce, Mary E.
Pierce, N. A.
Pingree, N. F.
Pitman, Mary E.
Plummer, Cora F.
Plummer, Laura S.
Pow, Isabel B.
Powers, Ellen E.
Prince, Pauline
Putnam, Susan V.
Reid, Almira C.
Reid, Margaret A.
Richardson, Helen C.
Ridgway, Jeannette S.
Riedell, Ella G.
Ring, Lucinda A.
Roberts, Agnes A.
Robinson, Mary G.
Rockwood, Annie A.
Rockwood, Elizabeth D.
Rollins, H. H.
Russell, Laura S.
Rutledge, Mary E.
Ryder, Harriet E.
Safford, Georgiana M.
Seavey, L. M.
Sellingham, L. B.
Shaw, Grace E.
Sherman, Louise C.
Simmons, Emma F.
Simonds, A. L.
Simpson, Ida F.
Smith, Etta A.
Smith, Ida M.
Smith, Lucy W.
Smith, N. H.
Stafford, Emma J.
Stevens, Helen L.
Strauss, Theresa
Stuart, Amanda M.
Sturtevant, F.
Sullivan, Cornelia M.
Swett, Florence P.
Thayer, Alice J.
Thompson, Ida F.
Torrey, Cordelia G.
Tower, A. E.
Twigg, Elizabeth F.
Vannevar, C. I.
Varney, Alice K.
Vinal, C. F.
Wallingford, Emma L.
Walsh, Mary C.
Ward, F. E.
Warren, Ellen

Warren, Martha N.
Warren, M. S.
Wedger, Ella C.
Welch, Sarah E.
Wells, Annie G.
Wentworth, Lydia G.
Wheeler, Alice W.
Wheelock, Laurette H.
White, Alice F.
White, Ellen M.

White, Jennie A.
Whiting, Mary A.
Whiton, Jennie W.
Whiton, L. L.
Wiggin, Fredeline A.
Wilkins, L. J.
Willard, C. E.
Williams, Alice C.
Wing, Annie F.
Woodward, L. J.

BOSTON NORMAL SCHOOL.

This school has just completed its twenty-first year, having been established by the City Council, on the recommendation of the School Committee in 1852. The vote establishing it was twenty-nine to eight in the Common Council, and unanimous in the Board of Aldermen.

As there was no High School for girls, various High School studies were gradually introduced into the Normal School, until the Normal element came to hold a secondary place.

A desire more fully to meet the wants of the public schools, for a supply of competent teachers, led the School Committee, in 1872, to restore the Normal School to its original condition, as a separate institution.

Provisions for the accommodation of the school were made by the City Council in September, 1872.

The past year has been one of faithful and successful labor on the part of both pupils and teachers. Seventy young ladies, mostly graduates of our High Schools, availed themselves of the advantages of the Normal School.

The committee are gratified in being able to report the school as promising even more for the coming year than for the past. The number of pupils is greater, every seat being filled; and the earnestness with which they enter upon the special preparation for their future work gives assurance of their progress as pupils, and their future usefulness to the city as teachers.

The committee cordially commend the Normal School to the constant watchfulness of the School Board, as an institution indispensable to the best interests of the public schools of Boston.

Respectfully submitted.

CHARLES HUTCHINS, *Chairman*,
MOODY MERRILL,
JOHN NOBLE,
GEORGE A. THAYER,
WM. H. LEARNARD, JR.,
WM. B. MERRILL,
JOHN P. ORDWAY.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE BOSTON NORMAL SCHOOL, SEPTEMBER, 1873.

HEAD-MASTER.

LARKIN DUNTON.

HEAD-ASSISTANT.

JANE H. STICKNEY.

ASSISTANT.

FLORENCE W. STETSON.

PUPILS.

Abbott, Jennie	Fitzgerald, Katie E.
Adams, Sarah L.	Grady, Margaret E.
Adams, Helen M.	Graham, Sarah M.
Ashley, Cora I.	Hamilton, Hannah L.
Badlam, Anna B.	Harrington, Ellen E.
Baker, Carrie L.	Haydn, Carrie W.
Baker, Ella	Hildreth, Emily E.
Bailey, Elizabeth G.	Hill, Henrietta A.
Bent, Nathalia	Hill, Silence A.
Bickford, Harriet A.	Holbrook, M. Ava
Bingham, Delia	Holbrook, Emma L.
Bradley, Anna J.	Howe, Florence, A.
Bradley, Mary	Hooper, Julia M.
Buckley, Rebecca H.	Johnson, Lucy E.
Challis, Julia	Jones, Maria
Chittenden, Ella L.	Killion, Delia T.
Conley, Mary E.	Littlefield, Hattie A.
Copeland, Mary C.	Mann, Mary E.
Crozier, Annie M.	McDermott, Nellie C.
Cushing, Alice M.	Mitchell, Annle M.
Cutter, Lucy R.	Mulliken, Mary E.
Deane, Ella C.	Mulroy, Elizabeth D.
Dean, Maria L.	Noyes, Eliza R.
Dolan, Mary A.	Noyes, Helen M.
Dole, Melissa M.	Olmstead, Emma C.
Donegan, Marcella E.	Oviatt, Martha S.
Drew, Annie E.	Porter, Electa M.
Edwards, Clara	Powers, Mary B.

Pickering, Amanda
Plummer, Evelyn E.
Pratt, Mary E.
Ramsay, Helen E.
Riley, Margaret F.
Ryan, Alice C.
Sanborn, Lizzie A.
Shepherd, Marietta D.
Soule, Ella F.
Stetson, Annabel

Summers, Katharine S.
Swett, Persis I.
Talpy, Emma C.
Torrey, Emeline E.
Towle, Mary E.
Tidd, Alma
Viles, Laura E.
Wadsworth, Mary L.
Wallace, Ellen L.

ROXBURY HIGH SCHOOL.

This school has closed another of its many years of prosperity, achieving a most successful work, and ranking itself among the best schools of the city. With its efficient head-master and his corps of able assistants, combined, too, with its desirable location, and eight well-ventilated rooms, committee and parents need not be surprised at the successful results which it yearly submits. This school, during the past five years, has been extending itself beyond its capacity and equipments, taxing patience of both teacher and pupil. But, despite the utmost inconvenience and lack of class-room and appurtenances, steady progress has been maintained; and we are sure that no school sends forth better-fitted candidates for a useful life-work than the Roxbury High School. It is to be sincerely hoped, however, that the proposed plan for the enlargement and improvement of the building will be immediately approved, and that the city will authorize at once every needed facility, when it will be so faithfully used and appreciated.

Respectfully submitted.

IRA ALLEN,

For the Committee.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1873.

HEAD-MASTER.

S. M. WESTON.

HEAD-ASSISTANT.

M. LOUISE TINCKER.

ASSISTANTS.

EMILY WEEKS,
ELIZA D. GARDNER,
HELEN A. GARDNER,

EDNA F. CALDER,
CLARA H. BALCH.

TEACHER OF FRENCH.

MATHILDE DE MALTCHYCÉ.

TEACHER OF GERMAN.

JOHN FREDERICK STEIN.

TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

TEACHER OF MUSIC.

JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

EX-SENIORS.

Crooker, Sibyl T.
Dexter, Addie Frances
Faxon, Maria D.

Gray, Nellie
Harris, Susan Burley
Perrin, Mary Esther
Pishon, Eva
Worthen, Etta M.

SENIOR CLASS.

Boys.

Adams, Harry Franklin
 Bardenhoff, Chas. Frederic
 Berry, William Frederic
 Browne, Louis L'Ecluse
 Cordingley, William Robert
 Costello, John Edward
 Engel, Joseph Isaac
 Faxon, William Augustus
 Fowle, William Parker
 Gray, William
 Hodges, Edward Carroll
 Hodges, Frank Herbert
 Holbrook, Joseph Barnard
 Hunneman, William Cooper
 Klous, Henry Dudley
 Lang, George Henry
 Libby, Clarence Jenness
 Lockney, John Francis
 Monroe, George Ellis
 Parry, Charles Edward
 Rice, Freeman Gill
 Rumrill, Frank
 Ryan, James Francis
 Ryerson, Frank Edward
 Scanlan, Michael James
 Stockwell, George Stephen
 White, Arthur Howard
 Williams, Samuel

Girls.

Aull, Elizabeth Ellis
 Bean, Mary Heywood
 Bowdlear, Ellen Hadley
 Cotter, Elizabeth
 Curtis, Caroline Walker
 Deane, Mary Emma
 Deane, Sarah Elizabeth
 Dibblee, Agnes Ide
 Grand, Eliza Theresa
 Hart, Lydia Jane
 Haynes, Catherine

Hewitt, Mary Hallock
 Leavitt, Ellen Willietta
 Merrill, Emma Louise
 Morrill, Josephine Russell
 Mulliken, Harriet Davenport
 Murphy, Julia Mary
 Murphy, Mary Agnes
 O'Connell, Fannie Louise
 Parker, Abbie Durant
 Pike, Mary Olive
 Pishon, Lucretia
 Rider, Francena Ella
 Scarlett, Margaret E.
 Shaw, Ellen Cora
 Shedd, Ella Jeannie
 Smith, Addie Martha
 Waite, Salome Anthony
 White, Abbie Elizabeth

MIDDLE CLASS.

Boys.

Carleton, Elbridge Winthrop
 Cose, William Edgar
 Cram, Sylvanus Rich
 Donnelly, Walter William
 Dolan, Edwin Joseph
 Elson, Alfred Walter
 Foley, Frank Matthew
 Goldthwait, Charles Brown
 Grady, Thomas, Jr.
 Gray, Henry
 Hawkins, Daniel Hoff
 Howe, Edwin Allyn
 Hutchins, John Hurd
 Jacobs, Arthur Loring
 Kelley, John Bernard
 Kendall, Frederic
 Loobey, James Edward
 McDonald, Charles Howard
 Mulvey, James Paul
 Rivinius, George Franklin
 Rousemaniere, Edward Swett
 Shea, John Francis
 Sutton, Samuel Fernald

White, Henry B.
Wyman, William Hutchinson

Girls.

Barton, Ida Louise
Bean, Elizabeth Charlotte
Caldwell, Harriet Eliza
Cordeiro, Alice M. B.
Fineran, Hannah Gertrude
Gerber, Emma Jane
Greene, Ella Mary
Gullbrandson, Annie S.
Hildreth, Minnie Caroline
Howe, Josephine J.
Kilroy, Esther
Lincoln, Minnie Louisa
McLaughlin, Lizzie J.
McLellan, Annie Corinne
Moody, Ella
Moulton, Helen Lyford
O'Connell, Elizabeth Eleanor
Partridge, Flora Almira
Putnam, Emma
Richards, Anne Bullard
Ryan, Mary Catherine
Seaver, Annie Isabella
Seaverns, Annie Walton
Stevens, Grace Cornelia
Watson, Mary Emma
Whelton, Annie Josephine

JUNIOR CLASS.

Boys.

Atwood, Reviere Elkanah
Behr, George
Berran, John Daniel
Blodgett, Walter Clifford
Brock, Charles Smith
Brown, Frank Norris
Buchanan, John Henry
Burrows, Henry James
Campbell, Charles Henry
Coffin, Frederic Seymour
Cook, Edmund H.
Cunningham, Frank Herbert

Edmands, William Howard
Ellis, Herbert Frederic
Flint, George Herbert
Folsom, Frank Henry
Gay, William B. D.
Gemeiner, Frank C.
Greenlaw, James
Hamblin, Matthew Prior
Harmon, Samuel Tappan
Hunter, Frederick S.
Johnson, George Frederick
Kelley, John L.
Lord, Charles Edgar
Maher, David J.
McCormick, Edward Joseph
Miller, William John
Mitchell, John W.
Morse, Frank Webster
Morton, Nathaniel Bowditch
Mulliken, George Henry
Murphy, John Henry
Nason, William Livermore
O'Brien, Thomas C.
Putnam, John Hunter
Soule, Hermann Curtis
Stanton, Edmand M.
Stanton, John A.
Stone, Charles Sinclair
Tanck, Henry C.
Tappan, Josiah Edward
Thompson, Frederic Augustus
Tobey, Rufus Tolman
Van Raalte, Albert
Ward, William Albert
Weis, Frank Mannert
White, Henry B.
Wiggin, Henry Young
Yeaton, Harvey Willis

Girls.

Aldrich, Annie Eliza
Alden, Lottie Bassett
Alexander, Carrie Adeline

Baldwin, Madge P.	Merritt, Laura Eva
Bemis, Lizzie A.	Moore, Phebe A.
Bowen, Emma Frances	Murphy, Mary
Burrell, Gertrude Amelia	Nason, Elizabeth Theobald
Came, Alice	Nay, Eva Maria
Card, Lucy Gray Morse	Osgood, Henrietta Maria
Chamberlin, Mary Isabella	Procter, Grace B.
Conant, Belle Parker	Resterrick, Mabel Cora
Daniels, Lucy Maria	Rockwood, Annie A.
Devereux, Mary Martha	Scanlan, Minnie Agnes
Duffy, Susie Anna	Sheehan, Mary Agnes
Egan, Sabina	Stetson, Emily Josephine
Ellis, Lizzie E.	Stockman, Alice Gertrude
Heintz, Julia	Streeter, Angela Mellish
Howard, Ella Winchester	Thaxter, Martha Jane
Hubbard, Mary	Thompson, Lillian Frances
Hutchins, Alice Maria	Tucker, Mary Louisa
Lane, Alice Gertrude	Weiler, Lena
Leavitt, Hannah Gertrude	Wells, Emily Fidelia
Littlefield, Carrie Josephine	White, Mary Emma
Lothian, Clara Frances	Williams, Maude F.
Lunt, Lizzie Delana	Worthen, Annie Isabelle
McGlew, Louise Elizabeth	

DORCHESTER HIGH SCHOOL.

The General Statutes of Massachusetts provide that every town containing five hundred families or householders shall maintain a High School, in which certain higher branches of study shall be pursued; and that in every town of four thousand inhabitants or more certain other higher branches of learning shall be included in the course. Smaller towns are encouraged to unite, when contiguous, in bearing the burden of expense in maintaining such schools. High-School education has therefore become a part of the public-school system of the State, though its privileges have not yet been extended to all the sparsely populated towns. There are nearly two hundred of these schools in the State; and their relation to the graded schools becomes an interesting and important matter for the consideration of those entrusted with the care and management of the system. In the cities and larger towns the theory of the education of the child from his admission to the Primary till he receives the finishing touches in the High School, is supposed to be as perfect as the industrial, social and religious conditions of the population will admit, however lamentably it may fail, in some instances, to be carried into operation. Even those who intend to complete their education at the

university are provided for at the public expense up to the time of their admission to college.

The State undertakes in the large towns to extend the education of the people, in the High Schools, beyond the branches taught in the Grammar or district schools; to give the sons and daughters of the laborer, the mechanic, the farmer, and of all others who choose to avail themselves of it, an education which shall include something more than the simple rudiments of learning; in a word, to make intelligent men and women of them, without regard to their future occupation or social standing. As a matter of fact, only a comparatively small number are able to profit by the opportunity which the State thus beneficently extends to all. While many parents still believe that any culture beyond the essential reading, writing, and arithmetic, to those intended for industrial pursuits, is useless, and involves an irredeemable waste of time, the stern law of necessity compels many others to deprive their children of the higher course of study, which they fully realize would be a benefit and a blessing to them. Doubtless the value, if not the need, of more learning than the Grammar Schools afford, is more generally recognized in the larger cities than in the rural and manufacturing districts, and in a city like Boston, which is an acknowledged centre of literary and artistic culture, it would be regarded as more important than in other less favored communities.

In this connection, the table showing the number of pupils sent to the High Schools by each Grammar School, in the twenty-seventh annual report of the

Superintendent of Public Schools, is exceedingly interesting and valuable, especially when compared with the number of scholars who received the diploma of graduation in the same year. The whole number who passed from the Grammar into the High Schools, in accordance with the theory of our educational system, was seven hundred and five, while one thousand and four have graduated at the lower schools. Thus it appears that about three hundred, or less than one third of the number of graduates, fell out of the line by the way; which, considering the democratic character of the public schools, is an excellent showing of the educational spirit of the people. While the number sent by some of the schools seems to be unreasonably small, that of others is as unreasonably large. Two schools, whose pupils are almost exclusively the children of the foreign population of their locality, a large majority of whom are common laborers, send fifty per cent. of their graduates to the High School.

The High Schools graduate less than fifty per cent. of those admitted; for the same reasons which prevent one-third of those who have passed through the Grammar Schools from seeking admission to them continually operate to diminish the number of those who pursue the advanced course.

Two of the five High Schools existing in the city in 1872-73 were organized upon the town High School plan, and instruct pupils of both sexes. In the City Proper three separate schools — the Latin, the English High, and the Girls' High School — do the same work for as many different classes of scholars,

as is done by the other two. Compared with the average whole number of pupils belonging (Jan. 31, 1873), —

	Per cent.
The Latin graduates,	10 $\frac{7}{10}$
The English High graduates,	17 $\frac{5}{10}$
The Girls' High “	16 $\frac{9}{10}$
The Roxbury High “	25 $\frac{6}{10}$
The Dorchester High “	32 $\frac{5}{10}$

From this statement it appears that the last two, each instructing both sexes, succeed best in retaining their pupils through the course of study; and thus more nearly carry out the theory of the school system.

Compared with the number entering these schools, respectively at the beginning of the year, —

	Per cent.
The Latin graduated,	37
The English High graduated,	36
The Girls' High “	37
The Roxbury High “	67
The Dorchester High “	75

The accident of an unusually large number of admissions in one year, the different standards required for graduations in the schools, and other unequal circumstances, somewhat affect the result; but the showing of these statistics, confirmed by the observation of those who have given attention to the subject, is that the co-education of the sexes in the High School, without regard to philosophical or physiological considerations, is a feature which assists in increasing the comparative number of graduates.

The Dorchester High School receives its pupils from the district whose name it bears, none from the City Proper or Roxbury attending; and it is, therefore, a local school. Its relations to the Grammar Schools are almost wholly confined to those in its own district. It is able to accommodate all the High-School scholars in its territory, though a considerable number of them attend the other High Schools.

The following table exhibits the number of graduates of each Grammar School in Dorchester, and the *per cent.* of this number admitted to the Dorchester High School:—

	Graduates.	Per cent.
Everett,	12	33
Gibson,	2	50
Harris,	18	56
Mather,	17	41
Minot,	16	50
Stoughton,	15	53
Tileston,	10	70
	—	
Total,	90	

In addition to the above the Everett sent four scholars to the Latin, and three to the Roxbury High School; and the Harris sent two to the Girls' High School.

In the six largest schools of the city proper the number of graduates was *five and six tenths per cent.* of the average whole number (July, 1873). In the six smallest schools (exclusive of those of Dorchester) the proportion was just the same. In the Dorchester Grammar Schools *seven and six tenths per cent.* were graduated. The number graduated in each school compared with the average whole number belonging (July, 1873) was as follows:—

	Per cent.
Everett,	$5\frac{2}{10}$
Gibson,	$1\frac{4}{10}$
Harris,	$8\frac{3}{10}$
Mather,	$7\frac{7}{10}$
Minot,	$10\frac{8}{10}$
Stoughton,	$9\frac{9}{10}$
Tileston,	$12\frac{8}{10}$

Of the ninety scholars who were graduated at the Grammar Schools of Dorchester, fifty-five entered the Dorchester High School, and nine entered other High Schools; making a total of sixty-four,—*seventy-one per cent.* of the whole number graduated.

The number of scholars passing from the Grammar into the High School depends, to some extent, often to a great extent, upon the views of the masters of the former, and their influence over their pupils; though, in turn, these views and the exercise of this influence are modified by the action of those controlling the management of the High Schools. The reputation of the master as a teacher is based in some degree upon the percentage of correct answers obtained by his pupils in the examination for admission to the higher school. Those scholars who are not supposed to be able to reach the required standard are often kept back, sometimes influenced, directly or indirectly, to learn a trade or “go into a store,” in preference to seeking the advantage of a more extended education. Five scholars obtaining an average of ninety per cent. is supposed to be a more honorable record for the master than ten with an average of seventy-five per cent., or just reaching the standard of admission. The teachers of the Grammar and

High Schools are entitled to just as much credit for faithfully instructing dull and stupid scholars, who may never attain even "fifty per cent. of correct answers," as for leading on the bright ones, who can hardly fail to obtain the high figures. The dull ones, for whom nature has done the least, need the most at the hands of the instructors. Though the fact that a scholar is stupid may be a good reason why he should not be sent to the university or encouraged to enter the learned professions, it is no reason why he should be debarred from whatever benefit he may derive from a High-School education. After the Grammar School has done all it can do for him, while he is at a proper age to attend the lower grade, he ought not to be shut out from the public High School because he cannot obtain the required per cent. for admission; nor be deprived of his diploma at the end of his course, for the same reason, if he has been reasonably attentive to his studies.

So far as the regulations would permit, the Dorchester High School has been conducted upon this principle. Applicants who have attained the age of sixteen years, and have passed through the Grammar-School course, have been admitted, though they failed to obtain the percentage required for admission under ordinary circumstances. In some instances the happiest results have followed this variation of the rule, and in all cases the school has been a benefit to those who attended it.

It is to be hoped that the time is not far distant when the diploma of graduation from the Grammar will be a sufficient "pass" into the High Schools.

The committee believe the Dorchester High School has faithfully rendered the service required. All the teachers, regular and special, have discharged their duty with conscientious fidelity. Considerable additions have been made to the library, and to the philosophical and chemical apparatus, from the portion of the income of the Gibson Fund assigned to this school by the committee. The building and grounds are in excellent condition, and are well cared for by the janitor, under the supervision of the head-master.

For the Committee of the Dorchester High School,

WILLIAM T. ADAMS,

Chairman.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE DORCHESTER HIGH SCHOOL, SEPT., 1873.

HEAD-MASTER.

ELBRIDGE SMITH.

HEAD-ASSISTANT.

MARY WENTWORTH HALL.

ASSISTANTS.

REBECCA VINAL HUMPHREY, HARRIET BYRON LUTHER,
ANNIE HEDGE NOBLE.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF DRAWING.

MERCY A. BAILEY.

TEACHER OF FRENCH.

CHARLES DE LAGARLIÈRE.

TEACHER OF GERMAN.

JOHN F. STEIN.

TEACHER OF MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

EX-SENIORS.

Baynton, Walter
Childs, Harold Chessman
Sproul, Arthur Eliot
White, Willie Gardner

Girls.

Bailey, Alice Howard
Brown, Fanny Bates
Cushing, Anna Quincy

Horton, Lillian Howard
Mann, Elizabeth Benson
Preston, Edith Lee

SENIORS.

Boys.

Allbright, William Broughton
Bent, Charles Henry
Chadbourn, Henry

Hemmenway, Edward Augustus
 Kirk, Joseph
 Perrin, William Brown
 Robinson, James Leavitt
 Ufford, Charles Augustus

Girls.

Barlow, Abby Ella
 Brooks, Agnes Alvira
 Carlton, Mary Jane Milly
 Cook, Harriet Maria
 Edwards, Elizabeth Caroline
 Emery, Carrie Maria
 Esterbrooks, Emma Martha
 Goodale, Mary Emma
 Hersey, Louisa Eliza
 Merriam, Eleanor Hayes
 Nichols, Minnie Louise
 Ordway, Annie Freeman
 Porter, Clara
 Spargo, Ida Thankful
 West, Mary Minot
 Whitney, Mary Jane
 Worsley, Julia Bartlett

MIDDLE CLASS.

Boys.

Bradley, Charles Wesley
 Cook, John Henry
 Eddy, John Lodge
 Elder, William
 Hibbard, Arthus Augustus
 Knapp, Edward Lawrence
 Mosely, Frederick Clark
 Myrick, Merrill
 Piper, George Augustus
 Pratt, Charles Dudley
 Sharp; Everett Howe
 Smith, Frank Cyrus
 West, John Minot
 Wentworth, Edward Spencer

Girls.

Anderson, Jane Allison
 Austin, Catherine Downer

Buckpit, Fanny Arabella
 Brooks, Elizabeth
 Callender, Adaline Jones
 Cowling, Miriam Louisa Stayne
 Cutter, Elizabeth Learoyd
 Darling, Carrie May
 Dix, Eva Clara
 Fifield, Mary Sanborn
 Foley, Mary Theresa
 Glidden, Annette
 Jacobs, Bertha
 Jones, Josie Alena
 Knapp, Mary Augusta
 Littlefield, Carrie May
 Peckham, Lizzie Anna
 Reid, Jennie
 Smith, Emma Louise
 Tavener, Grace
 Tucker, Mary
 Walker, Genie
 Wall, Alba Elizabeth
 Whall, Sarah Antoinette
 Whitney, Helen Josephine
 Work, Annie Crosby

JUNIOR CLASS.

Boys.

Arnold, Edward Walter
 Butterfield, John Charles
 Burt, Waldo Cushing
 Butland, Wallace
 Collins, Edwin Dunbar
 Collins, Edward
 Houghton, Charles Ellis
 Jenkins, Edward Francis
 Kendall, Harry Sullivan
 Moore, Nathaniel Lowe
 McEttrick, Matthew
 Oakman, Henry Philip
 Parker, Theodore
 Perrin, Stephen Payson
 Pratt, Ebenezer Kendall
 Tilden, Frank Winfred
 Upshur, Lovell
 Williams, Benjamin Payson

Girls.

Austin, Ellen Augusta	Lynch, Elizabeth Atwood
Adams, Ida Helen	Moseley, Annie
Adams, Emma Louisa	Mann, Louise Sewall
Benedict, Fanny Elizabeth Bates	McKendry, Agnes Howard
Brannon, Annie Jane	Murphy, Marion Eliza
Burgess, Helen Frances	Nelson, Mary Delavan
Downing, Mattie Eliza	Phipps, Annie Maria
Dean, Alice Walker	Porter, Ida Amelia
Everett, Edith Warren	Robinson, Eunice Elizabeth
Gould, Marion Ilione	Ryder, Mary Emma
Gurney, Eurilla Elizabeth	Ricker, Julia Marland
Glennon, Rose Anna	Scudder, Edith Frances
Homes, Florence Wilbur	Stearns, Ardelle Augusta
Houghton, Charlotte Abby	Tucker, Kate Winifred
Hayward, Lizzie Jane	Twombly, Georgiana Meserve
Lynch, Addie Pamela	Urann, Grace
	Wheeler, Grace
	Willis, Mary Elizabeth Bispham

REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

FOR THE YEAR ENDING

AUGUST 31, 1873.

REPORT.

To the School Committee of Boston:—

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-Eighth Report, the same being the Twenty-Sixth of the semi-annual series.

Summary of Attendance for the half-year ending January 31, 1873.

GENERAL SCHOOLS.	No. Schools.	Average belonging.	Average attend'nce.	Average absence.	Per cent. of attendance.	No. at date.
High.....	6	1,803	1,705	98	94.0	1,793
Grammar	37	18,757	17,474	1,283	93.1	18,597
Primary	340	14,847	13,375	1,472	89.1	14,674
Totals	383	35,407	32,554	2,853	92.0 [av.]	35,064

SPECIAL SCHOOLS.	No. Schools.	Average belonging.	Average attend'nce.	Average absence.	Per cent. of attendance.	No. at date.
Licensed Minors.	2	52	44	8	85.0	52
D'f Mute School.	1	47	.....	.....	.....	47
Kindergarten....	1	18	12	6	.....	18
Evening High ..	1	765	336	.....	.....	560
Evening.....	10	1,794	874	.....	.....	1,286
Even'g Drawing.	2	326	148	.....	.....	375
	17	3,002	1,414	.....	.....	2,338

HIGH SCHOOLS.

The following table shows the number of teachers, the average number of pupils, and the average number of pupils to a teacher, in each of the High Schools, during the half year, ending January 31, 1873.

SCHOOLS.	No. of Teachers.	Average No. of pupils.	Average No. of pupils to a Teacher.
Latin.....	10	206	20.6
English High.....	18	571	31.7
Girls' High and Normal	26	632	24.3
Normal.....	5	55	11.0
Highlands High.....	7	215	30.7
Dorchester High	5	136	27.2
Totals.....	70	1,815	25.6

The number of pupils to a teacher in the Normal School, as presented in the above table, is not strictly correct, as one of the five teachers with whom the school is charged, has been employed very profitably, most of the time, in the Primary Schools, in illustrating, for the benefit of the teachers, the best way of teaching the first steps of reading according to Dr. Leigh's method. Besides, since the date of the above returns, another class has been admitted to the school.

GRAMMAR SCHOOLS.

The following table shows the number of teachers and average whole number of pupils, and the average number of pupils to a teacher (not counting the master's head assistant), in each Grammar School, for the half year ending January 31, 1873.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	464	42.2	Lawrence ..	18	826	48.6
Bigelow.....	20	894	47.1	Lewis	13	613	51.1
Bowditch....	13	453	37.7	Lincoln	17	808	50.5
Bowdoin.....	11	460	46.0	Lyman	13	577	48.1
Boylston....	10	375	41.6	Mayhew....	12	431	39.2
Brimmer....	15	569	40.7	Norcross ...	15	683	48.8
Chapman....	12	457	41.5	Phillips	13	525	43.7
Comins.....	18	800	47.1	Prescott....	13	616	51.3
Dearborn....	17	775	48.4	Quincy.....	12	522	47.4
Dorch'r Dist.	36	1128	38.9	Rice	14	605	46.5
Dudley.....	7	257	42.8	Sherwin....	18	793	46.6
Dwight.....	12	561	51.0	Shurtleff...	15	667	47.6
Eliot.....	16	615	41.0	Washington	7	262	43.7
Everett.....	15	664	47.4	Wells.....	11	399	39.9
Franklin....	15	643	45.9	Winthrop...	18	683	40.2
Hancock....	18	632	37.2	Totals.....	456	18,757	44.7

The average number of pupils to a teacher during the last half year was 44.7 against 46.3 for the corresponding period of the last school year.

PRIMARY SCHOOLS.

The following table shows the number of primary pupils in each district, and the *average number of pupils to a school or teacher, during the last half year*: —

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	415	46.1	Lewis	10	505	50.5
Bigelow	13	595	45.7	Lincoln	11	589	53.5
Bowditch	10	302	30.2	Lyman	8	360	45.0
Bowdoin	11	411	37.3	Mayhew	7	240	34.3
Boylston	6	288	48.0	Norcross	14	646	46.1
Brimmer	12	408	34.0	Phillips	7	248	35.4
Chapman	10	438	43.8	Prescott	10	486	48.6
Comins	18	888	49.3	Quincy	11	378	34.3
Dearborn	17	813	47.8	Rice	12	554	46.1
Dorchester	20	863	43.1	Sherwin	12	579	48.2
Dwight	6	295	49.1	Shurtleff	14	705	50.3
Eliot	16	577	36.1	Washington	8	341	42.6
Everett	10	556	55.6	Wells	12	482	40.1
Franklin	6	263	43.8	Winthrop	9	348	38.7
Hancock	19	737	38.8				
Lawrence	12	537	44.7	Totals	340	14,847	43.6

The average number of pupils to a teacher during the last half year was 43.6 against 45.6 for the corresponding period of the last school year.

The following table shows the number of primary pupils in each district promoted to the Grammar Schools [Feb. 1], and the average number of promotions to each school in the respective districts: —

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams	9	38	4.2	Lewis	10	84	8.4
Bigelow	13	100	7.7	Lincoln	11	74	6.7
Bowditch	10	42	4.2	Lyman	8	43	5.3
Bowdoin	11	54	4.9	Mayhew	7	29	4.1
Boylston	6	46	7.6	Norcross	14	93	6.6
Brimmer	12	65	5.4	Phillips	7	31	4.4
Chapman	10	52	5.2	Prescott	10	43	4.3
Comins	18	139	7.7	Quincy	11	47	4.3
Dearborn	17	88	5.2	Rice	12	103	8.6
Dorchester	20	100	5.0	Sherwin	12	81	6.7
Dwight	6	54	9.0	Shurtleff	14	103	7.3
Eliot	16	63	3.9	Washington ..	8	57	7.1
Everett	10	89	8.9	Wells	12	74	6.2
Franklin	6	37	6.1	Winthrop	9	72	8.0
Hancock	19	81	4.3				
Lawrence	12	95	7.9	Total	340	2,097	6.1

It appears that the average number of promotions to a school was more than a hundred per cent. higher in some districts than in others. The total average was 6.1 per school.

On the opening of the schools after the long vacation, September 2, I commenced a course of inspection of the Primary Schools, and continued the work daily, except when unavoidably diverted from it by other duties, until every one of the three hundred and thirty-six schools was visited. The circuit of visits was completed in about seven weeks from the time of beginning. No notice of my visits was given out beforehand, and in most cases the school-rooms were actually entered by me before the teacher could have had any knowledge of my coming.

Consequently, the schools were seen, for the most part, as they are in their usual routine of operation, and not in holiday attire, going through show performances specially prepared for exhibition and display. These visits varied in length according to circumstances, from a few minutes, to an hour or more, their average duration being probably less than half an hour. It was my aim, in this survey of all the schools of this grade in rapid succession, to get as correct a knowledge, as was practicable, in the time I had to devote to the work, of their actual condition and management, of the tone, spirit and style pervading them, and of the skill, efficiency and fidelity of the teachers.

On entering a school-room, my attention would be directed to such points as these: the temperature and ventilation; the exposure of the children to the heat of stoves and hot-air registers, on the one hand, and cold drafts on the other; the aspect of the pupils, as to whether they appeared cleanly, happy, orderly and attentive to their work; the mode of handling the

classes on the part of the teacher, and her success in the difficult task of keeping the minds of all her pupils properly occupied; whether the teacher was conducting her work on an intelligent and systematic plan, in accordance with a daily time-table, prepared by herself or the master of the district, and also in accordance with the requirements of the programme contained in the regulations; the character of the discipline; how the opening and closing exercises and the recesses were conducted; and what the master of the district had done to promote the progress of the school.

Having completed this tour of inspection, on the afternoon of October 22, a meeting of the Primary teachers, and the masters of the Grammar Schools was held at the Hall of the Girls' High School, at which I presented some of the results of my observations, setting forth the principal excellences and defects which had been noticed, and submitting such suggestions and advice, as to the ways and means of improving the schools, as the circumstances seemed to require. I endeavored to bring together the best traits of different schools, and picture them as constituting a single school of ideal excellence to be kept in view as the model to be imitated by all teachers, contrasting each good element with its opposite, as actually seen in certain schools where improvement was especially needed.

The schools, on the whole, produced on my mind as favorable an impression as I had expected. From year to year no very marked improvement is perceptible; but, looking over a period of ten or twelve years, the

progress that has been made is quite evident and gratifying. The character of the discipline is more satisfactory than it was in former years. I did not hear a single teacher using a harsh or disagreeable tone of voice. Sweet, encouraging, sympathetic tones were almost universal. I found only one or two pupils undergoing punishment, and in those cases the punishment was not what would be called very severe, the delinquents only being required to stand on a bench or chair. In one case corporal punishment had been inflicted upon a boy just before I entered the school.

Almost everywhere the teachers had evidently taken much pains to secure personal cleanliness on the part of their pupils. In one or two districts there were exceptions in this respect, suggesting the need of a little more liberal use of soap and water and hair-brushes, or combs. The school-rooms were, almost without exception, clean and neat; one, however, is quite distinctly remembered as indicating a scarcity of brooms, but justice to the teacher requires me to say that she was teaching her pupils with great efficiency. A great many of the school-rooms were ornamented with plants, which gave them an air of cheerfulness and elegance.

Where a school is composed of only one class, or of two, what I like to see on entering is, half of the pupils standing in an orderly manner, shoulder to shoulder, engaged in reciting or receiving a lesson, while the rest of the pupils are at their desks occupied in preparing a lesson. I do not say that this should *always* be the state of things, but quite generally. But I am sorry to say, that in too many cases nothing

in particular seemed to be going on, the teachers being apparently in doubt as to what should be done next.

We have many teachers whose excellence is worthy of the highest praise. It is hardly possible to overestimate their value. They afford worthy models for the imitation of others. Often I call up the beautiful images of their schools. But there is one school of surpassing merit, which just now I remember with the greatest pleasure. The building where it is accommodated is by no means the most attractive; the children do not come from the most comfortable homes. And yet, how bright and lovely the school appears! It would be hard to say wherein it could be made better. The teacher is mistress of the situation. She does not fret or worry herself; she neither complains nor apologizes. She does not work harder than many others, and her work seems comparatively light to her, because she loves it. She has tact and a genial disposition. She loves her pupils, and they love her. She is firmness itself, but she is as gentle as she is firm.

The masters have undoubtedly done much valuable service in the Primary Schools of their districts, but it seems to me there is greater difference in this respect than there should be. Would it not be well for the masters occasionally to look into the schools of other districts besides their own?

Writing is not generally so well taught as it might be. The children are too frequently put to writing spelling-lessons and sentences before they know how to form the individual letters. The chief aim in the slate-writing in these schools should be to train the

pupils to make each letter in a fair and handsome form, and with a good degree of facility. There is one school where this has been done faithfully and skilfully for many years, and the pupils show the good results of the system after they go up to the Grammar Schools. Of course, I do not mean to say that Primary pupils should not write words and sentences, but that they should first be well grounded in the *forms of the individual letters*.

As far as I could discover, singing was everywhere well taught; teachers and pupils seemed to be really interested in this branch.

In many schools there is room for improvement in the teaching of numbers. Too much time is wasted by the pupils in writing numerous tables of figures on their slates. The instruction in this branch is too abstract. There are not teachers enough who know how to use to advantage the ball-frame, and other visible illustrations, and so the scholars are not taught *ideas* of number as much as they should be. Here is a case where, in my judgment, the prescribed text ought to be used more than it is. The book is so well planned that it may be safely followed in regular order from beginning to end. It is not necessary to require the pupils to study it much, but they should stand up in class and read and perform the questions until they can do so with facility.

The teachers generally have, I think, a good idea of what reading in Primary Schools should be; but all do not know how to reach the result which they aim at. They do not know how to economize time by making the minds of all the pupils work on the exercise while

in class. The class is called out and kept standing until each pupil in turn reads a sentence or paragraph. This is done once a day, possibly twice. Very little comes of it. The advantage of classification is not utilized. The instruction — what there is of it — is almost wholly individual, because, for the most part, by this method, only one mind works at a time.

With the exception already mentioned of putting children prematurely to write columns of words on their slates, spelling appeared to be well taught. Still, cases are to be found where the teachers do not sufficiently, and in the right way, train their pupils in *reading* their spelling-lessons, before requiring them to be studied.

Drawing is making good progress in these schools. Where it is taught only tolerably well, the pupils are fond of it; and where it is well taught, they like it extremely well.

PENMANSHIP IN GRAMMAR SCHOOLS.

This very useful branch of instruction does not seem to me to be in an entirely satisfactory condition. Not that it is neglected; on the contrary, much attention is bestowed upon it. Not that the teachers are lacking in skill in teaching it. Many of our teachers conduct writing exercises very skilfully and efficiently. The work is carried on very systematically and carefully. Much attention is given to the training of pupils to sit in the proper positions, and hold the pen correctly. The pupils are taught in classes by the use of the blackboard, — the best plan yet thought

of for saving time in teaching writing. And yet, after all due credit is allowed to teachers for the skill and zeal they put into the teaching of writing, the fact remains that the results, taken as a whole, are not what they should be. This is at least my opinion. And yet I would not speak too sweepingly and without due discrimination. I ought to say that the results in some schools are much more satisfactory than in others.

I do not find fault with the teachers for not taking pains with the writing of their pupils. The fault seems to lie in a misdirection of efforts. This misdirection of efforts on the part of the teachers is found, in the first place, as it appears to me, in the expenditure of much labor in trying to make young children write with a free hand before they have been trained to form the letters with a good degree of exactness. The attempt to teach children to write freely at the beginning of their course of instruction in this branch is like trying to teach a child to dance before it can stand alone. In the first steps in writing, the free and uncramped use of the muscles of the *hand and fingers*, in forming the twenty-six letters of the alphabet with beauty and precision, should be the aim, rather than the free use of the muscles of the *forearm and shoulder* in rapid movements. After children have been taught to form the letters well, and readily join them in words, in connection with a good training of the muscles of the hand, they may, with profit and success, be taught in a comparatively short time to combine the finger and hand movement with the forearm movement, with a view to produce greater speed and freedom in writing.

In the second place, the teaching in this branch is misdirected in respect to the *character* of the writing taught. A corrupt taste in regard to writing has been for several years gradually creeping into our schools. Some of the more conservative teachers held out long against the influences which have been at work to bring about this change in the style of writing, and there may be a few who still hold out against this bad innovation. The corruption to which I refer consists in the substitution of a slender, faint and weak kind of writing, with certain outlandish and fanciful capitals, for a good, honest, plain, neat, firm, clear, legible, strong and regular hand. Some enthusiastic admirers of this modern fashion in writing are ready with their handsome specimens with which to prove the excellence of its results. But specimens culled from an upper class prove nothing in any branch of instruction, except that there are some pupils who have superior talent. I know that in the highest class of our Grammar Schools many *pretty* specimens of writing can be found. But are they specimens that would look well in the books of the Register of Deeds, or in the records of the City Clerk, or in a merchant's account books, or in a business letter, or anywhere else except in the album of a very young lady? Of course there are exceptions. I do not mean to say that all our writing has come to this, thanks to conservatism; and I am glad to have this chance to commend conservatism, for holding fast to what is good, since I have so often had occasion to blame it for upholding abuses and absurdities. But selected specimens are by no means useless.

They may be very useful as standards to aim at, if they are really good productions. I wish every school would have framed and hung up a specimen of what it calls its best productions in the way of practical writing. In this way we should see at a glance what it is *aiming* at.

I not only reject the *specimen* test as evidence of what a whole school is doing, but I also reject the *class* test, if that class is the upper one. I know there are those who will say, "If the first class is right, all the lower classes must be right." But this proposition needs much qualification. Until all the pupils, or a very large majority, come up in their turn to the first class, it must be taken with much allowance. The true test of the writing in our schools would be to send, on a given morning, to every school, of whatever grade, a paper for every pupil, on which a specimen of practical writing is required to be written immediately, without any opportunity for rewriting, or for special practice with reference to its performance.

Fifty or sixty years ago, the fault in teaching writing was in the direction precisely opposite to that in which we find the fault of the present day. Then the young pupils were required to write too large letters, and were kept too long upon "pot-hooks and trammels," practical exercises and training in free movements being almost wholly ignored in the lower classes. Now we begin with minute hair-line letters and free movement, or attempts to produce free movement. Both these extremes should be avoided. All extremes in education are to be deprecated. If

children must *begin* with writing small hand, they should not end with it. Somewhere in their course they should be taught a large, round hand.

Our hair-line writing demands fine pens, and so our children are educated to the use of the 303 Gil-lott pen, which they will find it necessary to give up when they are done with writing fine copies to be seen, and come to practical writing; and the transition will cost them no little trouble.

From the time children in the Primary School begin to write script letters up to the middle of the Grammar-School course, at least, *but one single form and style of letters, small and capital, should be allowed, either in the copy writing or in practical writing exercises.* This simple rule, strictly adhered to in all our schools, would soon produce the most beneficial results, and save teachers and pupils much valuable time.

Why will teachers of the lower classes persist, as not a few still do, in requiring their pupils to write spelling and other exercises *rapidly*, and, of course, carelessly? In this way they are undoing, to a great extent, what they do so laboriously in giving the writing lessons, forgetting that practice does *not* make perfect, unless the practice is of the right sort. The model letters should be before the child's eye, on the blackboard or on a chart, and he should always be held strictly to its imitation, and be given time to do it. And here let me put in an earnest plea for the slow children. They will be found in every class. It is unwise and cruel to try to force them to keep pace with their swift companions.

If the High Schools are not expected to occupy themselves much with the improvement of the penmanship of their pupils, they ought at least to keep it from deteriorating. But this duty I fear they do not always fulfil. The amount of rapid writing required in some of these schools soon renders the pupils careless of their penmanship, and thus much of the hard work done in the Grammar Schools to secure handsome writing is wasted.

HYGIENE AGAIN.

This important topic was touched upon, in my last report, in respect to one of its phases. I spoke only of some of the school practices and arrangements as affecting the health of pupils. Parents were very generally gratified with what I said, because I criticised the schools, but teachers probably thought me somewhat unjust, because I did not also criticise the home life and habits of children as affecting their health. But it would be a mistake to suppose that I intended to throw upon teachers all the responsibility in respect to the physical well-being of our school children. Nothing was farther from my intention. If the physical treatment of children at home were what it should be, the teachers' tasks would be greatly lightened, and their labors would be rendered far more successful. But I hold that inasmuch as the physical treatment of children at home is very far from being what it should be, there is so much the more need of giving them judicious physical treatment at school. And, besides, until better hygienic ideas and practices are taught in the

schools we cannot expect a general reform of the homes in hygienic matters. Hygienic reforms in the homes must be wrought out through the agency of schools. Parents are ignorant of hygienic laws, and through their ignorance suffer their children to indulge in practices injurious to their health, because they themselves were not properly taught in respect to these matters while they were pupils. But the present generation of teachers and school officials is not responsible for the ignorance and consequent faults of the parents who did not come under their tuition.

Parents often do great injustice to the teachers and the whole school system by charging upon them the ill-health of their children, which is really due to home causes. The school is the most convenient scapegoat for the physical sins of the home; and, on the other hand, teachers are often too ready to attribute the ill-health of their children wholly to mismanagement at home, when their own mismanagement has had a share at least in producing it.

The regulations of the school prescribed by the Board with a view to protect and promote the health of pupils are very good, but they are too often disregarded, and disregarded with impunity, because there is no adequate provision for enforcing them. The regulation in regard to detaining pupils after the close of the school session is an example. It is very carefully worded. It is intended to give to teachers some discretion in the matter. It presumes them to be honest and judicious. This is its language: "Teachers may judiciously exercise 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." Is it not plain that the Board by this rule means to forbid the keeping of a child after school except for misconduct or a deficiency in lessons which is the result of neglect, that is, wilful idleness? And yet teachers, with this rule before their eyes, have been, *and are now*, in the habit of keeping pupils daily after the time for dismissal, from half an hour to an hour and upwards, for no fault of the pupils whatever. Perhaps they have missed the spelling of a word, or a date in history, or a question in geography, or they have not had time to do their sums, and so they are kept an hour, more or less, in an excited or exhausted state, after a mental strain of a three hours' session. When released they rush home, swallow a hasty dinner, and rush back again, to go through the same experience in the afternoon. I do not mean to say that such practices are universal, or even general. I hope that few teachers thus violate the spirit of this wise and plain regulation. But as long as any are found so ignorant or so regardless of the requirements of the health of pupils, ought the parents of the children thus improperly detained to be expected to acquiesce in silence?

It has been suggested that this evil might be remedied by making a rule absolutely prohibiting the keeping of a pupil after the time prescribed for dismissal. But it does not seem to me that it would be best to apply such a remedy; for in these days,

when it is justly deemed desirable to dispense, as far as practicable, with corporal punishment, the right of the teacher occasionally to keep a pupil after school, for misconduct or wilful idleness, seems to be desirable and necessary. There are also strong objections to the plan of fixing a limit to the time of keeping a pupil after school. If the time is very short, it will be ineffectual, and no one would think of making it long, or even moderately long. District Committees could easily put an end to the violation of this rule by requiring reports from teachers of their cases of detention, along with their cases of corporal punishment.

The masters of the districts should be strictly held responsible for the hygienic management of the pupils under their charge. They are supposed to have the requisite knowledge for attending to this matter, and they are sufficiently released from class instruction to afford them time to supervise and direct their assistants, where supervision and direction are needed, in the discharge of all their duties. And yet there may be some question as to whether this business is as yet attended to, in all cases, with sufficient thoroughness. Perhaps our teachers in general would not be willing to admit that their education in regard to school hygiene is not quite what it should be. It is probable, however, that those who know the most about it would be the readiest to own their ignorance, and are taking the most pains to become better acquainted with the subject. When I hear a teacher speak lightly of this matter, and treat it as of little importance, and stigmatize the remonstrances

of intelligent parents against school practices injurious to health, as meddling impertinences, I feel pretty certain that that teacher is not yet so wise as to need no farther acquisition of knowledge.

Through defects of school architecture, although ours is comparatively so excellent, and the ignorance of parents and teachers, scores and probably hundreds of our school children are constantly doing injury to their eyesight. In my report for September, 1869, I briefly called attention to this topic, and referred to a valuable paper on the subject, by Dr. Henry W. Williams. This distinguished oculist has rendered still further service to the cause of school hygiene, by the translation and publication of a paper on the "Causes and Prevention of Near-sightedness," by Dr. Kampf, an Austrian surgeon of high authority. The following paragraphs from this translation will make it plain, I think, that educators ought to understand something about the means of preventing the eyes of school children and students from receiving injury from injudicious use:—

"The researches, prosecuted with great industry and untiring perseverance, by Dr. Cohn, of Breslau, upon the refractive condition of the eyes of 10,000 school children, have led to this noteworthy result: That, in all classes from the lower schools up to the university, there was a great proportion of near-sighted pupils; and, furthermore, that this anomalous condition was met with more frequently in the city than in the country schools, and in the higher more than in the lower classes. This general result appears little surprising; but the detailed statements

respecting the percentage of the same classes, showing the enormous increase of the defects as they reach the higher schools, may well excite astonishment.

"The village schools show but 1.4 per cent. of near-sighted children, the primary town schools 6.6 per cent., the intermediate schools 10.3 per cent.; in the higher schools the proportion reaches 21 per cent., while in the university it is 40 per cent., almost one-half the whole number of students. From these reliable, carefully-elaborated data, the following conclusions necessarily follow:—

"1. That nearly the same proportion of near-sightedness will be found among all highly-educated people.

"2. That the number of near-sighted persons must increase in rapid proportion with the raising of the standard of scientific cultivation.

"3. That with the presumptive increase of culture in the future, we are on the direct road to become a generation of short-sighted people; *unless, knowing these facts, we resolve to take measures whereby the tendency to excessive increase of learning, augmenting these defects of refraction to a hazardous degree, may meet with energetic opposition.*"

The inducing causes, leading to acquired, or to the increase of congenital near-sight, are originated, says Dr. Kampf:—

"1. By bringing objects too near during continuous use of the eyes.

"2. By insufficient light.

"3. By unsuitable use of spectacles.

"4. By opacities of the transparent media.

"To counteract these injurious influences must, therefore, be the basis of preventive treatment. The principal cause of near-sightedness is found in the too near approximation of objects while the eyes are employed upon small things, and *insufficiency of light* necessitates the bringing of objects near the eyes, thus calling forth the whole series of morbid phenomena. The means of preventing near-sightedness must consist chiefly in averting the mischievous effect of its exciting causes, by combating them in the family and the school.

"We must, first of all, endeavor to make these important matters as clear as possible to the comprehension of the mass of the people by means of widely circulated popular articles, in which the injurious influences to which the eyes are exposed during the juvenile period should be described in detail. In every family, preservative rules should be watchfully observed, in order that clear vision may be retained. It should be understood that *a bent position of the head in study is hurtful*.

"Special vigilance and attention should be exercised with regard to the children of the common schools, as well as those who are to be sent to the higher schools. The plans, the site, the lighting of the school-houses, must be adjusted to meet the requirements of modern knowledge. The relatively too great height of the desks, and the imperfect lighting of our school-rooms, are great evils, because they lead to the bringing of objects too near the eyes,

and thus involve the inordinate exercise of the accommodative power.

"A school-room should be in a brightly-lighted situation, and should have ample window spaces. The pupils should occupy seats with desks of less than 45° of inclination, placed at a distance of ten or twelve inches from the eyes. The hours of study should be suitably regulated, and the injurious overburdening with home lessons diminished. Pale ink, bad type, too fine or too closely printed characters, too fine pens, too dark paper, — in short, all those agencies which exert hurtful influences, by creating a strain upon the eyes, should be done away with."

The new modification of our school architecture, whereby many of the school-rooms are provided with windows only on one side, demands careful consideration with reference to its effect on the eyesight of pupils. The danger is that the light will be insufficient, especially on cloudy days.

MORALS AND MANNERS.

These two subjects of instruction are very properly connected together in the programmes of our schools. They are required to be taught orally, without the use of any prescribed text-books, "by anecdotes, examples and precepts, and by amplifying and applying the hints and suggestions relating to these topics contained in the reading lessons." Everybody admits the desirableness of making these matters subjects of instruction in school education, and yet, practically, they are too much neglected in all our schools. Teachers sometimes give, as their

excuse for this neglect, that they receive no credit for their labors in this direction, the progress of their pupils in their studies being the main object of inquiry by their committees. Many teachers, however, do, I am sure, most conscientiously exert themselves to train their pupils to good morals and good manners, and if these labors do not tell to their credit in the percentage of scholarship, they are certainly set down to their account in the heavenly record of good works. But if such a reward does not afford motive enough for fidelity in this useful service, it may be suggested that this kind of work "pays" in the mere selfish and worldly point of view, or, perhaps, it would be more correct to say that it would pay, if it were possible for this sort of training to be done effectively for merely selfish ends. But I would put the matter in this way: Suppose a teacher to say to himself, "I get no credit for training my pupils in good morals and manners, but I cannot be a true teacher if I neglect this duty, and so I will do this duty even if I am not rewarded for it." And he acts accordingly. The result will be that he will not only confer a great benefit upon his pupils in the cultivation of their moral sentiments and in training them to good behavior, but he will at the same time accomplish more for them intellectually, and with less wear and tear to himself, than he would have accomplished by devoting himself exclusively to their intellectual training. And thus indirectly he gets credit for the good work, which he had resolved to do solely from a sense of duty. During the past year, Mr. Bates, master of the Brimmer School,

read a valuable paper before the masters' meeting, in which he explained in detail the method by which he had for years systematically and effectively trained the pupils of his school in good morals, manners and habits. I hope other masters of long experience will follow his example in giving to the younger teachers the benefit of their experience in this important department of education. I have often observed with much interest the effect of the teacher's manners, good or otherwise, upon the discipline of his pupils. Their pupils being of the same description to begin with, teachers will find it necessary to resort to coercive means of discipline to an extent somewhat in an inverse ratio to the extent of their own advancement in good-breeding.

THE VIENNA EXHIBITION.

The International Exhibition to be held at Vienna, Austria, in the year 1873, commencing on the 1st of May, and closing on the 31st of October in that year, has for its aim to represent the present state of modern civilization, and the entire sphere of national economy, and to promote its further development and progress.

In view of the fact now fully recognized by the most enlightened minds, that EDUCATION lies at the foundation of material and social well-being, the manager of the Exposition, in classifying the objects to be exhibited, has assigned a very important place to *group twenty-six*, comprising "EDUCATION, TEACHING AND INSTRUCTION."

In regard to this department, Gen. Van Buren, the

American Commissioner to the Exhibition, says: "No more important subject than that of *education* will be brought before the great World's Congress, which will assemble at Vienna; and the earnest desire, repeated in nearly all the communications received from the chief manager, to have our educational system thoroughly represented, seems to me to afford us an opportunity not to be neglected." The Hon. John Jay, U. S. Minister to Vienna, has urged very strongly the desirableness and utility of securing a complete representation of the education of this country, not only by sending apparatus and statistics, but by delegating persons to explain them, and to bring home the results of their examination of foreign systems.

Gen. John Eaton, Jr., U. S. Commissioner of Education, having been appointed to take charge of the arrangements for the accomplishment of this object, appealed to educational authorities throughout the country to co-operate in securing the desired representation. He was especially anxious that this city should take a share in this work proportionate to its educational prominence and reputation. To carry out the plan proposed for this purpose, it was found that a considerable sum of money would be required, but the City Solicitor decided that the city could not legally vote money to defray the expense of procuring objects for the Exhibition. The special committee of the Board appointed to take charge of the representation, then concluded to ask the Board to loan samples of apparatus and books belonging to the city, for the purpose of making up a contribution.

This request being readily granted, steps were immediately taken to make as good a collection as possible, under the circumstances. As soon as it was understood that a contribution would certainly be sent, the manufacturers of school furniture and apparatus, as well as publishers, came forward most generously with the free offer of their productions. The result is that a considerable collection has been forwarded. If it is not what it would have been if the requisite funds could have been obtained, it is hoped that it will at least do no discredit to us. In some of its items we could not desire anything better. We have met with discouragement in this undertaking from two classes of persons. The one does not think we have anything in the way of education worthy to be exhibited; and the other, standing at the opposite pole, thinks that we are so perfect in our educational management that we have nothing to learn from foreign countries. But we are glad to acknowledge the warmest encouragement and aid from those who belong to that wiser class that thinks we have some things to be proud of, while we have also other things that need to be improved.

The following, from the "Boston Daily Globe," is a correct general statement of the contents of the contribution:—

"The contribution of the city of Boston to group twenty-six at the Exposition, which comprises 'education, teaching and instruction,' has just been shipped by Adams' express to the Brooklyn Navy Yard, to be put on board the United States vessel bound for Trieste. Some idea of the bulk of the articles forwarded may

be obtained from the fact, that two thousand feet of lumber were used in making the thirty boxes in which they were packed.

“The aim in making up the collection was to represent, as fully as possible, the school architecture of the city, the school fittings, furnishings, apparatus, books, maps, charts, globes, and every description of appliances which are found in our best equipped schools of the different grades, from the lowest classes of our primaries up to the highest classes of our high schools, and also to present a fair specimen of scholars’ work in all the grades, as far as is practicable to show it on paper, by pen and pencil; completing the whole by sets of reports and documents, giving full information as to the history, organization, administration, methods of instruction, regulations and present condition of the city system of public instruction. Although the time has been short since the preparation began, by the means of the efficient assistance which has been rendered to the special committee of the School Board appointed for the purpose, and to the superintendent, they have been enabled to make the collection more complete and valuable than had been anticipated.

“In the department of school furniture, the representation is all that could be desired. When it is said that it is the best quality produced at the well-known establishment of Joseph L. Ross, of this city, the oldest manufacturer of school furniture in America, nothing further need be added in regard to its quality. In the list of the lot sent are found eleven sizes and styles of scholars’ desks and chairs, the most approved drawing-desk and chair, teachers’ tables and desks, a sample of settees, three book-cases, and a large case for philosophical apparatus. The most important item in the list of apparatus sent is that of an excellent set such as is used in our grammar schools, for the illustration of natural philosophy, from the manufactory of the Messrs. Chamberlin of this city. Under the head of general apparatus are comprised writing-tablets, by Payson & Dunton; Philbrick’s primary school-tablets; Leigh’s phonic charts; Guyot’s Cornell’s and Warren’s large and small mural maps; historical charts; Luther W. Mason’s music charts; Cutter’s charts of physiology; Prang’s merit cards; terrestrial and celestial globes of different sizes and of the first quality, from the manufactory of Gilman Joslin, of this

city; chart and music stands, tablet-box, object stand and box, numeral frame, mathematical instrument case, box of object-blocks, different kinds of blackboard rubbers, drawing-boards.

“The catalogue of books sent embraces all the text-books and books of reference used in the schools, with the exception of the reference books used in the high schools, the whole number of volumes amounting to about five hundred. Books of reference used in the grammar schools, bound in handsome style, are sufficient to fill a good-sized book-case. The text-books used in all the grades of the schools number one hundred and twenty, the greater number belonging to the several high schools. Among the other articles sent are a complete set of the reports of the school committee of Boston, in sixteen handsome volumes, the rules and regulations of the schools, the report of the committee on accounts, and a package of the last report of the committee on music. With these documents were sent, also, the State contribution, comprising a complete set of the reports of the State Board of Education, in twenty-two volumes, and a complete set of the annual reports of the school committees of all the cities and towns of the Commonwealth of Massachusetts, for the year 1872, arranged alphabetically, and bound in eleven volumes, and a bound volume of the documents of the Massachusetts Institute of Technology.

