







SCHOOL DOCUMENT NO. 27.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1880.



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REPORT.

Section 6, Chap. 40, of the Laws of Massachusetts, reads as follows:—

The School Committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools, as the committee deem proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, etc.

The public-school instruction is regulated by laws of the State, and the State authorities very properly require an annual account of the stewardship of the School Committee. Besides conforming to the routine custom of reporting to the State Department of Education, the Annual Report ought to contain, for the information of the public, a statement of the principal transactions of the Board for the year, the prominent matters of discussion and legislation which may have come before it during that time, as well as a brief and plain statement of the present condition of the department, financially and educationally, and such suggestions of improvement in the management of the schools as may seem expedient. It is especially important that a document of this character should present in as simple and intelligible a manner as possible, unencumbered by mystifying columns of figures and groups of uninteresting theories on particular hobbies, the true story of what the schools cost, and

what they are doing. For the purpose, then, of complying with the law, and furnishing the public with the necessary information regarding our schools, the committee appointed for the purpose, on behalf of the Board, respectfully present the following

REPORT.

The number of children of school age, from 5 to 15, is about 60,000.

Number attending public schools of all ages, 50,543. Of these 144 are the children of non-residents, and 55 (47 in High and 8 in Grammar) pay a yearly tuition fee, according to law, the same being the average cost per pupil in the grade he attends. The other 89 are excused for sufficient reasons from paying any fee.

No. of pupils in the Primary grade	20,898
“ “ “ Grammar grade	27,387
“ “ “ High Schools	2,090
“ “ “ Special Schools	168
	50,543
Expenditures for last financial year: —	
Salaries of teachers	\$1,108,578 87
“ officers	53,679 74
“ janitors	74,594 40
Fuel, gas, and water	40,920 22
Printing, text-books, and supplies	139,078 77
	1,416,852 00
Public Building Committee	98,514 84
	Total \$1,515,366 84
Deduct cost of Evening Schools.	43,156 15
	Cost of day schools \$1,472,210 69

Average number belonging to day schools	50,543
Cost per pupil on average number belonging	\$29 13
If receipts (\$49,837.28) are deducted the cost per pupil, on average number belonging, would be	\$28 14

PRIMARY SCHOOLS.

Expenditures	\$385,534 56
Number of teachers	415
Number of pupils belonging	20,898
Average number of pupils to a teacher	50
Average cost per pupil	\$18 45

Average cost per pupil, for past three years, is as follows: 1877-8, \$21.17; 1878-9, \$19.94; 1879-80, \$18.45.

GRAMMAR SCHOOLS.

Expenditures	\$772,378 34
Number of teachers	574
Number of pupils belonging	27,387
Number of pupils to a teacher, including principal,	48
Average cost per pupil	\$28 20

Average cost per pupil, for past three years, as follows: 1877-8, \$31.15; 1878-9, \$29.03; 1879-80, \$28.20.

HIGH SCHOOLS.

Expenditures	\$182,713 75
Number of teachers	83
Number of pupils belonging	2,090
Number of pupils to teacher, including principal,	25
Average cost per pupil	\$87 42

The average cost per pupil, for past three years, is as follows: 1877-8, \$89.53; 1878-9, \$85.08; 1879-80, \$87.42.

The following table shows a close approximation to the actual cost to the city, of graduates of the respective schools, the amount involving the expense incurred on account of the individual pupil from the time of entering the Primary School to the date of graduation.

Total cost for instruction to a graduate of a Grammar School,	\$270	00
“ “ “ High	“	630 00
“ “ “ Latin	“	700 00
“ “ “ the Normal	“	720 00

EVENING HIGH AND ELEMENTARY SCHOOLS.

Expenditures	\$32,249	97
Number of teachers	107	
Number of pupils registered	4,006	
Number of scholars belonging	2,018	
Average attendance	1,100	
Number of pupils to a teacher (excluding 17 principals)	12.2	
Average cost per pupil on number belonging	\$15	98

EVENING DRAWING SCHOOLS.

Expenditures	\$10,906	18
Number of teachers	17	
Number of pupils registered	1,109	
Number of pupils belonging	672	
Average attendance	299	
Number of pupils to a teacher (excluding 6 principals)	27.2	
Average cost per pupil on number belonging	\$16.23	

RECAPITULATION OF EXPENSES.

Primary Schools	\$385,534	56
Grammar “	772,378	34
High “	182,713	75
Evening High and Elementary Schools	32,249	97
Evening Drawing Schools	10,906	18
Horace Mann, Licensed Minors, and Kindergarten ¹ Schools	12,195	49
Amount not chargeable to particular grades	119,388	55
Total	\$1,515,366	84

¹ Discontinued March 25, 1879.

THE NORMAL SCHOOL.

This school occupies the hall and rooms at the Rice Grammar School building, in which there are twelve Grammar classes. In the adjoining lot is the Rice Primary School, with eight classes. These two schools furnish an admirable field for the members of the Normal School to observe and practise in. There are at present 73 pupils in this school, and all in the graduating class will most probably receive certificates of qualification. The measure adopted last year, for ensuring competency in the graduates of this school, has worked successfully. Its nature is explained in the following passage in the Regulations: "All pupils shall be put on probation, and, as soon as in the opinion of the Board of Supervisors and the head-master they prove unsuitable for this school, shall be discharged by the committee on the school, if they deem proper, the probation to cease at the end of the half year." It will readily be seen that this rule, fairly and properly carried out, is a benefit not only to the school, but to the occasional aspirant who does not possess the necessary qualifications to become a competent and useful teacher. The Normal School is doing a good work in affording to the children of the citizens of Boston an opportunity to prepare themselves in a profession, whereby they may participate in the benefits of an institution which their fathers have contributed to build up and sustain.

Some years ago, the practice was begun in this school, of giving courses of lectures to teachers, at the suggestion and under the management of the

head-master. The plan worked admirably, and resulted in great benefit to those who utilized its advantages. Their presence was voluntary, but hundreds of our teachers attended these exercises. They were held on Saturdays, thereby not interfering with the schools. These lectures were given by some of our own regular instructors, in certain school studies in which they were known to be proficient, and many of our younger teachers reaped much profit from them. Before starting on these lectures in the winter of 1879-80, the Board, deeming it only just that the lecturers should receive some consideration for their labor, voted five hundred dollars for that purpose. It was afterwards discovered that the committee had no authority to expend money for such service, and the lecturers were not paid. In consequence, these courses of instruction have been interrupted, but it is to be hoped that a law may be passed empowering the Board to expend the necessary amount of money to carry them on.

HIGH SCHOOLS.

The warmest friend of High Schools must be satisfied with the prospect before them in their new location on Warren avenue. As a school-house, the palatial building erected for the accommodation of these schools is unsurpassed in this country for grandeur or for cost. The structure was erected at an expense of \$418,000; the land cost \$280,000; furnishings, \$50,000; total \$748,000. In this building are 47 classrooms, with accommodations for 1,645 pupils. There are, besides, a spacious drill-room, a room of the same

area for a large gymnasium, a chemical laboratory, chambers for drawing, and two large halls; also, libraries, reception-rooms, suites for janitors, and other rooms. A court-yard in the centre furnishes ample space for the pupils during their intermission for recreation. The basement story is so commodious and well-appointed that it is proposed to set off a portion of it for a branch division of the Public Library. The building was occupied on January 3, 1881, by the pupils of the Boys' Latin and the English High Schools, the former on the western, the latter on the eastern side. These schools at present number in the aggregate 696 scholars. This leaves unoccupied accommodations for 949 pupils. The question arises at once, what is to be done with this vacant space? The natural answer is, utilize it, if possible. It is not in accordance with economic principles to hold vacant so large a portion of this immense building. Besides the investment in the site and structure, it will cost about \$6,000 per annum to heat the school-house, and nearly the same sum in salaries of engineer and janitors. These items would cost but little more if all the rooms were occupied. On the basis of the number of pupils transferred to this school, it will be seen that for the heating and care of the building alone it will cost \$17.24 per pupil per annum. With all the rooms occupied it would cost but \$7.29. On economic grounds, therefore, not to mention educational advantages, there appears to be good reason to bring about the consolidation with this, of at least some of the outlying High Schools, beginning with that in Roxbury. At present there are what may be

termed branch High Schools in Roxbury, Charlestown, Dorchester, West Roxbury, East Boston, and Brighton. The majority of the inhabitants of these respective localities favor the continuation of high-school accommodations in their own neighborhoods. Their reasons are apparent, and, up to the present time were, in the main, cogent and effective. With the beginning of next year, however, the situation will be entirely changed, and the feeling of the committee is that as early as practicable, some of these outlying schools should be suspended, and all pupils desiring and fit to enter the High School course, admitted to the central school.

A fresh impulse will be given to the Boys' Latin and English High Schools in their new quarters. Everything that could be provided for them in the way of comfort and accommodation has been furnished with a generous, almost lavish hand. Every boy will take a pride in his school, and be stimulated to faithful study. The instructors too will, if possible, surpass their previous diligent and efficient efforts to turn out young men prepared to enter the busy walks of life.

A change has been made in the head-mastership of the English High School. A vacancy occurred in the superintendency, and the late principal of the English High School, Mr. Edwin P. Seaver, was made the choice of the committee to fill the responsible position of Superintendent. He had been a faithful officer in the school service of Boston for many years, and was known as a man of conservative mind, a reliable adviser, and successful organizer. These

qualities, combined with excellent scholarship, augur well for his administration. To fill the vacancy caused by the transfer of Mr. Seaver, the Committee on High Schools, after mature deliberation, selected and nominated Mr. Francis A. Waterhouse. He was elected, and entered upon his duties January 1st.

While treating the subject of High Schools, it is expedient, in view of the public criticisms and comments on the School Department, during the past year, to add a few facts to those elsewhere given as to the expense of these schools. Making a general average of the cost per pupil in this grade, we find it to be, as previously stated, \$87.42. This computation, however, works somewhat to the disadvantage of the Girls' High, Girls' Latin, and the suburban High Schools. In other words, the English High and Boys' Latin Schools cost more, per pupil, than the Girls', or the suburban High Schools. The Latin Schools are made the subject of much comment by some who think they are an expensive educational luxury. The Latin School for boys is an institution honored by time, having been founded in 1635; and, during the centuries since its establishment, it has received the approval and support of the citizens of Boston. The Girls' Latin School was established three years ago, on the ground that in the education of youth, there should be no difference made between the sexes. Beginning with twenty-eight pupils, it now numbers one hundred and forty-six. When it reaches one hundred and fifty, it is entitled to a head-master, with a salary of \$3,780. At its present rate of progress it will soon require a separate

school-house. At present, it is located in the Girls' High-School building, but in a short time, that building will be insufficient to accommodate both schools. Girls leave the Grammar Schools before completing the course, and at an early age enter this school. The average age of the lowest class is thirteen and one-half years, and of the whole school, fifteen and two-twelfths. Many of our girls are attracted from the Grammar Schools to this school, by its great advantages and presumed superiority as a select school. No doubt they enter it in good faith, on the imposed condition that they intend to prepare for college; but it is probable that experience will prove that a very large proportion will not fulfil that condition. Changes in the lives and inclinations of girls from fifteen to twenty are liable to and frequently do occur, which may wholly shatter their ambition to delve in the classics as university students. They may incur even such duties and responsibilities as would be entirely inconsistent with a further pursuit of the ancient languages or occult science.

GRAMMAR SCHOOLS.

There is but little that is new to be said of these schools. None were added to the number during the year. The slight increase in the number of Grammar pupils has been accommodated without opening any new school-houses. It may be mentioned that this grade of schools is now receiving more personal attention from the masters than for many years past. Principals are required to *teach* fifteen hours a week

in their schools. All the rest of their time is engaged in supervising, directing, and assisting in the lower classes. It is unnecessary to say that this change must work beneficially to these schools. There can no longer be any doubt as to actual service rendered by the masters, now that they have been relieved of the Primary Schools, and are giving their whole time and energies to the Grammar classes. This year, home lessons in these schools have been cut down, and are, at present, confined to the three upper classes. There is one matter relating to the Grammar Schools which deserves notice. It is a fact that in many of them the pupils appear to make slow progress through the classes, so that the term of attendance from the time of entering to the date of graduation, is sometimes lengthened into one, two, or three years, beyond the six years, which is supposed to be sufficient for the average pupil to work through the Grammar School successfully. It is possible that in some of these schools the time may be even shorter than six years, but taking them as a whole it appears to require from seven to eight years to complete the course in them.

The average age of all the graduates this year was fifteen and a half years. Children enter the Primary Schools at five years of age. Allowing three years for attendance there, and six in the Grammar grade, it will be seen that the average age of graduation from the latter ought to be fourteen years. Occasionally a dull or idle scholar will fall behind, but on the other hand, a bright one will sometimes double the usual promotions. There is no good reason why the graduates of our Grammar Schools should average more than

fourteen years of age. A generation ago the graduates of these schools did not average more than that age, and it is safe to say they were as well qualified in all the essential studies as our graduates of to-day. These schools were established to give to pupils such instruction in the elementary and necessary branches of education, as will prepare them for their various duties in after life, in whatever calling they may assume, and to intelligently exercise the rights and duties of citizenship. The standard of acquirement in this direction was attained twenty-five years ago, at a younger age than now. It is, perhaps, difficult to point out the cause or causes of the prolonged course; but the fact exists, and it is one of the items that helps to swell the cost of our schools. It may not be easy to say on the moment just how this trouble may be remedied, but it is a problem for the committee to consider and solve as soon as possible.

PRIMARY SCHOOLS.

A radical change was begun in these schools in 1879, and has been further developed during the present year. As might have been expected, there was some opposition to the change, but this has nearly ceased. In order to properly carry out the plan of the new departure, it was considered necessary to withdraw the Primary Schools from the jurisdiction of the masters of the Grammar Schools, who had charge of them up to that time; not because their previous good influence as supervisors and directors of the Primary Schools

was underrated; not because they were all unable to teach and direct according to the new methods adopted, but because success in the undertaking required unity and harmony in the management and instruction under the new system. It is asked, What is this new system? The proper limits of this document do not permit an extended exposition of the details of the new methods alluded to, but the general idea, which now pervades the system of teaching in the Primary Schools, may be explained in a few words. To experts in education, it is sufficient to say simply, the "Quincy Method." To the outside public, we desire to say that in the sphere of instruction, it is easier and simpler, because more natural. The intellect of a child presents the faculties of the human mind in their simple and primitive forms, and it is the development of those faculties which is the basis of the method of instruction now adopted in the Primary Schools. The senses are cultivated — the powers of observation and perception. Then follows the formation of ideas, then the process of explaining those ideas in their own simple words. The exercise of memory and reasoning comes later. As to discipline, it is not so severe. Some allowance is made for the restlessness and desire of change, natural in the years of early childhood; and while the necessary degree of order is required, the pupils are freed from the rigid and prolonged constraint that was too often enforced in times past. In a word it may be said regarding the whole system, the pupil is treated less like a machine, and more like a child. There is no doubt as to the result of the new methods adopted in

these schools. Their effects in the lowest classes have been already demonstrated (as many interested parents can testify), and in one or two years more, their influence will have penetrated through all the classes of this grade, so that we shall have the pupils about to enter the Grammar Schools, better equipped than heretofore, not only in what they have learned, but in the proper method of continuing their studies.

Two items of expense have been added to the score of Primary Schools. The first relates to the employment of special assistant-teachers in the lowest classes. The Regulations provide that in any class in the Grammar or Primary grade, when the number of scholars exceeds by thirty or more the regular number allowed to a teacher (fifty-six), a new class may be formed; but no additional permanent teacher is appointed for any number under thirty. It was decided by the School Committee that, in the lowest class in the Primary Schools, a special assistant might be appointed to aid the regular teacher whenever there occurred any excess of the stipulated fifty-six. As the young children come crowding into the schools at certain times, the conditions requiring the employment of these special assistants frequently occur, and we have now in the service, twenty-three of this grade of teachers. They receive a salary of five dollars per week. Although the compensation may be said to be comparatively small, the aggregate paid to these teachers amounts to a considerable sum. The position was created on account of the nature of the instruction by the new methods in the Primary Schools. A portion of

the committee, who were opposed to the changes introduced in these schools, did not favor the appointment of this class of teachers, but the Board as a whole believe the investment will be a profitable one. The other item alluded to relates to the appointment of a teacher, with the rank of second assistant, in every Primary School of four or more rooms. The maximum salary of second assistant exceeds that of the lowest rank by sixty dollars per annum. It requires a service of five years to reach the maximum. At the end of that time the expense of the Primary Schools will be increased about \$2,820 by this measure. But it was considered a necessity to have some one teacher in each large school, to take charge of the minor matters of discipline, and to advise with the other teachers when occasion required.

A new regulation was adopted this year whereby the regular promotions to the Grammar Schools will hereafter occur annually instead of semi-annually. This neither lengthens nor shortens the term of a pupil in the Primary Schools. Its purpose is to allow conformity with the change recently introduced in these schools of having three classes instead of six, and of instituting annual class promotions in the Primary Schools. Heretofore, pupils in their uninterrupted progress through the classes, remained only six months with a teacher, and were then sent to another. It will be seen it is to the advantage of the scholar to remain under the guidance, instruction, and influence of a single teacher longer than that term. According to the new order, a pupil will remain a whole year in each class, making but

three changes in his course through the Primary School. This will be an improvement on the old plan of frequent transfers from one instructor to another.

EVENING SCHOOLS.

This is a subject of more than ordinary interest, in view of the comparatively great expense of carrying on these schools. Notwithstanding the fact that the Committee on Evening Schools have devoted great attention and labor to better their condition and secure the best possible results from them, there still remains room for improvement. Every friend of education, every lover of his kind must be favorable to the idea of Evening Schools when well conducted, and within the bounds of reasonable economy. It is, however, questionable if we obtain from them all the good which the outlay seems to imply. Last year, with a registration of four thousand and six, the number belonging was two thousand and eighteen, and the average attendance was one thousand one hundred. This gave an average in the attendance, of twelve and two-tenths pupils to each teacher, excluding the principals. The average cost was \$15.98 per pupil. The actual time of instruction devoted to the pupils attending, is about one-tenth of that given to scholars in the day schools, which brings the comparative cost per pupil to a very large sum. A certain proportion of the attendants at the Evening High School are attracted by the opportunity there afforded for the study of classics, and other advanced branches of learning. The pursuit of these

studies seems to conflict with the fundamental idea of the establishment of Evening Schools. They were instituted for the benefit of that class of youth, who, on account of being withdrawn from school through the needs of their parents, or from other cause, were unable, in their earlier years, to qualify themselves in those necessary branches of education, to impart which, is the reason which underlies every other for the establishment of the school system. The teaching of Latin, French, German, and the higher mathematics, costs the city a considerable sum. It would be well for the Board to again consider the advisability of dispensing with this class of studies in the Evening Schools.

Unusual efforts were made during the past year, by the committee in charge of these schools, to cut off all those who only made a pretence of attending them, and in that particular, they were in better condition than previously. But still stricter measures to enforce attendance and honest application by the pupils, require to be inaugurated in order to secure satisfactory returns for the amount of money expended for their benefit. There is a feeling on the part of some members of the committee that a deposit should be required from every pupil, as a guaranty for regular attendance and good behavior, which deposit would be returned at the end of the term, upon the faithful fulfilment of his agreement.

EVENING DRAWING SCHOOLS.

These schools were established under a statute law, and, without doubt, are a source of great usefulness

to those who take advantage of the opportunity thus afforded to improve themselves, or, if no more, to learn the rudiments in such departments of drawing as they can turn to advantage in their daily avocations. The law provides for "instruction in industrial or mechanical drawing;" and it is a question if it be expedient or comprehended in the purpose of these schools, to go beyond those limits, into the forms of higher drawing and modelling. It is presumable that a portion of the pupils attend, more to gratify the taste or love for drawing, than to make use of the instruction they receive in their business pursuits. If so, a certain expense is incurred less for utility than to please a fancy. In the evening drawing schools, the time given to each pupil attending is, on the average, one-eighteenth of that devoted to pupils in the day schools. It is evident from this fact that the comparative cost of the evening drawing schools is quite large. Another fact should be stated regarding these schools. Out of two hundred and eighty-one pupils now attending, fifty-one are regular pupils of the day schools, where drawing is taught. However much we may favor the study of drawing, are we justified in the increased expense incurred for these scholars, who have the benefit of this instruction in the day schools?

We will now refer briefly to some of the more prominent matters which have come before the Board during the year, taking them up somewhat in the order of their occurrence.

APPROPRIATIONS.

In January it was announced that the appropriation allotted in the previous April, to the uses of the schools, would be wholly expended by February 20th; and that, if an additional sum were not granted, the schools must be closed February 21st. From the estimates presented by the committee at the beginning of the financial year, as necessary to carry on the schools for the year, \$118,133 had been cut off in making the appropriation. But the Board found it impossible to complete the year on the sum allowed. An application was therefore made for the deficiency, and it was granted. For the past year or two, there has been a great deal of discussion and conflict of opinion as to the relative authority and jurisdiction of the School Board and the City Council in the matter of school expenditures. It is a matter, perhaps, for the lawyers to settle; but they do not appear to have settled it. At least, the same arguments and opinions continue in the accustomed round of repetition. Whether the School Committee or the City Council shall have the full power to name the amount of public money to be devoted to the administration of the department of education, is a matter for the people at large to decide; but, as the law now stands, it appears to lie within the province of the committee to make contracts which are binding upon the city. If it is deemed proper to withdraw that power from the committee, and vest it in the City Council, and the law is changed to that effect, the committee will, no doubt, go on as heretofore, and

do their duties to the best of their ability. But this change would seem to imply that the Council must make the contracts, or must mark out for the committee, what contracts to make. It is a difficult problem. But it is to be hoped that the proposed careful consideration of the question before the Legislature will solve it, and definitely settle where the authority lies. A great deal of criticism has been indulged in regarding the extravagance of the School Board. It may be not without some reason. There is no denying that Boston pays a high price for the education of her children. In the strictures on this subject, there is, however, one noticeable omission. We are not aware that it has been pointed out just where any considerable saving is to be made. This seems a little strange, in view of the fact that the man who criticises intelligently is supposed to be well informed on his subject. It is easy to say, "you spend too much money;" but the position of the accuser is decidedly stronger if he points out how the fault is committed. There are certain items in the expenditures, which, by more careful management, may be reduced by a comparatively small amount. A saving of even one dollar, where it is possible, ought to be effected; and probably some few thousands may be saved in the minor items, by following the line of rigid economy; but one hundred thousand, two hundred thousand, is the sum that must be cut off from school expenses, to meet the views of economists. This can only be effected by a general reduction in salaries, an abridgment of the courses of

studies in the Grammar or High Schools, or both, and the abolition of certain schools not required by law, for example, the Latin and Evening Schools. These, it might be said, are the only grounds on which the reduction of school expenditures will offer any considerable relief. These facts are mentioned as a plain statement of the case. The School Board are responsible for them, and answerable to the citizens of Boston. If *they* decide that the committee are not faithful in these particulars, they possess the power to effect the needed remedy.

INDUSTRIAL EDUCATION.

In the month of February it was ordered "that the Committee on Accounts be requested to include in their estimates for the next school year, \$15,000 for the establishment of an Industrial School, as per vote of School Committee of last year." The School Committee has thus done everything in its power for the establishment of Industrial Education in Boston. Although by the law of the State, Industrial Schools are placed under the control of School Committees, yet their establishment and maintenance rest entirely with City Councils, and the City Council of Boston has thus far shown an unwillingness to take any step in this direction.

That the establishment of free Industrial Schools is simply an act of justice, seems to be evident from the following consideration. The State law requires the establishment of High Schools, and prescribes the studies to be taught in them. The result is that boys

graduating from the Grammar Schools, intending to pursue a professional or a mercantile calling, find in the High Schools, four years of additional gratuitous instruction, affording them a special training for the work of their lives. Those boys, on the other hand, who are destined to earn their living by the work of their hands, find themselves, on leaving the Grammar Schools, thrown absolutely on their own resources. The State troubles itself no further about their education, but leaves them to pick up their trade in the best way they can. That this way is generally a very bad way, the number of unskilful artisans in our community affords abundant evidence.

It would seem, therefore, that simple justice to the artisan class requires us to inaugurate Industrial Education as a complement to our High School system.

SCHOOL HYGIENE.

In the month of April the Board adopted, by a vote of sixteen to six, an order "that a Special Instructor in Hygiene be appointed, to give instruction in the Normal and High Schools, and for such other duties as may be assigned to him by the Board." The duties and salary of the new instructor were subsequently fixed by vote of the Board. In the month of June, a communication was received from the City Solicitor, to the effect that some of the duties assigned to the Instructor in Hygiene were inconsistent with the State law, and the duties were accordingly modified so as to bring them into conformity with the statute. Although these modifications related to

methods of procedure, rather than to the nature of the duties assigned, there was a feeling on the part of some members of the Board that the usefulness of the officer had been restricted in important respects. This feeling, together with an unfortunate difference of opinion in regard to the merits of candidates, sufficed to prevent the election of a Special Instructor in Hygiene, and the matter has been referred to the next Board.

The need of practical instruction in school hygiene is as great as ever. The laws of health are daily violated in our schools through ignorance rather than wilful neglect. The City Board of Health is unable to exercise the necessary control, except by the appointment of new officers, a plan which would be no less costly than that proposed by the School Committee, and which would deprive that body of a direct control over matters for which they are by law made responsible.

ELECTION OF INSTRUCTORS.

A movement was set on foot in 1879 to effect life-tenure for teachers. This measure was warmly advocated by some members of the Board, but was not adopted. It came up again at the time of the annual election in April, but was not carried; the majority of the committee believing annual elections preferable, on the ground that no competent and acceptable teacher need fear the ordeal of stated elections, which are almost entirely a matter of routine, and further, on the ground that if there occurred the question of

the expediency of dropping a teacher who had been elected for life, or "during good behavior," it would prove a difficult matter to remove him.

CORPORAL PUNISHMENT.

Very few subjects have ever received as much attention from the School Committee of Boston as this has during the past year. Its consideration arose out of a discussion, held early in the year, regarding the removal of a teacher. A committee was appointed in April "to consider the whole subject of corporal punishment in our schools, and report to this Board what means can be adopted to remedy the existing evils." This committee devoted a great deal of time and labor to investigating the subject at home and abroad, and presented able reports on the question. There was not unanimity of feeling on the matter in the committee, or in the Board, but, after thorough consideration and exhaustive discussions, the Board as a whole, passed regulations restricting corporal punishment in the schools within narrow limits; so that this form of punishment will be administered but very sparingly in future, in the schools of this city.

AGED AND INFIRM TEACHERS.

An effort was made to establish what might be called a pension bureau for superannuated teachers. It was thought by some that it might be conducted under the direction of the School Committee, and

perhaps, that a portion of the public funds might be devoted to the purpose. A committee was appointed to consider and report on the matter, which they did. The result was that it was deemed inexpedient to connect the School Board with an enterprise of that character, and that, if any such fund were established and maintained, it ought to be done by an association of teachers themselves.

TEXT-BOOKS.

One of the common complaints against School Committees is their tendency to the frequent changing of text-books. Nor has Boston been free from the charge. In times past, we have been too much inclined to throw out certain books, and replace them by others, without sufficient cause. In every instance where this occurs, it creates additional expense to the city, and does not, by any means, always imply an advantage to the pupils. It must be said of the present Committee on Text-Books, that they appear to appreciate these facts, and their last annual report was noticeably free from recommendations of these costly exchanges. It is to be hoped the Board will continue to act on this subject conservatively and economically.

MILITARY DRILL.

In the month of June last a member of the School Committee read a communication from the City Solicitor, in which the opinion was expressed that "the School Committee are not authorized to expend the

money raised by taxation for the support of the public schools, in payment of salaries to teachers of military tactics in the schools."

An order was subsequently offered, "that, in consequence of the adverse opinion of the City Solicitor, military drill be discontinued in the High Schools." Upon this order, the Committee on High Schools reported that it was "inexpedient to discontinue military drill in the High and Latin Schools;" and it was thereupon ordered, by the Board, that "His Honor the Mayor, the President of the Board, be instructed to petition the Legislature for the legalization of instruction in military drill."

It is to be hoped that nothing will prevent favorable action by the Legislature on this important matter. The establishment of military drill is one of the few provisions made by the School Board for the physical training of the pupils under its charge; and no one who has observed the soldierly bearing of the members of our school battalion, can have any doubt of its value as a means of securing a full and symmetrical development of the physique. The principals of our High Schools are, moreover, decidedly of the opinion that the habits of prompt obedience acquired on the drill-ground have a very favorable influence upon the discipline and *morale* of the school.

If any further argument is needed for the continuance of military drill, it can surely be found in the necessity for giving to the rising generation some knowledge of actual military duties. The time may be far distant when the nation shall again appeal to

the sword as the arbiter of its destinies, but it is none the less clearly our duty to see to it that, if the time does come, the men upon whom the brunt of battle will fall shall not stand helpless in a crisis they are powerless to avert.

When one recalls the agony of suspense with which, twenty years ago, the country watched the slow transformation of the raw material, so lavishly furnished for the defence of the Union, into an army of trained soldiers, one cannot resist the conviction, that had the young men of that period all received in their boyhood the same military training which is now bestowed upon the pupils of our High Schools, the shortening of the war, which would have necessarily resulted, might well have saved to the country millions of dollars and thousands of valuable lives.

CHANGES IN THE PLAN OF SUPPLIES.

Just before the close of the school year the Committee on Supplies requested permission to modify the plan for supplying books, etc. It became evident that the system of supplies, as at first inaugurated and tried for a year, did not yield satisfactory results, and the committee on this work devised a plan, after consultation with the City Solicitor, whereby many, if not all the objections to the previous method of carrying out the scheme, would be removed.

It may be well to state at the outset that the city now supplies all the books and stationery to the pupils. The few exceptions to this, where parents themselves supply their children with materials, need

not be taken into consideration. Last year the pupils were divided into two classes. One class agreed (through their parents) to pay for their books at the City Hall before a certain date; the other stated (also through their parents) they were unable to pay. Bills were rendered to the first class with the presumption they would be paid. Bills for the second class were delivered to the assessors for collection, they having the authority to say what portion, if any, must be paid. The bills of the first class amounted to \$42,860.91, those of the second to \$52,453.65. Of the first class \$33,348.90 has been collected, and about \$2,000 more is expected to be. Of the second class \$1,672.76 has been collected, and about \$1,300 is expected to be. The books and other materials for that year cost \$103,041.31. The amount collected, and that considered good, though still unpaid, is \$38,321.66, leaving as the net cost to the city for materials furnished pupils for the year 1879-80, \$64,719.65.

The cost of supplementary reading for that year (about \$25,000), was offset by a like amount saved in exchanging with publishers, old books for new ones. This year (1880-81), the pupils were divided into two classes. One class paid for their books at the school-houses when they received them; the other stated (through their parents) either they were unable to pay, or preferred to have the amount added to their tax-bills. The latter class did not receive their books till the 11th school-day. Amount received from the first class is \$35,090.29; estimated to be received during balance of the year, \$1,700. Amount of bills charged to the second class, and to be delivered to

the assessors for collection, will be about \$25,000. Estimated sum that will be collected on the bills of the second class, \$3,000. The approximate cost of books and other materials for 1880-81 is \$74,000. Amount collected and estimated to be collected, \$39,790.29. Presumed cost to the city for materials furnished pupils for the year 1880-81, \$34,209.71. It is evident at a glance that the late plan is a great improvement over that of last year.

This subject introduces another, closely related to it. In September, an order was introduced in the Board, asking the City Council to pass an ordinance authorizing the School Committee to purchase text-books to loan to pupils, — that is to say, to adopt the system of "free books." This demand was made principally on the ground of economy; that it would be a saving to the city. In the years 1877-78, and 1878-79, when books were loaned to about one-half the pupils, it cost the city about \$65,000 each year. It could not cost less to loan books to *all* the pupils. This year, the cost as above stated, is \$34,209.71. While there are many reasons in favor of the project, it is difficult, in view of these figures, to see how the adoption of free books could result in a saving to the city.

IMPURE LITERATURE.

Towards the close of the year, the committee passed unanimously, the following: —

Whereas, The exhibition and sale of impure prints, papers, and figures, manifestly tending to the corruption of the morals of youth, are carried on in this city, in an open and shameless manner; and

Whereas. In the opinion of this Board, it is impossible that the moral education of youth in the public schools can be properly directed in the face of an implied public assent to the sale and circulation of such impure prints, papers, and figures; therefore,

Ordered. That the President of the Board be requested to ask the attention of the City Council to the matter, with a view of securing a strict enforcement of the laws of 1862 and 1880 affecting this subject.

This matter, coming so late in the year, has not been finally acted upon by the City Council, but some steps will soon be taken regarding it. Although it may be said to lie outside the regular duties of the committee, there is no topic which could come before it of more vital importance. The special teaching of morality is necessarily limited in the public schools, and every opportunity should be improved to preserve the virtue of our children. In going to and coming from school, they cannot avoid seeing, perhaps being attracted by the semi-nude and disgusting pictures that occupy some of the shop-windows. They are, perhaps, tempted to buy the filthy publication that attracts them; and who can count the injury that a single perusal of a debasing and vicious sheet may do to the youth who reads it? It is a credit to Boston that its School Committee have uttered their condemnation of this evil, and there is reason to hope that great good may come from their action.

SINGLE SESSION.

In one of our schools, accommodating Grammar and Primary pupils, exceptional privilege has been allowed, as to the hours of attendance. There is

no distinct afternoon session. The school hours are from nine till two. Towards the close of the year, the parents of pupils attending other schools requested like privilege, and an order was offered to the effect that if three-fourths of the parents of children, attending in any school, petitioned for one session, such petition be granted. The Board finally voted to refer such petitions to the respective division committees. Two such requests have been presented, and others will probably follow. No regulation has yet been made affecting this subject, but it is probable that if it be the prevailing wish of the parents of pupils in any school, that it be confined to one session, the desire will be complied with. There is a difference of opinion as to the expediency or fitness of this change, but the result of the experiment is a question of the future.

TRUANT OFFICERS.

There is no doubt of the usefulness of this service; not in the number of children arrested and sent to a reformatory, but in the number of those who, from their own waywardness, or the strange indifference of their parents, neglect to go to school, until, by the kind efforts of the Truant Officer, they are urged and prevailed upon to attend. In the percentage of attendance in the public schools in our cities, Boston ranks amongst the first, and the fact is owing in a great measure to the effectiveness of the truant force. The following statement will give some idea of their work: —

For the year ending August 31, 1880:—

Number of cases investigated	18,435
“ truant cases	3,473
“ children put into school	759
“ complained of as habitual truants	140
“ “ “ absentees	47
“ “ “ neglected children	63
“ “ “ for other offences	8
“ sent to House of Reformation for Juvenile Offend- ers, as truants	101
Number sent to House of Reformation for Juvenile Offend- ers, as absentees	31
Number sent to Alms House, as neglected children	52
Number sent to House of Reformation for Juvenile Offend- ers, for other offences	4
Total number committed	<u>188</u>

Besides the work of the Truant Officers in enforcing attendance at school, they meet, in their daily rounds, a great many cases of indigent children; and to the credit of the officers, it must be said they make themselves the means of directing charitable assistance to a large number of these poor children. The duties of a Truant Officer are peculiar, and he fulfils them best, who acts through feelings of kindness and sympathy for the people with whom he has to deal.

THE LATE SUPERINTENDENT.

In the spring, the Board heard with regret of the failing health of our late Superintendent, Dr. Samuel Eliot, and were happy to grant any length of absence that might be required to restore the strength and health which he had sacrificed by the unceasing toil

and anxious interest he had devoted to the duties of his office. It is needless to say how much greater was their regret, to learn soon after the opening of the school year, in September, that he felt compelled to resign his office. During his too short term, he had filled the position of Superintendent with honor and distinction to himself, and to the great benefit of the schools. In the progressive changes which he instituted and put in shape for fulfilment, he has left behind him a monument that will live forever in the schools of Boston. We cannot better express the feelings of the committee towards Dr. Eliot, than by quoting the following extract from a speech of one of our late members:—

And here I would respectfully call the attention of the Board to the condition of our Schools when Boston had the good fortune to secure the services of a man for Superintendent, who brought to that office, a kind heart, a clear head, a comprehensive and ripe scholarship. — a man whose educational attainments were of the highest order, and whose views on educational matters were laudably progressive. — a man who could and did admire and encourage all that was praiseworthy in our schools, at the same time that he tried to reform by mild and gradual, rather than by violent or radical means, whatever was wrong or reprehensible in our public school system. That man was Dr. Eliot. The strongest language I can use can but feebly express my appreciation of that gentleman's exalted personal character, or the invaluable services he has rendered to our public schools.

CONCLUSION.

All people are, or ought to be, interested in the matter of education; the poor and the rich alike. For while its benefits are not confined to any one class, neither are its expenses. The humblest resident in

the city pays his share in all taxation. The middle and laboring classes, as well as the more favored, ought to be encouraged to take an interest in this subject, and such information should be laid before them, and in such a way that they may be induced to take an active part in this important work. There is in general too much apathy on the part of citizens regarding school matters. It is only the very few who seem to notice and follow them with much attention or concern. It is true the great array of figures and minutiae of detail will sometimes confuse, and that fact may account for some of the inaccuracies of critics in discussing them. However, the main features of the school system, as to its expense and management, can always be traced so as to be plain to the understanding of every man who reads. We have endeavored in the foregoing report to give an outline of the more important statistics of the schools and a brief *resumé* of the principal topics which have been considered by the School Committee during the past year.

JOHN B. MORAN, *Chairman*,
HENRY P. BOWDITCH,
ABRAM E. CUTTER.

ANNUAL SCHOOL FESTIVAL.

1880.

ANNUAL SCHOOL FESTIVAL, 1880.

The Annual School Festival, in honor of the graduates of the public schools, was held in Music Hall, on the afternoon of Saturday, July 3, under the direction of the committee of the School Board, appointed for the purpose, consisting of Messrs. John J. Hayes, Charles H. Reed, James A. Fleming, George M. Hobbs, and Miss Lucia M. Peabody.

Invitations were extended, as usual, to the Governor, Mayor, City Council, the heads of departments, the School Committee, and the teachers of the public schools.

The occasion was honored by the presence of His Honor the Mayor, and other distinguished officials and citizens.

The hall was tastefully decorated with festoons of laurel with hanging baskets of flowers and ferns at intervals. On the stage the bouquets, which were unusually choice, were arranged so as to present a fine appearance. In the centre was a pyramid composed of the bouquets; at either side was a huge bank of flowers of every hue, presenting a front of about six by sixteen feet. The decorations were furnished by S. W. Twombly & Sons. The bouquets were furnished by S. W. Twombly & Sons, Norton Brothers, and Dee & Doyle.

The schools were marshalled to their places under the direction of Mr. Leverett M. Chase, master of the Dudley School.

The Boston Cadet Band furnished the music for the occasion.

Mr. Charles H. Reed, of the special committee, after expressing regret that his associate, Mr. John J. Hayes, who was expected to address the graduates, was unable to be present, because of having sailed for Europe that morning, delivered the opening address:—

REMARKS OF MR. CHARLES H. REED.

Graduates of our Public Schools:—

In behalf of the committee I welcome you to these exercises and festivities. This afternoon is devoted to one of the most interesting of our local anniversaries, of which the citizens of Boston may truly be proud. When our fathers landed at Plymouth, and with heartfelt emotion dedicated this land to liberty in its purest and most noble sense, they planted the seeds from which has grown this vast domain — the land of individual opportunity — the home of popular education, which is the strength of the city, State, and nation. Not in the hope of a life of ease, not actuated by avarice, did they seek these shores, but that they might live in a free land, where individual excellence was its own reward, in that it was the standard by which to judge the citizen. Necessitated by force of circumstances to toil for the humblest living, they still found time to form and mould the youthful mind. From the humblest village school-house of two centu-

ries ago has grown the vast system of public instruction throughout this land. We who gather here to-day enjoy the results of their toil and hardship. How great the privilege and possibility; yet how full of responsibility the trust!

Thus in its true sense are we led to appreciate the sacred importance of this festival. Let me, then, congratulate you who, to-day, receive its honors. After years of patient application, step by step you have slowly but surely climbed the ladder of knowledge, and to-day you have reached that goal which marks the fulness of popular education in its general and normal term. As you receive from the hand of our illustrious fellow-citizen, His Honor the Mayor, the token which an appreciative city offers you, let the ceremony have a twofold meaning: first, that you make good use of your knowledge, by adding to the store of others as well as to your own; and, second, by elevating to the highest possible standard the character of the community around you. As your diplomas were contingent upon attainment and deportment, so your duties remain twofold to others. Ever bear in mind that the continuance of all the privileges we enjoy is dependent upon the standard of individual character.

While we honor you on your success, and enter heartily into the fulness of your joy, we desire to remind you of the responsibility which in a like measure devolves upon you. Boston looks with pride on her faithful children of the past. True to her ancient fame she gives with liberal hand toward the advancement of all. To-day she speaks in the silent voice of sym-

pathy and love to young and tender hearts, urging you in memory of her past to be faithful to the future. Guard well her sacred institutions; become good and useful members of society, and prove yourselves worthy of the confidence she has reposed in you.

My young friends, we feel you are equal to the opportunity. Do honor to yourselves, and you honor the schools of Boston. Let not the work of Franklin, Hancock, Adams, and the noble army of patriots, statesmen, and philosophers suffer at your hands.

“ Act well your part; there all the honor lies.”

Then will the anniversary of this occasion be ever dear to you in rich memories, and future generations will look back and call you blessed.

We cordially welcome you to this festival. May it pass in mutual congratulation and pleasant recreation, and remain to you all a bright link in the chain of life.

At the close of his remarks, Mr. Reed introduced His Honor Mayor Prince, who addressed the pupils as follows: —

REMARKS OF MAYOR PRINCE.

MY YOUNG FRIENDS : — I am glad to be with you on this interesting occasion. The distribution of flowers to the pupils of the public schools at the close of the school year seems to have become a Boston institution, and certainly it is a pleasant and instructive one. These beautiful offerings, by their charming colors, forms, and perfumes, symbolize the

sentiments of tenderness and love, and thus truly express the feeling of the city for those she has been training in her public schools for the work and duties of life. They symbolize also the freshness and purity and innocence of your young lives. These flowers, however, will soon wither and fade, but let me indulge the hope that all they represent of the sentiment of the city for you, and all they represent of the innocence of school days, will long remain, and surround your ways with happy influences.

You cannot doubt the interest and solicitude which the School Committee, your teachers, your parents, and, I may say, the citizens of Boston, feel for you all at this time; and especially for those whose school days are now closing. Let me ask each of you when receiving the flowers I am about to present, to take them with the benediction of the city for your future happiness and success. She has expended vast sums of money in the erection of school-houses, the purchase of books, and the hire of accomplished teachers, that you may become intelligent boys and girls, — that your minds may be developed and stored with the knowledge necessary not only for the work of your lives, but for your future happiness. Gratefully requite all this cost and care by good behavior, by the good conduct which marks the good citizen, and by continuing, as far as your lot in life permits, the habit of accumulating useful knowledge, of constantly increasing your stores of intellectual wealth, although the school time is over and the school doors closed to you forever.

It was observed by a wise man of the olden time

that he had lost a day because he had learned nothing new during its twenty-four hours. If you cultivate a like conscientious regard for the value of time, and recognize the same obligation of constant self-improvement, you can all become wise, whatever your vocations in life. However hard you may be called to work with your *hands*, there will be always many unemployed moments in each day when your *heads* can also work, and the aggregate of knowledge thus acquired will be large in a lifetime. Your school work will be of little benefit to you if it is to stop when you leave the school-house, and is not to be continued in the years to come.

You are blessed in living under a government where all are free, with equal rights. You are permitted to follow such pursuits and professions as your tastes or ambitions may direct. No laws, no social prejudices, nothing can control or disturb this right. If you have the courage to work hard, and the will-power to expunge from your lexicons the word "fail," there are no places in the business or profession you may adopt to which you may not aspire; and if your moral nature develops equally with your intellectual nature, no places which you will not sooner or later attain. This is absolutely certain. Fit yourselves for the *front* seats in the temple of your calling, and you will occupy them. There is always room on the *front* seats, however crowded the rear ones may be.

Remember that mental wealth is only attained by work, — hard work, — but when attained it cannot, like other treasures, be lost or taken from you; that when once gathered it is gathered for all time — here

and hereafter. Remember also that all useful and honest work, however humble it be, is honorable. All, high or low, rich or poor, should work; work is the duty of man. Most men earn their bread by the sweat of their brows, and it is probable that most of you will live by manual labor. You should, therefore, cultivate industrious and systematic habits. Do whatever you have to do *well*, and in the best way. Do it skilfully and intelligently, so that the work may show that the workman and workwoman once belonged to the Boston public schools. I will now relieve your impatience and distribute the flowers, and trust you will have as much pleasure in receiving them as I shall have in presenting them.

After the address of the Mayor, the graduates marched over the platform, and a bouquet was placed in the hand of each by the Mayor.

During the presentation the orchestra gave some well-rendered selections, and at the close of the distribution of bouquets a collation was furnished to the scholars in Bumstead Hall, and to the committee and invited guests in Wesleyan Hall.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

FRANKLIN MEDALS.

1880.

LATIN SCHOOL.

Frederick H. Darling,
William W. Fenn,
James N. Garratt,
Horatio N. Glover,
Arthur W. Goodspeed,

Eugene H. Hatch,
Thomas A. Mullen,
George A. Stewart,
Henry B. Twombly.

ENGLISH HIGH SCHOOL.

Charles W. Abbot,
Norman J. Adams,
Harry L. Bird,
Charles B. Dever,
Herman Hirsch,
William H. Howe,
John H. Huddleston,
Herbert Leadbetter,
William P. McNary,

George N. Norton,
Michael J. O'Brien,
Myron W. Richardson,
Elmer F. Smith,
Eben B. Thaxter,
Albert C. Tilden,
Nahum Ward,
George H. Waterhouse.

LAWRENCE PRIZES.

1880.

LATIN SCHOOL.

DECLAMATION. — *First Prize* — William W. Fenn. *Second Prizes* — Eugene H. Hatch, George R. Nutter. *Third Prizes* — Arthur Chamberlain, Frederick H. Darling.

READING. — *First Prize* — John P. Tucker. *Second Prizes* — James H. Payne, Eugene H. Hatch. *Third Prizes* — Henry B. Twombly, Clift R. Clapp.

EXEMPLARY CONDUCT AND PUNCTUALITY. — Frederick H. Darling, William A. Leahy, Arthur W. Goodspeed, Ernest G. A. Isenbeck, Thomas A. Mullen, Henry B. Twombly, James A. Gallivan, Willie E. Fay, Horatio N. Glover, William W. Fenn, James N. Garratt, James F. Morse.

EXEMPLARY CONDUCT AND FIDELITY. — Francis A. Smith, William M. Ballou, Frederic H. Barnes, Cornelius P. Sullivan, James F. Woods, William P. Clarke, Albert E. Pond, Harry E. Hayes, Daniel Denny, Francis C. Wainwright, George A. Sargent, William H. Warren.

EXCELLENCE IN CLASSICAL DEPARTMENT. — George A. Stewart, George R. Nutter, Henry E. Fraser, William C. Prescott, Robert A. Frost, Frank E. Bateman, Ferdinand Shoninger, Willie E. Fay, James F. Morse.

EXCELLENCE IN MODERN DEPARTMENT. — William W. Fenn, Clift R. Clapp, George R. Nutter, Robert A. Frost, Henry E. Fraser, William C. Prescott, Harry H. Turner, Ferdinand Shoninger, Willie E. Fay, Ernest G. A. Isenbeck.

PRIZES FOR SPECIAL SUBJECTS.

For a Latin Hexameter Poem. — (Second prize) — Arthur W. Goodspeed.

For an English Poem. — (First prize) — George Santayana.

For an English Essay. — (First prize) — William W. Fenn.

For a Translation into Greek. — (First prize) — Thomas A. Mullen.
(Second prize) — George A. Stewart.

For a Translation into French. — (First prize) — Thaddeus W. Harris.

For a Poetical Translation from Ovid. — (Second prize) — Loren E. Griswold.

For Translation at sight. -

Latin. — First Class — (First prize) — William W. Fenn. Second Class — (First prize) — George R. Nutter. Third Class — (First prize) — George Santayana.

French. — Upper Classes — (First prize) — George Santayana. Fourth and Fifth Classes — (First prize) — Thomas J. Hurley.

For the Best Written Examinations. —

Solid Geometry. — (First prize) — Arthur W. Goodspeed.

Algebra. — (First prize) — Charles F. Spring.

Arithmetic. — (First prize) — Dwight Baldwin.

Latin. — Fourth Class — (First prize) — Carl A. de Gersdorff. Fifth Class — (First prize) — Harry H. Turner. Sixth Class — (First prize) — Stanley P. Bradish. Seventh Class — (First prize) — J. F. Morse.

Music. — (First prize) — J. F. Morse.

Penmanship. — (Second prize) — Seth Beale.

For the Best Specimen of Drawing. — (First prize) — Henry M. Williams.

ENGLISH HIGH SCHOOL.

FOR ESSAYS. — *Second Prizes* — J. H. Huddleston, G. A. Merrill.

FOR READING ALOUD. — *First Prizes* — H. G. Lord, J. P. Rigney.

Second Prizes — G. H. Pigott, W. H. Harlow, H. A. Richards, S. H. Whidden, C. H. Thwing, S. F. Smith.

FOR EXCELLENCE IN SCHOLARSHIP AND DEPARTMENT.

First Class — J. S. Leach, C. J. Carven, G. A. Merrill, A. H. Bowman.

Special Class, A — F. A. Haslam, F. O. Baxter, F. I. Winslow.

Second Class — H. G. Lord, J. E. Nute, W. G. Mōrey, F. T. Kenah, L. M. Bouvé, G. B. Sanford, J. Nolan, E. Morss, W. H. Lord, P. H. Coreoran, F. L. Locke, W. P. Bugbee, E. A. Farrar, E. H. Moore, P. H. Casey.

Third Class — E. C. Pope, C. L. Burrill, J. E. O'Brien, C. P. Varney, F. H. Schwarz, J. J. Ahern, J. E. Mills, W. J. Barry, E. L. Miller, J. O'Connor, H. E. H. Clifford, M. B. Faxon, J. W. Farrington, F. B. Kimball, W. H. Pearee, G. W. Spitz, J. T. Gilman.

DIPLOMAS OF GRADUATION.

1880.

NORMAL SCHOOL.

Girls.

Fidelia A. Adams,
Mary B. Barry,
Emma F. Black,
Grace H. Bredeen,
Emma Britt,
Alice I. Brown,
Laura L. Brown,
Lizzie A. Chandler,
Mary B. Corr,
Nellie H. Crowell,
Nellie L. Cullis,
Agnes L. Dodge,
Anna M. Dupree,
Lucy W. Eaton,
Sarah E. Ferry,
Irene Fisher,
Isabel P. George,
Josephine Goddard,
Alice H. Goodall,
Marion Keith,
Elizabeth Kiggen,
Emma E. Lawrence,
Mary J. Leahy,
Nellie W. Leavitt,
Charlotte N. Lothrop,
Alice G. Maguire,
Annie E. O'Connor,
Alice O'Neil,
Lucy G. Peabody,
Susie M. S. Perkins,
Jennie M. Plummer,
Mary D. Richardson,
Della G. Robinson,

Florida Y. Ruffin,
Francis W. Sawyer,
Alice Simpson,
Lalia C. Tedford,
Grace A. Vose,
Mary L. Walker,
Carrie M. Watson,
Sarah J. Welch,
Jennie F. White,
Jeanie P. White.

LATIN SCHOOL.

Boys.

Brainard A. Andrews,
Joseph Andrews,
Hartly F. Atwood,
Frank E. Butler,
Clift R. Clapp,
George W. Crocker,
Frederic H. Darling,
William W. Fenn,
Jacob N. Garratt,
Horace N. Glover,
Joseph A. W. Goodspeed,
Loren E. Griswold,
Thaddeus W. Harris,
Eugene H. Hatch,
William A. Hayes,
Edwin E. Jack,
John W. Morss,
Charles B. Moseley,
Thomas A. Mullen,
John A. Noonan,
Francis A. Smith,
John A. Squire,

George A. Stewart,
Henry B. Twombly,
Francis W. White,
Frederic A. Whitney,
Julius H. Williams.

GIRLS' LATIN SCHOOL.

Maria L. Mason,
Alice M. Mills,
Charlotte W. Rogers,
Alice S. Rollins,
Vida D. Scudder,
Maria F. Witherspoon.

ENGLISH HIGH SCHOOL.

Boys.

Charles W. Abbot, Jr.,
Norman I. Adams,
Henry Barber,
Henry M. Beal,
George W. Benedict,
Harry L. Bird,
Abner H. Bowman,
Charles A. Brazer,
George W. Brown,
James F. Brown,
John J. Cadigan,
John G. Carroll,
Christopher J. Carven,
John H. Casey,
Albert W. Childs,
Michael J. Collins,
Fred A. Crawford,
Martin F. Curran,
William H. Dawes,
Charles B. Dever,
Roger S. Dix,
Charles E. French,
William Frost, Jr.,
William M. Grant,
William H. Harlow,
James L. Hartshorn,
Irvin Hilton,
Herman Hirsch,
John F. Holland,

William H. Howe,
John H. Huddleston,
Archibald Johnston, Jr.,
Elmer R. Jones,
Frank W. Jones,
Thomas H. H. Knight,
George W. Ladd,
Joseph S. Leach,
Herbert Leadbetter,
Walter H. Lent,
Reuben E. Mayo,
Robert A. McKirdy,
William P. McNary,
George A. Merrill,
George N. Norton,
Michael J. O'Brien,
William W. Pierce,
George H. Pigott,
Timothy F. Quinn,
Herbert A. Richardson,
Myron W. Richardson,
Joseph F. Ripp,
Charles H. Rockwood,
Alvan H. Rogers,
William N. Schmidt,
William H. Small,
Elmer F. Smith,
Frank W. Smith,
Frank W. Sprague, Jr.,
Eben B. Thaxter,
Albert C. Tilden,
Henry S. Tufts,
Nahum Ward,
Louis A. Warren,
George H. Waterhouse,
William A. Whitney.

GIRLS' HIGH SCHOOL.

FOURTH YEAR CLASS.

Sybil B. Aldrich,
Anna F. Bayley,
Edith M. Bradford,
Annie Britt,
Celinda A. Brown,
Annie L. Burr,
Elizabeth Campbell,

Emily L. Clark,
 Florence G. Cobb,
 Agnes M. Cochran,
 Mary Collins,
 Mabel I. Emerson,
 Anna M. Fries,
 Lulu A. L. Hill,
 Susie C. Hosmer,
 Jennie M. Jackson,
 Alice M. Johnson,
 Sarah E. Loheed,
 Kate F. Lyons,
 Cara D. Macy,
 Mary C. Mitchell,
 Lucy M. A. Moore,
 Catharine A. Mulrey,
 Alice M. Murphy,
 V. Colonna Murray,
 Elizabeth A. Noonan,
 Caroline E. Nutter,
 Annie M. Olsson,
 Edith F. Perry,
 Mary L. Shepard,
 Katharine H. Shute,
 Jennie A. Soutter,
 Helen M. Stevens,
 Maria L. Tyler,
 A. Theodora Wall,
 Mary L. Wiggin.

THIRD YEAR CLASS.

Ida L. Abell,
 Maria L. Ames,
 Mary W. Aubin,
 Edith Austin,
 Lillian G. Bates,
 Theodora A. Bohnstedt,
 Emma G. Brown,
 Mary J. Buckley,
 Margaret M. Burns,
 Jenny Christian,
 Effie G. Clark,
 Josie P. Coffin,
 Grace E. Cross,
 Gertrude P. Davis,
 Ada E. Dearborn,
 Mary A. Demond,

Helen M. Dill,
 Winnifred C. Folan,
 Leona A. Foster,
 Emma B. Frost,
 Edith F. Fuller,
 Mary L. Fynes,
 Jane F. Gilligan,
 Flora M. Ham,
 Elizabeth C. Harding,
 Anna L. Harty,
 Jennie P. Hewes,
 Jennie V. Hilton,
 Elsa L. Hobart,
 Caroline E. Hodges,
 Cordelia E. Howard,
 Frances H. Hunneman,
 Jennie M. Jackson,
 Alice J. Johnson,
 Mary J. Johnson,
 Stella E. Judson,
 Caroline T. Keith,
 Jessie W. Kelley,
 Ida W. Kingburg,
 Sophia E. Krey,
 Ada E. Leland,
 Mary A. Leland,
 Eva M. Maffitt,
 Albertine A. Martin,
 Lizzie A. McGonagle,
 Sarah D. McKissick,
 Ellen A. McLaughlin,
 Mary J. Mohan,
 Fannie E. Morrill,
 Fannie M. Morris,
 Lavinia C. Morse,
 Bertha V. Muzzy,
 Annie B. Nason,
 Jennie C. Newcomb,
 Edith W. Noble,
 Helen S. Perry,
 Louise A. Pieper,
 Annie S. Pierce,
 Charlotte A. Powell,
 Ida L. Pratt,
 Florence E. Preble,
 Alice B. Putnam,
 Lillie M. Reeves,

Caroline E. Ricard,
 Elizabeth M. Ritter,
 Mary E. Roome,
 Mary C. Ross,
 Anna F. Sawyer,
 Elizabeth G. Sharp,
 Marietta Shea,
 Josephine M. Sherman,
 Emma M. Sibley,
 Mary K. Smith,
 Anna E. Somes,
 Lulu K. Stevens,
 Adeline L. Stockwell,
 Bertha Strauss,
 Enma C. Stuart,
 Abby W. Sullivan,
 Annie T. Sullivan,
 Katharine G. Sullivan,
 Mary L. Sweeney,
 Lena E. Synett,
 Louisa Thacher,
 Jennie W. Thayer,
 Mary A. Thompson,
 Isabel B. Trainer,
 Marietta L. Valentine,
 Sarah Victorson,
 Frances H. Vose,
 Edith M. C. Ward,
 Ella C. Whall,
 Almira I. Wilson,
 Fannie B. Wilson,
 Isabelle H. Wilson,
 Ella S. Wolff.

ROXBURY HIGH SCHOOL.

Boys.

Frank E. Blaisdell,
 Barrett L. Chandler,
 Bertram F. Clark,
 James A. Clasby,
 William E. Downes,
 William H. Esmund,
 Edward H. Harrington,
 George A. Hibbard,
 Albert E. Josselyn,
 Edgar A. Josselyn,

Charles S. Plumer,
 Frank R. Rogers,
 Clifford L. Russell,
 Alfred W. Small,
 Irving H. Wilde.

Girls.

Frances E. Batchelder,
 Alice A. Carter,
 Katharine F. Cleary,
 Carrie L. Floyd,
 Harriet A. Fowle,
 Louise Heidenreich,
 Charlotte Kendrick,
 Mary E. McCarty,
 Nellie F. McKay,
 Lizzie C. McKeown,
 Lucia R. Peabody,
 Emily F. Shurtleff,
 Helen N. Thomas,
 Elizabeth W. White,
 Mary Williams.

DORCHESTER HIGH SCHOOL.

FOURTH YEAR CLASS.

Girls.

Susan T. Cushing,
 Georgietta Emerson.

THIRD YEAR CLASS.

Boys.

Thomas F. Brannan,
 Winslow C. Cook,
 Maurice F. Friar,
 Philip Greely,
 Frank M. Green,
 Eddy W. Haines,
 John A. Riley,
 John C. Ring,
 Henry L. Southwick,
 John J. Twohey,
 William H. Weeks,

Girls.

Flora E. Bailey,
 Marie E. Bradford,

Mary M. Burekhardt,
 Annie M. Dwyer,
 Helen W. Emery,
 Violetta Gustin,
 Cora L. Hunt,
 Mary E. King,
 Eloise A. Mansfield,
 Catherine A. McDermott,
 Ellen W. Porter,
 Helen M. S. Sanborn.

CHARLESTOWN HIGH SCHOOL.

FOURTH YEAR CLASS.

Boys.

Daniel J. O'Connor.

Girls.

Carrie J. Durkee,
 Dora K. Hall,
 Mary E. Mailman,
 Carrie B. Morse.

THIRD YEAR CLASS.

Boys.

Charles E. Barry,
 William H. Burke,
 Charles J. Corwin,
 Charles E. Cullis,
 William L. Dodge,
 James C. Duff,
 Benjamin F. Folger,
 Richard H. Norton,
 Richard A. Power,
 J. Henry Talpey,
 Charles H. Thompson,
 Frederick C. Ward,
 John S. Welch,
 Gilbert Y. Woodman.

Girls.

Alice S. Baker,
 Mary M. Brackett,
 Henrietta A. Bryant,
 Theresa N. Coll,

Hattie E. Dennett,
 Louisa D. Eldridge,
 Laura E. Fall,
 Nettie A. Farrar,
 Mary G. Fisher,
 S. Isabelle Ford,
 Carrie A. Fox,
 Louise M. Hanscom,
 Carrie W. Hanson,
 Annie E. Kelley,
 Annie F. Littlefield,
 Louise G. McLaughlin,
 Julia T. Parker,
 Carrie W. Porter,
 Mary A. Rand,
 Gertrude A. Richardson,
 Alice J. Shattuck,
 Bridget A. Townsend,
 Elwine H. Walking,
 Annie A. Walsh,
 Mary A. Warren,
 Hattie F. White,
 Effie R. Wright.

WEST ROXBURY HIGH SCHOOL.

Boys.

Harry W. Davis,
 Russell S. Hyde,
 Walter S. Nolte,
 Frank O. Sharp,
 James B. Shea.

Girls.

Jessie L. Brown,
 Hannah H. Burr,
 Lydia J. Clapp,
 Adah M. Davis,
 Katie T. Grady,
 Addie M. Howland,
 May H. Kimball,
 Jennie M. Morrill,
 Lizzie F. Newsome,
 Carrie L. Perkins,
 M. Josephine Tabraham.

BRIGHTON HIGH SCHOOL.

Boys.

George A. Brock,
William P. Golden,
Frank F. Harding,
Charles C. Trowbridge.

Girls.

Carrie A. Bird,
Anna N. Brock,
Gertrude M. Rice.

ADAMS SCHOOL.

Boys.

Charles W. Connor,
Hugh M. Connor,
Edward E. Deal,
Edward J. Franey,
William E. Geyer,
William H. Harper,
Alexander Kline,
Alfred L. Lovejoy,
Joseph F. Lowe,
Ernest E. Malcolm,
Thomas F. McDevitte,
John J. McElwain,
Dexter H. Moran,
Phillip J. Peters,
Clifford S. Pote,
William H. Preble,
Thomas J. Quigley,
William H. Remick,
Joseph P. Stover,
Daniel H. Sullivan,
Stephen J. Whelan.

Girls.

Annie Bark,
Nettie E. Bliss,
Martha P. Gerring,
Isabella Greer,
Carrie F. Huckins,
Addie L. Joy,
Millie C. Kay,
Jessie J. Rose,
Alice M. Weiss.

ALLSTON SCHOOL.

Boys.

Henry W. Bird,
Howland S. Chandler,
John F. Davenport,
Guy M. Eaton,
Thomas J. Kelly,
John Kennedy,
Thomas Laffey,
Michael Muldoon,
Clarence H. Rice,
Harry O. Wheeler.

Girls.

Ella L. Bird,
Marion L. Brown,
Martha J. Callahan,
Nellie G. Freeman,
Marion A. Gordon,
Miriam Gunsenhiser,
Leslie D. Hooper,
Gertrude Kelly,
Mary J. Kelly,
Belle M. Loudon,
Nellie McNamara,
Annie E. Molloy,
Mary L. Powers,
Lizzie H. Trout,
Emma Zoller.

ANDREW SCHOOL.

Boys.

Eugene F. Aubry,
Clifton W. A. Bartlett,
George C. Corcoran,
William H. Duggan,
Warren A. E. Fish,
Louis E. Keenan,
Ralph G. Kenyon,
William E. McFadden,
Adam W. A. McFee,
Dennis D. Murphy,
Walter Pritchett,
Edwin Y. Rowland,
Daniel Sullivan, Jr.,
James R. Towle,
Charles S. Willis.