“The scholars' work embraces eight large volumes of drawings and nine volumes of written exercises of different descriptions. A large portfolio, 36×30 inches, of the best drawings by pupils of the day schools and evening industrial drawing schools, selected from the productions presented at the annual exhibition of drawing. School architecture is represented by forty-two photographs mounted on board, 24×20 inches, bound in two portfolios. The list of school-houses, represented are the Girls' High, Dorchester High, Roxbury High; the Tileston, Lyman, Sherwin, Shurtleff, Rice, Everett Grammar; Yeoman street, Clinch, Starr King, Cushman, and Appleton street Primary. With these were included, also, fine views of the City Hall, the Massachusetts Institute of Technology, and Police Stations 9 and 10.

“This valuable collection has been secured without the direct expenditure of a dollar by the city, as the City Solicitor decided that no appropriation could be legally made by

the City Council for this purpose. The articles that have not been loaned for this purpose by the school committee, to be transported to the Exposition and back again by the general government, have been presented by manufacturers and publishers, or paid for by private contributions. The expenses of producing photographs of school-houses were paid by Alderman Gaffield. The Mayor generously offered the superintendent one hundred dollars, as his personal contribution, to defray expenses not otherwise provided for."

PERSONAL.

I desire to tender to the Board my most grateful acknowledgments for their courtesy and kind consideration in granting me an extended vacation, to enable me to attend the Vienna exhibition, and especially for the cordiality and unanimity with which the act was done. It is my purpose to spare no pains to render my foreign visit profitable to the interests of education at home. A pleasure excursion is not what I am contemplating, but a laborious journey rather. Although the Exhibition furnishes the occasion of my going, it is by no means the sole object of my voyage. It is my intention to make a tour of educational observation and inquiry through the principal countries of Europe, with a view to obtain useful information for the improvement of our own institutions of learning.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of Public Schools.

March, 1873.

TWENTY-SEVENTH 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 Thirty-ninth Report, the Twenty-seventh of the semi-annual series.

SUMMARY OF STATISTICS.

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1873.

I. POPULATION.

Population of the city, U. S. Census, 1870 . . .	250,701
Number of persons in the city between five and fifteen years of age, May 1, 1873	48,001
Increase for the year	1,857

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision	36
Number of High Schools	6
Latin School, for boys.	
English High School, for boys.	
Girls' High and Normal School, for girls.	
Normal School, for girls.	
Highlands High School, for boys and girls.	
Dorchester High School, for boys and girls.	

Number of Grammar Schools	37
For boys, 10 ; for girls, 10 ; for boys and girls, 17.	
Number of Primary Schools for boys and girls	340
Increase for the year	5
Number of schools for Licensed Minors	2
School for Deaf-Mutes	1
Kindergarten School	1
Whole number of Day Schools	387
Increase for the year	6
Number of Evening Schools	11
“ “ “ Drawing Schools	3
Whole number of day and evening schools	401
Increase for the year	9

III. SCHOOL-HOUSES.

Number of school-houses for High Schools	5
School-rooms, 45 ; class-rooms, 24 ; halls, 6 ; seats, 2,350.	
Number of school-houses for Grammar Schools	37
School-rooms, 431 ; halls, 30 ; seats, 23,842	
Number of school-houses for Primary Schools be- longing to the city now occupied	63
School-rooms, 335 ; seats, about 18,700.	
High School divisions in Primary School-house	3
Grammar School divisions in Primary School- houses	18
Grammar School divisions in hired buildings	1
Primary Schools in Grammar School-houses	28
Primary Schools in Ward-rooms	1
Primary Schools in hired buildings	16
Number of Ward-rooms in Grammar School-houses	2
Number of Ward-rooms in Primary School-houses	3

* Dorchester buildings reckoned as Grammar school-houses, with an average of 50 seats to a room ; the other buildings reckoned at 56 seats to a room.

IV. TEACHERS.

Number of teachers in High Schools	84
Male teachers, 43 ; female teachers, 41.	
Increase for the year	7
Number of teachers in Grammar Schools	491
Male teachers, 73 ; female teachers, 418.	
Increase for the year	4
Number of teachers in Primary Schools	341
Male teachers, 1 ; female teachers, 340.	
Increase for the year	5
Number of teachers in the schools for Licensed Minors, females	2
Number of teachers in Deaf-Mute School, females	5
Number of teachers in Kindergarten School, female	1
Number of teachers in Day Schools	924
Male teachers, 117 ; female teachers, 807.	
Increase for the year	18
Number of teachers in Evening Schools	115
Male teachers, 31 ; female teachers, 84.	
Number of teachers in Evening Drawing Schools	11
Male teachers, 10 ; female teachers, 1.	
Whole number of teachers	1,050
Male teachers, 158 ; female teachers, 892.	
Regular teachers, 1,011 ; special teachers, 39.	
Aggregate increase for the year	49

V. PUPILS.

Average whole number of pupils belonging to day schools of all grades during the year	35,930
Ratio of the number of pupils belonging to the schools to population of the city . . . . .	.14
Ratio of the number of pupils belonging to the schools to school population . . . . .	.75
Average daily attendance of pupils in all the day schools	33,143
Average daily absence of pupils in all the day schools	2,787

Average per cent. of attendance of all day schools	90.9
Average whole number of pupils belonging to the High Schools	1,745
Boys, 906 ; girls, 839.	
Average daily attendance at High Schools . . .	1,648
Per cent. of attendance at High Schools . . .	92.9
Average number of pupils to a regular teacher in High Schools	26.4
Average whole number of pupils belonging to Grammar Schools.	19,267
Boys, 10,116 ; girls, 9,151.	
Average daily attendance at Grammar Schools . .	17,973
Per cent. of attendance at Grammar Schools . .	93.2
Average number of pupils to a regular teacher in Grammar Schools	41.3
Average whole number belonging to Primary Schools	14,790
Boys 8,201 ; girls, 6,589.	
Average daily attendance at Primary Schools . .	13,418
Per cent. of attendance at Primary Schools . .	90.0
Average number of pupils to a regular teacher in Primary Schools	43.5
Average whole number belonging to the schools for Licensed Minors	57
Average daily attendance at schools for Licensed Minors	50
Average whole number belonging to School for Deaf-Mutes	48
Average whole number belonging to Kindergarten School	23
Average whole number belonging to Evening Schools	2,559
Average attendance at Evening Schools . . .	1,210
Average whole number belonging to Evening Drawing Schools	326
Aggregate whole number belonging to day and evening schools	40,017
Number of different pupils enrolled,—males 24,196, females 21,095, total	42,195

VI. EXPENDITURES.

Salaries of Officers of School Committee and	
Truant Officers	\$23,649 65
Salaries of Teachers, High Schools	143,379 48
Grammar Schools }	758,899 59
Primary Schools }	
Licensed Minors' School	1,516 64
Deaf-Mute School	3,828 72
Evening Schools	21,578 00
Kindergarten School	650 00
Whole amount of salaries of teachers	929,852 41
Incidental expenses	338,970 85
By Com. on Public Buildings \$248,889 63	
By School Committee	90,081 22
Whole amount of incidental expenses, including	
salaries of officers	362,620 50
<i>Whole amount of current expenses for all the day</i>	
<i> and evening schools and salaries of officers</i>	1,292,472 91
Expenditures for school-houses and lots	454,230 34
TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES	1,746,703 25
Cost per scholar based upon the average whole number belonging —	
For tuition,	
All day schools	25 04
For incidentals,	
All day schools	10 09
For both tuition and incidentals,	
All day schools	35 13
Whole amount appropriated by the City Council	
for salaries, and ordinary or current expenses	
of schools for the financial year <i>beginning</i>	
May 1, 1873	1,391,125 00
Distribution of the appropriation: —	
Salaries of officers	\$24,500 00
Salaries of teachers	1,024,875 00
Incidentals, — Committee on Pub-	
lic Buildings	255,000 00
Incidentals, — School Committee	86,750 00

Total amount of appropriations voted by the City Council for 1873-74	\$10,932,147 00
Amount assessed for State, County and City taxes for the financial year 1873-74.	8,638,092 00
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the total amount of appropriations of the city for the year 1872-73 . . . . .	.12+
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1872-73 . . . . .	.16+
Valuation of the city, May, 1873	693,831,400 00
Per cent. of valuation of 1873, appropriated for Public Schools . . . . .	.002
Valuation of the city, May, 1865	371,892,775 00
Per cent. of valuation of 1871 appropriated for Public Schools for the year 1871-72 . . . . .	.001-65
Average percentage of the valuation of 1871, the cities and towns of the State, appropriated for Public Schools, to be expended in the year 1871-72 . . . . .	.002-43
Amount received from the income of the State School Fund	8,290 19

It appears that in *the average whole number of pupils belonging* to all the day schools there has been a decrease, during the past year, of 304, which is owing, no doubt, to the prolonged prevalence of the small-pox, in some sections of the city. It was probably owing to the same cause that the average per cent. of attendance of the day schools fell off from 92.4 to 90.9. The average number belonging to the day schools was 14 per cent. of the whole population, or about 7 to 100, and 75 per cent. of the school population, or 3 to 4. But notwithstanding the fact that

there was a decrease during the year of the attendance of pupils, there was an aggregate increase of 49 teachers. The increase in the number of teachers during the past ten years has been quite out of proportion to the increase in the number of pupils. And this disproportionate increase of teachers has largely increased the average cost of tuition per pupil. The maximum number of pupils to a teacher, as prescribed by the regulations, is reasonably low, and in some cases, perhaps, too low, and yet the actual number falls far below the prescribed standard.

The increase in the amount of salaries of teachers during the last year was \$66,193.41. This was owing mainly to the addition of \$100 to the salary of the female teachers of the Primary and Grammar Schools. The lowest salary is now \$800 after two years' service. This rate of compensation ought to command better qualifications than are in all cases obtained. In order to secure to the schools the full benefit of the salaries paid to the teachers, a corresponding standard of qualifications for teaching ought to be adopted, and strictly adhered to.

The average cost per pupil for tuition was advanced last year from \$23.83 to \$25.04, an increase of \$1.21, and the cost for incidentals was advanced from \$9.74 to \$10.09, an increase of \$0.35 ; the aggregate increase per pupil being \$1.56.

PRIMARY SCHOOLS.

The attendance at these schools during the last half year, as compared with that of the corresponding six month of the preceding year, was as follows:—

The average whole number of pupils belonging was 14,732 against 14,199, the *increase* being 533; the average daily attendance was 13,461 against 12,814, showing an *increase* of 647; and the per cent. of attendance 90.9 against 89.8, the *increase* being one and one tenth per cent. The whole number belonging at the date of the closing of the schools in July was 15,533 against 14,610, the increase being 923.

The whole number of regular teachers belonging to this grade of schools at the end of the school year was 340 against 335 last year.

The classes at the end of the year were as follows:—

Classes.	No. Aug. 31, 1873.	Per cent.
First class	2,378	.15
Second class	2,317	.15
Third class	2,213	.14
Fourth class	2,318	.15
Fifth class	2,582	.17
Sixth class	3,725	.23

I desire to call special attention to the foregoing statement of the number of pupils in the several classes of the Primary Schools. It contains the most important information respecting the condition of these schools, that can be presented in one statistical view. The eye of the expert will at once perceive its significance. It shows how well the pupils are advanced from class to class. The point to be arrived at is to make the percentage in the three upper classes equal that of the three lower classes. I am sorry to say that, although the showing this year is

very good in this respect, it is not quite so good as it was last year. If any member should find time to read these dry facts about our schools, I beg to suggest to him to turn to the table in the Appendix, showing the details of the number of pupils in each class in the Primary Schools, and calculate the percentages of the classes of the districts under his own supervision. By doing this he will at once ascertain how they compare with the average percentages as presented above.

The ages of the pupils at the end of the school year were as follows:—

Ages.	No. Aug. 13, 1873.	Per cent.
Five years of age	2,542	.17
Six years of age	3,547	.23
Seven years of age	3,073	.20
Eight years of age	3,033	.20
Nine years of age and over	2,708	.17

The ages of pupils, as well as their classification, ought to be carefully looked after. It appears that the number in the Primary Schools, nine years of age and over, was 2,708. It should be our aim to pass all pupils from the Primary to the Grammar Schools at eight years of age. This would be accomplished if they were entered at the Primary Schools at the proper age, and regularly advanced from class to class at the end of each half year. It is gratifying to find, by a reference to the statistics of former years, that the number of pupils of over age has diminished rather than increased.

The following table shows the number of primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year*: —

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	415	46.1	Lewis	10	477	47.7
Bigelow	13	571	43.9	Lincoln.....	11	585	53.1
Bowditch...	8	253	31.6	Lyman	8	352	44.0
Bowdoin ...	11	387	35.2	Mayhew	7	253	36.1
Boylston ...	6	282	47.0	Norcross....	14	630	45.0
Brimmer ...	12	417	34.7	Phillips.....	7	234	33.4
Chapman...	10	447	44.7	Prescott	10	491	49.1
Comins.....	17	828	48.7	Quincy	10	359	35.9
Dearborn ..	18	846	47.0	Rice.....	13	559	43.0
Dorchester..	21	943	44.9	Sherwin	13	591	45.4
Dwight.....	6	300	50.0	Shurtleff....	14	683	48.8
Eliot.....	16	656	41.0	Washington .	8	305	38.1
Everett.....	10	534	53.4	Wells	12	493	41.1
Franklin ...	6	258	43.0	Winthrop ...	9	310	34.4
Hancock....	19	747	39.3				
Lawrence ..	12	526	43.8	Totals	340	14,732	43.3

It will be seen that the average number belonging to a school was 43.3. It would cost about \$50,000 a year less to carry on the Primary Schools, if the number of pupils to a teacher were kept up to the prescribed standard.

The following table shows the number of primary pupils in each district promoted to the Grammar Schools, July, 1873, and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams	9	53	5.8	Lewis	10	74	7.4
Bigelow.....	13	87	6.6	Lincoln.....	11	103	9.3
Bowditch	8	41	5.1	Lyman	8	62	7.7
Bowdoin	11	75	6.8	Mayhew	7	30	4.3
Boylston	6	40	6.6	Norcross.....	14	99	7.1
Brimmer.....	12	84	7.0	Phillips	7	34	4.8
Chapman.....	10	68	6.8	Prescott	10	67	6.7
Comins	17	112	6.5	Quincy	10	57	5.7
Dearborn	18	111	6.2	Rice.....	13	70	5.4
Dorchester	21	158	7.5	Sherwin	13	83	6.4
Dwight	6	54	9.0	Shurtleff.....	14	98	7.0
Eliot.....	16	93	5.7	Washington..	8	59	7.3
Everett	10	83	8.3	Wells	12	88	7.1
Franklin	6	42	5.8	Winthrop	9	66	7.3
Hancock	19	90	4.7				
Lawrence	12	95	7.9	Total.....	340	2,276	6.7

It appears that in the above comparative table the Lincoln District leads, the Dwight and Everett following next. But the relative merit of districts in this respect does not depend upon the promotions of a single year. The tabulated results of eight or ten

presented in one view would afford the data for an interesting and useful comparison.

The whole number of pupils promoted to the Grammar Schools in July was 2,276; the number promoted January 31, was 2,097; the total for the year was 4,373, against 4,270 for the preceding year, the *increase* being 103.

GRAMMAR SCHOOLS.

The attendance at these schools during the last half year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 19,776 — boys, 10,422 and girls, 9,354 — against 19,914, the *decrease* being 138; the daily average attendance, 18,472 against 18,527, and the per cent. of attendance 93.4 against 92.8. The whole number of regular teachers in this department at the close of the last school year was 466; males, 68, females, 398. In addition to these there were twenty teachers of sewing, three teachers of music, six teachers of drawing, who divided their time between these schools and the High Schools, and for three months a special teacher of vocal culture.

The whole number of pupils on the register at the close of the year was 17,896 against 17,102 at the close of the preceding year, the *increase* being 774, while, as shown above, there was a decrease in the average whole number belonging. The marked difference between the average of the six months and the whole number on the register at the close of the year was doubtless due to the small-pox panic which pre-

vailed during the early part of the half year. When this panic was over, the children who had been withdrawn from school were again enrolled, thus carrying the number at the close of the year quite above the average for the half year.

The classification of the pupils at the close was as follows:—

Classes.	No. Aug. 31, 1873.	Per cent.
First class (highest)	1,243	.07
Second class	1,806	.10
Third class	2,526	.14
Fourth class	2,996	.17
Fifth class	4,181	.23
Sixth class	5,144	.29

Ages.	No. Aug. 31, 1873.	Per cent.
Under eight	83	.005
Eight years	981	.05
Nine years	1,966	.11
Ten years	2,872	.16
Eleven years	2,958	.16
Twelve years	3,144	.18
Thirteen years	2,632	.15
Fourteen years	1,828	.10
Fifteen years and over	1,434	.08

I wish every member of the committee and every master would carefully analyze the above figures, and try to discover their true significance. They are extremely important as showing the condition of our Grammar Schools. I confess that they do not look so well as I could wish. *There are too few pupils in the upper classes, and too many in the lower.* Taking the average of two or three years past, the number in

the first class is about 28 per cent. of the number admitted from the Primary Schools. This proportion is far from being satisfactory. Then the number in the sixth class is, on the other hand, too large. It will be seen that it is larger, by some 800, than the number of pupils admitted during the year from the Primary Schools. This means that 800 pupils were more than one year engaged upon the studies of the sixth class. Again, if we compare the classification by ages with the classification by proficiency, the result is not so satisfactory as could be desired. The number in the two lower classes exceeds by upwards of 600 the whole number of pupils eleven years old and under. More than half of all the pupils in the Grammar Schools are found in the two lowest classes. *This showing ought to be radically changed.* A comparative table in the Appendix shows how each individual school stands in this respect. There it will be seen that while in some schools the sixth class is less than twice as large as the first, in others it is *six times* as large. Other things being equal, that school shows the best management which has the least difference between the numbers of pupils in the several classes. Our aim should be to carry all the pupils through the entire course, but we fall far short of that desirable result. Even if we go down to the third class, we find that it contains only a little more than half the number of pupils admitted in a single year from the Primary Schools. This shows that only about half the pupils ever reach this class. Certainly this fact cannot be contemplated with satisfaction. The cause of this unsatisfactory state of things is found, in part,

in the unwillingness or inability of parents to allow their children to remain long enough at school. But this cause equally affects all schools, which are alike in respect to the social condition of the population from which their pupils are drawn. And yet schools similarly situated in respect to population differ widely in regard to the proportion of pupils in the lower classes. And the reason evidently is that the management is different. And this management differs in two respects: First, in respect to the handling of the studies, and, second, in respect to the mode of making promotions. When the pupils are taught with a fair degree of skill, in accordance with the letter and spirit of the programme, and promoted, in the main, by classes, they are found in their proper classes.

I am aware that the classification as reported is not yet in exact accordance with the programme, that is, pupils reported as being in the first or second class are not in all cases fully up to the requirements of the class in which they are reported. And so of other classes. But the classification is now more uniform than it was three or four years ago. It is earnestly hoped that another year will show a larger proportion of pupils in the upper classes as compared with the lower.

The following table shows the number of teachers and average whole number of pupils, and the average number of pupils to a teacher (not counting the master's head-assistant), in each Grammar School, for the half year ending July 31, 1873:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	486	44.4	Lawrence ..	18	899	52.9
Bigelow.....	20	942	49.5	Lewis.....	14	649	49.9
Bowditch....	13	421	35.1	Lincoln	18	834	49.1
Bowdoin....	11	481	48.1	Lyman	14	615	47.3
Boylston....	11	403	40.3	Mayhew....	12	433	39.3
Brimmer....	15	608	43.4	Norcross....	15	738	52.7
Chapman....	12	476	43.2	Phillips	13	558	46.5
Comins.....	19	892	49.5	Prescott....	14	646	49.7
Dearborn....	17	800	50.0	Quincy.....	12	522	47.4
Dorch'r Dist.	38	1187	38.3	Rice	15	666	47.5
Dudley.....	7	258	43.0	Sherwin....	19	844	46.9
Dwight.....	14	584	44.8	Shurtleff....	14	719	53.3
Eliot.....	16	670	40.6	Washington	7	283	47.1
Everett.....	15	677	48.3	Wells.....	11	419	41.9
Franklin....	15	682	48.7	Winthrop...	17	721	45.1
Hancock...	18	662	36.6	Totals.....	466	19,776	46.1

It appears that the Shurtleff School leads in respect to the number of pupils to a teacher. If all the Grammar Schools had kept equally near the standard number of pupils to a teacher, the saving to the city would

have been upwards of \$75,000 during the year, — a sum about equal to that which was required last year to pay for the addition of \$100 to the salary of the Primary teachers and of the assistants in the Grammar Schools. In my judgment, the least justifiable expenditure of money for our schools is that large sum which is annually paid in consequence of the increase of the number of teachers in the Primary and Grammar Schools out of proportion to the increase of the number of pupils. Teachers who are weak in discipline and weak in instruction are very likely to attribute their want of success to the excessive number of pupils which they are required to govern and teach. But there is abundant, overwhelming evidence from experience during the last twenty-five years in our schools to prove that, with our excellent classification and accommodations, a teacher of fair capacity can satisfactorily handle from fifty to fifty-six pupils of the Primary or Grammar School grade. I believe that the pupils in the Shurtleff School are as well taught and as far advanced in their studies as they are in those schools where the average number of pupils to a teacher is nearly twenty less; and I never heard that the teachers of that school ever complained of an excessive number of pupils in their classes. The work required of teachers should not, it seems to me, be graduated to the capacity of the weak ones, but to the capacity of those who possess a fair degree of strength.

The following table shows the number of scholars who received the diploma of graduation, at the close of the schools for the year, in July, 1873, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	14	6	20	Lewis.....	14	27	41
Bigelow	34	..	34	Lincoln.....	21	27	48
Bowditch .....	..	30	30	Lyman.....	18	5	23
Bowdoin .....	..	29	29	Mather	5	12	17
Boylston.....	10	10	20	Mayhew	10	..	10
Brimmer	44	..	44	Minot.....	10	6	16
Chapman	12	19	31	Norcross .....	..	48	48
Comins	28	17	45	Phillips.....	14	..	14
Dearborn	11	15	26	Prescott.....	18	22	40
Dudley .....	..	22	22	Quincy	24	..	24
Dwight	32	..	32	Rice	31	..	31
Eliot	28	..	28	Sherwin	15	17	32
Everett .....	..	38	38	Shurtleff.....	..	38	38
Everett, Dor...	6	6	12	Stoughton....	4	11	15
Franklin .....	..	34	34	Tileston.....	6	4	10
Gibson	1	1	2	Washington ..	11	..	11
Harris	6	12	18	Wells.....	..	25	25
Hancock.....	..	17	17	Winthrop ....	..	35	35
Lawrence	44	..	44	Totals.....	471	533	1004

The whole number of diplomas awarded was 1,004 against 949 for the preceding year, showing a gain of

55. The gain on the part of the boys was only two, while the gain on the part of the girls was 53.

HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last half year was 1,687—boys, 874, and girls, 813—against 1,557 for the corresponding six months of the preceding year; the average daily attendance was 1,590, and the average per cent. of attendance was 91.8. The number of regular teachers was 71; males, 32, and females, 39. Besides these there were 14 special teachers of military drill, drawing, music, French and German.

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the High Schools, during the half-year ending July 31, 1873:—

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Average No. of pupils to a Reg. Teacher
Latin.....	10	190	19.0
English High.....	18	538	29.9
Girls' High and Normal	26	582	22.4
Normal.....	5	61	12.2
Roxbury High.....	7	196	28.0
Dorchester High	5	120	24.0
Totals.....	71	1,687	23.7

The average number of pupils to a teacher in the High Schools was 23.7. By the regulations it is pro-

vided that in the several High Schools the standard number of pupils to a teacher shall be as follows: Latin School, 30, English High School, 35, Girls' High School, 30, Dorchester High School, 30, the Roxbury High School and the Normal School being without any provision respecting this matter. The actual cost of the tuition in all these schools during the past year was about \$25,000 more than it would have been if there had been no more teachers employed than would have been necessary to meet the requirements of the regulations.

The following table shows the classification of the High Schools at the close of the school year: —

SCHOOLS.	Advanced.	CLASSES.						Totals.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	
Latin		22	23	24	6	62	54	169
English High	12	103	145	249	.....	.....	.....	509
Girls' High	17	122	179	239	.....	.....	.....	557
Normal		66	.....	.....	.....	.....	.....	66
Roxbury High.....	7	54	60	58	.....	.....	.....	179
Dorchester High ..	20	44	35	32	.....	.....	.....	131
Totals	56	411	442	602	6	62	54	1,633
Percentage .....	.03-5	.24-9	.27-4	.37-4	.00-4	.03-8	.03-4	.....

In my report last year I remarked that there was a very good proportion of High School pupils in the first and advanced classes, but it is still better this year.

The following table shows the attendance during the last year: —

	Boys.	Girls.	Total.
Average whole number.....	906	839	1,745
Average attendance.....	869	779	1,648
Per cent. attendance.....	....	....	92.9

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, in each of the High Schools: —

SCHOOLS.	Boys.	Girls.	Total.
Latin	22	..	22
English High.....	100	..	100
Girls' High	Regular course.....	107	107
	Regular and extra.....	10	10
Normal .....	..	54	54
Roxbury High	26	29	55
Dorchester High.	16	25	41
Total.....	164	225	389

The following table shows the number of pupils admitted at the July and September examinations, and the number of those who actually joined the High Schools, exclusive of the Normal School: —

	Boys.	Girls.	Total.
Admitted.....	420	378	798
Joined	352	322	674
Difference.....	68	56	124

The number of pupils admitted was 166 less than that of the preceding year, and the number of those who actually joined was 73 less.

Of the whole number admitted 696 came from the Grammar Schools, this number being 308 less than that of the graduates of those schools.

LATIN SCHOOL.

The average whole number of pupils belonging during the last half-year was 190 against 191 for the corresponding six months of preceding year; the average daily attendance was 178, and the per cent. of attendance was 93. These pupils were taught by one head-master, nine masters, and four special teachers, namely, one for the French language, one for music, one for drawing, and one for military drill.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from

other sources, during the year ending September, 1873:—

BOYS' AND MIXED SCHOOLS, ROXBURY AND DORCHESTER EXCLUDED.	No. Admitted.	Average Age.	BOYS' AND MIXED SCHOOLS, ROXBURY AND DORCHESTER EXCLUDED.	No. Admitted.	Average Age.
Bigelow	1	13.75	Lyman	1	14.2
Brimmer	4	13.97	Mayhew .....	..	.....
Comins .....	..	.....	Phillips	2	12.87
Dwight	4	14.37	Prescott	6	14.47
Eliot	1	15.33	Quincy	1	14.66
Everett (Dor.)	4	12.52	Rice	9	13.77
Lawrence	3	13.44	Other sources	21	15.63
Lincoln	1	15.66	Totals	58	14.51

The ages of the boys admitted were as follows:—

Between ten and eleven,	1
Between eleven and twelve,	1
Between twelve and thirteen,	11
Between thirteen and fourteen,	15
Between fourteen and fifteen,	10
Between fifteen and sixteen,	8
Between sixteen and seventeen,	6
Over seventeen,	6

—
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I earnestly hope the Committee will restore the old conditions of admission to this school. If a boy is to study Latin and Greek, he should begin early. The conditions of admission are now such

that the average of the class last admitted was *fourteen and a half years*. This is *four years* beyond the proper time, according to the best educational authority and practice, for boys destined to a classical course to begin the study of Latin.

ENGLISH HIGH SCHOOL.

The average whole number belonging during the last half-year was 538, against 491 for the corresponding six months of the preceding year; the average daily attendance was 520, and the per cent. of attendance 96.5. These pupils have been taught by one head-master, five masters, twelve sub-masters, and five special teachers, namely, two for drawing, and one each for music, military drill, and the French language.

The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, at the examination of candidates, July, 1873, and also how many actually joined the school at the beginning of the school year, September, 1873: —

SCHOOLS.	No. admitted.	No. joined	Average age.	SCHOOLS.	No. admitted.	No. joined.	Average age.
Adams	5	3	14.2	Lyman	12	7	15.1
Bigelow	25	19	14.9	Mayhew	4	4	14.6
Boylston	7	3	14.5	Phillips	21	18	14.6
Brimmer	34	30	14.9	Prescott	11	9	14.6½
Chapman	5	4	15.1½	Quincy	21	13	14.5
Dwight	25	22	15.2	Rice	30	27	14.5
Eliot	14	11	14.2	Latin	1	1	14.11
Lawrence	19	16	14.0	Other sources	25	25	15.1
Lincoln	18	14	15.5	Totals	277	226	14.9

Of those who were admitted, there were, —

Between twelve and thirteen years, . . .	13
Between thirteen and fourteen, . . .	57
Between fourteen and fifteen, . . .	99
Between fifteen and sixteen, . . .	80
Between sixteen and seventeen, . . .	23
Between seventeen and eighteen, . . .	5
	277

The average is the same as last year, and it is about one year higher than it should be. The Lawrence School stands the best in respect to age. The average age of the pupils from Dwight School is the highest. The average of the boys for the Phillips School is more than a year less than it was last year, while the number admitted is considerably larger. The Brimmer takes the lead in respect to number.

GIRLS' HIGH SCHOOL.

The average whole number of pupils belonging during the last half year was 582, against 558 for the corresponding six months of the preceding year ; the average attendance was 544, and the per cent. of attendance 93.6. These pupils were taught by one head-master, and twenty-five female teachers, of whom nineteen ranked as assistants, and six as head-assistants, and five special teachers, namely, two in drawing, and one each in music, and the French and German languages.

The following table shows the number and average age of the pupils admitted to the Girls' High and Normal School, from each Grammar School, and

from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1873: —

SCHOOLS.	No. ad- mitted.	No. joined.	Average age admitted.	SCHOOLS.	No. ad- mitted.	No. joined.	Average age admitted.
Adams.....	0	0	<i>y. m.</i>	Lewis	12	11	<i>y. m.</i> 15.9
Bowditch ...	8	8	15.6 —	Lincoln.....	17	14	15.5
Bowdoin....	20	17	15.7 —	Lyman	5	3	15.7 +
Boylston....	1	1	14.2	Norcross....	13	8	15.9
Chapman ...	17	14	15.8 —	Prescott	10	8	15.7 —
Comins	3	3	15.11	Sherwin	5	2	15.4 +
Dearborn ...	5	3	15.9 —	Shurtleff....	28	21	15.6 +
Dudley	3	3	15.3 +	Wells	15	15	16. —
Everett	22	22	15.8 —	Winthrop ...	23	20	15.10—
Franklin....	25	24	16.2 +	Other sources	30	28	16.7 —
Hancock....	15	10	15.6	Roxburylligh	1	1	14.10
Harris)Dor.)	2	2	15.4½	Totals	280	238	15.9 +

Of the candidates from the Grammar School there were: —

Between twelve and thirteen,	. . . . .	2
Between thirteen and fourteen,	. . . . .	28
Between fourteen and fifteen,	. . . . .	89
Between fifteen and sixteen,	. . . . .	122
Between sixteen and seventeen,	. . . . .	68
Between seventeen and eighteen,	. . . . .	25
Between eighteen and nineteen,	. . . . .	4
Over eighteen,	. . . . .	1

339

The printed Quarterly Report on this school for September sets forth briefly but clearly the changes

which have been adopted with a view to increase its efficiency and usefulness. These changes appear to me very judicious, and I feel confident that they will produce beneficial results.

The course of instruction had evidently been carried too far in the direction of the exact sciences, while literary and linguistic culture received too little attention. By the new arrangement of studies this error has been corrected, and, besides, it provides for a proper concentration of linguistic study, instead of permitting the beginning of several languages without insisting sufficiently upon the continued pursuit of any one.

The expectations in regard to the success of the present head-master of this school, expressed in my report of last year, have been fully realized.

The following is the new Programme:—

BOSTON GIRLS' HIGH SCHOOL.

COURSE OF STUDY FOR 1873-74.

CLASS	ENGLISH.	HISTORY AND PHILOSOPHY.	PHYSICS AND NATURAL SCIENCE.	MATHEMATICS.	LANGUAGES.	ÆSTHETIC.	INDUSTRIAL.
JUNIOR	{ Rhetoric (Haven's). Literat're. (Auth'rs). Composition.		Physiology (Hutchinson's). Botany (Gray's).	Algebra (Bradbury's).	Latin (Harkness' Grammar and Reader). French (Bocher's Otto's Grammar and Reader). German (Krauss' Grammar and Schlegel's Reader).	Drawing. Music.	
MIDDLE	{ Literat're (Auth'rs). Composition.	General History (Anderson's).	Chemistry (Elliot, Storer & Nichols'). Mineralogy.	Geometry and Plane Trigonometry (Bradbury's).	Continued. With Latin School Series: Phædrus, Justin & Nepos; Conelle's Cic; Schiller's Wilhelm Tell.	Continued.	Photography. Book-keeping.
SENIOR	{ Shakespeare. Composition.	United States (Anderson's and Lectures). Constitution (Al- dent's Science of Government). Ethics (Farbody's).	Physics (Balfour Stewart's). Astronomy (Kiddle's).		Continued. With Æthel; Molière and Racine; Goethe's Egmont.	Continued.	Book-keeping. Phonography.
ADVANCED, OR FOURTH YEAR.	{ History of Literat're (Spalding's). Chaucer. Composition.	History, continued. Ancient or Modern. Metaphysics (Porter's Intellectual Science). Political economy (Fawcett's).	Astronomy, continued. Geology (Dana's).	Spherical Trigonometry. Analytic Geometry (Loomis')	Continued. With Horace and Cicero; Roche's Poëtes Français; Schiller's Wallenstein.	Continued.	Design.

Elective Studies. — Mathematics may be exchanged for a Language in the Middle Year. The Languages are open to choice; but one is to be taken, and only one at a time, unless a second is substituted for Mathematics in the Middle Year, or added, as it may be, on half-time, as an extra study in the Senior Year. A Language chosen in the Junior or Middle Year is to be studied for two years at least. The Industrial studies are elective; and if Book-keeping is taken, it must be in place of Mathematics or a Language. The advanced Course is elective; but enough of it must be taken to make a good year's work.

ROXBURY HIGH SCHOOL.

The average whole number of pupils belonging during the last half year was 196 — boys, 96, girls, 100 — against 194 for the corresponding six months of the preceding year; the average attendance was 186, and the per cent. of attendance, 95. These pupils were taught by one head-master, and six female teachers, one ranking as head-assistant, and five as assistants. Besides these, five special teachers were employed, namely, one each in drawing, music, military drill, in the French language, and in the German language.

The following table shows the number and average age of the pupils admitted to the Roxbury High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study, in the fall of 1873: —

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Comins.....	15	8	10	5	14.7	14.9
Dearborn	3	4	3	3	16.0	16.5
Dudley.....	..	19	..	18	....	15.9
Dwight.....	1	..	..	..	15.11	....
Everett (Dorchester)	1	2	1	2	15.6	15.10
Lewis	13	14	10	14	15.5	14.10
Sherwin	9	4	8	3	15.	14.10
Washington.....	9	0	5	0	14.7	....
Other sources	11	4	11	2	15.3	15.4
Totals.....	62	55	48	47	15.2	15.1

Of those who joined the school there were, —		
Between thirteen and fourteen, . . .	11	
Between fourteen and fifteen, . . .	26	
Between fifteen and sixteen, . . .	32	
Between sixteen and seventeen, . . .	20	
Between seventeen and eighteen, . . .	6	
	—	
	95	

DORCHESTER HIGH SCHOOL.

The average whole number belonging for the last half-year was 120 — boys, 50, and girls, 70 — against 123 for the corresponding six months of the preceding year; the average attendance was 107, and the per cent. of attendance, 88.2. These pupils were taught by one head-master, and four female teachers, one ranking as head-assistant, and three as assistants. Besides these five special teachers were employed, namely, one each in drawing, music, military drill, the French language, and the German language. The course of study in this school is very comprehensive, and its arrangement is the result of much experience and study on the part of the principal.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, and also the number who joined the school and entered upon the course of study in the fall of 1873: —

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Mather.....	..	11	..	7	....	15.1
Harris	3	8	3	7	15.3	15.3
Everett.....	2	3	2	2	15.5	15.1
Stoughton	3	7	1	7	14.9	14.8
Gibson .....	..	1	..	1	....	16.5
Tileston	5	3	3	3	15.6	15.2
Minot	6	3	5	3	14.9	15.5
Lincoln .....	..	1	..	1	....	15.5
Other sources	4	6	4	6	15.10	17.4
Totals.....	23	43	18	37	15.2	15.7

Of those who joined the school there were, —

Between twelve and thirteen,	. .	0
Between thirteen and fourteen,	. .	6
Between fourteen and fifteen,	. .	14
Between fifteen and sixteen,	. .	19
Between sixteen and seventeen,	. .	12
Between seventeen and eighteen,	. .	3
Between nineteen and twenty,	. .	1

55

EVENING HIGH SCHOOL.

This is one of the most interesting and important of the institutions comprised in our system of public instruction. The pupils are of both sexes, and they are mostly adults. The Principal, William Nichols, Esq., has managed the school with great efficiency and success. He has been well supported by an able corps of assistants, but the teaching force might be strengthened, no doubt, by permitting teachers in the day High Schools to fill some of the instructorships in this school.

The following table shows the statistics of the Evening High School for the past year:—

1872-73.	No. of Sessions.	Average No. Belonging.	Average Attendance.			Average No. of Teachers.	Average No. of Pupils to a Teacher.
			Males.	Females.	Total.		
October	12	854	257	136	443	8	41
November	18	819	223	118	346	10	38
December	21	768	187	113	300	10	31
January	23	620	153	101	254	10	27
February	20	560	134	85	219	9	26
March	14	312	93	80	173	8	24
Totals	108	3,933	1,052	633	1,735	55	187
Averages		656	175	114	289	9.1	31.1

Whole number registered since the opening of the school, 1,578.

ELEMENTARY EVENING SCHOOLS.

The Elementary Evening Schools are doing a useful work, and should be sustained. Still, the plan on which they are conducted is probably susceptible of improvement. I think they could be conducted more efficiently and much more economically if they were accommodated in school-rooms arranged and furnished like those occupied by the day schools.

The following table contains the summary of the statistical reports of the several Elementary Evening Schools, which were in operation from October, 1872, to April, 1873: —

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	Average Attendance.			Average No. of Teachers including Principal.	Average No. Pupils to a Teacher.
				Males.	Females.	Totals.		
North Bennet street	107	404	117	66	..	66	6.8	11
Chambers Street Chapel	87	369	230	57	23	85	8.0	12
Anderson street	111	348	131	56	19	75	7.8	11
Warrenton Street Chapel	74	266	132	38	33	71	6.0	14
Old Franklin School	111	258	145	68	21	89	9.3	10
Harrison avenue	110	611	349	80	40	120	11.0	12
South Boston	113	318	127	77	..	77	8.0	11
Cabot street	113	552	152	67	27	94	9.1	10
Reed's Hall, East Boston	122	529	162	51	15	66	7.8	11
Hampden street	97	73	51	43	..	43	4.4	11
Totals	1,045	3,728	1,596	603	183	786	78.2	11.3

THE BOSTON COLLECTIVE EXHIBITION AT THE VIENNA EXPOSITION, 1873.

It seems proper that I should embody in this report an account of the exhibition of our educational system which was made at Vienna. This account naturally divides itself into two parts: first, the catalogue of the articles comprised in the Exhibition, preceded by an outline of our system of schools, as prepared for the Jury of the Educational Group; and, second, the results of the comparison of our exhibition with those of other cities and countries.

The Exhibition might have been made more successful, and more creditable, to the city, if the City Council had furnished the requisite means, and this doubtless would have been done, had it not been decided by the City Solicitor to be illegal to appropriate the public money for this object.

OUTLINE OF THE BOSTON SYSTEM OF PUBLIC SCHOOLS.

The system of public instruction in Boston is under the control and management of a Board of School Committee, consisting of the Mayor, who is *ex officio* both a member and the President, the President of the lower branch of the City Council, and ninety-six members elected by the people, for the term of three years, six being chosen in each of the sixteen wards of the city. This Board annually elects a Superintendent of Schools, and a Secretary, and holds regular meetings once a month. The City Council takes charge of the purchasing of the school lots, the erection, repairing and care of school-houses, and of the providing of fuel, the City Superintendent of Public Buildings being the executive officer employed in this service. The Board of School Committee is by

law invested with full power to determine the number and qualifications of teachers, to elect the same and to fix their salaries.

By the school law of the State of Massachusetts, the City of Boston is required to maintain elementary schools, for the instruction of all children, for six months in each year; and *one* High School, for instruction in the Greek, Latin and French languages, and in the higher branches of an English education, is to be kept open ten months in the year. Tuition must be free, and a sum of money must be annually raised by taxation on all property in the municipality, to defray the school expenses, exclusive of the cost of buildings, equal to three dollars for every person in the city between five and fifteen years of age. But the actual provisions for education have been made by the city authorities, in accordance with the sentiments of the people, on a far more liberal scale than the strict legal obligations required, not only in respect to the number and kinds of schools provided, and the length of time they are kept open, but also in the matter of taxation for school purposes, the amount of money raised by voluntary tax being more than *six* times the obligatory sum.

The history of the system begins as early as 1635, when, only five years after the commencement of the settlement of the town by Puritan colonists from England, a free public school for boys was ordered to be set up, by a vote of the people in town meeting. Girls were first admitted to the privileges of the public schools in 1789, but until 1828 they were allowed to attend only half the year. Within the last fifty years the system has been largely developed and extended, by the addition of new provisions for higher instruction, and also for more systematic and thorough training in the first stages of the elementary course. This system of public instruction, exclusive of the special schools which belong to it, consists of three grades of schools, the Primary, Grammar, and High.

Pupils are admitted to the primary grade at five years of age. The course is arranged for six classes and three years. Boys and girls attend together, and are taught together in all branches.

The Grammar Schools are designed to receive the pupils from the Primary Schools at eight years of age and upwards, and carry them on through a thorough course of practical elementary instruction. The course is arranged for six classes, and six years.

The High Schools differ from each other somewhat in their purposes and functions.

The Public Latin School, the first public school established in the city, has, until recently, been quite strictly limited to the function of fitting boys for the college or university. Its present course is arranged for six classes, or six years, candidates being admitted at twelve years, and resembles that of the upper six classes of the German Real gymnasium.

The English High School is intended to furnish those boys who have completed the course of study prescribed for the Grammar Schools, with the opportunity of pursuing more advanced studies, and of acquiring a thorough and liberal English education. The regular course is arranged for three classes and three years; there is a supplementary course of one year. French is taught in the former, and German and Latin in the latter. This school resembles the German Real School.

The Girls' High School is designed to furnish for girls, so far as is practicable and desirable, the advantages for culture afforded by both of the above-named high schools. The regular course is arranged for three years, and there is a supplementary course of one year.

The Highlands' High School is for both sexes, the classes and courses being much like those of the English High, except that Latin is allowed to some extent in the second and third years. Boys and girls attend the same classes, and occupy the same study-rooms.

The Dorchester High School is also like the preceding, for both sexes. It has two courses, both for four years, the one classical, and the other English. Boys are prepared for college or the counting-room, and girls have all the advantages usually afforded in the higher courses of instruction.

Of the Special Schools, the Normal is the most important. It is a professional training school, to qualify female teachers for the public schools of this city. The course is for one year, and candidates must be at least seventeen years of age, and be able to pass examination in the usual High School branches.

The Licensed Minors' Schools are for newsboys and bootblacks, who must attend two hours a day, or forfeit their licenses.

The Deaf Mute School is free to the inhabitants of the city, the

State paying a part of the cost of tuition. The speaking system is taught in accordance with the science of *visible speech*, as developed by Professor A. Graham Bell.

The Kindergarten School has been in operation for several years. The evening schools are of three kinds, but all are for both sexes. There are five Evening Industrial Drawing Schools, in which all the various stages of drawing are taught. One Evening High School, in which Latin, French, German, Mathematics, Physics, Book-keeping and Industrial Drawing are taught. Ten Elementary Evening Schools.

SUMMARY OF STATISTICS.

Population.

Population of the city, United States census, 1870,	. 250,701
Number of children between 5 and fifteen years, 1872,	. 46,144

School Accommodations.

Number of school-houses,	. . . . .	103
Number of school-rooms,	. . . . .	810
Number of class-rooms,	. . . . .	24
Number of assembly halls,	. . . . .	40
Number of sittings (single desks and chairs),	. . . . .	44,892
Present value of school-houses and lots,	. . . . .	.\$6,540,097 00

Expenditures.

Amount expended, exclusive of school-houses, '72,	\$1,216,597 65
Average cost per scholar, for day schools,	. . . . . 33 57
Amount expended for school-houses the last five years,	. . . . . 1,689,219 83
Total expenditure for schools the last five years,	. . . . . 6,780,195 15

SCHOOLS, TEACHERS, PUPILS, AND SALARIES.

SCHOOLS.	No. Schools	TEACHERS.			PUPILS.			Salaries.
		Males	Fem.	Total	Males.	Fem.	Total.	
High Schools	5	} 43	34	77	873	767	1,640	\$125,388
Normal School	1							
Grammar Schools	37	71	416	487	11,343	8,417	19,760	} 711,744
Primary Schools	335	1	325	336	8,093	6,623	14,916	
Minors' Schools	2	. . . .	2	2	59	. . . .	59	1,400
Deaf-Mute School	1	. . . .	3	3	. . . .	. . . .	41	3,719
Kindergarten	1	. . . .	1	1	. . . .	. . . .	20	658
Evening Schools	16	32	63	95	. . . .	. . . .	2,472	20,678
Totals	393	147	854	1,001	. . . .	. . . .	38,708	\$863,658

RATES OF SALARIES.

GRADES OF TEACHERS.	Number.	1st year.	2d year.
Head Masters of High Schools	5	3,500	4,000
Head Master of Normal School	1	3,500	4,000
Masters in High Schools	15	2,600	3,000
Masters of Grammar Schools	36	2,600	3,200
Sub-masters High and Grammar Schools	32	2,200	2,600
Ushers in Grammar Schools	10	1,700	2,000
Head Assistants (female) High Schools	5	1,500	1,500
Assistants (female) High Schools	26	1,000	1,000
Masters' Assistants (female) Grammar School	37	1,200	1,200
Head Assistants (female) Grammar Schools	63	850	850
Assistants (female) Grammar Schools	298	700	800
Primary Teachers	335	700*	800†
There are 137 other teachers having Salaries ranging from \$400 to \$3,300.			

* 2d year. † 3d year. \$600 1st year.

STATISTICAL CHART.

The following is the substance of the chart prepared for Vienna, exclusive of statistics of the Public School system:—

Total population by United States Census of 1870, 250,701; actual valuation of taxable property, \$682,724,300; total amount of taxes paid, \$7,759,842; per capita of total population, \$30.95; school population (5 to 15 years) by enumeration of 1872, 46,144; actual valuation of school property, \$6,260,097; amount of school taxes for current expenses, \$1,251,600; per capita of total population, \$4.99; total number of scholars enrolled, 57,214; number enrolled in public schools, 44,074; number enrolled in private institutions of all grades, 13,140; total number of teachers, public and private, 1,694; number of members of City School Board, 98; name of President, Henry L. Pierce; name of Secretary, Barnard Capen; name of Superintendent, John D. Philbrick.

Orphan Asylums.— Number, 14; number of instructors, 37; number of inmates, 1,344.

Private Schools and Academies.— Number, 93; number of instructors, 358; number of scholars, 8,247.

Business Colleges.— Number, 5; number of instructors, 19; number of scholars, 717.

Schools of Pharmacy.— Number, 1; number of instructors, 3; number of scholars, 75.

Schools of Dentistry.— Number, 2; number of instructors, 15; number of scholars, 40.

Female Colleges.— Number, 2; number of instructors, 31; number of scholars, 173.

Colleges.— Number, 1; number of instructors, 8; number of scholars, 145.

Schools of Theology.— Number, 1; number of instructors, 7; number of scholars, 94; volumes in libraries, 5,000.

Schools of Medicine.— Number, 2; number of instructors, 35; number of scholars, 195; volumes in libraries, 3,300.

Schools of Law.— Number, 1; number of instructors, 14; number of scholars, 68; volumes in libraries, 600.

Polytechnic Schools.— Number, 1; number of instructors, 36; number of scholars, 356; volumes in libraries, 3,000.

Public Libraries.— Number, 14; number of volumes, 456,427;

number of pamphlets, 232,900 ; number of maps, charts, etc., 1,344 ; value of collections, \$1,132,500 ; value of buildings, etc., \$1,026,700.

Art Museums.— Number, 1 ; number of paintings and engravings, 1,000 ; number of statues and casts, 200 ; number of students, ; value of collections, \$100,000 ; value of buildings, etc., \$400,000.

Scientific Museums.— Number, 1 ; number of specimens in collections, ; volumes in libraries, 10,000 ; number of readers, ; value of collections, \$100,000 ; value of buildings, etc., \$138,000.

Sunday Schools.— Number, 157 ; number of instructors, 4,450 ; number of scholars, 43,540 ; volumes in libraries, 83,700 ; number of churches, 155 ; value of church property, \$6,688,400.

Associations for Mutual Improvement.

CHARACTER.	NO.	MEMBERS, NO.	VALUE OF—		
			Libraries.	Collections.	Instruments, etc.
Literary and Historical .	8	2,404	\$24,350	\$10,700	\$800
Scientific	5	1,657	125,000	. . .	. . .
Artistic and Mutual . . .	9	3,035	19,550	1,500	2,100
Professional	17	2,221	77,725	8,100	. . .
Mental and Moral Culture	6	4,100	. . .	. . .	. . .

IDEA AND DESIGN OF THE BOSTON EXHIBITION.

The main object kept in view, in preparing this Exhibition, was to present as far as practicable, a collection of the books and other appliances actually furnished to, and used in, the Primary and Grammar Schools, including both text-books and books of reference ; a set of school furniture, comprising all sizes and styles of scholars' desks and chairs, and the objects of different descriptions employed in visible illustration, such as globes, maps, charts and tablets, and physical apparatus.

In addition to the above list of school materials, the collection

comprises, with the view to convey some information respecting the extent, organization, management, cost and results of the system of schools, a set of reports covering the last twenty years of its history; photographs and plans of school buildings of different grades and styles; examples of scholars' work; and a statistical summary of all the educational institutions in the city, whether public or private, represented on a wall chart.

The High Schools of the city are only incidentally represented by a set of the text-books used in them, by statistical information, and programmes, and views and plans of buildings.

In the volumes of scholars' work presented, nothing like a complete exhibition of what the pupils can do was contemplated. Only five of the thirty-seven Grammar Schools were represented at all, and the productions from these schools, which were no better than a considerable proportion of the rest, were executed in a short time, each exercise having been prepared in the time of one or two lessons, and *there was no selection of exercises*, the work of *every member of the class* being in all cases taken. Nor was there any selection of pupils to make up classes, except in the case of Primary pupils, who did work on slates, where twenty-five pupils out of the fifty in each of the twelve rooms represented were selected. The drawings show what the scholars were actually engaged upon when the Exhibition papers were sent to the schools to be filled up.

CATALOGUE OF THE COLLECTIVE EXHIBITION.

I. IN GENERAL.

1. Annual Reports of the School Board, 20 in number, 1852-71, with 37 Reports of the Superintendent of Schools, and various special Reports and copies of the Rules and Regulations of the Schools, in 16 vols.
2. Annual Reports of the Committee on Accounts (4), 1870-73 in 1 vol.
3. Report of Committee on Music, 12 copies, 1871.
4. Portfolios (2) of views and plans of Primary, Grammar, and High Schools, 42 in number.
5. Three Special Reports on Truancy and Compulsory Education in the City of Boston, 1862-71, by John D. Philbrick, 1 vol.
6. Chart, showing the organization and courses of study of the Public Schools, and a summary of the Statistics of all the public and private Educational Institutions, Establishments and Societies.
7. Record Books, Grammar Schools, Nos. I., II., III. Attendance Book, Grammar Schools. Record Book, Primary Schools.
8. Copies of the Report of the School Board for 1871, for gratuitous distribution.

II. TEXT-BOOKS.

a. For Primary Schools.

- Hillard, George S. First Reader. Boston.
The same in Dr. Leigh's pronouncing type.
Hillard, George S. Second Reader. Boston.
The same in Dr. Leigh's pronouncing type.
Hillard, George S. Third Reader. Boston.
Worcester, Joseph E. Primary Speller. Boston.
Eaton, James S. Primary Arithmetic. Boston.
Mason, Luther W. First Music Reader. Boston.

b. For Grammar Schools.

- Hillard, George S. Fourth Reader. Boston.
 The same. Intermediate Reader. Boston.
 The same. Fifth Franklin Reader. Boston.
 The same. Sixth Reader. Boston.
 Anderson, J. J. Historical Reader. New York.
 Hooker, W. Child's Book of Nature. New York.
 Worcester, Joseph E. Pronouncing Spelling-Book. Boston.
 The same. Comprehensive Dictionary. Boston.
 Payson, Dunton & Scribner. Writing-Books in 12 numbers.
 New York.
 Dunton, A. R. Writing-Books in 8 numbers. Boston.
 Eaton, James S. Intellectual Arithmetic. Boston.
 The same. Grammar-School Arithmetic. Boston.
 Warren, D. S. Primary School Geography. Philadelphia.
 The same. Grammar-School Geography. Philadelphia.
 The same. Physical Geography. Philadelphia.
 Kerl, S. First Lessons in Grammar. New York.
 The same. Common-School Grammar. New York.
 Anderson, J. J. United States History. New York.
 Worcester, Joseph E. General History. Boston.
 Mason, Luther W. Music readers, numbers I., II. and III.
 Eichberg & Sharland. National Music Reader. Boston.
 Steele, J. Dorman. Fourteen Weeks in Natural Philosophy.
 New York.

c. For High Schools.

- Groesbeck, John. The Crittenden Commercial Arithmetic and
 Business Manual. Philadelphia.
 Sherwin, Thomas. Elementary Algebra. Boston.
 Olney, Edward. Complete School Algebra. New York.
 Church, Albert E. Descriptive Geometry. New York.
 Brooks, Edward. Geometry and Trigonometry. Philadelphia.
 Davies, Charles. Legendre's Geometry. New York.
 Pierce, Benjamin. Plane and Solid Geometry. Boston.
 Loomis, Elias. Trigonometry. New York.
 The same. Analytical Geometry and Calculus. New York.

- Comer, Geo. N. Book-Keeping Rationalized. Boston.
- Haven, E. O. Rhetoric. New York.
- Underwood, F. H. Hand Book of English Literature, British Authors. Boston.
- The same. Hand Book of English Literature, American Authors.
- Hunt, E. Selections from English Literature. New York.
- Macaulay, T. B. Lays of Ancient Rome. New York.
- Whately, Richard. English Synonyms. Boston.
- Hudson, Henry N. School Shakspeare, first series. Boston.
- Collier, William F. English Literature. London.
- Quackenbos, G. P. Composition and Rhetoric. New York.
- Putnam, G. P. Cyclopædia of Biography. New York.
- Boyd, J. R. Milton's Paradise Lost, with notes. New York.
- Philbrick, J. D. American Union Speaker. Boston.
- Williams, F. S. Le Grand Père, with notes. Boston.
- Spiers and Surene. French Pronouncing Dictionary. New York.
- Ahn's French Method. New York.
- Ploetz, C. Easy French Method. New York.
- Alvergnat, V. Class Book of French Pronunciation.
- Hall, J. P. First Course, and France and the French. London.
- Nouveau Testament. Brussels.
- Otto's French Grammar, Bôcher's ed. Boston.
- Chouquet, Gustave. First Lessons in French. New York.
- Bôcher, F. College Series of French Plays. 2 vols. New York.
- Krauss, E. C. F. Elements of German Grammar. Boston.
- The same. First Book in Grammar. Boston.
- Evans, E. P. Otto's German Reader. New York.
- Comfort, G. F. German Course. New York.
- Storme, G. Easy German Reading. New York.
- Das Neue Testament. Frankfurt-am-Main.
- Von Schiller, F. Der Nieffe als Onkel. Leipzig.
- Köhler, F. German Dictionary. Boston.
- Adler, G. J. German Dictionary. New York.
- Harkness, Albert. Latin Grammar. New York.
- The same. Latin Reader. New York.
- The same. Cæsar's Commentaries. New York.

- Smith, William. *Principia Latina*, Parts I. and II. New York.
 Allen & Greenough. *Latin Grammar*. Boston.
 Leighton, R. F. *Latin Lessons*. Boston.
 Anthon, Charles. *Select Orations of Cicero*. New York.
 Folsom, Charles. *Select Orations of Cicero*. New York.
 Gardner, Gay & Buck. *Phædrus, Justin and Nepos*. Boston.
 Frieze, Henry L. *Virgil's Æneid*. New York.
 Andrews, E. A. *Cæsar's Commentaries*. Boston.
 Arnold, T. K. *Cornelius Nepos*. New York.
 Anthon, Charles. *The Æneid of Virgil*. New York.
 Andrews, E. A. *Latin English Dictionary*. New York.
 Leighton, R. F. *Greek Lessons*. Boston.
 Goodwin, W. W. *Greek Reader*. Boston.
 The same. *Greek Grammar*. Boston.
 Arnold, T. K. *Greek Prose Composition*. Owen, J. J. *Iliad of Homer*. New York.
 Liddell & Scott. *Greek English Lexicon*. New York.
 Smith, William. *Small History of Rome*. New York.
 The same. *Small History of Greece*. New York.
 Anderson, J. J. *General History*. New York.
 Bloss, C. A. *Ancient History*. New York.
 Sewall, E. M. *History of Rome*. New York.
 The same. *History of Greece*. New York.
 Long, George. *Classical Atlas*. New York.
 Porter, Noah. *Mental Philosophy*, New York.
 Upham, T. W. *Mental Philosophy*, abridged. New York.
 Kiddle, Henry. *Astronomy*. New York.
 Steele, J. Dorman. *Fourteen Weeks in Chemistry*. New York.
 Gray, Asa. *School and Field Book of Botany*. New York.
 The same. *Manual of the Botany of Northern United States*.
 New York.
 Dana, James D. *Mineralogy*. New York.
 Eliot & Storer. *Manual of Inorganic Chemistry*. New York.
 Wells, David A. *Natural Philosophy*. New York.
 Peck, W. G. *Elementary Treatise on Mechanics*. New York.
 Huxley, Thos. H. *Physiology and Hygiene*. New York.
 Dana, James D. *Text Book of Geology*. New York.
 Nichols, W. Ripley. *Elementary Manual of Chemistry*, abridged
 for Eliot and Storer. New York.

- Comins, B. N. Class Book of Physiology. New York.
 Redfield, A. M. Nature in Living Forms.
 Dalton, J. C. A Treatise on Physiology and Hygiene. New York.
 Hooker, W. First Book in Physiology. New York.
 Ganot's Natural Philosophy, by W. G. Peck. New York.
 Macé, Jean. History of a Mouthful of Bread. New York.
 Townsend, Calvin. Analysis of Civil Government. New York.

III. BOOKS OF REFERENCE FOR GRAMMAR SCHOOLS,

Furnished to each of the 37 Grammar Schools.

- Drake, Samuel G. History of Boston from 1630 to 1770. Boston.
 Palfrey, John G. History of New England. 3 vols. Boston.
 Schouler, William. History of Massachusetts in the Civil War. 2 vols. Boston.
 Frothingham, Richard. History of the Siege of Boston. Boston.
 The same. Rise of the Republic of the United States. Boston.
 The same. Life of Joseph Warren. Boston.
 Arnold, Thomas. History of Rome. New York.
 Weber, George. Outlines of Universal History. Boston.
 Smith, William. History of Greece.
 Hawes, S. Synchronology of the Principal Events of History.
 Johnson's New Illustrated Atlas of the World. New York.
 Brown, Gould. Grammar of English Grammars. New York.
 Irving, Washington. Life of Washington. 5 vols. New York.
 Wells, W. V. Life of Samuel Adams. 3 vols. Boston.
 Chambers, R. Cyclopædia of English Literature. 2 vols. Boston.
 Chambers, W. & R. Encyclopædia. 10 vols. New York.
 Duyckinck, Evert and George. Cyclopædia of American Literature. 2 vols. New York.
 Brande, W. T. Dictionary of Science.
 Appleton's New American Cyclopædia. 16 vols. New York.
 Appleton's Annual Cyclopædia. 11 vols. New York.