BENNETT SCHOOL.

Boys.

James B. Colwell,
Herbert A. Fuller.
Patrick Kenney,
William E. Macdonald,
Frank A. Smith,
James E. Tisdale,
Fred A. W. Wood.

Girls.

Fannie M. Adams,
Alice A. Bigelow,
Ella L. Cogswell,
Elizabeth J. Driscoll,
Kate A. Duncklee,
Annie E. Keenan,
Nellie C. Kenney,
Effie F. Munroe.

BIGELOW SCHOOL.

Boys.

Joseph Blake,
James A. Bresnahan,
James F. Collins,
John F. Dinneen,
James H. Drury,
William J. Dyer,
Maurice P. Foley,
Clarke S. Gould,
Sidney C. Higgins,
John L. Howard,
George E. Howard,
Charles J. Kelley,
Harry W. Kimball,
Thomas E. Lanergan,
Edward A. Lavery,
Robert J. Lynch,
Claude B. Lyons,
Alexander J. Martin,
Joseph P. McAleer,
James J. McDermott,
James R. Miller,
John J. Moran,
Garibaldi Nabstedt,
Frank A. Nickerson,

John J. O'Hara,
Joseph H. Rafferty,
John A. Reardon,
Henry C. Reardon,
Daniel Russell,
Harvey B. Saben,
Patrick J. Scanlan,
John J. Sheehan,
Frank F. Taylor,
Everett B. Warring,
Fred E. Williams,
William Worton,
John W. Young.

BOWDITCH SCHOOL.

Girls.

Ellen G. Bartlett,
Ellen E. Coffey,
Mary E. A. Crowley,
Catherine Daugherty,
Margaret G. Duggan,
Adelaide S. Ericson,
Julia F. Glynn,
Margaret M. Griffin,
Annie G. McCarthy,
Ellen J. O'Brien,
Ellen M. Power,
Abbie F. Saville,
Mary G. Slattery,
Annie T. Sullivan,
Margaret M. Sullivan,
Elizabeth B. Tiernay.

BOWDOIN SCHOOL.

Girls.

Grace A. Barrett,
Sarah L. Birmingham,
Mary E. Bradley,
Lucy A. Brooks,
Lena M. Bugbee,
Francis Cobe,
Charlotte J. Emmins,
Minnie W. Goodwin,
Ruth C. Gordon,
Florence E. Gowell,
Mary A. Hawkes,

Eliza C. Henchman,
 Alice M. Hodges,
 Margaret E. McGinley,
 Adeline L. Moore,
 Emily H. Osborne,
 Charlotte E. Potter,
 Clara S. Richardson,
 Mary R. Treanor,
 Grace Vickery,
 Delphena L. Vincent,
 Eva C. Wales.
 Harriet B. Yale,
 Aura H. York,
 Elizabeth C. York.

BRIMMER SCHOOL.

Boys.

Henry Anthony,
 Dennis F. A. Buckley,
 Robert L. Carroll,
 Edward T. Conway,
 George J. D. Currie,
 Thomas F. Downey,
 John E. Doyle,
 Joseph F. Eaton,
 Alfred E. Fletcher,
 James Flynn,
 Edmund J. Follis,
 Ludwig Gerhard,
 Louis Gitto,
 Timothy A. Hegarty,
 Frank E. Howe,
 Isaac J. Kaufman,
 George T. Kelley,
 John A. Kennedy,
 John S. Kilby,
 Charles Levi,
 Leopold Louis,
 John P. Lynch,
 Israel Mannis,
 Everett A. Marsh,
 William J. Noonan,
 Louis Nordlinger,
 William H. Roos,
 William H. Rothfuchs,
 George S. Schafer,

Thomas F. Slattery,
 Walter Spurgeon,
 Edward H. Stone,
 Frederic S. Towle,
 Robert B. Walsh,
 William J. W. Wheeler,
 Carl A. Wilson,
 Louis Zepfler.

BUNKER HILL SCHOOL.

Boys.

John H. Addison,
 Frank W. Cousens,
 James R. Coyle,
 J. Stoddard Crafts,
 Willard C. Fogg,
 Arthur W. Furlong,
 Charles F. Guptill,
 John J. Harrigan,
 Elmer F. Morrison,
 John H. Quinlan,
 Sherman W. Smith,
 Thomas F. Thompson,
 Benjamin F. Woodman.

Girls.

Caroline A. Bean,
 F. Gertrude Bean,
 Florence A. Byam,
 Florence M. Dulleritt,
 Lillian F. Emery,
 Alice M. Fellows,
 Rosa M. Gage,
 Maggie J. Harrigan,
 Minnie C. Henchey,
 Stella F. Johnson,
 Emma E. Jones,
 Jennie Kincaid,
 Mina E. Penley,
 Alice K. Pillsbury,
 Mabel Price,
 Hattie F. Rogers,
 Lizzie R. Sanborn,
 Alice M. Sawin,
 Ida E. Sawin,
 Laura L. Shorle,

Ella J. Towle,
Edith H. Tyler.

CENTRAL SCHOOL.

Boys.

August F. Bieler,
Carl C. Brown,
William M. Chase,
William H. Clancy,
John T. Disberry,
Martin J. Dolan,
Thomas J. Glennon,
John A. Gormley,
Nathaniel Greene,
George L. Hargraves,
Edward L. Jones,
John F. Louram,
John F. Magee,
Alfred H. Mason,
Edwin P. Robinson,
Henry W. Robinson,
Richard W. A. Scott,
Laurence F. Tobin,
John H. Wilson,
Charles L. Wood,
Frank W. Woodward.

CHAPMAN SCHOOL.

Boys.

Harry M. Carruthers,
A. Stewart Cassidy,
Samuel N. Cleaves,
George C. Erskine,
Millard F. George,
William M. Goodwin,
Alvin P. Johnson,
James T. Lakin,
George A. Lewis,
Harold Loveland,
William T. Reed,
Herbert P. Smith,
William H. Taylor,
Thaddeus T. Wasgatt,
Harry A. Wheeler.

Girls.

Lizzie W. Bennett,
Annie C. Brown,
Mary W. Doane,
Ida M. Cole,
Zillah I. Douglas,
Lucy Dannels,
Amy C. Fleming,
Annie F. Greenwood,
Maria F. Hill,
Annie F. Holmes,
Mildred A. Kincaid,
Cecilia M. Marsius,
Laura B. Morse,
Eva A. Munroe,
Emma A. Nisbet,
Lydia W. Palmer,
Mary A. Porter,
Jennie W. Smith,
Sarah J. Stinson,
Ruth B. Tilden,
Harriet L. Watson,
Alma F. Wells,
Sarah T. Whitmarsh.

CHARLES SUMNER SCHOOL.

Boys.

Frederick Foley,
Edgar W. Fuller,
Frederick Whittemore.

Girls.

Celia H. Bearse,
Frances B. Fowler,
Ida J. Holden,
Kate E. Killelay,
Mary E. Lynch,
Edith A. Moser,
Henrietta Winchester.

COMINS SCHOOL.

Boys.

George M. Basford,
Alexander S. Cose,
George B. Crosby,
Jacob Ehrlich,

John P. Finneran,
 Frank Mack,
 John F. Miller,
 James E. Monahan,
 Thomas E. Raftery,
 William Smith, Jr.,
 Jerry C. Spillane,
 Alfred M. Ziegler.

Girls.

Eliza Ballam,
 Mary A. Brennan,
 Margaret B. Burke,
 Margaret J. Burnside,
 Jennie E. Cheney,
 Josephine C. Coombs,
 Irene A. Coombs,
 Katie L. Crane,
 Alice Crosby,
 Margaret T. Dooley,
 Esther Engel,
 Sylvia Engel,
 Ellen M. Farrell,
 Margaret T. Finneran,
 Charlotte G. Haigh,
 Rosa L. Joyce,
 Maria Kelley,
 Mary Maloney,
 Kate V. McCarthy,
 Josephine McDonald,
 Annie W. Mennig,
 Julia A. Murphy,
 Grace B. Parr,
 Kate L. Pierce,
 Margaret T. Walker,
 Margaret T. Watson.

DEARBORN SCHOOL.

Boys.

Robert W. Bradt,
 John T. Casey,
 Edward J. Coleman,
 Joseph P. T. Dever,
 Herbert Q. Emery,
 James H. Files,
 Thomas J. Finnerty,

Charles H. Hersey,
 Walter Kenniston,
 Augustine M. Lloyd,
 Alfred C. Manning,
 William A. Manning,
 John Mulvee,
 Edward J. O'Neil,
 Charles I. Presscy,
 William L. Schlegelmileh,
 Don A. Sweet,
 Theodore A. H. Weiny,
 Edwin F. Wilde.

Girls.

Louisa Albret,
 Emma S. Anstin,
 Katie T. Barry,
 Mary E. Cain,
 Florence Cleaves,
 Mary A. Conroy,
 Mary W. Currier,
 Sarah A. C. Curtis,
 Katie E. Daly,
 Lizzie L. Dolan,
 Mary A. Dolan,
 Minnie T. Dolan,
 Nora T. Farrell,
 Mary E. Glasier,
 Lucy M. Guerrier,
 Emily F. Hodgman,
 Mary F. A. McLaughlin,
 Ida E. Mosher,
 Jessie W. Neill,
 Maggie J. O'Hanlon,
 Lilian B. Ormsby,
 Lizzie M. Peterson,
 Harriet M. Ratigan,
 Mary R. Rowe,
 Minnie M. Schuereh,
 Minnie E. Stevens,
 Hattie W. Waugh,
 Nettie M. Willey.

DILLAWAY SCHOOL.

Girls.

Viola E. Allen,
 Ada E. Bradford,

Helen F. Brazer,
 Carrie C. Brooks,
 Caroline M. Brown,
 Jenny E. Brown,
 Mary S. Bruce,
 Nina Carter,
 Evelyn N. Clark,
 Marion Davis,
 Fanny T. French,
 Mary E. T. Healy,
 Leonore A. Hitchcock,
 Fanny W. Jones,
 E. Beryl P. Keith,
 Florence M. Knowles,
 Marion A. McIntyre,
 Frances L. Moses,
 Anna C. Murray,
 Mary A. Norton,
 Alice B. Payson,
 Marcella M. Ryan,
 Edith A. Scanlon,
 Florence M. Sears,
 Caroline P. Walker,
 Lillian K. J. Walsh,
 Abby J. Wasson.

DORCHESTER-EVERETT
 SCHOOL.

Boys.

Thomas F. Duffley,
 Charles L. Dyer,
 Leon S. Griswold,
 Fred H. Hathaway,
 James T. Howe,
 Frederick H. Jacobs,
 Charles E. Main,
 John J. McCarthy,
 Thomas F. McCarthy,
 J. P. Carl Weis.

Girls.

Sarah R. Butler,
 Susan J. Butler,
 Louise W. Cummings,
 Emma O. Fionsdorf,
 Jennie P. Haskell,

Emma G. Haven,
 Mary E. Higgins,
 Martha J. Pollard,
 Lilla F. Ripley.

DUDLEY SCHOOL.

Boys.

Gustavus F. Aldin,
 Charles L. Barry,
 Charles A. Call,
 George T. Chubbuck,
 Joseph C. Colligan,
 W. Willard Davenport,
 George E. Downey,
 William P. Gannett, Jr.,
 Frank M. Leavitt,
 Homer F. Livermore,
 Robert G. McConnell,
 William J. Smith,
 Charles L. Spofford,
 Howard T. Weeks,
 Henry J. Woodberry,
 George J. Yerrick.

DWIGHT SCHOOL.

Boys.

John J. Beyer,
 Frank R. Bodwell,
 Harry W. Boyd,
 Joseph S. Buswell,
 William L. Church,
 George D. Crie,
 Albert L. Cushing,
 James J. Donovan,
 Louis O. Duclos,
 George W. Fudge,
 Fred J. Goehl,
 William C. Heilbron,
 Charles A. Hoch,
 Frank W. Honey,
 Frank W. Hopkins,
 William H. Hudson,
 George S. Hutchings,
 Harrie W. Jacobs,
 George B. James, Jr.,

Charles B. Jennings,
 Richard W. Kivlan,
 George W. Lonergan,
 Thomas F. Lucas,
 Dennis H. Mahony,
 William S. Malone,
 Henry F. McGrady,
 Walter I. Noble,
 Edward J. O'Brien,
 Arthur J. O'Leary,
 Frank J. O'Toole,
 William P. Ordway,
 Henry S. Philbrick,
 Alfred P. Sherman,
 Everett L. Smith,
 Peter A. Sullivan,
 Edward C. Wade,
 James A. Welsh,
 Harry E. Whitecomb,
 Fred E. Worthley,
 Edwin H. Young.

ELIOT SCHOOL.

Boys.

Daniel E. Ahern,
 James J. Bagley,
 John W. Barrett,
 Andrew J. Burnett,
 John J. Cadigan,
 George R. Coburn,
 Charles F. Collins,
 Jeremiah J. Connolly,
 Charles A. Downs,
 John J. Farren,
 James J. Finn,
 Patrick J. Gallagher,
 Michael C. Guinee,
 James W. Harron,
 Joseph F. Hickey,
 John P. Higgins,
 George H. Johnson,
 Edward Leach,
 Samuel Levy,
 Thomas J. Murphy,
 Daniel J. Murray,
 John P. Murray,

John A. McCarthy,
 Michael H. McDonough,
 Michael E. McGinnis,
 George A. McInnis,
 Peter Ney,
 John F. O'Neil,
 Francis W. Robiunson,
 Henry B. Roche,
 Daniel J. Sheehan,
 Timothy J. Sullivan.

EMERSON SCHOOL.

Boys.

James B. Bateman,
 Edgar N. Benson,
 George M. Brooks,
 Eugene P. Dever,
 Everett W. Frost,
 Charles R. Garratt,
 Parker M. Gifford,
 Arthur C. Goodwin,
 Frank W. Guild,
 Robert L. Kenney,
 Charles J. Langell,
 George S. McPherson,
 Daniel J. O'Connor,
 John J. Strong,
 William L. Sweetney,
 Elmer T. Townsend,
 Frank Whitten.

Girls.

Sarah M. Austin,
 Edith M. Blanchard,
 Jessie M. Crooke,
 Caroline B. Fay,
 Hattie S. French,
 Margaret E. Harrington,
 Gertrude F. E. Kelly,
 Mary L. Lewis,
 Flora S. McLean,
 Mary A. Newell,
 Lizzie S. Newhouse,
 Ada A. Shurtleff,
 Charlotte G. Snelling,
 Sarah L. Townsend.

EVERETT SCHOOL.

Girls.

Lucy A. Abbot,
 Eleanor G. Beal,
 Belle S. Bissell,
 Sarah H. Bowker,
 Martha A. Brigham,
 Alice V. Burt,
 Esther Cowan,
 Gertrude C. Cushing,
 Etta C. Deland,
 Maud A. Dickey,
 Caroline C. Dix,
 Fannie Fisher,
 Matilda Frank,
 Mary H. Gibbons,
 Edith M. Hall,
 Cinnie M. Hill,
 Elizabeth L. Ireland,
 Alice M. Kimball,
 Celia C. T. Knott,
 Agnes Lappen,
 Mary B. Lyons,
 Louisa M. Maguire,
 Catherine L. Mahoney,
 Katie L. McAloon,
 Bertha Morse,
 Winifred M. Morse,
 Florida P. Mudgett,
 Josie M. Norris,
 Lizzie A. O'Brien,
 Luella C. Poole,
 Florence E. Reed,
 Caroline M. Reid,
 Mollie Ritchie,
 Gertrude P. Robinson,
 Anna J. Salmond,
 Louise M. Salmond,
 Mabel R. Sanderson,
 Carrie C. Smith,
 Caroline M. Smith,
 Jessie T. Smith,
 Bertha Stevens,
 Georgie I. Stevens,
 Grace Towle,
 Carrie L. Upham,

Elizabeth F. Wall,
 Amelia S. Whall.

FRANKLIN SCHOOL.

Girls.

Amelia Benari,
 Ida Benari,
 Edith C. Bouvé,
 H. Gertrude Bradford,
 Jennie T. Burns,
 Alice M. Butler,
 Rachel Clark,
 Lilian M. Coburn,
 Mildred Cottle,
 Adaline W. Dix,
 Gertrude C. Eager,
 Eliza T. Fick,
 Maggie T. Foley,
 Josephine M. Galager,
 Gertrude Haley,
 Hattie C. Hathaway,
 Emma B. Hayes,
 Carrie J. Herrick,
 Hannah M. Hurley,
 Sarah A. Jordan,
 Ella F. Mann,
 Kate F. Martin,
 Minnie A. McCarty,
 Grace E. Murphy,
 Hattie F. Page,
 Adah I. Pickett,
 Alice M. Riddell,
 Mattie M. Rowe,
 Kate A. Smith,
 Gertrude Snow,
 Annie M. Taylor,
 Addie E. Varrell,
 Lizzie M. Whipple,
 Josie M. Wood,
 Nella Yerxa,
 Bessie L. Young.

FROTHINGHAM SCHOOL.

Boys.

Thomas G. Carven,
 William H. Chapman,

John H. Gill,
Cornelius F. Greene,
David J. Hickey,
Edwin D. Kelley,
Dennis F. Murphy,
William J. Noonan,
Dennis E. O'Brien.

Girls.

Julia F. Blanchard,
Rose E. V. Brady,
Celia A. Brevine,
Mary J. Clarke,
Mary R. Collins,
Maggie F. Curry,
Addie W. Dempsey,
Anna I. Goodwin,
Emma F. Griffin,
Agnes R. Mahoney,
Annie A. Manning,
Katie A. Marley,
Elizabeth G. McCarthy,
Isabella M. McConnell,
Nellie M. Mitchell,
Ruphine A. Morris,
Annie G. Phillips,
Effie L. Poor,
Lizzie A. Sawtell,
Ida F. Shaw,
Edith A. G. Stowell,
Lizzie A. Thorndike,
Lizzie G. Walsh,
Mary L. Ward,
Sadie E. Whittemore,
Bertha G. Young.

GASTON SCHOOL.

Girls.

Mattie E. Alden,
Lizzie E. Bailey,
Nellie G. Barry,
Ella F. Caldwell,
Margaret L. Connolly,
Amelia F. Dalrymple,
Mary Dean,
Lydia C. Everett,

R. Blanche Gaul,
E. Maud Gaul,
Nellie S. Henry,
Hattie E. Hutchings,
M. Jennie Jenks,
Alice G. Kelley,
Josephine S. Lavery,
Emma L. Lewis,
Florence A. Livingston,
Sarah M. Loeke,
Adelaide B. Nolan,
Ella F. Poole,
Hattie H. Rearden,
Emily J. Rich,
Hattie M. Riley,
Mary E. Roek,
Nellie F. Roek,
Katie Schofield,
Ada I. Smith,
Minnie F. Sprague,
Sarah J. Ward,
Augusta S. Winslow,
Adell Woodsome.

GIBSON SCHOOL.

Boys.

Charles A. Bauch,
William J. Connelly,
Frederick W. Fenno,
Edward I. McNaught,
William O. Morse,
Walter R. Wheeler.

Girls.

Etta F. Atwood,
Frances Bauch,
Lillian A. Calder,
Rosalie Childs,
Maria L. Doane,
Margaret J. Hennessey,
B. Frances Higgins,
Alice Hutchinson,
Mary J. Mahoney,
Clara E. Marston,
Nelly C. McAuliffe,
Jennie A. Robinson,
Olive A. Tuttle.

HANCOCK SCHOOL.

Girls.

Honora A. Andrews,
 Mary J. Bennett,
 Amelia J. Bibbey,
 Mary A. Blank,
 Fannie E. Brown,
 Mary A. Campbell,
 Julia E. Collins,
 Mary E. Cunningham,
 Margaret E. Dacey,
 Mary A. Dever,
 Margaret M. Dixon,
 Mary E. Doyle,
 Clara B. Evans,
 Annie G. Finan,
 Ida M. Fitzgerald,
 Harriet T. Foster,
 Mary E. Higgins,
 Mary E. Howard,
 Mary A. Kyle,
 Lizzie J. Kyle,
 Catherine Lythgoe,
 Margaret S. T. Magee,
 Olivia T. Marshall,
 Margaret J. McElleny,
 Winifred B. McGowan,
 Jennie A. McIntire,
 Sarah L. Monahan,
 Agnes G. O'Brien,
 Evangeline M. Robinson,
 Fannie Robinson,
 Ellen J. Scannell,
 Mary Shea,
 Sarah A. Steele,
 Carrie A. Sullivan,
 Ellen A. Tibbetts,
 Margaretta E. Watson,
 Catherine Wilkie.

HARRIS SCHOOL.

Boys.

Winslow Blanchard,
 Ulysses G. Buckpitt,
 Joseph P. Burns,

Warner S. Doane,
 James W. Flynn,
 Frederic K. Folsom,
 John H. Lyons,
 Nathan Weston.

Girls.

Annette S. Blaney,
 Mary E. Collins,
 Annie Cox,
 Mary L. Folsom,
 Lena Holkins,
 Julia F. O'Connor,
 Marguerite Putnam,
 Mary H. Reid,
 Mary F. Rhodes,
 S. Sophia Smith,
 Annie A. Soule,
 Nellie M. Sullivan,
 Susie B. Vinal.

HARVARD SCHOOL.

Boys.

Lincoln Bolan,
 Francis S. Bryant,
 William J. Coughlan,
 Joseph J. Curry,
 Thomas Fitz Gerald,
 Cyrus M. Flanders,
 Joseph J. Hambleton,
 Norman L. Hickok,
 Jeremiah D. Holland,
 John S. Lamson,
 Ulysses G. Lee,
 William D. Livermore,
 John J. Mahoney,
 Frank O. Melcher,
 John H. Murray,
 George L. Norris,
 John H. Phalan,
 James T. Roche,
 Lincoln H. Sibley,
 Michael H. Wall,
 John N. Walters,
 William W. Webber,
 George T. Wiley.

Girls.

Jeannie L. Collier,
 Ella R. Farnum,
 Anna S. Galun,
 Mary V. Gillooly,
 Mary E. Griffith,
 Mary H. Lawrence,
 Mary E. Lynch,
 Nellie G. Mannix,
 Helen G. Martin,
 Annie A. McCarthy,
 Mary A. O'Brien,
 Lina S. Poor,
 Susan T. Power,
 Eleanor A. Soper,
 Mary A. Sullivan,
 Celia M. Tibbetts,
 Helen L. Twomey,
 Lillian A. Wellington,
 Ida J. Wheeler,
 Eleanor F. Whiting,
 Ellen J. Wren.

HILLSIDE SCHOOL.

Girls.

Belle W. Brown,
 Lucy M. Dean,
 Nellie F. A. Finnity,
 Mary E. Gately,
 Sadie H. Hamilton,
 Georgianna R. Houston,
 Clara M. C. Mooney,
 Minnie G. Rowe,
 Agnes Salom,
 Mary H. Tarbell,
 Grace L. Tucker,
 Lillie W. Tucker,
 Annie Wallace,
 Blanche Wheelock.

LAWRENCE SCHOOL.

Boys.

John D. J. Barry,
 Augnstine J. Bulger,
 Edward J. Callanan,
 James A. Carmody,

Edgar P. Clough,
 William J. Cogan,
 John C. Conway,
 William F. Costello,
 Thomas M. Donegan,
 Martin L. Doyle,
 Thomas I. Fitzgerald,
 William C. Fitzgerald,
 Philip E. Gallivan,
 Joseph F. Gookin,
 Daniel J. Healy,
 Thomas F. Hearn,
 John A. Hickey,
 John C. J. Holland,
 Patrick J. Kennelly,
 Joseph P. Keys,
 Thomas J. King,
 Jeremiah F. Lane,
 Frank H. Magone,
 James A. McCarthy,
 James A. McDonough,
 William P. McGinley,
 Robert F. McVey,
 Patrick J. Murphy,
 Jeremiah J. Murray,
 Patrick J. Murray,
 Robert N. Murray,
 William S. O'Brien,
 Francis P. O'Brien,
 Edward J. Powers,
 Daniel J. Quinn,
 William J. Ryan,
 James Sullivan,
 James P. Waldron,
 Francis J. Wilkinson.

LEWIS SCHOOL.

Boys.

Francis D. Balderston,
 Valentine Bower,
 Edwin E. Chesley,
 Joseph H. Clasby,
 Charles F. Curtis,
 Charles F. Devine,
 Robert A. Greene,
 Richard O. Harding,

Arthur C. Harvey,
 Russell S. Holt,
 Benjamin D. Lane,
 Samuel G. Learned,
 George A. Lothrop,
 William F. Macarty,
 Jessie F. Phelps,
 Melville Prentiss,
 William T. Way,
 Edward W. Whiton.

Girls.

Grace K. Barrett,
 Elizabeth Bower,
 Sarah M. Chase,
 Sarah A. Colton,
 Amy T. Cooper,
 Emma E. Curtis,
 Mary Foley,
 Lizzie C. Hanney,
 Clara F. Hentz,
 Delia F. Hicks,
 Edith M. Hobbs,
 Helen G. Jacobs,
 Fannie E. Merriam,
 Nellie L. Miller,
 Gertrude O'Brien,
 Anna Belle Perry,
 Grace W. Pulsifer,
 Annie E. Ryan,
 Ellen J. Ryan,
 May N. Stacy,
 Hattie M. Sutherland,
 Lillie B. Smith,
 Mary E. Turner,
 Lillian W. Willis.

LINCOLN SCHOOL.

Boys.

William H. Atkinson,
 Louis W. Britt,
 James R. Burns,
 John F. Egan,
 Joseph A. Frizzell,
 Thomas J. Gorman,
 Wilson A. Gardner,

John F. Gunn,
 Ernest B. Holmes,
 Frank H. Hubbard,
 William B. Kilner,
 Charles C. Laughton,
 Hooker McDonough,
 Charles P. Mooney,
 Harry M. Murdough,
 John D. Paige,
 William H. Porter,
 Wallace H. Ransom,
 Thomas F. Reddy,
 Henry L. Roberts,
 Harrison A. Souther,
 Henry Souther, Jr.

LOWELL SCHOOL.

Boys.

Thomas Carberry,
 William B. Decatur,
 Charles E. Endres,
 William J. Johnston,
 James A. Killion,
 John A. Mandell,
 William W. Morse, Jr.,
 Peter Norton,
 Ulysses S. G. Rawlings,
 Julius O. Roth,
 Albert J. Scales,
 George L. Schmidt,
 William H. Shaw,
 Edward A. Shay,
 Albert F. Urban,
 William E. Young.

Girls.

Lena A. Aechtler,
 Sarah P. Allison,
 Minnie R. Atwood,
 Edith F. Blake,
 Ilma G. Browne,
 Georgie A. Carman,
 Mary E. Chick,
 Ellen J. Curley,
 Mary R. Darke,
 Carrie A. Frederick,

Goldie Greenberg,
 Kate L. Henry,
 Blanche B. Howe,
 Mary E. Johnson,
 Julia E. Keough,
 Ida M. Miller,
 Emma E. Morse,
 Mary A. Neal,
 Kate H. Packard,
 Bessie B. Seaverns,
 Louisa C. Simons,
 Elizabeth C. St. Amant,
 Emma M. Stott,
 Maude W. Sullivan,
 Mary E. Tarpey,
 Mary L. Tirrell,
 Lura F. Whitmarsh.

LYMAN SCHOOL.

Boys.

James L. Adamson,
 John Clifton,
 William O. Hall,
 Samuel R. S. Harding,
 Charles E. Lindergreen,
 Edward C. Mansfield,
 Frank W. Perkins,
 Waldo N. Sanders,
 Robert J. Sullivan,
 Charles C. Turner,
 Alward C. Walker.

Girls.

Nellie M. Coombs,
 Bertha J. Emery,
 Kate I. Fraser,
 Ella F. Grant,
 Annie Harding,
 Maria Hegarty,
 Sarah H. Jones,
 Annie L. Morris,
 Maggie L. Smith,
 Mary C. Smith,
 Lizzie M. Traey.

MATHER SCHOOL.

Boys.

George H. Collyer,
 Thomas A. Fox,
 Albert G. Glover,
 Malcolm D. W. Greene,
 Richard J. Mackin,
 James P. F. O'Neil,
 John E. Sullivan.

Girls.

Carrie S. Barry,
 Mary C. Bird,
 Mary L. Bird,
 Ina F. Cook,
 Edith M. Elms,
 Abbie F. Elms,
 Jennie A. Glover,
 Nora H. Murphy,
 Jennie A. Reed.

MINOT SCHOOL.

Boys.

Walter H. Bowker,
 William Emerson,
 Frederick A. Frizell,
 James D. Gordon,
 Thomas F. Hurley,
 Elmer P. Oakman,
 J. Herbert Taylor.

Girls.

Fannie S. Baxter,
 Nellie M. Frost,
 Minnie R. Leavitt,
 Isabelle B. Moseley,
 Edith J. Temple.

MT. VERNON SCHOOL.

Boys.

Francis M. Cobb,
 Fred D. Long,
 Ernest S. May.

Girls.

Lizzie F. Colgan,
Mary W. Lougee.

NORCROSS SCHOOL.

Girls.

Susan Bernhard,
Ellen F. Buckley,
Mary E. Carroll,
Elizabeth A. Clark,
Winifred M. Clarkson,
Elizabeth A. Coffee,
Ida M. Condon,
Mary E. Condon,
Mary A. Corcoran,
Mary Currie,
Bridget C. Doherty,
Alice M. Donahoe,
Agatha T. Dubois,
Rebecca M. Dwyer,
Margaret A. Foley,
Charlotte E. Ford,
Mary I. Gallivan,
Mary J. Galvin,
Fannie A. Gault,
Mary J. Haynes,
Annie M. Holland,
Mary T. Holland,
Selina Hurst,
Sarah J. Hutchinson,
Mary E. Kelly,
Mary F. Look,
Sarah J. McCarthy,
Hannah A. McGrath,
Sarah A. G. McGrath,
Nellie B. Murphy,
Elizabeth G. O'Conner,
Mary Louisa A. Plunkett,
Mabel Frances Pond,
Annie E. Smith,
Isabelle J. Smith,
Mary Louisa Smith,
Nora T. Spillane,
Caroline M. Walsh,
Frances Wezansky,
Adaline G. Whitney.

PHILLIPS SCHOOL.

Boys.

John E. Brayman,
Francis E. Burke,
Fred E. Cobb,
James H. Earle,
William E. Flood,
Frank W. Geer,
Frank L. Goddard,
Francis J. Holland,
Charles Howard,
Oscar A. Johnson,
Albert E. Leon,
Edwin S. Martin,
Cornelius A. McGreenery,
Henry McKirdy,
Carl N. Moller,
John J. Nolan,
George H. Pease,
Edward J. Riley,
William H. Roach,
Charles B. Roberts,
Jacob A. Schneider,
Charles Sears,
Frank A. Seib,
John W. Shanley,
John M. Sullivan,
Edward P. Watson,
William J. Williams.

PRESCOTT SCHOOL.

Boys.

Frank S. Barnes,
Fred W. Baxter,
Fred L. Burbeck,
John H. Clancy,
Harry B. Clark,
Thomas M. Dundon,
Howard D. Fillebrown,
John F. Fitzgerald,
Wm. J. Jordan, Jr.,
Duncan Kennedy,
Arthur C. Mills,
Edward B. Reddy,
Arthur L. Spofford,

Edward B. West,
Amos E. Woodward.

Girls.

Annie A. Berry,
Jennie Blair,
Ada L. Burgess,
Mabel O. Faunce,
Annie F. McMahon,
Eva M. Stevens,
Ella G. Stinson,
Minnie E. Ward,
Carrielle Williams,
Florence N. Wyman.

PRINCE SCHOOL.

Boys.

Howard W. Cook,
Samuel C. Gould,
Albert H. C. Mitchell,
Charles S. Spragne,
Joseph Vila,
Charles W. Whittier,
Arthur S. Williams.

Girls.

Mary A. Bacon,
Mattie H. Burgess,
Mary A. Fitch,
Laura Henshaw,
Mary E. Kimball,
Maud E. Stearns,
Lillian T. Thorudike,
Margaret B. Tower,
Elise A. West,
Grace B. Winch.

QUINCY SCHOOL.

Boys.

Frank J. Barry,
Albert L. Buzzell,
John B. Coleman,
John A. Cronin,
William H. Crowley,
William Daniels,
John J. Doherty,

Nicholas D. Drummey,
Bartholomew J. Evans,
Daniel F. Falvey,
James W. Graham,
Michael H. Hogan,
William E. Hurley, Jr.,
John P. J. Kelly,
John S. Lee,
Henry Levi,
Maurice Levi,
William J. Mulhall,
Timothy J. Murphy,
Andrew F. Quinn,
William D. J. Ring,
Nicholas A. Scollard,
Patrick J. Shea,
Abram Smith,
Edward L. Sullivan.

RICE SCHOOL.

Boys.

Frank D. Adams,
Sigmond B. Alexander,
Charles S. Baxter,
Pbil S. Baxter,
Hermon L. Beal,
Edwin S. Bennett,
Charles A. Boyden,
Walter C. Brice,
Frank G. Burgess,
George Bush,
Charles E. Carruth,
George A. Carter,
Charles H. Cass,
Henry E. Claus,
John C. Codman,
Arthur Comer,
Gilbert H. Cummings,
Fred F. Cutler,
Frank E. Cutting,
Thomas P. Dean,
George F. Doherty,
Henry A. Doherty,
John J. Doherty,
John E. Driscoll,
Wilton B. Fay,

Charles F. Foss,
 John P. Gateley,
 Arthur B. Gilmore,
 Ernest B. Gordon.
 Jon. E. Hamblen,
 Robert F. Herrick,
 Joseph Hecht,
 Fred M. Jackson,
 George H. Jacobs,
 Harry Jones,
 Charles A. Ladd,
 William G. Lash,
 William H. Lawrence,
 Hugh J. Lee,
 Peter C. Lichter,
 F. James Maguire.
 Bertram C. Mayo,
 Edward R. Metcalf,
 Albert C. Meyer,
 Ambrose W. Moriarty,
 Jacob R. Morse,
 William E. Newman,
 Frederic T. Parker,
 Henry T. Parker,
 Eli Perry,
 Joseph E. Phelan,
 Herbert W. Pickett,
 Harold H. Plummer,
 William E. Putnam,
 Jeffrey Richardson,
 Lon Smith,
 Maurice Stern,
 Charles Strauss,
 George C. Thomas,
 Frank A. Warfield,
 Fred G. White,
 George O. Willis,
 Theodore P. Wolf.

SHERWIN SCHOOL.

Boys.

Walter E. Arnaud,
 Harry E. Brown,
 Alonzo B. Cook,
 Henry V. Cunningham,
 William E. Curley,

John C. Deery,
 Alonzo B. Drisko,
 James W. Eagan,
 Robert K. Eaton,
 T. Edward Eaton,
 Henry Ehrlich,
 Gordon F. Ervin,
 John P. Heintz,
 Andrew F. McGettrick,
 Thomas F. McGrady,
 J. Russell Mead,
 William H. Murphy,
 James M. Quinn,
 G. Ellis Reed,
 James J. Shea,
 Joseph W. Spenceley,
 John Williams,
 Alfred C. Xavier.

Girls.

Elizabeth C. Aherin,
 Emma M. Bleiler,
 Gertrude E. Crowe,
 Emma L. Deuel,
 Ettie L. Deuel,
 Minnie L. Emery,
 Lydia Euerle,
 Mary E. Finnerty,
 Ada I. Flint.
 Ima L. Fraser,
 Sarah J. French,
 Amelia Heintz,
 Nellie L. Lamb,
 Katie A. Lambert,
 Katie A. Murphy,
 Etta Paddleford,
 Carrie L. Pierce,
 Mary L. Stratton,
 Nina G. Wiggin,
 Jennie G. Willoughby,
 Mary E. Wise,
 Abbie C. White,
 Elizabeth C. White,
 Abbie M. Whitman.

SHURTLEFF SCHOOL.

Girls.

Alice E. Austin,
 Nina Ballard,
 Alice I. Bell,
 Lillian W. Brown,
 Sallie W. Brownell,
 Maggie A. Carroll,
 Annette G. Carroll,
 Mary F. Cheney,
 Mary A. Chrimes,
 Helen M. Clark,
 Mary J. Cunningham,
 Etta E. Elwell,
 Annie V. Fitzgerald,
 Lucy V. Fowler,
 Katie J. Giblin,
 Susie W. Goodwin,
 Jennie G. Goss,
 Joanna F. Hearn,
 Emma L. Herrick,
 Ada F. Hinckley,
 Mary E. Hutchinson,
 Minnie A. Kendall,
 Nellie M. Landers,
 Annie I. Mansfield,
 Isabel L. Marlowe,
 Lizzie M. McCabe,
 Lizzie M. McCarty,
 Annie J. McGinnis,
 Mary E. McIntosh,
 Grace A. Means,
 Lizzie E. Morrill,
 Lizzie B. Mulcahy,
 Mary A. Murphy,
 Mattie M. Nichols,
 Annie C. O'Connell,
 Mary M. O'Hearn,
 Mary A. O'Keefe,
 Maggie T. O'Malley,
 Carrie R. Osgood,
 Georgietta S. Poulin,
 Katie Priestman,
 Idalia L. Provan,
 Camilla E. Rull,
 Alice J. Sargent,

Addie G. Simmons,
 Jennie S. Spooner,
 Carrie O. Sutter,
 Grace L. Tucker,
 Helen L. Tufts,
 Rachel A. Urann,
 Carrie N. Wiggan,
 Carrie E. Willeox,
 Hattie E. Wilson.

STOUGHTON SCHOOL.

Boys.

Harvey F. Chase,
 John L. Farrell,
 Edward J. McGovern,
 Leon P. Hallett,
 Charles W. Kareher,
 George I. Robinson, Jr.,
 Herbert A. Watson.

Girls.

Mary B. Churchill,
 Minnie E. Gaskins,
 Emma I. Gilman,
 Nellie T. McGoorty,
 Maggie P. Shea,
 Henrietta G. Starrett,
 Helen A. Sullivan,
 Almira F. Swan,
 Ella B. Taylor,
 Mary E. Tucker.

TILESTON SCHOOL.

Boys.

George J. Crossman,
 James S. Gray,
 Thomas F. Thompson.

Girls.

Ida D. Crossman,
 Ellen M. A. Thompson.

WARREN SCHOOL.

Boys.

James W. Austin,
 Harry B. Brackett,

Royal C. Burekes,
 Charles F. Cogswell,
 Frank F. Derby,
 Stillman R. Dunham,
 Clarence T. Fernald,
 Stephen A. Fitzgerald,
 Charles M. Frye,
 John A. McBride,
 Lucian J. Priest,
 Arthur A. Rand,
 Walter J. Squire,
 James J. Sullivan,
 James P. Wright.

Girls.

Josephine E. Adams,
 Georgiana E. Blood,
 Susan W. Coleman,
 Lizzie F. Flanagan,
 Mary A. Haviland,
 Maggie A. Kearney,
 Delia Kelley,
 Grace L. Lovejoy,
 Hattie L. Rhea,
 Ellen A. Shaw,
 Mary A. Stacey,
 Susan R. White,
 Evelyn S. Wyman.

WELLS SCHOOL.

Girls.

Winnifred I. Atchison,
 M. Ella Beatty,
 Joanna E. Brick,
 Kate A. Burns,
 Mary A. Coffin,
 Katie G. Fallon,
 Martha E. Farrar,
 Nellie J. Fay,
 Gertrude F. Gindrell,
 Mary A. Jordan,
 Grace W. Kendall,
 Nettie Latz,
 Clara B. Le Gallee,
 Sarah F. Mallen,
 Bessie M. Moore.

Mary A. Murphy,
 Augusta Myers,
 Gertrude C. Rogers,
 Annie Stahl,
 Mary E. Smith,
 Katie A. Sullivan,
 Mary A. Sweeney.

WINTHROP SCHOOL.

Girls.

Laura Almosnino,
 Fannie E. Bennett,
 Sarah E. Bridge,
 Bessie S. Brown,
 Mary G. Canney,
 Mary E. Carroll,
 Emily L. Chamberlin,
 Mary F. Collins,
 Maggie E. Connor,
 Josephine B. Coughlin,
 Margaret I. Cushnie,
 Katie M. Deasey,
 Emma F. Dennis,
 Mary A. Donoclift,
 Edith M. Fisher,
 Mollie Fuller,
 Jennie H. Green,
 Gertrude M. Hatch,
 Georgie M. Howe,
 Isabel F. Hyams,
 Lillie L. Leary,
 Ida Louis,
 Lillie H. Lundquist,
 Agnes F. Lynch,
 Annie G. Lyons,
 Alice M. Maloney,
 Ida Manheimer,
 Rosalie Marzynski,
 Nellie A. McDonough,
 Frances C. McNamara,
 Lizzie Murphy,
 Nellie A. Murphy,
 Caroline F. Nichols,
 Addie L. Nye,
 Nellie A. O'Connor,
 Mary L. Olsson,

Mary D. Parthemuller,
Edith M. Pease,
Martha A. H. Pickens,
Edith Pope,
Catherine S. Ray,
Clara E. F. Rowe,
Clementina M. G. Ryan,
Emilie Schulz,

Nellie T. Shea,
Miriam Shoninger,
Mary E. Troy,
Louise Twickler,
Mary B. Washington,
Flora I. Watts,
Abbie E. Wilbur,
Lottie C. Williams.

ROSTER
OF THE
BOSTON SCHOOL REGIMENT.
1880.

ROSTER

OF THE

BOSTON SCHOOL REGIMENT.

1879-80.

Colonel. — William A. Whitney (English High School).
Lieutenant-Colonel. — Frederick H. Darling (Latin School).

FIRST BATTALION. — LATIN SCHOOL.

Major. — Edwin E. Jack.
Adjutant. — William A. Hayes.
Quartermaster. — J. Henry Williams.
Sergeant-Major. — Thaddeus W. Harris.

COMPANY A.

Captain. — William W. Fenn.
First Lieutenant. — Francis W. White.
Second Lieutenant. — Hartley F. Atwood.

COMPANY B.

Captain. — Charles B. Moseley.
First Lieutenant. — Joseph Andrews.
Second Lieutenant. — George U. Crocker.

COMPANY C.

Captain. — George A. Stewart.
First Lieutenant. — Brainard A. Andrews.
Second Lieutenant. — Loren E. Griswold.

COMPANY D.

Captain. — Henry B. Twombly.
First Lieutenant. — Horatio N. Glover.
Second Lieutenant. — Louis L. Jackson.

COMPANY E.

Captain. — J. Arthur W. Goodspeed.
First Lieutenant. — John A. Noonan.
Second Lieutenant. — Thomas A. Mullen.

COMPANY F.

Captain. — Frank E. Butler.
First Lieutenant. — Frederick A. Whitney.
Second Lieutenant. — James N. Garratt.

SECOND BATTALION. — ENGLISH HIGH SCHOOL.

Major. — G. W. Benedict.
Adjutant. — E. F. Smith.
Quartermaster. — A. H. Bowman.
Sergeant-Major. — H. Leadbetter.

COMPANY A.

Captain. — G. H. Waterhouse.
First Lieutenant. — G. H. Pigott.
Second Lieutenant. — N. I. Adams.

COMPANY B.

Captain. — J. F. Brown.
First Lieutenant. — W. Desmond.
Second Lieutenant. — W. R. Morris.

COMPANY C.

Captain. — A. C. Tilden.
First Lieutenant. — J. L. Hartshorn.
Second Lieutenant. — G. W. Ladd.

COMPANY D.

Captain. — M. J. O'Brine.
First Lieutenant. — I. Hilton.
Second Lieutenant. — H. Barber, jr.

THIRD BATTALION. — ENGLISH HIGH SCHOOL.

Major. — A. W. Childs.
Adjutant. — F. W. Sprague.
Quartermaster. — J. H. Huddleston.
Sergeant-Major. — H. S. Tufts.

COMPANY A.

Captain. — W. P. McNary.
First Lieutenant. — A. H. Rogers.
Second Lieutenant. — W. H. Dawes.

COMPANY B.

Captain. — R. S. Dix.
First Lieutenant. — F. A. Crawford.
Second Lieutenant. — E. B. Thaxter.

COMPANY C.

Captain. — H. L. Bird.
First Lieutenant. — T. H. H. Knight.
Second Lieutenant. — J. S. Leach.

COMPANY D.

Captain. — C. E. French.
First Lieutenant. — W. N. Schmidt.
Second Lieutenant. — N. Ward.

FOURTH BATTALION.

Major. — C. L. Russell (Roxbury High School).
Adjutant. — E. F. Weld (Roxbury Latin School).
Quartermaster. — I. H. Wild (Roxbury High School).
Sergeant-Major. — C. G. Wells, jr. (Roxbury Latin School).

COMPANY A. — ROXBURY HIGH SCHOOL.

Captain. — F. E. Blaisdell.
First Lieutenant. — Wm. A. Small.
Second Lieutenant. — Wm. Emmonds.

COMPANY B. — DORCHESTER HIGH SCHOOL.

Captain. — F. M. Green.
First Lieutenant. — J. C. Ring.
Second Lieutenant. — W. H. Weeks.

COMPANY C. — ROXBURY HIGH SCHOOL.

Captain. — B. L. Chandler.
First Lieutenant. — Geo. A. Hibbard.
Second Lieutenant. — Edgar A. Josselyn.

COMPANY D. — ROXBURY LATIN SCHOOL.

Captain. — Hollis Webster.
First Lieutenant. — Edw. Cudworth.
Second Lieutenant. — Silas Elliot.

COMPANY E. — ROXBURY LATIN SCHOOL.

Captain. — J. H. Spofford.*First Lieutenant.* — C. E. Guild.*Second Lieutenant.* — Warren Hastings.

COMPANY F. — CHARLESTOWN HIGH SCHOOL.

Captain. — F. C. Ward.*First Lieutenant.* — John H. Welch.*Second Lieutenant.* — Wm. H. Burke.

COMPANY G. — BRIGHTON HIGH SCHOOL.

Captain. — F. F. Harding.*First Lieutenant.* — G. A. Brock.*Second Lieutenant.* — C. E. Trowbridge.

COMPANY H. — WEST ROXBURY HIGH SCHOOL.

Captain. — J. B. Shea.*First Lieutenant.* — R. S. Hyde.*Second Lieutenant.* — H. N. Davis.

APPENDIX.

THIRTY-SEVENTH SEMI-ANNUAL REPORT

OF THE

Superintendent of Public Schools.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, March 1, 1880.

To the School Committee:—

I respectfully present my fourth report, the thirty-seventh semi-annual report of the Superintendent of Public Schools.

On the first afternoon of the school year the Primary teachers met me at my request. I wished to inform them, officially, of their being transferred from the charge of the Grammar masters to that of three Supervisors, Messrs. Tweed, Mason, and Kneeland. Mr. Tweed took those of the Second and Third Divisions, and half of those of the Fourth and Eighth. Mr. Mason took those of the First and Fifth Divisions, half of those of the Fourth and Eighth, and those of one district of the Seventh. The rest of the Seventh and the whole of the Sixth and Ninth Divisions were taken by Mr. Kneeland. It seemed desirable not only to announce this change, but to explain why it was made; and this I attempted by setting forth the importance of Primary instruction, and the advantages of rendering it an independent grade. No rupture between the teachers and their former principals found any place in my counsels. On the contrary, I urged the maintenance

of friendly relations in all cases, and even of dependent relations in cases of too great emergency to be referred to the Supervisors. Teachers, especially public-school teachers, are the better, as I said, for one another's advice and support, and there is no such superfluity of either in our system as to justify indifference or separation on any side. I tried to show how the Supervisors could relieve the Primary Schools. First, they would give them almost exclusive attention, and thus would see and meet their wants independently of other schools. Next, they would give them greater unity, partly because of their being fewer in number than the masters, but chiefly because of their thorough agreement as to the principles on which they were to act, and on which they would ask the teachers to act with them. The Supervisors then spoke for themselves, saying that their present responsibility was not of their seeking, but that they hoped to fulfil it to the benefit of both teachers and children.

Of this meeting I can report, at least, that it looked like a fair beginning. The sundering of the tie between Primary and Grammar Schools had not been hailed with excessive hopefulness. Principals accustomed to authority were naturally loth to part with it; some, on their own account; others, on that of the schools which seemed to need them. Not one, so far as I know, regarded the movement as wise; while more than one spoke of it as an act of folly. These opinions were reflected, of course, by the majority of subordinate teachers. Not only from the principal's point of view, but from their own, the

present position was wrapped in uncertainty. They did not fancy changing the habits which had been formed in dependence upon the Grammar Schools for those which comparative independence would require. There were some new methods of instruction in the air, and whatever they were they foreboded clouds instead of sunshine. The past was clear, the future dim, and growing dimmer. But when we met, four hundred, face to face, and compared our hopes rather than our fears, it seemed as if the hopes were rational.

These brighter anticipations have been confirmed. It is too soon to congratulate ourselves on their realization. Premature claims of success are as injudicious as premature predictions of failure. But this much may be said, even now, that the movement has not failed. Few principals think it has; fewer teachers, or fewer proportionally, think it has. Let us see why it has not.

First, because it has given the Primary Schools greater independence. They and their work have been placed where they may feel more confidence in it, and it may have, so to speak, more confidence in them. If the work is, as almost everybody admits, the most responsible in the whole range of education, then, surely, it needs its own instruments; that is, its own schools, its own courses, its own teachers, independently of those belonging to any other work. This is just what our Primary instruction is getting under the existing arrangement, and if it gets this, and keeps this, it has not merely the presage, but the possession of independence.

Independence of grade promotes independence of teachers employed in it. A Primary teacher has hitherto labored under a yoke, if we may use the word good-naturedly, in some degree heavier than that of any other, simply because she has been in a grade subordinate to the grade above it. Of her subordination to a principal there is nothing to be said regretfully; but to be subordinate to the head of the school in which one is teaching is a very different matter from being subordinate to the head of a separate school; and it is subordination of this sort in which Primary teachers have been placed. Even where a principal has been perfectly impartial himself, he has been driven to a partial course by the necessities of his position, involving, as they have done, the sacrifice of Primary interests to Grammar rather than of Grammar to Primary. In no respect has this worked worse than in making Primary teachers feel helpless as they have seen themselves and their pupils swept on by a resistless system. Self-reliance has naturally dwindled. Let it grow, as it has recently found opportunity, and we shall wonder how we could ever have been content with the stubble to which teachers have been confined.

With more self-reliant teachers there will be more self-reliant pupils. These, too, are needed, and especially in the schools which are forming opinions and habits for life. Self-reliance is death to mechanism. It destroys it both inwardly and outwardly, sets the mind free to act as mind, and even sets the body free to move or rest as nature wills. Who ever saw a class of little children in position, as it is called, with

their heads, hands, and feet in line, and kept there till they must have ached, without wishing to break the spell? It has been broken in most of our Primary Schools. Children are allowed to be children. They are not ungoverned; but they are unoppressed. Their impulses are respected, their errors are corrected rather than driven in, and thus the life without expresses instead of concealing the life within. This helps them to help themselves. It gives them the consciousness of power as well as of weakness, and encourages them to do what they feel as well as learn to be their duty.

As a necessary consequence of greater self-reliance there is greater interest among both teachers and pupils. The three half-years during which my acquaintance with Primary Schools was ripening did not give me as many proofs of individual enthusiasm as I have seen during the fourth half-year now ended. Teachers have exerted themselves in new ways as well as in old ones. Pupils have dropped their listlessness, and read or written or spoken with almost as much eagerness as if they were at play. They like their lessons, and yet more the spirit they are not merely suffered but excited to put into them. One aids another, and the class is full of a common interest which cannot but be good for all who share in it. Can we do better than interest these boys and girls? We want them to learn, and there is nothing more certain to make them than the love of learning. Give them that in the beginning, and it will last as they go on through all their childhood and into the

full flush of life. It is like the dawn which ensures the noon.

The noon, however, is not yet in these schools. Self-reliance and enthusiasm are but shadowed forth by the advance of the past six months. Six months more, and six times six, must come and go before we can say that what was at any time left undone has been done.

The promotions at the beginning of February gave fresh proof of the advantage of treating the Primary Schools independently. Instead of sending up as many as were needed to fill vacancies in the Grammar Schools, and refilling the upper Primary classes with large numbers from the lower before their time, the Supervisors promoted those only whose attainments or whose age rendered them better fitted for the higher ranks. I have asked them to give their own account of these proceedings, and commend it to the consideration of the committee. Some day, I trust, the February promotions will cease to be obligatory. Annual transfers of masses of pupils are enough; semi-annual are too many.

The Primary course of study remains as adopted by the committee in the summer of 1878. Some parts of it are differently handled. Reading, writing, and language have been taught, especially to beginners, in what is to us a new way; but it is an old or comparatively old way elsewhere, and we can make no boast of it. I will try to explain it in a later part of this report. The great gain to the course, as it strikes me, is the better spirit in which it is pursued by both teachers and pupils.

I make no endeavor to magnify the results of the present supervision of Primary Schools, but I very earnestly hope that they will appear to the committee as favorable, generally, as they do to those who have watched them without prejudice during the last six months. If so, the committee will take care that the existing supervision is not changed in spirit, however it may be in form; by which I mean maintaining the supervision of the Primary grade independently of any other grade of schools. The recent action of the Board determines that three supervisors shall continue in charge for some time to come. We may hope that they will see the way clear to local supervision by giving a teacher in each building containing two or more classes a certain precedence over her associate teachers, not so much that she may rule them as that they may all work together. By and by it may be practicable to group the Primary Schools in divisions, and set a principal over each division with the same functions as those of a Grammar principal. Then there will be permanent supervision.

The committee have acted considerately in lightening the burden upon teachers of the fifth and sixth classes by giving them assistants whenever the number of their pupils exceeds fifty-six. This will still leave a teacher of fifty pupils, or thereabouts, with duties to which it is impossible for her to do justice without injustice to herself; but there will at least be some relief in looking forward to the increase of numbers, which will bring decrease of labors. It seems plain that if fifty-six is a proper

quota of pupils already under training, it is not so of those just beginning to be trained.

I trust that the committee will reach another conclusion regarding the sixth classes. They are so critical in their influence, they determine so very much for the better or the worse, not merely while pupils are in them, but when passed beyond them, that they call for maturer teachers than have usually been set over them. Where, indeed, in all teaching can maturity be needed more than in that which makes the least of books, and the most of its own resources?

My confidence in the improvement of Primary instruction rests upon no shibboleth. I read of all sorts of theories, I see or hear all sorts of practices; but nothing appears absolutely preferable, — nothing, with one exception, and this is simple reverence for little children. This, and this only, it seems to me, makes a method good; this also makes a teacher, who is more than any method, good. Its effect upon both teacher and pupil, and upon the relation between them, is just as certain as any effect of any cause in this world. Our poet sings of *The Children's Hour*. The Primary Schools, above all others, are the Children's Schools. Theirs is the delightful privilege of teaching children while they are still completely children. But it is a privilege to be enjoyed only by following nature, and by drawing from her resources — that is, from the principles which God has manifested in her — the means of opening heart and mind, and giving both a longing for the truth that will never die.

Whatever helps the Primary Schools helps all the schools above them. Therefore the improvement we are making, or hoping to make, in them will be felt, sooner or later, in the Grammar Schools, and it is for these, as well as for the lower schools, that I would be understood as pleading. I believe in separating the two grades as to organization; but as to interest, fellow-labor and fellow-feeling, the two are one, and they should never be put asunder. It can be the wish of none who would do them good, to do it unevenly, or as if doing it to one involved not doing it to the other. My friends in the Grammar Schools will bear me witness that I have always presented the Primary question to them as one by the solution of which they would benefit.

The check to excessive promotions from the Primary Schools will be of decided service to the Grammar. A smaller number of admissions to this grade relieves it from the confusion into which it has been frequently thrown, not only at the beginning, but in the middle, of the school year. Whoever has had any hand in the organization of new classes in a large school knows that it had better recur as seldom as possible. Then, again, the number of new pupils being more moderate, their qualifications for admission to Grammar Schools may be presumed to be less imperfect. If this turns out so, the Grammar grade will make a fresh start, and reach a point hitherto too far off to seem attainable. It is to be hoped that the promotions in Grammar Schools themselves will be checked, and that their scholars will be allowed to finish each year of the course before beginning upon

the next. Until this is secured throughout the Primary and Grammar grades alike, they are too much like broken sieves.

Nothing with regard to the Grammar Schools, during the half-year, has been more cheering than the assurances of several teachers that they were trying to dispense with credits. One entire school has dispensed with them. They are, as is well known, those rewards and punishments which consist of marks, good and bad, ranks, penalties, and all the similar devices with which our schools are familiar. No one disputes the necessity of rewards and punishments in education. They exist there, as they exist everywhere else, self-administered, if not administered by others; the inevitable attendants upon honor or shame through life. But with regard to those which a teacher is to use, there is now a great divergence of opinions; some clinging to tradition, and others breaking away from it, in search of better influences. Such as believe in human nature and in its responsiveness to higher treatment will treat it in the pupil on high principles. They will trust him as far and as long as they can. If he deceives them, they will rebuke him; but they will trust him, if possible, again. They will deepen his trust in them, and make him feel that he has no safer guides, no tenderer friends. His sense of duty will be more in their eyes than his performance of separate duties; and they will speak or act concerning what he does with constant reference to what he wishes to do. To turn him from the evil will not seem to them enough, unless they lead him to the right; and that this may be his end, as well

as theirs, is the very highest object they have in teaching him. What will be the rewards, what the punishments, they use? Will they use credits, or whatever else may be included in that word? It seems preposterous to ask the question. Credits, and all other rewards and punishments of a merely outward character, are to be given by those who believe in merely outward manifestations; in obedience or disobedience which can be seen; in answers which can be heard; in words or deeds, rather than in motives or affections. A master exclaimed in my hearing, not long ago, "I believe in percentages as in Christianity." It sounded as strange as if he had said he had equal faith in chains and in freedom. We must be careful that our rewards do not excite the worst elements in a pupil's disposition, or our punishments stifle the best. As the grandmother in the story of New England life remarked: "Folks have just got to open their eyes, and see, if they can, what the Lord meant when he put the child together, and not stand in his way."

One punishment continues without proper restraint. Teachers of both sexes use personal violence with their pupils in such forms, and such frequency, that the facts, if published, would cause unpleasantness. Some put the children into painful and even dangerous positions; some shake them at times with such roughness as to tear their clothing; while many still ply the rattan as freely as if it were a feather, and strike, not merely the hand, but the head and body. Within the last month or two some piteous cases have been reported to me by parents whose

children had suffered. I will not dwell upon them, partly because I cannot bear to, but chiefly because I have remonstrated with the teachers, and public allusion, even without mentioning names, would render all private efforts vain. Meantime the monthly reports of some Grammar Schools come in ringing with the echoes of blows, — one hundred and thirty corporal punishments in one school, one hundred and fifty-seven in another; in each for a month, and a month averaging twenty-one and a half days of five hours. "Brethren," as St. James wrote, "these things ought not so to be."

Let us reflect a moment on the issue of the rewards and punishments which we are now employing. Is it not a dead rather than a living one? Do we not reward or punish with reference to the past rather than the future, and is this an end to be justified? A true reward gives greater power, first to know, and then to choose and to do the right. A true punishment lessens the power of doing and of being wrong, shakes the hold of evil from the heart, and, like the Happy Warrior, —

Who, doomed to go in company with Pain,
And Fear, and Bloodshed, — miserable train! —
Turns his necessity to glorious gain;
In face of these doth exercise a power
Which is our human nature's highest dower;
Controls them and subdues, transmutes, bereaves
Of their bad influence, and their good receives.

Such rewards and punishments as these are indispensable to any training that would be really moral.

Another step towards the revision of the High-School course has been taken. In November the Committee on High Schools directed the Board of Supervisors to consult the principals of the schools, and to report upon the two vital standards: first, as I should place it, the standard of admission, and second, the standard of instruction. Both have been, it seems to me, the reverse of what they should be; that of admission less ambitious, and that of instruction more ambitious, than is reasonable.

Except the very few from private and out-of-town schools, applicants have been received into High Schools with no other examination than that of their Grammar-School diplomas. These documents may or may not be proof of proficiency in Grammar studies. They are not proof of fitness for such studies as ought to be pursued in a High School. Something more, very much more, than a glance at them and their holders is needed to prevent the High School, and the city supporting the High School, from squandering its resources upon scholars unable to profit by them. A formal examination in previous studies is uncalled for, as it has taken place just before in the Grammar Schools; but some personal assurance of qualification from the master of the school from which the candidate comes, some sort of inquiry into the candidate's capacity, some essay to be written upon a suitable subject, or some other test of a general yet searching character, will be of essential service; and not only to the High School, or to those admitted into it, but also to those not admitted, and who had better not be, for their own sakes.

As for the standard of instruction in High Schools there is no hope of raising it except by reducing the number of studies. So long as they are allowed to follow one another as at present they render advanced or even thorough training in them impracticable. I explained this point as well as I could a year ago. Let me now suggest two other points for consideration, both closely related to our pupils' interests. The first is, that multiplying studies at school multiplies studies at home, puts a strain upon mind and body which both should be spared, and thus undermines as well as builds. It was necessary, a few years since, in one of our High Schools, to set a limit to study at home, and excuse the pupils from lessons that could not be learned within the permitted time. This was better than excusing nothing; but it would have been still better to lay out the studies so that nothing would have needed excuse. We injure the power to work by overwork. So we do by working piecemeal; and this is the other point which I would here present. As our High-School course stands, it is in danger of forming habits of thought and action inconsistent with present or future industry. So many studies pursued in so short a period are but veneer, and all the trimming our pupils give it will never fit them for dealing with the substance of things. Are we not thus strengthening the objection to our schools, that they breed a distaste of honest toil? For if any of them are doing, or seeming to do this, they are the schools which are obliged to dabble with studies instead of mastering them, and so train their scholars as butterflies rather than as

students. Genuine work in school is a preparation for genuine work out of school, and for work of every kind to which intelligence can be given. But when a school takes up a language to be recited three or four times a week during a year of forty weeks, or a science to be despatched in forty lessons, there is something too much like mockery both of labor and of learning.

The Latin School courses are also under revision. That of the school for boys is to be a six years' course, and will, I trust, be made, if not strictly preparatory for college, at least as nearly so as practicable. There is too much to do in the way of preparation merely, to justify the introduction of other studies, however good in themselves, or however essential to a liberal development. We have to teach not what we think best, but what the colleges demand. The same remark applies to the Girls' Latin School. Both schools need more time for study during the sessions, so that less time may be taken for it from the remainder of the day. Both need to subject their pupils to a closer scrutiny as to the intention of entering college; and this intention should be declared at the beginning, not only of the course, but of each successive year. The sole justification of so costly instruction, at the public expense, is the assurance of attaining the end for which it is given. That end is clearly the increase of fully educated men and women, and not of half-educated boys and girls. I see no other security than the reiterated pledge of following up the course at school by the course at

college. Were this required, the number of pupils in both schools would be lowered; but their purpose and their character would be more than proportionally elevated.

The military drill of boys in the Latin and High Schools has great advantages, and should have no disadvantages; but it has, I think, and my duty is to point them out. Two of them — the march through the streets, and the prize drills in a theatre, towards the close of the year — were mentioned in the last semi-annual report. Another is felt all through the year: it is the inroad of the drill into the hours that are needed — every one, and more than every one — for study and recitation. To correct this the committee have only to order that the boys shall be drilled on Saturday. The five hours a day of the other days of the week will then be unbroken, except by reasonable recesses, and the proper school work will be more even and more effective.