Barnard, Henry. American Journal of Education. 1856-1872. 23 vols. Hartford.

Worcester's Quarto Dictionary, unabridged. Boston.

Webster's Quarto Dictionary, unabridged. Springfield, Mass.

Webster's National Pictorial Dictionary. New York.

Anthon, Charles. Classical Dictionary. New York.

Thomas, J. Universal Pronouncing Dictionary of Biography and Mythology. 2 vols. Philadelphia.

Smith, William. Classical Dictionary. New York.

Hayden's Dictionary of Dates of all Ages. New York.

Lippincott's Gazetteer of the World. Philadelphia.

Marsh, George P. Man and Nature. New York.

Wilson, John. Treatise on Punctuation. Boston.

Camp, D. N. American Year-Book. Hartford.

Shelden, E. A. Elementary Instruction. New York.

IV. MISCELLANEOUS BOOKS USED BY TEACHERS, IN THE GRAMMAR AND PRIMARY SCHOOLS.

Monroe, L. B. Manual of Vocal and Physical Training. Philadelphia.

Worcester, Joseph E. Primary Dictionary. Boston.

Upton, Emory. Infantry Tactics. New York.

Soule & Wheeler. Manual of English Pronunciation and Spelling. Boston.

Cornell, S. S. Primary Geography. New York.

Mitchell, S. Augustus. New Ancient Geography. New York.

v. Schubert, J. H. Explanatory Key to Natural History. Boston.

Bonner, John. A Child's History of Rome. New York.

A Brief History of the United States. New York.

Greene, S. S. Introduction to Grammar. Philadelphia.

Colburn, W. First Lessons in Arithmetic. Boston.

Walter, Smith. Drawing Copies. 4 parts. Boston.

V. GENERAL APPARATUS.

Payson, Dunton & Scribner's National Writing Charts.

Philbrick's Primary-School Tablets, in 20 numbers.

Leigh's Reading Charts in "Pronouncing Type."

Guyot's Wall Maps. Three Series.

Cornell's Wall Maps.

Warren's Geographical Charts.

Luther W. Mason's Music Charts. 4 series, 40 in each.

Cutter's Physiological Charts.

Prang's Merit Cards.

Prang's Natural History Charts.

Globes, manufactured by Gilman Joslin, namely, two large Globes, terrestrial and celestial, mounted on tripods, and on 9-inch hand globe.

Numeral Frame.

Mathematical Instrument Case.

Box of Object Blocks.

Blackboard Erasers of different kinds.

Drawing Board.

Boston Primary School Slates.

Set of wooden Models for Drawing.

VI. CLASS-WORK OF PUPILS OF DIFFERENT GRADES OF SCHOOLS.

Primary Schools. — Slates, three hundred in number, containing exercises done by as many pupils; the 25 best from each of the six classes in two buildings being designated for this purpose. The exercises comprised printing, writing, numerical figures, music lessons, and drawing.

Grammar Schools. — Specimens of drawings, 4 volumes. Exercises in writing, spelling, business forms, history, geography, grammar, arithmetic, etc. 9 volumes.

High Schools. — Specimens of drawings, 4 volumes.

Evening Drawing Schools. — Large portfolio of drawings.

VII. PHYSICAL APPARATUS.

Furnished by H. B. & W. O. Chamberlain, Boston.

Laws of Matter, etc. — Lead Hemispheres, Inertia Apparatus, Capillary Tubes, Capillary Plates, set of Collision Balls, Centre of Gravity, Mechanical Powers, Central Forces, Illustration of

the Pendulum, set of Geometrical Solids, set of Crystal Medals, set of Cube Root Solids.

Hydrostatics.—Equilibrium Tubes, Upward Pressure of Liquids, Tantalus's Cup, Model of Pump, Archimedes' Principle.

Heat.—Pulse Glass, Ring and Ball Pyrometer, Compound Bar, Fire Syringe and Tinder, Reflectors, Wire Gauze, Conductometer, Principle of Ventilation, Spirit Lamp.

Pneumatics.—Air Pump, Plain Receiver, 1 qt.; Capped Receiver and Sliding Rod, 1 gal.; Hand Glass, Improved Condenser, Condensing Chamber, Expansion Apparatus, Bacchus Illustration, Brass Magdeburg Hemispheres, Barometer Apparatus, Guinea and Feather Tube, Wood Cylinder and Weight.

Electricity.—Electrical Machine, Insulated Conductor, Glass Friction Cylinder, Electroscope, Flier, Stand and Balls, Movable Coal Jars, Lightning and Miser's Plate, Improved set of Leyden Jars, Insulated Stool, Discharger, Gas Pistol, Powder Bomb, Pith Balls, for Dancing.

Magnetics.—Bar Magnet, Large U Magnet and Wheel Armature, Voltaic Battery, Electro Magnet, Helical Ring, Galvanometer, Revolving Magnet, Magnetic Needle and Stand.

Optics.—Prism, Plain, Convex and Concave Neutraliz Lenses, Multiplying Lens, Pair Mirrors, Eye Model and Stand, Newton's Color Disc.

VIII. SCHOOL FURNITURE.

From the manufactory of Joseph L. Ross, Boston.

Single Primary School desks and chairs, 3 sizes; single Intermediate School desks and chairs, 3 sizes; single Grammar School desks and chairs, 5 sizes; single fall-cover Normal School desk and chair; one drawing desk; teachers' desk; table for object lessons; wall book-case; settee; 12 slate racks with 300 slates; chart stand; tablet box; two black-walnut book-cases, for the textbooks and books of reference. A large black-walnut case for physical apparatus, lent from the Lewis Grammar School.

The articles above enumerated were packed in 30 cases, for the making of which 2,000 feet of lumber were required, furnished gratuitously by Joseph L. Ross, Esq.

ARRANGEMENT OF THE EXHIBITION.

The Educational section of the American department was located in the north wing of the west gallery of the Industrial Palace, occupying a plat measuring forty-five feet by about thirty-two feet, partially divided into four alcoves. One of these alcoves was secured for the State of Massachusetts, which was represented by contributions from the town of Newton, the city of Worcester, Boston, and the State Board of Education. The contributions under my charge, exclusive of those from Boston, although valuable, did not require much room for their display. The contributions from Boston being quite bulky could not be fully displayed even in the comparatively large space allowed for it.

Some idea may be obtained of the vexatious delays and difficulties which had to be encountered in preparing for the opening of our Exhibition, from the fact that my attention had to be given to it, with the aid of an efficient assistant, for the most of the time from the 1st of May until the middle of June, the whole of this period being required to get a single one of our boxes of articles transported by express from London to Vienna. Thanks to the good taste of my accomplished and indefatigable assistant, Mr. Elmer P. Howe, of Worcester, one of the Honorary Commissioners of Massachusetts, the arrangement of the articles, as finally made, was quite satisfactory, being calculated to make a good impression upon the passing spectator, and also to facilitate the examination of the various articles by committees and experts. At the back of the alcove was placed a large and handsome case of physical apparatus; on either side was placed a good-sized and tasteful black walnut bookcase, one of which was filled with a handsomely bound set of the books of reference now used in our Grammar Schools, the other with the text and miscellaneous books used in all the grades of our schools. The floor space of the alcove was mostly occupied by the set of school furniture, comprising eleven school desks, a drawing desk, and a teacher's desk, arranged in the order of a miniature school-room. On the right of the alcove was a show-case for the exhibition and protection of the handsome volumes containing the scholars' work, and on the wall space above were spread out our choicest specimens of drawing. On the centre of the left wall was suspended the beautiful chart of statistics which the gener-

ous donation of Mayor Pierce enabled us to secure ; the rest of the wall on this side being covered with the photographs of our school-houses, which had been removed from the portfolios and put into gilt frames. For these photographs we were indebted to Alderman Thomas Gaffield, who, with his accustomed liberality, offered to defray the expenses of whatever we desired of this description.

The maps, charts, globes, cases of primary slates, and so forth, were so disposed as to render the effect as pleasing as possible, and over the whole floated in graceful folds the beautiful white silk banner, bearing the Boston coat-of-arms, which was presented for the purpose by Mayor Pierce.

COMPARATIVE VIEW.

We now come to the practical question of the comparative merit of the Boston Exposition. The award to Boston of the Grand Diploma of Honor expresses the verdict of the International Jury. By this award the Jury meant to say that Boston made the best exhibit of any American city, and moreover that the exhibit was of such a character and on such a scale as to justify the awarding of this distinction, only two other cities receiving similar honor, namely, Vienna and Berlin. The jury did not mean to express the opinion that the system of public instruction in Boston was absolutely the best in America, but that it made the best representation in Vienna. And of the superiority of Boston in this respect there was no room to doubt.

But it may be interesting and profitable to know the position of Boston at the Exposition as compared, not only with the cities of this country, but also with the foremost cities of culture in other parts of the world.

In certain leading particulars this comparison can be made with a good degree of correctness. And first with respect to the means and support of the schools ; here Boston leads all other large cities. In no other one is there so large an amount raised by taxation for the education of each child of the school age.

In respect to school architecture, while we made a better showing than any other American city, we were quite eclipsed by some of the European cities ; that is, in some of the

foreign cities, school-houses have recently been erected which are architecturally and pedagogically superior to anything we had to show. The city of Vienna has individual school buildings vastly better than the best in Boston ; but if you take all the school buildings in Vienna, the good and bad together, the average character of the accommodations afforded to all the children of that city is perhaps not equal to the average accommodations provided for the children of Boston. What I mean to say is this, that Vienna knows how to build, and has built school edifices which are more durable, more safe, more convenient, more costly and more beautiful than any Boston has yet built, or is likely to build, in the near future. The reason of this is, that in Vienna, when a school-house is planned, it is done by the combined science and wisdom of the most accomplished architects, and the most accomplished pedagogists. No mere whim of a school-master and no mere whim of an inexperienced and uneducated architect is allowed to control the design.

In the matter of the school furniture, America is clearly ahead of all other parts of the world, and the Boston exhibition of furniture, comprising single desks and chairs in oak, was, in my judgment, take it all in all, the best thing that America has yet produced ; it was, at any rate, the best brought to the Exposition from any source, and was so judged by the committee of experts appointed by the International Jury. I showed this furniture to His Majesty the Emperor of Austria, as an object particularly worthy of his attention, and gave him to understand that every child in the city of Boston was supplied with such furniture. This statement was, I think, the most surprising thing I could tell to any European educator. This furniture was contributed by Joseph L. Ross of this city, not only the oldest manufacturer of school furniture in America, but the first who undertook this branch of business as a specialty, who incurred an expense for the Boston contribution, of nearly five hundred dollars, without any claim or expectation of a return either in money or honor ; and it is right to say that without his contribution the Boston exhibition would have been a comparative failure. He received a Medal of Merit.

Our collection contained a complete set of our School Reports, bound in sixteen handsome octavo volumes, which attracted much

attention, and was without doubt the best, the fullest, and most complete set of city reports on exhibition.

The set of physical apparatus was admitted by all to be more extensive, and of better quality in all respects, than any set on exhibition designed for elementary schools. The manufacturers, H. B. & W. O. Chamberlain, who contributed this splendid set, well deserved a high honor, but failed of it simply through an informality, as it was entered in the catalogue only in connection with the Boston collective exhibition, and not also as a separate contribution.

The Educational Chart was the thing of which we had good reason to be proud, both on account of its mechanical execution and the completeness of the statistical summary which it contained. This summary comprised the most important statistics of the educational institutions in the city, both public and private, the public libraries, the Sunday schools and Sunday-school libraries, scientific museums, and the associations and organizations for scientific, professional, literary, and moral improvement.

Our samples of globes, from the manufactory of Mr. Gilman Joslyn, of this city, were at least equal in quality to any on exhibition, and they failed to receive a prize, only because their cost was considered too high for common schools, according to the European standard.

The Boston Primary School slates, with drawing, printing and writing copies on the frames, of which there were three hundred, containing work done by the six primary classes of the Lynch and City Point schools, elicited much commendation. They were the best things in their line.

The system of musical instruction in our schools, as represented by the last report of the Chairman of the Committee on Music, Dr. J. Baxter Upham, the programme for musical instruction in the different grades of schools, the musical text-books by Messrs. Eichberg, Sharland, Holt and Mason, and especially the four series of musical charts by Luther W. Mason, was unanimously and emphatically declared by the able committee of experts on this subject to be the best in existence. The charts, which are the fruit of many years of labor and experiments by Mr. Mason, were regarded as vastly superior to everything else of the kind known to exist, and accordingly their author was honored by the award of a Medal

of Merit. From the personal observations subsequently made, I was unexpectedly convinced, that the musical instruction given in our schools is at least equal in excellence to that of the most cultivated cities of Germany. Our extraordinary proficiency in this branch of education reflects the highest credit upon our teachers, upon the Committee on Music, whose wisely directed efforts have so largely contributed to this success, and especially upon the chairman, Dr. Upham, who for more than fifteen years has been the leading spirit in devising, advocating and executing the measures which have resulted in this achievement.

For our scholars' work we won no laurels. The jury decided to take no account of scholars' work from elementary schools, as it was found impossible to examine the whole mass exhibited. This was perhaps fortunate for us, for although the schools which furnished the specimens deserve great credit for what they did, considering the shortness of the time allowed for their work, yet I soon discovered that the productions of our schools had not been elaborated with sufficient care to insure a successful competition with those sent from some of the German and Austrian cities.

The two branches of scholars' work which show best on paper are writing and drawing. Writing is much better taught in Europe than in America. In the matter of drawing, Boston is just now probably taking the lead of American cities; but what we have accomplished thus far is only a mere beginning in comparison with what is done in some of the cities of Europe. All the specimens of drawing sent to the Exposition from Chicago, Cincinnati, Baltimore, New York; Boston and other American cities, taken all together, were quite inferior, both in quality and quantity, to the specimens exhibited by a single one of the higher elementary schools in Vienna.

Our set of books of reference for the Grammar Schools attracted much attention; it was undoubtedly the most complete and valuable set of books for such a purpose on exhibition. Among the works comprised in this set, the twenty-three massive volumes of Barnard's *Journal of Education* were the most highly prized by foreign educators, who regarded it as a wise and liberal policy on the part of our school authorities, to place such a work within easy reach of all the teachers of our public schools.

There were many other articles of minor importance in our exhibition which it is perhaps unnecessary to refer to in detail.

I have thus indicated some of our excellences and defects as shown in the results of the exhibition. It is my purpose in a future report to show more in detail wherein I think Boston may profit by the examples of some foreign cities. In the mean time my report to the Legislature of the Commonwealth, as Educational Commissioner to the Exposition, will, I trust, come to the hands of the members of the School Board.

The members of the Board are aware that not a dollar was appropriated by the city to defray the expenses of the Exhibition, the City Solicitor having decided that such an appropriation would be illegal. The Board then voted to loan, for the purposes of Exposition, such of the material in its possession as might be deemed desirable to make up the proposed collection; but it turned out that, through the active exertions of Mr. George A. Smith, our efficient auditing clerk, a very large proportion of the articles sent were contributed by publishers and manufacturers free of expense. Most of the articles so contributed were either sold or given away. What belongs to the city has been repacked and placed on board a government vessel for reshipment to New York. I beg to return my sincere thanks to the Special Committee of the Board on the Exposition consisting of Messrs. W. P. Adams, Moody Merrill, Geo. A. Thayer, James Morse, W. T. Adams, who so cordially co-operated with me in all my efforts.

I am under the greatest obligations to the Board for the leave of absence granted by their unanimous vote for the purpose of attending the Exposition and of studying foreign systems of education. I was absent from my post from the 12th day of April until the 6th day of October. The whole period of my absence was exclusively devoted to educational objects. Four months were spent in Vienna in performing my duties as a United States Honorary Commissioner, as Educational Commissioner of the State of Massachusetts, as a representative of Boston in charge of its collective exhibition, and as a member of the International Jury of the Educational Group. During this period of four months, all the time that could be spared from the duties required at

the Exposition was devoted to the examination and study of the vast and comprehensive system of education in Vienna, from the Folhs schools up to the Imperial University, for which the amplest facilities were afforded me by the Imperial Minister of Instruction, Dr. Stremayr, who kindly furnished me with a letter, directing all educational authorities throughout the Austrian Empire to open their institutions to my inspection, and to afford me as far as possible the information I might desire. The remaining month was spent on the continent and in England, and was devoted to educational observation and inquiry in several important cities. The saving of time by night travel enabled me in this short period to visit Munich, Stuttgart, Swandorf, Nuremberg, Prague, Dresden, Leipsic, Berlin, Hanover, Cologne, Coblenz, Brussels, Paris and London. In nearly all these cities I visited institutions of education of all grades, conversed with educational men, and procured educational documents and books. The educational collection I brought home contains about seven hundred publications, which I hope will be serviceable in promoting the cause of education.

Respectfully submitted.

JOHN D. PHILBRICK,
Supt. of Public Schools.

OCTOBER, 1873.

STATISTICS

ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE SUPERINTENDENT
OF SCHOOLS FOR THE SCHOOL YEAR

1872-1873.

STATISTICS OF THE SCHOOLS.

TEACHERS.

Tables showing the number of teachers of each sex, in the different grades of schools, July 31, 1873.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School	10	. . .	10
English High School	18	. . .	18
Girls' High School	1	25	26
Normal School	1	4	5
Highlands High School	1	6	7
Dorchester High School	1	4	5
Grammar Schools	68	398	466
Primary Schools . . . . .	. . .	340	340
Licensed Minors' School . . . . .	. . .	2	2
Deaf-Mute School . . . . .	. . .	5	5
Evening Drawing-Schools	10	1	11
Evening Schools	31	84	115
Kindergarten School . . . . .	. . .	1	1
Totals	141	870	1,011

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools	1	. . .	1
Military Drill: Latin, English High and Highlands	1	. . .	1
Drawing: High and Grammar Schools	5	1	6
French: High Schools	3	1	4
German: High Schools	2	. . .	2
Music: High, Grammar and Primary	5	. . .	5
Sewing: Grammar Schools . . . . .	. . .	20	20
Totals	17	22	39

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Master.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin	33	16	206	. . .	206	197	. .	197	9	96.0	1	0	. . .	. . .	. . .
English High	296	41	571	. . .	571	554	. .	554	17	96.9	1	5	12	. . .	. . .
Girls' High	462	180	. . .	632	632	. .	584	584	48	92.0	1	. . .	. . .	6	19
Normal	55	1	. . .	53	53	. .	48	48	5	92.0	1	. . .	. . .	1	3
Roxbury High	95	25	107	108	215	103	104	207	8	96.2	1	. . .	. . .	1	5
Dorchester High	136	14	53	73	126	49	66	115	11	91.0	1	. . .	. . .	1	3
Totals	1077	277	937	866	1803	903	802	1705	98	94.0	6	14	12	9	30

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, July, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Latin	1	38	190	. . .	190	178	. .	178	12	93.0	1	9	. . .	. . .	. . .
English High	2	54	538	. . .	538	520	. .	520	18	96.5	1	5	12	. . .	. . .
Girls' High	77	117	. . .	582	582	. .	544	544	38	93.6	1	. . .	. . .	6	19
Normal	69	3	. . .	61	61	. .	55	55	6	90.0	1	. . .	. . .	1	3
Roxbury High	3	33	96	100	196	91	95	186	10	95.0	1	. . .	. . .	1	5
Dorchester High	10	21	50	70	120	45	62	107	13	88.2	1	. . .	. . .	1	3
Totals	162	266	874	813	1687	834	756	1590	97	91.8	6	14	12	9	30

Number of Boys admitted to the English High School from the Grammar Schools during the years 1845-1873.

SCHOOLS.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	
Adams	10	10	7	9	9	5	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	4	18	1	11	12	14	5	
Bigelow	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	4	13	19	16	21	24	33	32	25	
Boylston	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	4	2	4	14	2	0	0	9	7	
Brimmer	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	24	33	27	21	21	24	29	27	34	
Chapman . . . . .	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	5	5	1	8	6	3	4	12	17	9	14	8	6	5
Dwight	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	23	27	38	35	62	25	
Elliot	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20	11	14	21	14	
Latin	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	2	3	1	7	2	2	1	
Lawrence . . . . .	..	..	..	..	..	..	..	..	..	..	..	0	0	0	6	4	2	5	1	2	1	7	5	6	14	18	24	22	19
Lincoln . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	6	3	4	3	6	3	8	5	17	15	18	23	24	18
Lyman	3	5	4	..	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	6	6	7	11	10	12	4
Mayhew	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	7	10	5	9	12	4	
Phillips	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10	10	16	15	21	
Prescott . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Quincy . . . . .	..	..	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	10	12	12	15	7	18	21
Rice . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	18	26	35	30

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	274	293	307	157	464	280	146	426	38	91.7	1	1	4	6	.	
Bigelow	251	140	894	. . .	804	847	. . .	847	47	94.8	1	2	1	2	14	.
Bowditch	332	371	. . .	453	453	. . .	427	427	26	94.0	1	. . .	4	8	1	
Bowdoin	284	311	. . .	400	400	. . .	421	421	39	91.4	1	. . .	3	7	1	
Boylston	262	267	190	185	375	177	165	342	33	91.2	1	1	1	7	1	
Brimmer	319	274	569	. . .	569	534	. . .	534	35	94.1	1	1	1	2	10	.
Chapman	542	61	215	242	457	204	226	430	27	94.5	1	1	4	6	1	
Comins	67	39	403	397	800	378	376	754	46	94.0	1	1	5	11	1	
Dearborn	513	442	402	373	775	369	343	712	63	92.0	1	1	4	11	1	
Dorchester Dis't.	543	439	572	556	1,128	522	484	1,006	122	86.7	7	. . .	8	21	1	
Dudley	124	106	. . .	257	257	. . .	238	238	19	92.0	*1	. . .	2	4	1	
Dwight	107	47	561	. . .	561	538	. . .	538	23	96.0	1	1	1	2	7	.
Eliot	682	757	615	. . .	615	568	. . .	568	47	92.4	1	1	1	2	11	.
Everett	304	247	. . .	664	664	. . .	630	630	34	94.8	1	. . .	4	10	1	
Franklin	144	95	. . .	643	643	. . .	501	501	52	91.9	1	. . .	4	10	1	
Hancock	587	777	. . .	632	632	. . .	589	589	43	93.2	1	. . .	5	12	1	
Lawrence	403	372	826	. . .	826	797	. . .	797	29	96.5	1	1	2	2	12	.
Lewis	348	323	320	293	613	361	272	573	40	93.1	1	1	3	8	1	
Lincoln	295	99	445	363	808	417	341	758	50	94.0	1	1	4	11	1	
Lyman	376	205	388	189	577	365	176	541	36	93.2	1	1	3	8	1	
Mayhew	336	303	431	. . .	431	399	. . .	399	32	92.2	1	1	1	2	7	.
Norcross	359	282	. . .	683	683	. . .	656	656	27	97.1	1	. . .	3	11	1	
Phillips	99	162	525	. . .	525	475	. . .	475	50	90.0	1	1	1	2	8	.
Prescott	431	382	321	295	616	301	272	573	43	93.0	1	1	4	7	1	
Quincy	293	343	522	. . .	522	487	. . .	487	35	93.3	1	1	1	2	7	.
Rice	661	346	605	. . .	605	569	. . .	569	36	94.0	1	1	1	2	9	.
Sherwin	578	538	437	356	793	414	332	746	47	94.0	1	1	4	12	1	
Shurtleff	385	257	. . .	667	667	. . .	614	614	53	92.0	1	. . .	4	10	1	
Washington . . .	40	13	262	. . .	262	249	. . .	249	13	95.0	1	1	1	4	.	
Wells	389	293	. . .	399	399	. . .	374	374	25	93.7	1	. . .	3	7	1	
Winthrop	848	730	. . .	683	683	. . .	610	610	73	89.4	1	. . .	5	12	1	
Totals	11,875	9440	9,810	8,947	18,757	9,191	8,293	17,474	1283	93.1	37	21	10	100	288	20

* Female Principal.

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	H. Assistants.	Assistants.	Sew'g Teach'rs.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams . . .	183	219	321	165	486	297	153	450	36	92.5	1	1	1	2	7	1	
Bigelow . .	168	211	942	...	942	897	...	897	45	95.3	1	2	1	1	14	.	
Bowditch . .	172	200	...	421	421	...	396	396	25	94.0	1	.	.	1	3	8	1
Bowdoin . .	188	192	...	481	481	...	444	444	37	92.0	1	.	.	1	2	7	1
Boylston . .	170	185	201	202	403	189	187	376	27	92.8	1	1	.	1	.	8	1
Brimmer . .	230	247	608	...	608	579	...	579	29	95.2	1	1	1	1	10	.	
Chapman . .	71	53	226	250	476	214	232	446	30	93.6	1	1	.	1	3	6	1
Comins . . .	991	182	447	445	892	410	403	813	79	91.0	1	1	.	2	3	12	1
Dearborn . .	342	361	416	384	800	383	346	729	71	91.0	1	1	.	1	3	11	1
Dorchest'rDis	475	453	605	582	1,187	548	515	1,063	124	89.4	7	.	.	.	7	24	1
Dudley . . .	111	171	...	258	258	...	237	237	21	92.0	*1	.	.	1	1	4	1
Dwight . . .	110	53	584	...	584	558	...	558	26	95.5	1	1	1	1	1	9	.
Eliot	280	268	670	...	670	630	...	630	40	94.0	1	1	1	1	1	11	.
Everett . . .	152	276	...	677	677	...	639	639	38	94.3	1	.	.	1	3	10	1
Franklin . .	321	361	...	682	682	...	636	636	46	93.2	1	.	.	1	3	10	1
Hancock . .	299	289	...	662	662	...	631	631	31	95.0	1	.	.	1	4	12	1
Lawrence . .	326	351	809	...	899	867	...	867	32	96.5	1	1	2	1	1	12	.
Lewis	266	266	342	307	649	324	288	612	37	94.2	1	1	.	1	2	9	1
Lincoln . . .	130	57	487	348	835	452	322	774	61	93.0	1	1	.	1	3	12	1
Lyman	132	148	424	191	615	398	182	580	35	94.0	1	1	.	1	2	9	1
Mayhew . . .	166	165	433	...	433	401	...	401	32	92.0	1	1	1	1	1	7	.
Norcross . .	252	277	...	738	738	...	712	712	26	96.5	1	.	.	1	2	11	1
Phillips . . .	123	32	558	...	558	499	...	499	59	90.2	1	1	1	1	1	8	.
Prescott . . .	216	251	335	311	646	314	290	604	42	93.5	1	1	.	1	3	8	.
Quincy . . .	190	176	522	...	522	500	...	500	23	95.7	1	1	1	1	1	7	.
Rice	239	366	666	...	666	633	...	633	33	95.0	1	1	1	1	1	10	.
Sherwin . . .	506	527	453	391	844	431	366	797	47	94.5	1	1	.	1	3	13	1
Shurtleff . .	315	297	...	719	719	...	655	655	64	91.0	1	.	.	1	2	10	1
Washington .	21	19	283	...	283	269	...	269	14	95.0	1	1	.	.	1	4	.
Wells	223	222	...	419	419	...	395	395	24	94.0	1	.	.	1	2	7	1
Winthrop . .	477	526	...	721	721	...	649	649	72	90.0	1	.	.	1	4	11	1
Totals . . .	7825	7401	10,422	9,354	19,776	9,793	8,678	18,472	1305	93.4	37	21	10	30	67	301	20

* Female Principal.

GRAMMAR SCHOOLS. — DORCHESTER.

Abstract of Semi-Annual Returns, January 31, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Atherton	5	23	12	11	23	10	9	19	4	80.2	*1	1	..
Everett.....	85	78	102	93	195	93	83	176	19	89.0	1	4	..
Gibson	30	14	61	47	108	56	41	97	11	89.5	1	3	..
Harris.....	105	91	96	100	196	89	90	179	17	91.4	1	5	..
Mather.....	173	140	108	101	209	95	82	177	32	84.0	1	6	1
Minot.....	67	51	76	80	156	71	69	140	16	89.0	1	3	..
Stoughton ...	38	5	72	89	161	67	79	146	15	90.5	1	4	..
Tileston.....	40	37	45	35	80	41	31	72	8	90.2	1	2	..
Totals.....	543	439	572	556	1128	522	484	1006	122	86.7	8	28	1

* Female Principal.

GRAMMAR SCHOOLS. — DORCHESTER.

Abstract of Semi-Annual Returns, July, 1873.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Head Assistants.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Everett ..	117	89	119	113	232	108	102	210	22	90.0	1	1	5	.
Gibson*..	19	45	75	65	140	68	56	124	16	88.8	1	2	2	..
Harris ...	110	111	104	112	216	95	100	195	21	90.2	1	1	3	1
Mather ..	131	101	118	104	222	106	90	196	26	88.0	1	1	6	..
Minot ...	78	74	74	74	148	68	66	134	14	90.0	1	1	3	..
Stoughton	5	16	69	82	151	61	72	133	18	88.0	1	1	3	..
Tileston .	15	17	46	32	78	42	29	71	7	91.1	1	....	2	..
Totals..	475	453	605	582	1187	548	515	1063	124	89.4	7	7	24	1

* Grammar Class of Atherton included in Gibson.

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1873.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight yrs.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
	Adams	26	38	111	86	88	101	450	. . .	5	47	52	98	81	72	51	44
Bigelow	50	73	137	155	220	258	893	4	61	143	185	147	154	137	70	42
Bowditch	35	60	32	40	64	179	410	1	21	45	93	66	74	55	31	24
Bowdoin	45	89	84	100	56	104	478	2	16	50	66	75	81	75	60	53
Boylston	25	28	59	125	68	61	366	1	17	39	65	78	82	55	19	10
Brimmer	42	78	93	122	119	138	592	2	19	78	109	75	101	105	66	37
Chapman	33	31	92	98	113	102	469	. . .	23	46	74	76	59	82	56	53
Comins	62	65	109	111	236	262	845	1	24	88	141	170	176	143	71	31
Dearborn	73	79	94	105	218	193	762	. . .	30	30	139	135	138	145	85	60
Dorchester District	103	114	217	204	307	273	1218	10	43	109	164	205	217	213	151	106
Dudley	24	35	45	41	48	56	249	2	11	29	41	37	33	29	35	32
Dwight	43	98	91	100	96	144	572	. . .	31	45	94	105	106	89	64	38
Eliot	29	68	73	81	174	166	591	5	43	95	118	106	101	78	34	11
Everett	40	92	96	137	138	141	644	3	22	52	76	111	103	113	77	87

Franklin	30	88	79	89	142	194	623	. . .	16	43	87	86	110	112	83	86
Hancock	30	86	64	113	144	147	584	9	45	73	106	99	124	67	41	20
Lawrence	45	91	96	200	181	207	820	2	54	91	140	130	172	116	77	38
Lewis	63	80	125	110	110	106	594	1	6	39	99	103	115	82	78	70
Lincoln	88	96	112	160	167	203	823	5	41	82	126	139	160	126	80	61
Lyman	47	59	66	95	143	162	572	1	25	61	91	105	90	95	77	26
Mayhew	24	41	77	38	93	123	399	. . .	6	57	69	67	77	61	38	24
Norcross	51	76	86	102	148	221	684	2	17	72	121	123	132	131	51	35
Phillips	37	50	130	83	90	95	485	. . .	31	63	72	91	80	85	39	24
Prescott	40	43	112	109	114	209	627	1	21	64	87	102	125	99	78	50
Quincy	23	70	70	38	127	140	474	5	30	69	89	79	81	65	48	8
Rice	35	46	84	123	156	161	665	. . .	19	61	97	133	115	96	63	21
Sherwin	60	75	92	100	204	246	777	2	36	85	134	137	134	110	62	57
Shurtleff	44	51	105	90	183	169	647	. . .	26	81	104	115	110	81	73	57
Washington	33	46	55	54	54	58	300	12	22	39	52	43	38	43	26	19
Wells	25	38	35	85	78	119	380	. . .	14	41	55	63	61	61	44	39
Winthrop	52	68	86	92	170	188	656	2	26	72	94	109	95	88	79	91
Total	1,369	2,652	2,867	3,186	4,237	4,926	18,597	73	802	1,994	2,990	3,238	3,226	2,909	1,913	1,354

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July 31, 1873.

SCHOOLS.	SCHOOLS.															
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight yrs.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	23	30	95	88	82	97	415	. . .	6	31	64	75	94	53	47	45
Bigelow	42	67	113	141	241	261	865	3	79	123	153	138	141	119	76	33
Bowditch	35	66	31	32	70	149	383	2	24	40	63	78	67	45	30	34
Bowdoin	40	83	82	90	92	98	485	1	28	42	62	78	80	78	61	55
Boylston	20	34	63	61	68	100	351	2	32	48	67	56	73	52	15	6
Brimmer	45	77	77	118	132	139	588	7	43	57	92	82	89	114	62	42
Chapman	33	27	92	93	108	141	494	2	20	50	71	91	72	71	57	60
Comins	48	52	72	83	216	338	809	10	54	101	122	136	140	133	75	38
Dearborn	61	89	84	85	202	222	743	. . .	15	48	99	149	158	109	86	79
Dorchester District	90	129	198	243	317	271	1,248	6	60	127	202	199	210	196	143	105
Dudley	22	15	36	18	24	74	189	2	16	23	24	28	23	19	23	31
Dwight	34	41	30	41	73	113	332	1	21	49	55	53	54	44	30	25
Elliot	28	74	75	76	179	171	603	6	50	80	126	115	109	62	41	14
Everett	36	61	77	100	119	114	507	. . .	22	37	67	67	74	85	70	85

Franklin	33	81	71	86	128	189	588	2	23	60	83	85	71	96	92	76
Hancock	27	80	69	129	138	151	564	4	46	86	99	124	95	73	39	28
Lawrence	46	76	84	177	200	212	795	1	42	95	154	141	156	121	60	25
Lewis	64	100	131	104	113	110	622	1	22	48	83	93	127	101	65	82
Lincoln	80	90	113	154	169	261	867	4	40	84	125	122	159	136	111	86
Lyman	34	45	76	109	137	165	566	1	21	56	90	81	112	93	58	44
Mayhew	18	38	63	34	116	129	398	2	26	54	67	50	72	53	42	32
Norcross	48	74	94	108	135	205	664	2	18	65	102	114	128	118	72	45
Phillips	32	48	156	108	105	112	561	. . .	9	69	104	111	105	97	37	29
Prescott,	40	38	86	101	96	231	592	4	30	60	87	92	125	86	63	45
Quincy	31	36	75	85	102	159	488	3	46	59	96	80	81	57	40	26
Rice	31	31	57	103	125	131	478	. . .	32	65	79	79	87	62	52	22
Sherwin	50	58	79	99	221	247	754	4	53	74	118	144	141	104	57	59
Shurtleff	43	39	92	95	187	224	680	3	30	84	120	109	120	85	78	51
Washington	29	32	47	48	49	54	259	1	17	42	49	35	32	38	31	14
Wells	25	35	31	88	94	108	381	. . .	17	51	45	70	53	55	45	45
Winthrop	55	60	77	94	143	178	607	9	38	58	104	83	96	77	70	72
Total	1,243	1,806	2,526	2,996	4,181	5,144	17,896	83	980	1,966	2,872	2,958	3,144	2,682	1,828	1,433

GRAMMAR SCHOOLS. — *Dorchester.*

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1873.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1872.	Under 8 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years & over.
Everett . . .	14	22	51	30	44	50	211	1	11	18	27	43	47	28	21	15
Gibson* . . .	9	23	18	35	35	29	149	..	2	12	27	23	24	24	20	17
Harris . . .	19	17	34	30	72	62	234	..	6	33	45	43	30	37	19	21
Mather . . .	26	29	19	23	76	51	224	3	13	18	31	34	39	39	34	13
Minot	17	8	35	27	45	26	158	1	5	15	10	19	29	35	25	19
Stoughton . .	18	15	38	45	21	29	166	..	1	6	16	32	36	37	23	15
Tileston . . .	..	..	22	14	14	26	76	5	5	7	8	11	12	13	9	6
Totals . . .	103	114	217	204	307	273	1218	10	43	109	164	205	217	213	151	106

* Grammar Class at Atherton reckoned with Gibson.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July, 1873.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1873.	Under 8 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years & over.
Everett . . .	13	20	42	72	56	50	253	..	19	36	46	34	40	30	24	23
Gibson* . . .	2	19	17	20	31	35	124	..	3	7	16	25	23	20	21	9
Harris . . .	16	26	44	47	51	24	208	3	4	26	40	43	31	26	16	19
Mather . . .	26	25	19	23	97	54	244	1	17	25	38	34	39	41	26	23
Minot	7	23	31	22	45	33	161	..	6	20	26	23	31	33	16	6
Stoughton . .	16	16	35	42	20	49	178	..	3	8	27	29	34	32	29	16
Tileston . . .	10	..	10	17	17	26	80	2	8	5	9	11	12	14	11	8
Totals . . .	90	129	198	243	317	271	1248	6	60	127	202	199	210	166	143	105

* Grammar Class at Atherton reckoned with the Gibson.

Table showing the number of Pupils sent to the High Schools by each Grammar School, July, 1873.

SCHOOLS.	Latin School.	English High School.	Girls' High and Normal Sch'l.	Highlands High School.	Dorchester High School.	Totals.
Adams . . . . .	...	5	...	...	...	5
Bigelow	1	25	...	...	...	26
Bowditch . . . . .	...	...	8	...	...	8
Bowdoin . . . . .	...	...	20	...	...	20
Boylston . . . . .	...	7	1	...	...	8
Brimmer	4	34	...	...	...	38
Chapman . . . . .	...	5	17	...	...	22
Comins . . . . .	...	...	3	23	...	26
Dearborn . . . . .	...	...	5	7	...	12
Dorchester District . . .	4	...	2	3	65	74
Dudley . . . . .	...	...	3	19	...	22
Dwight	4	25	...	1	...	30
Eliot	1	14	...	...	...	15
Everett . . . . .	...	...	22	...	...	22
Franklin . . . . .	...	...	25	...	...	25
Hancock . . . . .	...	...	15	...	...	15
Lawrence	3	19	...	...	...	22
Lewis . . . . .	...	...	12	27	...	39
Lincoln	1	18	17	...	1	36
Lyman	1	12	5	...	...	18
Mayhew . . . . .	...	4	...	...	...	4
Norcross . . . . .	...	...	13	...	...	13
Phillips	2	21	...	...	...	23
Prescott	6	11	10	...	...	27
Quincy	1	21	...	...	...	22
Rice	9	30	...	...	...	39
Sherwin . . . . .	...	...	5	13	...	18
Shurtleff . . . . .	...	...	28	...	...	28
Washington . . . . .	...	...	...	9	...	9
Wells . . . . .	...	...	15	...	...	15
Winthrop . . . . .	...	...	23	...	...	23
Total	37	251	249	102	66	705

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1873.

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 yrs.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	309	106	415	276	94	370	45	87.7	209	205	414
Bigelow	13	334	261	595	312	230	542	53	91.0	374	209	583
Bowditch	10	145	157	302	131	136	267	35	88.1	181	94	275
Bowdoin	11	204	207	411	179	180	359	52	87.3	217	174	391
Boylston	6	148	140	288	136	128	264	24	91.6	201	79	280
Brimmer	12	211	197	408	189	171	360	48	88.8	270	143	413
Chapman	10	278	160	438	250	139	389	49	88.4	298	139	437
Comins	18	460	428	888	420	376	796	92	82.5	514	338	852
Dearborn	17	426	387	813	377	332	709	104	81.3	418	368	786
Dorchester . . .	20	453	410	863	392	340	732	131	84.3	437	408	845
Dwight	6	157	138	295	146	125	271	24	91.6	192	123	315
Eliot	16	355	222	577	322	206	528	49	90.6	366	205	571
Everett	10	296	260	556	274	238	512	44	91.4	323	256	579
Franklin	6	150	113	263	137	101	238	25	90.0	160	101	261
Hancock	19	358	379	737	336	344	680	57	91.2	431	234	665
Lawrence	12	537	537	1074	516	516	1032	21	94.6	298	258	556
Lewis	10	273	232	505	243	202	445	60	87.6	286	235	521
Lincoln	11	345	244	589	318	220	538	51	91.1	319	270	589
Lyman	8	239	121	360	218	108	326	34	90.0	223	137	360
Mayhow	7	163	78	240	137	63	200	40	83.4	148	115	263
Norcross	14	223	423	646	216	399	615	31	95.0	385	249	634
Phillips	7	151	97	248	133	84	217	81	86.0	120	112	232
Prescott	10	264	222	486	240	192	432	54	88.7	271	201	472
Quincy	11	207	171	378	189	154	343	35	89.8	228	129	357
Rice	12	290	264	554	263	236	499	55	89.8	319	266	585
Sherwin	12	294	285	579	275	259	534	45	92.9	385	209	594
Shurtleff	14	373	332	705	339	293	632	73	89.2	423	268	696
Washington . . .	8	175	166	341	169	145	304	37	88.6	214	119	333
Wells	12	236	246	482	217	224	441	41	92.0	297	183	480
Winthrop	9	161	187	348	149	167	316	32	90.2	237	103	340
Totals	340	8,214	6,633	14,847	7,489	5,886	13,375	1,472	89.1	8,744	5,930	14,674

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, July, 1873.

DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 yrs.	Over 8 yrs.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	312	103	415	286	94	380	35	91.1	231	189	420
Bigelow	13	336	235	571	311	219	530	41	92.0	374	190	564
Bowditch	8	128	125	253	118	114	232	21	90.6	211	97	308
Bowdoin	11	198	189	387	176	170	346	41	88.1	264	160	424
Boylston	6	157	125	282	149	117	266	16	94.0	214	80	294
Brimmer	12	211	206	417	195	184	379	38	90.5	294	156	450
Chapman	10	273	174	447	251	157	408	39	90.7	307	163	470
Comins	17	455	473	828	416	335	751	77	90.5	547	306	853
Dearhorn	18	453	393	846	403	334	737	109	87.3	550	356	906
Dorchester . . .	21	502	441	943	442	375	817	126	86.7	606	406	1012
Dwight	6	154	146	300	141	135	276	24	91.9	206	123	329
Eliot	16	408	248	656	379	230	609	47	92.7	428	228	656
Everett	10	285	249	534	265	226	491	43	91.0	325	251	576
Franklin	6	141	117	258	132	107	239	19	90.8	158	96	254
Hancock	19	358	389	747	338	361	699	48	93.0	514	248	762
Lawrence	12	526	526	526	509	509	509	17	95.8	340	235	575
Lewis	10	258	219	477	234	192	426	51	88.5	298	203	501
Lincoln	11	345	240	585	322	220	542	43	91.6	314	291	605
Lyman	8	224	128	352	208	118	326	26	92.5	238	145	383
Mayhew	7	175	78	253	153	67	220	33	86.5	158	120	278
Norcross	14	173	457	630	167	434	601	29	94.8	517	229	746
Phillips	7	147	87	234	129	81	210	24	90.4	149	113	262
Prescott	10	260	231	491	237	207	444	47	90.2	306	216	522
Quincy	10	193	166	359	177	154	331	28	92.1	254	139	393
Rice	13	296	263	559	272	236	508	51	90.5	313	191	504
Sherwin	13	304	287	591	282	269	551	40	93.0	392	203	595
Shurtleff	14	372	311	683	342	278	620	63	90.0	469	241	710
Washington . . .	8	150	155	305	138	135	273	32	89.5	229	96	325
Wells	12	242	251	493	223	234	457	36	92.2	356	178	534
Winthrop	9	152	158	310	141	142	283	27	90.6	232	90	322
Totals	340	8,188	6,544	14,732	7,536	5,925	13,461	1,271	90.9	9,794	5,739	15,533

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1873.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1870.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . .	51	95	71	68	53	76	414	43	80	86	75	130
Bigelow . .	99	98	101	92	86	107	583	78	139	157	115	94
Bowditch . .	49	42	49	43	34	58	275	52	76	63	50	44
Bowdoin . .	58	93	56	54	44	86	391	42	87	88	89	85
Boylston . .	47	41	53	46	40	53	280	48	73	80	50	29
Brimmer . .	61	60	72	72	68	80	413	55	97	118	73	65
Chapman . .	50	55	73	62	73	124	437	66	123	116	70	59
Comins . .	145	110	184	113	98	202	852	95	207	212	150	188
Dearborn . .	141	137	113	97	100	198	786	109	160	149	179	189
Dorchester	232	147	159	111	87	109	845	62	164	211	192	216
Dwight . .	66	54	44	54	51	56	315	41	74	77	75	49
Elliot . . .	81	95	66	87	82	130	671	85	132	149	94	111
Everett . .	89	80	80	100	101	129	579	82	114	127	132	124
Franklin . .	40	41	44	48	38	50	261	34	53	73	64	37
Hancock . .	92	108	86	114	123	147	665	117	154	169	112	122
Lawrence . .	90	83	86	81	93	123	556	76	106	110	128	139
Lewis . . .	86	106	75	67	81	106	521	42	109	135	130	105
Lincoln . .	85	88	92	88	111	125	589	54	123	142	144	126
Lyman . .	71	50	46	53	48	92	360	42	96	85	77	60
Mayhew . .	39	47	41	41	34	58	263	37	53	58	48	67
Norcross . .	99	95	94	93	95	158	634	110	129	154	104	137
Phillips . .	49	44	40	34	22	43	232	31	42	47	35	77
Prescott . .	43	72	96	65	57	139	472	72	96	103	89	121
Quincy . .	59	66	60	47	59	66	357	47	82	99	61	68
Rice	102	72	84	82	71	174	555	89	106	124	131	135
Sherwin . .	87	62	98	62	129	156	594	79	161	145	112	97
Shurtleff . .	106	104	98	100	100	188	691	88	148	187	147	121
Washington	58	68	44	40	59	64	333	42	85	87	60	59
Wells . . .	85	68	61	77	84	105	480	82	102	113	122	61
Winthrop . .	72	42	56	17	79	74	340	49	76	112	76	27
Totals . .	2,422	2,318	2,347	2,111	2,200	3,276	14,674	1,949	3,250	3,563	2,980	2,932

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, July, 1873.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1870.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	58	74	71	66	57	94	420	52	76	103	80	109
Bigelow . . .	90	98	104	92	85	95	564	73	144	157	116	74
Bowditch . .	44	41	52	30	51	90	303	74	82	55	61	36
Bowdoin . .	82	82	42	59	49	110	424	70	88	106	72	88
Boylston . .	41	46	55	48	40	64	294	50	76	88	59	21
Brimmer . .	78	68	77	73	71	83	450	75	105	114	83	73
Chapman . .	63	62	70	58	94	123	470	67	119	121	90	73
Comins . . .	112	164	121	101	176	179	853	127	216	204	163	143
Dearborn . .	136	142	125	121	176	206	906	168	195	185	171	187
Dorchester .	176	163	139	154	129	251	1,012	189	198	219	202	204
Dwight . . .	54	54	48	52	53	68	329	49	74	83	69	54
Eliot	92	97	102	108	103	154	656	89	153	186	119	109
Everett . . .	83	84	83	92	103	131	576	78	119	128	137	114
Franklin . .	39	38	43	33	45	56	254	43	54	61	63	33
Hancock . .	97	117	100	128	154	166	762	143	208	163	112	136
Lawrence . .	95	88	88	88	76	140	575	99	126	115	130	105
Lewis	77	89	75	68	56	136	501	61	109	128	130	73
Lincoln . . .	92	84	93	96	111	129	605	46	115	153	160	131
Lyman . . .	67	55	56	48	47	110	383	62	94	82	72	73
Mayhew . . .	46	42	42	47	39	62	278	45	48	65	58	62
Norcross . .	116	66	55	164	105	240	746	143	206	168	98	131
Phillips . . .	42	62	38	34	26	60	262	41	51	57	45	68
Prescott . . .	67	79	74	63	98	141	522	74	120	112	102	114
Quincy . . .	58	69	57	61	43	105	393	61	98	95	76	63
Rice	70	46	86	92	84	126	504	92	97	124	96	95
Sherwin . . .	81	57	97	67	125	168	595	91	159	142	111	92
Shurtleff . .	99	100	95	106	159	151	710	113	168	168	130	111
Washington .	66	48	38	41	56	76	325	64	78	87	60	36
Wells	90	67	62	77	109	129	534	136	99	121	101	77
Winthrop . .	67	35	25	51	62	82	322	67	72	93	67	23
Totals . . .	2,378	2,317	2,213	2,318	2,582	3,725	15,533	2,542	3,547	3,703	3,033	2,708

PRIMARY SCHOOLS — DORCHESTER.

Abstract of Semi-Annual Returns, January 31, 1873.

SUB-DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole number at date.
		Boys	Girls	Total	Boys	Girls	Total					
Everett	3	84	65	149	71	52	123	26	81.7	57	83	140
Gibson	3	59	52	111	50	43	93	18	82.8	53	58	111
Harris	3	57	64	121	50	54	103	17	85.8	71	65	136
Mather	3	72	70	144	60	56	116	26	80.8	86	57	143
Minot	4	96	89	185	84	74	158	27	84.5	84	80	164
Stoughton . .	3	75	57	132	68	49	117	15	91.8	62	60	122
Tileston . . .	1	10	13	23	9	12	21	2	89.7	24	5	29
Totals . . .	20	453	410	863	392	340	732	128	85.3	437	408	84

PRIMARY SCHOOLS — DORCHESTER.

Abstract of Semi-Annual Returns, July, 1873.

SUB-DISTRICTS.	Schools.	Average whole number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole number at date.
		Boys	Girls	Total	Boys	Girls	Total					
Everett	4	111	79	190	98	66	164	26	85.8	97	65	162
Gibson	3	60	59	119	52	50	102	17	85.8	68	63	131
Harris	3	65	72	137	58	63	121	16	88.3	98	56	154
Mather]	3	66	66	132	56	54	110	22	82.9	111	62	173
Minot	4	106	91	197	95	75	170	27	86.5	118	72	190
Stoughton . .	3	82	62	144	72	55	127	17	88.7	90	82	172
Tileston . . .	1	12	12	24	11	12	23	1	94.0	24	6	30
Totals . . .	21	502	441	943	442	375	817	126	86.7	606	406	1012

CLASSIFICATION OF PRIMARY SCHOOLS, JULY, 1873.

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Adams	6	3	..	..	..	..	..	2
Bigelow	12	..	..	1	..	..	2	2
Bowditch	7	1	..	..	..	..	1	2
Bowdoin	1	6	3	..	..	1	..	1
Boylston . . . . .	..	6	..	..	..	..	..	..
Brimmer	9	2	..	..	1	..	2	2
Chapman	8	2	..	..	..	..	1	2
Comins	9	3	4	..	..	1	1	2
Dearborn	16	2	..	..	..	..	3	3
Dwight	6	..	..	..	..	..	1	1
Eliot	13	..	2	..	..	1	2	3
Everett	8	2	..	..	..	..	1	2
Everett (Dorchester)	2	1	1	..	..	..	1	1
Franklin	6	..	..	..	..	..	1	1
Gibson . . . . .	..	..	2	1	..	..	..	..
Hancock	2	14	2	..	..	1	..	1
Harris . . . . .	..	3	..	..	..	..	..	..
Lawrence	10	1	1	..	..	..	2	2
Lewis	1	3	6	..	..	..	..	1
Lincoln	8	2	..	..	..	1	1	2
Lyman	7	..	..	1	..	..	1	2
Mayhew . . . . .	..	3	1	3	..	..	..	..
Mather . . . . .	..	3	..	..	..	..	..	..
Minot . . . . .	..	3	..	1	..	..	..	..
Norcross	10	2	..	2	..	..	2	2
Phillips . . . . .	..	3	2	2	..	..	..	..
Prescott	3	6	1	..	..	..	..	2
Quincy	9	1	..	..	..	..	2	2
Rice	11	1	..	..	1	..	1	3
Sherwin	5	7	..	..	..	1	..	3
Shurtleff	14	..	..	..	..	..	2	3
Stoughton . . . . .	..	2	1	..	..	..	..	..
Tileston . . . . .	..	..	..	..	..	1	..	..
Washington	3	5	..	..	..	..	2	1
Wells	10	1	1	..	..	..	2	2
Winthrop	7	2	..	..	..	..	1	2
Totals	203	90	27	11	2	7	32	52

SCHOOL CENSUS.

Table showing the number of children in each Ward between five and fifteen years of age, and the number at school, May, 1873, as reported by the census-taker.

WARDS.	Children between 5 and 15.	Attending Public Schools.	Attending Private Schools.
1	5,313	3,999	401
2	4,992	3,293	749
3	1,933	1,482	194
4	886	560	157
5	1,481	1,262	16
6	1,457	949	320
7	6,501	4,785	913
8	1,443	1,167	108
9	2,098	1,553	320
10	2,536	2,042	183
11	2,944	2,020	570
12	4,920	3,700	440
13	2,037	1,660	67
14	2,577	1,958	271
15	4,051	3,200	325
16	2,448	2,129	145
Deer Island,	284	275	....
Thompson's Island,	100	....	100
Total,	48,001	36,034	5,279

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund:—

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1864.....	32,854	\$6,430 63
1865.....	34,902	6,750 44
1866.....	35,225	8,082 08
1867.....	36,030	5,310 30
1868.....	43,109	11,545 13
1869.....	42,624	8,171 38
1870.....	46,301	7,226 79
1871.....	45,970	12,015 14
1872.....	46,144	9,363 24
1873.....	48,001	8,920 19

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the PUBLIC DAY SCHOOLS, of all grades, for ten years, ending July, 1873:—

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1863-64.....	26,961	24,617	91.6
1864-65.....	27,095	25,001	93.0
1865-66.....	27,723	25,809	93.5
1866-67.....	28,126	26,265	94.0
1867-68.....	32,885	30,399	92.7
1868-69.....	33,535	31,126	93.3
1869-70.....	35,164	32,463	92.3
1870-71.....	36,174	33,464	92.5
1871-72.....	36,234	33,502	92.4
1872-73.....	35,930	33,143	90.9

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July 31, 1873:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1863-64	527	691	94.5
1864-65	740	712	96.1
1865-66	776	751	96.2
1866-67	873	845	96.7
1867-68	1,050	977	95.7
1868-69	1,064	1,025	95.7
1869-70	1,283	1,230	95.9
1870-71	1,501	1,430	95.2
1871-72	1,640	1,553	93.8
1872-73	1,745	1,648	92.9

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July, 1873:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1863-64	13,523	12,601	92.8
1864-65	13,915	13,110	93.8
1865-66	14,394	13,620	94.2
1866-67	14,849	14,026	94.1
1867-68	17,450	16,362	93.3
1868-69	18,043	16,963	93.9
1869-70	19,028	17,807	93.2
1870-71	19,565	18,312	92.3
1871-72	19,760	18,500	92.8
1872-73	19,267	17,973	93.2

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending July, 1873.

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1863-64	12,713	11,325	87.5
1864-65	12,440	11,179	89.1
1865-66	12,553	11,438	90.3
1866-67	12,405	11,393	91.1
1867-68	14,385	13,060	89.3
1868-69	14,384	13,101	90.4
1869-70	14,739	13,330	90.4
1870-71	14,977	13,614	89.4
1871-72	14,716	13,351	89.8
1872-73	14,790	13,418	90.0

The following Table shows the number of PRIMARY SCHOOLS, the average number and the average attendance at a school, for ten years, ending July, 1873.

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1863-64	254	50.0	44.5
1864-65	257	48.4	43.5
1865-66	256	49.0	44.7
1866-67	259	47.8	43.0
1867-68	303	47.4	43.1
1868-69	307	46.8	42.6
1869-70	323	45.9	41.2
1870-71	327	45.8	41.6
1871-72	335	43.9	39.8
1872-73	340	43.5	39.4

ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last nineteen financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July, 1873.

Financial Year.	No. of Schola's.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854-55..	23,439	\$222,970 41	\$9.51	\$62,950 50	\$2.66	\$12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,638 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68..	32,885	548,615 90	16.68	224,090 51	6.81	23.49
1868-69..	33,535	719,628 04	21.45	263,048 96	7.84	29.29
1869 70..	35,164	720,960 65	20.50	226,451 95	7.57	28.07
1870-71..	36,174	816,344 66	22.11	315,254 70	8.71	30.82
1871-72..	36,234	863,658 81	23.83	352,920 84	9.74	33.57
72-73..	35,930	929,852 41	25.04	362,620 50	10.09	35.13

TOTAL EXPENDITURES.

Table showing the net TOTAL expenses of the city, for Education, for nineteen years, from May 1, 1854, to April 30, 1873, inclusive.

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditure.
1854-55.....	\$222,970 41	\$62,350 50	\$103,814 73	\$389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	408,300 82	172,520 76	200,532 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870-71.....	816,344 66	315,254 70	443,679 71	1,575,279 07
1871-72.....	863,658 81	352,920 84	97,800 68	1,314,380 33
1872-73.....	929,852 41	362,620 50	454,230 34	1,746,703 25

REPORT
OF
SCHOOL COMMITTEE
ON
DRAWING.

REPORT.

June 10, 1873. *Ordered,* That the Committee on Drawing be allowed to report in print.

ANNUAL REPORT.

In respectfully submitting the following report, the Drawing Committee have great pleasure in stating that the past year has been one of progress in the department under their charge. This is in a great measure due to the systematic course of instruction laid down in the accepted programme, which was prepared by the General Supervisor, submitted for approval, and printed in the last Annual Report.

During the short time that it has been in operation, it has fulfilled the expectations of those who saw in its application an assurance of solid improvement. Its efficiency was proved by the excellence of many of the drawings shown at the late Exhibition, and its thoroughness by their graduation from the lowest classes to the highest. With these early proofs of excellence, it cannot be doubted, that when sufficient time shall have elapsed to allow its workings to be fully felt, its value will be more appreciated.

The programme has been fully carried out with but one important exception, namely, the study of Practical Geometry, which, being the basis of Industrial Drawing, is a marked feature of the present system of instruction. We are, therefore, happy to be assured that the want of compasses for the use of pupils in the High Schools, and the higher classes of the Grammar Schools, which has hitherto prevented them from entering upon it, will shortly be supplied.

The most striking feature of the new system, whose aim is to teach the use of lines and to give a mastery over the elements of form to all, is its progressive character. It contemplates some new steps in advance with each successive year. Thus, for example, while instruction was last year given to the normal classes in Free-hand, Model, and Memory Drawing, in which subjects nearly 500 teachers submitted to a voluntary examination, the successful candidates have this year studied the more advanced subjects of Geometrical Drawing, Linear Perspective, Dictation Drawing and Design, while those who did not attend the first year's course, or who failed to pass an examination, have attended a special class at the Girls' High School, where the first year's course of lessons has been repeated for their benefit.

The General Supervisor has given normal instruction in Perspective, and in Model Drawing and Designs, on alternate Wednesdays, at the Starr King and the Appleton-street schools, and his lessons have been repeated by Messrs. Hitchings and Barry to those teachers who, for lack of room, or inability to attend the opening lessons, would have otherwise

been unable to follow the whole course. The growth of interest amongst the teachers is proved by the fact that while 500 only attended the lessons last year, 620 have this year availed themselves of the privilege. As in the normal classes, so in those of the High and Grammar Schools, several new subjects have been introduced, such as drawing from solid models and the practice of original design, by which the pupils are brought to combine elementary geometrical and plant forms into patterns approaching in character to those used for wall-papers, calicoes, and similar articles of manufacture. This admirable exercise compels the pupil to think, to remember, to call upon his inventive faculties, and teaches him the value of symmetry and harmony as resulting from repetition, balance of parts, and continuity. The high average of excellence in the original designs made for the Vienna Exhibition by pupils of the High, and of some of the Grammar Schools, was pointed out in the last Quarterly Report of the Drawing Committee. Further opportunity of estimating the remarkable inventive ability of the youth of New England, as represented in the Public Schools, was afterwards furnished by the specimens of their work sent to the Annual Exhibition, which was held at Horticultural Hall during the last week in the month of May.