The second Monday of the school year witnessed an event which deserves special record. This was the formation of a graduates' class in the Normal School. About forty graduates were present that day, and they afterwards increased to fifty-six, falling again below the original number. We have here the distinct recognition, on the part of the School Committee, of the importance of normal training, and, more particularly, of its being carried beyond the limit at which it has heretofore stopped. What, indeed, can a single year of less than forty working

weeks be expected to do towards fitting the youthful pupils of a Normal School for such a calling as the teacher's—what in proportion to their needs, or those of the schools in which they are to serve? A college graduate of twenty or twenty-five years, who proposes to be a lawyer or a physician, has a three-years' course of professional study before him. We have thought it enough for our High-School graduates of eighteen or twenty to keep them a year preparing themselves for teaching; almost as if we thought of teaching as Dogberry thought of writing and reading,—that it comes by nature. Recalling the graduates, as has now been done, to pursue their studies, is a movement worthy of universal confidence. They spend two days at the school in exercises which throw new light upon the profession before them, and give them new strength to begin it. On one of the two days they come in a small section, about a fourth of the class; on the other, the whole class is present. The remaining three days of the school week are, or may be, occupied in any of the schools where unpaid assistants are needed. A member of the class goes into a Primary room, for instance; it is crowded with the fifty-six pupils required by the Regulations; perhaps with sixty or seventy, though not required. Her help is not that of an untrained assistant. She has had the same training as the teacher whom she assists, possibly a better training; and, though experience is wanting, it is a want which lessens every day. She could make no better beginning, none more favorable to herself and her development as a teacher. As one sees these

graduates employed in this manner, the thought comes again and again, that this is just the manner in which the city might well insist that those whom it has trained shall enter upon its service. It is so much less harassing, so much less a risk of failure to a young teacher, to begin as an assistant to an older one; and it is, at the same time, so much more profitable to the school than being entrusted solely to a novice, that both its interest and hers would be advanced by such a preliminary appointment. There need be no salary at first, and when it begins it may be moderate, without a shadow of injustice. Not every one, of course, would be content; but, if much discontent arose, it would prove an unfitness for teaching that cannot be too soon detected. If there is such a thing as gratitude to the city for the training that has been received, here would be a chance of showing it; if there is such a thing as loving a profession for its own sake, here it might be made evident. Whatever aids disinterestedness in teachers aids it in pupils also, and makes the world around them a better one. Many members of the graduate class have been employed as substitutes. In this capacity they are paid the regular rate, and while their employment lasts they cease to attend the Normal School. Attendance ceases altogether as soon as a permanent appointment is attained.

And yet not altogether; for teachers as such, and not simply as graduates of the school, are invited to receive instruction there. This is one of the highest and most useful functions of the school, and merits appreciation from others than teachers. Early in

January five courses began, to be followed by four others, until the end of April. These lessons are given by one of the Supervisors, two High-School masters, two Grammar masters, and a special instructor in music, besides the head-master and an assistant of the Normal School. The Regulations require the attendance of newly-appointed teachers at these courses. In all our system there is nothing that reaches further than such opportunities for those who are teaching to become better able to teach.

All the Evening Schools were opened by some sort of examination as to the fitness of those presenting themselves for instruction. On being admitted pupils were required to sign a pledge of regular attendance, which it was hoped would be regarded as meaning more than it appears to have been. Truant officers were attached to the Elementary Schools, and with their help the attendance of some pupils has been rendered less irregular. Classification of pupils has been more generally attempted, but without as much success as might be desired. All these are efforts in the right direction, even if they are not carried forward very far.

The Evening High School has presented two different phases this winter. It was opened according to the Regulations, as a commercial school, for instruction in mathematics, book-keeping, penmanship, and English composition. English, both as language and as literature, was pleaded for at the time of revising the course, as the very most appropriate branch for such a school, but unsuccessfully. Had it been

adopted with the studies just enumerated, all the parts of a High-School course which it appears to me wise to offer to evening pupils would have been offered. The school, dropping many of its former studies, began with a smaller number of pupils than for several years, and the number became still smaller in two or three weeks. It was then suddenly voted, on recommendation of the Evening School Committee, to restore pretty much all the studies that had been dropped, and with this change of base the school made a fresh start. Sixty odd new pupils were attracted by the foreign languages, Latin, French, and German, which were also taken by about the same number of pupils already entered. These languages have long been regarded as the favorite branches of the school, and their resumption, after a few weeks' intermission, seemed to set the seal upon their continuance.

Yet the wisdom of continuing them may be questioned. Instruction in other languages than our own, except so far as they are essential to higher education, as in the schools which prepare for colleges, is one of the branches which should be cultivated sparingly in public schools. It should never be cultivated as the only, or even as the principal, study, nor should it be taken with other studies when time fails to pursue it with any thoroughness. Those who have sought it as a sole study in our High Schools have been refused, and there is no reason why evening schools should give what day schools deny. Languages are taught by day in association with other studies which help them on, and which they are

capable of helping on in return. They are parts of a whole, framed for mental training as well as for the acquisition of Latin, French, or German, and but for their relation to other parts they would be unfit for a place in public education. The Evening High School has no time to treat the languages in their relations. It must teach them, as far as it can, for their own sake rather than for that of the mind, or of disciplining the mind. It has hardly time to teach them even by themselves. A few hours a week for a few months of the year, and little leisure on the part of pupils for outside study, form but a very scanty opportunity for acquiring anything worth acquiring in a foreign tongue.

There is another reason for distrusting them in the Evening High School. The pupil who is drawn to them there may be drawn from other things that would be far more useful to him. When the studies of previous winters that had been given up were reinstated advanced English was among them; but, however this may have been presented, it was presented in vain. While more than one hundred and twenty pressed into the foreign-language classes, "the number of applicants for instruction in advanced English," says the principal, "was so small that I have no expectation of forming a class." If advanced English means literature and language, rather than grammar, it is the thing above all others for the young men and women of the Evening High School; and that they should neglect it for the sake of fumbling with French and German Readers, or even with Cæsar and Virgil, is a mistake too grave to be si-

lently passed over. It should be one of our chief purposes to give those pupils a higher sense of duty to their own language, as well as of its service to them, of all that its literature may do for them, of the thoughts and deeds it may inspire, and of the lives it may shape for time and for eternity.

The prospect before the Evening Elementary Schools, when I last reported, was comparatively bright. But a cloud came over it, first with the delay, and then with the refusal of committees of the city government to prepare rooms in the day-school houses for evening use. The delay arose from various difficulties which were removed; the refusal, from one that could not be removed, namely, the want of money to pay for the introduction of gas, and perhaps some other things. Accordingly, after postponing their opening, in the hope of better quarters, the schools began where they were last winter.

This was extremely unfortunate. A few only of these Elementary Schools have cheerful rooms, and of these few most are in ward-rooms, where registration of voters, caucuses, and elections reign supreme during many evenings of the autumn and early winter. Fewer schools still have such rooms as allow the formation of separate classes, each to study or recite by itself without being disturbed by others. Yet cheerfulness and quietness are among the very most essential requisites of school-rooms, and of Evening School rooms above all others. Those who come here need to be attracted. It is not enough to offer them instruction; it should be engaging; and the circumstances in which it is given

should be such as to render an evening pleasanter than if it were spent elsewhere. Furthermore the work must be made as effective as possible. Men and women, or grown boys and girls, will hardly care to come to school unless they feel the full advantage of it; and this they cannot feel if they are taught singly a few moments, or associated for a longer time with others of unequal attainments. Two hours, generally much abridged at the beginning, are but a very short allowance, and everything practicable is to be done to economize it. It should never be broken up by confusing exercises. One class, indeed one pupil, moving or reciting, may baffle all attempts of other pupils or classes to concentrate themselves upon their lessons. The peremptory want of these schools is such a number and such an arrangement of rooms as will enable their pupils to work contented and undisturbed.

The necessity of occupying their former quarters left the Elementary Schools just as numerous as they were the year before. This, too, seems unfortunate. We might hope for better work, because we might hope for better classification, were there fewer schools. More pupils might be gathered in each, and gathered with greater consideration of their attainments and capacities. The regulations establish one Elementary Evening School in each division, nine in all, with more on certain conditions. Sixteen schools instead of nine have been opened this winter, and the number for next winter will be the same, unless the buildings of the day schools can be used in the evening.

In one respect there has been a decided gain. The text-books for the Elementary Schools are no longer the hap-hazard books cast off by day schools. They have been chosen with special reference to the pupils and the instruction best suited for them. Others have been added since the term began, in consequence of pressing demands from some of the schools, and there is no reason to regret that individual wants are met here or anywhere else outside of prescribed lines.

The chief problem with regard to all these schools, High and Elementary, remains unsolved. How to secure the attendance of pupils, even now and then, is not clear; how to secure it, night after night, is very obscure. Better books, better quarters, above all, better teachers, will bring about a great improvement, but scarcely so great as is desirable. I doubt if the School Committee are fully aware of the irregularity with which pupils come to Evening Schools. Here is a brief statement from one of the principals: "During the first forty-four nights of last term there were registered in this school five hundred and ten names. Of these one hundred and thirty-eight attended only one night, seventy only two nights, and thirty-seven only three nights." Nearly one-half, therefore, disappeared after three nights. "The average attendance during the whole term for each pupil was nine and one thirty-third nights. I have not made up the statistics for this year, but I do not think it will show any improvement over the last." This is no extreme case, though some other cases are decidedly more hopeful. It remains true of all that

they are greatly embarrassed by this ungovernable irregularity. Truant officers cannot stop it; compulsion of any sort cannot. It is to be reached only by educational or personal influences, and for these to act freely there must be better grading and better teaching than have been the rule.

The Drawing Schools are the favored department of our evening service. They have excellent rooms, all the material they need, and courses of instruction elastic beyond the hopes of most other schools, evening or day. Indeed it would be well for some of them to contract their lines and to enter upon more systematic movements. Industrial Drawing can hardly be taught except upon system, and in public schools it should be a system for classes rather than for individuals. Especially is this true of Evening Schools, whose members come to receive a common training in broad principles, the application or development of which must be left to their pursuits by day, or to their special studies under private masters.

Among the physical wants of the schools, both day and evening, the greatest at present is the want of pure air. Not only are school-rooms themselves so badly ventilated that they become close as soon as they are occupied, but they are connected with basements and outbuildings in such a way as to be often absolutely poisoned. Five minutes in such rooms make a visitor uncomfortable, and yet teachers and pupils spend five hours a day in them. They are at this very hour sources of languor and disease to large numbers of children. It is vain to ask for ven-

tilation of the school-house; in most instances, nothing short of pulling it down and building it up again would be effectual. But the isolation of its classrooms from closets now beneath or beside them is practicable, and should be secured without longer dallying. The closets themselves require general reconstruction. If the schools had a medical inspector, as has been frequently urged, he would not allow the committee or the City Council a day's peace until he had rescued the children from the dangers to which they are exposed. Why not imagine such an officer at work among us, and follow the injunctions which we know he would give?

Of the intellectual and moral wants of the schools there is none greater than a true conception of education. It is needed in the schools, among teachers and pupils; above the schools, in the committee and the city government; around the schools, in the community. It enters but very little into public opinion about schools. They are praised or blamed, trusted or distrusted, on almost any other than educational grounds. Industrial, social, even local interests, if really interests, are all fair in their degree, but their degree is never personal, and therefore never truly educational. Above all other interests to sway the schools, and to sway us in our views of them, is the mind of the child and its claim for nurture. How seldom this is spoken of, how still more seldom it is acted upon, in comparison with other topics need not be told.

The city itself, the very founder and benefactor of

the schools, shows a slight estimate of their nature when it turns their rooms into election precincts. At the last elections in November and December, fifty school-houses, six Grammar, and the rest Primary, were thus invaded; and not merely on the day of election, but on the day before to clear the rooms, and on the day after to restore them. The nominal excuse is economy. The actual excuse is ignorance, both of the harm often done the teacher, whose plants or ornaments are injured, thus discouraging her from making her room beautiful to her pupils, and of the much greater harm invariably done the children, whose application to their studies and whose respect for them are sorely tried by such a closing of their school.

As for the community, and its ideas concerning education, the enlightenment still needed may be measured in part by the epidemic of juvenile theatrical performances which has lately broken out afresh among us. Boys and girls are snatched from school, sometimes for an occasional spectacle, sometimes for an exhibition continued month after month, and carried out of Boston to other New England cities. One or two cases will serve better than any general statement to show how great is the evil thus wrought by managers, and sustained by the public. A son of a widow joined a company of children mostly from our schools, to perform in *Uncle Tom's Cabin*. The mother forbade him, but in vain. She appealed to the manager, telling him she wished her boy to continue at school and at home; this, too, was in vain. He was retained in the company, and as a natural

consequence disappeared first from school, and then from home. A girl was engaged to appear in the Black Crook. It was not necessary for her to leave school altogether, as the only performance during school hours was on Wednesday afternoon. But she became so troublesome to her teacher and her classmates that the master deemed it his duty to suspend her attendance until her engagement ceased. The mother came to see him, said that the girl was as ill-behaved at home as at school, and declared that a hundred dollars — a very large sum to her — would not tempt her to allow her child to go on the stage again. The only justification of snaring these children which I have heard is the parents' need of the wages paid them.

The jingling of the guinea helps the hurt that honor feels.

But not until gold is worth more than honor, more than purity, will it pay for hurting, or even for the risk of hurting them.

We are under great obligations to the Police Commissioners, especially their Chairman, Col. Henry S. Russell, for defence against several recent dramatic raids upon the schools. The Acts of 1874 and 1877 concerning public exhibitions of children under fifteen not having been full enough to protect them, an additional bill has just been brought into the Legislature by Mr. J. M. Bugbee, of Boston, to prohibit the employment of children from the public schools, or others who may be liable to harm, in any capacity at the theatres. This, it is hoped, will stop the traffic in children. It has been a wide-spread evil. Not

only those who are bought and sold in the theatre suffer from it, but those left at school, whose thoughts follow their companions, and whose ideas of study and of duty are all thrown into confusion. The spectator of any human sacrifice is to be saved as well as the victim.

It is refreshing to turn to the Public Library and behold this great institution as it helps the schools. The Trustees have printed six broadsides, headed "Lists of Books prepared for the use of Pupils in the Public Schools," and have supplied these in sufficient quantity to furnish each High and Grammar class room with a set. The books range from stories for the very young up to works of literature, science, and art for advanced pupils, and the teachers generally. Here we have reading in abundance; we know what to read and where to find it. The Library stands ready to supply it to any reasonable extent, not only at the central building, but at the branches, and therefore within easy reach of all the schools. More beneficent service could not be rendered to public education. It will give breadth to our studies, impulse to our students, and fill in the outlines of our whole system with living spirit. We have been walking, as it were, between walls which limited the view before us to a point, and shut out that on either side altogether. Now the path opens, and the prospects widen, and we see the land about us and the sky above us; for we are under the guidance not of a few half-blind textbooks, but of the open-eyed masterpieces of human knowledge. If we are not, it is no longer our mis-

fortune, but our fault. The Library offers it. Shall we not accept it?

Of another kindness done by the Public Library, in lending numerous copies of a book to be read in a school, mention will be made farther on.

No power is capable of doing more for the schools than literature, if we understand by it the works of the best writers. They have thought the noblest thoughts, they have reached the highest truths, and the more we learn of them the more they help us to think and to know by ourselves. For our schools it is enough to come under the influence of our own literature, that is, English and American, the two in one. To feel this influence thoroughly we must begin at an early stage with such prose and poetry as children can then comprehend, and from this go on gradually until the works of the great masters can be read, not only in but out of school, and appreciated.

Behind all reading, from the first year to the last, lies the background of language, or rather language is the atmosphere in which reading lives. It is the breath of education in general. Upon its place in our courses their value depends more than upon that of any other branch of instruction. Wherever it is barely admitted, wherever it is treated narrowly or mechanically, there the training as a whole becomes imperfect, notwithstanding all the airs and graces which it may assume. It is like a political party which professes reform, without a reformer in it. Of what avail is any study if the pupils cannot recite in correct or even intelligible words? Of what avail is all their

schooling if, during its continuance, or at its close, they can speak no sentence, or write none, without the blunders of those who never went to school? It is only when we throw open our programmes to the language we use, and entreat it to come in, not as a passing stranger, but as a member of the family; only when we cherish it as that which gives tone to the household, — only then that it performs its part, and glorifies the whole body of instruction. Scholarship climbs higher, intelligence sees farther, as language puts forth its power and helps them.

For these and for many other reasons men of experience in education are always pleading for the language of the pupil as the branch of greatest consequence to him. And not only to him. As Professor William Russell said, thirty years ago, to his normal classes, "There is no acquirement of which teachers and pupils stand in more urgent need than a perfect command of correct, clear, strong, expressive English."

Where is the best place to acquire it? If the home is capable of giving it, that is the best place. There the child will have the examples and the opportunities of speaking well, and there he will profit by both without any pressure or routine. He wants knowledge, he wants the use of knowledge, in speech as in everything else; but he does not want to know that he is learning, or that he is using what he learns; indeed, he often learns most when the sense of learning is the least. For this he must have constant exercise. He must be speaking, and hearing others speak, all through the day, upon all the objects and

experiences by which he is surrounded. It is not the lesson in which he takes an active part for one or two minutes only, but the practice of minute after minute, and hour after hour, that carries him forward. Nothing whatever, in my opinion, can make up for the absence of good language among the parents or the companions who form the home circle. Two things are to be found there better than anywhere else: first, continuousness, and, second, unconsciousness of acquisition.

But the average home is an unsafe teacher. Kindly as may be the words spoken there, true as may be the thoughts which they express, they are not usually obedient either to the laws of language in general or the forms of our own language in particular. It is hard, indeed, to trace our tongue amid its own broken fragments as well as those of other tongues with which it has been mingled on our shores. We come across many a bit of raciness, many a bright sparkle in the talk we hear; but correctness is the last thing we find, or expect to find. On such language as is commonly heard in the family the child may grow up sound in many ways, and those essential to his welfare; but sound in speech, sound as a speaker or as a writer, he cannot be if the training, or rather the want of training, at home is his only portion.

Therefore he comes to school not merely to use his mother-tongue, but to learn it, learn its words, its idioms, its rules, so that when he speaks he may speak it, or when he writes he may write it, rather than another tongue which passes for his own. The school that does this for him, that teaches him to be a

good speaker and a good writer, does a great deal more than this. It must teach him to think well before it can teach him to express himself well. It must teach him to live well, or at least to wish to live well, before it can teach him to think well. Character comes first, thought next, expression last; and though we may begin upon the last, we make no real beginning upon it without falling back on what lies behind it, perhaps I should say on what constitutes it; so that when the child comes to school to learn his mother-tongue he comes to learn the ideas which that tongue is to utter, he comes to learn the motives which are to give force and truth to the ideas.

We have to choose at the very start between teaching language merely as expression, and teaching it with reference to the thought it expresses. The former method is like turning a boat round and round with a single oar; the latter like taking both oars and carrying the boat across the stream,—a comparison made by a Scotch boatman as he argued with his passenger about faith and works. Teaching expression is teaching words, their definitions and combinations; a technical process both in its means and in its ends. Teaching thought in expression is all personal. It teaches ideas; it teaches affections. It looks far beyond words to what they represent, and, finding that, returns to words with a power over them which no study of themselves alone can ever give. "I had not then learned," remarked Webster on some addresses he delivered while in college, "that all true power in writing is in the idea, not in the style."

The School Committee made their choice between

the two modes of teaching language more than a year and a half ago, in adopting a course of study for Primary and Grammar Schools. This course begins with language, and language begins with the purpose distinctly stated, of accustoming pupils "to express what they know." To increase what they know is the object of other branches, particularly of oral instruction; but that of language itself is to take what they know just as it is, and make the most of it. What children want at the outset, and all the way onward, is, first, thoughts, then words, and not the reverse. We speak of this now as a matter of course, but the time has been when it was anything but that. The saying attributed to Talleyrand, that speech was given to disguise thoughts, might have sprung from a visit to some school.

This is no place for a discourse on language, or the details of teaching it. But we can hardly do better than attempt a general survey of the instruction our schools are now giving in a branch so important in itself and in its connections with all other branches. Let us see if there is anything of promise; let us also see if there is anything unfavorable.

The Primary Schools will be found busy with language lessons. Objects, pictures, things visible, audible, or tangible, are brought to the senses, and as these do their part the mind does its part, and the tongue is bid to speak. With or without questions upon what is before them the children talk, or, if the phrase is preferable, make sentences. They are encouraged to find their subjects for themselves, to tell their experiences,—what they do at home, or see

on the way to school, or learn in school,— and great is the interest they often show; great, also, the interest they often awake in their teachers or their visitors. As they go on, the teacher does something in their presence, — changes her place, takes up a book, cuts a pencil, and the like, — then asks them to describe her action, perhaps to explain it; and thus brings observation, memory, and reason, it may be imagination, into play. If this is ever going beyond their sphere it is but a little beyond, while the greater part of their description or explanation consists of what they know, and feel confident of knowing. Variety, and yet uniformity, are the characteristics of these exercises; variety in the applications of the principle, but uniformity in the principle itself, the principle of letting language grow out of knowledge.

Talking comes before reading in school as at home. But reading is so natural and so great a help to talking that the school takes it up immediately, and the two go on together. Reading becomes a part of language training, and thus finds a much more advantageous position than when it stands alone.

The great advantage is the same as has been remarked with regard to language in general. Thought is brought to the front. The idea is the thing signified; the word is but the sign. Therefore words or sentences are read just so far as they represent thoughts; the moment they do not, they may be repeated, but it would be a disgrace to reading to say that they can then be read. The child talks when he says something intelligible; when he does not he prattles. He reads when he reads something intelli-

gible; when he reads anything unintelligible it is not even prattling, but rather grunting, as it strikes an unaccustomed ear. We teach him to read as he has been taught to talk, first by thinking, and then by speaking.

Thinking being secured, recognition comes next. The child is to recognize the sign, and associating it with the thing signified, he remembers it, or lays the foundation for remembering it. What signs shall he begin with? They must be signs, and they must be easily recognizable, or he will make a wrong beginning. Birds, we may suppose, begin with any note, the note of the parent they may hear just as they are ready to sing themselves; but birds sing by ear alone. So children read, but not by ear or eye only. Recognition, association, and memory, — the work of the mind — join with the work of the eye and the ear. Consequently they must choose — that is, we must choose for them — the material upon which these different powers can act at once, and with the greatest ease. A letter expresses no idea to a child; therefore we do not start with letters. Words express ideas; therefore we start with them, and with such of them as express ideas familiar to children. Words, again, are more readily recognized than letters; they have more substance, more salient lines and points, and form something like a picture, to be gazed at and gradually taken in. They are learned without learning the letters in them, or without learning the letters beforehand. A boy knows his mother's face as a face, not as eyes or nose or mouth, and seeing it, not them, or not them separately, he sees her. So he sees a word as a word,

not as one letter or another, but as a group of letters seen together and read together. In this way we excite the recognizing faculty, and as the thinking faculty has been already roused, the child is in a fair way to become a reader.

From words we go on to sentences, very short and simple, but actual sentences. The test applied to them is their meaning. If they describe objects, or actions, or feelings to which the child is wonted, then they mean something to him, and he can read them to good purpose. They will contain words that are as yet meaningless, but these can be taken, as it were, into the not meaningless words with which they are connected. Thus, in "I see a boy," the article which has no signification can be blended with the noun which has. "Please read to me" contains a preposition which can be united with the pronoun; and if the pronoun is not intelligible it can be displaced until it becomes so by the noun for which it stands. In thus running words together, so that the significant words shall be the only ones to lay stress upon, we gain clearer thought and clearer expression. From the first the child reads the sentence as a sentence, knowing what it means, and passing from word to word without halting upon any. He is following precisely the same principle as to connected words with which he began upon separate words; that is, he learns them as wholes, rather than by their parts.

It is not reading alone which brings all this to pass. The child writes as well as reads. His words are written for him by his teacher, either on the black-board or a slip of paper, and when he has read them

there he writes them on his slate and reads them there also. At first he scratches rather than writes, but if he is taught to read his marks they stand for words to him, and with a little practice, much less than is generally thought necessary, they are legible by others. Legibility is all we have to aim at in the beginning. It is not writing for the sake of writing, but writing for the sake of reading. We want no penmanship, no mechanism of any sort to make the writing plain, and more than plain it need not be. As the handmaid of reading, writing has an important function. It enables the pupil to reproduce the words or sentences given him, and thus to make them his own, as would be otherwise impossible. He likes this, for it is what he is accustomed to, as when he whittles a stick in imitation of a sword, or when he sees his sister turn a handful of rags into a doll. Writing is of great value merely as an occupation. It gives children something to do, and something which, if wisely managed, is as much like play as work. While a teacher gathers eight or ten about her to read, the rest can be set to write, and if they are allowed some sort of freedom in it they show an interest which is delightful to see.

Because of this union of reading with writing we begin with script instead of type. There is no magic in script, either for good or for evil, as one might imagine from some of the arguments for or against it. Printing, that is, printing by hand, would have the essential virtue of script, because it would be the work of the teacher for the pupil, and that of the pupil for the teacher; in other words it would be per-

sonal. Nothing but mutual service between teachers and pupils can make a right beginning in school education. The overmastering want is personality. Always wanted, it is most wanted when the little child is first brought to a teacher, and enters into a relation with which nothing outside, like books or types, should be allowed to interfere at the outset. Therefore, in reading, children properly begin with characters which they see their teachers form for them, and which they can afterwards form for their teachers. If print were easier than script it would be better. The only charm in script is its being easier than print, and therefore preferable. Of two signs, or two sets of signs, we take that which is generally more readily recognized and always more readily imitated, simply because it saves labor. No sign ever invented was worth a moment's additional labor for its own sake. It is only the thing signified which has any right to make us work for it.

Our phonetic system, so far as we have any, consists simply in sounding a word slowly. We do not break it up into all its separate sounds, and dwell upon them one by one, but rather pronounce it entire, with great deliberation. When we can do it without interrupting our main work too much, we give the child words of kindred sound, one after the other, until the sound becomes so familiar as to bring other words containing it within his reach. Then when one of them he has never seen comes up he recognizes the feature which he has seen in words before, and the new acquaintance is made with comparative ease. No one doubts the necessity of mastering sounds. But

we may question the wisdom of teaching them directly as sounds, instead of allowing them to be learned indirectly through the words to which they belong. In them, as in everything else, a great deal is gained without conscious effort. Let pupils go on reading with but rare sounding of words, and no sounding at all of parts of words, and their teacher will find that they learn the sounds they need, and that they use them as new words come into view. How they learn them in every instance it may puzzle us as well as them to tell; but they learn them, and that is enough.

It is just the same with the names of letters. We do not teach them, yet the pupil learns them. He hears us call them every now and then, when one of them needs to be pointed out, either before he tries a word, or after he has tried it and failed. We may take three or four words beginning alike, but ending differently, or the reverse, and in showing the likeness or the difference we use the names of letters or call for the use of them by the children. It is not a lesson upon the names, it is not teaching the alphabet; and yet by these occasions, naturally employed, the child picks up the names and learns the alphabet without knowing it, and perhaps without our knowing it. Why not be content? So that he has the means of reading a new word when it appears, we may well be satisfied.

From script we pass to type. If we are in no haste to do it, but allow the child to become familiar with a reasonable number of words in script, he knows very many of them when he sees them in type. Passing from one type to another, as from phonetic to common,

is a comparatively difficult transition. But the form of most letters in script is near enough to that of corresponding types to lessen the strangeness of print to the child who has been prepared to encounter it. The teacher tries no abrupt change. She still writes for her pupils, and they still write for her the words they meet in type; and as the pendulum swings from script to type, and back again, the two are associated so closely as to seem almost the same.

And now, able to read type as well as script, the pupil receives a book. It is the traditional primer, and he begins upon it as he began with script, reading words as words, and sentences as sentences, without continually breaking them up into their component parts. But the primer no longer stands alone. Instead of being the only book which the pupil reads, it is merely the only text-book. He is supplied with tenfold the amount of reading matter in the primer. Leaves from other books, pamphlets containing simple sentences and fables, illustrated papers, go far to meet, yet do not fully meet, the want of profuse material for our younger classes to read.

The craving of children for variety is just as strong in school as out of school. They do not like to be kept continually at one thing, however pleasant it may be; and though we may shake our heads, and insist upon the concentration of the mind before its time to concentrate, it will not develop according to our nature, but only according to its own. Therefore, if we would have children love reading, we must give them the right reading, not only right in quality, but right in quantity, and that means a great deal.

The older Primary classes have the Second and Third Readers, with some of the pamphlets and papers already mentioned. But the reading in which these classes are taking the most pleasure, and therefore making the most progress, is the twofold series of Popular Tales. This is no random collection, but one made with all possible care as to the tales and their texts. I feel under great obligation to Mr. H. C. Lodge for the pains he has taken to provide the schools with an edition very much superior to any in the market, and as his labor is one of love it deserves other gratitude than mine. "I am not joking," wrote Macaulay, "but writing quite seriously, when I say that I would much rather order a hundred copies of Jack the Giant-Killer for our schools than a hundred copies of any grammar of rhetoric that ever was written." I have seen children read these Tales as I never before saw them read anything in a Primary School, with closer attention, with deeper interest, with stronger expression. There is the additional advantage of such reading, that it can be gone over again and again with no such sinking of mind or spirits as attends the repetition of school-readers.

While writing, I receive an article from a New York journal on this collection of Popular Tales. The writer says:—

I took the other day twenty-five copies into a school made up of the roughest of rough boys, passed the books for reading, and then watched the effect. It was simply wonderful. Forgetting themselves and their usual difficulties, they plunged in, and became so absorbed in the story that the hard words fell before them with-

out a struggle. A half hour passed in positive pleasure, and when the books were given up the eager question came from all, "When can we have them again?" It was a simple experiment; the books cost only \$3.75, and for years they will wander round from school to school, delighting the hearts of thousands of children.

Of course there is a great deal of grumbling on the other side.

I have had great pleasure in editing a book of poetry for our children, with something for the youngest in Primary and the oldest in Grammar classes. The object is manifold. We want to bring poetry into the schools more abundantly than it has been brought by the scattered selections of the Readers. This is to help reading, and speaking, and thinking, and feeling. Then we want to provide a better exercise for the memory in giving it verses more suited to the age and the spirit of children than the words which they have been usually employed in committing. Moreover we want to increase the stock of recollections which our children, when grown, can call up to brighten their lives. I heard a short time since of the congratulation offered a self-made man, as the phrase is, upon his having come out from a youth of struggle into a manhood of success. "It is a satisfaction," said one to him, "unknown to those born and bred in easier circumstances." "True," was the reply, "but there are no such pleasant memories of childhood." To these memories it is a main purpose of this volume of poetry to contribute.

In all reading, as in all language lessons, we keep in view the power of the pupil to speak or write for himself, that is, to use words of his own. The

tendency to borrow words is natural under school training, but it should be manfully resisted. "He was wont to speak plain and to the purpose, like an honest man," says Benedick of Claudio, "and now he is turned orthographer; his words are just so many strange dishes." Turning an honest child into an orthographer, and making his words strange, does not render him a master of language, but the reverse.

When text-books begin to multiply, as in the Grammar School, the checks to the development of the pupils' language become more numerous. Very serious ones arise from the definitions with which many books bristle, and which are forced, we cannot say into the minds, but into the mouths, of children. Were they taken singly, as the thing defined occurs in the course of study, they would still be objectionable if insisted on as substitutes for the pupils' explanations; but not so objectionable as when taken in a body, without waiting for the occurrence of the subject to be defined. Text-books in geography, for instance, begin with geographical terms, which, repeated by rote, suck all the life out of the study. They should be used exactly as the columns of a dictionary,—to explain a feature of the earth's surface, or a product of the soil, or anything else that needs explanation, when it comes up. Their substance, if understood, can be expressed by the scholar in his own words, and as serviceably to his geography as to his language. I found, not long since, a class swamped in forms of government, as an empire, a monarchy, and the rest. No one from what the scholars had to say, or rather not to say, would have imagined that they

were reciting a geographical lesson. But there were the definitions; the book gave them, the examination would demand them, and so child after child repeated them in words as unintelligible to the listener as to the speaker. Could there have been delay until these children reached the year in which history is studied, there might have been some hope of helping them to understand a monarchy. But at the beginning of geography, years before the beginning of history, a monarchy is as likely to seem a mastodon, or any other monster, as a government. We are wont to be impatient in teaching, and never more so than in teaching definitions. Something seems to drive us to attack them all at once, to refuse all strategy, and dash on in their faces regardless of the havoc in our ranks. Bright boys and girls grow dull before them, and the book that might help them forward drives them backward in confusion. Their own words rejected, and other words than theirs, words as much without as with meaning, imposed upon them, all growth in language is arrested,—

And borrowing dulls the edge of husbandry.