The Drawing Committee would ask your special attention to the success attained in this branch of Drawing, as it warrants the reasonable hope that Massachusetts will eventually take a high stand among her sister States through the application of

Art to Industry. Those who believe that it is only through such means that she can in the future retain her hitherto undisputed position as a leading manufacturing State will rejoice in these conclusive proofs of native aptitude for original design.

In a late letter addressed to the Committee on Drawing by the General Supervisor, he thus expresses his general satisfaction at the actual condition of the schools in his department: —

“Whatever progress may be annually made in the future under the present scheme, which has been but a short time in operation, there will never be a time when it will be greater than it has been during the past year. From the monotonous drawing of one subject from flat copies in drawing-books, the pupils have advanced to the study of five subjects in every class, and some of the classes include in that number the exercise of original design. The variety of the subjects prevents the study of Drawing from becoming monotonous, and in the character of the exercises, such as memory, dictation drawing and design, every faculty of the mind is brought into gentle but wholesome operation. Every teacher in the Public Schools, to whom I have spoken on the subject, informs me that Drawing is now infinitely more interesting to the pupils than it used to be; and that is quite sufficient to account for the fact that it is much better done.” The highly favorable opinion here expressed by Mr. Walter Smith, whose wide experience and knowledge should render him eminently qualified to judge correctly, is most encouraging.

The excellent condition of things, of which he

assures us, is not only due to the special instructors, but also, in a great measure, to the regular teachers, whose ability to give elementary instruction in Drawing has been generally proved during this year. No one who was aware of their previous success in giving elementary instruction in Music could doubt that their efforts in this new direction would be equally rewarded. The added responsibility and increase of work entailed upon them may at first have seemed too great to some of their number, but the fact that many had been equally doubtful in the beginning as to their ability to teach Music, sustained the belief that in this case they would also find themselves mistaken ; and such we are happy to state is the result. So far from interfering with the successful giving or receiving of instruction in other branches of study, Music and Drawing appear to be of great assistance to teachers and pupils ; for the relaxation which they afford to both is followed by a more vigorous application to work of a different character. The testimony of some of the most accomplished among the masters substantiates this belief. Thus, the master of a large Grammar School lately annexed to Boston, remarked to a member of the Drawing Committee, " Although we have one school hour less than before the annexation, and these two studies more, I have seen no falling off in other studies, but, on the contrary, a decided advance."

This is not the place to discuss the importance of musical instruction in the Public Schools, and the subject has only been touched upon here in order to illustrate the equal importance of a kindred branch

of study, which, though much more recently introduced, has now fairly begun to give equally strong evidence of its claims upon public interest, by the attainment of equally satisfactory results. While crowds filled the Music Hall to listen with delight to the excellent choral singing of the school children, other crowds examined with equal interest and gratification the proofs of their proficiency in Drawing exhibited at the Horticultural Hall, nor can it be doubted, that the greater part of those who were thus convinced, through their ears and eyes, of the great results already obtained, withdrew with the full conviction that these were, more than commensurate with the sacrifices made to obtain them.

The conditions which regulated the last annual exhibition of drawings were very different from those of the preceding year. Then the work of each school was grouped separately under its name, and the public was thus enabled to institute comparisons which, however apparently just, tended to excite jealousy and hostile feeling. As no one could tell whether the superior quality of the work exhibited from certain schools was due to the greater capacity of the pupils, or had been reached by the taking of extra hours for Drawing which ought to have been given to other studies, it cannot be denied that grounds existed for the dissatisfaction freely expressed by those masters who, after strictly confining work in their schools to the hours appointed for it, found themselves distanced by others, of a less conscientious nature, who, wishing to excel, had permitted Drawing to be practised out of time.

Such at least was the accusation made in certain cases, to account for a superiority which may have been perfectly legitimate; but, whether so or not, a great deal of feeling existed. It therefore seemed more judicious to arrange the work of the schools in three groups, viz., Primary, Grammar, and High. By this mode of exhibition, all risk of rousing jealous feelings was avoided.

In accordance with the regulations prescribed by the Drawing Committee no drawings but those made by the pupils at regular hours were admitted to the exhibition. Whole books, which could be examined on every page, and rows of pages, displaying the same subject, were placed upon the stands, and the public had thus an opportunity of judging how each subject was taught, and of learning something as to the general system pursued in the Public Schools. The drawings selected to illustrate this report were chosen with great care, as it was felt that it would be a record of the present condition of Drawing in the schools, and that they would serve as a standard of comparison by which future progress could be estimated.

The committee desire to take this opportunity of thanking Messrs. Osgood and Co. for their liberality in furnishing, at a merely nominal cost to the city, one thousand copies of these heliographed drawings, which give a highly practical value to their report. They represent every subject taught in the day and evening schools, and every kind of work, excepting black-board and slate drawing, as practised in the lower classes of the Primary Schools. The drawings from casts and the original designs fully bear out the favor-

able estimate already expressed as to the capacity of the pupils for this branch of study.

So much has incidentally been said about the subjects taught, and the character of the instruction given in the Public Schools, that it will not be necessary to repeat it in detail under separate heads, especially as the programme can be referred to for more precise information; but we cannot pass on to the consideration of the free evening drawing classes without saying that the want of flat copies and models for study in the High Schools is very much felt. A sum of money was appropriated last year to supply this want, and the objects sent for to England are daily expected. The geometrical models and solid forms obtained for the Grammar Schools have been of much use; but here the want of compasses, which has already been pointed out, has prevented the important study of practical geometry.

The special instructors and supervisors, Messrs. Hitchings, Barry, Nutting, Miss Bailey, with Mr. Clark as assistant in the English High School, have taught in the High Schools and in the Normal School, and have supervised the teaching given by the regular teachers in the Grammar and Primary Schools.

An examination of the day schools in Free-hand and Memory Drawing, and of the evening schools in Freehand and Model Drawing, was held by the General Supervisor in the month of May, and of the normal classes in Free-hand, Model, Memory, Geometrical and Perspective Drawing in the month of June. The tables appended to this report show the highly satis-

factory results obtained in the examination of the normal art classes, and the free evening classes.

FREE INDUSTRIAL EVENING CLASSES.

These classes have been held during the past winter at the Appleton street, Tennyson street, and Mason street Schools, and at the Dorchester High School. At Appleton street, instruction was given in Cast Drawing by Mr. Bartlett, with most excellent results. Many really remarkable drawings, considering the want of sufficient accommodation, and the defective system of lighting, were contributed to the exhibition by the pupils, whose number was limited only by the want of room. The classes in Free-hand Drawing, conducted by Mr. Furneaux and Mr. Morse, in the large room at the same school, were fully attended, and many of the pupils' works, as the awards made by the State Board of Examiners at the exhibition show, were worthy of high commendation. Accommodation for the classes in Instrumental Drawing, the want of which occasioned a considerable loss of time in the beginning of the season, was afterwards given at the Starr King School. Here the rooms were most admirably lighted, and supplied with desks and tables perfectly fitted to the needs of the students. Instruction was given by Messrs. Willard, Paul, Ward, Young and Frisbee in Mechanical and Architectural Drawing, Isometric Projection, and in Ship-Draughting. The work of the pupils in these different branches, which was exhibited at the Horticultural Hall, gave evidence of the care with which they had been taught, and the diligence with which they had persevered in

their studies. The drawings made by Mr. Frisbee's class in Ship Draughting were, unfortunately, not sent to the exhibition in time; and this is especially to be regretted, as many of them were highly creditable to both master and pupils.

Of the two new schools opened by us during the winter, the one at Dorchester, though it was only for a short time in operation, produced some very good work, and was so well attended as to convince the Drawing Committee of the desirability of multiplying such branch schools, in order to meet the wants of persons residing at great distances from the city schools proper. East Boston and Boston Highlands are both localities where evening schools could be opened to great advantage, and with the slight additional expense of lighting the necessary rooms. The other new class opened at the evening High School in Mason street, under the able direction of Mr. Damon, is cited in the report of the State Board of Examiners as an evidence "of the great advantage to be derived from the study of geometry, for which the pupils have enjoyed special advantages." In looking back over the work done during the past year, and in summing up its history, the committee feel that there is reason for great satisfaction. They do not pretend that all is as it should be, but they consider what has been done as a guaranty that it will eventually become so.

A State Normal Art Training School, which was greatly needed, to supply the crying want of suitably trained instructors felt by the State, is shortly to be opened in Boston.

In the mean time the capacity, zeal and diligence

of the special instructors now employed is such as to call for high commendation.

Under the conscientious direction of the General Supervisor, with whom they work in perfect harmony, and encouraged in their work by the good will and evident interest of the pupils, the special instructors and the regular teachers are laying deep and strong foundations, upon which we may securely build for the future. That no disturbing influence may be allowed to interfere with the progress of the work so well commenced, and that such obstacles as exist at present may be speedily removed, is our earnest wish.

Respectfully submitted,

CHARLES C. PERKINS,
ROBERT C. WATERSTON,
GEORGE F. BIGELOW,
JAMES MORSE,
WILLIAM WOODS,
JAMES WALDOCK,
J. C. J. BROWN,

} *Committee.*

ILLUSTRATIONS OF THE DRAWING BEING TAUGHT
IN PRIMARY SCHOOLS.

The subjects of study illustrated from the Primary Schools are : —

1. Drawing from the Blackboard or flat Copies.
2. Drawing from Dictation.
3. Drawing from Memory ; 2 examples.
4. Original Design.

In addition to these subjects, the definitions of plane geometry are committed to memory, and drawings made to illustrate them. The subjects of instruction are the same in all the classes of the Primary Schools, the classes 6, 5 and 4 drawing upon slates only ; whilst classes 3, 2 and 1 draw upon paper also. The examples given are graduated to the powers of the classes, though as a principle the exercises of the three higher classes are repetitions upon paper of similar work done in the lower classes on slates, or variations of the same exercises.

ILLUSTRATIONS OF THE DRAWING BEING TAUGHT
IN GRAMMAR SCHOOLS.

The illustrations from the works of the Grammar Schools comprise the following subjects : —

1. Drawing from Copies or Blackboard.
2. Drawing from Dictation.
3. Drawing from Memory ; 2 examples.
4. Model Drawing from Blackboard or Copies ; 4 examples.
5. Model Drawing from the Solid ; 3 examples.

6. Map-Drawing from Memory.
7. Original Designs ; 15 examples.

The subject of Plane Geometrical Drawing is also a part of the Grammar School course, but owing to the lack of compasses for use in the Grammar Schools, it has not been taught generally during the past year. The aim has been to have three branches of Drawing taught in each class, that the pupils might have one lesson a week in each subject, and this has been found to be both more interesting and more instructive than to limit the instruction to one subject. When the scheme is fully in operation, there will be five branches of Drawing taught in each Grammar class.

ILLUSTRATIONS OF THE DRAWING BEING TAUGHT IN
THE LATIN, HIGH AND NORMAL SCHOOLS.

The works from the High Schools consist of : —

1. Landscape Shading.
2. Flower Shading.
3. Model Shading from Objects ; two examples.
4. Figure Shading.
5. Machine Drawing.
6. Architectural Drawing.

In addition to these subjects, Geometrical Drawing has been taught in the lower classes, and tinting in color in some of the advanced. The individual tastes and requirements of the pupils have been consulted as to the branches of art study it is most profitable for them to pursue ; and as higher skill becomes manifested by the entering pupils from the Grammar

Schools, a still wider diversity of subject may be attained.

It has been somewhat difficult to comply with every feature of the scheme adopted by the committee, from the want of previous preparation in the lower classes, which the scheme supposes. This difficulty will be removed in time, and every removal of the pupil into higher classes in the future will enable the teachers to have scholars already prepared for their work.

ILLUSTRATIONS OF THE DRAWING BEING TAUGHT IN THE NIGHT CLASSES.

The evening class work is represented by the following works: —

1. Outline Drawing from Copy.
2. Model Shading from Solid.
3. Free-hand Shading from Copy.
4. Free-hand Shading from Cast.
5. Free-hand Figure Shading from Copy.
6. Free-hand Figure Shading from Cast.
7. Machine Drawing.
8. Architectural Drawing.
9. Ship Draughting.

Specimens of Drawings from the Public Schools,

SELECTED AT THE ANNUAL EXHIBITION, HORTICULTURAL HALL, MAY, 1873.

Drawings from Primary Schools.

<i>Subject.</i>	<i>Class.</i>	<i>Plate No.</i>
Drawing from Copies, Blackboard	1 } 1 }	1
Dictation	2 }	2
Memory	1 }	
“	1 }	
Design	1	3

Drawings from Grammar Schools.

<i>Subject.</i>	<i>Class.</i>	<i>Plate No.</i>
Drawing from Copies, Blackboard	5 } 5 }	4
Memory Drawing	5 }	
“ “	5 }	
Dictation “	5 }	
Model Drawing from Copies, or Blackboard	3 } 3 }	5
“ “ “	1 }	
“ “ “	1 }	
Model Drawing from the Solids	1 } 1 }	6
“ “ “	1 }	
Map Drawing from Memory	1	7
Original Design	3 } 3 }	8
“ “	3 }	

Drawings from Grammar Schools. — Continued.

<i>Subject.</i>	<i>Class.</i>	<i>Plate No.</i>
Original Design	1 } 3 }	9
“ “	1 } 1 }	
“ “	2 }	10
“ “	1 }	
“ “	1 }	11
“ “	3 }	
“ “	1 }	12
“ “	1 }	
“ “	1 }	13
“ “	1 }	

Drawings from High Schools.

<i>Subject.</i>	<i>Class.</i>	<i>Plate No.</i>
1. Model Shaded from Solid	Senior . . .	14
“ “	First	15
2. Flower Shading	Senior . . .	16
3. Landscape Shading	First	17
4. Figure Shading	Second . . .	18
5. Machine Drawing	Advanced . .	19
6. Architectural Drawing	“	20

Drawings from the Night Classes.

<i>Subject.</i>	<i>Name of Pupil.</i>	<i>Age</i>	<i>Class.</i>	<i>School.</i>	<i>Plate No.</i>
1. Outline Drawing from Copy	18	Freehand Elementary .	Appleton St.	21
2. Model Shading from Solid	24	Advanced . .	"	22
3. Freehand Shading from Copy	14	Elementary .	"	23
4. Freehand Shading from Cast	23	Advanced . .	"	24
5. Freehand Shading of Figure	23	Elementary .	"	25
6. Do. from Copy, do. Human figure from Cast	25	Advanced . .	"	26
7. Machine Drawing	15	Mechanical .	Starr King . .	27
8. Architectural	25	Architectural	Evening High	28
9. Ship-draughting	25	Shlp-draugh'g	Starr King . .	29

SECOND GRADE.

Annual Examination in Freehand, Model, Memory, Geometrical, and Perspective Drawing. — 1873.

CITY OF BOSTON. — NORMAL ART CLASSES.

* Signifies that the teacher passed the examination.

† Signifies that the teacher also passed the examination in 1872, in Freehand, Model and Memory Drawing.

— This mark signifies that the teacher did not sit for the examination, or did not pass it.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
Avery, H. W.	Girls' High	*	*	*	*	*
Adams, E.	Winthrop	—	—	*	*	*
† Allison, M. J.	Girls' High	—	—	—	*	*
Aldrich, R. N.	Tieknor	*	—	—	—	—
Austin, A. C.	Mather	*	—	—	—	—
† Baker, M. A.	Tileston	—	—	—	*	*
Barnes, S. H.	Bigelow	—	—	—	*	*
Brown, E. Q.	Gibson	—	—	—	*	*
† Bartlett, M. A.	Preacott	—	—	—	*	*
Brigham, A. L.	Cambridge High	—	—	—	*	*
† Bowler, E. F. . . . .	. . . . .	—	—	—	—	*
† Bense, J. A.	Harris	—	—	—	*	*
Baker, E. J.	Winthrop	—	—	—	*	—
† Blacker, E. F.	Shurtleff	—	—	—	*	*
† Boynton, E. P.	Harris	—	—	—	*	*
Bartlett, L. C.	Bigelow	—	—	—	—	*
Boothby, H. E.	Starr King	—	*	—	—	*
Badger, M. A.	Girls' High	*	*	*	*	*
† Buckingham, L. H.	English High	—	—	—	*	*
† Bunker, A.	Comins	—	—	—	*	—
Bowerie, S. E.	Appleton Street	*	—	—	—	—
Bailey, A. A.	Tieknor	*	*	*	—	—
Bailey, E. H.	Mather	*	—	*	—	—
Beckler, C. M.	Rice	*	—	*	—	—
Ballard, G. A.	Rice	*	—	—	—	—
Bancroft, S. B.	Comins	—	—	*	—	—
Bolman, H. M.	Boylston	—	—	*	—	—
† Brackett, C. M.	Comins	—	*	—	—	—

Annual Examination.—Continued.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
Boris, E. E.	Sherwin	—	—	*	—	—
† Burgess, L. L.	"	—	*	—	—	—
† Bailey, M. L.	Dean Street	—	—	*	—	—
† Baker, A. L.	Eustis Street	—	*	—	—	—
Beckler, M. L.	Rice	—	*	—	—	—
† Bird, L. H.	Winthrop	—	*	*	—	—
† Bird, E. L.	"	—	*	*	—	—
† Bird, L. W.	Brimmer	—	*	*	—	—
Bowers, S. E.	Appleton Street	—	*	*	—	—
† Cook, C. E.	Stoughton	—	—	—	*	*
† Cummings, M. A.	Comins	—	—	—	—	*
† Carter, M. S.	Wells	—	—	—	*	*
† Clark, A. E.	Comins	—	—	—	*	*
Critchett, A. J.	Prescott	*	*	*	*	*
Curtis, L.	Lincoln	—	—	—	*	—
Casey, J. F.	English High	*	*	*	*	*
† Clapp, H. L.	Lawrence	—	—	—	*	*
Colomy, E. F.	Tileston	*	*	*	*	—
† Cummings, M. L.	Comins	—	—	—	*	*
† Crozier, C. S.	Winthrop	—	—	—	*	*
Caryl, H. E.	Girl's High	*	*	*	*	*
Chamberlain, M. D.	Lewis	*	*	*	—	—
Cudworth, A. M.	Lyman	*	—	—	—	—
Cartic, A. B.	Sherwin	*	*	*	—	—
Cook, S. A.	Adams	*	*	*	—	—
Cunston, C. H.	English High	*	*	*	—	—
Carleton, A. C.	Ticknor	*	—	*	—	—
Carpenter, E. F.	Dwight	*	*	—	—	—
Cherrington, J. B.	Bigelow	—	*	—	—	—
Drowne, E. R.	Prescott	*	—	*	*	*
De Merritt, B. A.	"	—	—	—	*	*
Day, M. D.	"	—	—	—	*	*

Annual Examination.—Continued.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
† Davis, M. A.	Boylston	—	—	—	—	*
Dudley, L. A.	Dearborn	—	—	—	*	*
† Dodge, K. L.	Eliot	—	—	—	*	*
Dimick, O. W.	Chapman	—	—	—	*	*
Dayley, F. I.	Lyman	*	*	*	—	—
† Davis, L. E.	Comins	*	—	—	—	—
Drew, F. H.	Prescott	—	—	*	—	—
Emery, I. F. P.	Minot	—	—	—	*	*
† Eliot, E. B.	Lewis	—	—	—	*	—
† Evert, E. M.	Bowditch	—	—	—	*	*
† Emery, T. I.	English High	—	—	—	*	*
† Endicott, W. E.	Gibson	—	—	—	*	*
Eills, F. O.	Bigelow	*	*	*	*	*
† Eliot, C.	Lewis	—	—	*	—	—
Etheridge, C. L.	Dorchester Everett	—	*	*	—	—
Fisher, E. S.	Tileston	—	—	—	*	*
Folsom, E. M.	Girls' High	*	*	*	*	*
† Ford, M. A.	Prescott	—	—	—	*	*
† Foster, S. S.	Everett	—	—	—	*	*
† Fay, E. A.	Bowdoin	—	—	—	*	*
† Fisher, A. E.	Minot	—	—	—	*	*
† Foster, M. M.	Prescott	—	—	*	*	*
† Fisher, E. G.	Dorchester High	—	—	—	*	*
Fraser, H. M.	Hancock	—	*	*	—	—
† Ford, A. W.	Dorchester Everett	—	—	*	—	—
Fisher, A. M.	“	—	*	—	—	—
† Gilbert, A. M.	Harris	—	—	—	*	*
† Gragg, C. A.	Comins	—	—	—	*	*
† Gray, F.	Girls' High	—	—	—	*	*
Gleason, E. L.	Atherton	*	—	*	—	—
Hale, A.	English High	—	—	—	*	*
Horne, E. L.	Mather	—	—	—	—	*

Annual Examination. — Continued.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
† Hearsey, S. E.	Harris	—	—	—	*	*
† Horne, E. T.	"	—	—	—	*	*
† Howe, E. L.	Gibson	—	—	—	*	*
† Halliday, M. C.	Hancock	—	—	—	*	*
Hall, G. W. M.	Mayhew	*	*	*	*	—
Hintz, W. B.	Normal	*	*	*	—	—
Holbrook, L. B.	Girls' High	*	*	*	—	—
Hitchings, H. M.	Hancock	*	*	*	—	—
Hayes, P. G.	Comins	*	*	*	—	—
Haskell, E. B.	Bigelow	*	*	—	—	—
Hazell, L. W.	Prescott	*	—	*	—	—
† Halcott, E. B.	Mount Pleasant	—	*	*	—	—
Jennison, C. E.	Bowditch	—	—	—	*	*
† Jenkins, A. L.	Mather	—	—	—	*	—
† Jenkins, M. A.	Shurtleff	—	—	*	*	—
† Johnson, M. E.	Everett	—	—	—	*	—
James, A. P.	Brimmer	*	*	*	—	—
Jones, M. C.	Winthrop	*	*	*	—	—
Kelren, I. M.	Norcross	*	*	*	*	*
Knapp, K.	Girls' High	—	—	—	—	*
Knowles, M. A.	Phillips	*	*	—	—	—
Kimball, A. C.	Girls' High	*	*	*	—	—
† Kelley, A. T.	Sherwin	—	*	—	—	—
Lovell, S. E.	Comins	—	—	—	*	*
† Light, M. F.	Winthrop	—	—	—	*	*
† Lothrop, L. I.	Lyman	—	—	—	*	*
† Lothrop, C.	"	*	*	—	*	*
† Loring, S. W.	Winthrop	—	—	—	*	*
† Lancaster, E. M.	Stoughton	—	—	—	*	*
Litchfield, H. E.	Prescott	*	*	*	—	—
Litchfield, S. T.	"	*	*	*	—	—
† Murphy, K. M.	Comins	—	—	—	*	*

Annual Examination.—Continued.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
† Metcalf, R. C.	Adams	—	—	—	*	*
† Meserve, A.	Bigelow	—	—	—	*	*
† Maynard, E. E.	Quincy	—	—	—	*	*
† Mitchell, M.	Dor. Everett	—	—	—	*	*
† Melvin, C. G.	Dearborn	—	—	—	*	*
† Miner, H. B.	Tileston	—	—	—	*	*
McKean, A. L.	Dearborn	—	—	—	—	*
Mulloy, S. E. C.	Ticknor	*	—	*	—	—
† Mitchell, M. A.	Franklin	—	—	*	—	—
Manson, H. L.	Prescott	—	—	*	—	—
Merrill, M. K.	Dor. Everett	—	—	*	—	—
Neal, G. W.	Quincy	—	—	—	*	*
† Nelson, C.	Everett	—	—	—	*	*
Nye, A. M.	Prescott	*	*	*	—	—
† Nickerson, C. K.	Sherwin	—	*	—	—	—
† Page, E. H.	Stoughton	—	—	—	*	*
† Parker, W. S.	Dwight	—	—	—	*	*
Page, I. A.	"	—	—	—	*	*
Pickering, E. A.	Dudley	—	—	—	*	*
Patch, E. O.	Girls' High	*	*	*	*	*
† Perry, S. F.	Bowdoin	—	—	—	*	*
Perry, M. W.	Wells	*	*	*	*	—
Pillsbury, E.	Prescott	*	*	*	*	*
Pratt, C. E.	Stoughton	—	—	—	*	—
Plummer, M. E.	Prescott	*	*	*	—	—
† Putnam, C. D.	Comins	—	*	—	—	—
Prescott, A. D.	Chapman	—	—	*	—	—
† Redding, L. M. A.	Emerson	—	—	—	*	—
Rice, M.	Washington	—	*	—	—	—
† Robie, R. E.	Stoughton	—	*	—	—	—
† Sherburne, M. B.	Harris	—	—	—	*	*
† Synett, S. T.	Chapman	*	—	*	*	*

Annual Examination.—Concluded.

<i>Name.</i>	<i>School.</i>	<i>Freehand.</i>	<i>Model.</i>	<i>Memory.</i>	<i>Geometry.</i>	<i>Perspective.</i>
Shorey, S. A.	Girls' High	—	—	—	*	*
Scates, M. E.	“ “	*	*	*	—	—
Sweat, C. E.	Washington	*	—	—	—	—
† Shephard, S. K.	Mather	—	*	—	—	—
Shannon, E. L. P.	Everett	—	—	*	—	—
† Snow, J. D.	Sherwin	—	*	—	—	—
Tower, J. S.	Franklin	—	—	—	*	*
Temple, E. A.	Girls' High	—	—	—	*	*
Tucker, E. I.	Quincy	—	—	—	*	*
Thompson, M. F.	Dor. Everett	*	*	*	—	—
† Torrey, F.	Winthrop	*	—	—	—	—
† Whitman, A. G.	English High	—	—	—	*	*
Wales, E. S.	Atherton	—	—	—	*	*
† Walton, E. B.	Sherwin	—	—	—	*	—
† Welch, O. A.	Eliot	—	—	—	*	*
† Ward, Jr., I. T.	Minot	—	—	—	*	*
Whitman, C. O.	English High	*	*	*	*	—
Waldock, E. M.	Comins	—	—	—	*	*
Wyman, E. L.	Appleton Street	*	*	*	—	—
Wood, L. M.	Dearborn	*	—	—	—	—
Williams, K. D.	Deaf-Mute	*	—	*	—	—
Warner, E. M.	Lincoln	—	*	*	—	—
† Whipple, J. G.	Rice	—	*	—	—	—
† Wallace, K. M.	Eustis Street	—	*	*	—	—
† Welch, C. F.	Winthrop	—	*	—	—	—
Young, E. B.	Brimmer	—	—	—	*	*
Youngman, E. K.	Boylston	*	*	—	—	—
Young, A. M.	Lewis	—	*	—	—	—

WALTER SMITH, *Examiner.*

Freehand Drawing Examination of Second Grade.

FREE EVENING CLASSES—APPLETON STREET, 1873.

NAME.	FREEHAND.		MODEL.	
	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>
George B. Seidensticker	—	*	—	—
Henry L. Stevens	—	*	*	—
T. M. Plimpton	—	*	*	—
W. P. Hooper	—	*	*	—
T. E. Rafferty	—	*	—	—
W. Clossom	—	*	—	*
C. F. Bush	—	*	*	—
John D. Lord	—	*	—	*
S. Gallagher	—	*	—	*
Chas. Duncan	—	*	*	—
P. G. Gullbraudson	—	*	—	*
Peter Roos	—	*	—	*
J. A. Beer	—	*	—	*
Chr. Eberhard	—	*	*	—
H. W. Avery	—	*	—	*
M. E. Joslyn	—	*	—	*
H. H. Brickley	—	*	*	—
Jas. Dorsey	—	*	—	*
A. H. Scavers	—	*	*	—
E. Rose	—	*	—	*
A. H. Munsell	—	*	*	—
Thos. Grady	—	*	*	—
Jas. W. Reid	—	*	*	—
L. C. Stoddard	*	—	*	—
Chas. Roah	*	—	—	—
H. J. Jaquith	*	—	—	—
L. H. Galencia	*	—	—	*
W. B. Ellis	*	—	—	—
S. G. Sumner	*	—	*	—
L. F. Smith	*	—	—	—

Freehand Drawing. — Concluded.

NAME.	FREEHAND.		FREEHAND.	
	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>
W. Seidensticker	*	—	*	—
Thos. Foster	*	—	*	—
Jas. Mayes	*	—	—	—
F. E. Fillebrown	*	—	—	—
J. A. Hackett	*	—	—	—
G. M. Livermore	*	—	—	—
L. A. Cobbigh	*	—	—	—
Wm. H. Fowles	*	—	—	*
F. Joseph	*	—	—	*
D. Weston	*	—	—	—
J. P. Payson	*	—	—	—
H. M. Chenery	*	—	—	—
C. Schraff	*	—	*	—
E. C. Wedger	*	—	—	—
J. Collins	*	—	*	—
H. A. Chenery	*	—	—	—
J. B. Pearce	*	—	—	—
C. H. Brown	*	—	—	—
F. Getchell	*	—	*	—
L. C. F. Hinz	*	—	*	—
C. J. Wall	—	—	—	—

WALTER SMITH, *Examiner.*

*Instrumental Classes.—Examination of Second
Grade.—1873.*

STARR KING SCHOOL.

	<i>Mechanical.</i>		<i>Architectural.</i>		<i>Geometrical.</i>		<i>Ship Draughting.</i>	
	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>
W. F. Wright	*	—	*	—	*	—	—	—
C. A. Sampson	—	*	—	—	*	—	—	—
M. B. Prendercast	—	*	—	—	—	*	—	—
G. F. Underwood	—	*	*	—	*	—	—	—
M. F. Munson	—	—	—	*	*	—	—	—
James E. Loobey	—	*	—	—	—	*	—	—
Charles H. McDonald	—	*	—	—	*	—	—	—
W. Adams	—	*	—	—	—	—	—	—
F. Weis	—	*	—	—	—	—	—	—
A. E. Downs	—	*	—	—	—	—	—	—
O. H. Arno	—	—	—	—	—	*	—	—
E. L. Foucar	—	—	—	—	*	—	—	—
H. Johnson	—	—	—	—	*	—	—	—
C. A. Fitzgerald	—	—	—	*	—	—	—	—
C. L. Reed	—	—	—	*	—	—	—	—
James Bulger	—	—	—	*	—	—	—	—
J. Watson	—	—	—	*	—	—	—	—
Geo. W. Rogers	—	—	—	*	—	—	—	—
D. D. Gifford	—	—	*	—	—	—	—	—
A. Gillis	—	—	*	—	—	—	—	—
M. Camman	—	—	*	—	—	—	—	—
E. W. Smith	—	—	*	—	—	—	—	—
C. H. Bogan	—	—	—	—	—	—	*	—
James Burke	—	—	—	—	—	—	*	—
Thomas P. Smith	—	—	—	—	—	—	*	—
John P. Kerr	—	—	—	—	—	—	*	—
Ch. Reed	—	—	—	—	—	—	—	*
K. M. Mahony	—	—	—	—	—	—	—	*
John W. Burnham	—	—	—	—	—	—	—	*
Jacob Rood	—	—	—	—	—	—	—	*

WALTER SMITH, *Examiner.*

*Instrumental Classes. Examination of Second
Grade. — 1873.*

EVENING HIGH SCHOOL.

NAME.	ARCHITECTURAL.		GEOMETRICAL.		MECHANICAL.	
	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>	<i>Excellent.</i>	<i>Good.</i>
P. E. Lunn	*	—	—	—	—	—
G. W. Mitchell	*	—	—	—	—	—
Charles S. Greeley	*	—	—	—	—	—
James D. Drisco	*	—	—	—	—	—
L. W. Carstein	*	—	*	—	—	—
J. Hayes	*	—	*	—	—	—
W. P. Walsh	*	—	—	—	—	—
Thomas Lynch	*	—	—	*	—	—
M. E. Mitchell	*	—	—	—	—	—
W. M. Ready	*	—	—	—	—	—
M. F. Mulligan	—	—	*	—	*	—
Charles R. Campbell	—	—	*	—	*	—
Charles G. Greeley	—	—	*	—	—	—
John R. Lowell	—	—	*	—	—	—
F. A. Lewis	—	*	*	—	—	—
M. C. Campbell	—	—	*	—	—	—
F. H. Capper	—	*	—	*	—	—
J. F. Kirby	—	—	—	*	—	*
N. N. Hall	—	—	—	*	—	—
P. M. Kinnon	—	*	—	*	—	—

WALTER SMITH, *Examiner.*

REPORT
OF
SCHOOL COMMITTEE
ON
NORMAL SCHOOL.

REPORT.

I.

In pursuance of an order in School Committee, dated May 13, 1873, the Committee on the Normal School respectfully present the following

REPORT.

In the first Annual Report of Nathan Bishop, Esq., the first Superintendent of the Public Schools of Boston (1851), there is a recommendation for the establishment of a Normal School "as a part of the Boston system of public instruction." The following is an extract from this Report:—

"I recommend the establishment of a Normal School, as a part of the Boston system of public instruction. It is due to the inhabitants of this city to establish an institution in which such of their daughters as have completed with distinguished success the course of studies in the Grammar Schools may, if they are desirous of teaching, qualify themselves in the best manner for this important employment. Educated in our schools, they would be familiar with our modes of teaching and management, and would lend a cordial co-operation in carrying into effect all the provisions of the school system. It is believed that the amount of money required for the support of such a school cannot be expended in any other manner which will render so much service to the schools."

[*From City Document No. 32, 1852.*]

ACTION OF THE SCHOOL BOARD.

IN SCHOOL COMMITTEE, January 13, 1852.

Ordered, That so much of the Superintendent's Report as relates to the establishment of a Normal School as a part of our system of Public Instruction be referred to a special Committee of five. Passed, and Messrs. Eaton, Tracy, Simonds, Simpson and Hahn were appointed said committee.

Attest :

EDWARD CAPEN,
Secretary.

Extract from Report of Special Committee on Normal School : —

The Special Committee, to whom, by an order passed January 13th, was referred so much of the Superintendent's Report as relates to the establishment of a City Normal School, have attended to the duty assigned them, and respectfully ask leave to present the following

REPORT.

As to the value and importance of Normal Schools, if rightly and wisely conducted, we suppose there can now be no wide difference of opinion among the intelligent friends of popular education, especially in our own State, where such institutions have been so fairly tested and so eminently successful.

Originally instituted in foreign lands and by despotic governments, Normal Schools have been found, wherever tried, the most efficient instruments for the improvement of educational systems. Their introduction into this State was urged with persevering earnestness by many who were deeply impressed with the conviction that something of the kind was needed to elevate the teachers of our common schools, and so infuse new life and vigor into the schools themselves, of whose inefficiency at that time there was almost universal complaint.

Reasoning from the old and well-founded maxim that, "as is the teacher, so is the school," it was an obvious conclusion that

one means of at last improving the character of the schools, so that they might be brought more into harmony with the wise and beneficent intent of the law, was to elevate the character of the teacher by raising the standard of qualification for his office.

It never was the design, and probably never will be the policy, of the State to maintain schools of this character in sufficient numbers to qualify and furnish teachers for all the schools of the State. But it was confidently believed that, should a full and fair experiment be made under her auspices, and the results answer the expectations of the friends of popular education, the various counties and cities would thereby be induced to found similar schools for their especial benefit, and under their own control.

As no adequate reliance can be placed upon the existing State institutions for affording to any great number of those who belong to the city, and who may desire to prepare themselves for teachers, the best or even reasonable facilities for so doing, there would seem to be no other means so effectual for attaining this end, as the establishment of a school for this direct object, to be under the exclusive management and control of the city.

The pupils would be the daughters of our own citizens, with their homes and their affections here; they would be graduates from our public schools, familiar with their organization and method of instruction; and lastly, and more than all, they would be fitted for the work in which they are to engage, by a long, severe, and specific training.

We wish it to be distinctly understood, that a school, such as we have in view, should be one wholly and exclusively instituted for the single object of preparing teachers for our public schools,—that it should be a *Normal School* and *nothing else*;—that it should be resorted to by those only who may desire to qualify themselves for teaching, and that to all such it should be freely opened, at least, as freely as would be consistent with the end proposed by its establishment.

A Normal School for the city being established, a remedy for an evil of no small moment in the aggregate will be, to a great extent, if not effectually, provided. We allude to the employment of substitutes in place of the regular teachers when necessarily absent from ill health or other temporary causes. When such

vacancies occur, and they are by no means infrequent, they are, we suppose, generally filled by such persons as can be most readily obtained; as, from the emergency of the case, not much opportunity can be had for making a very careful selection; and thus, for a longer or shorter time, a whole class may be under the direction of one who has never taught before, and has perhaps no intention of ever doing so again, and consequently has given no thought to the subject. If, on her return, the teacher should find her class, under such circumstances, in as good condition as when she left, it would be all that could be expected, if not an occasion for congratulation. Now, for all such emergencies, substitutes might be obtained from the upper class of the Normal pupils to the mutual advantage of themselves and the schools. They would enter upon such a trial of their strength with alacrity and interest. Inexperienced in one sense they might be, but not wholly unprepared; for how best to prepare themselves for this very work would have been for months the engrossing subject of their thoughts and study.

In conclusion, your Committee, fully satisfied of the practical utility of Normal Schools in general, are also firmly persuaded that in no other way can the educational interests of the city be more promoted, than by the establishment of an institution for the special preparation of the large number of teachers constantly required for the public service. And this conviction has been strengthened by every view of the subject they have been able to take.

Your Committee, therefore, fully concurring in the suggestions of the Superintendent, which led to the adoption of the order which they have had under consideration, and actuated solely by an earnest desire to promote the cause of popular education in our city, unanimously recommend the adoption of the accompanying order.

GEORGE EATON,
FREDERIC U. TRACY,
ALVAN SIMONDS,
DANIEL P. SIMPSON,
SILAS B. HAHN,

Committee.

Ordered, That the foregoing report be accepted, and that the Chairman be requested to transmit the same to the City Council, with the request that the necessary votes may be passed to establish the proposed school.

[*Appendix to City Document No. 32, 1852.*]

CITY NORMAL SCHOOL.

IN COMMON COUNCIL, July 8, 1852.

Read, laid on the table, and ordered to be printed with City Document No. 32, 1852.

Attest:

W. P. GREGG,

Clerk C. C.

The Committee on Public Instruction, to whom was referred the Report of the School Committee, asking that the necessary votes may be passed to establish a City Normal School, have considered the subject, and respectfully submit the following

R E P O R T .

Your Committee are unanimous in the opinion that a well-conducted Normal School would very soon furnish a class of teachers for our Public Schools much superior to the average of those who can now be obtained for the present salaries.

A Normal School, forming a part of our system of Public Instruction, would enable the active and energetic young women of Boston to qualify themselves to compete successfully for the places of teachers in our schools, and would thus secure the annual distribution of from \$60,000 to \$70,000 among the daughters of our own citizens. The proposed Normal School will prepare from eighty to one hundred graduates every year, and from sixty to seventy-five of this number will be wanted in our schools annually to fill the vacancies that are from time to time occurring.

Your Committee do not deem it necessary to add to the considerations already presented to the Council in favor of granting the request of the School Committee, and they unanimously recommend the passage of the following order, viz. :—

Ordered, That a Normal School be established in the Adams School House [Mason street] as a part of the system of Public Schools, for the purposes set forth in the Report of the School Committee, being City Document No. 32 for the present year.

BENJAMIN SEAVER,
SAMPSON REED,
JACOB SLEEPER,
HENRY J. GARDNER,
DANIEL N. HASKELL,
HARVEY JEWELL,
PETER C. JONES,
EDWARD A. VOSE.

July 19, 1852.

In Common Council: Read, accepted, and the order passed.
Yeas, 29; Nays, 8.

Came up for concurrence. Read and concurred.

Yeas: The Mayor, Alderman Ober, James, Reed, Sleeper, Perry, Cary and Rich, 8. — Nays, none.

BENJ. SEAVER,
Mayor.

ORGANIZATION OF NORMAL SCHOOL.

IN SCHOOL COMMITTEE, Aug. 3, 1852.

Ordered, That the Sub-Committee on 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.

Attest:

EDWARD CAPEN,
Secretary.

[*Extracts from Report.*]

In pursuance of an order in School Committee, dated August 3, 1852, the Sub-Committee on the Normal School respectfully present the following

REPORT.

The order of the City Government establishing the Normal School was passed in accordance with the recommendation of the report of a Special Committee of this Board.

The utility and importance of special schools for the preparation of teachers are now fully demonstrated by the experience of other cities, and by the successful results of those already in operation in our own State. The want of such an institution has long been felt in this city, where a very large number of female teachers is constantly required for our public schools. Without intending any reflection upon the ability and skill of our assistant teachers, many of whom are acknowledged to be highly qualified for the pursuit in which they are engaged, the Committee believe that deficiencies still exist in many of our schools, which only an institution of this kind can fully supply. It is of much consequence that the teachers in our common schools should be themselves thoroughly and judiciously taught. The interests committed to their charge are of the gravest character, and their influence, beginning at an age when the mind of the pupil is most easily moulded and trained, must have an important bearing on the future welfare of the community. No wiser course, as it appears to your Committee, could have been adopted for the improvement of our schools, than to make provision for the careful and systematic instruction of those who are to be employed in them. We believe that the ultimate effect of these measures will be to raise the standard of the qualifications of our teachers to a higher point than it has ever before attained, and thus to elevate the tone of education in our city.

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 school, however, it should be understood, is not designed to take the place of a High School for girls, but to prepare teachers thoroughly and systematically for the efficient discharge of those duties which they will be daily called upon to perform.

Candidates for admission must be over sixteen, and not more than nineteen years of age.

An application for admission shall be considered as a sufficient declaration, on the part of a candidate, of an intention to engage in the pursuit of teaching after leaving the school.

The course of instruction shall combine a thorough review of all the studies taught in the Grammar Schools, with the addition of such collateral branches as are important for the explanation and illustration of those studies. Such of the more useful and higher studies as it may be found expedient to add to the course may be from time to time introduced at the discretion of the Sub-Committee. The design is to give the pupil an accurate acquaintance with the details of the various branches, and at the same time an enlarged and comprehensive view of the principles involved in each, and its relation to other departments of knowledge.

The instructors of this school shall be a master, a principal assistant, and as many additional assistants as may be found expedient.

To carry into effect the provisions of the plan of organization herein proposed, your Committee unanimously recommend the adoption of the accompanying order.

LE BARON RUSSELL,
E. HASKET DERBY,
DANIEL P. SIMPSON,
Committee.

Ordered, That the Sub-Committee of the Normal School be directed to proceed to the organization of the school, in accordance with the recommendations of the foregoing report.

IN SCHOOL COMMITTEE, Sept. 14, 1852.

The foregoing report was accepted, and the order passed.

Attest:

EDWARD CAPEN,
Secretary.

[*Extract from Report of School Committee for 1852.*]

This order passed both branches of the City Government almost without opposition, and thus an institution was established, which, in our opinion, promises to do more for the improvement of our schools, than any one measure which has been adopted within the last twenty years.

REMARKS. — It appears from the foregoing portion of the report, that the Normal School was *established* in 1852 by the *City Council*, on the recommendation of the School Board, and that it was subsequently properly and legally organized by the School Board, — in which, according to the statutes, its management and control must reside; and which body alone has authority to prescribe its course of study and to appoint its teachers and fix their salaries.

His Honor the Mayor of the city was Chairman of the Committee on Public Instruction, which *unanimously* recommended the establishment of the school, and associated with him were men of high legal and business talents.

A careful reading of the Records of the City Council shows that from its establishment, in 1852, to the present time, 1873, a period of *twenty-one years*, no action has been taken by the City Council in any way invalidating or changing its foundation.

II.

GIRLS' HIGH SCHOOL, AND GIRLS' HIGH
AND NORMAL SCHOOL.

A few extracts from the records of the School Board, and of the City Council will show the origin of the Girls' High School, and its relation to the Normal School.

[From *City Document No. 89, 1853.*]

REPORT ON HIGH SCHOOL FOR GIRLS.

IN SCHOOL COMMITTEE, May 17, 1853.

The petition of Walter Channing, Charles A. Wells, Edwin C. Bailey, and three thousand others, praying for the establishment of a High School for girls, was read and referred to a Sub-Committee consisting of Messrs. Stevenson, Dexter, Bates, Skinner and Hazleton, to consider and report.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, Dec. 29, 1853.

The Committee to whom was referred a petition asking for the establishment of a High School for girls, having considered the same,

REPORT.

That the largeness of the number of the petitioners is a gratifying evidence of the interest felt by the citizens of Boston in the cause of female education.

The subject is not free of embarrassment. The experiment has been tried, failed, and was abandoned. A High School for girls was established in 1826; and it was discontinued in 1828, for reasons which would now operate with increased force.

The necessary effect of the establishment of schools of a higher order would be to reduce the standard of education in the existing

ones, and, by withdrawing from them the most forward of the pupils, to impair their usefulness to those who should remain in them. The influence of classes of pupils in the later stages of an education materially affects the character of the whole school. The younger are benefited by their presence. The loss of that influence in our Grammar Schools would be deprecated. Take the highest class and the most cultivated pupils out of a school, and you will have removed one of the most efficient incentives to industry and perseverance from those who compose the younger classes.

Entertaining the views which are stated in this report your Committee cannot recommend the establishment of separate High Schools for girls; and believing that it is a fit subject for further inquiry, whether more provision than is now accorded ought not to be made for the education of girls in the existing schools, they ask that the petition with which they have been charged may be referred to the next School Committee.

For the Committee,

J. THOMAS STEVENSON,

Chairman.

[*From City Document No. 43, 1854.*]

IN JOINT STANDING COMMITTEE ON PUBLIC INSTRUCTION,

February 16, 1854.

Voted, That the Mayor and the President of the Common Council, and Messrs. Hinds, Brainard and Dunham be a Sub-Committee to investigate the matter of establishing a course of instruction for girls, to be denominated a High School.

CYRUS GOULD, *Secretary*,

For Committee on Public Instruction.

IN SUB-COMMITTEE.

Messrs. Hinds and Rice were appointed to report upon the expediency of establishing a single and Central High School, and Messrs. Dunham and Brainard were appointed to report upon the expediency of establishing a course of High School Instruction in four localities, namely, one at East Boston, one at South Boston, one at the South end, and one at the West end of the city proper.

IN JOINT STANDING COMMITTEE ON PUBLIC INSTRUCTION,
April 18, 1854.

The report was accepted, and ordered to be transmitted to the City Council.

J. V. C. SMITH,

Mayor.

JOSIAH DUNHAM, JR.,

GEO. F. WILLIAMS,

Aldermen.

ALEX. H. RICE.

President C. C.

CALVIN P. HINDS,

E. H. BRAINARD,

Members C. C.

The Sub-Committee of the Joint Standing Committee on Public Instruction, to whom was referred so much of the Mayor's address as relates to the establishment of a High School for girls, have given the subject such consideration as their time would allow, and beg leave to submit the following

R E P O R T.

It appears from the statistics given in the very able report of the School Committee for 1853, that there are the following public schools in the City of Boston, viz.: The Latin School, the English High School, the Normal School, the Grammar Schools and the Primary Schools.

The Normal School, exclusively for girls, has an average attendance of about one hundred and seventy-five pupils, and is designed to educate girls, who have graduated at the Grammar Schools, *for assistant teachers in those schools.*

The City Council, on the 10th of October, 1825, appropriated the sum of \$2,000, for the purpose of establishing a High School for females, and at a meeting of the School Committee, January 13th, 1826, it was voted, that the school instituted for the instruction of the female children of the city in the higher departments of literature and science should be called the High School for girls.

This was the school referred to by Mr. Stevenson in his report of 1853, in School Committee, which he says "was established in 1826, and discontinued, in 1828, for reasons which would now operate with increased force."

Your Committee therefore beg to direct attention to these reasons assigned for the discontinuance of that school, in order to ascertain, whether or not they would now operate with increased force against the establishment at the present time of a High School for girls.

In the year 1826, during the existence of the High School for girls, the City of Boston appropriated, for all its annual educational purposes, between fifty and sixty thousand dollars; and apart from the demand which would necessarily be made for additional appropriation for the maintenance and support of said school, the only reasons which your Committee have been able to find, as tending to militate in the least degree against the further continuance of said school, and the only one ever relied upon by its opponents, are suggested in a letter addressed to the teachers of the Grammar Schools, by the Honorable Josiah Quincy, then Mayor of Boston, and Ex-Officio Chairman of the School Committee, which letter was as follows:—

MAYOR'S OFFICE, Oct. 16, 1826.

GENTLEMEN:—

Suggestions having been made, that the effect of the High School for girls has been disadvantageous upon the character and prospects of the other schools of the metropolis,—

1. By diminishing the zeal of the generality of the other females in these schools.

2. By taking away from them their most exemplary scholars.

3. By disqualifying the masters from a gradual introduction into those schools of the monitorial system, by thus removing from them the class of females best qualified to become monitors.

4. By reducing the other schools from the highest to secondary grade, by early depriving them of those scholars in whom they have the greatest pride, and who are of the highest promise.

I am directed by the School Committee to inquire, whether, as far as your experience extends, there is any foundation for these suggestions; and if not, then whether any and what effect has

been produced by the establishment of the High School for girls, on the character and prospects of your schools.

No further appropriation was ever made, and the High School for girls ceased to exist, for reasons, which Mr. Stevenson says, in his report before alluded to, would now operate with increased force.

The only *real* obstacle in the way of a High School for girls, at the time of its first establishment, was, as has been before observed, the same as at the present time, — the *expense*.

If the effect of establishing a High School for girls would, for the reasons assigned, be so disastrous to the Grammar Schools, why, it would seem just to inquire, does not the same reasoning apply to the Grammar Schools, in their effect upon the Primary Schools?

Believing, then, as do your Committee, that the prosperity of Boston is owing, in a large degree, to the past and present liberality of her citizens in the cause of education, they confidently trust that the recommendations in the above report may be adopted, and that the present system of Public Instruction in this city may be rendered symmetrical and complete in all its proportions by the establishment of a High School for girls.

Your Committee, therefore, recommend the passage of the appended resolve.

For the Committee,

CALVIN P. HINDS,

Chairman.

Resolved, That the foregoing report be submitted to the City Council, with the recommendation that the whole subject be referred to the School Committee for further consideration.

Passed by Common Council, May 25, 1854.

The foregoing is from the report of *one* of the two Sub-Committees appointed by the Joint Standing Committee on Public Instruction, Feb. 16, 1854.

The report of the other Sub-Committee (City Document No. 44, 1854) is signed by Alderman Josiah

Dunham, Jr., as chairman, and concludes with the following resolves: —

Resolved, That, in the opinion of the City Council, it is expedient that four High Schools for girls should be established in the City of Boston.

Resolved, That whenever the School Committee shall establish four High Schools for girls, it will be the duty of the City Council to provide suitable and proper accommodations for them, at the northern and southern sections of the city, and at South Boston and East Boston, in conformity with the plan submitted in the foregoing report.

These two reports came before the Board of Aldermen. The following, from the Records of the City Clerk, shows the action of the City Council: —

EXTRACT FROM RECORDS OF BOARD OF ALDERMEN,
MAY 29, 1854.

The Common Council having amended the resolves which this Board attached to the Report of the Committee on Public Instruction, which recommends the establishment of four High Schools for girls, by striking out all after the word "*That*," and inserting as follows: —

"The foregoing report be transmitted to the School Committee as an expression of the opinion of the City Council of Boston in favor of the establishment of a system of High School Instruction for girls within said city."

Came up for concurrence.

Read and concurred.

[From City Document No. 80, 1854.]

REPORT ON A HIGH SCHOOL FOR GIRLS.

IN SCHOOL COMMITTEE, November 14, 1854.

The Special Committee to whom was referred the resolves sent to this Board by the City Council, advising the establishment of a High School for girls, respectfully

REPORT.

Your Committee have given the subject referred to them the careful consideration which its importance and the strong recommendation of both branches of the City Council demanded.

We think that a favorable opportunity is offered to try the experiment of this school, at a small expense. On consultation with the Sub-Committee of the Normal School, we are informed that if the Model School be removed from the building in Mason street, there would be seats, in the rooms thus vacated, for at least one hundred and twenty pupils. We suppose, too, that the City Library will, probably, be accommodated elsewhere before long, and in that event there would be room for double the above-named number of pupils, or even more.

We advise, therefore, that the High School for girls should be placed in that building, and under the charge of the Sub-Committee of the Normal School, which could be enlarged, if deemed expedient, by the addition of two or more members.

We would also recommend that the admission to the school, if established, should be under similar regulations to those now in force at the Normal School, and that an examination should be had in the studies required to be taught in the Grammar Schools.

We, therefore, respectfully submit the accompanying orders.

For the Committee,

JOHN LOWELL,

Chairman.

Ordered, That it is expedient to organize a High School for girls in compliance with the foregoing recommendations.

Ordered, That a Committee be appointed, consisting of the Normal School Committee and four others, to organize a High School for girls, substantially in accordance with the foregoing

report; and to submit their plan, for approval, to this Board, and at an early meeting of the Board.

The foregoing orders were adopted, and to the Normal School Committee, consisting of Messrs. Russell, Thorndike and Norcross, Messrs. Lowell, Parks, Randall and Skinner were added.

Attest:

BARNARD CAPEN,
Secretary.

Nov. 14, 1854.

FINAL COMMUNICATION OF SCHOOL BOARD TO CITY COUNCIL, IN REGARD TO A HIGH SCHOOL FOR GIRLS.

The foregoing report, dated Nov. 14, 1854, was followed by another, Nov. 28, from a Special Committee of the School Board, appointed to report a plan for the organization of a High School for girls, as follows:—

Ordered, That the foregoing report be accepted, and that the plan therein recommended be adopted as the organization of the High School for girls, when established.

Ordered, That the Chairman be requested to transmit to the City Council the foregoing reports, with the request that they pass the necessary votes to carry the same into effect.

Read, accepted, and the orders passed.

Attest:

BARNARD CAPEN,
Secretary.

Nov. 28, 1854.

These orders were referred by the City Council to the Committee on Public Instruction. They do not appear to have been reported upon by that Committee, and consequently were never acted upon by the City Council.

From that date to the present, no communication seems to have been sent to the City Council by the School Committee, on the subject of a High School for girls.

[From City Document No. 67, 1855.]

SCHOOL COMMITTEE'S REPORT ON THE SUBJECT OF
HIGH SCHOOL INSTRUCTION FOR GIRLS, 1855.

IN BOARD OF ALDERMEN, June 25, 1855.

Resolved, That, in the opinion of the City Council, it is expedient that ample provision should be made for giving an extensive and thorough course of High School instruction to all girls in the different sections of the city, who are qualified to enter upon the study of the higher branches of education.

Resolved, That the School Committee be desired to consider the expediency of establishing High School classes in the different sections of the city.

Ordered, That a copy of the above be sent to the School Committee.

Passed : sent down for concurrence.

WILLIAM WASHBURN,
Chairman.

IN COMMON COUNCIL, June 28, 1855.

Concurred :

JOSEPH STORY,
President.

June 29, 1855.

Approved :

J. V. C. SMITH,
Mayor.

A true copy, Attest :

SAM'L F. McCLEARY,
City Clerk.

[*Extracts from Report.*]

The Special Committee to whom was referred a resolve of the City Council in relation to the expediency of making provision for giving a course of High School instruction to girls; and desiring the School Committee to consider the expediency of estab-

lishing High School classes in the different sections of the city, respectfully

REPORT :

That, after a careful consideration of the subject, they find no reason to recommend any further action than the Board has already taken in reference to a High School for girls, or to High School classes.

The experiment of establishing a large High School for girls, which had been made some years before, had proved unsuccessful, owing to various causes which it is not necessary at this time to recapitulate. It seemed, however, to the Board that the time had now arrived when a new effort should be made in this direction. With this view the Normal School was established. Its immediate object was to educate teachers for the Primary and Grammar Schools of the city; but as it at the same time adopted a more extended course of study, and afforded a higher kind of instruction than has been attainable at the Grammar Schools, it in some degree supplied the place of a High School for girls.

All that was necessary to constitute it a High School, in fact, was the introduction of a few additional branches of study, and a slight alteration in the arrangement of the course.

These changes were made by the Board of last year. The school is now called the Girls' High and Normal School.

Your Committee, therefore, believe that no further action by the Board is necessary at the present time, on the subject of High School instruction for girls.

For the Committee,

LE BARON RUSSELL,

Chairman.

December, 1855.

This report was not sent to the City Council.

REMARKS.—From the second part of the foregoing report it appears that in the long and able discussions respecting a Girls' High School, nothing was said which showed any want of confidence in

the Normal School, or any desire to discontinue the same.

And the two courses were finally united by the School Board.

It does not appear that the City Council (excepting the school established in 1826 and continued two years) has ever established a Girls' High School. If all the orders which were sent by the Council to the School Board, during a series of years, respecting the establishment of such schools, were adopted, then the city must have a great number of such High Schools for girls. But the facts are as follows:—

The School Committee having arranged a course of combined High School and Normal study, and prepared the requisite regulations for the school, sent the following order to the City Council:—

“November 28, 1854.

“*Ordered*, That the chairman be requested to transmit to the City Council the foregoing reports, with the request that they pass the necessary votes to carry the same into effect.”

The City Council took no action upon this order; but subsequently, June 29, 1855, sent the following to the School Board:—

“*Resolved*, That the School Committee be desired to consider the expediency of establishing High School classes in the different sections of the city.”

The School Committee decide [see Report of Le Baron Russell, Chairman, on a previous page of this report], that, having introduced High School studies into the Normal School, there was no occasion for any further action.

Here the matter has rested until the present time. Boston has no Girls' High School established according to the statutes and laws of the Commonwealth. In *fact*, we have such a school, fully organized, and both an honor and a blessing to the city.

So far as the Records show, the term "High and Normal School" seems to have come into use by common consent, and not by any enactment.

III.

SEPARATION OF THE GIRLS' HIGH AND NORMAL SCHOOL INTO TWO SCHOOLS, THE GIRLS' HIGH SCHOOL AND THE NORMAL SCHOOL.

For many years it had been evident that the Normal element in the school had become wholly secondary, and that additional means must be taken to secure a sufficient number of properly qualified teachers to fill the vacancies constantly occurring in our schools, and this from no fault of the teachers or members of the Board in charge of the school. It was inevitable in the very nature of the case. The course of instruction and the plan of work are such in a Normal School that it cannot be most successful in connection with regular High-School work.

In 1870, a division of the school was recommended, and the restoration of the Normal School to its original standing, as a school for preparing teachers for the Boston Public Schools.

[*Extracts from Report of Sub-Committee.*]

IN SCHOOL COMMITTEE, April 11, 1871.

The Committee on the Girls' High and Normal School have given careful consideration to the subject of establishing a

separate Normal School, which was referred to them in January, 1870, by this Board.

This school was established in 1852, as a Normal School. Its design was to educate young ladies to become teachers. The course of study was large and liberal, embracing the branches usually taught in High Schools; and with this thorough mental culture was joined such special instruction as every teacher requires to fit her for her work, accompanied by practice in a model school. This is not a High School to which a Training Department has been added, but a Normal School, admitting pupils who do not propose to teach, and who desire to avail themselves of the opportunity of obtaining a good education. But the High School has gradually gained an ascendancy over the Normal element until the actual preparation for the work of teaching has come to be restricted to the Training Department; and that branch, since it has been under the same roof with the rest of the school, has almost lost its independent, distinctive and professional character.

In order to secure to our city a strictly Normal School, it appears to your Committee that one of two courses must be adopted. We may restore this school to its original condition, or we may separate the Normal from the High School.

If the first plan be adopted, experience teaches us that the Normal element will gradually be absorbed and cease to exist.

Your Committee, accordingly, recommend, in place of the Training Department, the establishment of a Girls' Normal School for the City of Boston, to be distinct from the Girls' High School, and under a separate head, and that both schools be under the supervision of the same committee.

They also recommend that graduates of the High School for girls, having completed the three years' course, and others who by examination are found to have received an education equivalent to that given in our High School, be admitted as pupils in the Normal School; that the course of study occupy one year, and that diplomas of graduation be given to those who, at the end of the year, are found qualified to become teachers.

Respectfully submitted, for the Committee,

HENRY BURROUGHS,

Chairman.

IN SCHOOL COMMITTEE,
BOSTON, March 12, 1872.

1. *Ordered*, That the Committee on the subject of a distinct Normal School be and hereby are authorized to report to this Board a plan for the organization of a Normal School in the City of Boston, which school shall be established and go into operation at the beginning of the next school year.

On the 14th of May, 1872, the same Committee submitted a plan for a "distinct Normal School," which was unanimously adopted by the School Committee. It is provided, among other things, that "the school shall be known as the Boston Normal School, and its purpose shall be to furnish an opportunity for such young women as wish to become teachers, a course of distinct professional study."

On the 11th of June, 1872, the rules and regulations were amended by striking from the organization and management of the Girls' High and Normal School all that pertained in any way to the Normal department.

At an adjourned meeting of the School Committee, July 2, 1872, Mr. Larkin Dunton was appointed Head Master of the Normal School.

IN SCHOOL COMMITTEE, Sept. 10, 1872.

Upon motion of Mr. Merrill, of Ward 11:—

Ordered, That the City Council be requested to provide some suitable building in which to locate the Normal School established by vote of this Board.

ACTION OF CITY COUNCIL.

Ordered, That the Committee on Public Buildings be authorized to provide suitable accommodations for the Normal School, recently established by the School Committee, in the Girls' High and Normal School building on Newton street; the expense to be charged to the appropriation for School-houses, Public Buildings.

IN BOARD OF ALDERMEN, Sept. 23, 1872.

Read twice and passed: sent down for concurrence.

S. LITTLE,
Chairman.

IN COMMON COUNCIL, Sept. 26, 1872.

Concurred.

M. F. DICKINSON, JR.,
President.

Approved, Sept. 27, 1872.

WM. GASTON,
Mayor.

IN SCHOOL COMMITTEE, Feb. 11, 1873.

Ordered, That the Normal School be transferred from the building of the Girls' High School to rooms in the Appleton-street Primary School building.

Referred to the Committees on the Normal School, the Rice School District, and Drawing, to report at the next meeting of the Board.

IN SCHOOL COMMITTEE, March 11, 1873.

Ordered, That the Normal School be transferred from the building of the Girls' High School, to the two unoccupied rooms in the Appleton-street Primary School building, Rice District, with the joint occupancy of the hall in such way as shall not interfere with the use of the same by the classes in drawing; the permission not to prevent the occupancy of the entire building by the Primary School, whenever the number of pupils in the district shall require it.

Ordered, That the City Council be requested to furnish the rooms for the use of the Normal School.

Both of the orders were referred to the City Council.

IV.

MESSAGE OF MAYOR PIERCE.

The following City Document (No. 65, 1873), although it has not been transmitted to the School Committee, and that Board are not supposed to have knowledge of its issue, has come into the hands of the Chairman of the Committee charged with the preparation of this Report, and as it contains suggestions respecting the Normal School, it is printed in this connection.

City Document. — No. 65.

CITY OF BOSTON.



MAYOR'S MESSAGE

RETURNING WITHOUT HIS APPROVAL THE ORDER TO PROVIDE ACCOMMODATIONS IN THE

APPLETON STREET SCHOOL-HOUSE

FOR THE

NORMAL SCHOOL ESTABLISHED BY THE SCHOOL COMMITTEE.

IN COMMON COUNCIL, May 1, 1873.

Laid on the table, and ordered to be printed.

Attest:

W. P. GREGG,

Clerk of the Common Council.

CITY OF BOSTON.

IN SCHOOL COMMITTEE, March 11, 1873.

Ordered, That the City Council be requested to furnish the rooms for the use of the Normal School.

Attest:

BARNARD CAPEN,

Secretary.

IN COMMON COUNCIL, March 13, 1873.

Referred to the Committee on Public Instruction.

Sent up for concurrence.

E. O. SHEPARD,

President.

IN BOARD OF ALDERMEN, March 17, 1873.

Concurred.

L. R. CUTTER,
Chairman.

IN COMMON COUNCIL, March 27, 1873.

The Committee on Public Instruction, to whom was referred the request of the School Committee that the City Council would furnish the unoccupied rooms in the Primary School-house on Appleton street for the use of the Normal School, having considered the subject, would respectfully recommend the passage of the accompanying order.

For the Committee,

THOMAS GAFFIELD,
Chairman.

Ordered, That the Committee on Public Buildings be authorized to furnish the unoccupied rooms in the Primary School-house on Appleton street, for the use of the Normal School; the expense to be charged to the appropriation for School-houses, Public Buildings.

IN COMMON COUNCIL, April 4, 1873.

Passed.

Sent up for concurrence.

E. O. SHEPARD,
President.

IN BOARD OF ALDERMEN, April 7, 1873.

Concurred.

L. R. CUTTER,
Chairman.

IN BOARD OF ALDERMEN, April 14, 1873.

The foregoing vote was reconsidered, and the subject assigned to Monday next.

IN BOARD OF ALDERMEN, April 21, 1873.

The foregoing order was again read and passed in concurrence.

L. R. CUTTER,

Chairman.

EXECUTIVE DEPARTMENT, CITY HALL,

BOSTON, May 1, 1873.

To the Honorable the Common Council of the City of Boston: —

GENTLEMEN, — I return herewith to the branch of the City Council in which it originated, an order to provide accommodation in the Primary school-house on Appleton street for the Normal School (*a.*), recently established by the School Committee, and I beg leave to state briefly the reasons which have compelled me to withhold my approval.

(*b.*) Previous to 1857 it was not legal for any city or town in this Commonwealth to establish public schools for the education of children over fifteen years of age. In that year an act was passed (since incorporated into the General Statutes, Sec. 7, Chap. 38), authorizing the establishment and support of such schools. Although the School Committee have the superintendence of these schools, when established, and are authorized to determine what branches of learning may be taught therein, the City Councils of cities, and the inhabitants of towns acting in town meeting, alone have authority to establish the schools, and “may determine the term or terms of time in each year and the hours of day or evening during which said schools shall be kept, and appropriate such sums of money as may be necessary for the support thereof.”

The fact that a Normal School, as it was termed, was in existence, as a part of our school system, before the year 1857, does not alter the legal aspect of the case. It is sufficient (*c.*) that the City Council, after the authority was granted, established a “Girls’ High and Normal School,” at which a course of instruction was adopted, not only to qualify the graduates to become teachers, if they chose to adopt that profession, but to give all the pupils, whether they desired to be teachers or not, a complete and thorough education. This school, having outgrown the contracted quarters

where it was first located, was established by the City Council in 1871 in a building specially erected for the purpose on Newton street, at an expense of \$310,715.

In 1870 the School Committee recommended a division of the schools, and the establishment of a "distinct Normal School," devoted exclusively to the education of teachers; and on the 8th of January, 1872, a committee of seven was appointed by the School Committee to report upon a plan for a "distinct Normal School." On the 12th of March, 1872, that committee submitted the following orders, which were adopted:—

First: "That the committee on the subject of a distinct Normal School be and hereby are authorized to report to this Board a plan for the organization of a Normal School in the City of Boston, which school shall be established and go into operation at the beginning of the next school year."

Second: "That the same committee be authorized to secure for the accommodation of said Normal School the rooms now unoccupied in the Appleton-street School-house."

On the 14th of May the same committee submitted a plan for a "distinct Normal School," which was adopted by the School Committee. It is provided, among other things, that "the school shall be known as the Boston Normal School, and its purpose shall be to furnish an opportunity for such young women as wish to become teachers, to receive a course of distinct professional study.

"The teachers shall be a head-master and such assistants as may be found necessary.

(cc.) "Candidates for admission must *signify in writing their intention to teach.*

"A diploma from either of the High Schools shall be considered evidence of qualification for admission."

On the 11th of June, 1872, the rules and regulations were amended by striking from the organization and management of the Girls' High and Normal School all that pertained in any way to the Normal department. The training schools which had been located in this building were discontinued, and the pupils distributed into other schools.

It will be observed, from this hasty review, that the new school is expressly stated to be a *distinct Normal school.* (d.) It is a school above and beyond the High Schools already authorized

by the City Council, and it appears in the Manual, published for 1873, as a distinct and independent organization.

It is questionable whether such a school as this can be established at all at the public expense, and it is clear that it cannot be established without the previous consent of the City Council. *That consent has not been given.* (e.) If it be said that the school originally established by the City Council was denominated a Normal School, with aims and purposes similar to those possessed by the new organization, the legal objection to the action of the School Committee still remains, as that body has not the authority to establish *another* such school.

These are the objections which have made it my duty to return the order to your honorable body for further consideration; but I cannot forbear calling your attention to the expense involved in carrying out the policy inaugurated by the School Committee. (f.) It appears, from the last semi-annual report of the Superintendent of Schools, that the average number of pupils connected with the new Normal School is fifty-three, and the average daily attendance forty-eight. (g.) The head-master of the school receives a salary of \$4,000 per annum, and the four assistants receive \$4,500, making the salaries of the teachers to these forty-eight pupils, \$8,500 per annum. (h.) The building erected on Newton street was extended to accommodate 1,200 pupils. The High School for girls contained in March last 632 pupils. The new Normal School is accommodated at the present time in one room of the building; so that, making allowance for the accommodation required for the botanical and other departments, there remain several rooms unoccupied by any teachers or scholars.

If it is necessary to introduce primary classes for the practice of the Normal pupils, there are, I believe, suitable facilities for so doing. The estimated expense of providing separate accommodations for the new school is \$2,000, but it is evident that the portion of the Primary-School building which it is proposed to occupy at this time will be needed in a very short time for its legitimate purposes, and the government will then be called upon to provide a new building for the Normal School.

I submit herewith the opinion of the City Solicitor upon the legal aspect of the case.

HENRY L. PIERCE, *Mayor.*

CITY SOLICITOR'S OFFICE, 2 PEMBERTON SQUARE,
BOSTON, April 28, 1873.

SIR:—To the question you proposed to me in regard to the legality of the action of the School Committee in establishing a Normal School, I reply that I find no authority for the establishment or maintenance of such a school by them. The committee can expend the moneys raised for the support of schools only for the support of schools of the descriptions which the Statutes of the Commonwealth require or authorize to be maintained; and Normal Schools are not of that number.

I am, with great respect,
Your obedient servant,

J. P. HEALY.

HON. HENRY L. PIERCE, Mayor, etc.

REMARKS ON THE MAYOR'S MESSAGE.

(a.) This school was recently organized as a *separate school*, but not *recently established*. It was established in 1852.

(b.) Previous to 1857, as since, it was legal for cities and town to establish public schools for the education of children of *all ages*, from five to *twenty-one*. In 1857 it was enacted (for purposes of evening schools), that, in certain cases, children *under* fifteen years of age might be *excluded*.

(c.) The City Records do not show that the *City Council* has ever established a Girls' High and Normal School, or any High School for girls, except in 1826, which was disbanded in *two years*. The only school for girls, beyond the Grammar School, established since that date by the City Council, is the Normal School, established in 1852, for the preparation of teachers for the public schools of Boston.

(cc.) This requirement does not affect the legal basis of the school; it was not in the original organization, and may be changed, at any time, by the School Board.

(d.) This statement covers the whole case. The School Committee, in 1870, did recommend "*a division of the school.*" Having allowed the Normal School, established by the City Council in 1852, and a High-School course to come together, and to be called the "Girls' High and Normal School," the same Board took measures for their separation. The union was allowed by the School Committee, and their separation was effected by the same Board.

(e.) It is evident from the whole tenor of the Message of His Honor the Mayor, and the opinion of the City Solicitor, that both have regarded the Normal School as having been established in 1872, — one year ago, — and by the School Board; whereas the fact is, that it was established *twenty-one years ago*, and by the City Council, on the recommendation of the School Board.

(f.) The number of pupils belonging to the school at the time the Message was written, was *sixty-five*. Whole number of pupils, *seventy*.

(g.) The amount of salary paid to all the teachers of the school for the entire year, closing August 31, 1873, is \$7,700; and this amount is larger than it would have been, but for the fact that all the teachers of the Girls' High and Normal School were re-elected; all those of the Training School, or Normal Department, being assigned to the Normal School. If the salary (\$700) of one teacher, whose services have been

wholly devoted to various Primary Schools in the city, were subtracted, the total salary would be but \$7,000.

(h.) The new building, exclusive of the basement and room for drawing, has seats for *eight hundred and eighty pupils*. All these rooms have been occupied during the entire year. The desire, however, for a transfer of the Normal School to other quarters did not arise from want of room in the Newton-street building, nor from any want of harmony between the two schools. The relations of the head-masters and of all the teachers could not have been pleasanter. The reason for desiring a location in connection with a Primary or Grammar School will appear from the following extract from the recent Quarterly Report on the Normal School, submitted June 8th:—

[*Extract from Report.*]

It was hoped that before this time accommodations would be provided for the school, in connection with some fully organized Primary or Grammar School, in order that the pupils might have an opportunity to witness, systematically, the best methods of instruction and discipline, the assignment of lessons, the means employed to secure good order and good lessons, and, not less important, the motives presented in cultivating the moral sentiments, and securing the best results without constant appeal to physical force. This observation should not be miscellaneous and desultory, but consecutive, and according to a plan, so that young ladies, in taking independent charge of a school or a room, would enter upon their duties with

a wise confidence, inspired not only by a theoretical discussion of methods of instruction, but by an acquaintance from observation as well, with a real Boston school, and with the peculiarities of the *Boston school system*.

The only remaining thought in the message, which the Committee desire to consider, is the authority of the City Council, in 1852, to establish such a school for the training of teachers for the public schools of Boston.

His Honor the Mayor says: —

“It is questionable whether such a school as this can be established at all at the public expense.”

The City Solicitor says: —

“The Committee can expend the money raised for the support of schools, only for the support of schools of the descriptions which the statutes of the Commonwealth require or authorize to be maintained; and Normal Schools are not of that number.”

It is also suggested that this school is a *professional school* in the same sense as a Law School, and cannot be supported as the public charge.

Any doubt concerning the authority of the City Council to establish this school is removed by the Decisions of the Supreme Court of Massachusetts. Some have supposed — and the City Solicitor seems to rest his conclusion upon the same ground — that towns and cities can support only such schools as are specified in the Statutes. The Supreme Court, although ruling upon individual cases, has taken pains to state, very fully and clearly, on general principles, the rights of towns and cities to decide for themselves,

what grades of schools, and how many, they will support. In other words, the law fixes the *minimum* of education, and prescribes what *must* be furnished, under penalty of fine, but *does not limit*. It also gives power to the School Committee to classify pupils in schools, as they shall deem best.

[*Extracts from Supreme Court Decisions.*]

“The establishment of schools for the education, to some extent at least, of all the children of the whole people, is not the result of any recent enactment; it is not the growth even of our present constitutional government, but extends back two hundred years, to the early settlement of the Colony.”

“The question is, whether the description of schools which towns shall be required to maintain, is a description of schools, which alone towns in their corporate capacity have power to support at the common expense. The affirmation of this proposition cannot be maintained.

“On the whole, the Court are of opinion, that the provision of the Revised Statutes, which provides the small amount of schooling which towns are compelled to provide for under a penalty, is not a definition or limit of the public schools which they have the authority to provide for by taxation; but that the provision is to be taken in connection with the broader power given to towns to grant and vote money, as they shall judge necessary, for the support of schools, and also with the whole course of policy and of legislation on the same subject.”—*Chief Justice Shaw, in Cushing vs. Newburyport*, 10 *Metcalf*, 508.

“The law fixes the smallest amount of instruction to be provided by towns, leaving with towns the right to provide such further amount as they may deem proper.”—*Batchelder vs. City of Salem*, 4 *Cushing*, 603.

“The power of general superintendence vests a plenary authority in the committee to arrange, classify and distribute pupils, in such a manner as they think best adapted to their general proficiency and welfare.”—*Chief Justice Shaw, in Roberts vs. City of Boston*, 5 *Cushing*, 208.

The foregoing decisions are conclusive, and yet without them the question would be settled as well on general principles.

The duty of educating is made obligatory upon *towns* and *cities*; not upon the State. Towns can build school-houses; the State cannot without special permissive legislation. Towns can organize and classify and locate any number of schools, prescribe the course of study, the hours, the text-books, number of teachers, their wages and terms of service; the State can do nothing of this kind. The only power on earth that can establish a Primary, Grammar, High, or Normal School in the City of Boston, for the benefit of the city itself, is the City of Boston. The State cannot do it. The Congress of the United States cannot do it.

By *special legislation*, the State has established a few State Normal Schools upon which towns may draw for teachers. Supposing the State had not established these schools, where could a town look for its teachers but to itself? The Statutes compel towns to support schools. This very compulsion presumes that, in doing this, the towns will provide both school-houses and teachers. But where shall a town obtain thoroughly qualified teachers? Who shall give them the special preparation for so important a work? Not the State; not some other town; not some private school or seminary; the Statutes do not know any such institutions. The town itself, being under obligation to provide schools for all the children, must see that suitable provision is made for an adequate supply

of teachers, — adequate, not in numbers only, but in quality and fitness, as well.

The century has gone past when it would be deemed necessary, in any intelligent community in this country, to debate the necessity for special instruction and discipline, on the part of those who are to be the educators of our children. The Committee will not presume upon the intelligence of the School Board of the City of Boston by any such discussion.

THE BOSTON NORMAL SCHOOL NOT A PROFESSIONAL SCHOOL IN THE SAME SENSE THAT A LAW SCHOOL IS A PROFESSIONAL SCHOOL.

The suggestion sometimes heard, that this school has anything in common, in its legal basis, with a Medical School, or a Law School, can hardly have been made upon reflection. A young man enters a Law School for his own personal ends. He pursues his studies, pays his bills, graduates, hires an office, puts out a sign, and waits for clients. His fees may be small or large. No one fixes his income and limits it by rule. He is not educated for the public service; he does not enter the public service. No committee, acting for the public interest, discharges him from his position, or transfers him from one field to another as the public good may demand.

On the other hand, the whole object of this Normal School, so far as the city is concerned, is the preparation of an adequate number of teachers for the public schools of Boston. They are educated solely and wholly for the public good, and are just as much a

part of the public interest as are the Primary or Grammar Schools themselves.

If, however, the city, in educating these young ladies for the public service, fits them for such positions in the educational field as shall be pecuniarily to their advantage, no one will object. We educate them for the sake of the schools, for the sake of the hundreds and thousands of children who look to us for the best possible education that can be given them, during the years devoted to school life; for the sake of the good name of Boston; for the State; for citizenship in the republic. If, in addition to this direct and public benefit, from fifty to one hundred and fifty young ladies, daughters of our citizens, can be made able to take honorable positions, and to receive a liberal compensation, so that they may be able to support themselves and have a little with which to do for kindred who may be dependent upon them, let us not grudge, but rather thank God that his providence is so varied and so comprehensive.

V.

RECOMMENDATIONS.

The order under which this report is presented, directs the Committee to "report such recommendations as may seem wise, for the future action of this Board, respecting the Normal School."

The Committee would recommend, —

1. That the Normal School be continued under its present organization, as a distinct school, with such

regulations and courses of study as this Board shall prescribe.

2. That as early as practicable, the Board seek, through the City Council, accommodations for the school, in connection with some Grammar or Primary School, in order that the Normal pupils may have an opportunity to witness the methods of instruction and discipline in a regularly organized school, and that they may become acquainted with both the general and the special features of the Boston school system.

OPINIONS OF DISTINGUISHED EDUCATORS.

The following correspondence, bearing directly upon the foregoing suggestions, confirms the Committee in their judgment as to the wisdom of these recommendations. The replies are all from men of large and varied experience and observation.

BOSTON, May 17, 1873.

DEAR SIR:—

Will you have the kindness to answer, very briefly, the following questions,—

1. What special provision does your city make for the education of teachers, or of those who purpose to become such?
2. Have you a class in your High School, in which professional instruction is given, or have you a separate school?
3. Have your Normal pupils any facilities for observing methods of instruction in the various grades of your school?
4. Which, in your judgment, is best,—to have the Normal class a part of the High School, or to make it a distinct school?
5. Do you deem a Normal School, in some form, essential to the highest prosperity of your schools? This subject especially interests our own city just now.

I write you as Chairman of the Committee on the Boston Normal School, and in the interests of education in our city.

With thanks, in advance, for the favor which I ask,

I am,

Very sincerely yours,

CHARLES HUTCHINS.

From the Chairman of the School Committee, Springfield, Mass. : —

SPRINGFIELD, MASS., May 24th, 1873.

MR. CHARLES HUTCHINS : —

DEAR SIR, — In reply to your inquiries, I would say, —

We have a Training School of four schools and six teachers.

No such class in the High School.

No ; only in those four schools, and they are too nearly of the same grade.

We deem a Normal School desirable in cities and all large towns ; and with us it is necessary to provide ourselves with teachers. The State Normal Schools do not furnish enough, and the competition to secure them is great. We would encourage our own young people to qualify themselves for teaching.

After conferring with Rev. Mr. Rice — who has long been a member of our Committee, and is a member of the State Board of Education — I return you these answers to your inquiries.

Yours very truly,

S. G. BUCKINGHAM.

NEW BEDFORD, MASS., June 1, 1873.

DEAR MR. HUTCHINS : —

A simple account of our Training School, which has been in existence for two years, will answer directly the most of your inquiries.

We instituted our Training School by taking a graded Primary School which occupied a building consisting of five rooms, and making it the *practice school* of the Training School, to whose especial purposes we devoted one of the five rooms.

We have no teacher's class in the High School. But we require

such graduates of the High School as desire to become teachers in our service to spend at least one year in the Training School.

The union of the Training School with a regularly organized public school is one of the prime sources of the abundant success which has attended it.

We once had the Normal class as a part of the High School ; *it was, in the main, a failure.*

A Normal School is absolutely indispensable to the highest prosperity of a system of schools. We find it so.

Yours truly,

H. F. HARRINGTON,

Superintendent of Schools.

WORCESTER, MASS., May 22, 1873.

CHARLES HUTCHINS, Esq.,

Ch'n Com. on Normal School, Boston :—

DEAR SIR, — For the education of teachers we have, besides the other public schools, what is called the Normal and Training School.

For several years before the opening of the school, there was a class in the High School, called the Normal class, designed for the preparation of teachers.

The Normal and Training School was organized in the year 1867, to take the place of the Normal class in the High School — more effectually to do its work.

The Normal pupils are not only instructed in methods of teaching, but they are required also to observe the teaching, and practise teaching themselves, in the several grades of school.

From the trial of both, in this city, I am *decidedly* of opinion that a *separate Normal School* is far preferable to a Normal class in the High School.

I think a good Normal School is indispensable to the prosperity of the public schools ; for teachers must either learn correct methods of teaching before they become responsible for a school, or they must experiment with pupils before they can secure good systems of teaching and healthy discipline.

From an experience of five years in this kind of Normal School,

noticing its effect upon young teachers and upon the schools, I am very positive in my approbation of Normal School instruction.

I am very truly yours,
 A. P. MARBLE,
Sup't Schools.

CAMBRIDGE, MASS., May 23, 1873.

CHARLES HUTCHINS, Esq. : —

DEAR SIR, — We have a Normal or Training School in which teachers are prepared for their work.

We have *no* class in our High School in which professional instruction is given, but we have a separate school in connection with a Primary School, where instruction in methods can be united with actual practice.

I am decidedly of the opinion that the Normal School should have no connection with the High School, *but that it should be a distinct school.*

I do feel that a Normal School in some form is absolutely essential to secure the highest prosperity of our schools. I have seen the results of our own school for several years, and hence do not hesitate to speak very decidedly upon the various points touched upon in your inquiries.

Very truly yours,
 E. B. HALE,
Sup't Schools.

ST. LOUIS, May 29, 1873.

DEAR SIR : —

We support a Normal School in our city for the reason that we must have our city schools taught by teachers who have grown up amid the social culture of our city. The State Normal Schools are filled with pupils from the country, and could not furnish us one tenth the number we need, *nor trained in the ways and methods we require.* It is essential to our school system.

We deem it essential to keep it separate from the High School, because : —

(a.) Its discipline must be far more precise than is practicable in the latter.

(b.) Its instruction must be on a different method.

(c.) The *esprit du corps* so necessary to a Normal School cannot be achieved in it as a *department* of a High School. No department, fitting pupils for a trade or profession, can secure *esprit du corps* in an institution whose main object is general training.

Very respectfully,

W. T. HARRIS,
Sup't Public Schools.

NEW YORK, June 16, 1873.

CHAS. HUTCHINS, Esq. :—

DEAR SIR, — I consider a Normal School an essential part of every truly efficient system of Common Schools.

There should be an entire separation of the Normal School from the High School, the objects of the institution being quite distinct, and more especially because the tendency must be, as experience has uniformly shown, to lose sight of the Normal features, and give exclusive attention to the academic.

In my judgment, it is desirable and indispensable that the Normal pupils have an opportunity to observe from day to day the actual work of some regularly organized Primary or other school, to witness methods of instruction, discipline, etc.

Very truly yours,

HENRY KIDDLE,
City Superintendent.

The following extracts are from the forthcoming Annual Report of the School Committee. The first paragraph is from the Report of the Committee on the Girls' High School. The second paragraph is from the general Report.

“After long and mature deliberation, a majority of the School Board deemed it advisable to separate the Normal from the Girls’

High School, and this separation went thoroughly into effect at the conclusion of the regular school year in July, 1872."

"For some years it has been growing more and more evident that this result would ultimately be reached. The number of girls wishing to become teachers does not comprise nearly all of those who desire a High-School education. Experience has proved that both objects cannot be effected in the same school without some loss to the one or the other. At the same time, it seems highly important that the City of Boston should not abandon the practice, so successfully tried in the past, of giving the requisite instruction to those daughters of her citizens who wish to make teaching their profession."

JAMES REED, *Chairman*,
 BAYLIES SANFORD,
 GEORGE M. HOBBS,
 WILLIAM H. LEARNARD, JR.,
 RICHARD J. FENELLY,
 CHRISTOPHER A. CONNOR,
 GEORGE D. RICKER,
 JOHN NOBLE.

In closing this report, the Committee feel justified in presenting the following

CONCLUSIONS.

1. The Normal School was established, in 1852, as a part of the Public School System of Boston.
2. It was established by the City Council, on the recommendation of the School Board.
3. No action has been taken by the City Council, since that date, invalidating the legal status of this school.
4. No action, on the part of the School Board, or the City Council, in regard to a High School for girls,

has in any degree affected the foundation of the Normal School.

5. The School Committee united a High School course of study with the Normal School course, and the school came to be called the Girls' High and Normal School.

6. In 1872, the School Board separated the two courses, and returned the Normal School to its original condition, as a separate school. The City Council very properly recognized the importance of this step, and the legal right of the School Board to make the separation, and provided accommodations for the Normal School.

7. The statutes of the Commonwealth, and the decisions of the Supreme Court, seem to remove all doubt as to the legal right of the City of Boston, in 1852, to establish this school, and also as to the legal right and the duty of the School Board to perpetuate the same.

8. The most enlightened educators in the country regard Normal Schools as indispensable to the highest prosperity of the public schools.

9. The School Committee of Boston have decided, for *twenty-one years*, in favor of such a school.

10. The experience of *twenty-one years* has made it manifest that the Normal School should be a distinct institution, devoted wholly to the preparation of eachers.

Most of the cities and large towns in this Commonwealth, acting, as it were, by an educated instinct, have already established schools for this very purpose.

Boston, whose good name has been spoken with honor wherever intelligence and sound learning have value, *will not be first to go backward.*

Respectfully submitted.

CHARLES HUTCHINS, *Chairman*,
JOHN NOBLE,
WILLIAM B. MERRILL,
WILLIAM H. LEARNARD, JR.,
JOHN P. ORDWAY,
MOODY MERRILL,
GEORGE A. THAYER.

Boston, June 25, 1873.

REPORT OF THE COMMITTEE

ON

SCHOOL FOR DEAF MUTES.

REPORT.

The Boston School for Deaf Mutes is now in the fourth year of its existence, and has already awakened an interest and exerted an influence beyond the limits of the city and of the State. In view of the many applications that are almost daily received for information in regard to the nature of the school, and the methods of instruction pursued, it may not be inappropriate to give a brief sketch of its origin and history to the present time.

In the year 1868, the Rev. Dexter S. King, a member of the School Board of Boston, and also a member of the State Legislature, became interested in the instruction of Deaf Mutes in articulation as taught in the Clarke Institute in Northampton, Mass., and conceived the idea of a public day-school for deaf-mute children in Boston, under the direction of the School Board. In the month of May of the same year, at the instance of Mr. King, a committee was appointed by the Board to consider and report on the expediency of establishing such a school. Some inquiry was instituted, and some facts gathered, but no report was made. In January, 1869, the subject was again committed to the same gentlemen, and in April, Mr. King, the chairman of the committee, reported "that such a school ought to be established,

for the reason that there are enough deaf-mute children in the city entirely destitute of the means of education to form such a school, and whose friends would joyfully improve the opportunity of sending them to school; also on the ground of economy. The portion of State aid to deaf mutes, paid by Boston, if applied to the education of her beneficiaries alone, would amount to more than four hundred dollars per annum for each pupil. With a school in Boston, the cost for each pupil would not exceed one hundred dollars per annum. . . . The education acquired by the proposed plan between the ages of four and eight years would be equal to that ordinarily acquired between the ages of sixteen and eighteen years."

The committee urge that the school be made a public benefit beyond the limits of Boston, by offering its privileges to children in surrounding cities and towns, for whose tuition a charge might be made of one hundred dollars per annum, but which the State would provide for in cases of inability to pay on the part of parents or guardians. Children attending such a school would be supported at their own homes. The committee submitted the following orders, which were adopted:—

I. *Ordered*, That a school for deaf mutes be opened under the direction of this Board, at the commencement of the next school year.

II. *Ordered*, That a committee of seven be appointed, to be styled the Committee on the School for Deaf Mutes.

III. *Ordered*, That the committee be authorized to engage a teacher on probation, at a salary not ex-

ceeding one thousand dollars; the term of service to commence on the first of September next.

IV. *Ordered*, That there be allowed and paid a sum not exceeding three hundred dollars, to be expended at the discretion of the committee in preparing a teacher for special work.

V. *Ordered*, That the committee prepare and report rules and regulations for this school for the consideration of this Board.

In 1868 the State Legislature, with the view of extending the opportunities for education to a larger number than before, passed the following act, allowing State beneficiaries to be sent to Northampton as well as to Hartford, at the discretion of the Governor.

(CHAPTER 200.)

AN ACT concerning the education of deaf mutes.

Be it enacted, &c., as follows:—

SECTION 1. The Governor, with the approval of the Board of Education, is hereby authorized to send such deaf mutes or deaf children as he may deem fit subjects for instruction at the expense of the Commonwealth, to the American Asylum at Hartford, or to the Clarke Institution for Deaf Mutes at Northampton, as the parents or guardians may prefer.

SECT. 2. The Governor is hereby authorized to draw his warrant for such sums as shall be necessary to pay for the instruction and support of such pupils as may be sent to said institutions respectively, pursuant to the provisions of the preceding section.

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

[Approved May 14, 1868.]

In 1869, this Board having determined on the establishment of a school in Boston, another act was passed providing that pupils might be sent to that school as well as to the institutions at Hartford and Northampton.

(CHAPTER 333.)

AN ACT to amend chapter two hundred of the Acts of the year eighteen hundred and sixty-eight, concerning the education of deaf mutes.

Be it enacted, &c., as follows: —

Section one of chapter two hundred of the acts of the year eighteen hundred and sixty-eight is hereby amended by inserting after the word "Northampton," the words "or any other school for deaf mutes in the Commonwealth."

[Approved May 28, 1869.]

The liberality of the Commonwealth in her provisions for this class, and the earnest desire that all may share in the opportunities thus provided, is well illustrated in the following extract from the thirty-fourth annual report of the State Board of Education, by the Secretary, Hon. Joseph White: —

"I take this opportunity to invite the special attention of school committees, teachers, and ministers of the gospel, — in fact, of all friends of education, —

to these several schools, and urge that they make a careful inquisition in their respective towns and neighborhoods, to the end that no deaf-mute child in the Commonwealth be deprived of the education which she freely proffers through the instrumentality of these schools. This education she offers, not as a charity, but in the discharge of a duty which she owes and acknowledges, to provide the means of education for every child within her borders, and none the less, but rather the more, to the weak and the unfortunate."

Under the authority conferred by the School Board the committee proceeded to canvass the city to ascertain how many children would be likely to attend the school. While it is not supposed that all the deaf-mute children in Boston were found, it was ascertained, that apart from a few whose parents were able to support them at school away from home, there were fifty children who would be considered wards of the State, and whose school expenses, at either Northampton or Hartford, would be paid by the Commonwealth. Of these, twenty-two were in the schools named, and twenty-eight were at home, with no one able to render them aid in their search for an education. The twenty-two children were supported, at an annual expense to the State of a little more than four thousand dollars, while Boston was at the same time paying a tax of nine thousand dollars towards the State appropriation for the education of deaf mutes. The annual support of all the deaf-mute children in Boston would cost, at Hartford, eight thousand seven hundred and fifty dollars; at Northampton, twelve

thousand five hundred dollars, besides extra expenses to be defrayed by parents for travelling and other incidentals. To educate the whole of these children, including those of some of our heaviest tax-payers, would not cost over about half of the latter amount.

Owing to the difficulty in procuring suitable rooms in a central locality, the school was not opened until November 10th, 1869, and for a time was kept in two divisions, — one on East street, and the other in Somerset street. Better rooms were soon after found at No. 11 Pemberton Square, to which the children were removed, and which have since been occupied by the school. Thirty-six applications for admission were received at the opening of the school, but owing to the want of room and the impossibility of immediate classification, only twenty-five were at first admitted. The school was organized by the appointment of Miss Sarah Fuller as Principal, and Miss Mary H. True and Miss Ellen L. Barton as Assistants. Miss Fuller, a lady of long experience as a teacher, was transferred from the Bowditch School, and before entering upon her duties spent three months at the Clarke Institute, besides visiting the institutions in Hartford and New York city for the purpose of studying the methods of instruction pursued in those schools. The others had each been employed in teaching deaf mutes, one at Northampton, and the other in a private family near the city.

The system of instruction adopted is that known as the "German" method, invented by Samuel Heinicke, and introduced into his school at Leipsic, in 1777. The sign language is not taught, and the manual

alphabet of Dalgarno is only employed for temporary purposes, with the younger children. The pupils are taught to speak and to read the language of others from the lips. While this is found to be entirely practicable with almost all congenital mutes, whose vocal organs are not deformed, it is doubly so with the much larger class of semi-mutes and semi-deaf, whose hearing has been impaired or destroyed in childhood or infancy, and who are thus cut off from education in ordinary schools. While some have lost their hearing in infancy and retain no ideas of sounds, many others have become deaf at five, six, eight, or ten years of age, after having acquired language to some extent, or even fluent speech, but on losing their hearing soon forgot all they had learned, and resort to signs as a means of communication. Another class is the semi-deaf, who can hear to some extent, but not the ordinary tones of the voice; and though able to hear words spoken through a tube in a loud tone, as they have never learned spoken language the words convey as little meaning to them as if uttered in a foreign tongue. A day school like ours, which is believed to be the first of its kind in this country, appears peculiarly adapted for instruction in articulation, on account of the advantages enjoyed by children who live at home, where they are surrounded by hearing persons, and are thus incited to use the power of speech as they acquire it in school, over those in the same class congregated in an institution where the temptation to communicate by signs out of school-hours is so constant, that they fail to improve by practice in speaking, as they might otherwise do. At home, too, they

form a part of the family circle, with common sources of occupation and amusement; and as they become able to communicate with those about them in a common language they gradually cease, both in feeling and in fact, to belong to a peculiar and unfortunate class, shut out by their infirmities from the world, and unable to mingle in the enjoyments of social life.

In January, 1871, Mr. King retired from the Board; but his interest in the school, which was established, in a great measure, through his energy and perseverance, continued unabated; and his daily visits were not omitted until just before his death, which occurred a few months later.

In 1871 an important element was added to the method of instruction employed in the school, which has exerted a marked influence on its progress and success. This was the system of "visible speech" invented by Prof. Alexander Melville Bell, of London.

"The fundamental principle of the system is, that all relations of sound are symbolized by relations of form. Each organ and each mode of organic action concerned in the production or modification of sound has its appropriate symbol; and all sounds of the same nature, produced at different parts of the mouth, are represented by a single symbol, turned in a direction corresponding to the organic position."

The first application of the system to the education of deaf mutes was made in 1869, by Mr. A. Graham Bell, a son of the inventor, with a small class in a private school kept by Miss S. Hull, in South Kensington, England. "No difficulty was found in giv-

ing the idea of the symbols to four children, the eldest twelve, and the youngest seven years of age, and nearly all the elementary sounds of English were obtained from them *in few days.*" Mr. Bell was invited to visit Boston, and was employed during the months of April and May in imparting the system to the teachers and pupils of its deaf-mute school, with results equally gratifying and surprising. On the 13th of June a public exhibition of the school was given, and it was shown that the very youngest children had comprehended the meaning of the symbols. Taking the school as a whole, it was found that during a single month over three hundred English sounds, which the pupils had formerly failed to utter by imitation, had been obtained by "visible speech." Class illustration was given of the pronunciation of syllables with differences of accent and quantity, and individual illustration of the perfect utterance of words and sentences. So entirely satisfactory were the results of the exhibition to the committee, as well as to a large number of prominent educators who witnessed it, as fully to convince several of the friends of the school who had previously distrusted the ability of those who had never heard, to articulate intelligibly, and to determine the committee on the adoption of "visible speech" into the method of instruction, as one of its most valuable agencies.

At the beginning of the last year, Miss True, one of the assistant teachers, resigned her position, having been invited to assume the charge of a deaf-mute child in a private family in England. To fill the vacancy thus created, and also to provide an additional

teacher, required by the growing wants and numbers of the school, Miss Ella C. Jordan and Miss Kate D. Williams were received and placed in training under the eye of the principal, for several months, to qualify them as assistants in the special work of deaf-mute instruction, to which positions they were subsequently appointed. The progress of the school has been gratifying and encouraging in the highest degree, notwithstanding many adverse circumstances. During the past few months the epizootic disease interrupted the running of horse-cars for many days. After the great fire in November, the streets of the city were crowded and obstructed for weeks, to an extent that rendered foot travel difficult and dangerous. To these may be added the unusual severity of the winter and the prevalence of small-pox, and when it is remembered that the children come from all parts of the city, including East Boston and South Boston, as well as from the surrounding towns, it is worthy of remark that the average of attendance should have been so good, and that no accident has occurred to any pupil in going to or from school. Perhaps it may be claimed as one of the advantages of a day school, that the daily walk teaches children, at an earlier age than they would otherwise learn, to take care of themselves, and to go abroad with safety. As a precaution against straying and getting lost, each of the younger pupils is furnished with a medal, which is worn suspended from the neck, and on one side of which is engraved the name and residence of the child, and on the reverse the words "Boston School for Deaf Mutes, No. 11 Pemberton Square." The child is fully in-

structed as to the use of the medal, and if lost or bewildered in the street, he has only to show it to a passer-by, to be at once set right or placed in charge of the nearest policeman, whose duty it becomes to accompany him to his home.

CLASSIFICATION AND COURSE OF STUDY.

The school is divided into two sections. The first, second, and third classes comprising the first section, the fourth, fifth, and sixth classes the second section. These sections are so separated as to constitute, in fact, distinct schools, the children of one section not coming in contact with those of the other, either during school hours or at recess.

In the first section instruction is given orally, as in hearing schools, the pupils being required to read the lips of the teacher. But in the second section the adoption of Prof. A. Melville Bell's system of visible speech as a means of teaching articulation has rendered advisable a change in the plan of instruction.

Mr. A. Graham Bell insists that "with congenital deaf mutes and all who have no knowledge of speech, the pronunciation of words and sentences should be deferred until the vocal organs have been well drilled on elementary sounds and exercises." Hence, in this department the general education is now carried on by means of writing; articulation and lip reading being taught only in connection with visible speech.

FIRST SECTION.

The three classes in this section have daily drill in articulating elementary sounds and combinations, and also in exercises for the improvement of the voice.

The first class consists of six pupils, who are studying history, geography, mental and written arithmetic, grammar and physiology. Drawing is taught according to the plan recently introduced into the Boston schools by Mr. Walter Smith, art-director for the State of Massachusetts. In addition to their regular articulation exercises, these pupils are required to read from the printed page.

The progress of this class has been highly satisfactory.

The second class consists of seven pupils, differing widely in attainments, but classed together because time cannot be given to individual instruction.

The correct use of language is their principal study, and they have daily lessons in arithmetic, geography, articulation and lip-reading.

Uncorrected specimens of their compositions are appended to show their use of language.

The chief work of the third class is the acquirement and use of language. They also have a daily drill in articulation and lip-reading. Short lessons are given each day from Hagar's Primary Arithmetic.

The progress of this class has been materially affected by the illness and absence of their regular teacher. They are doing well, and are steadily gaining in ability to express themselves and to understand communications made to them by others.

SECOND SECTION.

The pupils of this section, twenty in number, possessed no knowledge of language, written or spoken, before entering the school.

All were either born deaf, or lost hearing in infancy. Three girls and one boy seem to have a slight perception of very loud sounds. An hour each day is devoted to articulation and lip-reading by means of visible speech, and the remainder of the time to the acquirement of written language. No lesson exceeds half an hour in length, and each articulation exercise is of fifteen minutes' duration. In order to enable these pupils to obtain control of the movements of the tongue, they are required to watch their own mouths in a mirror. They can now pronounce the majority of the English consonants, and can describe by signs the position of the vocal organs in forming them. The sounds obtained are combined into simple syllables which they are required to repeat from the teachers' lips, and from the visible speech symbols. Nearly all can vary the voice in respect to pitch, force, and duration.

In addition to the ordinary class work in articulation, the Principal gives individual instruction to each of these pupils.

At Mr. A. Graham Bell's suggestion, the mental development of these children is carried on by means of writing, on the principle indicated by George Dalgarno in the year 1680, namely, that "a deaf person should be taught to read and write in, as nearly as possible, the same way that young ones are taught to speak and understand their mother tongue."

Accordingly the teachers write to them just as they would talk to a class of hearing children.

Principal attention is directed to the acquirement of the ordinary forms of language rather than to the enlargement of the child's vocabulary.

The pupils of the fourth class readily answer questions beginning with Who, Whose, What, Where, and How many. They also write simple descriptions of pictures. They have some knowledge of numbers, and add numbers in two, three, and four columns.

Their comprehension of written directions may be shown by the following sentence written upon the slate a few days since: "Leta may go into the entry and pick up the paper that is on the floor, bring it here, and put into the basket."

The word pick was unfamiliar to the child; but as soon as the teacher explained its meaning she immediately obeyed the direction.

The fifth class are making very gratifying progress in the acquirement of language.

They write answers to questions beginning with Who, Whose, What and Where, describe actions, and obey a great variety of directions.

The following may illustrate: "Go to my desk, get a large book and put it on the bench." "Go to Mary's desk, get her pencil and put it behind the large slate."

The sixth class consists of the youngest children, who have been the shortest time under instruction. It is separated into two divisions. The first have a vocabulary of more than a hundred and seventy words, which they understand when formed into

sentences. Written directions like the following are readily understood and obeyed by them :—

“Put the book on the bench and sit on the settee.”

“Put the book under the chair by the window.”

They answer in writing questions beginning with What and Where.

COMPOSITIONS.

“BOSTON, Feb. 4th, 1873.

“DEAR LILLIE:—I hope I will have a nice time in July and August and I will shoot some fire-crackers in fourth of July.

“My baby is one years old. Minnie wants to see you. In April you will come to school. In April it is warm weather. I have two sleds and my brother has two, the name of my sled is lark, and the other has no name on it. I do not know the name of my brother’s sled he has one sled without any name. The other has a name. My sister has one sled. I did not see the name of my sister’s sled. Have you any sled. I think you have a sled. I coast in Parker place. It is a high hill. I have a double runner at home. Miss Fuller and Miss Bond said that they want to see you very much. Jennie had a bad cough last week.

“When you come down here Jennie says that she wants to kiss you. Jennie is writing a letter to her sister. I got this Little Paper and a postage stamp in my father’s apothecary store.

“When Jennie had a bad cough I wrote a letter to her and I gave it to her father at the Journal office and Jennie did not write to me Because she did not want to write a letter. I think she knows how to write a letter to her sister. Charlie has not come to school. Miss Fuller thinks he is sick or has a bad cough. I have a gold ring and a book and some nice candy and a apple and a orange and some nuts and a bottle of cologne.

“Will you write me a letter. I will write you another letter some day? All of the children want to see you very much and kiss you.

“from

“HARRY E. BABBITT.”

Harry E. Babbitt, 11 yrs. Deaf at 5 yrs. One year at Northampton. Entered Boston School in October, 1870.

“BOSTON, Feb, 4, 1873.

“DEAR ALVAH:— I am very glad that you are well. Charlie is very sick. Charlie did not come to school to-day. Miss Barton will come to school. Miss Fuller says that she loves you.

“Miss True lives in England. I went to come to school to-day. Charlie will come to school sometime. Miss Bond says that she loves you. The ladies are come to school. The children will come to school to-day. Miss Jordan loves you. Jennie Winslow loves you. You are a good boy. I cannot see Alvah. Miss Barton says that she loves you. Please write a letter to me.

“FROM DANIEL O’CONNELL.”

Daniel O’Connell, 13 years of age. Deaf at 8 mos. Entered Boston School Nov., 1869. No previous instruction.

“This is a picture of a home far away in the highlands and hills. The picture represents a little baby asleep in a rude cradle, while a man and woman are looking on; they appear to be the father and mother of the little baby. A dog sits at the head of the cradle, lazily gazing at a sheep which is lying in front of a fire made of stumps and logs. A hen and three chickens are scratching in the ground, for there are no floors or carpets in the cabins of the people who live in the hills that are in the highlands.”

Lillian G. Smith, 10 years. Deaf at 7 years. Entered Boston School Sept., 1872. Had two years’ instruction before becoming deaf.

“WHY SHOULD ANIMALS BE KINDLY TREATED?”

“Animals are our daily companions. They are a constant source of pleasure and usefulness, and in culling a few out of the

many reasons for treating them with kindness, we but give expression to their own voiceless but eloquent pleadings. It may be objected that their power of feeling insult and injury is inferior to ours. But because they cannot speak, are we to infer that they cannot *feel*?

“No: the fountain of feeling and passion is springing always, even when the river of outward expression is invisible.

“God has made speech one of the chief grounds of the superiority of man to animals, and are we to treat unkindly the creatures whose condition might have been ours — would have been ours, but for his goodness?

“We have but to picture to ourselves what our condition would be should speech be taken from us, and should we too be compelled to suffer cruel treatment without being able to utter a word of remonstrance — to feel the value of this noble gift, and the high claim which the want of it makes upon our sympathy.

“One language alone is theirs — that of look and gesture; but it is a silent language, which only those skilled in reading it can interpret aright; yet it is often most expressive.

“Who that has watched the eager, intelligent countenance of some faithful dog, or listened to the soft cooing of doves to each other, will deny this? Animals are as capable of anger, fear and love, as we are, and there is a sensitive shrinking from an undeserved blow which all but the most heartless must see. Their *helplessness* gives them another claim upon our sympathy. Domestic animals cannot provide for themselves, but depend upon us for food and shelter. They are capable of making a full return for this by their service and love.

“If *we* were thus helpless, should we not think it the height of cruelty to have our service rewarded by exposure and starvation?

“Few animals are incapable of being useful to us. The horse draws our heavy loads, and carries us swiftly from place to place. The cow furnishes us with food and drink; the sheep with clothing; and the dog protects us with unswerving fidelity.

“This faithfulness on the part of these dumb brutes is another reason for being always gentle with them. If a friend remains faithful to us through all changes, and even amid neglect on our part, do we not consider it almost a crime to treat him with un

kindness? And why should these dumb friends of ours receive less favor?

“Cruelty to animals is a source of *degradation* to us. By it we place ourselves far below them and do violence to the purest instincts of our nature. One who is cruel to animals is likely to carry the principle into his intercourse with others.

“If we had no higher reason our own self-respect and regard for the opinions of others require that we should be kind to them.

“But there are reasons far higher and nobler than this to a thoughtful mind: they are God’s work, and what his hand has touched ought not to be marred by ours. Their physical organization bears a close resemblance to ours.

“What should we think of a person who should employ himself in defacing and tearing down a beautiful edifice into which the labor and skill of the best architects in the world had been gathered — merely to gratify his own passion? And yet this is just what we do when we maltreat the beautiful edifice of the animal frame, designed by the most skillful of architects, and utterly impossible for us to imitate. Silent though they are, their condition speaks to us with a thousand tongues. By their silence, their helplessness, their usefulness, their faithfulness, and by the impress which they bear of the Creator’s hand, they plead with us to treat them with forbearance and kindness. Shall we refuse to listen to their five-fold petition, and degrade ourselves by treating them with cruelty, or shall we receive them as God’s best gift to us, and make their lives happy as well as useful?

“A thousand mute but intelligent creatures wait our reply. Shall we turn coldly from their upturned faces, or shall we look upon them with greater gentleness?

“Let us remember that even these little acts of cruelty or kindness are noticed in Heaven, and will yet receive their due reward.

“ALICE C. JENNINGS.”

Aged 22 years 2 months. Lost hearing at 8 years of age. Admitted September 19, 1870. Previously instructed at home by her family.

For the above composition, Miss Jennings, of the First Class, was awarded one of the highest prizes offered in February, by the Society for the Prevention of Cruelty to Animals, to the pupils of the public and private schools throughout the State for the best compositions on the subject; "the merits to be determined by the treatment of the subject, rather than by the penmanship or grammatical construction."

The following is a synopsis of the present number and condition of the school:—

SARAH FULLER, *Principal*. Annie E. Bond, Ella C. Jordan, Kate D. Williams, Mary F. Bigelow (in place of Ellen L. Barton, resigned), assistants.

Boys	20
Girls	27
	<hr/>
Whole number of pupils	47
Belonging in Boston	32
“ “ Auburndale	1
“ “ Brookline	1
“ “ Cambridge	2
“ “ Charlestown	3
“ “ Dedham	1
“ “ Franklin	1
“ “ Jamaica Plain	1
“ “ Lawrence	1
“ “ Lowell	1
“ “ Natick	1
“ “ Roslindale	1
“ “ Providence, R. I.	1

Eleven of the pupils are congenitally deaf; thirty-six deaf from disease, and three from causes unknown.

Of the number deaf from disease, four have partial hearing, and use a tube with advantage. Eleven have retained speech to a greater or less extent, but no hearing. Six other pupils can hear very loud sounds, but cannot use a tube.

ADMISSION.

Any deaf-mute child over five years of age, residing in Boston, not mentally or physically disqualified, is entitled to admission.

Children residing out of Boston will be admitted, subject to the preceding conditions, and will be charged the average cost per pupil for tuition, unless received as State beneficiaries.

Parents or guardians desiring the admission of children, as State pupils, can obtain the blank form of application and other instructions at the school-rooms, No. 11 Pemberton Square, or at the office of the Secretary of State.

Children from other States will be received, subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

Communications and letters may be addressed to the Principal, Miss Sarah Fuller, No. 11 Pemberton Square, Boston.

Alphabetical List of Pupils Admitted to this School, with Date of Admission, etc.

<i>Name.</i>	<i>Residence.</i>	<i>Time and place of Instruction before entering Boston School.</i>	<i>Time of entering Boston School.</i>	<i>Age at time of Admission.</i>	<i>Cause of Deafness.</i>
Acheson, Pauline M.	West Roxbury.	.....	Sept. 3, 1872.	4 yrs. 10 mos.	Congenital.
* Blanchard, Isaac A.	Charlestown.	3 yrs. at New York Inst.	Nov. 15, 1869.	15 "	Inflammation of brain at 9 mos.
Babbitt, Harry E.	Boston Highlands.	1 yr. at Clarke Inst.	Oct. 4, 1870.	8 " 11 "	Fevers at 5 yrs. 4 mos.
* Benson, Margaret J.	Hyde Park.	.....	Mar. 25, 1872.	8 "	Congenital.
Bragg, Jane A.	Olneyville, R. I.	.....	April 10, 1872.	10 " 1 "	Typhoid fever.
Bowen, Timothy.	Boston.	4 yrs. at Dublin Inst.	May 7, 1872.	.....	Probably a fall at 4 yrs.
Cahalan, Jeremiah.	Boston.	.....	Nov. 10, 1869.	7 "	Convulsions at 6 mos.
* Coughlan, John.	Boston.	.....	Nov. 10, 1869.	5 " 7 "	Scarlet fever at 3 yrs.
Coughlan, Michael.	Boston.	.....	Nov. 10, 1869.	8 " 5 "	Scarlet fever at 2 1-2 yrs.
* Cross, Samuel S.	Beverly.	6 yrs. at Hartford Inst.	Dec. 5, 1870.	16 " 1 "	Congenital.
* Carroll, Mary E.	Charlestown.	2 yrs. at Hartford Inst.	Nov. 10, 1869.	12 " 10 "	Ulcers at 8 mos.
Collins, Emma.	Boston.	.....	Dec. 13, 1869.	7 " 6 "	Ulcers at 16 mos.
Clarke, Lisé E.	Boston Highlands.	.....	April 22, 1872.	5 " 10 "	Congestion of brain in infancy.
Chaffin, Lizzie E.	Brookline.	.....	April 10, 1871.	6 "	Diphtheria at 1 yr.
Dally George E.	East Cambridge.	.....	May 2, 1870.	6 " 4 "	Scarlet fever at 1 1-2 yrs.
* Driscoll, Julia A.	East Boston.	3 yrs. at Hartford Inst.	Jan. 19, 1870.	18 " 4 "	Severe sickness at 3 yrs.
Daniell, Maria W.	Boston Highlands.	Public School till 17 yrs. of age.	Oct. 2, 1871.	18 " 11 "	Scarlet and Catarrhal fever at 4 yrs.
Finnegan, Joseph.	Boston.	.....	Nov. 22, 1869.	9 " 6 "	Congenital.

DEAF MUTES.

Flagg, Isabel C.	Boston.	Public School till 15 yrs. of age.	Nov. 30, 1869.	15	9	“	Fever at 1 yr.
* Forbes, Alice V.	Sherburne.	3 mos. private teacher.	Nov. 30, 1869.	6	5	“	Spotted fever at 1 1-2 yrs.
Gates, Vesta.	East Boston.	.....	Sept. 26, 1872.	8	11	“	Congenital.
Gates, Carrie M.	East Boston.	.....	Oct. 1, 1872.	5	6	“	Congenital.
Gerry, Alexander W.	Charlestown.	4 yrs. at Hartford Inst.	Sept. 23, 1872.	13	6	“	Congenital.
* Hargrave, Albert C.	East Boston.	2 yrs. at Hartford Inst.	Nov. 15, 1869	14	10	“	Brain fever at 4 yrs.
* Hayward, Fred.	Malden.	.....	Jan. 17, 1870.	21	“	“	“
Hunley, Jeremiah.	East Cambridge.	.....	Jan. 10, 1870.	12	5	“	Congenital.
Harkins, Charles J.	Boston Highlands.	.....	Jan. 10, 1872.	9	5	“	Sickness at 2 yrs.
* Harper, Fannie.	East Boston.	.....	Jan. 4, 1870.	5	“	“	“
Hoves, Jane A.	Boston.	.....	Jan. 31, 1870.	9	2	“	Severe cold at 2 yrs.
Jennings, Alice C.	Newton.	At home.	Sept. 19, 1870.	19	6	“	Scarlet fever at 8 yrs.
* Kinyon, Ada J.	Providence, R. I.	.....	Jan. 2, 1870.	10	1	“	Severe sickness at 8 months.
Kenny, Honora.	Boston.	.....	Jan. 2, 1870.	7	1	“	Sickness at 1 year.
* Kenny, John S.	Woburn.	.....	Oct. 18, 1870.	7	9	“	Fall at 3 years.
Kenny, Isabella.	Boston Highlands.	.....	Nov. 16, 1871.	8	“	“	Unknown.
Kinnarten, Sarah.	Charlestown.	.....	May 27, 1872.	7	9	“	Sickness at 2 years.
Keething, Charles W.	Natick.	Public School till 7 yrs. of age.	Feb. 15, 1872.	7	10	“	Typhoid fever at 7 years.
Lynch, Michael.	Boston.	.....	April 18, 1870.	8	11	“	Severe sickness at 9 months.
* Luehan, Mary A.	Boston.	2 yrs. at Hartford Inst.	Nov. 10, 1869.	14	3	“	Injury upon head at 2 1-2 years.
Leavitt, Annie R.	East Boston.	.....	Nov. 1, 1870.	6	“	“	Shock from fall in infancy.
Mullen, Martin B.	South Boston.	.....	Nov. 11, 1869.	7	10	“	Congenital.
Mullen, Patrick M.	South Boston.	.....	April 8, 1872.	6	3	“	Congenita

Alphabetical List of Pupils, - Continued.