Then comes English grammar, too often as a hindrance to children. It might be like a window, even though a narrow one; but it is apt to be a wall, through which there is no seeing. Its technicalities, long since vanished from common speech and common writing, are conjured up in books and exercises, only to perplex the minds of young people, and to baffle their powers of expression. Learning Latin one understands the forms of Latin grammar, for he is

constantly meeting them in the books he reads. Moods and tenses and the like all have life, as they live in the prose or the poetry of the Romans. But kindred forms are not to be found in the English of to-day, and the attempt to find them there is as futile as if we set children at reaping wheat on Boston Common. It is also worth remembering that textbooks in grammar are not written by masters of English, but by men of imperfect scholarship and imperfect style. Poring over their statements and rules, instead of studying a work of some real author, a story or a poem, is no means of acquiring language. Not till boys learn to skate by telling what kind of skates they are going to use, or till girls make bread by committing a receipt to memory, can they learn English from grammars. Our present scheme postpones grammar until half-way through the Grammar School, and then introduces it sparingly, content with the parts of speech and analysis of simple sentences for the first year, and leaving further details to the second and third years. This seems too late and too little to the teacher who has been accustomed to ply the grammar all through the course, and more than one appeal has been made for permission to keep up the custom. But it will soon be clear to every open mind that the help to be got from grammar is in proportion to the moderation with which it is sought, and the ease with which it is obtained. The study of grammar is one thing, that of language another and a far better.

It has been a great satisfaction to see teachers in Grammar Schools intent on teaching language. I

have heard their pupils make clear statements in their own words, and out of their own thoughts. I have seen abstracts and narratives written in a style so natural as to prove them the genuine work of their writers. Letters describing some simple experience of the children who wrote them have seemed to me full of promise, with regard not only to expression, but also to the nature expressing itself. Such fruits of teaching and of learning are the fairest to be gathered or cultivated in the field of language.

The Grammar Schools are profiting by the additional reading supplied them. The first supply, a year and a half ago, was not entirely suited to them. It consisted of some books authorized for use in the Latin School, and, therefore, presumably adapted to boys, many of them beyond the age of Grammar pupils; they were the only works, however, to whose introduction into the Grammar Schools consent could then be procured, and they were introduced with good effect in general. But the present year has brought in some more suitable reading; the poetry already mentioned, six stories from the Arabian Nights, and a few selections from American authors having all been specially prepared for Grammar classes. Other works, like Guyot's Introduction to Geography, have been used as side-reading to the studies of the schools, and with excellent results. The Committee on Supplies have very considerably permitted all these books to be taken home, so that where time fails to read them in school they need not go unread. It is essential, I think, to the success of this movement that reading out of school should

be encouraged. Here the Public Library comes again to our assistance. One day in November I spent nearly an hour hearing the first class in the Wells School talk over, with the master, a book of which he had received twenty-five copies from the Library for the home reading of his girls. It struck me as a delightful exercise. The master had read the book as well as his pupils, and they went over the incidents and the personages of the story as if they were all real. It was a many-sided lesson, if lesson it should be called. Speech, judgment, aspiration, all were in bloom, and it was a happy sight to see those young minds and hearts expanding.

Among the new reading books of Grammar Schools are the two in which the upper classes read history. Higginson's United States and Thompson's England are not chronological tables, but narratives, and the pupils who are suffered to read them without learning anything by rote find them full of interest. They appeal to the imaginative and reflective faculties. They stir the feelings, and awaken broader sympathies. They move the will, and a new sense of duty, patriotic and personal, possesses the child. Teachers using these books as they are meant to be used find that they are training their pupils in many things besides historical information. Character matures, thought matures, and, more evidently still, language matures almost from day to day. Who tells the tale of our Revolution in dates and names of battles, shot out one after another as from a pop-gun, feels no thrill, and excites none except of sorrow for the way in which he is taught. But he who describes Bunker

Hill or Valley Forge, whose narrative is of an afternoon's struggle or a winter's suffering for his country, he cannot speak without feeling, or feel without speaking in words of his own. There was a story in the time of our civil war, about a child at school who pitied the children to come after, because so many more dates of victories or defeats would have to be repeated. There would have been no pity for them had the child been allowed to read of the earlier times in sympathy with patriotism and self-sacrifice, instead of in loathing for chronology. But the point to be made just here is the value of historical reading as an aid to language, especially when the reader gives its substance in a recitation or a composition. The words called forth by great deeds or their great doers are the utterance of thoughts that will not put up with merely borrowed expressions. As the child's mind, so the child's speech, enlarges by taking the past into the present, and peopling the world with the dead as well as the living.

I have been describing a course in language which is but begun in our Primary and Grammar Schools. Some time must pass before it is developed. Children just entered cannot immediately gain much from it, nor can those who have been at school for years feel its influence all at once, the more so that they have had no opportunity of passing through its earlier stages. The time will come, we may believe, when every child of average capacity who graduates from a Grammar School will know what he thinks, and be able to make others know it as fully as if he were graduating from a university. What he thinks may

be but little; there is the greater need of expressing that little so that none of it shall be lost.

There will then be a more ascending way before the High Schools. Just now, as for some years past, their work in language has been like the lay of the Last Minstrel, —

And much he wished, yet feared to try
The long-forgotten melody;
Amid the strings his fingers strayed,
And an uncertain warbling made.

It is a very uncertain note that responds to the touch of High-School teaching when it tries its hand upon the language of newly admitted pupils. The future, we trust, has something better in store; but in the past, at least during the last few years, teachers of English in High Schools have been unable to take anything for granted. They have found in the majority of cases as much need of review, and indeed of elementary instruction, as if they were teaching in a lower grade. Speaking, writing, even reading, have all proved broken reeds for higher teaching to rest upon, and a new foundation has been required before any further building was safe. Charles Lamb describes the schoolmaster as "sick of perpetual boy." If true of any, it is of the master who receives pupils for advanced training, and finds he must give them elementary.

When the High-School pupil is fit to advance, two paths in language lie open to him. One is in the mother-tongue, which he is now to follow into literature. The other is in the foreign language he begins,

and in learning which he learns more of his own. Let us go with him a step or two in each of these paths.

He has hitherto studied English; now he studies English literature. His reading in the school from which he comes has made him acquainted with literature in general, but not with literature as a special study. Now literature claims a place of its own. In it the study of language makes a bound into new vitality. Thought, feeling, taste, desire, are all quickened, and expression keeps some sort of pace with them, as it is helped by the prose or poetry which the scholar is studying. It is an epoch in one's life when he enters upon a great work of English or American literature, not merely to read and forget it, but to read and remember it, to take it into his mental constitution so that it is evermore a part of him.

But for this there are some necessary conditions. One is, that we are not to study a book as if it were a stone, to be weighed, measured, and otherwise examined on the outside. Not to be personal, let us go out of Boston for an illustration, and read the questions by which a High School at no great distance brought its studies in Shakespeare to a close:—

1. Write the story of the *Merchant of Venice*,—45 lines at least,—with a scheme; or,
2. Tell the story of the *Caskets*, with quotations, historical references, geographical places, and an account of the origin of the story and when published.

There might have been a percentage of one hundred all round, yet without proving a single writer to

have a glimpse of Shakespeare's mind. The late Walter Bagehot told of a young man who asked an East India Director about the proper style for despatches, and was answered, "We like the Humdrum."

Neither is a great work to be examined on the inside with reference merely to details. It is the author, not the commentator, whom we are endeavoring to know, and if we stop for every explanation to be given we have little time for anything besides. Some editions of English classics lately prepared for the use of schools have as much note as text, and the scholar who goes through them reads their editors rather than their writers. Literature is itself. It is not annotations. However good these may be in their way, they can never be so good as to displace their subject, or even crowd upon it. It stands far out of comparison with them, and the student who follows it only while they lead will never reach it. Suppose our study to be the Westminster Abbey of the Sketch Book. It is that, rather than any measurements, or plans, or historical sketches, — that rather than any definitions or illustrations, which we are to read and think over until the author's thoughts are in some degree ours. As Irving "passed the threshold," "losing myself among the shades of former ages," so we may lose ourselves with him, and feel "the spaciousness and gloom of this vast edifice produce a profound and mysterious awe." This general impression is beyond all particulars. It, and it alone, carries us to the Abbey; and we are there, rather than in our classroom, treading in Irving's footsteps, seeing with his

eyes, and sharing, faintly though it be, in his feelings. This is making him our teacher; and making great writers our teachers is studying literature.

Especially is this true of the poets. Reading notes, translating words, explaining allusions, and the rest, are encroaching occupations of a school-hour nominally spent upon a poem. I sat a long time in a room one day while a class was getting through a single stanza. It was so slow because of the interruptions of the teacher, whose intention was to be very thorough, and who succeeded in being very dry, as were the pupils also. Not one of them could be blamed if unable to catch or to express an idea of the poet's, so completely was he hidden behind the cloud of comments upon him. Instead of reading poetry until our spirits are steeped in its currents, we throw our questions and answers in its way, as if, not content with the brook leaping from the mountain side, we must choke its course with logs and stones; or as if we studied Nature, not by watching beneath the stars or walking through the meadows, but by problems in astronomy or a botanical vocabulary.

But these young scholars who invade our hills
Love not the flower they pluck, and know it not,
And all their botany is Latin names.

As Matthew Arnold says, in the preface to his recent edition of Wordsworth, "Poetry is nothing less than the most perfect speech of man, that in which he comes nearest to being able to utter the truth." How shall we study it? By turning from it to ourselves, or to our speech in place of it? Shall

we not rather give place to it, that it may lead us to think and speak the truth for ourselves? He who would reach the sea sails with the stream, instead of digging into its banks. To be borne on by poetry, we must read it, rather than any dissertations upon it.

Of all language lessons none are so good as those in literature. Communion with it, or with the minds that have made it, is the air of delightful studies which no one can breathe without some fresh power both of thought and of expression. But it must be real communion. Just a chapter or two of one writer, or a poem or two of another, with rapid transitions from author to author, and from age to age, will leave most pupils confused rather than inspired. A lecturer on teaching English literature, at a recent session of an Institute of Instruction, recommended the study of "a few representative authors." This he explained by saying that "not over five authors should be studied in one term's course, and perhaps ten in a year's course, and less than twenty in a two to four years' course." But if a course consists of from two to three lessons a week, and a year consists of less than forty weeks, there will be little hope of catching the spirit of so many writers, or of a single one among them all. Here, as in every part of High-School work, we do more by attempting less. Would we be, I will not say like Shakespeare, but like those who have communed with Shakespeare, then we must read him, and continue reading him until he leads us behind the veil which he withdraws.

The other path in which the High School pursues the study of language is opened by foreign tongues.

As is well known, scholars have their choice of three, Latin, German, and French, and they may take two together during part of the course. A language which can only be begun may help a scholar to learn more of it after leaving school; till then it is of very little service to his mother-tongue. But a foreign language that is pursued not only as an elementary but as an advanced study gives excellent opportunities for progress in advanced English. Reading a fine writer in another language, and moved by his words, we try to turn them into our own, or to express the substance of them as we may. Such attempts cannot but give some strength or grace of style we did not have before. A thoughtful version of a well-chosen passage is worth many a so-called original composition. It gives both the freedom and the restraint which a young writer needs,—restraint upon his crudeness, freedom to his ripeness, such as he may have, of expression.

The drift of the High School is to composition. This, it seems to be thought, is the advanced stage of language which befits the upper walks of instruction. But there is such a thing as composition of an elementary, even rudimentary, character, in which construction wavers, spelling stumbles, and thought is completely prostrate. Of this every school aspiring to teach language will beware. Composition should be as systematic, and therefore as thoroughly graded, as any other branch. Its subjects, limits, and characteristics, all need control, and when they have it, and the pupil feels it and respects it, then only will he write as becomes him and his teachers. I wish it were not

called composition, but writing English, for this is just what it should be in our schools, begun in the lower and continued in the higher.

As these studies in language are followed farther it becomes more and more evident how expression depends upon thought and character. This was the truth from which our present inquiry started, and to which it now returns. We express only what we think, and, in a yet fuller degree, only what we are. As Bunsen wrote to his son about studying German, their native tongue, "Be not over-careful about forming a style; the style is the man himself." Being is more than knowing, knowing is more than speaking or writing, and if we would have the lesser, we must strive after the greater in education as in everything else. Mr. Hamerton's pleasant book, "The Intellectual Life," was written, as he tells us, in the conviction that such a life is within the reach of every one who really desires it. For it is "not erudition," as he maintains, but "a state or condition of the mind in which it seeks earnestly for the highest and purest truth." To this condition it is the all-embracing duty of every school, and of every system of schools, to bring the minds of its children. Sir Thomas Browne's father, as one of the family relates, "used to open his breast when he was asleep, and kiss it in prayers over him that the Holy Ghost would take possession there." So fathers and mothers, and teachers who desire the highest good of their children, will commit them to a training beyond their own,

while they bring their own more and more nearly into conformity with that above them.

At the time of concluding this report one of the most deep-reaching questions before the committee remains unsettled. It has been decided by the casting vote of the presiding officer that the annual election of teachers shall give way to an appointment continuing at the pleasure of the committee; but this general decision may be considered uncertain until some plan in detail concerning the tenure of the teacher's office shall have been adopted. A committee has been named to take the whole subject into quiet consideration, and while awaiting their judgment with confidence, it is not unbecoming in me to present such reasons as I have for electing our teachers to serve as long as they really do serve the schools.

Out of many considerations three seem to take the lead: first, the improvement of present teaching; second, the improvement of future teaching; third, the consequent advantages to our children. Let me set these forth in the fewest possible words.

Present teaching will be improved by a more lasting tenure. Were every one of the teachers now in service to be appointed upon the new basis, and therefore without any change of persons, there would still be a change of feeling and, to some extent, of action among them. Permanency of tenure would increase their self-respect, and with that their self-dependence. It would animate them to bring out ideas and methods of their own, and take the initiative where they now merely follow. It would give

their experience and judgment, often better than those of others, a freer play. It would increase the dignity of their position in the eyes of the community and of the committee themselves. All this would make these teachers better teachers.

Future teaching also will be improved by greater permanence of tenure. Of those who make the best preparation for the teacher's profession, a very small part now offer themselves for service in public schools. Some prefer what they regard as higher posts; many more prefer securer posts. If we would attract them to the schools we must add to the security of our appointments; that will be adding also to their elevation. Then we shall have men and women of riper learning than that which has been held sufficient for the average teacher. Teachers' offices will become objects of desire, for which broad and long-continued preparatory study will seem a matter of course. Such spirit as that which grudges less than a twelve-month at the Normal School, or thinks a diploma a claim upon any place within a committee's gift, will subside. "Why," said a father, the other day, "my daughter has given three years to the High School, and one to the Normal, and it is time she was repaid by an appointment!" Permanent tenure will brush away these notions that the teacher's training can be hurried through in a fraction of the time required to prepare for any other profession.

The third reason is already explained. Improvement in teaching, present and to come, implies such advantages to those under it as are self-evident. Our schools exist for their pupils, not for their teachers.

But whatever is good for the teacher is good for the pupil, to whom the teacher is the source not only of information, but of example and inspiration. The committee that gives teachers a place above the anxieties and pettinesses inseparable from continual candidature, that appoints them, and then leaves them undisturbed so long as they fulfil their duty, will do all that a committee can towards rendering a school what Carlyle called Arnold's house at Rugby, "one of the rarest sights in the world — a temple of industrious peace."

During the half year now ended I have visited the schools as usual, and the Primary Schools more than usual. Ill-health at and since Christmas has prevented my going to the Evening Schools in West Roxbury and Dorchester. My confidence in these visits, and in the help which they give me to fulfil my office, has increased with increasing experience. Personal contact with the schools and their members, personal communion with as many of the teachers as have been willing to enter into it, and personal inspection of every class in every school,—these have proved the best means within my reach of understanding the work in which we are enlisted. I look forward with great regret to the necessity of making fewer visits in future; but as it springs from impaired strength, and that very largely from the visitation hitherto kept up, there seems no help for it. Let me therefore ask the teachers to visit me, not merely when they are in trouble, but at all times convenient to them, so that we may share one another's interests.

Let them also send their pupils to me, whenever such counsel or such help as I can give may seem to be of service. The closer we can all draw together, the deeper the sympathy among us, the fuller will be the performance of our various duties.

SAMUEL ELIOT.

REPORT OF SUPERVISORS IN CHARGE OF
PRIMARY SCHOOLS.

BOSTON, Feb. 1, 1880.

To the Superintendent of Schools:—

In compliance with your request, the Supervisors in charge of Primary Schools since Sept., 1879, present the following report:—

In entering upon our duties, as you are aware, a radical change was made in the instruction of the fifth and sixth classes, and important changes were suggested in all the classes. While, therefore, the upper classes were visited as often as practicable, much the greater portion of our time was necessarily devoted to the fifth and sixth classes.

At first there was naturally a degree of doubt and timidity manifested by the teachers of these classes in entering upon entirely new methods, not knowing how much would be required of them, or, in fact, how much they could accomplish. It is but just, however, to these teachers to say, that with great unanimity they exhibited an excellent spirit, and as the results of the new methods began to appear a new and increasing interest has been shown.

Although many of the teachers gave up the old methods of instruction very reluctantly, and looked upon the new with

distrust, all now seem pleased with the change. Though it does, they say, require more labor and activity on the part of the teachers, more interest and intelligence are developed in the pupils, and as the schools are for the pupils rather than for the teachers they accept the situation heartily and gladly.

Five months, of course, is too short a time fully to test any system; but we are satisfied, and we think the teachers are, that a step in Primary instruction has been taken which promises the best results.

Not only the new methods of teaching, but the supply of supplementary reading so generously furnished to all the classes, has created an interest and enthusiasm never before witnessed, and which alone gives the best evidence of complete, abiding success.

The degree of success attained has not been uniform. Some teachers have caught the spirit of the new methods and shown aptness and ingenuity in their application to a far greater extent than others. This will always be so with any system. We are happy to be able, however, to bear testimony to the general faithfulness, intelligence, and success of the Primary teachers during our brief experiment. Many of our schools have undergone a complete change, and exhibited results equally gratifying to the Supervisors in charge and to others who have visited them.

In addition to the methods of instruction we had many difficult problems to solve, among which we would mention the classification of the schools. Many of them were found with but one class in a room, and it was frequently impossible to equalize the numbers according to the requirements of the School Committee, without doing injustice to pupils by over-promotion or degradation. It was apparent that over-promotions, especially of young pupils, had been quite too frequent. There may occasionally be a pupil capable of performing the work of the Primary School in less than the

allotted time ; but we believe the cases are very rare in which our pupils are sufficiently mature to enter profitably upon the Grammar-School course before they are eight years old. If pupils in any considerable numbers can skip the work of an entire class, or two classes, or have, as it is called, a double promotion, the course of study adopted by the School Committee needs revision.

During the month of January all the first classes of the Primary Schools, except those in the Mt. Vernon and Charles Sumner Districts, where promotions are made only once a year, were examined by uniform questions for promotion to the Grammar Schools. The pupils were examined by the Supervisor in charge, individually, in reading, writing, spelling, oral and written arithmetic, and as classes in the other subjects taught.

Our relations with all the teachers have been unexceptionally pleasant and harmonious. We have endeavored to make our visits so frequent, informal, and familiar, that they should be looked upon both by teachers and pupils as pleasant and profitable, rather to be desired than dreaded.

Very much less restraint is apparent on the part of the pupils and teachers. A brighter, more cheerful atmosphere pervades the school-room. Teachers are less rigid and exacting in their manner towards their pupils, and the pupils have much more freedom of thought and action. Good order has been maintained without severity. It may be that the dead calm of a rigid discipline, which some might desire, does not prevail, yet we are convinced that better work is being done by happier children.

The animation seen in the school-rooms is not that of mischief and disorder, but the enthusiasm of interested, busy pupils. Children in the lowest classes are not found painfully toiling with book in hand, spelling and mouthing meaningless words, discouraged when they miss or lose their places ; but now their faces brighten and their eyes glisten,

and they vie with one another reading sentence after sentence intelligently from the blackboard, and then with the greatest delight writing upon their slates what they have read from the board, always writing what they read and reading what they write.

We assumed the duties assigned to us in the Primary Schools with a sincere desire to be helpful to the schools, and to carry out, as best we could, the wishes of the School Committee and the Superintendent. We asked of the teachers certain results, and desired them to exercise their own individuality in securing such results. We have sincerely striven to make the teachers feel that they were not under a system of espionage, but that we were laboring together for the highest and best interests of the little ones committed to our care.

Respectfully submitted,

B. F. TWEED,
S. W. MASON,
J. KNEELAND.

STATISTICS

ACCOMPANYING THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS.

FEBRUARY, 1880.

SUMMARY.

February, 1880.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	4	99	95	4	96.0	91
Latin and High	9	89	2,081	1,978	103	95.05	2,104
Grammar	49	614	26,978	24,650	2,328	91.3	27,123
Primary	110	406	21,542	18,773	2,769	87.1	22,007
Totals	169	1,113	50,700	45,496	5,204	89.7	51,325

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann School	1	9	80	65	15	81.2	82
Licensed Minors	2	2	71	61	10	86.0	71
Evening High	1	10	430	170	.....	.....	.....
Evening	16	110	1,822	1,029	.....	.....	.....
Evening Drawing	6	17	878	161	.....	.....	.....
Totals	26	148	3,281	1,483	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	. . .	3	150	1	2	3
Latin School	} 3	34	1,403	13	. . .	13
English High School . . .				15	. . .	15
Girls' High School	} 1	9	759	1	20	21
Girls' Latin School				1	4	5
Roxbury High School . . .	1	6	212	1	4	5
Dorchester High School . .	1	6	205	2	3	5
Charlestown High School . .	1	3	297	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School . . .	1	1	81	1	2	3
Grammar Schools	49	558	30,196	86	494	580
Primary Schools	100	448	22,247	. . .	406	406
Totals	158	1,069	55,646	123	942	1,065

SPECIAL SCHOOLS AND TEACHERS.

Schools.	Males.	Females.	Total.
Horace Mann School . . . . .	. . .	9	9
Licensed Minors' Schools . . . . .	. . .	2	2
Evening Schools	29	81	120
Evening Drawing Schools	17	. . .	17
French: High Schools	3	2	5
German: High Schools	2	. . .	2
Sciences, Roxbury and W. Roxbury High Schools . . . . .	. . .	1	1
Music: High, Grammar, and Primary	4	. . .	4
Illustrative Drawing, Normal School . . . . .	. . .	1	1
Drawing: High and Grammar Schools	3	1	4
Sewing . . . . .	. . .	28	28
Laboratory Assistant: Girls' High School . . . . .	. . .	1	1
Gymnastics: Girls' High School . . . . .	. . .	1	1
Military Drill: High Schools	1	. . .	1
Totals	69	127	196

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1880.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Ay'ge No. of Pupils to a Regular Teacher.
Normal	2	99	49.5
Latin	12	383	31.9
Girls' Latin	4	104	26.0
English High	14	435	31.0
Girls' High	20	621	31.0
Roxbury High	4	149	37.2
Dorchester High	4	114	28.5
Charlestown High	5	152	30.4
West Roxbury High	2	80	40.6
Brighton High	2	43	21.5
Totals	69	2,180	31.6

ADMISSIONS, SEPTEMBER, 1879.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age. Years.
Girls' High School	33	20 $\frac{2}{3}$
Charlestown High School	14	18 $\frac{1}{3}$
Roxbury High School	5	19 $\frac{6}{12}$
West Roxbury High School .....	....	....
Dorchester High School	4	18 $\frac{1}{2}$
Brighton High School	2	18 $\frac{1}{2}$
From High Schools	58 ¹	19 $\frac{8}{12}$
From other sources	5	22 $\frac{10}{12}$
Total	63	21 $\frac{1}{24}$

¹ High School Graduates, June, 1879; Girls, 183.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Total.	Average Age.
	Boys.	Girls.				
Latin	104	....	61	43	104	14 $\frac{7}{12}$
Girls' Latin .....	....	50	35	15	50	14 $\frac{3}{12}$
English High	225	....	200	25	225	15 $\frac{2}{12}$
Girls' High .....	....	289	238	51	289	16 $\frac{6}{12}$
Charlestown High	29	36	65	....	65	15 $\frac{6}{12}$
Roxbury High	49	42	83	8	91	15 $\frac{6}{12}$
West Roxbury High	22	26	44	4	48	16 $\frac{4}{12}$
Dorchester High	20	26	43	3	46	15 $\frac{6}{12}$
Brighton High	6	10	15	1	16	15 $\frac{3}{12}$
Totals	455	479	1,784	150	934	15 $\frac{5}{12}$

¹ Grammar School Graduates, June, 1879; Boys, 905; Girls, 708; Total, 1,313.

GRAMMAR SCHOOLS.

Semi-Annual Returns to February, 1880.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	389	159	548	350	140	490	68	89.4	1	1	1	1	1	8
Allston	160	182	342	142	158	300	42	87.7	1	1	1	1	1	5
Andrew	369	239	608	329	198	527	81	86.6	1	1	2	2	7	
Bennett	156	149	305	138	133	271	34	88.8	1	1	1	2	4	
Bigelow	813	...	813	768	...	768	45	94.4	1	1	1	1	11	
Bowditch . . . . .	...	364	364	...	326	326	38	89.5	1	1	1	2	5	
Bowdoin . . . . .	...	423	423	...	375	375	48	88.6	1	1	1	2	6	
Brimmer	775	104	879	702	94	796	83	90.5	1	1	2	1	14	
Bunker Hill	311	323	634	287	294	581	53	91.6	1	1	2	2	7	
Central	322	...	322	292	...	292	30	90.6	1	1	1	4		
Chapman	280	308	588	262	287	549	39	93.3	1	1	2	2	6	
Charles Sumner	113	103	216	104	94	198	18	91.6	1	1	1	3		
Comins	334	465	799	316	427	743	56	93.2	1	1	3	2	9	
Dearborn	457	443	900	405	356	761	109	87.8	1	1	2	3	12	
Dillaway . . . . .	...	403	403	...	365	365	38	90.5	1	1	2	1	5	
Dorchester-Everett	234	216	450	220	198	418	32	92.8	1	1	1	1	6	
Dudley	532	...	532	492	...	492	40	92.5	1	1	1	1	7	
Dwight	629	...	629	592	...	592	37	94.0	1	1	1	1	9	
Ellot	940	...	940	846	...	846	94	90.0	1	2	1	1	14	
Emerson	371	278	649	338	257	595	54	91.6	1	1	2	2	8	
Everett . . . . .	...	747	747	...	681	681	66	91.0	1	1	2	3	9	
Franklin . . . . .	...	729	729	...	664	664	65	91.0	1	1	2	3	9	
Frothingham	286	294	580	263	262	525	55	90.5	1	1	1	1	9	
Gaston . . . . .	...	432	432	...	390	390	42	90.2	1	1	2	1	6	
Gibson	120	141	261	112	128	240	21	91.9	1	1	1	2	2	
Hancock . . . . .	...	593	593	...	525	525	68	88.5	1	1	2	1	10	
Harris	101	126	227	92	110	202	25	89.0	1	1	1	4		
Harvard	274	296	570	256	272	528	42	92.6	1	1	1	1	9	

1 Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Hillside . . . . .	. . .	325	325	. . .	286	286	39	88.0	1	. . .	1	1	1	4
Lawrence	927	. . .	927	882	. . .	882	45	95.3	1	1	2	1	1	14
Lewis	321	337	658	302	310	612	46	93.0	1	1	. . .	2	2	7
Lincoln	676	. . .	676	635	. . .	635	41	93.9	1	1	1	1	1	8
Lowell	293	224	517	269	204	473	44	92.4	1	. . .	1	1	1	7
Lyman	400	181	581	370	167	537	44	92.4	1	1	. . .	1	1	8
Mather	149	157	306	138	138	276	30	90.1	1	. . .	. . .	1	1	4
Minot	126	133	259	119	118	237	22	91.5	. . .	1	. . .	. . .	2	3
Mt. Vernon	67	73	140	63	67	130	10	92.8	. . .	. . .	1	. . .	1	2
Norcross . . . . .	. . .	717	717	. . .	677	677	40	94.3	1	. . .	. . .	2	3	9
Phillips	715	. . .	715	650	. . .	650	65	91.0	1	1	1	1	1	11
Prescott	207	237	444	198	223	421	23	94.8	1	. . .	1	1	1	6
Quincy	628	. . .	628	581	. . .	581	47	92.5	1	1	1	1	1	7
Rice	592	. . .	592	548	. . .	548	44	92.5	1	1	1	1	1	8
Sherwin	425	466	891	395	429	824	67	92.4	1	1	. . .	2	3	11
Sburtleff . . . . .	. . .	642	642	. . .	574	574	68	89.4	1	. . .	. . .	2	3	8
Stoughton	129	128	257	123	119	242	15	94.1	. . .	1	. . .	. . .	1	5
Tileston	34	39	73	31	34	65	8	89.0	. . .	. . .	. . .	. . .	1	1
Warren	330	332	662	308	304	612	50	92.0	1	1	. . .	2	2	8
Wells . . . . .	. . .	514	514	. . .	456	456	58	88.7	1	. . .	. . .	2	1	7
Winthrop . . . . .	. . .	971	971	. . .	862	862	109	88.7	1	. . .	. . .	2	4	12
Totals	13,985	12,993	26,978	12,918	11,732	24,650	2,328	91.3	42	28	15	62	75	358

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, February, 1880.

SCHOOLS.	Whole number.										Fifteen years and over.					
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Under eight years.	Eight years.	Nine years.	Ten years.		Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	34	55	93	100	106	108	556	2	25	55	71	95	90	86	75	57
Allston	32	45	97	56	57	62	349	. . .	13	35	50	55	65	53	46	32
Andrew	16	55	84	105	145	206	611	. . .	23	65	120	114	99	94	54	42
Bennett	16	22	44	46	61	117	306	. . .	14	35	59	50	54	46	31	17
Bigelow	45	54	111	126	247	238	815	. . .	34	113	150	144	154	88	85	47
Bowditch	18	20	45	102	98	98	381	5	29	35	70	82	68	47	26	18
Rowdoin	40	61	74	49	94	99	417	. . .	12	34	58	81	67	65	46	54
Brimmer	55	83	139	166	214	301	958	9	46	124	158	168	163	125	104	61
Bunker Hill	36	60	72	149	177	147	641	. . .	19	52	107	108	136	108	63	48
Central	21	27	49	48	88	68	301	2	14	37	45	44	50	42	42	25
Chapman	41	42	110	110	120	169	562	1	21	60	100	83	89	95	69	74
Charles Sumner	13	14	24	52	53	54	210	. . .	4	18	31	38	41	35	25	18
Comins	42	62	108	113	212	234	771	. . .	18	84	128	145	152	137	60	47
Dearborn	70	88	85	101	210	333	887	. . .	8	59	154	159	183	146	107	71
Dillaway	27	52	56	55	94	165	389	. . .	11	36	49	67	58	75	40	53
Dorchester-Everett	19	31	92	90	95	104	440	. . .	6	40	58	84	80	62	52	58
Dudley	37	53	103	106	121	159	579	1	28	70	94	102	102	97	46	39
Dwight	42	98	101	119	115	237	712	1	57	88	97	107	119	117	68	58
Elliot	38	97	155	140	164	334	928	7	49	134	133	148	164	142	87	44
Emerson	39	69	98	122	153	157	638	. . .	13	54	101	109	110	95	71	85
Everett	47	110	102	165	170	174	778	1	17	46	102	127	119	109	100	128
Franklin	42	112	110	153	156	149	722	8	12	56	86	112	116	122	90	120

APPENDIX.

Frothingham	37	39	98	102	107	167	163	576	2	18	60	95	90	124	96	58	33
Gaston	33	46	54	101	102	97	423	. . .	. . .	13	40	54	72	76	74	47	57
Gibson	28	27	48	29	46	72	261	2	2	5	16	40	45	63	44	33	23
Hancock	38	46	55	104	95	207	605	3	3	41	130	62	81	99	90	63	36
Harris	21	28	49	45	55	53	251	3	3	24	24	42	33	34	29	30	32
Harvard	47	54	68	154	117	128	568	2	2	9	49	92	103	114	78	69	52
Hillside	15	54	59	61	62	72	323	1	1	9	28	52	51	71	39	36	30
Lawrence	42	93	112	176	207	273	903	5	5	47	114	160	180	140	127	84	46
Lewis	44	103	104	108	110	168	637	1	1	12	67	94	119	82	80	77	105
Lincoln	26	48	107	113	169	213	676	1	1	39	92	100	131	133	79	56	45
Lowell	46	58	96	108	104	99	511	. . .	. . .	1	54	75	85	99	97	63	37
Lyman	25	69	68	86	168	168	575	. . .	. . .	24	54	91	90	88	94	90	44
Mather	18	63	29	56	120	55	341	1	1	12	28	54	50	62	39	43	52
Minot	20	27	59	55	54	44	250	. . .	. . .	1	22	37	43	51	39	30	27
Mount Vernon	8	17	22	24	29	42	142	1	1	10	18	26	21	26	23	12	5
Norcross	43	113	114	112	169	148	699	2	2	27	90	116	128	144	108	55	20
Phillips	20	43	90	150	166	230	717	. . .	. . .	23	82	124	145	162	113	71	57
Prescott	27	39	67	85	113	115	446	. . .	. . .	11	41	80	77	74	74	55	34
Quincy	43	47	95	97	162	164	608	3	3	28	75	83	114	108	99	68	30
Rice	65	78	107	106	96	131	583	. . .	. . .	7	65	74	118	94	93	68	64
Sherwin	52	103	107	157	250	218	887	. . .	. . .	26	98	132	155	156	148	109	72
Shurtleff	53	50	106	113	229	153	704	8	8	52	86	112	118	106	84	67	71
Stoughton	18	25	43	47	54	75	262	3	3	20	34	33	39	37	44	31	21
Thleston	5	8	15	9	19	20	76	3	3	6	14	7	14	12	8	6	6
Warren	33	53	106	113	172	182	639	1	1	15	60	102	116	114	125	75	51
Wells	39	40	93	100	115	123	510	3	3	16	61	78	95	81	70	51	55
Winthrop	54	163	103	210	235	254	959	. . .	. . .	40	129	153	142	168	140	92	95
Totals	1,679	2,775	4,017	4,807	6,276	7,480	27,125	82	82	1,009	2,981	4,189	4,678	4,727	4,120	2,926	2,411
Percentages . . . . .	.062	.163	.148	.181	.231	.275	. . .	.003	.037	.109	.155	.172	.175	.152	.168	.108	.089

PRIMARY SCHOOLS.

Semi-Annual Returns to February, 1880.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	232	89	321	205	74	279	42	86.9	221	108	329
Allston	6	154	150	304	131	118	249	55	81.9	204	103	307
Andrew	9	254	233	487	222	195	417	70	85.6	329	177	506
Bennett	5	121	117	238	106	95	201	37	84.8	148	99	247
Bigelow	12	369	277	646	328	238	566	80	87.6	428	222	650
Bowditch	10	263	258	521	231	227	458	63	87.9	351	197	548
Bowdoin	12	299	306	605	255	258	513	92	84.7	391	246	637
Brimmer	11	267	202	559	237	254	491	68	87.8	375	231	606
Bunker Hill	10	252	270	522	222	231	453	69	86.7	340	221	561
Central	4	97	82	179	84	67	151	28	84.3	110	64	174
Chapman	10	307	221	528	272	188	460	68	87.1	399	152	551
Charles Sumner.	4	104	100	204	94	87	181	23	88.7	125	89	214
Comins	18	489	517	1,006	448	455	903	103	89.7	582	452	1,034
Dearborn	18	520	482	1,002	451	401	852	150	85.0	515	485	1,000
Dor.-Everett	7	200	176	376	173	143	316	60	84.0	217	153	370
Dudley	12	307	295	602	267	252	519	83	86.2	355	256	611
Dwight	6	167	177	344	149	152	301	43	87.5	221	137	358
Eliot	10	350	134	484	308	113	421	63	86.9	338	142	480
Emerson	9	279	209	488	249	177	426	62	87.3	287	197	484
Everett	12	351	352	703	308	305	613	90	87.1	400	322	722
Franklin	13	355	370	725	310	309	619	106	85.3	474	275	749
Frothingham	8	225	234	459	198	197	395	64	86.0	318	145	463
Gaston	9	256	232	488	231	200	431	57	88.3	326	159	485
Gibson	5	104	96	200	92	78	170	30	85.0	124	78	202
Hancock	13	389	301	690	355	262	617	73	89.4	468	234	702
Harris	3	77	65	142	66	51	117	25	82.4	79	64	143
Harvard	12	304	354	658	264	301	565	93	85.8	384	286	670

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	105	87	192	88	68	156	36	81.2	121	71	192
Lawrence	21	830	282	1,132	782	256	1,038	94	91.6	725	421	1,146
Lewis	10	274	280	554	243	240	483	71	87.1	357	188	545
Lincoln	6	242	79	321	212	67	279	42	86.9	196	126	322
Lowell	11	351	284	635	297	235	532	103	83.7	394	217	611
Lyman	6	211	98	309	196	85	281	28	90.9	209	108	317
Mather	6	154	143	297	132	116	248	49	83.5	169	126	295
Minot	4	95	86	181	83	76	159	22	87.8	133	56	189
Mount Vernon .	3	58	51	109	45	43	91	18	83.5	76	34	110
Norcross	7	.. .	344	344	.. .	318	318	26	92.4	199	153	352
Phillips	4	114	87	201	99	70	169	32	84.0	117	95	212
Prescott	7	207	158	365	184	136	320	45	87.6	209	183	392
Quincy	7	236	149	385	215	124	339	46	88.0	250	134	394
Rice	8	226	198	424	200	169	369	55	87.0	248	199	447
Sherwin	14	398	383	781	366	346	712	69	91.1	467	337	804
Shurtleff	7	195	202	397	172	169	341	56	85.0	258	148	406
Stoughton	2	54	50	104	51	43	94	10	90.3	85	24	109
Tileston	1	21	13	34	16	9	25	9	73.5	27	7	34
Warren	7	191	197	388	168	169	337	51	86.8	241	157	398
Wells	11	317	267	584	284	231	515	69	88.1	373	232	605
Winthrop	6	140	184	324	125	158	283	41	87.3	227	97	324
Totals	496	11,531	10,911	21,542	11,684	7,089	18,773	2,769	87.1	13,600	8,407	22,007

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, February, 1880.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	42	66	33	47	56	85	329	43	75	103	60	48
Allston . . .	43	33	45	29	60	97	307	58	76	70	44	59
Andrew . . .	56	55	58	54	96	187	506	95	115	119	96	81
Bennett . . .	25	28	32	33	40	89	247	38	55	55	51	48
Bigelow . . .	97	109	73	117	81	173	650	96	173	159	146	76
Bowditch . .	52	100	70	93	60	173	548	94	135	122	99	98
Bowdoin . .	93	75	116	77	68	208	637	93	143	155	118	128
Brimmer . .	50	76	82	80	82	236	606	75	141	159	133	68
Bunker Hill .	59	75	66	81	80	200	561	73	113	138	114	123
Central . . .	18	19	21	32	23	61	174	27	34	49	31	33
Chapman . .	83	73	116	41	72	166	551	95	145	146	94	71
Chas. Sumner	37	24	35	21	20	77	214	42	43	40	41	48
Comins . . .	145	131	145	121	146	346	1,034	133	229	220	241	211
Dearborn . .	136	132	137	110	183	302	1,000	121	182	212	218	267
Dor.-Everett	28	62	66	51	47	116	370	47	65	105	75	78
Dudley . . .	66	82	74	82	88	219	611	84	119	152	144	112
Dwight . . .	57	56	56	65	58	66	358	41	76	57	74	80
Eliot	74	67	58	69	57	155	480	86	113	139	76	66
Emerson . .	59	66	71	46	36	156	484	78	108	101	91	106
Everett . . .	116	119	87	91	113	196	722	94	146	160	145	177
Franklin . .	87	117	98	113	99	235	749	130	147	197	145	130
Frothingham	55	56	59	58	79	156	463	78	101	139	96	49
Gaston . . .	43	105	77	69	57	134	485	63	103	147	95	77
Gibson . . .	23	36	14	27	25	77	202	37	49	53	37	26
Hancock . .	69	110	75	121	114	213	702	133	175	141	139	114
Harris	27	13	18	20	14	51	143	7	33	39	32	32
Harvard . .	82	110	83	70	96	229	670	89	147	148	166	120
Hillside . . .	25	37	32	28	25	45	192	36	42	43	39	32

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	150	163	156	170	162	336	1,146	180	254	291	269	152
Lewis	70	85	84	67	64	175	545	62	119	154	119	91
Lincoln . . .	50	50	47	49	28	98	322	41	70	85	67	59
Lowell	66	78	105	66	72	224	611	125	121	152	117	96
Lyman	32	73	41	52	51	68	317	48	68	93	67	41
Mather	24	42	44	34	40	111	295	53	57	59	55	71
Minot	45	6	26	13	32	67	189	36	52	45	36	20
Mt. Vernon .	22	4	7	19	15	43	110	20	26	30	21	13
Norcross . .	50	53	47	50	53	99	352	47	62	90	66	87
Phillips . . .	22	40	31	20	44	55	212	36	40	41	49	46
Prescott . .	33	73	53	61	33	139	392	62	71	76	102	81
Quincy	49	45	56	61	56	127	394	65	89	106	81	53
Rice	69	59	48	58	58	155	447	52	97	99	99	100
Sherwin . . .	103	90	114	105	123	269	804	161	187	179	188	149
Shurtleff . .	58	56	61	61	56	114	406	49	86	123	84	64
Stoughton . .	. .	16	21	24	30	18	109	37	28	20	16	9
Tileston . . .	. .	. .	14	. .	11	9	34	5	11	11	7	. .
Warren	49	63	52	48	51	135	398	53	98	90	84	73
Wells	57	84	96	95	80	193	605	98	132	143	155	97
Winthrop . .	53	55	30	54	23	109	324	53	77	97	66	31
Totals	2,758	3,167	3,030	2,953	3,107	6,992	22,007	3,309	4,828	5,382	4,567	3,921
Percentages .	.122	.144	.138	.135	.142	.319	. . .	.151	.219	.245	.207	.178

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1880.

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.....	11	548	49.8	Hancock ...	13	593	45.6
Allston.....	7	342	48.8	Harris	5	227	45.4
Andrew.....	12	608	50.6	Harvard ...	12	570	47.5
Bennett	6	305	50.8	Hillside	6	325	54.1
Bigelow	15	813	54.2	Lawrence ..	19	927	48.8
Bowditch ...	8	364	45.5	Lewis	12	658	54.8
Bowdoin....	9	423	47.0	Lincoln	12	676	56.3
Brimmer....	19	879	46.2	Lowell.....	10	517	51.7
Bunker Hill.	12	634	52.9	Lyman	11	581	52.8
Central.....	6	322	53.6	Mather	6	306	51.0
Chapman ...	11	588	53.4	Minot	5	259	51.8
Chas. Sumner	4	216	54.2	Mt. Vernon.	3	140	46.6
Comins.....	15	719	53.2	Norcross ...	14	717	51.2
Dearborn ...	18	900	50.0	Phillips	15	715	47.6
Dillaway ...	8	403	50.3	Prescott....	9	444	49.3
Dor.-Everett	9	450	50.0	Quincy.....	11	628	57.9
Dudley.....	10	532	53.2	Rice	12	592	49.3
Dwight.....	13	629	48.4	Sherwin....	17	891	52.4
Elliot	19	940	49.5	Shurtleff....	13	642	49.4
Emerson....	13	649	49.9	Stoughton..	5	257	51.4
Everett.....	14	747	53.3	Tileston....	2 ¹	73	36.5
Franklin....	14	729	52.0	Warren	13	662	50.7
Frothingham	12	580	48.3	Wells.....	10	514	51.4
Gaston	9	432	48.0	Winthrop ..	18	971	53.9
Gibson	4	261	65.2	Totals	531	26,978	50.8

¹ Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher. February, 1880.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	321	53.5	Harris	3	142	47.3
Allston	6	304	50.6	Harvard ...	12	658	54.8
Andrew	9	487	54.1	Hillside	4	192	48.0
Bennett	5	238	47.6	Lawrence ..	21	1,132	53.9
Bigelow	12	646	53.8	Lewis	10	554	55.4
Bowditch ...	10	521	52.1	Lincoln	6	321	53.5
Bowdoin ...	12	605	50.4	Lowell	11	635	57.7
Brimmer ...	11	559	50.8	Lyman	6	309	51.5
Bunker Hill.	10	522	52.2	Mather	6	297	49.5
Central	4	179	44.7	Minot	4	181	45.2
Chapman ...	10	528	52.8	Mt. Vernon	3	109	36.3
Ch's Sumner	4	204	51.0	Norcross ...	7	344	49.1
Comins	18	1,006	55.9	Phillips	4	201	50.2
Dearborn ..	17	1,002	55.6	Prescott ...	7	365	52.1
Dor.-Everett	7	376	53.7	Quincy	7	385	55.0
Dudley	12	602	50.1	Rice	8	424	53.0
Dwight	6	344	57.3	Sherwin ...	14	781	55.8
Eliot	10	484	48.4	Shurtleff ...	7	397	56.7
Emerson ...	9	488	54.2	Stoughton ..	2	104	52.0
Everett	12	703	58.5	Tileston	1	34	34.0
Franklin ...	13	725	55.8	Warren	7	388	55.4
Frothingham	8	459	57.3	Wells	11	584	53.0
Gaston	9	488	54.2	Winthrop ..	6	324	54.0
Gibson	5	200	40.0				
Hancock	13	690	53.0	Totals	406	21,542	53.06

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, February, 1880.

DISTRICTS.	Sent to Gr. School.	DISTRICTS.	Sent to Gr. School.
Adams	38	Harris	27
Allston	18	Harvard	70
Andrew	49	Hillside	20
Bennett	25	Lawrence	120
Bigelow	83	Lewis	64
Bowditch	47	Lincoln	47
Bowdoin	80	Lowell	66
Brimmer	43	Lyman	19
Bunker Hill	48	Mather	30
Central	11	Minot	0
Chapman	51	Mt. Vernon	0
Charles Sumner	0	Norcross	44
Comins	100	Phillips	21
Dearborn	86	Prescott	33
Dor.-Everett	43	Quincy	33
Dudley	58	Rice	64
Dwight	50	Sherwin	92
Eliot	57	Shurtleff	44
Emerson	50	Stoughton	0
Everett	99	Tileston	0
Franklin	66	Warren	44
Frothingham	33	Wells	55
Gaston	77	Winthrop	26
Gibson	17		
Hancock	67	Total	2,210

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

SEPTEMBER, 1880.

SCHOOL CENSUS.

May, 1880.

Number of children in Boston between the ages of 5 and 15,	57,703
Number attending public schools	45,650
" " private schools	6,326
" not attending school	5,727

EXPENDITURES.

Salaries of officers	\$53,679 74
" " teachers	1,108,578 87

Incidental Expenses.

By Committee on Public Buildings	\$98,514 84
By School Committee	254,593 39
School-houses and lots	136,878 45

SUMMARY.

June, 1880.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	4	72	71	1	98	61
Latin and High	10	91	1,971	1,854	117	94	1,813
Grammar	49	620	27,734	24,987	2,747	90	26,057
Primary	466	406	20,730	17,890	2,840	86	21,144
Totals	466	1,121	50,507	44,802	5,705	88.7	49,075

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	80	65	15	81	79
Licensed Minors	2	2	63	52	11	80	83
Evening High	1	10	403	153	...	...	...
Evening	16	110	1,615	948	...	...	...
Evening Drawing	6	17	672	299	...	...	...
Totals	26	148	2,833	1,517	...	...	...

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School		3	150	1	2	3
Latin School	} 2	32	1,315	13		13
English High School . .				14		14
Girls' High School . . .	} 1	9	759	1	18	19
Girls' Latin School . . .				1	4	5
Roxbury High School . .	1	6	212	1	4	5
Dorchester High School .	1	6	205	1	3	4
Charlestown High School .	1	3	297	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School . .	1	1	81	1	2	3
East Boston High School .	1	2	88	1	2	3
Grammar Schools	49	558	30,196	86	503	589
Primary Schools	100	448	22,247		406	406
Totals	158	1,069	55,646	122	951	1,073

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	28	92	120
Evening Drawing Schools	17		17
French: High Schools	3	2	5
German: High Schools	2		2
Sciences: Roxbury and West Roxbury High Schools		1	1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High Schools	3	1	4
Sewing		28	28
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Military Drill; High Schools	1		1
Totals	58	138	196

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1880.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal	72	72	71	71	1	98	1	1	1	1	1	1	1	1	1	1
Latin	353	353	337	337	16	95	1	3	9							
Girls' Latin	102	102	96	96	6	94	1								1	3
English High	364	364	347	347	17	95	1	5	8							
Girls' High	528	528	487	487	41	92	1			1	1	2	3	11		
Roxbury High	78	63	141	74	59	133	8	95	1			1	2	1		
Dorchester High	36	64	100	33	57	90	10	90	1			1	2			
Charlestown High	50	88	138	47	82	129	9	93	1			1	1	1	2	
West Roxbury High	27	44	71	27	41	68	3	95	1				1	1		
Brighton High	12	26	38	11	25	36	2	96	1				1	1		
East Boston High	26	38	64	25	35	60	4	94	1				1	1		
Totals	946	1,025	1,971	901	953	1,854	117	94	6	13	17	1	5	4	10	22

Classification, June, 1880.

SCHOOLS.	First Year Class.	Second Year Class.	Third Year Class.	Fourth Year Class.	Fifth Year Class.	Sixth Year Class.	Seventh Year Class.	Eighth Year Class.	Total.
Normal	43	18							61
Latin	27	30	24	35	83	52	75 ¹		326
Girls' Latin	31	19	23	13		6			92
English High	141	117	80						338
Girls' High	179	144	106	37					466
Roxbury High	30	34	71						135
Dorchester High	30	31	26	2					98
Charlestown High	49	37	43	5					134
West Roxbury High	35	14	20						69
Brighton High	12	16	7						35
East Boston High	36	23							59
Totals	622	483	400	92	83	58	75		1,813
Percentage	34.3	26.6	22.1	5.1	4.6	3.2	4.1		100

¹ Including 34 in out-of-course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1880.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	2	72	36.
Latin	12	353	29.4
Girls' Latin	4	102	25.5
English High	13	364	28.
Girls' High	18	528	29.3
Roxbury High	4	141	35.2
Dorchester High	3	100	33.3
Charlestown High	5	138	27.6
West Roxbury High	2	71	35.5
Brighton High	2	38	19.
East Boston High	2	64	29.5
Totals	67	1,971	29.8

Graduates, June, 1880.

SCHOOLS.	Regular Course.	Advanced Course.	Totals.
Normal	43	. . . . .	43
Latin	27	. . . . .	27
Girls' Latin	6	. . . . .	6
English High	65	. . . . .	65
Girls' High	97	36	133
Roxbury High	30	. . . . .	30
Dorchester High	23	2	25
Charlestown High	41	5	46
West Roxbury High	16	. . . . .	16
Brighton High	7	. . . . .	7
Totals	355	43	398

GRAMMAR SCHOOLS.

Semi-Annual Returns to June, 1880.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	390	150	549	349	138	487	62	87	1	1	.	1	1	8
Allston	170	186	356	144	150	294	62	84	1	.	.	1	1	5
Andrew	387	263	650	328	200	528	122	81	1	1	.	2	2	7
Bennett	154	163	317	137	140	277	40	87	1	.	.	.	2	4
Bigelow	828	...	828	775	...	775	53	94	1	1	1	1	1	12
Bowditch . . . . .	...	366	366	...	325	325	41	89	1	.	.	1	1	6
Bowdoin . . . . .	...	436	436	...	379	379	57	87	1	.	.	2	1	6
Brimmer	799	119	918	728	100	828	90	90	1	1	1	2	1	14
Banker Hill	310	346	656	280	313	593	63	90	1	1	.	2	2	8
Central	316	...	316	284	...	284	32	90	1	.	.	1	1	4
Chapman	300	325	625	272	291	563	62	91	1	1	.	2	2	6
Charles Sumner	108	95	203	95	82	177	26	87	.	1	.	.	1	3
Comins	352	483	835	327	435	762	79	91	1	1	.	3	2	10
Dearborn	465	439	904	403	385	788	116	87	1	1	.	2	3	12
Dillaway . . . . .	...	408	408	...	366	366	42	90	1	.	.	2	1	5
Dorchester-Everett	240	223	463	221	202	423	40	91	1	.	1	1	1	6
Dudley	554	...	554	499	...	499	55	90	1	1	.	1	1	8
Dwight	666	...	666	616	...	616	50	92	1	1	1	1	1	9
Eliot	963	...	963	869	...	869	94	90	1	1	2	1	1	14
Emerson	371	286	657	328	255	583	74	89	1	1	.	2	2	8
Everett . . . . .	...	783	783	...	703	703	80	90	1	.	.	2	3	9
Franklin . . . . .	...	744	744	...	671	671	73	90	1	.	.	2	3	9
Frothingham	283	293	576	258	261	519	57	90	1	1	.	1	1	9
Gaston . . . . .	...	478	478	...	428	428	50	90	1	.	.	2	1	6
Gibson	127	138	265	115	122	237	28	90	.	1	.	.	2	3
Hancock . . . . .	...	620	620	...	535	535	85	84	1	.	.	2	2	9
Harris	110	135	245	98	116	214	31	87	.	1	.	.	1	4
Harvard	284	305	589	262	273	535	54	91	1	1	.	1	1	9

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence	Per cent. of Attendance.	Masters.	Sub-masters.	1st Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Hillside . . . . .	. . .	316	316	. . .	277	277	39	88	1	. . .	1	1	4	
Lawrence	925	. . .	925	877	. . .	877	48	95	1	1	2	1	1	13
Lewis	334	333	667	309	304	613	54	92	1	1	. . .	2	2	7
Lincoln	718	. . .	718	660	. . .	660	58	92	1	1	1	1	1	10
Lowell	305	240	545	274	212	486	59	90	1	1	. . .	1	1	7
Lyman	417	197	614	378	178	556	58	90	1	1	. . .	1	1	9
Mather	151	176	327	134	156	290	37	88	1	. . .	1	1	4	
Minot	119	125	244	107	109	216	28	89	4	1	. . .	1	4	
Mt. Vernon	61	66	127	57	57	114	13	90	. . .	1	. . .	1	2	
Norcross . . . . .	. . .	739	739	. . .	691	691	48	93	1	. . .	2	3	9	
Phillips	763	. . .	763	696	. . .	696	67	91	1	1	1	1	1	11
Prescott	224	252	476	214	233	447	29	94	1	. . .	1	1	7	
Quincy	608	. . .	608	561	. . .	561	47	92	1	1	1	1	1	8
Rice	604	. . .	604	553	. . .	553	51	92	1	1	1	1	1	8
Sherwin	435	487	922	403	448	851	71	92	1	1	. . .	2	3	11
Shurtleff . . . . .	. . .	664	664	. . .	588	588	76	89	1	. . .	2	3	8	
Stoughton	127	129	256	117	114	231	25	90	. . .	1	. . .	2	3	
Tileston	33	41	74	29	35	64	10	87	. . .	. . .	1	. . .	1	
Warren	321	347	668	295	317	612	56	92	1	1	. . .	2	2	8
Wells . . . . .	. . .	546	546	. . .	480	480	66	88	1	. . .	2	1	8	
Winthrop . . . . .	. . .	961	961	. . .	866	866	95	90	1	. . .	2	4	12	
Totals	14,322	13,412	27,734	13,052	11,935	24,987	2,747	90.1	42	29	14	63	74	367

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June, 1880.

Schools.	Whole number.										Fifteen years and over.				
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Under eight years.	Eight years.	Nine years.	Ten years.		Eleven years.	Twelve years.	Thirteen years.	Fourteen years.
Adams	32	103	87	51	145	102	520	3	32	45	72	83	85	58	62
Allston	25	40	115	55	60	58	353	1	11	25	46	64	55	62	41
Andrew	15	42	91	106	192	196	642	..	16	69	111	128	110	82	74
Bennett	15	18	18	60	56	142	309	..	18	39	43	59	46	34	24
Bigelow	37	47	95	187	202	199	767	..	37	111	145	139	129	80	83
Bowditch	16	18	40	93	91	97	355	4	16	33	59	72	75	53	26
Rowdoin	35	31	78	89	84	83	400	..	11	41	51	72	82	58	43
Brimmer	53	78	128	126	191	284	860	3	24	91	160	152	155	111	93
Banker Hill	35	52	88	101	193	145	614	1	14	45	100	117	107	109	65
Central	21	22	41	48	80	77	289	2	18	29	44	38	58	39	31
Chapman	41	40	110	113	118	196	618	4	31	48	93	94	93	93	69
Charles Sumner	11	14	19	49	46	53	192	..	1	13	27	40	33	37	20
Comins	40	51	129	96	215	254	785	..	14	68	148	158	141	100	83
Dearborn	65	77	90	95	193	306	826	..	12	39	160	156	165	126	91
Dillaway	27	35	57	58	97	94	368	1	6	45	55	55	51	66	37
Dorchester-Everett	19	26	90	104	104	104	447	..	5	42	71	80	77	68	46
Dudley	36	47	105	107	114	117	527	..	13	48	90	89	111	81	55
Dwight	40	91	87	90	100	199	607	..	18	72	90	95	104	98	66
Eliot	38	92	148	100	258	294	930	2	44	98	156	173	164	140	106
Emerson	35	87	91	109	118	161	601	1	15	57	98	99	96	88	54
Everett	46	95	91	133	149	148	662	3	23	58	81	87	94	97	85
Franklin	34	77	87	143	142	149	632	3	24	67	73	101	98	89	76

APPENDIX.

Frothingham	35	34	86	86	96	182	519	1	15	53	100	86	96	71	65	32
Gaston	32	42	46	90	94	161	465	4	26	43	67	82	61	69	51	62
Gibson	23	26	39	35	51	83	251	7	27	42	42	43	36	40	32	24
Hancock	37	49	47	104	99	206	602	5	33	112	83	86	100	78	65	40
Harris	21	24	43	47	54	54	243	15	22	42	42	36	31	39	24	34
Harvard	44	36	41	141	112	145	519	10	46	106	106	96	82	76	50	53
Hillside	15	70	55	54	56	56	305	11	29	44	44	57	52	41	35	36
Lawrence	39	69	127	190	210	247	882	34	114	167	167	185	160	116	69	37
Lewis	42	105	106	110	115	170	648	27	64	96	107	107	100	70	61	123
Lynch	23	55	107	162	167	207	711	1	19	97	117	135	122	103	63	54
Lowell	43	53	104	98	114	113	525	8	39	81	86	90	83	68	60	60
Lyman	23	54	52	87	157	194	567	11	61	95	104	89	94	60	60	53
Mather	16	22	51	57	109	60	315	5	21	51	49	56	46	42	45	45
Minot	15	25	45	49	53	46	233	5	20	37	30	45	35	28	33	33
Mount Vernon	5	14	22	24	26	44	135	1	5	11	32	22	26	22	11	5
Norcross	40	98	97	96	149	205	685	1	27	77	133	144	114	92	64	33
Phillips	28	38	95	141	160	250	712	1	31	79	113	132	128	98	66	64
Prescott	26	48	51	85	106	157	473	11	41	73	80	77	87	59	45	45
Quincy	39	40	80	87	151	151	548	37	59	100	94	100	78	56	24	24
Rice	74	54	100	98	106	125	557	6	49	82	116	101	74	71	58	58
Sherwin	47	107	97	151	250	209	861	2	30	81	146	128	158	125	95	96
Shurtliff	53	48	92	97	194	140	624	29	78	97	102	91	84	57	86	86
Stoughton	17	25	40	45	53	78	258	18	28	47	22	43	39	32	28	28
Tilston	5	15	8	10	16	20	74	2	7	8	8	15	8	10	8	8
Warren	28	45	94	108	157	212	614	24	69	101	91	125	107	68	59	59
Wells	47	44	93	100	100	118	502	8	16	53	78	100	92	62	42	51
Winthrop	60	97	166	197	222	213	895	2	31	107	157	131	148	130	89	100
Totals	1,593	2,514	3,810	4,652	6,124	7,364	24,057	56	906	2,071	4,298	4,510	4,361	3,782	2,774	2,629
Percentages . . . . .	.06	.10	.14	.18	.24	.28	1.00	.002	.034	.102	.16	.18	.17	.145	.107	.10

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1880.

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	11	549	49.9	Hancock . . .	13	620	47.7
Allston	7	356	50.8	Harris	5	245	49.0
Andrew	12	650	54.1	Harvard . . .	12	589	49.0
Bennett	6	317	52.8	Hillside	6	316	53.0
Bigelow	16	828	51.8	Lawrence . .	18	925	51.4
Bowditch	8	366	45.7	Lewis	12	667	55.6
Bowdoin	9	436	48.4	Lincoln	14	718	51.3
Brimmer	19	918	48.3	Lowell	10	545	54.5
Bunker Hill.	13	656	50.5	Lyman	12	614	51.1
Central	6	316	53.2	Mather	6	327	54.5
Chapman	11	625	56.8	Minot	5	244	48.8
Chas. Sumner	4	203	50.7	Mt. Vernon . .	3	127	42.3
Comins	16	835	52.2	Norcross . . .	14	739	52.8
Dearborn	18	904	50.2	Phillips	15	763	50.8
Dillaway	8	408	51.0	Prescott	10	476	47.6
Dor.-Everett	9	463	51.4	Quincy	12	608	50.6
Dudley	11	554	50.4	Rice	12	604	50.3
Dwight	13	666	51.2	Sherwin	17	922	54.2
Elliot	19	963	50.7	Shurtleff . . .	13	664	51.0
Emerson	13	657	50.5	Stoughton . .	5	256	51.2
Everett	14	783	56.0	Tileston	2 ¹	74	37.5
Franklin	14	744	53.1	Warren	13	668	51.4
Frothingham	12	576	48.0	Wells	11	546	49.6
Gaston	9	478	53.1	Winthrop . .	18	961	53.4
Gibson	5	265	53.0	Totals	541	27,734	51.2

¹ Principal included.

GRAMMAR SCHOOLS.

Graduates, June, 1880.

SCHOOLS.	Diplomas.	SCHOOLS.	Diplomas.
Adams	30	Hancock	37
Allston.....	25	Harris	21
Andrew	15	Harvard.....	44
Bennett.....	15	Hillside	14
Bigelow	37	Lawrence	39
Bowditch.....	16	Lewis.....	42
Bowdoin	25	Lincoln	22
Brimmer	54	Lowell	43
Bunker Hill	35	Lyman	22
Central	21	Mather.....	16
Chapman.....	38	Minot.....	12
Chas. Sumner	10	Mt. Vernon.....	5
Comins.....	39	Norcross	40
Dearborn.....	47	Phillips	27
Dillaway	27	Prescott	25
Dor.-Everett.....	19	Quincy.....	25
Dudley.....	16	Rice.....	63
Dwight.....	40	Sherwin.....	47
Eliot.....	32	Shurtleff.....	53
Emerson	31	Stoughton	17
Everett	46	Tileston	5
Franklin	36	Warren	28
Frothingham.....	35	Wells.....	22
Gaston	31	Winthrop.....	52
Gibson	19	Totals.....	1,477

PRIMARY SCHOOLS.