<i>Name.</i>	<i>Residence.</i>	<i>Time and place of Instruction before entering Boston School.</i>	<i>Time of entering Boston School.</i>	<i>Age at time of Admission.</i>	<i>Cause of Deafness.</i>
Mulvey, John.	Boston.	.....	Nov. 10, 1869.	6 yrs. 4 mos.	Convulsions at 1 1-2 years.
* Murphy, Ignatius.	South Boston.	.....	Nov. 15, 1869.	7 " 5 "	Congenital.
* Merry, Charles G.	East Boston.	.....	Dec. 13, 1870.	11 " 9 "	
Marshall, Ida L.	Lowell.	.....	Nov. 15, 1869.	7 " 2 "	Sickness in infancy.
* McDonald, Catharine.	Boston.	3 yrs. at Hartford Inst.	Nov. 10, 1869.	13 " 5 "	Fever at 1 1-2 years.
Murphy, Mary E.	Boston.	.....	June 4, 1872.	10 " 1 "	Scarlet fever at 4 years.
Moore, Ella D.	Lawrence.	1 yr. Pub. Sch., 2 yrs. Clarke In.	Sept. 6, 1870.	12 " 8 "	Scarlet fever at 6 years.
* Mendoza, Leah.	Boston Highlands.	18 mos. in London, England.	May 1, 1871.	11 " 11 "	Congenital.
Noonan, John.	West Roxbury.	.....	Nov. 1, 1871.	7 " 10 "	Fever at 13 months.
O'Connell, Daniel.	Boston.	.....	Dec. 6, 1869.	10 " 3 "	Severe sickness at 8 months.
Orcutt, Alvah W.	East Boston.	.....	Nov. 15, 1869.	6 " 3 "	Scarlet fever at 4 years.
† O'Harra, Julia.	South Boston.	.....	Nov. 10, 1869.	8 " 6 "	Congenital.
O'Brien, Catherine.	Boston.	.....	June 27, 1870.	Suppose 8 yrs.	
Petree, Louisa F.	Middleboro.	Pub. Sch. till 10 yrs. of age.	May 19, 1871.	16 yrs. 9 mos.	Vaccination at 3 years.
* Roberts, John.	Boston.	.....	May 31, 1870.	5 " 3 "	Congenital.
Ryan, Hannah.	South Boston.	.....	Nov. 10, 1869.	8 " 2 "	Scarlet fever at 6 months.
Robinson, Harriet F.	Boston Highlands.	5 yrs. Hartford, 2 yrs. Clarke In.	Sept. 6, 1870.	15 " 6 "	Congenital.
Reilly, Mary J.	Boston.	.....	Sept. 25, 1871.	5 "	Congenital.
* Saul, Willie H.	Salem.	1 yr. at Hartford Inst.	Nov. 15, 1869.	19 " 9 "	

* Slattery, Patrick.	Boston.	6 yrs. at Hartford Inst.	May 4, 1870.	15	"	10	"	Convulsions at 18 months.
Sawyer, Fannie L.	Charlestown.	.....	Nov. 15, 1863.	10	"	7	"	Dropsy on brain at 3 months.
* Sheehan, Annie.	Boston.	.....	Jan. 11, 1870.	14	"			
* Spillane, Mary.	East Boston.	6 yrs. at Hartford Inst.	Sept. 9, 1870.	13	"	5	"	Brain fever at 4 years.
Smith, Lillian G.	Franklin.	Pub. Sch. 1 1-2 year.	Sept. 9, 1872.	9	"	8	"	
Thomas, Leta C.	East Boston.	.....	Nov. 14, 1870.	7	"	10	"	Whooping-cough at 6 months.
Taylor, George D.	Dedham.	.....	May 17, 1871.	20	"	4	"	Injury at 6 months.
Tripp, George E.	Boston.	.....	Nov. 22, 1869.	6	"	2	"	Scarlet fever at 2 years.
Winslow, Jane.	Boston.	1 year private teacher.	Nov. 23, 1863.	8	"	11	"	Abscesses in head at 6 months.
White, Annie L.	East Boston.	.....	Oct. 17, 1870.	6	"	9	"	Probably Diphtheria at 4 months.
White, Henry.	Boston Highlands.	5 years at Hartford Inst.	Sept. 20, 1870.	15	"			Typhoid fever at 5 years.
Wood, Frank A.	Boston.	.....	Sept. 8, 1870.	7	"	9	"	
* Young, William.	East Boston.	4 years at Hartford Inst.	Nov. 23, 1863.	16	"	9	"	Convulsions at 13 months.

* Not now attending the School.

† Deceased.

The committee acknowledge with great pleasure the widespread interest that has been manifested in the school from the outset, not only in Boston, but in many other parts of the State. This has been shown by frequent letters of commendation from different sources, and by the large number of visitors to the school, some of whom have left behind them substantial tokens of their approval, by donations of money and clothing, placed in the hands of the Principal, for the benefit of pupils whose parents are in indigent circumstances. A check for fifty dollars was kindly sent by one gentleman, ten dollars by a lady; and a gentleman, well-known for his benevolence, at one time gave to Miss Fuller a discretionary order on a clothing-house for such articles as might be required by the more needy children. Among other expressions of good will should be mentioned a gratuitous copy of the "Silent World," for two years, through the courtesy of its publishers.

The committee wish also to express their sense of the zeal, fidelity and patience of the Principal and assistant teachers, and of their diligence and devotion to their several duties. In all respects they deserve our highest commendation.

GEO. F. BIGELOW, *Chairman*,
HENRY S. WASHBURN,
IRA ALLEN,
LUCIUS SLADE,
NATH'L B. SHURTLEFF,
SAMUEL B. CRUFT,
FRANK B. CLOCK.

APPLICATION FOR THE INSTRUCTION OF DEAF
MUTES.

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TO HIS EXCELLENCY THE GOVERNOR : —

I, _____ of, _____, in the County of _____, and Commonwealth of Massachusetts, respectfully represent to Your Excellency, that my *
aged _____ years, is a DEAF MUTE, and cannot be properly instructed in the Public Schools of this Commonwealth; and that I am unable, in addition to my other necessary expenditures, to defray the expense attending its instruction and support. I therefore respectfully request that your Excellency will send it either to the American Asylum at Hartford, the Boston School for Deaf Mutes, or to the Clarke Institution at Northampton.

(Signed)

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The undersigned, being acquainted with _____, a resident of this _____, are of opinion that the foregoing statement made by him is true, and that he is entitled to the benefit of the legislative appropriation for the education of deaf and dumb persons.

} *Selectmen of*
}


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I hereby certify that the above-named _____, a deaf mute, is free from all contagious diseases, and, as I believe, from

* Insert the name of son, daughter, or ward.

all immoralities of conduct; is neither sickly, nor mentally weak, and is a fit subject for instruction at the expense of the Commonwealth. *M. D.*

NOTE. — The first of the above declarations must be signed by the parent or guardian of the applicant; the second, by the selectmen or a majority of them, of the town, or by the mayor of the city where the applicant resides; and the third, by the family physician, or some other competent medical practitioner. In case the request for admission is granted, the parent or guardian of the proposed beneficiary will be forthwith notified, and a Warrant will be forwarded to the Principal. The time for admitting pupils is at the close of the summer vacation, — at Hartford, on the second Wednesday in September, and at Northampton, on the third Wednesday in September, when classes are formed. Pupils can be admitted to the Boston School at any time.

 *The parent or guardian will answer questions below.*

QUESTIONS TO BE ANSWERED BY PARENT OR
GUARDIAN.

1. Name of parents.
2. Residence.
3. Birthplace of parents.
4. Were they deaf and dumb?
5. Have they other children deaf and dumb?
6. Name of child.
7. Birthplace of child.
8. Was the child born deaf and dumb?
9. Has the child ever spoken?
10. If it has, when was hearing lost?
11. What was the cause?
12. Has the child ever been to school?
13. How much has the child been taught?
14. Is it preferred to have the child sent to the American Asylum, Hartford, the Boston School for Deaf Mutes, or the Clarke Institution, Northampton?
15. Is the child mentally weak?
16. Does the child now speak, — if so, how many words?
17. REMARKS.

ADDRESS AND SCHOOL FESTIVAL.

ADDRESS OF HON. WILLIAM GASTON

TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS AT THE CLOSE OF THE MUNICIPAL YEAR.

At a meeting of the School Committee, held on the thirtieth day of January, 1872, Dr. Shurtleff offered the following resolution, which he prefaced with some remarks expressive of the feelings of regret which he said naturally arose in the minds of all at parting with retiring members of the Board, with whom they had been associated and had learned to esteem, and expressive also of his personal appreciation of the valuable service of Mayor Gaston as presiding officer of the Board.

Resolved, That the thanks of this Board be presented to His Honor William Gaston, President of the School Committee, for the able and impartial manner in which he has presided at the meetings during the past year, and for the uniform courtesy and kindness which he has extended to the members of the Board at all times during his presidency.

Mr. Henry S. Washburn seconded the resolution, and in so doing paid a graceful compliment to Mayor Gaston, whose sterling qualities of character he had known and appreciated from the day of early manhood when they were students in college together.

The Secretary of the Board put the motion for the passage of the resolution, which was carried unanimously by a rising vote. Mayor Gaston responded as follows:—

GENTLEMEN,—I deeply feel the kindness of your words in this parting hour, though I confess that your uniform courtesy and generosity towards me, during the entire year, had prepared me to accept them. No one can, with any degree of success, discharge the duties of your presiding officer unless he is sustained by you. For your support and assistance, so constantly and so freely given, it is now my opportunity, as it certainly is my sincere pleasure, to return you my grateful acknowledgments. It has been one of the pleasant services of my office to preside over the deliberations of a body like this, a body distinguished for its high intelligence and for its entire devotion to its great and responsible duties. I shall carry with me into private life pleasant recollections of my associations with you, and a grateful remembrance of your kindness.

ANNUAL SCHOOL FESTIVAL.

1873.

The Annual Festival given to the graduates of the Public Schools, by the city, was held on the afternoon of Wednesday, July 2d, at Music Hall. The decorations for the occasion were in excellent taste, including floral effects with those of colored draperies in exquisite combination. The platform was almost hidden from view by a profusion of pot plants and floral devices, and in the centre an arbor, composed mainly of roses, formed a beautiful central effect. The scholars of the graduating classes, to the number of nearly thirteen hundred, were seated on the balconies, each school being in charge of its head teacher. A more beautiful sight than was presented when all were seated, can hardly be imagined. The young ladies were, almost without exception, attired in white, with bright-colored sashes, which made the scene from the floor to present the appearance of a bouquet, brightened by the smiling faces and laughing eyes of the young people. In the background the more sober suits of the boys made a strong contrast with the bright colors in front.

At four o'clock the children and parents, who occupied the floor, were called to order by Mr. F. H.

Underwood, chairman of the Festival Committee, and prayer was offered by Rev. A. J. Gordon. Mr. Underwood then addressed the children as follows: —

“In older countries, where traditions of Arcadian days still linger, and where the beauty and freshness of the world’s youth are not wholly lost, there is an annual festival of Harvest Home. It is when the last wain of wheat sheaves has been gathered by the family of sun-browned reapers, or the last load of golden fruit, or the last hampers of purple grapes from the vineyard. The pictures of such scenes are familiar. You remember the gay peasant in front, guiding the slow oxen as they sway their garlanded horns. His sister upon the cart, whose graceful figure crowns the group, is thrumming a zittern. Boys, whose ruddy faces glow beneath their ivy crowns, trip along the grassy path, their bare feet keeping time to the music. The patriarch and his white-capped dame follow; while stout-armed damsels on either hand poise on their heads baskets of fruits and flowers, with an artless and inimitable grace.

“We look on such a picture, whether in the verse of the poet, or on the canvas of the painter, with a strong feeling of sympathy; and we almost forget that in our age of steam and electricity, our age of toil and worry, our age of scheming and falseness, such a scene of content is as impossible for us as the return of the innocence of Eden. But though Yankee farmers do not dance on their way to their barns, though noisy machines and hireling labor have displaced the old bucolic classes, though our girls carry piles of

architectural hair-work rather than picturesque flower-baskets on their heads, we yet have a season of corresponding pleasure, a season of thankfulness and of honest pride, an intellectual Harvest Home, not so simple or tranquil as the one just sketched, but still beautiful, suggestive, and full of tender associations to thoughtful men. The school is the glory of New England, and the annual festival of its graduates is our dear land's Harvest Home. We do not raise wheat; our vineyards are few; the luxuriance of a Southern or a Western harvest we do not know.

“ ‘ Man is the nobler growth our realms supply,
And souls are ripened in our Northern sky.’

“This, therefore, is our festival. Here have come our faithful husbandmen and their handmaidens, and they come rejoicing. These beautiful rows of animated faces, these lines of white, flecked with colors that bewilder the vision like a brilliant figure in a kaleidoscope, and these sober-suited but eager and ingenuous boys, these are our fruits. Therefore it is that on this day they come in gay attire; that the poor man's darling has her ribbon or sash, saved perhaps from scanty earnings, and that rich and poor meet on common ground. Therefore it is that we meet with exhilarating music and under arches of flowers. Therefore it is that the fathers of the city have come to congratulate us, and that our excellent bachelor Mayor is to give his blessing and a posy to each of this multitudinous family. Masters and teachers, in behalf of the committee, I congratulate you upon the

results of your labors. Yours is among the highest of human pursuits, highest in dignity as in responsibility. You will be blessed in the consciousness of having done your duty, and blessed in the grateful memories of thousands of children.

"I congratulate you, children, upon reaching this period in your course of scholarship. You, as well as your teachers, have earned a respite from study. You can leave the hot and dusty town, and enjoy the coolness of the mountains, the woods, or the sea-shore. You come here decorated with the ribbon of an order as noble and significant as any founded by king or kaiser. Your diploma admits you, though only as neophytes, into the great order of learning; an order not established on ancient privilege, nor sprung from a courtier's jest, nor from a successful crime; an order of seekers after truth; an order whose future is without limit, whose founder is God. Do not forget your high privileges. While you do your part in the world's work, begin the formation of intellectual habits that will be your solace in age and adversity, and which alone can give the needed grace to worldly success. We are honored, to-day, by the presence of one who may be considered, in the world of thought, the flower of our New England race, an exemplar of its wisdom and wit, and of its intellectual and moral culture.

"My young friends, when you are grown old, and your grandchildren are reading those essays that have charmed your fathers, you will stop them to say that, long ago, at the school festival, in 1873, you saw and heard the illustrious author."

At the close of Mr. Underwood's remarks, he introduced, in a pleasant way, Mr. Ralph Waldo Emerson, who was greeted with such prolonged applause that his voice was lost amid the hand-clapping of the delighted children. When partial silence was obtained, Mr. Emerson referred to the joy with which he remembered that only a short distance from the place where he stood (School street) he had obtained his instruction at the reading school of Master Haskell and the writing school of Master Snelling, and subsequently he had attended the Latin school in the same street. He then congratulated the scholars upon being graduates of Boston schools, which were the best schools in the world, in his opinion, offering more advantages than those of any other country. In closing, Mr. Emerson urged upon the scholars the importance of reading proper books, and regretted that the standard literature of the day was so inferior to that of his childhood. There being an evident difficulty in hearing the speaker, he closed very abruptly.

Rev. Phillips Brooks was then introduced, and, after deprecating the idea of speech-making on such an occasion, he proceeded to speak of the peculiarities of Boston in an educational point of view, saying that Bostonians never ceased to be scholars; that they merely passed from one school to another, and never finished their education while they lived. He continued by speaking of his residence, during the war, in Philadelphia, and of the interest with which each regiment was received on the march to the front, as each one might contain the one man who was to lead the nation out of the terrible struggle. A like

interest was felt in the regiments of scholars who, year after year, came up to the front, to join in life's battles, as each year's graduates included more or less of those who in after years are to be the leading minds of the country. The speaker congratulated the graduates of the present year upon the fact that their last year in school had been such a noble one in the life of the city, when its true nobility had been so gloriously manifested in its trial by fire and suffering from the consequences of that calamity. Mr. Brooks closed by wishing all a happy vacation and life on to the end.

His Honor Mayor Pierce was then introduced, and spoke very briefly of the ample field of opportunity offered for all workers in the busy world, and of the importance of improving all the advantages offered in the way of education while they were to be had, as nothing is regretted so much in after life as the neglect of school culture. The Mayor closed by congratulating those whose school life had closed, upon the degree of perfection attained by them in their studies, and expressing the wish that those who returned to the higher schools would come back refreshed and strengthened for another year's labors by a pleasant vacation.

At the close of the Mayor's remarks, the members of the school committee formed on either side of their honored chairman, and the scholars of the various schools marched past the Mayor to the music of the Germania Band, and each received from his hand a beautiful bouquet. When all the twelve hundred or more had been presented, the doors of Bumstead Hall

were thrown open, and all present partook of an excellent collation. Subsequently, dancing was the order of the evening, and a right merry time was enjoyed by all the children, and those of the young men and maidens whose dignity was not too great to prevent them from mingling and being included among the little folks. The occasion as a whole was eminently successful, and will be remembered by the graduates of the schools, long after many more important things are forgotten in the hurry and work of after life, as a red-letter day, when all the world appeared as bright before them as the scene which surrounded them.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

FRANKLIN MEDALS.

1873.

LATIN SCHOOL.

James Loring Cheney,
John Q. A. Brett,
Walter Herbert Russell,
Edward Jones Cutter,
Matthew Vassar Pierce,
Thomas Foster Sherman,
Arthur Briggs Denny,
James Wise Walker.

ENGLISH HIGH SCHOOL.

Frank E. Peabody,
Charles Everett,
Frank C. Brewer,

J. B. Babcock, Jr.,
Fred. W. Calkins,
William S. French,
Eugene D. Pierce,
Benjamin S. Palmer,
Michael J. Sullivan,
Chas. E. Estabrook,
Clarence W. Barron,
Albert E. Warner,
Edward F. Ripley,
Granville R. Farrar,
Henry E. Webb,
Edward J. Parsons,
John B. Clapp,
Albert W. Cobb.

LAWRENCE PRIZES.

1873.

LATIN SCHOOL.

DECLAMATION. — *First Prize.* — Edward B. Hunt. — *Second Prizes.* — Howard C. Dunham, Edward J. Cutter. — *Third Prizes.* — Arthur B. Denny, Charles H. Vinton.

Exemplary Conduct and Fidelity. — Hayward W. Cushing, Henry Wheeler, Edward S. Hawes, David B. Cheney.

Exemplary Conduct and Punctuality. — J. Loring Cheney, John Q. A. Brett, Thomas F. Sherman, Willis B. Allen, Edward B. Hunt, Quincy Pierce, Phineas C. Hedley, Frank B. Patten, George W. Merrill, Matthew V. Pierce, Orren B. Sanders, Samuel Delano, John Reynolds.

Excellence in Classical Department. — *First Class.* — J. Loring Cheney. — *Second Class.* — Willis B. Allen. — *Third Class.* — Samuel E. Somerby. — *Fourth Class.* — Edward B. Hunt. — *Fifth Class.* — George G. Sears. — *Sixth Class.* — Benjamin P. Clark:

Excellence in Modern Department. — *First Class.* — Arthur B. Denny. — *Second Class.* — Willis B. Allen. — *Third Class.* — Henry Dunham. — *Fourth Class.* — Edward B. Hunt. — *Fifth Class.* — Lott Mansfield. — *Sixth Class.* — Ezra H. Baker.

PRIZES FOR SPECIAL SUBJECTS.

For a Translation into Greek. — Herbert P. Grover.

A Latin Poem. — Willis Boyd Allen.

An English Poem. — Newell R. Campbell.

A Translation from French. — John Q. A. Brett.

A Poetical Translation from Horace. — Willis Boyd Allen.

A Translation from Tacitus. — Webster Kelley.

A Translation from Pliny. — Edward S. Hawes.

A Translation from Nepos. — David B. Cheney.

Best Specimen of Penmanship. — John Q. A. Brett.

Best Specimⁿ & Drawing. — Walter M. Cutler.

ENGLISH HIGH SCHOOL.

COMPOSITION. — *First Prize*. — Clarence W. Barron. — *Second Prize*. — John B. Clapp. — *Third Prizes*. — Charles Everett, Charles E. Richardson.

DECLAMATION. — *First Prizes*. — Clarence H. Carter, Frank C. Brewer. — *Second Prizes*. — C. L. Clifford, Frank E. Greene. — *Third Prizes*. — William S. French, Samuel S. Knapp.

LITERARY. — *First Prizes*. — Frederic A. Macdonald, Frank E. Greene, William P. Flynn, Clarence H. Carter, Caleb E. Gowen, John A. Porter, Harry T. Upham, Charles W. Blodgett, William S. Leavitt, Abraham Spitz, Albert H. Munsell, Parker N. Bailey. — *Second Prizes*. — John H. Child, Jesse Pierce, William E. Davenport, Charles H. Burr, Charles S. Loeffler, Jacob Gottlob, Louis E. Heyer, Edward W. Morse.

SCIENTIFIC. — *First Prizes*. — Frederic H. Prentiss, George W. Beeching, Albert G. Milton, Charles J. Adams, Robert F. Reddy, John H. Clarke, Harry H. Baldwin, Henry P. Tufts, Henry T. Converse, Thomas G. Farren, Horace B. Shepard, Frederic W. Hobbs, Percy E. Walbridge, Henry W. Foster. — *Second Prizes*. — George A. Smith, Michael J. McCarthy, Marshall A. L. Burroughs, Flavill W. Kyle.

SPECIAL.

GENERAL EXCELLENCE AND DEPARTMENT. — *First Class*. — Thomas W. Roulston, Frank C. Noble, Luther S. Anderson, Charles E. Stuart, Clifton Church, Frederic T. Manson, John C. Murphy. — *Second Class*. — Ernest E. Wallingford, Alfred W. Brown, Edward J. Ellis, James A. Murphy, George A. Goodwin. — *Third Class*. — Frederic R. Loring, James A. Bouvé, Henry Schlimper, Herbert W. Loveland, Frank A. Wilson, Godfrey M. Hyams, Frederic P. Taylor, Howard S. Davenport, Georé H. Sampson, John Parker.

DIPLOMAS OF GRADUATION.

1873.

LATIN SCHOOL.

Alexander Thomas Bowser,
Johannes Q. A. Brett,
Newell Rogers Campbell,
Jacobus Loring Cheney,
Carolus Gilman Currier,
Hayward Warren Cushing,
Frederick Waldo Cutler,
Gualterus Marshall Cutler,
Edvardus Jones Cutter,
Arthurus Briggs Denny,
Howard Cary Dunham,
Francus Edward Fulton,
Preston Herbert Grover,
Henricus Bright Hudson,
Edvardus Leland Morse,
Matthaeus Vassar Pierce,
Quincy Pierce,
Francus Waldron Rollins,
Gualterus Herbert Russell,
Thomas F. Sherman,
Jacobus Wise Walker,
Reginald Heber Young.

ENGLISH HIGH SCHOOL

Charles Jesse Adams,
Henry Niles Almy.
Luther Stetson Anderson,
John Brazer Babcock, Jr.,
Wilber Chester Babcock,
Charles Morrill Baker,
Harry Heath Baldwin,

Clarence Walker Barron,
Charles Augustus Bartlett,
William Henry Bartley,
George Washington Beeching,
William Henry Beeching,
Charles Thomas Bodwell,
William Burroughs Bradford,
Frank Crocker Brewer,
Frederic Walter Brown,
Samuel Edward Brown, Jr.,
Frederic Walter Calkins,
Clarence Howard Carter,
William Henry A. Casco,
William Jordan Caton,
Clifton Church,
John Bouvé Clapp,
John Henry Clarke,
Albert Winslow Cobb,
Charles Gilman Copeland,
Livingstone Cushing,
Charles Fuller Drew,
Charles Isaac Duncan,
Charles Robbins Edwards,
Charles Eugene Estabrook,
Charles Everett,
Granville Robinson Farrar,
Jacob Louis Fishel,
William Patrick Flynn,
William Sidney French,
Alfred Henry Gilson,
Evelyn Bonn Goodsell,
Charles Frederick Gorman,
John Gourley, Jr.,

Caleb Emery Gowen,
 Frank Eugene Greene.
 Joseph Richard Hews,
 George Hewes Hunneman,
 George Stanley Hunting,
 Everard Irwin Langell,
 Louis Levi,
 Frederic Walker Lincoln, Jr.,
 John Bernard Lynch,
 Frederick Tower Manson,
 Melville Tilden Marshall,
 Antoine Aloysius McAloon,
 Robert John McCool,
 Frederic Alexander McDonald,
 James Francis McGill,
 Frank Charles McKenna,
 Charles Francis McKenney,
 Alfred Gookin Milton,
 Warren Woodbury Morey,
 Edward Joseph Moriarty,
 John Dennis Mulchinock,
 John Cunningham Murphy,
 Frank Charlton Noble,
 Benjamin Sanborn Palmer,
 Edward Jenness Parsons,
 Frank Everett Peabody,
 Eugene Davis Pierce,
 Lewis Bates Porter,
 John Allison Porter,
 Frederic Herbert Prentiss,
 Thomas Webb Preston,
 Frank Freeborn Raymond,
 Robert Franklin Reddy.
 Charles Edward Richardson,
 Edward Franklin Ripley,
 Arthur Burton Robinson,
 George Linsay Roskell,
 Thomas William Roulston,
 Charles William Sargent,
 Daniel Joseph Shea,
 Benjamin F. B. Simonds,
 Vibe Clay Spicer,
 Charles Frank Somes,
 Charles Edwin Stewart,
 Eugene Francis Sullivan,
 Michael John Sullivan,

Edward Summerfield,
 Edward Lowell Talbot,
 George Albert Taylor,
 Harry Payne Tufts,
 Arthur Roswell Underwood,
 Harry Thomas Upham,
 Albert Eri Warner,
 Henry Edgecombe Webb,
 Albert James Wheeler,
 Frederic Loring Wheeler, Jr.,
 Charles Summer Willard,
 Charles Orsmer Willis,
 Julian Franklin Witherell,
 Horace Adelbert Wyman.

GIRLS' HIGH SCHOOL.

REGULAR AND EXTRA COURSES.

Ellen S. Babcock,
 Ellen M. Barbour,
 Ida L. Boyden,
 Anna P. Bridge,
 Fanny T. Comer,
 Mary G. Morrison,
 Parnell S. Murray,
 Lilius E. Page,
 Frances Schlegel,
 Bessie Webb.

REGULAR COURSE.

Helen M. Adams,
 Jessie S. Aldrich,
 Lena G. Anderson,
 Mary E. Anderson,
 Ella C. Atwood,
 Cora I. Ashley,
 Kate Babson,
 Charlotte A. Bartlett,
 Mary A. Beeching,
 Sarah E. Bickford,
 Anna M. Bond,
 Anna J. Bradley,
 Mary Bradley,
 Lizzie H. Brown,
 Jessie Brown,
 Margaret E. Bryant,

Rebecca A. Buckley,
 Ella J. Carleton,
 Maria F. A. Carr,
 Adelaide D. Chandler,
 Mary E. Colburn,
 Abby A. Colcord,
 Florette Coleman,
 Mary E. Conley,
 Alice M. Connor,
 Josephine M. Cotter,
 Ella F. Cowdin,
 Alice M. Cushing,
 Sabina F. Dale,
 Jennie M. Davis,
 Cora E. Dike,
 Anne Elizabeth Drew,
 Marcella E. Donegan,
 Clara A. Eastman,
 Clara Edwards,
 Carrie M. Egerton,
 Clara E. Ellis,
 Amanda C. Ellison,
 Katie E. Fitzgerald,
 Clara B. Flagg,
 Emma Alice Gove,
 Katie S. Gunn,
 Annie Grace Hargrave,
 Elizabeth D. Haskins,
 Carrie W. Hayden,
 Silence Adams Hill,
 Mabel F. Hines,
 Minnie L. Hobart,
 Lizzie Gertrude Howes,
 Margaret Theresa Hurley,
 Mary F. Hutchins,
 Adelaide A. Jacobs,
 Lucy Ella Johnson,
 Margaret A. Knox,
 Fannie D. Lane,
 Frances E. Leahy,
 Mary Genevieve Leary,
 Alice L. Littlefield,
 C. Lizzie Lothrop,
 Julia Desirée Marliave,
 Catherine K. Marlow,
 Alice M. B. McCluse,

Ellen C. McDermott,
 Mary Cressy McKay,
 Ida A. Merriam,
 Mary Emma Merritt,
 Adelaide P. Meston,
 Mary A. Montgomery,
 Nellie M. Moore,
 Rebecca Morrison,
 Ellen Theresa Noonan,
 Eliza W. Noyes,
 Theresa S. O'Connor,
 Rosa C. O'Neil,
 Martha S. Oviatt,
 Leila E. Perry,
 Mary B. Powers,
 Ella Genevra Putnam,
 Emma C. Putnam,
 Cevilla R. Richardson,
 Margaret F. Riley,
 Viola G. Roys,
 Alice C. Ryan,
 Minnie Sanford,
 Susan A. Slaven,
 Lizzie L. Smith,
 Mary Bartlett Smith,
 Marion F. Smith,
 Maria J. Smith,
 Allie Nettie Squire,
 Alna Jennie Squire,
 Helen Chase Steele,
 Ellen Adelia Stone,
 Katharine S. Summers,
 Ella M. Taylor,
 Ida F. Taylor,
 Mary E. Tiernay,
 Emmeline E. Torrey,
 Mary E. Towle,
 Ellen L. Wallace,
 Mary E. Waller,
 Isabella Westcott,
 Emma J. Wheelock,
 Frances A. Whitmore,
 Fannie Louise Willard,
 Mary B. Winchell,
 Esther Maria Young.

NORMAL SCHOOL.

Lavina E. Adams,
 Mary J. Backup,
 Anna B. Badlam,
 Elizabeth G. Bailey,
 Helen M. Bell,
 Fannie Blanchard,
 Euroda F. Bickford,
 Hattie E. Boston,
 Ellen M. Brown,
 Lizzie A. Colligan,
 Matilda F. Crosby,
 Frances M. Davis,
 Ida H. Davies,
 Mary A. A. Dolan,
 Mary A. Farrington,
 Mary F. French,
 Frances W. Gill,
 Annie M. Gillespie,
 Julia A. Gowing,
 Mary Ella Guild,
 Carrie A. Haven,
 Laura K. Hayward,
 Henrietta A. Hill,
 Clara Hooker,
 S. Lila Huckins,
 Ella T. Jackson,
 Frances T. Kelly,
 Ida F. Kendall,
 Maggie J. Leary,
 Isabel F. Lee,
 Miriam Levi,
 Isabel C. Livingstone,
 Mary L. Lewis,
 Anna Macdonald,
 Alice M. May,
 Katie E. McGowan,
 Katie A. Nason,
 Hannah A. Nash,
 Lizzie Ordway,
 Honora T. O'Dowd,
 A. Lizzie Park,
 Electer M. Porter,
 Harriet I. Preble,
 Florence M. Proctor,
 Helen A. Putnam,

Lizzie A. Sanborn,
 Nellie G. Sanford,
 Clara J. Snow,
 Laura M. Stevens,
 Anna L. Story,
 Bridget E. Scanlan,
 Isabel Thatcher,
 Ella A. Turner,
 Emily W. Withey.

ROXBURY HIGH SCHOOL.

Boys.

Horace Gwynne Allen,
 Horace Bacon,
 William George Bell,
 Henry Hall Carter,
 William Lewis Clark,
 George Coffin,
 Charles Webster Franklin,
 Simon Goldsmith,
 George Francis Hammond,
 James Howe, Jr.,
 Leonard Nutter Howe,
 Henry Dana Hutchinson,
 Henry William Kelly,
 Marshall Nevers,
 Charles Parker,
 Edward Peirce,
 Charles Taylor Pierce,
 David Rice,
 John Peabody Riley,
 Willey Marshall Sanborn,
 Thomas Francis Shaughnessy,
 Frank Spangler,
 Richard Patrick Sullivan,
 Charles Howard Walker,
 Clarence Elliott Woodward,
 Nelson Potter York.

Girls.

Sarah Southac Burrell,
 Ella Eudora Clark,
 Justina Bradford Clark,
 Hattie Frances Clement,
 Mary Elizabeth Crosby,

Sarah Alephonsus Crosby,
 Millie Antoinette Cutter,
 Sarah Louisa Day,
 Amelia Jones Dove,
 Margarita Estelle Grady,
 Lucie Ellis Griffith,
 Susan Barley Harris,
 Florence Ada Howe,
 Delia Teresa Killion,
 Elizabeth M. Kohl,
 Hattie Augusta Littlefield,
 Annie Wallace Morse,
 Mary Ella Mulliken,
 Elizabeth Dean Mulvey,
 Annie Louise Newcomb,
 Mary Esther Perrin,
 Eva Pishon,
 Sarah Frances Prince,
 Katie Ellen Ray,
 Annie Dexter Robinson,
 Harriet Emma Seaver,
 Annie Wheelock,
 Marietta Worthen.

DORCHESTER HIGH SCHOOL.

CLASSICAL COURSE.

David Marks Babcock,
 George Henry Ferry,
 William Franklin Temple.

FOUR YEARS' COURSE.

Boys.

George Congdon Gorham,
 Stephen A. Douglas Monroe.

Girls.

Cordelia Rosanna Capen,
 Maria Wardwell Hawes,
 Mary Ella Mann,
 Caroline Frances Melville,
 Annie French Pope,
 Anna Holden Payson,
 Ellen French Swan,
 Esther Rebecca Whiton,
 Susan Broughton Allbright.

THREE YEARS' COURSE.

Boys.

Walter Boynton,
 Frank Woods Baker,
 Harold Childs,
 James Arnold Colgan,
 Thomas Pearce Edwards,
 Edgar Frank Eastman,
 Sherwood Field Gorham,
 Edwin Augustus Knights,
 Walter Shepard Lyons,
 William Gardner White,
 Arthur Elliot Sprout.

Girls.

Fannie Bates Brown,
 Harriet Coffin,
 Mary Ann Caldoff,
 Ella Louise Greeley,
 Elizabeth Benson Mann,
 Mary Susan Mann,
 May Estella Pratt,
 Edith Lee Preston,
 Mary Isabel Roper,
 Emma Frances Russell,
 Minnie Elizabeth Sanborn,
 May Jane Sheridan,
 Anna Lora Weiss,
 Emma Geneva,
 Susan Ellen Williams.

ADAMS SCHOOL.

Boys.

George Autcliffe,
 Charles G. Bencker,
 John H. Bohlring,
 William M. Butler,
 Clarence H. Crocker,
 Edwin M. Hahn,
 Robert W. McBride,
 Henry H. McDonough,
 William E. Nagle,
 Harry Ripley,
 William F. Seibert,

Thomas F. Sheridan,
Arthur H. Thompson,
Joseph W. Zwinge.

Girls.

Emma J. Baker,
Charlotte J. Blood,
Elda E. Gray,
Rosa E. Simmons,
Helen F. Thompson,
Caroline M. Wiegand.

BIGELOW SCHOOL.

William H. H. Barker,
Alfred L. Berry,
Horace M. Bickford,
George A. Capen,
Frank X. Connor,
Thomas W. Cunniff,
Warren H. Doolittle,
James H. Elwell,
George R. Foster,
Warren C. Hallett,
Rufus J. Henchy,
Otis L. Hodge,
Charles H. Johnson,
John Knowles,
Edward Lanning,
Thomas W. Linton,
William H. Parker,
James E. Phelan,
Hubert Pope,
William E. Rand,
George F. Reed,
Frank N. Reed,
Henry C. Robbins,
William Ronald,
William F. Rumrill,
James Shea,
Charles S. Soule,
Oscar W. Starkweather,
Frederic J. Stewart,
Frederic W. Stuart,
Martin F. Sugrue,
Waldo A. Wallingford,

Edgar L. Warren,
Frank E. Willis.

BOWDITCH SCHOOL.

Mary E. Buckley,
Mary F. Cahill,
Mary B. Cronan,
Mary A. Crowley,
Elizabeth F. Cunningham,
Margaret A. Curran,
Mary A. Cnrran,
Catherine E. Donovan,
Julia A. Duggan,
Annie J. Fenelon,
Hannah L. Flynn,
Mary F. Ford,
Mary A. Harrington,
Catherine F. Healey,
Mary A. Hurley,
Catharine A. Hurley,
Anna A. Magee,
Mary E. Mahoney,
Mary A. McCarthy,
Julia A. McCarthy,
Catherine A. McClure,
Margaret A. Meehan,
Catharine B. Moriarty,
Theresa A. Murphy,
Margaret A. Murphy,
Ellen F. Newell,
Abby A. O'Brien,
Mary J. O'Neil,
Honora A. Toumy,
Catherine F. White.

BOWDOIN SCHOOL.

Octavia J. Bailey,
Annie M. Boston,
Florence E. Browning,
Eliza W. Campbell,
Grace F. Coolidge,
Helen B. Dodd,
Melissa J. Gardiner,
Isabel P. George,
Minnie P. Goodwin,

Serena R. Haskins,
 Alice P. Howard,
 Emma G. Howard,
 Lillian F. Hildreth,
 Minnie S. Hurl,
 Jessie F. Jennings,
 Mary C. Kellogg,
 Mary E. McCabe,
 Alice T. Miller,
 Marion Newell,
 Emma Robertson,
 Mary L. Ryan,
 Louise C. Sherman,
 Emma F. Simmons,
 Addie L. Simonds,
 Annie L. Smith,
 Maria A. Thomas,
 Alice M. Turner,
 Nellie M. Warren,
 Annie F. Wing.

BOYLSTON SCHOOL.

Boys.

Patrick A. Anderson,
 William G. Dunn,
 Dennis C. Fahen,
 Peter F. Gartland,
 Michael E. Graham,
 John F. Johnson,
 Richard F. Johnson,
 John E. Shea,
 John W. Sullivan,
 Michael D. Sullivan.

Girls.

Ellen A. Anderson,
 Adaline P. Fisher,
 Sarah E. Gainey,
 Mary A. Grindley,
 Henrietta Manheimer,
 Annie F. O'Gorman,
 Lizzie A. Palmer,
 Louisa J. Scanlan,
 Julia F. Murphy,
 Lizzie G. Travis.

BRIMMER SCHOOL.

Joshua Beckman,
 Benjamin H. Bradlee,
 Charles H. Brown,
 Frank H. Clapp,
 William J. Clark,
 Thomas Clifford,
 David A. Collins,
 William H. Deasy,
 Samuel B. Doggett,
 George C. Dunning,
 George G. Endicott,
 Charles H. Falards,
 Charles R. Fields,
 John J. Flynn,
 Asa P. French,
 Louis H. Galencia,
 Frederic Getchell,
 Edward H. Green,
 Samson Greenwood,
 Daniel J. Haley,
 Frank A. Hall,
 Richard S. Hall,
 Harry S. Hall,
 Otis S. Harding,
 Charles A. Harper,
 Meyer Kaufman,
 Rufus A. Kingman,
 Louis Louis,
 Henry W. Marcy,
 John J. McCormick,
 Jeremiah J. Murphy,
 Edward P. Murtagh,
 Daniel O'Callaghan,
 George A. Parsons,
 John W. Phelps,
 George E. Pratt,
 Charles E. Rich,
 William T. Simmons,
 Frank L. Smith,
 Jacob M. Spitz,
 Joshua Studley,
 John B. Studley,
 Jacob Warshauer,
 Charles P. Whitters.

CHAPMAN SCHOOL.

Boys.

Richard Burke,
 Reuben A. Burnham,
 Frank L. Davis,
 William E. Fish,
 Frank W. Foss,
 Samuel R. Hall,
 J. H. McKinnon,
 Willie W. Prior,
 James E. Ryder,
 Erasmus F. Smith,
 H. L. Staker,
 Clarence E. Young.

Girls.

Katie M. Anderson,
 Nellie W. Cutting,
 Emma L. Damon,
 Lizzie M. Dyer,
 Nellie M. Dunnels,
 Hattie B. Fernald,
 Nellie F. James,
 Lillie S. Maxwell,
 Nellie M. Naughton,
 Lizzie C. Osborn,
 Bessie Palmer,
 Phronie Phinney,
 Almira E. Reid,
 Grace E. Shaw,
 Fannie Sturtevant,
 Florence E. Sturtevant,
 Ida M. Smith,
 Ada R. Varney,
 Estella Young.

COMINS SCHOOL.

Boys.

Reviere E. Atwood,
 Henry J. Brawley,
 Charles H. Campbell,
 George W. Carnes,
 George W. Cleary,
 Edmund H. Cook,

Joseph P. Cunningham,
 Walter F. Decatur,
 William H. Diehl,
 George D. Fernald,
 Frank H. Folsom,
 Frank C. Gemeiner,
 Horace E. Gillmore,
 John J. Kelly,
 John L. Kelly,
 James F. Kilday,
 John F. Kinney,
 Edward J. McCormick,
 Timothy M. Raftery,
 Joseph H. Riley,
 Edward E. Roach,
 Thomas A. Scollen,
 Edmund M. Stanton,
 John A. Stanton,
 John E. Steere,
 John B. Walker, Jr.,
 Henry Y. Wiggin,
 Charles R. Wright.

Girls.

Lydia E. Connery,
 Emma A. Cudworth,
 Susie A. Duffey,
 Louisa M. Floden,
 Emily Frank,
 Matilda A. Fricker,
 Rosa E. Juengling,
 Clara F. Lothian,
 Maggie A. McCart,
 Mary A. McDonald,
 Rosanna McKeon,
 Lanra E. Merritt,
 Susannah Newsome,
 Mary A. Norton,
 Fannie E. Ward,
 Lena Weiler,
 Sarah S. Zahn.

DEARBORN SCHOOL.

Boys.

Frank Matthew Decatur,
 John Francis Dowd,

John Philip Endress,
 Peter Edward Kelley,
 Charles Edgar Lord,
 Henry Whitney Marsh,
 John Francis Quirk,
 Joseph Henry Sheehan,
 Thomas Stearns,
 Henry Clarence Tauck,
 Fred. Augustus Thompson.

Girls.

Laura Etta Adams,
 Mary Ellen Brady,
 Kate Cunningham,
 Lucy Maria Daniels,
 Ella Marion Fairbanks,
 Ella Francine George,
 Alice Gardner Knight,
 Alvena Charlotte Laming,
 Mary Louisa Nason,
 Eva Maria Nay,
 Mary Alice Neil,
 Henrietta Adeline Osgood,
 Carrie Evelyn Paine,
 Gertrude Medora Tonkin,
 Lydia Gillespie Wentworth.

DUDLEY SCHOOL.

Lottie B. Alden,
 Emma F. Bowen,
 M. Isabelle Chamberlin,
 Mary M. Devereux,
 Sabina Egan,
 Lizzie E. Ellis,
 Annie D. Goddard,
 Mary Hubbard,
 Carrie J. Littlefield,
 Lizzie D. Lunt,
 Ida C. Marble,
 Louisa E. McGlew,
 Mary A. Murphy,
 Ellen E. Powers,
 Mary A. Scanlan,
 Alice G. Streckman,
 Angela M. Streeter,
 Martha J. Thaxter,

Lillian F. Thompson,
 Emily F. Wells,
 Lizzie J. Woodward,
 Annie I. Worthen.

DWIGHT SCHOOL

Arthur A. Adams,
 John Albree,
 Louis E. Bunnell,
 William Cumston,
 William E. L. Cunningham,
 Charles J. Davis,
 Isaiah N. Day,
 Daniel J. Donovan,
 Carroll S. Faunce,
 George C. Garland,
 Alfred A. Glasier,
 George G. Hayes,
 John W. Hendrick,
 Charles A. Howland,
 Arthur W. Hoyt,
 Nathaniel W. T. Knott,
 George A. Macomber,
 William T. Miller,
 Edward J. Newhall,
 John J. Noonan,
 John S. Ogilvie,
 George W. Parker,
 David C. Pendleton,
 Arthur H. Pray,
 Charles W. Roberts,
 Henry H. Sherman,
 Edward P. Spence,
 Orin W. Springer,
 William W. Stewart,
 Winthrop H. Wade,
 George W. Wardrop,
 Edward R. Wise.

ELIOT SCHOOL.

Samuel J. Burns,
 William J. Burnett,
 George W. Carter,
 William H. Cunningham,
 Charles S. Des Mazes,

John T. Douglas,
 James R. Fitzpatrick,
 John F. Flynn,
 Edward J. Flynn,
 Patrick J. Galvin,
 Jeremiah J. Herlihy,
 George H. Jeffrey,
 John H. Krey,
 Charles E. Miley,
 Edward J. J. McHugh,
 John McLoughlin,
 Thomas McSweeney,
 Terrence McSweeney,
 Henry Noll,
 Jeremiah E. O'Brien,
 Frank J. Reddican,
 George F. J. F. Ross,
 Thomas H. Sliney,
 Charles F. Stodder,
 Richard J. Watts,
 Albert S. West,
 Andrew B. Williams,
 James F. Wren.

EVERETT SCHOOL.

Lizzie C. Adlam,
 Rachel E. Baker,
 Nellie M. Bennet,
 Nellie M. Blanchard,
 Dollie A. Blodgett,
 Isabella Bonnar,
 Ella F. Chase,
 Isabel L. Clark,
 May Cobb,
 Susie M. H. Colburn,
 Sadie J. Fearing,
 Harriet E. Fowles,
 Georgiana Gerrish,
 Jennie M. Glidden,
 Lizzie Graves,
 Lydia A. Hutchings,
 M. Alice Jameson,
 Grace M. Jones,
 Annie Lawrie,
 Margaret D. Lawrie,
 Alice B. Magee,

Alice B. Merriam,
 Katie M. Moore,
 Julia E. Mosher,
 Mattie H. Munro,
 Nellie A. Nichols,
 Nellie O'Neil,
 Blanche Payne,
 Minnie Pelton,
 Belle B. Poor,
 Pauline Prince,
 Gertrude E. Riedell,
 Mamie G. Robinson,
 Anna L. Sanborn,
 Ida F. Thomson,
 Jennie A. White,
 Fredelena A. Wiggin,
 Carrie E. Willard.

EVERETT SCHOOL, DORCHES-
TER.*Boys.*

John H. Buchanan,
 Charles E. Chipman,
 John Connor,
 Edward McCormick,
 Ebenezer K. Pratt,
 Lovell Upshur.

Girls.

Alice M. Hutchins,
 Mabel Odiorne,
 Edith F. Scudder,
 Lettie R. Snow,
 Grace Urann,
 Nellie S. Wheelock.

FRANKLIN SCHOOL.

Emma Bendix,
 Carrie W. Burns,
 Emma S. Cobleigh,
 Alice M. Dickey,
 May G. French,
 Minnie A. Frye,
 Maud M. Glover,
 Carrie G. Greeley,
 Kate R. Hale,

Emma F. Horton,
 Flora A. Hatch,
 Emma E. Keeler,
 Nellie A. Keliher,
 Bessie L. King,
 Mary Gertrude Knapp,
 Georgiana Libbey,
 Lizzie B. Livermore,
 Katie M. Mason,
 Rosa Perle,
 Anna R. Phelps,
 Cora F. Plummer,
 Lettie M. Oldham,
 H. Cora Richardson,
 Jeannette S. Ridgway,
 Carrie E. Sanborn,
 Lizzie B. Sellingham,
 Lillie F. Smith,
 Helen L. Stevens,
 Ella C. Wedger,
 Lizzie L. Whiton,
 Lizzie A. Williams,
 Alice C. Williams,
 Annie W. Williams,
 Nellie M. White.

GIBSON SCHOOL.

Charles Fottler,
 Grace Wheeler.

HANCOCK SCHOOL.

Emily J. Agnew,
 Mary L. Brennan,
 Ellen L. Brogan,
 Mary E. Cass,
 Bridget A. Crotty,
 Abbie D. Dill,
 Catharine E. Dorgan,
 Sarah B. Fisk,
 Katie E. Gillespie,
 Sarah E. Godet,
 Alida A. Jones,
 Mary A. W. Kidney,
 Elizabeth A. Lynch,
 Katie A. McCarty,

Priscilla C. Mitts,
 Sarah J. Sullivan,
 Elizabeth F. Twigg.

HARRIS SCHOOL.

Boys.

Lewis W. Armstrong,
 Daniel Coleman,
 Edward F. Jenkins,
 Frank Ordway,
 Stephen P. Perrin,
 Frank W. Tilden.

Girls.

Emma L. Adams,
 Fannie E. B. Benedict,
 Alice S. Blackwell,
 M. Ilione Gould,
 Elizabeth C. Hill,
 Florence W. Homes,
 Harriet Mann,
 Louise S. Mann,
 Annie M. Phipps,
 M. Agnes Reid,
 Mary Emma Ryder,
 Ruth A. Swan.

LAWRENCE SCHOOL.

John F. Barry,
 William H. Bird,
 Henry F. Brackett,
 Peter Brown,
 Frederic C. Byrnes,
 Patrick J. Cahill,
 John J. A. Coffee,
 Dennis J. Collins,
 James Conley,
 Charles F. Cooney,
 John Cummings,
 Thomas M. Devine,
 John A. Devlin,
 Walter J. Donovan,
 Edward F. Duran,
 Benjamin Franklin Fenton,

Charles F. Glennen,
 Daniel E. Haley,
 John H. Hallett,
 Robert W. Hendrie,
 Thomas J. Hennessey,
 Moses H. Hodgkins,
 Daniel E. J. Horgan,
 Simon Joyce,
 John J. Kennelly,
 John W. Keyes,
 Robert J. Kernachan,
 Charles S. Miller,
 Michael J. Murray,
 John O'Brien,
 William F. J. Patten,
 Henry F. Peeling,
 Andrew G. Phillips,
 Robert S. Povah,
 John Roulston,
 George R. Rowell,
 Peter J. Schofield,
 Lawrence A. Shortell,
 Jeremiah J. Sullivan,
 Charles E. Thomas,
 George G. Topham,
 William H. Topham,
 James M. Tyrrell,
 James F. White.

LEWIS SCHOOL.

Boys.

Walter Clifford Blodgett,
 Frederic Seymour Coffin,
 Frank Herbert Cunningham,
 William Howard Edmands,
 George Herbert Flint,
 Julius Herman Grundel,
 Robert Chesley Johnson,
 George Frederic Johnson,
 William Franklin Larrabee,
 William Livermore Nason,
 Thomas Carlton O'Brien,
 Charles Mortemore Shute,
 Rufus Tolman Tobey,
 Harvey Willis Yeaton.

Girls.

Annie Eliza Aldrich,
 Carrie Adeline Alexander,
 Lillie Austin,
 Delle Eloise Burbank,
 Gertrude Amelia Burrell,
 Alice Came,
 Lucy G. Morse Card,
 Lydia Adelle Howes,
 Ella Winchester Howard,
 Mary Robinson James,
 Alice Gertrude Lane,
 Hannah Caroline Leavitt,
 Mabel Warren Locke,
 Evalina Atkins Macrae,
 Emma Rebecca Maynard,
 Fannie Hazeltine Morrison,
 Elizabeth Theobald Nason,
 Mary O'Neil,
 Mabel Cora Restarrick,
 Elizabeth Davis Rockwood,
 Mary Agnes Sheehan,
 Carrie Alice Shute,
 Emily Josephine Stetson,
 Cordelia Grace Torrey,
 Mary Louisa Tucker,
 Alice Kent Varney,
 Nellie Augusta Woodbridge.

LINCOLN SCHOOL.

Boys.

Waldo B. Bowker,
 H. Nelson Crane,
 Joseph W. Doolittle,
 Charles E. Eastman,
 Frederic W. Emerson,
 J. Dudley Hall,
 George F. Howe,
 Arthur H. James,
 Bernard F. Kaine,
 John T. Kenneck,
 Henry W. Langley,
 Charles F. Lovejoy,
 Herbert F. McCoy,
 George W. Morton,

Jose H. Neal,
 Arthur S. Pinkham,
 George W. Ross.
 Leslie M. Swett,
 George W. Thain,
 Michael D. Welch,
 Fred. O. Whitman.

Girls.

Cora A. Blackwell,
 Sally S. Blake,
 Mary C. Blom,
 Mary Cleary,
 Eliza A. Courtney,
 Mary I. Cleveland,
 Caroline C. Drew,
 Sarah J. Dudley,
 Ella M. Fuchs,
 Elizabeth B. Hedge,
 Jeannie M. Johnson,
 Delia L. Kain,
 Ida J. Keeler,
 Mary E. Kirwin,
 S. Lizzie Lamphier,
 Mary T. Morris,
 Jennie M. Mower,
 Annie L. Nickerson,
 Georgie M. Safford,
 Annie F. Sharp,
 Cornelia M. Sullivan,
 Alice J. Thayer,
 Sarah E. Welch,
 Frances E. Wheeler,
 Alice F. White,
 Jennie W. Whiton,
 Josephine E. Wormell.

LYMAN SCHOOL.

Boys.

Henry J. Brennan,
 Albert D. Coombs,
 John A. Daly,
 James W. Davidson,
 Charles L. Dakin,
 John T. Devine,

William A. Delaney,
 Charles A. Fraser,
 Joseph H. Hill,
 Herbert L. Jenkins,
 John T. Keefe,
 John Nason,
 Thomas D. O'Brien,
 Thomas E. O'Brien,
 Richard Sargent,
 Ludie J. Seavey,
 John Shea,
 John B. Sullivan.

Girls.

Jesse M. Luce,
 Susie E. H. Monroe,
 Florence A. Parnell,
 Josephine F. Russell,
 Lizzie M. Seavey.

MATHER SCHOOL.

Boys.

Charles H. Bailey, Jr.,
 William B. Ellis,
 Harry H. Gay,
 Edward W. Pearson,
 John Redington.

Girls.

Ellie A. Austin,
 Annie J. Brannan,
 Alice W. Dean,
 Alice K. Emery,
 Lucy A. Hobbs,
 Mary A. Haggerty,
 Ellen A. Holleran,
 Addie P. Lynch,
 Lizzie A. Lynch,
 Margaret O'Connor,
 Eunice E. Robinson,
 Kate W. Tucker.

MAYHEW SCHOOL.

Patrick C. Barr,
 Alliston G. Cheney,

Joseph P. Hamlin,
 Thomas F. Kelly,
 Jacob Levi,
 Cornelius Linnenan,
 John D. May,
 Evarts B. Mayhew,
 William H. Ranson,
 William L. Underwood.

NORCROSS SCHOOL.

Mary J. F. Agnew,
 Agnes M. Allen,
 Mary A. F. Brady,
 Ida May Brooks,
 Nellie A. Brown,
 Elnora Buckley,
 Minnie F. Callaghan,
 Maggie M. Callaghan,
 Annie J. Campbell,
 Emma A. Cochran,
 Harriet F. Cole,
 Nora V. Collins,
 Mary A. Condon,
 Mary J. Crowley,
 Lydia Alice English,
 Emma S. Farnham,
 Mary E. Fay,
 Sarah M. Flaherty,
 Mary E. Foley,
 Nettie S. Gorham,
 Ida E. Hawes,
 Honora A. Healy,
 Grace D. Johnson,
 Sara F. E. Kennedy,
 Martha G. Keyes,
 Julia A. Keyser,
 Ella J. Lappen,
 Katie Lappen,
 Fannie J. A. Lee,
 Katie Linton,
 Lizzie McDonald,
 Mary E. G. McNamara,
 Maggie A. McNamara,
 Margaret A. McNulty,
 Alice G. McNulty,
 Margaret Morrison,

Jessie S. Munro,
 Margaret Carmel Murray,
 Mary G. O'Neil,
 Mary E. Patterson,
 Mary F. Reading,
 Helena F. Scanlan,
 Katie G. Sullivan,
 Harriet Walsh,
 Margaret G. Walsh,
 Elizabeth J. Warren,
 Edith S. Wigley,
 Jennie C. Williams.

PHILLIPS SCHOOL.

Erastus F. Badger,
 Walter I. Badger,
 Frank J. Chaplin,
 James E. Fogarty,
 George L. Gifford,
 Charles A. Grimmons,
 J. Walter Heustis,
 J. Harvey Merrill,
 Charles W. Millett,
 J. P. O'Donohue,
 Charles A. Sampson,
 Thomas C. Thacher,
 Walter S. Ufford,
 Charles B. Wetherell.

PRESCOTT SCHOOL.

Boys.

Benjamin F. Bates,
 James A. Bond,
 Frank J. Briggs,
 Leonard C. Dinsmore,
 Wesley F. Dinsmore,
 Frank L. Damon,
 George H. Earl,
 George A. Garratt,
 William A. Garratt,
 David M. Kenney,
 Williard C. Lombard,
 Calvin S. Mixer,
 John F. Nugent,
 Oscar Richardson,

William H. Roome,
Patrick Sheean,
Frederick R. Sweeney,
James P. Sweeney.

Girls.

Elmira Adams,
Caroline A. Andrews,
Jennie M. Blackington,
Ida J. Breckenridge,
Clara E. Chapman,
Mary A. Damon,
Mary E. Harrington,
Ella F. Halliday,
Martha W. Kendall,
Julia G. Kilpatrick,
Ellen M. King,
Mary L. Mayo,
Frances A. McArthur,
Sarah E. McIntyre,
Harriett A. McLean,
Susan M. McLoud,
Ellen W. Mitchell,
Mary A. Palmer,
Nellie F. Pingree,
Laura S. Plummer,
Harriett E. Ryder,
Margaret A. J. Sheehen.

QUINCY SCHOOL.

Frank Ezra Abbott,
David Aloysius Barry,
John Joseph Cahalan,
John Joseph Callahan,
Richard Thomas Callahan,
Patrick Henry Conway,
John W. J. Crowley,
Cornelius Francis Donovan,
Timothy Joseph Donovan,
Thomas Dennis Gleason,
John Thomas Hitchcock,
Joseph Christopher Jones,
Michael John Kelliher,
Francis Henry Lenard,
John Joseph Linehan,
John Henry Manning,
David Joseph Maher,

Alfred Humphrey Murphy,
John Joseph Murphy,
John Henry Newell,
Charles Frederick Peck,
William Francis Powers,
John Thomas Quinn,
John Francis Ryan.

RICE SCHOOL.

Frank N. Allen,
Frederick F. Baldwin,
William R. Barton,
Howard K. Blair,
George W. Chester,
John H. Coffey,
Peter Collamore,
Michael J. Crowley,
Henry W. Cunningham,
Matthew Fallen,
Frank H. Fallon,
Herbert Fitzgerald,
Frank D. Griffin,
Charles C. Guiteau,
Eugene A. Hackett,
Charles W. Hardy, Jr.,
George W. Haslett, Jr.,
Frank B. Hemenway,
Joseph M. Hobbs,
J. Edwin Jones,
Nathaniel E. Lewis,
Lawrence Mayo,
Fred. F. Murphy,
Clarence E. Peirce,
George G. S. Perkins,
Franklin Snow, Jr.,
Fayette Sturtevant,
James P. Thayer,
Henry L. Whiton,
William H. White,
Robert C. Wigginn.

SHERWIN SCHOOL.

Boys.

George Behr,
Joseph Warren Boss.

Henry James Burrows,
 Louis Joseph Coron,
 Frederick Leslie Crocker,
 George Washington Finrow,
 James Greenlaw,
 John Hubert Kelly,
 Stephen Francis Lambert,
 William John Miller,
 John William Mitchell,
 John Henry Murphy,
 Daniel Webster Robinson,
 Charles Lincoln Stone,
 William Albert Ward.

Girls.

Florence Hamilton Cogswell,
 Mary Anne Alexis Conroy,
 Celia James Drew,
 Addie Ella Follansbee,
 Aline Emily Gardner,
 Julia Heintz,
 Lizzie Johnstone,
 Nellie Celia Keefe,
 Katie May,
 Nellie Frances Meade,
 Phebe Anne Moore,
 Grace Cushing Pierce,
 Abbie Jennie Roberts,
 Abby Sheehan,
 Nellie Ironette Wentworth,
 Mary Emma White,
 Sarah Wolfson.

SHURTLEFF SCHOOL.

Margaret J. Adamson,
 Jane M. Allen,
 Emily H. Barnhard,
 Amy G. Bicknell,
 Hannah E. Bridge,
 Margaret E. Clahan,
 Edith L. Cleary,
 Nellie Copeland,
 Nancy S. French,
 Mary L. Fitzgerald,
 Annie C. Gore,
 Belle Gustin,

Carrie T. Hale,
 Alice L. Harris,
 Ella F. Haskell,
 Ada H. Hersey,
 Emily F. Hodsdon,
 Ada F. Johnson,
 Florence N. Johnston,
 Abbie A. Kelley,
 Maria C. Lincoln,
 Florence M. Lothrop,
 Agnes G. McDonald,
 Mary E. Morse,
 Margaret McSweeney,
 Ella A. Orr,
 Flora A. Parker,
 Mary E. Parker,
 Alice J. Pierce,
 Lucinda A. Ring,
 Eunice A. Robbins,
 Cora A. Small,
 Ellen F. Sprague,
 Helen M. Streeter,
 Emma L. Wallingford,
 S. Minnie Warner,
 Alice E. Whitney,
 Fannie D. Wadleigh.

STOUGHTON SCHOOL.

Boys.

Charles Henry Humphrey,
 Harry Sullivan Kendall,
 Warren Herbert Littlefield,
 Walter Preston, Jr.

Girls.

Ida Helen Adams,
 Helen Frances Burgess,
 Mabel Ann Durell,
 Edith Warren Everett,
 Eurilla Elizabeth Gurney,
 Mary Matilda Krim,
 Ida Amelia Porter,
 Mary Elizabeth Pierce,
 Annie Sullivan,
 Georgiana Twombly,
 Mary E. Bispham Willis.

TILESTON SCHOOL.

Boys.

Waldo C. Burt,
 Arthur Camfill,
 Edward Collins,
 Charles E. Houghton,
 Arthur G. Tileston,
 Benjamin P. Williams.

Girls.

Rose A. Glennon,
 Charlotte A. Houghton,
 Agnes H. McKendry,
 Florence Withington.

WASHINGTON SCHOOL.

John Daniel Berran,
 Charles Smith Brock,
 Lewis Henry Cole,
 Michael Joseph Cooney,
 Edouard Louis Foucar,
 George Warren Fuller,
 Samuel Tappan Harmon,
 George Henry Mulliken,
 George Nelson Putnam,
 Frank Herbert Simpson,
 Frank Mannert Weis.

WELLS SCHOOL.

Etta A. Atkins,
 Sarah E. Cross,
 Mary J. Connor,
 Florence S. Daniels,
 Sarah G. Fogarty,
 Clara L. Hunting,
 Ella C. Jenkins,
 Emma E. Kendall,
 Addie P. Kingman,
 Georgie A. Libby,
 Rose A. McGonagle,
 Mary F. Meehan,
 Katie F. Murphy,
 Fannie I. Norcross,
 Nellie A. Pierce,
 Susan V. Putnam,

M. Lizzie Richardson,
 Lizzie F. Riley,
 Ella M. Rutledge,
 Lucy W. Smith,
 Jennie A. Simpson,
 Abbie E. Tower,
 Carrie F. Vinal,
 Annie Wells,
 Grace E. Wogan.

WINTHROP SCHOOL.

Mary E. Abercrombie,
 Carrie Cushing Ames,
 Mabel F. Ashley,
 Eleanor N. Baxter,
 Annie E. Carver,
 Isabella Collins,
 Mary E. Dorsche,
 Cora C. Downs,
 Kate E. Doyle,
 Eva Dudley,
 Clara C. Dunn,
 Mary Farrington,
 Emma A. Fenno,
 Ida W. Gould,
 Maria J. Harney,
 Mary N. Jay,
 Fannie L. Knight,
 Henrietta Levi,
 Susan H. Manning,
 Gabriella G. Marsh,
 Ella N. Mason,
 Annie Isabelle Merriss,
 Lizzie A. Moody,
 Jessie A. Murphy,
 Lizzie P. Mushaway,
 Henrietta Nichols,
 Mary E. Phelps,
 Mary E. Randall,
 Emma F. Reed,
 Mary M. Shea,
 Theresa Strauss,
 Ada Electa Studley,
 Carrie Isabel Vannevar,
 Laurette H. Wheelock,
 Mary A. Whiting.

ROSTER
OF THE
BOSTON SCHOOL REGIMENT.

Colonel. — Eben C. Stanwood (English High School).
Lieutenant Colonel. — John O'Dowd (Latin School).

FIRST BATTALION. — ENGLISH HIGH SCHOOL.

Major. — O. M. Chandler.
Adjutant. — C. D. Wainwright.
Quartermaster. — H. A. Whitney.
Sergeant Major. — C. W. Blodgett.

COMPANY A.

Captain. — J. P. Skillings.
First Lieutenant. — C. F. Towle.
Second Lieutenant. — A. S. Nickerson.

COMPANY B.

Captain. — G. A. Pierce.
First Lieutenant. — C. N. Whitten.
Second Lieutenant. — J. I. Porter.

COMPANY C.

Captain. — C. R. Kingsbury.
First Lieutenant. — J. S. Wiley.
Second Lieutenant. — J. N. Emmons.

COMPANY D.

Captain. — W. D. Palmer.
First Lieutenant. — F. A. Heyer.
Second Lieutenant. — F. W. Ripley.

COMPANY E.

Captain. — G. W. Boynton.
First Lieutenant. — A. H. Munsell.
Second Lieutenant. — L. A. Murphy.

SECOND BATTALION. — ENGLISH HIGH SCHOOL.

Major. — George B. Conant.

Adjutant. — James P. Frost.

Quartermaster. — Robert S. Hawthorn.

Sergeant Major. — Clarence R. Fillebrown.

COMPANY A.

Captain. — Edward M. Farnsworth, Jr.

First Lieutenant. — Eugene F. Hartshorn.

Second Lieutenant. — William S. Phelps, Jr.

COMPANY B.

Captain. — John Fabyan.

First Lieutenant. — Thomas J. McCarthy.

Second Lieutenant. — Frank L. Miller.

COMPANY C.

Captain. — Benjamin Pope, Jr.

First Lieutenant. — Chester Guild, Jr.

Second Lieutenant. — Philip Morrison.

COMPANY D.

Captain. — Everett T. Bennett.

First Lieutenant. — Walter B. Hill.

Second Lieutenant. — Nelson T. Cowin.

COMPANY E.

Captain. — John Bellamy.

First Lieutenant. — Henry A. Guingburg.

Second Lieutenant. — Edward H. Crosby.

THIRD BATTALION. — LATIN SCHOOL.

Major. — Edward Stackpole.

Adjutant. — Thornton S. Simmons.

Quartermaster. — Thomas Russell.

Sergeant Major. — Theodore R. Murray.

Drum Major. — Joseph Meinrath.

COMPANY A. — ROXBURY HIGH SCHOOL.

Captain. — Willis B. Allen.

First Lieutenant. — Willis B. McMichael.

Second Lieutenant. — Oren B. Saunders.

COMPANY B.

Captain — Isaac B. Mills.
First Lieutenant. — Edward E. Brady.
Second Lieutenant. — George W. Ross.

COMPANY C.

Captain. — Herbert Jaques.
First Lieutenant. — Frederick L. Gay.
Second Lieutenant. — Henry Wheeler.

COMPANY D.

Captain. — Richard W. Lodge.
First Lieutenant. — Charles E. Miller.
Second Lieutenant. — Herbert Tappan.

FOURTH BATTALION.

Major. — E. C. Hodges.
Adjutant. — Nathaniel N. Thayer.
Quartermaster. — L. L. Brown.
Sergeant Major. — G. E. Munroe.

COMPANY A.

Captain. — H. F. Adams.
First Lieutenant. — Wm. Gray.
Second Lieutenant. — Wm. Hunneman.

COMPANY B. — DORCHESTER HIGH SCHOOL.

Captain. — H. C. Childs.
First Lieutenant. — J. M. Robinson.
Second Lieutenant. — W. B. Perrin.

COMPANY C. — ROXBURY HIGH SCHOOL.

Captain. — H. D. Klous.
First Lieutenant. — F. E. Ryerson.
Second Lieutenant. — G. S. Stockwell.

COMPANY D. — ROXBURY LATIN SCHOOL.

Captain. — H. D. Page.
First Lieutenant. — J. A. Harding.
Second Lieutenant. — F. Brewster.

COMPANY E. — ROXBURY LATIN SCHOOL.

Captain. — A. Stone.
First Lieutenant. — W. H. Potter.
Second Lieutenant. — H. B. Osgood.

DESCRIPTION AND DEDICATION

OF THE

GASTON GRAMMAR SCHOOL HOUSE.

GASTON GRAMMAR SCHOOL-HOUSE.

The new Grammar-School building, named in honor of ex-Mayor William Gaston, is located on a lot of land bounded by Fifth, L, and Sixth streets, City Point, South Boston. Size of lot is 250 feet by 141 feet. The style of architecture is an adaptation of Gothic, and is irregular in its outline of plan; the length being 132 feet on L street by 90 feet on Fifth. The building sets back from Fifth street 24 feet, and from L street 22 feet, the space laid down to grass. The play-ground is located in rear of building, on the south side, in size 141 by 95 feet. The material of the four façades is of pressed brick, trimmed with Connecticut brown stone.

The basement story, appropriated as play-ground, is elevated high above the lot, admitting plenty of light and air, and making the exit on the level with the yard at the Sixth street front. There are two finished stories above the basement, subdivided into six school-rooms each, with wardrobe closets, master's room, and dressing room. The whole is crowned with a high Mansard roof, with towers at each end for ventilation. The dormer windows and all finish about the roof is of iron. The roof-story accommodates an exhibition-hall, 80 by 76 by 20 feet in the clear, and

two school-rooms for advanced classes; size of all the school-rooms is 29 by 31 feet by 13.6' high. The corridor is 14 feet 6 inches in width. Hall at each end 26 feet square.

The main features of the plan are its spacious entrance and staircase room, commodious and well-lighted corridors, the amount of ventilation provided, and the method. The building has double windows throughout, and is finished in pine, grained to imitate ash, with hard-pine floors and staircases, walnut newels, rails, and balusters. It is heated with steam and hot-air pipes are connected with vent ducts to assist in ventilation. The boiler-room in the basement is constructed fire-proof, and all hot and cold air-chambers are built in solid masonry. The builders were Weston & Shepard, masons, and John Rawson, carpenter, Geo. A. Clough, architect. The cost of the land was \$24,703.70; building and furniture, \$112,444.89; total, \$137,148.59.

DEDICATION.

The Gaston School Building was begun in July, 1872, and completed August, 1873, and dedicated September 17, 1873, the city's anniversary.

The dedication exercises were prefaced by a piano-forte solo by Miss Mary L. Underwood, and the hymn "Father of Mercies" was sung by a choir of children picked from the South Boston schools, by Joseph B. Sharland, the musical director, who also played the accompaniment.

Rev. E. K. Alden, D. D., of the Phillips Church, offered the dedicatory prayer.

After singing by the choir of girls, "O Vales with Sunlight Smiling!" Alderman Wm. Sayward, Chairman of the Building Committee, with remarks on the growth, wants, and school accommodations of South Boston, formally presented the key to Mayor Henry L. Pierce, who made appropriate remarks and delivered the key to Francis H. Underwood, Chairman of the School, who spoke as follows:—

MR. MAYOR, — In behalf of my associates of the District Committee I accept the key of this school-house as a new evidence of the vital interest felt by you and by the City Council in the sacred cause of popular education. Our city seal has for its motto, "As God was to our fathers, so may He be to us." If we would invoke the benignant favor of our fathers' God upon us, we must, in spirit at least, put ourselves into their attitude of reverence towards him, and serve him by carrying out the great idea of free government, supported by free schools and free religion, which they began to establish. True it is that

"They builded better than they knew;"

but they, by a kind of intuition,—or rather, shall we not say, by divine inspiration?—as soon as a place of public worship was provided, set up, on the spot which our City Hall now faces, a school, the parent and predecessor of our present Latin School, the most ancient and honorable of our civic institutions. Surely it was prophetic that *School street* should front City Hall, and that its name should be ever present with those who are in places of trust, to remind them that intelligence is the only safeguard of order, the only prop of authority, and the chief glory of the English race in the New World.

In this beautiful building, the latest and probably the most commodious of the long series of school edifices which adorn our city, we have renewed proof of the care which you and

your associates of the City Council take that our system of instruction shall receive no detriment. The District Committee and the citizens, whose servants we are, recognize your provident and generous action, and will pronounce you worthy successors of the fathers in whose steps you tread. We receive the trust with grateful hearts, and we pledge to you and to the parents of the children who are to be educated here our best endeavors so to discharge our duties as to give every pupil the best mental and moral training which is attainable. In this spirit we approach our labors, and, with a deep sense of our responsibility, we reverently say, "As God was to our fathers, so may He be to us."

And now, sir, to you, as the master elect of this new school, the District Committee, whose organ I am, commits the custody of this key. This broad and populous district, with all its families of dear children, all these proud fathers and fond mothers, whose very heartstrings are bound up in their hopes for their daughters, will look to you with confidence, but with tender solicitude. Your faithful instruction, your wise counsel, your discreet conduct, your daily incitements to industry, to noble endeavor, to literary culture, to truth, virtue and honor, to courtesy and refined manners, and to reverence for the Creator, will be felt in every home, will brighten every fireside, will pulsate in every church and Sunday school. Happy the lot of the good teacher whose daily work, if rightly performed, is the best service of the Divine Master, and whose reward here and hereafter will be in the grateful memories of the children who will rise up and call his name blessed.

On receiving the key from Mr. Underwood, Mr. C. Goodwin Clark, Master, made the following reply:—

MR. CHAIRMAN,—The transfer of this key to me with this impressive charge, recounting your expectations and my responsibilities, impresses me anew with the dignity and influence of my office; and with anxiety I ask, "Who is sufficient for these things?" The charge you put upon me is the educational and moral welfare of the children of this district. I take this key as the symbol of your trust and confidence, as well as of my respon-

sibility, and relying, as I have done in the past, on your willing counsel, and aided by my long experience, I shall do all a teacher who loves his profession can, not to disappoint your reasonable expectations.

Mr. Chairman, I am pleased to have the keys of this new school-house presented by yourself. You have been my chairman in the Lincoln School for eight years; during that whole period our official relation has been the very pleasantest. No teacher has been appointed without conferring with the master, nor without his concurring judgment. Scarcely has a meeting of the Lincoln Committee been held where matters concerning the interests of the school were discussed that I have not been invited to be present. I appreciate this considerate treatment more than I can say, as a mark of your good-will and confidence. This generous, broad acknowledgment of a master's rights, founded on his responsibility, has lightened my labor and sweetened my rest. I am happy to say in the presence of these parents and citizens that in all that time you have not sought the appointment of a friend or a friend's friend, though they were numerous; in truth I know of no friend of yours at the time of appointment in this district. I am a true witness that you have discharged your official duty fearlessly and solely for the good of the schools. If the Lincoln School has been a success — if the schools of South Boston hold an honorable position among the schools of the city, it is because we have had good committees who have not appointed their friends to the detriment of the schools.

My fellow-masters present appreciate this. How attentively they listen. They know what discomfort is carried into many homes, and what demoralization follows at school from one weak appointment, and that a few such obstruct the work of all, robbing the children of the time they can ill afford to lose. Masters, like kings, have their anxieties. "Uneasy lies the head that wears a crown." Uneasy lies the master that has a vacancy. By your generous treatment I have been a happy master.

I have been spared that refined cruelty of seeing daily the evil effects of a bad appointment without the power to remedy. With this confidence continued, it will be my fault if the Gaston School is not worthy the name it bears, and does not rank with the good schools of Boston.

To the parents, who are present in large numbers to-day, this occasion is one of interest. From their many homes the dear children come, neatly dressed and decked by loving hands, — their careful preparation for school no morning duties, nor wearing cares of sickness or penury, tempt them to neglect. Anxious and troubled about many things, they forget not, with parting kiss, to enjoin their children to behave well at school, and to love and obey their teachers. Many tender hearts go after them during the day, wondering whether they are well and happy, and whether the teacher is kind, affectionate, and sympathetic, having eyes to see what beautiful children they are. It is a sweet picture, — a mother taking her little child for the first time to school and turning homeward, with reluctant feet and tearful eyes, to watch the delaying clock until the angel of the household comes — hours longer than any since she waited for her lingering lover. My heart knows it all. I am a teacher, and a parent also of four special perennial joys, and therefore especially prepared to teach much better than most of my fellow-masters, who average only one child and seventeen twenty-ninths apiece, some having no claim on the fraction.

We intend to make this a happy school; we believe the acquisition of knowledge should be pleasurable. We shall require no out-of-school lessons, and there will be little of keeping children after school. I will tell you something that you must not tell. Dull children are multiplied by dull teachers. Such think it devotion to detain children for lessons. I think it a want of skill. We do not believe children live for the school alone, but for the home. And that an important part of education is that they be helpful at home. Five hours of study and school a day are enough for any grammar-school girl. We prefer to keep a happy school with good results than a worried school with better results.

I have received the gratifying information from the Committee on the Girls' High School that hereafter they will not examine candidates for admission who are not fifteen years old. We have been sending them at fourteen and even thirteen years of age, as the committee truly say, to the disadvantage of the high school, of the grammar school, and of the girls themselves.

A Boston clergyman is reported to have prayed before his con-

gregation, thanking the Lord that they were born in Boston, for having been born in Boston, they needed not "to be born again." Not having been born in Boston myself, I have not that exalted opinion of its worth. But Mr. Ham and myself intend it shall be good fortune to a child to be born at City Point. In fact many parents are of that opinion now. In proof of this I may say over two hundred school babies were presented for admission to the primary schools in this district in the first week in September.

Gentlemen of the City Government, this is an enterprising community, that appreciates its school privileges. Two years ago you gave us the Capen Primary School; we had then one class in the basement of a church; now every seat is occupied. This is your question in mental arithmetic: If 200 children are presented every six months, how long will it take to fill a new primary house at the Point, seating 300? If you do not take immediate steps for the erection of that house, you will never overtake the children.

Parents, you have in the Gaston District a corps of teachers of whom I am proud. I know no better. They are earnest, devoted, successful teachers, with loving hearts in close sympathy with children; they fulfil the conditions of a good teacher.

" O'er wayward childhood would'st thou hold firm rule,
 And sun thee in the light of happy faces?
 Faith, love, and patience, these must be thy graces,
 But in thine own heart let them first keep school."

Parents, present and absent, I ask for my assistants and myself your charity, your sympathy, your co-operation. We are working for the same end, — the good of your children.

Looking to the Divine Teacher for light, guidance, inspiration, to Him whose kindest words were for children — "Whoso shall receive one such little child in my name receiveth me," and who spoke severe words of him who should lead them astray; "It were better for him that a millstone were hanged about his neck and that he were drowned in the depth of the sea;" I promise you my best thought and work for their education.

I have no higher ambition, no holier purpose, than to be a good school-master.

A dedicatory hymn, written by H. H. Lincoln, of the Lyman School, music by J. B. Sharland, was sung; after which, the Chairman introduced Hon. Wm. Gaston, under whose mayoralty the building was begun, and whose name it bears.

MAYOR GASTON'S REMARKS.

MR. CHAIRMAN, —The consecration of this elegant structure to the cause of learning is an event which should be of interest to all. This ceremony will add another to the list of beautiful edifices which have been devoted to the same sacred purpose. It furnishes additional evidence of the generous spirit of the city and of its people in favor of popular education.

I think that among the causes of that pride which his Honor the Mayor feels, and may justly feel, in the city of which he is the honored chief magistrate, there are none greater or purer than those which are furnished by the condition of our public schools. With forty thousand bright young minds and warm young hearts eager for culture and development, led in the paths of learning and fortune by a thousand accomplished teachers, in structures like this, I think he may *well* be proud.

When we look around these spacious rooms and think what opportunities for culture will here be furnished to the thousands who are yet to come to them for instruction and strength, and who are afterwards to go from them to the struggles and conflicts, the alternate triumphs and defeats of life, I think it requires no spirit of prophecy to say, that from this edifice shall go forth influences which will carry blessings to the city, the State, and even the nation.

These influences will not be noisy or demonstrative; they will not be heralded by trumpets, but while they are quiet, they will be pervading and far reaching. Here, all will stand on even and common ground; the rich and the poor will be equal in the presence of science and learning. Here the rich can gain strength for the battle of life, and from this plane we may reverently thank God that the poor can look to the future with courage and with hope,

and in thus looking before them, they will see no summits on which their feet may not stand. I said that this should be an occasion of interest to all. It certainly is an occasion of peculiar interest to me. To have one's name associated with the cause of learning, in a form like this, is worthy of *any one's* ambition, and I am here to-day to recognize the great honor, and to thank the committee and the people for it.

Short addresses were also made by Dr. Samuel Eliot, Master of the "Girls' High School," Daniel B. Hagar, of the Salem Normal School, Walter Smith, State Director of Art-Education, and Rev. George A. Thayer. Mr. George A. Clough, the architect, was introduced to the audience and warmly received.

The exercises closed by singing "Old Hundred."

The following is the Committee on the Gaston School:—

FRANCIS H. UNDERWOOD,	|	JOHN S. H. FOGG,
<i>Chairman.</i>		HUGH J. TOLAND,
EDWIN C. LEONARD,		ARTHUR H. WILSON,
<i>Secretary.</i>		GEORGE A. THAYER,
WARREN P. ADAMS,		JOSEPH H. ALLEN.

The school was organized with the following teachers:—

C. GOODWIN CLARK, <i>Master.</i>	|	ELLEN R. WYMAN.
CLARA S. NYE, <i>Master's Assistant.</i>		MARGARET REID, <i>Sew'g Teacher</i>
LYDIA CURTIS, <i>Head Assistant.</i>		

ASSISTANTS.

HATTIE E. MARCY,
 SARAH C. WINN,
 MYRA S. BUTTERFIELD,
 ABBY M. HOLDER,
 SUSAN CARTY,

PRIMARY TEACHERS.

ELIZABETH M. EASTON,
 FANNIE BLANCHARD,
 MARY A. CROSBY,
 JOSEPHINE F. KROGMAN,
 MARY CUTTER,
 MATILDA STEPHENS.

SCHOOL-HOUSES.

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Adams	Sumner street . . .	14,100	1856	18 and hall	
Andrew	Washington Village	11,486	1865	12	
Atherton	Columbia st., W'd 16	25,087	1872	6 "	
Avon place	Highlands	10,057	1851	2	
Andrews	Genessee street . .	5,393	1848	3	
Austin	Paris street	5,360	1849	6	
Appleton street		18,454	1870	10	
Boylston	Washington street	15,073	1845	13 "	Ward Room No. 10 in this building, and an evening school.
Bowdoin	Myrtle street . . .	4,892	1848	12	
Bowditch	South street	12,006	1862	14 "	Branch of the High School and evening and drawing-school in this building.
Bigelow	Fourth street . . .	12,660	1850	14 "	
Brimmer	Common street . .	11,097	1843	14 "	
Baldwin	Grant place	6,139	1864	6	
Chapman	Eutaw street	13,040	1850	10 "	
Comins	Tremont street . .	23,780	1856	13 "	Remodelled, 1869.
Comins Branch	Smith street	6,952	1849	2	
" "	Francis street . . .	12,075	1853	2	Rebuilt, 1861.
Codman street	Ward 16	43,560	1861	2	
Cheever	Thacher street . .	2,003	1846	3	
Cottage place	Highlands	13,500	1859	4	
Channing	Cove street	7,140	1866	9	
Cook	Groton street	4,922	1852	6	
Cushman	Parmenter street . *	. . . .	1867	16	
Clinch	F street	13,483	1871	6	
Capen	Sixth street	12,375	1871	6	
Dwight	Springfield street .	19,125	1857	14 "	
Dudley	Bartlett street . . .	7,950	1846	6	Rebuilt, 1865.
Dearborn	Dearborn court . .	38,636	1852	14 "	Rebuilt, 1870.
Dwight Pri.	Rutland street . . .	7,850	1851	6	
Dean	Wall street	3,649	1853	6	

* The number of feet of land upon which this building stands is included in those given to the Hancock.

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Drake	C street	10,260	1869	6	
Eliot	N. Bennet street . .	11,077	1838	14 and hall	Rebuilt, 1860.
Everett	Sumner street, W'd 16	29,300	1855	7	
Everett	Camden street . .	32,409	1860	14 "	
East st. place . .	East street place . .	2,706	1849	4	
Emerson	Poplar street . . .	5,924	1861	6	
Eustis street . .	Boston Highlands .	13,543	1848	4	Enlarged, 1858.
Franklin	Ringgold street . .	16,439	1859	14 "	
Freeman	Charter street . . .	5,247	1868	6	
Franklin place .	Highlands	8,098	1865	4	
Gibson	School st., W'd 16 .	44,800	1857	6	
Gaston	L st., So. Boston .	18,450	1872	14 "	
Guild	East street	7,250	1866	12	
George street . .	Highlands	18,894	1861	6	
Grant	Phillips street . . .	3,744	1852	4	
High and Latin .	Bedford street . .	12,980	1844	16 "	Additional story added, 1863.
Hancock	Richmond street . .	28,197	1847	14 "	
High	Kenilworth street .	6,667	1861	4	Boston Highlands.
High	Dorch'ter avenue, Ward 16	59,340	1870	6 "	
Harris	Adams st., Ward 16	37,150	1861	8 "	
Hawes	Broadway	14,972	1823	8	
Heath street . .	Highlands	10,557	1857	2	
Ingraham	Sheafe street . . .	2,198	1848	3	
Lawrence	B and Third sts. . .	14,343	1856	14 "	
Lincoln	Broadway	17,560	1859	14 "	
Lyman	Paris street	26,200	1870	14 "	Rebuilt, 1872.
Lewis	Sherman street . . .	27,830	1868	12 "	
Mayhew	Hawkins street . . .	9,625	1847	10 "	
Mather	Meeting House Hill	6,059	1872	10 "	
Minot	Walnut street, Ward 16	16,790	1856	7	
Munroe street . .	Highlands	11,910	1854	2	Rebuilt, 1857.
Milldam	Highlands		1849	2	On land not owned by the city.
Mather	Broadway	10,160	1842	10	

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Mt. Pleasant av..	Highlands	9,510	1847	2	
Normal	Newton street . . .	30,520	1870	66 and halls	The number of rooms include those for recitations and containing apparatus.
Norcross	D street	12,075	1868	12 and hall	
N. Margin street	N. Margin street . .	1,661	1837	2	
Old Lyman	Meridian street . .	13,616	1846	. . . . .	Branch Library and Ward-room 1, in this building.
Old High	Dorchester avenue, Ward 16	34,460	. . . .	4	Unoccupied.
Old Mather	Meeting House Hill . . . .	. . . .	1856	7	Unoccupied.
Phillips	Anderson street . .	11,190	1862	14 "	
Prescott	Prescott street . . .	39,952	1865	16 "	
Pierpont	Hudson street	4,216	1850	4	
Phillips street . .	Highlands	20,595	1867	8	
Pormort	Snelling place	4,373	1855	6	
Parkman	Silver street	5,306	1848	6	
Quincy	Tyler Street	11,766	1847	14 "	Burnt 1859. Rebuilt 1860. Bell tower built 1872.
Rice	Dartmouth street . .	27,125	1869	14 "	
Rice, Pr.	Concord street . . .	10,756	1845	10	Ward-room, Ward 11, in this building.
Shurtleff	Dorchester street . .	41,000	1869	14 "	
Sherwin	Madison square . . .	32,040	1870	16 "	
Stoughton	River st., Ward 16 . .	29,726	1856	8	
Smith	Joy street	1,938	1834	2	
Simonds	Broadway . . . . .	. . . . .	1840	3	On Hawes School-house lot.
Shurtleff Pr. . . .	Tyler street	3,900	1855	6	
Sharp	Anderson street . . .	5,611	. . . .	6	Ward-room, Ward 6, in this building.
Somerset street . .	. . . . .	5,488	. . . .	8	Formerly the Normal Training School.
Savage	Harrison avenue . . .	5,537	1862	4	Ward-room 5 in this building.
Starr King	Tennyson street . . .	10,318	1870	10 "	
Skinner	Fayette street	5,242	1870	6	
Tileston	Norfolk street, Ward 16	83,640	1865	8 "	
Tappan	Lexington street . . .	4,025	1846	3	
Tuckerman	City Point	11,655	1850	6	Enlarged in 1861.
Thornton street . .	Highlands	6,640	1847	2	
Vernon street . . .	Highlands	7,675	1849	4	Enlarged in 1861.
Winthrop	Tremont street	15,078	1855	14 "	

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Wells	Blossom street . .	71,657	1868	10 and hall	Ward-room, Ward 3, in this building.
Washington . . .	Washington st., Boston Highl'ds .	14,390	1840	7	Enlarged, 1847.
Webb	Porter street . . .	7,492	1853	6	
Webster	Webster street . .	5,036	1852	6	
Ware	N. Bennet street .	6,439	1862	4	Ward-room, Ward 2, in this building.
Wait	Shawmut avenue .	10,974	1860	8	
Winthrop street .	Highlands	9,775	1857	4	
Winchell	Blossom street . .	5,000	1845	5	Remodelled, 1870.
Way street	Way street	2,505	1850	3	
Weston street . .	Highlands	14,916	1854	4	
Yeoman street . .	"	18,200	1870	12	
High	Monument square				Charlestown.
Bunker Hill . . .	Baldwin street				"
Harvard	Bow street				"
Prescott	Elm street				"
Warren	Summer street				"
Winthrop	Bunker Hill street				"
Primary School .	Harvard street				"
"	Cross street				"
"	Bunker Hill street				"
"	" "				"
"	Mead street				"
"	Kingston street	5,400			"
"	Moulton street				"
"	Soley street				"
"	Common street				"
"	Medford street				"
"	"				"
"	Chauncy place				"
"	Polk street				"
High	Academy Hill	58,822			Brighton.
Bennett	Winship place	24,253			"
Harvard	No. Harvard st.	21,760			"
Everett, Primary	Cor. Auburn and Pearl streets	44,270			"
Auburn, "	School street				"

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Oak square, Prim.	Oak square . . .	. . . . .	. . . . .	. . . . .	Brighton
Rockland, "	Academy Hill . .	. . . . .	. . . . .	. . . . .	"
Union st., "	Union street . . .	71,049	. . . . .	. . . . .	"
Webster	Beacon street . .	. . . . .	. . . . .	. . . . .	"
Webster	Webster place . .	. . . . .	. . . . .	. . . . .	"
Eliot, High	Elm . . . . .	. . . . .	. . . . .	. . . . .	West Roxbury.
Central	Burrongs street .	. . . . .	. . . . .	. . . . .	"
Florence	Florence street .	. . . . .	. . . . .	. . . . .	"
Hillside	Elm . . . . .	. . . . .	. . . . .	. . . . .	"
Mount Vernon . .	Mt. Vernon street	. . . . .	. . . . .	. . . . .	"
Primary School .	Shawmut avenue .	. . . . .	. . . . .	. . . . .	"
"	"	"
"	Eliot street . . .	. . . . .	. . . . .	. . . . .	"
"	Child street . . .	. . . . .	. . . . .	. . . . .	"
"	Canterbury street	. . . . .	. . . . .	. . . . .	"
"	Poplar street . .	. . . . .	. . . . .	. . . . .	"
"	Baker street . . .	. . . . .	. . . . .	. . . . .	"
"	Germantown . . .	. . . . .	. . . . .	. . . . .	"
"	Curtis street . . .	. . . . .	. . . . .	. . . . .	"
Bennett	Ches't Hill avenue, Brighton . . . . .	. . . . .	. . . . .	. . . . .	Building erecting.
Grammar School- house	Dudley street . .	12,000	. . . . .	. . . . .	"
Grammar School- house	Centre street . .	26,250	. . . . .	. . . . .	"
Primary School- house	Princeton street .	17,400	. . . . .	. . . . .	"
Primary School- house	Lexington street	5,000	. . . . .	. . . . .	"

In addition to the foregoing, the following rooms are occupied by schools, those marked (*) being hired at an annual rental of \$14,546.00; the others are in buildings owned by the city.

Number of Rooms.	Location.
Two*	Chapel, Bennington street.
Three*	Rice building.
One*	Day's Chapel, Parker street.
Four	Armory building, Cooper street.
Two*	Jenkins' Hall, Broadway, branch of Lawrence School.
Four*	Pemberton square, School for Deaf Mutes.
Two*	Church on D street.
Two*	E street vestry.
One*	Dorchester avenue, opposite Broadway.
Two*	Monmouth street.
Two*	1419 Tremont street.
One*	Bennington street.
One*	Reed's Hall for Evening School.
Three*	Sargent's Block, Washington street.
One*	Warwick street.
Three*	Bromley park.
One*	Cox building, Dudley street.
One*	Cor. of Shawmut avenue and Codman park.
Two*	Everett avenue, Ward 16.
Two*	Boston street, Ward 16.
Two*	Unitarian church, Neponset.
Six*	Gogin's building, Dorchester street.
Two*	Bank building, corner of E street and Broadway.
One*	Saratoga street, East Boston.
Four*	Trenton street, East Boston.
One*	Francis street, Ward 15.

ORGANIZATION
OF
SCHOOL COMMITTEE,
FOR 1874.

HON. SAMUEL C. COBB, *Mayor, ex officio.*
EDWARD O. SHEPARD, *President of the Common Council, ex officio.*

Ward 1.

Reuben Peterson, Jr.,	Benj. F. Campbell,
Willard S. Allen,	Henry S. Washburn,
John Noble,	George H. Plummer.

Ward 2.

James M. Badger,	William J. Porter,
Michael Moran,	John W. Fraser.
George D. Ricker,	—————

Ward 3.

Lucius Slade,	John E. Quinn,
Samuel H. Wentworth,	Orran G. Cilley,
James A. McDonough,	William C. Williamson.

Ward 4.

Nath'l B. Shurtleff,	John T. Beckley,
Ezra Palmer,	A. Kendall Tilden,
Edward H. Dunn,	Adino B. Hall.

Ward 5.

Edward B. Rankin,	John J. Murphy,
Henry J. Colman,	John P. Ordway,
John M. Maguire,	David J. O'Connor.

Ward 6.

Samuel K. Lothrop,
James Reed,
Hall Curtis,

Charles C. Perkins,
Joseph Willard.

Ward 7.

Christopher A. Connor,
Edward C. Leonard,
Hugh J. Toland,

John E. Fitzgerald,
Richard J. Fennelly,
Joseph D. Fallon.

Ward 8.

William Woods,
David W. Foster,
George L. Chaney,

George E. Filkins,
Henry P. Shattuck,
Francis Hayden.

Ward 9.

Francis D. Stedman,
Charles J. Prescott,
John P. Reynolds,

Charles Hutchins,
John C. J. Brown.

Ward 10.

Lyman Mason,
Geo. F. Bigelow,
Charles L. Flint,

William H. Baldwin,
Joseph H. Gray,
Wm. Burnet Wright.

Ward 11.

Wm. H. Learnard, Jr.,
Stephen G. Deblois,
William B. Merrill,

Samuel B. Cruft,
Edward W. Kinsley.

Ward 12.

John S. H. Fogg,
George A. Thayer,
Arthur H. Wilson,

Joseph H. Allen,
Francis H. Underwood,
Warren P. Adams.

Ward 13.

George H. Lloyd,
James Morse,
Edward G. Morse,

John D. Carty,
Joseph A. Tucker,
Franklin Williams.

Ward 14.

Joel Seaverns,
John O. Means,
Ira Allen,

John Kneeland,
C. Edwin Miles.

Ward 15.

James Waldoek,
 Albert E. Dunning,
 George F. Emery,

Joseph O'Kane,
 Charles K. Dillaway,
 Geo. M. Hobbs.

Ward 16.

William P. Leavitt,
 John H. McKendry,
 William T. Adams,

John W. Porter,
 Frederick P. Moseley,
 James S. Greene.

Ward 17.

Albert H. Chapman,
 Francis B. Beaumont,
 George S. Frost,

Pelotiah R. Tripp,
 Dan. S. Smalley,
 John E. Blakemore.

Ward 19.

Joseph Bennett,
 James H. Rice,

Michael Norton.
 ——— ———

Ward 20.

Retire H. Parker,
 James F. Southworth,

James A. McDonald.
 ——— ———

Ward 21.

William H. Finney,
 Nahum Chapin,

George B. Neal.
 ——— ———

Ward 22.

Charles E. Daniels,
 George H. Marden,

Edwin H. Darling.
 ——— ———

STANDING COMMITTEES.

Elections.

Joseph Willard, <i>Chairman</i> ,	John E. Fitzgerald,
Hall Curtis,	William C. Williamson,
Reuben Peterson, Jr.,	Joseph H. Gray,
	George M. Hobbs.

Rules and Regulations.

Lyman Mason, <i>Chairman</i> ,	William H. Baldwin,
Nathaniel B. Shurtleff,	Joel Seaverns,
John W. Fraser,	John Kneeland,
	John P. Reynolds.

Salaries.

J. Coffin Jones Brown, <i>Chairman</i> ,	Christopher A. Connor,
Henry S. Washburn,	Joseph H. Gray,
William T. Adams,	George H. Marden,
	George H. Plummer.

Accounts.

William B. Merrill, <i>Chairman</i> ,	Lucius Slade,
Wm. H. Learnard, Jr.,	Warren P. Adams,
George D. Ricker,	Francis D. Stedman,
	Charles J. Prescott.

Text-Books.

S. K. Lothrop, <i>Chairman</i> ,	Ezra Palmer,
Charles Hutchins,	Charles L. Flint,
Samuel H. Wentworth,	William H. Finny,
	Joseph D. Fallon.

School-Houses and School Sections.

Joseph A. Tucker, <i>Chairman</i> ,	Hugh J. Toland,
John Noble,	David W. Foster,
John W. Porter,	Nahum Chapin,
	Edward W. Kinsley.

Music.

John P. Ordway, <i>Chairman</i> ,	William B. Merrill,
Warren P. Adams,	Charles C. Perkins,
Charles L. Flint,	George B. Neal,
	James Reed.

Printing.

Edward B. Rankin, <i>Chairman</i> ,	Joseph O'Kane,
Joseph A. Tucker,	Michael Norton,
Arthur H. Wilson,	A. Kendall Tilden,
	James A. McDonough.

Vocal and Physical Culture, and Military Drill.

Lucius Slade, <i>Chairman</i> .	George E. Filkins,
Henry P. Shattuck,	Franklin Williams,
William Woods,	Pelatihah R. Tripp,
	A. K. Tilden.

Drawing.

Charles C. Perkins, <i>Chairman</i> ,	David W. Foster,
J. Coffin Jones Brown,	Francis H. Underwood,
James Morse,	William B. Merrill,
	Retire H. Parker.

Evening Schools.

Hall Curtis, <i>Chairman</i> ,	William H. Baldwin,
George D. Ricker,	Willard S. Allen,
John S. H. Fogg,	John H. McKendry,
	Franklin Williams.

Schools for Licensed Minors.

Samuel B. Cruft, <i>Chairman</i> ,	Stephen G. Deblois,
Richard J. Fennelly,	Michael Moran,
	A. Kendall Tilden.

School for Deaf Mutes.

Ira Allen, *Chairman*,
Henry S. Washburn,
Lucius Slade,
Samuel B. Cruft,

Francis D. Stedman,
William H. Learnard.
————— —————

Kindergarten School.

William H. Baldwin, *Chairman*,
Hall Curtis,
Henry P. Shattuck,
John P. Reynolds,

John W. Porter,
Geo. F. Bigelow.
————— —————

Industrial Schools.

S. K. Lothrop, *Chairman*,
Hall Curtis,
Nathaniel B. Shurtleff,
William T. Adams,

Charles K. Dillaway.
————— —————
————— —————

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Bedford street.

COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	James Reed, <i>Secretary.</i>
Michael Moran,	Joseph A. Tucker,
Wm. C. Williamson,	John Kneeland,
Nath'l B. Shurtleff,	George F. Emery,
John P. Ordway,	William T. Adams,
Joseph D. Fallon,	Albert H. Chapman,
David W. Foster,	Michael Norton,
John P. Reynolds,	James A. McDonald,
Wm. Burnet Wright,	George B. Neal,
Samuel B. Cruft,	Edwin H. Darling.
George A. Thayer,	

TEACHERS.

Francis Gardner, <i>Head Master.</i>	Augustine M. Gay, <i>Master.</i>
Moses Merrill, <i>Master.</i>	Josiah G. Dearborn, <i>Master.</i>
George W. Minns, <i>Master.</i>	Charles J. Capen, <i>Master.</i>
Joseph W. Chadwick, <i>Master.</i>	Arthur I. Fiske, <i>Master.</i>
Ernest Young, <i>Master.</i>	John L. Stoddard, <i>Master.</i>
Prosperè Morand, <i>Teacher of French.</i>	Henry Hitchings, <i>Teacher of Drawing.</i>
Julius Eichberg, <i>Teacher of Music.</i>	Lieut. Col. Hobart Moore, <i>Teacher of</i>
William Thompson, <i>Janitor.</i>	<i>Military Drill.</i>

ENGLISH HIGH SCHOOL.

Bedford street.

COMMITTEE.

S. K. Lothrop, <i>Chairman.</i>	John Noble, <i>Secretary.</i>
James M. Badger,	James Morse,

James A. McDonough,
A. Kendall Tilden,
John M. Maguire,
Hugh J. Toland,
William Woods,
Charles J. Prescott,
Lyman Mason,
Edward W. Kinsley,
Joseph H. Allen,

Ira Allen,
James Waldock,
Frederick P. Moseley,
Francis B. Beaumont,
Joseph Bennett,
James F. Southworth,
Nahum Chapin,
George H. Marden.

TEACHERS.

Charles M. Cumston, *Head Master.* Luther W. Anderson, *Master.*
Robert E. Babson, *Master.* L. Hall Grandgent, *Master.*
Albert Hale, *Master.* John P. Brown, *Master.*

SUB-MASTERS.

Charles B. Travis, Charles J. Lincoln,
Charles H. Cumston, John O. Norris,
Lucius H. Buckingham, Thomas J. Emery,
John F. Casey, Charles O. Whitman,
George F. Leonard, Manson Seavy,
Jerome B. Poole, William G. Nowell,
Henry Hitchings, *Teacher of Drawing.* Edward K. Clark, *Ass't Teacher of Drawing.*
Nicolas F. Dracopolis, *Teacher of French.* Julius Eichberg, *Teacher of Music.*
Lieut.-Col. Hobart Moore, *Teacher of Military Drill.*

NORMAL SCHOOL.

West Newton street.

COMMITTEE.

Charles Hutchins, *Chairman.* John Noble, *Secretary.*
William B. Merrill, George A. Thayer,
Wm. H. Learnard, Jr., John Kneeland,
John P. Ordway,

TEACHERS.

Larkin Dunton, *Head Master.* Jenny H. Stickney, *Head Assistant.*
Florence W. Stetson, *Assistant.*

GIRLS' HIGH SCHOOL.

West Newton street.

Charles L. Flint, <i>Chairman.</i>	Warren P. Adams, <i>Secretary.</i>
Willard S. Allen,	Edward G. Morse,
George D. Ricker,	—————
Samuel H. Wentworth,	Charles K. Dillaway,
John T. Beckley,	William P. Leavitt,
Edward B. Rankin,	Dan S. Smalley,
Charles C. Perkins,	Charles H. B. Breck,
John E. Fitzgerald,	Retire H. Parker,
Henry P. Shattuck,	William H. Finney,
Charles Hutchins,	Charles E. Daniels.
Stephen G. Deblois,	

TEACHERS.

Samuel Eliot, <i>Head Master.</i>	Harriet E. Caryl, <i>Master's Assistant.</i>
Margaret A. Badger, <i>Master's Assistant.</i>	Bessie T. Capen, <i>Teacher of Chemistry.</i>
Emma A. Temple, <i>Head Assistant,</i>	Katherine Knapp, <i>Head Assistant.</i>
Mary E. Scates, <i>Head Assistant.</i>	Adeline L. Sylvester, <i>Head Assistant.</i>

ASSISTANTS.

Elizabeth C. Light,	Lucy O. Fessenden,
Adeline S. Tufts,	Alice M. Wellington,
Emerette O. Patch,	Rebecca R. Joslin,
S. Annie Shorey,	Augusta C. Kimball,
Ellen O. Swain,	Florena Gray,
Lucy R. Woods,	Ellen M. Folsom,
Mary J. Allison,	Laura B. White,
Lillie B. Holbrook,	Prospère Morand, <i>Teacher of French.</i>
E. C. F. Crauss, <i>Teacher of German.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Mary E. Carter, <i>Teacher of Drawing.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>

ROXBURY HIGH SCHOOL.

Kenilworth street.

COMMITTEE.

Ira Allen, <i>Chairman.</i>	Albert E. Dunning, <i>Secretary.</i>
Reuben Peterson, Jr.,	William H. Learnard, Jr.,
William J. Porter,	—————
Lucius Slade,	Joseph A. Tucker,

George Fabyan,
Henry J. Colman,
Hall Curtis,
John E. Fitzgerald,
George L. Chaney,
Charles J. Prescott,

William T. Adams,
George S. Frost,
Charles H. B. Breck,
Retire H. Parker,
William H. Finney,
Charles E. Daniels.

TEACHERS.

Samuel M. Weston, *Head Master.* M. L. Tincker, *Head Assistant.*

ASSISTANTS.

Emily Weeks,
Helen A. Gardner,
Clara H. Balch,
Benj. F. Nutting, *Teacher of Drawing.* M. de Maltchycé, *Teacher of French-*
John F. Stein, *Teacher of German.* Lieut.-Col. Hobart Moore, *Teacher of*
Military Drill.

Eliza D. Gardner,
Edna F. Calder,
Julius Eichberg, *Teacher of Music.*

DORCHESTER HIGH SCHOOL.

Centre street, near Dorchester avenue.

COMMITTEE.

William T. Adams, *Chairman.* John W. Porter, *Secretary.*
John H. McKendry,
Nath'l B. Shurtleff,
Frederick P. Moseley,
John O. Means,
William T. Leavitt.

TEACHERS.

Elbridge Smith, *Head Master.* Mary W. Hall, *Head Assistant.*

ASSISTANTS.

Rebecca V. Humphrey,
Annie H. Noble,
John F. Stein, *German Teacher.*
Julius Eichberg, *Music Teacher.*
Harriet B. Luther,
Charles De Lagarlière, *French Teacher.*
Mercy A. Bailey, *Drawing Teacher.*
Lieut.-Col. Hobart Moore, *Teacher of*
Military Drill.

CHARLESTOWN HIGH SCHOOL.

COMMITTEE.

George B. Neal, <i>Chairman.</i>	William H. Finney, <i>Secretary.</i>
George H. Marden,	George Fabyan,
Retire H. Parker,	Joseph Willard.
James A. McDonald,	

TEACHERS.

Caleb Emery, <i>Head Master.</i>	Alfred P. Gage, <i>Master of English</i>
L. B. Pillsbury, <i>Sub-Master.</i>	<i>Department.</i>
Katherine Whitney, <i>First Assistant.</i>	Emma G. Shaw, <i>Second Assistant.</i>

ASSISTANTS.

Susan A. Getchell,	Anna M. Wilde,
A. E. Somes.	

WEST ROXBURY HIGH SCHOOL.

Elm street, West Roxbury.

COMMITTEE.

Dan. S. Smalley, <i>Chairman.</i>	Albert H. Chapman, <i>Secretary.</i>
John E. Blakemore,	Albert E. Dunning,
Pelatih R. Tripp,	George S. Frost.
Francis B. Beaumont,	

TEACHERS.

E. W. Howe, <i>Head Master.</i>	Frank E. Dimick, <i>Master.</i>
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ASSISTANTS.

Mary E. Lothrop,	Annie B. Lord,
Sarah M. Urann, <i>Teacher of Draw-</i>	L. H. Garlin, <i>Teacher of Music.</i>
<i>ing.</i>	Miss M. Richardson, <i>Teacher of Draw-</i>
	<i>ing.</i>

BRIGHTON HIGH SCHOOL.

Academy Hill.

COMMITTEE.

Joseph Bennett, *Chairman.* Michael Norton, *Secretary.*
 Charles H. B. Breck, Ira Allen.
 Charles K. Dillaway,

TEACHERS.

Benjamin Wormelle, *Principal.* Anna J. George, *First Assistant.*
 Sarah E. Waugh, *Second Assistant.* Alfred Morand, *Teacher of French.*
 C. E. Whiting, *Teacher of Music.*

DEPARTMENT OF VOCAL MUSIC.

Julius Eichberg, General Supervisor of Music, and Teacher of Music in the High Schools, 154 Tremont street.
 Luther Whiting Mason, Director of Music in the Primary Schools, 5 Sharon street. Address at the Rooms of the Board, City Hall.
 H. E. Holt, Director of Music in the Grammar Schools, third, fourth, fifth and sixth classes. Address at the Rooms of the Board, City Hall.
 Joseph B. Sharland, Director and Teacher of Music in the Grammar Schools, first and second classes, 25 Hanson street.
 Hiram Wilde, Assistant Teacher of Music, 762 Washington street.

DEPARTMENT OF DRAWING.

Walter Smith, Normal Art Instructor, and General Supervisor of Drawing City Point, South Boston.

SPECIAL INSTRUCTORS.

Charles A. Barry, High Schools in West Roxbury and Brighton. Address, at the City Hall.
 Henry Hitchings, English High School and Latin School. Address, Dedham.
 Edward K. Clark, Assistant, English High School.
 Mary Carter, Girls' High School, 39 Somerset street.
 Mercy A. Bailey, Girls' High School, Normal School, and Dorchester High School, Creighton House.
 Benjamin F. Nutting, Roxbury High School.

Lucas Baker, Charlestown High School.

These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows.

FREE EVENING DRAWING SCHOOLS.

Walter Smith, Director of the Classes.

Monday, Tuesday, Thursday and Friday, 7 to 9 P. M.

Appleton-street School-house.

G. H. Bartlett, *Principal.*

J. H. Eichberg, *Assistant.*

J. A. Beér, *Assistant.*

Starr King School-house, Tennyson street

Clarence S. Ward, *Principal.*

George H. Young, J. L. Frisbee, George Jepson, and A. W. Johnson, *Assistants.*

South street.

C. W. Damon, *Assistant.*

H. N. Mudge, *Assistant.*

Dorchester High School.

George Jepson, *Assistant.*

Peter Roos, *Assistant*

THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

George H. Plummer, <i>Chairman.</i>	Benj. F. Campbell, <i>Secretary.</i>
Henry S. Washburn,	Willard S. Allen,
John Noble,	Edward H. Dunn.
Reuben Peterson, Jr.,	

ADAMS SCHOOL.

Belmont square, East Boston.

Robert C. Metcalf, <i>Master.</i>	Frank F. Preble, <i>Sub-Master.</i>
Mary M. Morse, <i>Master's Assistant.</i>	Ellen M. Robbins, <i>Head Assistant.</i>
Mary A. Davis, <i>Head Assistant.</i>	Lucy A. Wiggin, <i>Head Assistant.</i>

ASSISTANTS.

Clara Robbins,	Harriett Sturtevant,
Clara J. Doane,	Sarah E. McPhaill,
Lina H. Cook,	Sarah A. Cook,
Margaret E. Robbins, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Adams School.

Ellen James.	<i>Sub-Committee,</i> Mr. Plummer.
Rosa L. Morse.	“ Mr. Washburn.
Mary H. Allen.	“ Mr. Plummer.
Mary E. Wiggin.	“ Mr. Dunn.
Eliza A. Wiggin.	“ “
Anna E. Reed.	“ “

Webster street.

Grace E. Wasgatt.	<i>Sub-Committee</i> , Mr. Campbell.
Emily C. Morse, <i>Spec. Instruction.</i>	“ Mr. Washburn.

ANDREW SCHOOL DISTRICT.

COMMITTEE.

Joseph H. Allen, <i>Chairman.</i>	Hugh J. Toland, <i>Secretary.</i>
Warren P. Adams,	John S. H. Fogg,
Francis H. Underwood,	Christopher A. Connor,
George A. Thayer,	Frederick P. Moseley.

ANDREW SCHOOL.

Dorchester street, Washington Village.

Leander Waterman, <i>Master.</i>	J. Martin Dill, <i>Sub-Master.</i>
Elizabeth A. Winward, <i>Master's As-</i> <i>stant.</i>	Henrietta L. Dwyer, <i>Head Assistant.</i>

ASSISTANTS.

Adelaide E. H. Groso,	Emma C. Perkins,
Mary E. Perkins,	Alice A. Bailey,
Lucy M. Marsh,	Mercy L. Parr, <i>Teacher of Sewing.</i>

PRIMARY SCHOOLS.

Ticknor Building.

Martha L. Moody.	<i>Sub-Committee</i> , Mr. Allen.
Mary S. Beebe.	“ Mr. Thayer.
Alice L. Littlefield.	“ Mr. Connor.

Gogin Building.

Mary A. Jenkins.	<i>Sub-Committee</i> , Mr. Allen.
Jessie C. Tileston.	“ Mr. Toland.
Susan E. C. Molloy.	“ Mr. Adams.
Rosabel V. Aldrich.	“ Mr. Underwood.
Elizabeth Ordway.	“ Mr. Moseley.

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

Warren P. Adams, <i>Chairman.</i>	Joseph D. Fallon, <i>Secretary.</i>
Francis H. Underwood,	Arthur H. Wilson,
Christopher A. Connor,	Hugh J. Toland,
Richard J. Fennelly,	George A. Thayer,
Joseph H. Allen,	

BIGELOW SCHOOL.

Fourth street, Corner of E street.

Thomas H. Barnes, <i>Master.</i>	Fred. O. Ellis, <i>Sub-Master.</i>
J. G. Bassett, <i>Usher.</i>	Clara E. Farrington, <i>Master's Head</i>
Amelia B. Coe, <i>Head Assistant.</i>	<i>Assistant.</i>

ASSISTANTS.

Eliza B. Haskell,	Harriet A. Watson,
Ellen Coe,	Mary Nichols,
Mary L. Lufkin,	Lucinda P. Bowley,
Celinda Seaver,	Lucy C. Bartlett,
Malvena Tenney,	Abby J. Adams.
Samuel P. Howard, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Hawes Hall, Broadway.

Anna C. Gill,	Abby B. Kent,
Alice Danforth,	Lucy E. T. Tinkham,
Ann J. Lyon,	Mary P. Colburn,
Mary E. Johnston,	Harriet A. Clapp, <i>Special Instruction.</i>

Rear Hawes Hall.

Tiley A. Bolkcom,	Emily T. Smith.
Mary L. Howard,	

Corner of Dorchester and Fourth streets.

Josephine B. Cherrington,	Sarah A. Graham.
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Bank Building, E street.

Elizabeth G. Bailey.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

John P. Ordway, <i>Chairman.</i>	Henry J. Colman, <i>Secretary.</i>
John P. Reynolds,	Edward B. Bankin,
Richard J. Fennelly,	John W. Fraser,
Edward C. Leonard,	John J. Murphy,
William T. Adams,	David J. O'Conner.
John M. Maguire,	

BOWDITCH SCHOOL.

Corner of East and Cove streets.

Alfred Hewins, <i>Master.</i>	Susan H. Thaxter, <i>Master's Assistant.</i>
Mary M. T. Foley, <i>Head Assistant.</i>	Eliza M. Evert, <i>Head Assistant.</i>

ASSISTANTS.

Caroline E. Jennison,	Margaret E. Sheehan,
Ruth H. Clapp,	Lydia E. Bacon,
Hannah E. G. Gleason,	—————,
	Eliza Baxter, <i>Sewing Teacher.</i>

PRIMARY SCHOOLS.

East street.

Amelia E. N. Treadwell.	<i>Sub-Committee,</i> Mr. Maguire.
Octavia C. Heard.	“ Mr. Adams.
Ellen L. F. Collins.	“ Mr. Murphy.
Priscilla Johnson.	“ Mr. Reynolds.
Ellen E. Leach.	“ Mr. Fennelly.
Sarah E. Lewis.	“ Mr. Leonard.
Maria J. Coburn.	“ Mr. Rankin.
—————.	“ Mr. Ordway.
Julia M. Driscoll.	“ “
Susan Frizzell.	“ Mr. Fraser.
Mary J. Crotty.	“ Mr. O'Conner.
Marian A. Flynn.	“ Mr. Leonard.

East-street place.

Louisa Bowker.	<i>Sub-Committee,</i> Mr. Colman.
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BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

Hall Curtis, <i>Chairman.</i>	John T. Beckley, <i>Secretary.</i>
James Reed,	John E. Quinn,
Ezra Palmer,	William C. Williamson,
Samuel H. Wentworth,	Adino B. Hall.
Edward H. Dunn,	

BOWDOIN SCHOOL.

Myrtle street.

Daniel C. Brown, <i>Master.</i>	Sarah J. Mills, <i>Master's Assistant.</i>
Mary Young, <i>Head Assistant.</i>	Sarah O. Brickett, <i>Head Assistant.</i>

ASSISTANTS.

Eliza A. Fay,	Sophia B. Horr,
Irene W. Wentworth,	Martha A. Palmer,
Ada L. Cushman,	Dora E. Pitcher,
S. Frances Perry,	Catharine E. Bigelow, <i>Sewing Teacher</i>

PRIMARY SCHOOLS.

Somerset street.

C. Eliza Wason.	<i>Sub-Committee,</i> Mr. Beckley.
Mabel West.	“ Mr. Fabyan.

Old Phillips School-house.

Sarah F. Russell.	<i>Sub-Committee,</i> Mr. Williamson.
Elizabeth R. Preston.	“ Mr. Reed.
_____.	“ _____.

Joy street.

Mary E. Ames, <i>Special Instruction.</i>	<i>Sub-Committee,</i> Mr. Dunn.
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Blossom street.

Olive Ruggles.	<i>Sub-Committee,</i> Mr. Wentworth.
Julia T. Jellison.	“ Mr. Palmer.
Annie M. Heustis.	“ Mr. Quinn.
Lydia A. Isbell,	“ Mr. Williamson.

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

J. Coffin Jones Brown, <i>Chairman.</i>	Charles J. Prescott, <i>Secretary.</i>
Charles Hutchins,	George L. Chaney,
William Woods,	George L. Filkins,
Joseph Willard,	John J. Murphy,
Henry P. Shattuck,	Francis Hayden.
Samuel B. Cruft,	

BRIMMER SCHOOL.

Common street.

Joshua Bates, <i>Master.</i>	E. Bentley Young, <i>Sub-Master.</i>
T. H. Wason, <i>Usher.</i>	Rebecca L. Duncan, <i>Master's Assistant.</i>
Luthera W. Bird, <i>Head Assistant.</i>	

ASSISTANTS.

Kate C. Martin,	Mercy T. Snow,
Annie P. James,	Amanda Snow,
Caroline J. Spaulding,	Mercie A. Davie,
Sarah J. March,	Helen L. Bodge,

PRIMARY SCHOOLS.

Starr King School, Tennyson street.

Emma F. Burrill,	<i>Sub-Committee,</i> Mr. Woods.
Annie E. English,	“ Mr. Murphy.
Sarah Farley.	“ Mr. Filkins.
H. Ellen Boothby.	“ Mr. Prescott.
Malvina R. Brigham.	“ Mr. Chaney.

Brimmer School-house.

Eliza E. Foster.	<i>Sub-Committee,</i> Mr. Shattuck.
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Skinner School, corner Fayette and Church streets.

Frances B. Dewey.	<i>Sub-Committee,</i> Mr. Woods.
Eliza F. Moriarty.	“ Mr. Willard.
Deborah K. Burgess.	“ Mr. Cruft.
Sarah R. Bowles.	“ Mr. Hayden.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

Willard S. Allen, <i>Chairman.</i>	Edward H. Dunn, <i>Secretary.</i>
George H. Plummer,	Reuben Peterson, Jr.,
John Noble,	Benjamin F. Campbell.
Henry S. Washburn,	

CHAPMAN SCHOOL.

Eutaw street, East Boston.

George R. Marble, <i>Master.</i>	Orlando W. Dimick, <i>Sub-Master.</i>
Mary E. Allen, <i>Master's Head Assistant.</i>	Sara F. Tenney, <i>Head Assistant.</i>
	Jane F. Reid, <i>Head Assistant.</i>
	Maria D. Kimball, <i>Head Assistant.</i>

ASSISTANTS.

Sarah T. Synett,	Harriet E. Morrill,
Judith P. Meader,	Elizabeth M. Gregory,
Lucy E. Woodwell,	Mary E. Buffum.

Tappan Primary Building, Lexington street.

Annie J. Noble, <i>Sewing Teacher.</i>	John Sellers, <i>Janitor.</i>
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PRIMARY SCHOOLS.

Webb School, Porter street.

Mary A. Shaw,	Abby D. Beal,
Caroline S. Litchfield.	<i>Sub-Committee,</i> Mr. Campbell.
Ada D. Prescott.	“ Mr. Allen.
Helen T. Higgins.	“ Mr. Noble.
Mary E. Reid.	“ Mr. Allen.

Tappan School, Lexington street.

Harriet C. Bates.	<i>Sub-Committee,</i> Mr. Campbell.
Mary C. Hall.	“ Mr. Allen.
Marietta Duncan.	“ Mr. Campbell.
Clara A. Otis.	“ Mr. Noble.
Hannah F. Crafts.	“ Mr. Allen.

COMINS SCHOOL DISTRICT.

COMMITTEE.

Franklin Williams, <i>Chairman.</i>	Charles K. Dillaway, <i>Secretary.</i>
Joel Seaverns,	Joseph O'Kane,
James Morse,	John D. Carty,
James Waldoek,	C. Edwin Miles,
George F. Emery,	George M. Hobbs.
Albert E. Dunning,	

COMINS SCHOOL.

Tremont street, corner of Gore avenue.

Daniel W. Jones, <i>Master.</i>	Alfred Bunker, <i>Sub-Master.</i>
Julia Scribner, <i>Master's Assistant.</i>	Lydia E. Davis, <i>Master's Assistant.</i>
Almira W. Chamberline, <i>Head Assistant.</i>	Eliza C. Fisher, <i>Head Assistant.</i>
	Florence E. Tilton, <i>Head Assistant.</i>

ASSISTANTS.

Martha A. Cummings,	Charlotte P. Williams,
Adelina May,	Delia M. Upham,
Julia A. C. Gray,	E. Josephine Page,
Emma E. Towle,	Emily Swain,
Kate M. Murphy,	Penelope G. Hayes,
Annie L. Hudson,	Delia M. Mansfield, <i>Sewing Teacher.</i>
Geo. S. Hutchinson, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Heath street.

Jeannie B. Lawrence,	Mary A. Cloney.
<i>Sub-Committee,</i>	Mr. Dillaway.

Bromley Park.

Ellen H. Holt,	Emma M. Waldoek,
Helen O. Wyman,	<i>Sub-Committee,</i> Mr. Hobbs.

Francis street.

Caroline A. Gragg,	<i>Sub-Committee,</i> Mr. Williams.
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Phillips street.

Annie E. Clark,	M. Louise Cummings.
<i>Sub-Committee,</i>	Mr. Waldoek.

Sarah E. Haskins.	<i>Sub-Committee</i> , Mr. Carty.
Amelia F. Boston.	“ Mr. Morse.
Mrs. J. P. Hall.	“ Mr. Carty.
Sarah B. Bancroft.	“ Mr. O’Kane.
Caroline M. Brackett.	“ Mr. Emery.
Elizabeth A. Colligan.	“ Mr. Morse.

Ward-house.

Elizabeth Lovell.	<i>Sub-Committee</i> , Mr. O’Kane.
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Cottage place.

Elizabeth F. Johnson,	Adaline Beal.
	<i>Sub-Committee</i> , Mr. Miles.
Caroline D. Putnam,	Caroline J. Harris.
	<i>Sub-Committee</i> , Mr. Dunning.
Mary J. Backup.	<i>Sub-Committee</i> , Mr. Seaverns.

DEARBORN SCHOOL DISTRICT.

COMMITTEE.

James Morse, <i>Chairman</i> .	Edward G. Morse, <i>Secretary</i> .
Ira Allen.	Joel Seaverns.
John O. Means.	John D. Carty.
Joseph A. Tucker.	Franklin Williams.
George F. Emery.	John Kneeland.
George H. Lloyd.	

DEARBORN SCHOOL.

Dearborn place.

William H. Long, <i>Master</i> .	Harlan P. Gage, <i>Sub-Master</i> .
L. Anna Dudley <i>Master’s Assistant</i> .	Philena W. Rounseville, <i>Head Assistant</i> .
Martha D. Chapman, <i>Head Assistant</i> .	<i>ant.</i>
Evelyn L. Holbrook, <i>Head Assistant</i> .	

ASSISTANTS.

Cynthia G. Melvin,	Frances L. Breeden,
Sarah H. Hosmer,	Clara T. Fisher,
Annie M. Backup,	Bell J. Dunham

Elizabeth M. Wood,	Elizabeth R. Wallis,
Phebe H. Simpson,	Mary F. Walsh,
Mary E. McCarty,	Josephine A. Keniston,
Catharine G. Hosmer, <i>Sewing Teacher.</i>	Michael J. Lalley, <i>Janitor.</i>

PRIMARY SCHOOLS.

Eustis street.

Mary F. Neale,	Abby L. Baker.
	<i>Sub-Committee, Mr. Morse.</i>
Clarabel E. Chapman,	Kate M. Wallace.
	<i>Sub-Committee, Mr. Lloyd.</i>

George street.

Mary M. Sherwin,	Mary C. Smith.
	<i>Sub-Committee, Mr. E. G. Morse.</i>
Emily M. Pevear,	Flora J. Cutter.
	<i>Sub-Committee, Mr. Means.</i>
Clara F. Conant,	M. Ella Aldrich.
	<i>Sub-Committee, Mr. Carty.</i>

Yeoman street.

Anna M. Balch,	Susan F. Rowe.
	<i>Sub-Committee, Mr. Allen.</i>
Ellen M. Oliver,	Mary E. Nason.
	<i>Sub-Committee, Mr. Kneeland.</i>
Ada L. McKean,	Annie M. Croft.
	<i>Sub-Committee, Mr. Williams.</i>
Louise D. Gage,	Kate A. Nason.
	<i>Sub-Committee, Mr. Seaverns.</i>

DORCHESTER-EVERETT SCHOOL DISTRICT.

COMMITTEE.

Frederick P. Moseley, <i>Chairman.</i>	James S. Greene,
Joseph Willard,	William P. Leavitt.
Nath'l B. Shurtleff,	

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Roland F. Alger, <i>Master.</i>	Mary F. Thompson, <i>Master's Assistant.</i>
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ASSISTANTS.

Helen M. Hills,
Sara M. Bearse,

Anna M. Foster,
M. Rosalia Merrill,
Henrietta A. Hill.

PRIMARY SCHOOLS.

Boston street.

Cora L. Etheridge,

Annie W. Ford.
Sub-Committee, Mr. Moseley

Everett avenue.

Marion W. Brooks,

Matilda Mitchell.
Sub-Committee, Mr. Moseley.

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

William H. Learnard, Jr.,	<i>Chairman.</i>	Stephen G. Deblois,	<i>Secretary</i>
William B. Merrill,		Samuel B. Cruft,	
Lyman Mason,		George L. Chaney,	
William H. Baldwin,		Joseph H. Gray,	
John W. Porter,		Edward W. Kinsley.	

DWIGHT SCHOOL.

West Springfield street.

James A. Page	<i>Master.</i>	Walter S. Parker,	<i>Sub-Master.</i>
Henry L. Sawyer,	<i>Usher.</i>	Ruth G. Rich,	<i>Master's Assistant.</i>
		Margaret P. Kelley,	<i>Head Assistant.</i>

ASSISTANTS.

Mary C. R. Towle,
Emily F. Carpenter,
Amelia M. Hinckley,
Sarah C. Fales,

Laura A. Pendleton,
Caroline E. Jones,
Mary E. Trow,
—————

PRIMARY SCHOOLS.

Rutland street.

Augusta A. Davis,	<i>Sub-Committee</i> , Mr. Baldwin.
Martha B. Lucas.	“ Mr. Gray.
Sarah E. Crocker.	“ Mr. Deblois.
Henrietta Draper.	“ Mr. Kinsley.
Clara B. Gould,	“ Mr. Chaney.
Anna Severance.	“ Mr. Cruft.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

George D. Ricker, <i>Chairman</i> .	William J. Porter, <i>Secretary</i> .
James M. Badger,	Nath'l B. Shurtleff,
Lucius Slade,	Michael Moran,
John W. Fraser,	Orran G. Cilley.
James A. McDonough,	

ELIOT SCHOOL.

North Bennet street.

Samuel W. Mason, <i>Master</i> .	Walter H. Newell, <i>Sub-Master</i> .
Granville S. Webster, <i>Usher</i> .	Frances M. Bodge, <i>Master's Assistant</i> .
Adolin M. Steele, <i>Head Assistant</i> .	

ASSISTANTS.

Elizabeth M. Turner,	O. Augusta Welch,
Kate L. Dodge,	Mary Heaton,
M. Ella Wilkins,	Clara Winning,
Clara A. Newell,	Emily F. Marshall,
Mary E. Hanney,	Frances Giles,
	Hannah M. Seavey.

PRIMARY SCHOOLS.

Snelling place.

Harriet S. Boody.	<i>Sub-Committee</i> , Mr. Ricker.
Mary A. J. Robinson.	“ Mr. Shurtleff.
Cleone G. Tewksbury.	“ Mr. Badger.
Harriet E. Lampee.	“ Mr. McDonough.
Rosa M. E. Reggio.	“ Mr. Mahan.
Sarah A. Winsor.	“ Mr. Fraser.

Charter street.

Ellen Fitzgerald.	<i>Sub-Committee,</i>	Mr. Fraser.
J. Ida Monroe,	“	Mr. Badger.
Juliaette Davis.	“	Mr. Cilley.
Sarah Ripley.	“	Mr. Slade.
Julia A. Cutts.	“	Mr. Ricker.
Eliza Brintnall.	“	Mr. Porter.

North Bennet street.

Ann A. Coleman.	<i>Sub-Committee,</i>	Mr. Mahan.
Mary E. Barrett, <i>Special Instruction.</i>	“	Mr. Moran.
Kate S. Sawyer, “ “	“	Mr. Porter.
Adelaide E. Badger, “ “	“	Mr. Ricker.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

William B. Merrill, <i>Chairman.</i>	Stephen G. Deblois, <i>Secretary.</i>
Wm. H. Learnard, Jr.,	Lyman Mason,
William H. Baldwin,	Samuel B. Cruft,
Edward W. Kinsley,	Wm. Burnet Wright.

EVERETT SCHOOL.

West Northampton street.

George B. Hyde, <i>Master.</i>	Margaret E. Johnson, <i>Master's Assistant.</i>
S. Flora Chandler, <i>Head Assistant.</i>	Anna C. Ellis, <i>Head Assistant.</i>

ASSISTANTS.

Maria S. Whitney,	Susan S. Foster,
Mary A. Gavett,	Abby C. Haslet,
Ann R. Gavett,	Eva M. Keller,
Louisa M. Alline,	Clara Nelson,
E. L. P. Shannon,	Almira S. Johnson.
Martha A. Sargent, <i>Sewing Teacher.</i>	Edward Bannon, <i>Janitor.</i>

PRIMARY SCHOOLS.

West Concord street.

Eliza C. Gould.	<i>Sub-Committee,</i> Mr. Deblois.
Mary H. Downe.	“ Mr. Mason.
Mary A. Crocker.	“ Mr. Merrill.
Alice E. Shedd.	“ Mr. Baldwin.
Caroline S. Lamb.	“ Mr. Learnard.
Lydia A. Sawyer.	“ Mr. Wright.
Clementine D. Grover.	“ Mr. Kinsley.
Hannah M. Coolidge.	“ Mr. Cruft.
Adelaide B. Smith.	“ Mr. Cruft.
Emma Halstrick.	“ Mr. Deblois.
Lydia F. Blanchard.	“ Mr. Kinsley.
Fannie M. Nason.	“ Mr. Learnard.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Francis D. Stedman, <i>Chairman.</i>	William H. Baldwin, <i>Secretary.</i>
Wm. H. Learnard, Jr.,	Charles Hutchins,
Charles L. Flint,	Stephen G. Deblois,
John H. McKendry,	Geo. F. Bigelow,
Joseph H. Gray,	Wm. Burnet Wright.

FRANKLIN SCHOOL.

Ringgold street.

Granville B. Putnam, <i>Master.</i>	Jennie S. Tower, <i>Master's Assistant.</i>
Isabella M. Harmon, <i>Head Assistant.</i>	Caroline A. Mason, <i>Head Assistant.</i>
Catharine T. Simonds, <i>Head Assistant.</i>	

ASSISTANTS.

Mary L. Masters,	Elizabeth J. Brown,
Martha J. Burge,	Sarah D. Hamblin,
Margaret E. Schouler,	P. Catharine Bradford,
Roxanna W. Longley,	Kate E. Blanchard,
Mary A. Mitchell,	Annie E. Parker.
Elizabeth D. Cutter, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Groton street.

Helen M. Faxon.	<i>Sub-Committee,</i>	Mr. Hutchins.
Georgiana E. Abbott.	“	Mr. Stedman.
Margaret J. Crosby.	“	Mr. Deblois.
Elizabeth G. Forbush.	“	Mr. Learnard.
Lucy A. Cate.	“	Mr. Read.
Isadora Page.	“	Mr. Gray.

GASTON SCHOOL DISTRICT.

COMMITTEE.

Francis H. Underwood, <i>Chairman.</i>	Edward C. Leonard, <i>Secretary.</i>
George A. Thayer,	Joseph H. Allen,
John S. H. Fogg,	Richard J. Fennelly,
Warren P. Adams,	Arthur H. Wilson.

GASTON SCHOOL.

L street, corner of Sixth.

C. Goodwin Clark, <i>Master.</i>	Clara S. Nye, <i>Master's Assistant.</i>
	Lydia Curtis, <i>Head Assistant.</i>

ASSISTANTS.

Harriet E. Marcy,	Sarah C. Winn,
Myra S. Butterfield,	—————, —————,
Susan Carty,	Ellen R. Wyman,
Margaret Reid, <i>Sewing Teacher.</i>	S. W. Pollard, <i>Janitor.</i>

PRIMARY SCHOOLS.

City Point, Fourth street.

Elizabeth M. Easton,	Fannie Blanchard,
Mary A. Crosby,	Josephine F. Krogman,
Mary Cutler,	Matilda Stephens.
<i>Sub-Committee, Messrs. Wilson, Thayer and Underwood.</i>	

GIBSON SCHOOL DISTRICT.

COMMITTEE.

N. B. Shurtleff, <i>Chairman.</i>	Frederick P. Moseley,
James S. Greene,	Joseph Willard,
	William P. Leavitt.

GIBSON SCHOOL.

School street, Dorchester.

William E. Endicott, <i>Master.</i>	Ida L. Boyden, <i>Head Assistant.</i>
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ASSISTANTS.

Elizabeth E. Shove,	Nellie G. Sanford,
	Charlotte E. Baldwin.

ATHERTON.

*Columbia street.*Ella S. Wales, *Head Assistant.*

PRIMARY SCHOOLS.

School street, Dorchester.

E. Louise Brown,	Ella Whittredge.
	<i>Sub-Committee, Mr. Shurtleff.</i>

Green street.

Edna L. Gleason.	<i>Sub-Committee, Mr. Shurtleff.</i>
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HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, <i>Chairman.</i>	James A. McDonough, <i>Secretary.</i>
Geo. D. Ricker,	Michael Moran,
James M. Badger,	Edward H. Dunn,
John W. Fraser,	John T. Beckley,
Wm. J. Porter,	Charles C. Perkins.

HANCOCK SCHOOL.

Parmenter street.

James W. Webster, *Master.* Ellen C. Sawtelle, *Master's Assistant.*
 Amy E. Bradford, *Head Assistant.* Ellen A. Hunt, *Head Assistant.*
 Martha F. Winning, *Head Assistant.*

ASSISTANTS.

Ellen F. Sanders, Helen M. Hitchings,
 Josephine M. Robertson, Susan E. Allen,
 Clara E. Bell, Mary E. Skinner,
 Mary E. F. McNeil, Sophia L. Sherman,
 Anna N. Jacobs, Franklin Evelyth, *Janitor.*

*Cushman Building, Parmenter street.*Marie L. Macomber, *Head Assistant.*

ASSISTANTS.

Achshah Barnes, Olive M. E. Rowe,
 Annie E. Caldwell, Kate Doherty, *Sewing Teacher.*
 Enoch Miley, *Janitor.*

PRIMARY SCHOOLS.

Cushman School, Parmenter street.

Sarah E. Ward.	<i>Sub-Committee,</i> Mr. Perkins.
Adeline S. Bodge.	“ Mr. McDonough.
Harriet M. Fraser.	“ Mr. Fraser.
Augusta H. Barrett.	“ Mr. Badger.
Rosanna B. Raycroft.	“ Mr. Beckley.
Mary L. Desmond.	“ Mr. Porter.
Mary J. Clark.	“ Mr. Dunn.
Marcella C. Halliday.	“ Mr. Moran.
Sarah F. Ellis, <i>Special Instruction.</i>	“ Mr. Dunn.
Elizabeth A. Fisk, “ “	“ Mr. Slade.
Maria A. Gibbs, “ “	“ Mr. Moran.

Ingraham School, Sheafe street.

Josephine B. Silver.	<i>Sub-Committee,</i> Mr. Mahan.
Martha F. Boody.	“ Mr. Mahan.
Esther W. Mansfield.	“ Mr. Ricker.

Thacher street.

Mary Bonnie.	<i>Sub-Committee,</i> Mr. Badger.
Sarah J. Copp.	“ Mr. Fraser.
Lucy C. Flynn.	“ Mr. Ricker.

Cooper street.

Kate T. Sinnott.	<i>Sub-Committee,</i> Mr. Porter.
Teresa M. Gargan.	“ Mr. McDonough.

HARRIS SCHOOL DISTRICT.

COMMITTEE.

William T. Adams, <i>Chairman.</i>	John W. Porter, <i>Secretary.</i>
John H. McKendry,	John C. J. Brown.
Willard S. Allen,	

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Edwin T. Horne, <i>Master.</i>	Ann Tolman, <i>Head Assistant.</i>
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ASSISTANTS.

J. Annie Bense,	Elizabeth P. Boynton,
Sarah E. Hersey,	Mary C. Edes,
Mrs. A. S. Ryder, <i>Sewing Teacher.</i>	

PRIMARY SCHOOLS.

Harris School-house.

Marion B. Sherburne.	<i>Sub-Committee,</i> Messrs. Porter and Brown.
Anne M. Gilbert.	<i>Sub-Committee,</i> Messrs. McKendry and Allen.
Elizabeth F. Pearson.	<i>Sub-Committee,</i> Mr. Adams.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Hugh J. Toland, <i>Chairman.</i>	Richard J. Fennelly, <i>Secretary.</i>
Warren P. Adams,	George A. Thayer,
Christopher A. Connor,	Edward C. Leonard,
John S. H. Fogg,	Joseph D. Fallon.
John E. Fitzgerald,	

LAWRENCE SCHOOL.

Corner of B and West Third streets.

Amos M. Leonard, <i>Master.</i>	D. A. Hamlin, <i>Sub-Master.</i>
Henry L. Clapp, <i>Usher.</i>	Grenville C. Emery, <i>Usher.</i>
Alice Cooper, <i>Master's Assistant.</i>	Emma P. Hall, <i>Head Assistant.</i>

ASSISTANTS.

Mary E. H. Ottiwell,	Martha S. Damon,
Abby C. Burge,	Margaret Holmes,
Margaret A. Gleason,	Margarette A. Moody,
Catharine M. Lynch,	Mary A. Conroy,
Mary W. Bragdon,	Mary E. Stubbs,
Lena Hurlbutt,	M. Louise Gillett.

PRIMARY SCHOOLS.

Mather Building, Broadway, near B street.

Mary A Montague.	<i>Sub-Committee,</i> Mr. Adams.
Lucy M. Cragin.	“ Mr. Thayer.
Anna M. Elwell.	“ Mr. Connor.
Ada A. Braden.	“ Mr. Fennelly.
Willietta Bicknell.	“ Mr. Leonard.
Alice W. Baker.	“ Mr. Toland.
Ann E. Newell, <i>Special Instruction.</i>	“ Mr. Fallon.
Ophelia S. Newell, “ “	“ Mr. Fitzgerald.
Sarah M. Brown, “ “	“ Mr. Connor.

Jenkins Block, corner of Broadway and B street.

A. Elizabeth McGrath.	<i>Sub-Committee,</i> Mr. Toland.
— — — — —	“ Mr. Fennelly.

Corner Broadway and Dorchester avenue.

Elizabeth S. Lakeman.	<i>Sub-Committee,</i> Mr. Adams.
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Parkman School, Silver street, near Dorchester avenue.

Amelia McKenzie.	<i>Sub-Committee,</i> Mr. Fallon.
Mary G. A. Toland.	“ Mr. Connor.
Harriet L. Rayne.	“ Mr. Toland.
Isabel M. Kelren.	“ Mr. Fitzgerald.
Mary F. Peeler.	“ Mr. Leonard.
Emma F. Gallagher.	“ Mr. Thayer.

LEWIS SCHOOL DISTRICT.

COMMITTEE.

Joel Seaverns, <i>Chairman.</i>	Edward G. Morse, <i>Secretary.</i>
Joseph A. Tucker,	Joseph O’Kane,
Chas. K. Dillaway,	John Kneeland,
George H. Lloyd,	C. Edwin Miles,
Fred’k P. Moseley,	—— ———.

LEWIS SCHOOL.

Corner Dale and Sherman streets.

Wm. L. P. Boardman, <i>Master.</i>	Charles F. King, <i>Sub-Master.</i>
Sarah E. Fisher, <i>Master’s Assistant.</i>	Elizabeth S. Morse, <i>Head Assistant.</i>
Eunice C. Atwood, <i>Head Assistant.</i>	

ASSISTANTS.

Annie E. Boynton,	Mary D. Chamberlain,
Susan A. Dutton,	Emily B. Eliot,
Elizabeth Gerry,	Mary E. Glidden,
Louisa J. Hovey,	Maria L. Miller,
Henrietta M. Young,	Malvina L. Sears, <i>Sewing Teacher.</i>
Gilbert S. May, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Thornton street.

Joanna Monroe.	<i>Sub-Committee,</i> Mr. Dillaway.
Alice C. Pierce.	“ Mr. O’Kane.

Winthrop street.

Frances N. Brooks.	<i>Sub-Committee,</i> Mr. Kneeland.
Eliza J. Goss.	“ Mr. Morse.
Helen Crombie.	“ _____
Caroline Eliot.	“ Mr. Miles.

Monroe street.

A. B. Russell.	<i>Sub-Committee,</i> Mr. Morse.
Maria L. Burrell.	“ Mr. Lloyd.

Mt. Pleasant avenue.

Fanny H. C. Bradley.	<i>Sub-Committee,</i> Mr. Tucker.
Eloise B. Walcott.	“ _____

Shawmut and Codman avenues.

Alice M. May.	<i>Sub-Committee,</i> _____
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 LINCOLN SCHOOL DISTRICT.

COMMITTEE.

George A. Thayer, <i>Chairman.</i>	Edward C. Leonard, <i>Secretary.</i>
Francis H. Underwood,	Richard J. Fennelly,
John S. H. Fogg,	Joseph H. Allen,
Warren P. Adams,	Arthur H. Wilson.

LINCOLN SCHOOL.

Broadway, near K street.

Alanzo G. Ham, <i>Master.</i>	Henry H. Kimball, <i>Sub-Master.</i>
Frank A. Morse, <i>Usher.</i>	Mary E. Balch, <i>Head Assistant.</i>
Margaret J. Stewart, <i>Head Assistant.</i>	

ASSISTANTS.

Martha B. Dinsmore,	Sarah M. Tripp,
Sarah A. Curran,	_____
Vodisa J. Comey,	Helen E. Head.

PRIMARY SCHOOLS.

Capen School, corner of I and Sixth streets.

Laura J. Gerry,	Mary E. Powell,
Susan Hutchinson,	Mary E. Perkins,
Ella M. Warner,	_____.
Mary H. Faxon, <i>Special Instruction.</i>	
<i>Sub-Committee, Messrs. Thayer, Underwood and Wilson.</i>	

 LYMAN SCHOOL DISTRICT.

COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	John Noble, <i>Secretary.</i>
Reuben Peterson, Jr.,	Benj. F. Campbell,
Willard S. Allen,	George D. Ricker.
George H. Plummer,	

LYMAN SCHOOL.

Corner of Paris and Decatur streets.

Hosea H. Lincoln, <i>Master.</i>	George K. Daniell, Jr., <i>Sub-Master.</i>
Cordelia Lothrop, <i>Master's Assistant.</i>	Eliza F. Russell, <i>Head Assistant.</i>
Mary A. Turner, <i>Head Assistant.</i>	

ASSISTANTS.

Amelia H. Pittman,	Lucy J. Lothrop,
Mary P. E. Tewksbury,	Harriet N. Webster,
Susan J. Adams,	Emma P. Morey,
Clara M. Hovey,	Louise A. Small,
Sibylla A. Bailey,	Frances C. Close, <i>Sewing Teacher.</i>
William Gradon, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Paris street.

Elizabeth A. Turner.	_____.
Angeline M. Cudworth.	<i>Sub-Committee, Mr. Noble.</i>
Sarah F. Lothrop,	Anna I. Duncan,
Harriet N. Tyler.	<i>Sub-Committee, Mr. Ricker.</i>

Old Lyman School-house.

Frances I. Dayley.

Sub-Committee, Mr. Ricker.*Webster street.*Mary E. Morse, *Special Instruction.**Sub-Committee*, Mr. Washburn.

MATHER SCHOOL DISTRICT.

COMMITTEE.

William P. Leavitt, *Chairman.*Nathaniel B. Shurtleff, *Secretary.*

Frederick P. Moseley,

Joseph Willard.

James S. Greene,

MATHER SCHOOL.

*Meeting-House Hill, Dorchester.*Daniel B. Hubbard, *Master.*Sarah W. Symmes, *Head Assistant.*

ASSISTANTS.

Mary C. Jacobs,

Lucy J. Dunnels,

Annie L. Jenkins,

S. Kate Shepard,

Sarah E. Austin,

Ellen H. Bailey.

PRIMARY SCHOOLS.

Meeting-House Hill.

Ella L. Howe,

M. Esther Drake,

Mary P. Pronk,

Mrs. A. S. Rider, *Sewing Teacher.*B. C. Bird, *Janitor.*

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

Samuel H. Wentworth, *Chairman.*A. K. Tilden, *Secretary.*

Lucius Slade,

John T. Beckley,

William J. Porter,

Orran G. Cilley,

Ezra Palmer,

Adino B. Hall.

Edward B. Rankin,

MAYHEW SCHOOL.

Hawkins street.

Samuel Swan, *Master.* Quincy E. Dickerman, *Sub-Master.*
 George W. M. Hall, *Usher.* Emily A. Moulton, *Master's Assistant.*
 Adeline F. Cutter, *Head Assistant.*

ASSISTANTS.

Luciette A. Wentworth, Sarah W. I. Copeland,
 Alicia O. Quimby, Elizabeth L. West,
 Helen M. Coolidge, Ruth E. Rowe.

PRIMARY SCHOOLS.

Grant place.

Elizabeth S. Parker, *Special Instruction.* Sub-Committee, Mr. Tilden.
 Affie T. Wier, " " " Mr. Mahan.
 Emeline C. Farley, " " " Mr. Beckley.
 Ann M. F. Sprague, " " " Mr. Cilley.
 Fanny B. Bowers, " " " Mr. Palmer.

Cooper street.

Harriet A. Farrow, Sub-Committee, Mr. Rankin.
 Susan A. Slavin, " Mr. Porter.

MINOT SCHOOL DISTRICT.

COMMITTEE.

John W. Porter, *Chairman.* Wm. T. Adams, *Secretary.*
 John H. McKendry, John C. J. Brown.
 Willard S. Allen,

MINOT SCHOOL.

Walnut street, Dorchester.

Joseph T. Ward, Jr., *Master.* I. F. P. Emery, *Head Assistant.*

ASSISTANTS.

K. M. Adams, A. E. Fisher, E. M. S. Treadwell.

PRIMARY SCHOOLS.

Walnut street.

Angelina A. Brigham.	<i>Sub-Committee</i> , Mr. Brown.
Frances E. Hildreth.	“ Mr. Allen.
Jane M. Seaverns.	“ Mr. Adams.

Adams street.

Mary J. Pope.	<i>Sub-Committee</i> , Mr. Porter.
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NORCROSS SCHOOL DISTRICT.

COMMITTEE.

Joseph D. Fallon, <i>Chairman</i> .	Richard J. Fennelly, <i>Secretary</i> .
John S. H. Fogg,	Arthur H. Wilson,
John E. Fitzgerald,	Warren P. Adams,
Hugh J. Toland,	George A. Thayer,
Francis H. Underwood,	C. A. Connor.

NORCROSS SCHOOL.

D street, corner of Fifth street, South Boston.

Josiah A. Stearns, <i>Master</i> .	Mary J. Fennelly, <i>Master's Assistant</i> .
Fiducia S. Wells, <i>Head Assistant</i> .	Amanda Marble, <i>Head Assistant</i> .

ASSISTANTS.

Sarah A. Gallagher,	Mary A. Neill,
Mary E. Downing,	Anne M. Prescott,
May Dawson,	Juliette Wyman,
Miranda A. Bolcom,	Juliette Smith,
Harriet E. Johnson,	Emma L. Eaton,
Mary G. Lanning,	Sarah J. Bliss, <i>Sewing Teacher</i> .
Samuel T. Jeffers, <i>Janitor</i> .	

PRIMARY SCHOOLS.

Drake School, C, corner of Third street.

Mary K. Davis.	<i>Sub-Committee</i> , Mr. Underwood.
Sarah V. Cunningham.	“ Mr. Fennelly.
Abby C. Nickerson.	“ Mr. Fogg.
Nelly J. Cashman.	“ Mr. Fitzgerald.
Frances W. Hussey.	“ Mr. Adams.
Lucinda Smith.	“ Mr. Connor.

Vestry, corner of D and Silver streets.

Mary R. Roberts, *Special.*

Sub-Committee, Mr. Fallon.

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

James Reed, *Chairman.*

A. K. Tilden, *Secretary.*

S. K. Lothrop,

Adino B. Hall,

Hall Curtis,

Joseph Willard,

N. B. Shurtleff,

John E. Quinn,

John T. Beckley,

Edward H. Dunn.

PHILLIPS SCHOOL.

Phillips street.

James Hovey *Master.*

Elias H. Marston, *Sub-Master.*

George Perkins, *Usher.*

Laura M. Porter, *Master's Assistant.*

Carrie T. Haven, *Head Assistant.*

ASSISTANTS.

Elvira M. Harrington,

Hannah M. Sutton,

Martha A. Knowles,

Martha F. Whitman,

Victoria M. Goss,

Clara J. Reynolds,

Eliza A. Corthell,

Sarah E. Frye.

PRIMARY SCHOOLS.

Phillips street.

Elizabeth W. Nickerson.

Sub-Committee, Mr. Dunn.

Sarah A. M. Turner.

“ Mr. Curtis.

Mary E. Franklin.

“ Mr. Quinn.

Anderson street.

Barbara C. Farrington.

Sub-Committee, Mr. Beckley.

Josephine O. Hedrick.

“ ———

Joy street.

Elizabeth N. Smith, *Special Instruction.*

Sub-Committee, Mr. Willard.

Phillips School-house.

Elevyn Plummer, *Special Instruction.*

Sub-Committee, Mr. Tilden.

PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

Reuben Peterson, Jr., <i>Chairman.</i>	John W. Fraser, <i>Secretary.</i>
Henry S. Washburn,	George H. Plummer,
Willard S. Allen,	Benjamin F. Campbell.
John Noble,	

PRESCOTT SCHOOL.

Prescott street, East Boston.

Jas. F. Blackinton, <i>Master.</i>	L. Henry Dutton, <i>Sub-Master.</i>
Elizabeth R. Drowne, <i>Master's Assistant.</i>	Bernice A. DeMerritt, <i>Head Assistant.</i>
Louise S. Hotchkiss, <i>Head Assistant.</i>	Frances H. Turner, <i>Head Assistant.</i>

ASSISTANTS.

Mary A. Ford,	Harriet N. Weed,
Ellenette Pillsbury,	Sarah J. Litchfield,
Mary D. Day,	Annie G. De Silva,
Mary M. Foster,	G. H. Tilden,
Annie J. Noble, <i>Sewing Teacher.</i>	Edward C. Chessman, <i>Janitor.</i>

PRIMARY SCHOOLS.

Prescott School-house.

Hannah L. Manson,	Almaretta J. Critchett.
Emma C. Reed.	<i>Sub-Committee, Mr. Peterson.</i>

Rice Building, Saratoga street.

Margaret A. Bartlett,	Caroline Ditson,
Florence H. Drew.	<i>Sub-Committee, Mr. Fraser.</i>

Saratoga street.

Abby M. Nye.	<i>Sub-Committee, Mr. Allen.</i>
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Bennington-street Chapel.

Mary E. Plummer,	Harriet E. Litchfield.
	<i>Sub-Committee, Mr. Noble.</i>

Bennington street.

Elizabeth W. Hazell.	<i>Sub-Committee, Mr. Campbell.</i>
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QUINCY SCHOOL DISTRICT.

COMMITTEE.

John E. Fitzgerald, <i>Chairman.</i>	Edward B. Rankin, <i>Secretary.</i>
Henry P. Shattuck,	John J. Murphy,
William Woods,	Edward C. Leonard,
John P. Reynolds,	Henry J. Colman,
John P. Ordway,	David W. Foster,
John M. Maguire,	Francis Hayden.
George L. Chaney,	

QUINCY SCHOOL.

Tyler street.

E. Frank Wood, <i>Master.</i>	George W. Neal, <i>Sub-Master.</i>
———, <i>Usher.</i>	Annie M. Lund, <i>Master's Head Assistant.</i>
Olive M. Page, <i>Head Assistant.</i>	

ASSISTANTS.

Emily J. Tucker,	Nellie J. Frost,
Mary L. Holland,	Bridget A. Foley,
Charlotte L. Wheelwright,	Emily B. Peck,
	Margaret F. Tappan.

PRIMARY SCHOOLS.

Way street.

Mary E. Sawyer.	<i>Sub-Committee, Mr. Reynolds.</i>
Charlotte L. Young.	<i>Sub-Committee, Messrs. Foster and Chaney.</i>
Maria J. Mahoney.	<i>Sub-Committee, Mr. Ordway.</i>

Hudson street.

Susan H. Chaffee.	<i>Sub-Committee, Messrs. Fitzgerald and Rankin.</i>
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Genesee street.

Emily E. Maynard.	<i>Sub-Committee, Messrs. Shattuck and Woods.</i>
Harriet M. Bolman.	<i>Sub-Committee, Messrs. Leonard and Colman.</i>
Anna T. Corliss.	<i>Sub-Committee, Messrs. Murphy and Maguire.</i>

RICE SCHOOL DISTRICT.

COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Charles J. Prescott, <i>Secretary.</i>
William B. Merrill,	George E. Filkins,
J. Coffin Jones Brown,	William H. Baldwin,
Charles Hutchins,	Francis D. Stedman,
Lyman Mason,	William Burnet Wright.
Geo. F. Bigelow,	

RICE SCHOOL.

Corner of Darmouth and Appleton streets.

Lucius A. Wheelock, <i>Master.</i>	Edward Southworth, <i>Sub-Master.</i>
Charles F. Kimball, <i>Usher.</i>	Martha E. Pritchard, <i>Master's Assistant.</i>

ASSISTANTS.

Elsie J. Parker,	Florence Marshall,
E. Maria Simonds,	Ella T. Gould,
J. Annie Bense,	Eliza Cox,
Harriet D. Hinckley,	Dora Brown,
Martha J. Porter,	Cynthia M. Beckler,
Elizabeth M. Burnham, <i>Special Instruction.</i>	

PRIMARY SCHOOLS.

Appleton street.

Ella F. Wyman.	<i>Sub-Committee,</i> Mr. Read.
_____.	“ Mr. Stedman.
Grace Hooper.	“ Mr. Hutchins.
Sarah E. Bowers.	“ Mr. Baldwin.
Ellen F. Beach.	“ Mr. Mason.
Anna B. Badlam.	“ Mr. Prescott.
Emma L. Wyman.	“ Mr. Wright.

Shawmut avenue.

Josephine G. Whipple.	<i>Sub-Committee,</i> Mr. Read.
Georgiana A. Ballard.	“ Mr. Filkins.
Frances M. Sylvester.	“ Mr. Stedman.
C. Josephine Bates.	“ Mr. Wright.
Julia Marshall.	“ Mr. Prescott.
Jennie E. Haskell.	“ Mr. Baldwin.
Martha L. Beckler, <i>Special Instruction.</i>	The whole Committee.

SHERWIN SCHOOL DISTRICT.

COMMITTEE.

Ira Allen, <i>Chairman.</i>	John D. Carty, <i>Secretary.</i>
John Kneeland,	George H. Lloyd,
John O. Means,	Albert E. Dunning,
Stephen G. Deblois,	Joseph O'Kane, *
Joseph A. Tucker,	Charles K. Dillaway.
C. Edwin Miles,	

SHERWIN SCHOOL.

Madison square.

Silas C. Stone, <i>Master.</i>	S. Maria Wheeler, <i>Head Assistant.</i>
Julia F. Long, <i>Master's Assistant.</i>	Lucy L. Burgess, <i>Head Assistant.</i>
Charles W. Hill, <i>Sub-Master.</i>	Martha A. Smith, <i>Head Assistant.</i>

ASSISTANTS.

Elizabeth B. Walton,	Sarah R. Bonney,
Anna B. Carter,	Josephine D. Snow,
Harriet A. Lewis,	Marian Henshaw,
Fanny McDonald,	Caroline K. Nickerson,
E. Elizabeth Boies,	Isadora Bonney,
Fanny L. Stockman,	Alice T. Kelley, <i>Special.</i>
Louisa Ayer,	Emma L. Peterson,
Maria L. Young, <i>Sewing Teacher.</i>	Joseph G. Scott, <i>Janitor.</i>

PRIMARY SCHOOLS.

Weston street.

Anna G. Fillebrown,	Mary E. Gardner.
	<i>Sub-Committee</i> , Mr. Carty.
Annie E. Macdonald,	Martha E. Page.
	<i>Sub-Committee</i> , Mr. Kneeland.

Franklin place.

Annie E. Wallcut,	Sarah J. Davis.
	<i>Sub-Committee</i> , Mr. Allen.
Sarah L. Tewksbury,	Clara C. Walker.
	<i>Sub-Committee</i> , Mr. Tucker.

Avon place.

Abby E. Ford, Elizabeth Todd.
Sub-Committee, Mr. O'Kane.

Day's Chapel.

Emily L. Marston. *Sub-Committee, Mr. Lloyd.*

Mill Dam.

Annie H. Berry. *Sub-Committee, Mr. Miles.*

Cabot street.

Mary F. Cogswell. *Sub-Committee, Mr. Dillaway.*

Warwick street.

Elizabeth A. Sanborn. *Sub-Committee, Mr. Dillaway.*

SHURTLEFF SCHOOL DISTRICT.

COMMITTEE.

John S. H. Fogg, <i>Chairman.</i>	Christopher A. Connor, <i>Secretary.</i>
Joseph H. Allen,	Nath'l B. Shurtleff,
Francis H. Underwood,	Arthur H. Wilson,
Warren P. Adams,	Frederick P. Moseley,
George A. Thayer,	Joseph D. Fallon.

SHURTLEFF SCHOOL.

Dorchester street.

Henry C. Hardon, <i>Master.</i>	Anna M. Penniman, <i>Master's Assistant.</i>
Ellen E. Morse, <i>Head Assistant.</i>	<i>ant.</i>
Lavinia B. Pendleton, <i>Head Assistant.</i>	Emeline L. Tolman, <i>Head Assistant.</i>

ASSISTANTS.

Martha E. Morse,	Abby S. Hammond,
Catharine A. Dwyer,	Margaret T. Pease,
Sarah L. Garrett,	Roxana N. Blanchard,
Harriet S. Howes,	Ella F. Blacker,
Julia M. Pease,	Edith A. Pope,
Eliza M. Cleary, <i>Sewing Teacher.</i>	William Dillaway, <i>Janitor.</i>

PRIMARY SCHOOLS.

Clinch Building, F street.

Marion W. Rundlett.	<i>Sub-Committee</i> , Mr. Connor.
J. M. Bullard.	“ Mr. Allen.
Ella R. Johnson.	“ Mr. Adams.
Mary E. Morse.	“ Mr. Wilson.
Sophia C. Dudley.	“ Mr. Moseley.
Julia F. Baker.	“ Mr. Fallon.

STOUGHTON SCHOOL DISTRICT.

COMMITTEE.

James S. Greene, <i>Chairman</i> .	Willard S. Allen, <i>Secretary</i> .
John W. Porter,	John C. J. Brown.
John H. McKendry,	

STOUGHTON SCHOOL.

River street, Lower Mills.

Edward M. Lancaster, <i>Master</i> .	Elizabeth H. Page, <i>Head Assistant</i> .
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ASSISTANTS.

Isabelle A. Worsley,	Margaret Whittemore,
	Eva D. Kellogg.

PRIMARY SCHOOLS.

River street, Lower Mills.

Elizabeth J. Stetson.	<i>Sub-Committee</i> , Mr. Greene.
R. Ellerrine Robie.	“ Mr. Allen.
Caroline Melville.	“ Mr. Porter.
———	“ Mr. McKendry.
Hannah E. Pratt.	“ Mr. Brown.

TILESTON SCHOOL DISTRICT.

COMMITTEE.

John H. McKendry, <i>Chairman</i> .	John W. Porter, <i>Secretary</i> .
Willard S. Allen,	John C. J. Brown.
William T. Adams,	

TILESTON SCHOOL.

*Norfolk street, Mattapan.*Henry B. Miner, *Master.*

ASSISTANTS.

Martha A. Baker,

Emma F. Colomy.

PRIMARY SCHOOLS.

Norfolk street.

Elizabeth S. Fisher.

Sub-Committee, Mr. Allen.

WASHINGTON AND DUDLEY SCHOOL DISTRICT.

COMMITTEE.

Albert E. Dunning, *Chairman.*
 Ira Allen,
 James Waldock,
 Joel Seaverns,
 John Kneeland,

C. Edwin Miles, *Secretary.*
 John O. Means,
 Charles K. Dillaway,
 George F. Emery.

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WASHINGTON SCHOOL.

*2000 Washington street.*Leverett M. Chase, *Master.*Charles E. Swett, *Sub-Master.*W. Bertha Hintz, *Master's Assistant.*Harriet E. Davenport, *Head Assistant.*

ASSISTANTS.

Louisa W. Emmons,

Mary H. Cashman,
 Marietta Rice.

DUDLEY SCHOOL.

*Bartlett street.*Sarah J. Baker, *Principal.*Dora A. Pickering, *Principal's Assistant.*Jane S. Leavitt, *Head Assistant.*

ASSISTANTS.

Mary C. Whippey,	Eliza Brown,
Mary L. Gore,	Mary S. Sprague,
	Emma A. Waterhouse, <i>Sewing Teacher.</i>

PRIMARY SCHOOLS.

Vernon street.

Anna M. Stone.	<i>Sub-Committee,</i> ——— ———.
S. Louise Durant.	“ Mr. Emery.
H. Amelia Philbrick.	“ Mr. Dillaway.
Anna T. Bicknell.	“ Mr. Waldock.

Putnam street.

Henrietta M. Wood.	<i>Sub-Committee,</i> Mr. Seaverns.
Mary A. Morse.	“ Mr. Kneeland.
Emma L. B. Hintz.	“ Mr. Means.
Celia A. Scribner.	“ Mr. Miles.

WELLS SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, <i>Chairman.</i>	James A. McDonough, <i>Secretary.</i>
Nath'l B. Shurtleff,	A. Kendall Tilden,
James Reed,	John E. Quinn,
Samuel H. Wentworth,	William C. Williamson,
Ezra Palmer,	Orran G. Cilley.

WELLS SCHOOL.

Corner of Blossom and McLean streets.

Rodney G. Chase, <i>Master.</i>	Abby J. Boutwell, <i>Master's Assistant.</i>
Delia A. Varney, <i>Head Assistant.</i>	Mary G. Shaw, <i>Head Assistant.</i>

ASSISTANTS.

Mary W. Perry,	Mary T. Locke,
Mary S. Carter,	Mary M. Perry,
Elizabeth P. Winning,	M. Isabella Bennett,
Mrs. Frances E. Stevens, <i>Sewing Teacher.</i>	James Martin, <i>Janitor.</i>

PRIMARY SCHOOLS.

Dean School, Wall street.

Georgia D. Barstow.	<i>Sub-Committee,</i>	Mr. Tilden.
Lavinia M. Allen.	"	Mr. Fabyan.
Lois M. Rea.	"	Mr. Tilden.
Adelaide A. Rea.	"	Mr. Slade.
Mary L. Bailey.	"	Mr. Quinn.

Emerson School, Poplar street.

Maria W. Turner.	<i>Sub-Committee,</i>	Mr. Wentworth.
Emma Dexter.	"	Mr. Reed.
Anna A. James.	"	Mr. Wentworth.
Eliza A. Freeman.	"	Mr. Williamson.
Sarah C. Chevaillier.	"	Mr. Quinn.
Lucy M. A. Redding.	"	Mr. McDonough.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Henry P. Shattuck, <i>Chairman.</i>	William Woods, <i>Secretary.</i>
J. Coffin Jones Brown,	Ezra Palmer,
John P. Reynolds,	David W. Foster,
John P. Ordway,	George L. Chaney,
Francis D. Stedman,	George E. Filkins,
John M. Maguire,	John E. Fitzgerald,
Samuel B. Cruft,	David J. O'Connor.

WINTHROP SCHOOL.

Tremont street, near Eliot street.

Robert Swan, <i>Master.</i>	Susan A. W. Loring, <i>Master's Assistant.</i>
May Gertrude Ladd, <i>Head Assistant.</i>	<i>ant.</i>
Emma K. Valentine, <i>Head Assistant.</i>	Maria L. Barney, <i>Head Assistant.</i>
	Almira Seymour, <i>Head Assistant.</i>

ASSISTANTS.

Mary F. Light,	Carrie F. Welch,
Elizabeth S. Emmons,	Edith Adams,
Caroline S. Crozier,	Mary E. Davis,

Mary E. Barstow,
Annie I. Stoddard,
Mary L. H. Gerry,
Catharine K. Marlow,

Mary I. Danforth,
Elizabeth H. Bird,
Margaret J. Wise,
Isabella Cummings, *Sewing Teacher.*

PRIMARY SCHOOLS.

Tyler street.

Rachel R. Thayer.
Mary B. Browne.
Henrietta Madigan.
Ella M. Seaverns.
Emma I. Baker.
Mary A. B. Gore.

Sub-Committee, Mr. Woods.
" Mr. Ordway.
" Mr. Maguire.
" Mr. Cruft.
" Mr. Filkins.
" Mr. Foster.

Hudson street.

Julia A. McIntire.

Sub-Committee, Mr. Fitzgerald.

WEST ROXBURY SCHOOL DISTRICT.

COMMITTEE.

Dan S. Smalley, *Chairman.*
John E. Blakemore,
Albert^sH. Chapman,
George S. Frost,
Pelatiah^sR. Tripp,

Francis B. Beaumont,
Edward G. Morse,
Joel Seaverns,
Franklin Williams.

MOUNT VERNON GRAMMAR SCHOOL.

COMMITTEE.

Pelatiah R. Tripp,
George S. Frost,

John E. Blakemore.

Abner J. Nutter, *Master.*

ASSISTANTS.

Emily A. Hanna,

Emily M. Porter.

PRIMARY SCHOOLS.

Centre street.

Sarah J. Colburn.

Sub-Committee, Mr. Tripp.

Baker street.

Ann M. Harper, *Sub-Committee*, Mr. Tripp.

Shawmut avenue.

Ada F. Adams, Sarah Hodges.
Sub-Committee, Mr. Tripp.

CENTRAL GRAMMAR SCHOOL.

Burroughs street.

COMMITTEE.

George S. Frost,	Francis B. Beaumont,
John E. Blakemore,	Joel Seaverns.
John T. Gibson, <i>Master</i> .	L. A. Thomas, <i>Master's Assistant</i> .
E. W. Hastings, <i>Head Assistant</i> .	

ASSISTANTS.

M. E. Stuart,	M. A. Gott,
C. J. Reynolds,	M. M. Sias.

PRIMARY SCHOOLS.

Shawmut avenue.

Amanda Davis, *Sub-Committee*, Mr. Frost.

Eliot street, West Roxbury.

Ella F. Howland, Emma Smith.
Sub-Committee. Mr. Beaumont.

Child street.

Mary E. Brooks, Annie E. Burton.
Sub-Committee, Mr. Frost.

FLORENCE SCHOOL.

Florence street.

COMMITTEE.

John E. Blakemore,	Albert H. Chapman,
Pelatih R. Tripp,	Franklin Williams.
Artemas Wiswell, <i>Master</i> .	Fanny Ashenden, <i>First Assistant</i> .
Charlotte Hall, <i>Second Assistant</i> .	

PRIMARY SCHOOLS.

*Poplar street, Jamaica Plain.*Delia Bonny, *Sub-Committee*, Mr. Blakemore.*Centre street.*Sarah Ashinden, *Sub-Committee*, Mr. Blakemore.*Canterbury street.*Ellen B. DeCoster, Ellen M. Hancock,
Sub-Committee, Mr. Blakemore.

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

COMMITTEE.

Francis B. Beaumont, Pelatiah R. Tripp,
Albert H. Chapman, Edward G. Morse.Albert F. Ring, *Master*. Adah E. Smith, *Master's Assistant*.

ASSISTANTS.

Ellen A. Williams, Amy Hutchins,
Alice B. Stephenson, Mary E. Very,
Emily H. Maxwell.

PRIMARY SCHOOLS.

*Green street.*Fanny C. Kemp, Anna M. Call,
Sub-Committee, Mr. Beaumont.*Shawmut avenue.*E. Augusta Randall, Jennie A. Eaton,
Sub-Committee, Mr. Chapman.*Curtis street.*S. P. Blackburn, Mary J. Capen,
Sub-Committee, Mr. Smalley.

BRIGHTON SCHOOL DISTRICT.

COMMITTEE.

Joseph Bennett, <i>Secretary</i> .	Joseph O'Kane,
Michael Norton,	James H. Rice.
John Kneeland,	

BRIGHTON-HARVARD SCHOOL.

North Harvard street.

James E. Parker, <i>Principal</i> .	Mary F. Child, <i>First Assistant</i> .
Sara F. Boynton, <i>Second Assistant</i> .	Mary B. Monto, <i>Third Assistant</i> .
Abby A. Norton,	Alice A. Swett.

BENNETT SCHOOL.

Winship place, Agricultural Hall.

E. H. Hammond, <i>Principal</i> .	Catherine D. Russell, <i>First Assistant</i> .
Anna Leach, <i>Second Assistant</i> .	Charlotte Adams, <i>Third Assistant</i> .
Emma F. Chesley, <i>Fourth Assistant</i> .	Ellen J. Lane,
Emma P. Dana,	Mary J. Osborn.

PRIMARY SCHOOLS.

Rockland street.

Abby L. Hoar. .
Sub-Committee, Messrs. Norton and Kneeland.

Union street.

Fanny W. Currier.
Sub-Committee, Messrs. Bennett and O'Kane.

Oak square.

Bertha Sanger. *Sub-Committee*, Mr. Breck.

Everett street.

Elizabeth W. Gibbs. Sarah F. Monto.
Sub-Committee, Messrs. Morton and Bennett.

Webster street.

Emma Martin.
Sub-Committee, Messrs. Kneeland and Breck.

Auburn street.

Elizabeth P. Brewer.

Sub-Committee, Messrs. Norton and O'Kane.

BUNKER-HILL SCHOOL DISTRICT.

COMMITTEE.

Charles E. Daniels, *Chairman*.James A. McDonald, *Secretary*.

George H. Marden,

Edwin H. Darling.

Orran G. Cilley,

BUNKER-HILL SCHOOL.

*Baldwin street, Charlestown.*Samuel J. Bullock, *Master*.Henry F. Sears, *Sub-Master*.Mary A. Eaton, *Master's Assistant*.Abby P. Josselyn, *Head Assistant*.Eunice B. Dyer, *Head Assistant*.Georgiana A. Smith, *Head Assistant*.

ASSISTANTS.

Ellen B. Wentworth,

Angelia M. Knowles,

Mary S. Thomas,

Lydia S. Jones,

Ida O. Hurd,

Caroline W. Graves,

Kate C. Thompson,

Anna M. Prescott.

PRIMARY SCHOOLS.

Baldwin street.

Anna P. Stearns.

Sub-Committee, Mr. Daniels.*Haverhill street.*

Helen G. Turner.

Sub-Committee, Mr. Marden.*Bunker-Hill street.*

Mary E. Flanders.

Sub-Committee, Mr. Marden.

Caroline M. Arnold.

" Mr. Daniels.

S. J. Worcester,

Ada E. Bowler.

Sub-Committee, Mr. Darling.

Effie G. Hazen,

S. T. Atwood.

Sub-Committee, Mr. Cilley.

Sarah A. Smith,

E. B. Norton.

Sub-Committee, Mr. McDonald.

CHARLESTOWN-WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Nahum Chapin, <i>Chairman.</i>	James F. Southworth, <i>Secretary.</i>
William H. Finney,	Retire H. Parker.

CHARLESTOWN-WINTHROP SCHOOL.

Cor. of Lexington and Bunker-Hill streets, Charlestown.

Caleb Murdock, <i>Master.</i>	William B. Atwood, <i>Sub-Master.</i>
Charlotte E. Camp, <i>Master's Assistant.</i>	Harriet E. Frye, <i>Head Assistant.</i>
	Rial W. Willard, <i>Head Assistant.</i>

ASSISTANTS.

Arabella P. Moulton,	Abby M. Clark,
Sara H. Nowell,	Ellen R. Stone,
Georgina H. Warren,	Jennie E. Toby,
Ellen A. Chapin,	Lucy A. Seaver.

PRIMARY SCHOOLS.

Bunker-Hill street, near Tufts street.

Martha Yeaton.	<i>Sub-Committee,</i> Mr. Finney.
Mary P. Swain.	“ Mr. Parker.

Moulton street.

Persis M. Whittemore,	Frances B. Butts.
	<i>Sub-Committee,</i> Mr. Chapin.
Louisa W. Huntress.	<i>Sub-Committee,</i> Mr. Mahan.

Tremont street.

Marietta F. Allen,	O. H. Morgan.
	<i>Sub-Committee,</i> Mr. Southworth.

WARREN SCHOOL DISTRICT.

COMMITTEE.

William H. Finney, <i>Chairman.</i>	Charles E. Daniels, <i>Secretary.</i>
Retire H. Parker,	George D. Ricker.
James F. Southworth,	

WARREN SCHOOL.

Summer street, Charlestown.

George Swan, *Master.* E. B. Gay, *Sub-Master.*
 Sarah M. Chandler, *Master's Assistant.* Annie D. Dalton, *Head Assistant.*
ant. Anna S. Osgood, *Head Assistant.*
 Margaret, W. Veazie, *Head Assistant.*

ASSISTANTS.

Elizabeth Swords, Frances L. Dodge,
 Abby E. Holt, Ellen A. Pratt,
 Abby C. Lewis, Maria L. Bolan,
 Alice Hall, Louisa T. Swan.

PRIMARY SCHOOLS.

Common street, Charlestown.

Elizabeth A. Prichard. *Sub-Committee,* Mr. Ricker.
 Elizabeth A. Brower, Mary F. Kittredge.
Sub-Committee, Mr. Parker.
 Effie A. Kettell. *Sub-Committee,* Mr. Southworth.
 Catherine C. Brower. " Mr. Daniels.
 Alice S. Hatch. " Mr. Finney.

Warren School-house.

Caroline M. Sisson, *Special Instruction.*
Sub-Committee, Mr. Finney.

CHARLESTOWN-PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

George H. Marden, *Chairman.* Edwin H. Darling, *Secretary.*
 Nahum Chapin, George B. Neal.
 Benjamin F. Campbell,

PRESCOTT SCHOOL.

Elm street, Charlestown.

George T. Littlefield, *Master.* Alonzo Meserve, *Sub-Master.*
 Mary G. Prichard, *Master's Assistant.* Martha M. Kendrick, *Head Assistant.*
 Mary C. Sawyer, *Head Assistant.*

ASSISTANTS.

Julia C. Powers,
Ellen C. Dickinson,
Frances A. Craigin,

Elizabeth J. Farnsworth,
Lydia A. Sears,
Julia F. Sawyer.

PRIMARY SCHOOLS.

Medford street.

Mary E. Smith,

Ellen Hadley.
Sub-Committee, Mr. Neal.

Polk street.

F. M. Lane,

E. F. Hanson.
Sub-Committee, Mr. Campbell.

Mead street.

Elizabeth W. Yeaton.
Melissa J. A. Conley.
Abby P. Richardson.
M. Josephine Smith.

Sub-Committee, Mr. Marden.
" Mr. Darling.
" Mr. Marden.
" Mr. Darling.

Cross street.

Caroline E. Osgood,

Abby O. Varney.
Sub-Committee, Mr. Chapin.

CHARLESTOWN-HARVARD SCHOOL DISTRICT.

COMMITTEE.

James F. Southworth, *Chairman*.
George B. Neal,
Lucius Slade,

Retire H. Parker, *Secretary*.
James A. McDonald.

HARVARD SCHOOL.

Bow street, Charlestown.

W. E. Eaton, *Master*.

Darius Hadley, *Sub-Master*.

Abby B. Tufts, *Master's Assistant*.

Ann E. Weston, *Head Assistant*.

Sarah E. Leonard, *Head Assistant*.

ASSISTANTS.

Sarah A. Benton,
Lucy A. Kimball,
Emma F. Thomas,
Lois A. Rankin,

Mary P. Howland,
Fanny B. Hall,
Elizabeth B. Wetherbee,
Mary A. Emery.

PRIMARY SCHOOLS.

Harvard Hill.

Lucy M. Small.	<i>Sub-Committee,</i> Mr. Neal.
Fanny A. Foster.	“ Mr. McDonald.
Hannah W. Heath.	“ “
C. M. W. Tilden.	“ Mr. Slade.
Elizabeth F. Doane.	“ Mr. Parker.
Caroline A. Rea.	“ Mr. Slade.
Lucy M. Soule.	“ Mr. Neal.
Louisa A. Whitman.	“ Mr. Parker.

SCHOOLS FOR LICENSED MINORS.

North Margin street.

Sarah A. Brackett.

East-street place.

M. Persis Taylor.

SCHOOL FOR DEAF MUTES.

11 Pemberton square.

Sarah Fuller, *Principal.*

ASSISTANTS.

Annie E. Bond,
Kate D. Williams,
Alice M. Jordan,

Ella C. Jordan,
Mary F. Bigelow,
Mary N. Williams.

KINDERGARTEN SCHOOL.

Corner of Allston and Somerset streets.

Lucy H. Symonds, *Principal.*

HOLIDAYS AND VACATIONS.

Wednesday and Saturday afternoons; one week commencing with Christmas day; New Year's day; the Twenty-second of February; Good Friday; Fast day; Decoration day, and the Fourth of July; Thanksgiving day and the remainder of the week; the week immediately preceding the second Monday in April; and to the Primary schools from the second Tuesday in July, and to the Grammar schools from their respective exhibitions to the first Monday in September; and to the Latin, the Normal, and the High schools from their respective exhibitions to the *second* Monday in September.

TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and with the school sections embraced in each district:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, and Wells.
Jacob T. Beers.	Southern.	Brimmer, Bowditch, Quincy, and Winthrop.
Phineas Bates.	South Boston.	Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Washington.
E. F. Meeuen.	Roxbury, West District.	Comins, Dudley, and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Lewis, Everett, Mather, Monroe st., and Winthrop st.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, Atherton, and Minot.
Charles S. Woofindale.	Charlestown, West District.	Bunker Hill and Harvard, Mead st. and Common st. Primaries.
Sumner P. White.	Charlestown, East District.	Warren, Winthrop, and Prescott, except the above Primaries.
H. McDonald.	West Roxbury.	Central, Florence, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Harvard.

ORDER BOXES.

North District.

Hancock School-house.
Police Station No. 1, Hanover street.

East Boston.

Adams, Chapman, and Prescott School-houses.
Police Station No. 7, Meridian street.

Central District.

Mayhew School-house,
Police Station No. 3, Joy street.

Southern District.

Brimmer and Quincy School-houses.
Police Station No. 4, La Grange street.

South Boston.

Bigelow and Lincoln School-houses.
Police Station No. 6, Broadway, near C street.

South District.

Dwight and Rice School-houses.
Police Station No. 5, East Dedham street.

Roxbury, East District.

Dearborn, Lewis, and Washington School-houses.

Roxbury, West District.

Sherwin and Comins School-houses.

Dorchester, Northern District.

Lewis, Everett, Mather, and Monroe street School-houses.

Dorchester, Southern District.

Harris, Gibson, Stoughton, and Minot School-houses.

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