Semi-Annual Returns to June, 1880.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	220	87	307	187	67	254	53	82.7	259	66	325
Allston	6	153	150	303	128	121	249	54	82.1	266	52	318
Andrew	9	253	225	478	222	186	408	70	85.3	401	82	483
Bennett	5	118	110	228	101	90	191	37	83.8	208	32	240
Bigelow	12	342	247	589	308	216	524	65	89.	530	77	607
Bowditch	10	254	256	510	227	221	448	62	87.8	396	99	495
Bowdoin	12	291	298	589	249	249	498	91	84.5	497	102	599
Brimmer	11	265	283	553	234	250	484	69	87.5	423	116	539
Bunker Hill	10	267	274	541	226	227	453	88	83.7	438	128	566
Central	3	74	69	143	64	56	120	23	84.	113	44	157
Chapman	10	305	224	529	267	180	447	82	84.5	482	62	544
Charles Sumner	4	111	101	212	100	88	188	24	88.7	148	66	214
Comins	18	500	514	1,014	445	455	900	114	88.7	822	225	1,047
Dearborn	18	490	474	964	420	383	803	161	83.2	698	280	978
Dor.-Everett	7	202	167	369	168	130	298	71	80.7	324	71	395
Dudley	11	283	249	532	249	211	460	72	86.4	437	103	540
Dwight	6	163	176	339	143	148	291	48	86.	301	50	351
Eliot	10	332	100	441	298	95	393	48	89.1	398	51	449
Emerson	9	280	196	476	249	161	410	66	86.1	373	124	497
Everett	12	330	328	658	288	277	565	93	85.9	507	152	659
Franklin	13	344	369	713	292	302	594	119	83.3	593	116	709
Frothingham	8	217	227	444	195	191	386	58	86.9	378	63	441
Gaston	9	243	193	436	221	162	383	53	87.8	335	108	443
Gibson	5	110	85	195	92	66	158	37	81.	178	31	209
Hancock	14	369	280	649	337	247	584	65	90.	567	104	671
Harris	4	81	64	145	67	48	115	30	79.3	131	21	152
Harvard	12	300	30	630	261	280	541	89	86.	544	109	653

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	94	80	174	79	69	148	26	85.	146	35	181
Lawrence	21	829	264	1,093	764	246	1,010	83	92.4	915	186	1,101
Lewis	10	250	264	514	220	226	446	68	87.	430	84	514
Lincoln	6	209	89	298	176	73	249	49	83.5	240	62	302
Lowell	11	308	267	575	259	221	480	95	83.	499	99	598
Lyman	6	214	91	305	201	81	282	23	92.4	256	54	310
Mather	5	138	127	265	118	101	219	46	82.6	206	65	271
Minot	4	107	92	199	91	77	168	31	84.4	175	26	201
Mount Vernon	3	63	56	119	48	44	92	27	85.7	114	18	132
Norcross	7	. . .	313	313	. . .	289	289	24	92.3	249	69	318
Phillips	4	124	78	202	99	60	159	43	78.7	155	49	204
Prescott	7	214	160	374	190	134	324	50	86.6	310	91	401
Quincy	7	227	149	376	205	122	327	49	87.	331	45	376
Rice	8	222	179	401	187	145	332	69	82.7	314	73	387
Sherwin	14	385	362	747	347	324	671	76	80.8	612	139	751
Shurtleff	7	182	197	379	165	164	329	50	87.	319	56	375
Stoughton	3	62	58	120	55	49	104	16	86.	117	7	124
Tileston	1	25	16	41	22	13	35	6	81.	43	4	47
Warren	7	188	180	368	164	151	315	53	85.6	309	71	380
Wells	11	303	260	563	274	220	494	69	87.7	486	86	572
Winthrop	6	147	170	317	129	143	272	45	85.8	274	44	318
Totals	406	11,188	9,542	20,730	9,831	8,059	17,890	2,840	86.3	17,247	3,897	21,144

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June, 1880.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Sixth years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	50	53	44	46	50	82	325	50	83	69	57	66
Allston . . .	45	41	38	32	57	105	318	54	84	66	62	52
Andrew . . .	50	51	54	56	138	134	483	62	141	111	87	82
Bennett . . .	26	25	31	44	28	86	240	45	70	49	44	32
Bigelow . . .	94	87	102	79	125	120	607	60	186	154	130	77
Bowditch . .	57	111	70	56	88	113	495	90	110	113	83	99
Bowdoin . .	84	56	133	65	96	165	599	81	150	143	123	102
Brimmer . .	87	59	67	73	112	141	539	60	102	137	124	116
Bunker Hill .	56	80	61	84	124	161	566	83	110	141	104	128
Central . . .	22	12	28	24	28	43	157	27	31	21	46	32
Chapman . .	86	66	76	83	104	129	544	82	152	134	114	62
Chas. Sumner	34	24	36	25	26	69	214	22	45	46	35	66
Comins . . .	149	141	129	109	186	333	1,047	147	226	220	229	225
Dearborn . .	129	132	136	128	209	244	978	111	183	203	201	280
Dor.-Everett	42	60	73	53	58	109	395	64	78	107	84	62
Dudley . . .	64	66	81	63	84	182	540	61	104	143	129	103
Dwight . . .	53	57	55	53	58	75	351	41	87	100	73	50
Eliot	67	57	57	66	69	133	449	74	121	124	79	51
Emerson . .	65	45	57	86	91	153	497	75	111	101	86	124
Everett . . .	102	98	95	107	106	151	659	78	123	162	144	152
Franklin . .	116	98	104	97	103	191	709	119	131	194	149	116
Frothingham	58	57	69	76	78	103	441	52	91	132	103	63
Gaston . . .	59	79	79	57	114	55	443	46	75	109	107	106
Gibson . . .	25	22	32	14	38	78	209	27	45	56	50	31
Hancock . .	74	91	92	104	112	198	671	117	181	131	138	104
Harris . . .	19	13	23	20	14	63	152	23	33	40	35	21
Harvard . .	76	92	106	49	116	214	653	100	142	141	161	109
Hillside . . .	34	32	24	21	26	44	181	27	46	45	28	35

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . . .	161	153	155	161	151	320	1,101	162	250	256	247	186
Lewis	81	76	85	67	66	139	514	53	109	147	121	84
Lincoln	41	51	48	51	50	61	302	40	58	77	65	62
Lowell	76	71	84	87	116	164	598	91	128	156	126	97
Lyman	54	50	47	54	51	54	310	33	67	73	83	54
Mather	23	33	38	44	55	73	271	36	55	64	51	66
Minot	47	6	26	31	42	49	201	41	40	46	48	26
Mt. Vernon . .	20	14	15	24	24	35	132	30	28	30	26	18
Norcross . . .	38	46	48	46	48	92	318	57	59	67	66	69
Phillips	24	28	36	30	39	47	204	30	55	42	28	49
Preseott	33	72	47	49	56	144	401	70	84	81	79	87
Quincy	49	47	51	53	50	126	376	63	82	98	88	45
Rice	45	46	38	47	104	107	387	48	101	86	79	73
Sherwin	93	106	112	101	156	183	751	105	167	177	163	139
Shurtleff . . .	48	50	50	54	69	104	375	42	83	113	81	56
Stoughton . . .	20	19	21	30	20	14	124	23	33	41	20	7
Tileston			15		11	21	47	10	5	20	8	4
Warren	58	46	51	44	58	123	380	46	83	91	89	71
Wells	53	82	93	84	103	157	572	81	127	142	136	86
Winthrop . . .	49	50	49	48	38	84	318	41	90	80	63	44
Totals	2841	2351	3,061	2,875	3,745	5,771	21,144	2,980	4,745	5,079	4,472	3868
Percentages .	.14	.13	.14	.13	.18	.28	1.00	.141	.224	.24	.212	.183

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June, 1880.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	307	51.1	Harris	4	145	36.2
Allston	6	303	50.5	Harvard . . .	12	630	52.5
Andrew	9	478	53.1	Hillside	4	174	43.5
Bennett	5	228	45.6	Lawrence . .	21	1,093	52.
Bigelow	12	589	49.0	Lewis	10	514	51.4
Bowditch . . .	10	510	51.0	Lincoln	6	298	49.6
Bowdoin . . .	12	589	49.0	Lowell	11	575	52.2
Brimmer . . .	11	553	50.2	Lyman	6	305	50.8
Bunker Hill.	10	541	54.1	Mather	5	265	53.0
Central	3	143	47.6	Minot	4	199	49.7
Chapman . . .	10	529	52.9	Mt. Vernon	3	119	39.60
Ch's Sumner	4	212	53.0	Norcross . . .	7	313	44.7
Comins	18	1,014	56.3	Phillips	4	202	50.5
Dearborn . .	18	964	53.5	Prescott . . .	7	374	53.4
Dor.-Everett	7	369	52.7	Quincy	7	376	53.7
Dudley	11	532	48.3	Rice	8	401	50.1
Dwight	6	339	56.5	Sherwin	14	747	53.3
Eliot	10	441	44.1	Shurtleff . . .	7	379	54.1
Emerson . . .	9	476	52.9	Stoughton . .	3	120	40.0
Everett	12	658	54.8	Tileston	1	41	41.0
Franklin . . .	13	713	54.9	Warren	7	368	52.5
Frothingham	8	444	55.5	Wells	11	563	51.1
Gaston	9	436	48.4	Winthrop . .	6	317	52.8
Gibson	5	195	39.				
.....	14	649	46.3	Totals	406	20,730	51.06

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, June, 1880.

DISTRICTS.	Sent to Gr. School.	DISTRICTS.	Sent to Gr. School.
Adams	42	Harris.....	19
Allston	48	Harvard.....	68
Andrew	50	Hillside	26
Bennett	28	Lawrence.....	154
Bigelow	98	Lewis	81
Bowditch	55	Lincoln	37
Bowdoin	58	Lowell	68
Brimmer	94	Lyman	37
Bunker Hill.....	54	Mather.....	31
Central	20	Minot	47
Chapman	75	Mt. Vernon.....	18
Charles Sumner	11	Norcross	38
Comins	102	Phillips	24
Dearborn	112	Prescott	33
Dor.-Everett	41	Quincy.....	38
Dudley	65	Rice	49
Dwight	42	Sherwin.....	91
Eliot	36	Shurtleff	44
Emerson	51	Stoughton	20
Everett	92	Tileston	0
Franklin	73	Warren	57
Frothingham	33	Wells	46
Gaston	44	Winthrop.....	33
Gibson	23		
Hancock.....	67	Total.....	2,473

EVENING SCHOOLS.

November, 1879. — March, 1880.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. principal.
				Males.	Females.	Total.		
High	103	690	403	110	42	152	9	21.
Anderson Street	85	160	104	53	15	68	6	13.
Blossom Street	84	276	171	71	33	104	9	13.
Brighton	83	94	58	31	3	34	4	11.
Broadway	85	468	127	85	7	92	11	9.
Cabot Street	84	253	130	76	17	93	8	13.
Dorchester	83	135	59	24	3	27	4	9.
Dudley Street, Rox. . .	85	175	103	40	9	49	6	10.
Hudson Street	90	187	104	46	14	60	7	10.
Jamaica Plain	83	95	49	20	3	23	3	11.
Lincoln School, S.B. . .	83	103	61	25	15	40	5	10.
Lyman School, E.B. . .	77	295	123	49	10	59	6	12.
Neponset	89	74	45	21	6	27	3	13.
No. Bennet Street . . .	82	368	149	63	28	91	8	13.
Old Franklin School . .	82	290	149	59	31	90	9	11.
Warren School, Ch'n. .	88	158	106	39	13	52	5	13.
Warrenton-st. Chapel .	54	185	77	14	25	39	4	13.
Totals	1,420	4,006	2,018	826	274	1,100	107	19.1

DRAWING.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Appleton Street	80	292	189	43	33	76	3	38.
Charlestown	81	179	128	42	4	46	3	23.
East Boston	80	184	115	43	4	47	3	24.
Roslindale	66	84	58	22	7	29	2	29.
Roxbury	81	223	93	44	14	58	4	20.
Tennyson Street	80	147	89	41	2	43	2	43.
Totals	468	1,109	672	235	64	299	17	27.2

R E P O R T

OF THE

Committee on Evening Schools.

SEPTEMBER, 1880.

REPORT.

No system of schools is complete unless its benefits are placed within the reach of all. Evening schools make a system popular by placing the opportunity of acquiring knowledge within reach of all the people. Are ours fully appreciated? Do we understand their necessities? Are we aware of the amount of work they accomplish? These are pertinent questions, and are worthy the consideration of all friends of popular education.

The past year has been a marked one in our schools. Revision has been the order of the day; this has extended with full vigor to the evening schools. We are pleased to note that some of these changes have been of great benefit, tending in their influences towards increasing the effectiveness of the instruction, and approximating more nearly to good systematic organization. While your committee have much to commend, they have found it necessary on several occasions to come to the Board and obtain its sanction in the reconsideration of those orders the execution of which were tending towards an undesirable result.

We have, in sympathy with your views, endeavored to more perfectly organize, especially keeping in mind that successful evening schools are to be judged by what is really accomplished, and not by an increased and irregular attendance. To this end we have received valuable assistance from the officials of the Board, hearty coöperation from principals and teachers, and prompt attention from truant officers. The latter have new duties assigned them this year for the first time, which have been additional to their regular duties in the day schools.

ELEMENTARY EVENING SCHOOLS.

At the commencement of the school year we endeavored to carry out the provisions of an order requesting the City Council to arrange a requisite number of the school buildings for the occupancy of the several elementary schools. Six of them had been held in ward-rooms the previous year, and had been subjected to repeated interruptions during the early part of the term. Nothing tended more to disorganize the schools than this.

At the time appointed in the regulations for opening the schools we found that the arrangements had not been perfected so that the removal to the school buildings could be effected. Being strongly advised by the Superintendent to delay, provided we thought the work would be accomplished in a few weeks, we did so. Finding, at the end of six weeks, that the buildings desired could not be occupied until the commencement of the coming year, the schools were opened in the old localities. The committee received ready coöperation from the City Council. The lateness of the request, and the inability to push the work at the time, forced the postponement of the plan for another year. We are pleased to report that a sufficient number of the regular school buildings are now properly arranged, and that the coming term will see the evening schools located as requested. Great care will be required to protect the interests of both day and evening schools occupying the same buildings and the same rooms. We must leave the committee of another year to report the result of this change, and the advisability of a continuance will then be capable of proof. In prospective it is decidedly experimental.

Such being the case, we shall not for the coming year see such items in the reports of Supervisors in charge as the following, viz. :—

“The first time I called, the room was occupied for the purpose of registration (of voters), and the school suspended. The second time, I found about half the room occupied by the school, and the other half by officers who were registering voters. I made one more attempt (for the month), and found the room occupied by a caucus instead of a school.”

“The school appears as usual in good condition as to order and diligence. One of the teachers makes good use of a portable black-board, which makes the *cellar* seem a little more like a school-room.”

These evils should be carefully avoided. If allowed to exist we can but predict disorganization as a natural result.

On assuming their charge your committee found that there existed in many quarters a feeling that the amount of actual good accomplished was not equal to what should be expected. It was said that lax discipline and a general lawless spirit were noticeable in many, if not all, of them. We are pleased to report that these elements have not been noticed by us to any extent. Whenever noted they have been promptly and firmly attended to; and the promoters of disorder have been speedily removed and reinstated only when ready and willing to come closely under personal restraint, and in consonance with the rules. We are pleased to note further that a marked improvement in these respects exists in many, if not all, of the schools. We quote from the reports of Supervisors, viz. : —

“It is orderly, the pupils generally hard at work, especially the classes of men. But the boys are busy too. When I recall my first visit to this school I can heartily say that there has been a steady and great improvement.”

Again : —

“I can only repeat, what has been reported before, that this is a good school.”

Again : —

“ Everything in the school appears well ; I have never known it in so good condition.”

While we could add more like the above we do not desire that it should be inferred that these quotations apply to all. There is still room for improvement, and the responsibility rests alike on instructors, supervisors, and committee. Determined and prompt action on the part of principals will prove very efficacious, and in many instances the past year has fully proved this.

Two subjects, at least, require constant attention and prompt action : —

1st. Ready acknowledgment of all excellence in acquirement attained and deportment evinced by the pupils. Also, untiring attention to place the schools in good, orderly condition, removing all disturbing influences firmly and promptly.

2d. It should be constantly in the minds of instructors that quality, not increased attendance, is the standard by which results are to be determined in any educational institution ; most decidedly so in elementary evening schools.

The regulations specify that there shall be fifteen pupils under the care of each teacher. It has been very difficult to enforce this regulation, for the reason that the tables which have been provided accommodated not more than ten or twelve pupils, and the result was great inconvenience to teachers and pupils. It is thought that, as these schools are to be accommodated in the day-school buildings, the difficulty as to classification will be removed. Your committee call the attention of the Board to the necessity of furnishing proper facilities for the safe-keeping of books and material used in the evening schools.

EVENING HIGH SCHOOL.

This school opened two weeks later than the time fixed by the Regulations. A thoroughly radical change was here attempted.

1st. Examination for admission was required this year for the first time. Examinations are dreaded by all, both old and young. In the case of this school, where a large number of the applicants are adults, a peculiar terror seized them in many instances, and they stayed away.

The examination was by no means difficult. By most of the applicants it was easily passed, and but few were rejected. It consisted of reasonable questions, and was intended to make the school serve those for whom it was designed. It was confined to Reading, Writing, Arithmetic, and Geography. We believe, under the circumstances, that it should be continued, but with proper judgment and care, and in such a manner as not to deter any one from attending whose only fault is lack of opportunity in youth. Should it hinder such from attending, better it would be to entirely discontinue it. We therefore approve, with some reservation, feeling that it is very possible that a good intention is often spoiled in the execution. It requires great care and discretion on the part of the examiner. In all cases, especially in adults, rust should be carefully distinguished from ignorance.

2d. The elimination from the branches taught, of the foreign languages, History, Physiology, English Literature, and Elocution.

Under the new rules the branches allowed to be taught were confined to Commercial Arithmetic, Penmanship, Book-keeping, English Composition, Algebra, and Geometry in an elementary form (and, under certain conditions, in advanced form). It will be readily seen that this action had in reality taken away the grade distinction of an advanced

or High School. None saw this quicker than those who sought its benefits. They came, but found Algebra and Geometry were all that remained of a High School. No account was kept of the number of applicants for admission who would not remain under these circumstances, and such account, if required, would have been but imperfect. We know, from consultation with the principal, that it was numbered by the hundreds. The result was, that the average attendance for the first month was 213; second month 157; while for the corresponding months of the previous year the average attendance was 510 and 376, respectively.

There was nothing left to the committee to do but to await the time when they would be obliged to close the doors for want of pupils, or take some vigorous action which should look to the continuance of the school.

A personal knowledge of the pupils, and a firm belief that they were in most cases able to judge for themselves, had long before convinced the committee of the error made by the change in the course of study. While our liberality in higher education had tended most generously in treating with other pupils of advanced grade, the action here was towards restricted conservatism. To the committee it seemed bordering strongly on injustice. An order was therefore introduced, which passed without a dissenting voice, replacing the languages, and hygiene, on the authorized list of branches taught. A marked change was noted in the general character of the school. Especially in the classics and modern languages an element was added which was decidedly beneficial. Many of these pupils were persons of refinement and culture, and their presence was felt by those who came in contact with them. A careful examination of the appended statistics will show the varied occupations of the pupils.

An order is now before the City Council looking towards more suitable accommodations. The present location is neither central nor of easy access. The same reasons which

held good in providing better facilities for the English High and Latin Schools holds good in the case of the Evening High School. The present structure soon passes into the hands of trade, and we shall be forced to locate elsewhere. It is to be hoped that the new and massive High School building can be utilized in part by the Evening High School, and we note with pleasure that you have so expressed your views to the City Council.

The Evening High School is an honor to the Boston system. Your committee are satisfied that a personal knowledge of its work by our interested citizens will justify our expression. We have already presented to the Board certain proposed changes in the regulations of the evening schools, which, if adopted, will replace in the Evening High School the studies previously eliminated from the course, with the exception of elocution as a distinct branch.

We thus briefly lay before you a summary of our work during the year. It has been our fortune to labor under many disadvantages, but in this respect we do not differ from other Standing Committees of the Board. We trust that it may not be deemed advisable to make so many attempts at radical revision in a single year. In conclusion we feel justified in saying, that while it may be wisdom to work such a multiplicity of changes in a single branch of the school system in a single year, still there is a greater possibility of doing such injury that years of careful and untiring attention can alone eradicate.

For the Committee,

CHARLES H. REED,

Chairman.

EVENING HIGH SCHOOL.

The approximate number of pupils taking —

One study is	190
Two studies is	383
Three studies is	71
Four studies is	47
Five studies is	1
	<hr/>
Total	692

OCCUPATIONS, MEN AND BOYS.

98 clerks, 49 errand-boys, 44 office-boys, 30 salesmen, 19 printers, 12 apprentices, 9 cash-boys, 9 machinists, 8 book-keepers, 7 telegraphers, 6 waiters, 6 students, 5 stock-boys, 4 porters, 4 plumbers, 4 butchers, 4 trimmers, 4 ship-pers, 4 teamsters, 4 upholsterers, 4 curriers, 3 shipping-clerks, 3 shoe-makers, 3 carpenters, 3 messengers, 3 bakers, 3 painters, 3 collectors, 3 cabinet-makers, 3 druggists, 3 engineers, 3 bundle-boys, 2 packers, 2 operatives, 2 copyists, 2 hatters, 2 compositors, 2 librarians, 2 store-boys, 2 mariners, 2 provision-dealers, 2 jewellers, 2 cigar-makers, 2 tailors, 2 confectioners, 2 cutters, 2 janitors, 2 book-runners, 2 firemen, 2 entry-clerks, 2 coachmen, 2 gilders, 2 paper-rulers, and one each of the following: —

Physician, dentist, miller, cooper, driver, blacksmith, brush-finisher, time-keeper, tinsmith, fresco-painter, laborer, bell-hanger, expressman, tobacconist, furniture-manufacturer, express-boy, canvasser, moulder, potter, designer, stenographer, barber, clothing-manufacturer, surveyor of lumber, sugar-boiler, optician, trunk-maker, cutter's-boy, sawyer, pressman, mail-inspector, plumber's boy, furniture-dealer, book-binder, pork-packer, library-boy, engraver, carriage-maker, pattern-maker, gun-maker, sail-maker, hat-

ter's-boy, wheelwright, sewing-machine agent, glass-cutter, architect, laundry-boy, telegraph-boy, varnisher, shoe-stitcher, bar-tender, receiver, book-seller, civil-engineer, brass-worker, telephone-operator, watch-repairer, stone-cutter, organ-maker, electrician, sacristan, agent, sash-maker, law-student, cook.

Number of pupils whose occupation is not given, 17.
Whole number of occupations given, 118.

OCCUPATIONS, WOMEN AND GIRLS.

12 dress-makers, 10 sales-women, 9 seamstresses, 6 errand-girls, 5 school-teachers, 5 tailoresses, 5 book-keepers, 5 compositors, 4 clerks, 4 house-maids, 4 milliners, 3 copyists, 3 book-folders, 3 cashiers, 2 music-teachers, 2 boarding-house-keepers, 2 stitchers, 2 button-makers, 2 machine-girls, 2 corset-stitchers, 2 servants, and one each of the following: —

Entry-clerk, vest-maker, book-sewer, fur-sewer, jewelry, sewing-teacher, telegraph-operator, hair-worker, confectioneer, student, lace-worker, magnetic physician, box-maker, companion, wax-flower-maker, hair-dresser, cloak-maker, packer, waitress, apprentice, book-binder, portrait-painter, artificial-flower-maker, candy-packer.

Number of pupils whose occupation is not given, 79.
Whole number of occupations given, 45.

STATISTICS.

EVENING HIGH SCHOOL, 1879-1880.

	No. of Sessions.	Whole number registered.	Number of pupils belonging.	AVERAGE ATTENDANCE.			Av. No. of teachers incl. principal.	Av. No. pupils to a teacher excl. principal.
				Males.	Females.	Total.		
October, 1879	18	. . . .	456	157	56	213	8	30
November, 1879	19	. . . .	402	120	37	157	7	25
December, 1879	20	. . . .	435	124	39	163	9	21
January, 1880	22	. . . .	426	106	40	146	9	18
February, 1880	19	. . . .	372	81	41	122	9	15
March, 1880	5	690	325	74	41	115	9	14
Totals	103	690	2,416	662	254	916	51	123
Averages . . . . .	. . . .	. . . .	403	110	42	153	9	21

EVENING ELEMENTARY SCHOOLS, 1879-1880.

SCHOOLS.	No. of Sessions.	Whole number registered.	Number of pupils belonging.	AVERAGE ATTENDANCE.			Av. No. of teachers incl. principal.	Av. No. pupils to a teacher excl. principal.
				Males.	Females.	Totals.		
Anderson street	85	160	104	53	15	68	6	13
Blossom street	84	276	171	71	33	104	9	13
Broadway, 339	85	468	127	85	7	92	11	9
Brighton	83	94	58	31	3	34	4	11
Cabot street	84	253	130	76	17	93	8	13
Charlestown	88	158	106	39	13	52	5	13
Dorchester	83	135	59	24	3	27	4	9
Dudley street	85	175	103	40	9	49	6	10
East Boston	77	295	123	49	10	59	6	12
Hudson street	90	187	104	46	14	60	7	10
Jamaica Plain	83	95	49	20	3	23	3	11
Lincoln	83	103	61	25	15	40	5	10
Neponset	89	74	45	21	6	27	3	13
North Bennett street	82	368	149	63	28	91	8	13
Old Franklin	82	290	149	59	31	90	9	11
Warrenton street	54	185	77	14	25	39	4	13
Totals	1,317	3,316	1,615	716	232	948	98	11.5

MAJORITY AND MINORITY REPORTS

OF THE

COMMITTEE ON CORPORAL PUNISHMENT.

IN SCHOOL COMMITTEE,

April 13, 1880.

Whereas, There are great excesses in the matter of corporal punishment as practised in our public schools, as appears from the following paragraph in the last report of the Superintendent, viz. : —

“One punishment continues without proper restraint,” etc., etc., —

Ordered, That a committee of three be appointed to consider the whole subject of corporal punishment in our schools, and report to this Board what means can be adopted to remedy the existing evils.

The order passed by the following vote : —

Yeas. — The Mayor, Messrs. Bowditch, Cutter, Fallon, Finney, Fleming, Hobbs, Hyde, Moran, Plummer, Reed. — 11.

Nays. — Miss Peabody, Messrs. W. T. Adams, Blake, Chapin, Collar, Fox, Haynes, Thayer. — 8.

The Chair appointed Messrs. Fallon, Collar, and Finney to serve as the Committee on Corporal Punishment.

Mr. Collar requested to be excused from serving, and Mr. Hyde was appointed in his place.

Attest :

PHINEAS BATES, JR.,

Secretary.

IN SCHOOL COMMITTEE,

September 28, 1880.

Ordered, That the Committee on Corporal Punishment be authorized to report in print.

Attest :

PHINEAS BATES, JR.,

Secretary.

MAJORITY REPORT.

IN SCHOOL COMMITTEE,

Oct. 26, 1880.

"There are great excesses in the matter of corporal punishment as practised in our public schools."¹ This is the deliberate declaration of the School Board of the City of Boston. It is a humiliating admission and a severe criticism, if not a positive condemnation, of the discipline in vogue in many of our public schools.

How can these excesses be removed? What means can be adopted to remedy these evils? This is the question, involving the consideration of the whole subject of corporal punishment as a means of school discipline, referred to your committee.

From the outset your committee were unanimously agreed that the best way to remedy the "evils" and remove the "excesses" complained of was summarily to dismiss the teachers who commit them. With this object in view we sought, from the Superintendent, the names of the principal offenders referred to in his semi-annual report dated March, 1880. The Superintendent refused to give the names of those teachers, or any information leading to their identity, claiming that to do so would be a breach of faith on his part.

In view of the Superintendent's refusal a majority of the committee, unwilling to make a scapegoat of any one teacher, and allow others perhaps equally guilty to escape with impunity, would not consent to make any further investigation of the acts of cruelty alleged to have been committed in any particular school. As there was to be no examination into

¹ Minutes of the School Board, April 13, 1880, page 87.

specific acts of cruelty committed by any one of our teachers, your committee applied themselves to the consideration of the subject of corporal punishment in general. In so doing we have taken at considerable length, and with great care and minuteness, the testimony of the Superintendent and Supervisors, and by printed questions to the masters of our Grammar Schools we have sought such information as, we hoped, would assist us in this investigation. We have, also, carefully examined the various reports on this subject that have come within our reach, and collected such statistics, together with the views of many distinguished educators, as may lead, we trust, to a satisfactory solution of the difficult and perplexing question referred to us. As the result of our labors, we respectfully submit the following

R E P O R T :

Few, if any, subjects bearing directly or indirectly on our public school system have, during the last quarter of a century, been so frequently or so elaborately treated as corporal punishment as a means of discipline. Governors in their inaugural addresses have called attention to it. Ministers of the gospel have from time to time made it the subject of their discourses. School Committees have again and again discussed it. Essays without number have been written on it. Petition after petition, by parents and humanitarians, have been presented to our, and other School Boards, asking for its entire abolition. The public press has alternately denounced and defended it. The ablest educators of the age as well as the most incompetent, the most progressive as well as the most narrow-minded, have published their views about it. State and national legislation has been invoked, and in many places successfully, to suppress it. All this seems very natural when we consider the extent to which it was formerly carried, the universality with which it

was practised, and the cruel barbarities attendant upon its unrestricted exercise.

"Corporal punishment," says the principal of one of our public schools, "in some form or other, sometimes with weapons as dangerous as a policeman's billy, and sometimes in forms of physical torture more exquisite than that of blows, was" (some years ago) "almost the unvarying means of (school) government. And it was used not only to secure order, and enforce obedience to school regulations, but to stimulate intellectual activity."—"There is not money enough in Boston," says one of our Supervisors, referring to corporal punishment in school, "to hire me to do what I did twenty-five years ago; but I really thought I was doing God's service then, but I see clearer now."

In all our higher institutions of learning, our colleges, academies, and universities; in private as well as public schools: in all our penal institutions, our prisons, reformatories and workhouses, and even in our lunatic asylums; in the army and navy and merchant marine service, corporal punishment, as a means of discipline, has been constantly and barbarously practised. In the home circle children and apprentices, only less shamefully than slaves on the plantation, have been often subjected to this cruel barbarity. Every county town within this Commonwealth had at one time its whipping-post erected, where corporal punishment was publicly inflicted on convicted malefactors. With the advance in civilization, however, it began to disappear. A nobler sentiment began to prevail. The refinement in manners, and that sense of justice which no longer tolerated the chastisement of a wife by her husband, fixed the seal of its condemnation on this degrading species of discipline.

"It was at last," says the same Boston school-master, "seen to be, what it was and is, an appeal to the lowest motive that can actuate rational beings to do right, the fear or the suffering of physical pain." An appeal, too, he might have added,

which is liable to fearful abuse, and which never yet accomplished, and never can accomplish, a good or lasting result. Hence its abolition by legislative enactment in the army and navy and merchant marine service. Hence its proscription in penal institutions, and as a penalty for crime in our own State, and in every State of the Union except one. Hence its unqualified abandonment in all our colleges, universities, academies, and private schools. As it was the result and concomitant of a low and barbarous state of society, it has been made to disappear in pretty much the same proportion as society has advanced in civilization and refinement. Driven before the enlightened sentiment of the age its last stronghold is the school-room. True, it is still somewhat practised in the home-circle, but rarely if ever by "kind and judicious" or refined and thoughtful parents. Certainly it is never abused by such parents.

In the year 1843 Hon. Horace Mann, then Secretary of the State Board of Education, who has done more than any other man ever connected with public schools in Massachusetts to improve and advance them in the line of true progress, visited Europe, partly for his health, but principally to examine the schools and study the different systems of popular education there established. While in Leipsic he asked Dr. Vogel,¹ one of the most distinguished educators in Germany, whether corporal punishment was still used. Dr. Vogel answered that it was still used in the schools of which he had the superintendence. "But," added he, "thank God, it is used less and less; and when we teachers become fully competent to our work it will cease altogether." All the principals in the Boston Grammar Schools, where corporal punishment is still allowed, have, *with one exception*, stated that it is mostly inflicted by substitutes or by new and inexperienced teachers. It is conceded that good

¹ Reports of Board of Education, vol. 2, page 141.

teachers rarely, the best teachers never, resort to it. So that the great truth announced by Dr. Vogel, carried home and promulgated by Horace Mann, has been steadily gaining in the number of its adherents till it is now pretty universally admitted. A very fair test, therefore, of teachers' competency, and one that is in many places applied, is whether they can conduct a school properly without the use of the rod.

Applying this test we find them "fully competent to their work" throughout all France, for there corporal punishment in school has "ceased altogether." It was abolished by law in 1850,¹ in all the Primary Schools, — the Primary Schools in France, the only ones in which it was ever tolerated there, corresponding to our Grammar and Primary Schools. We find them "fully competent to their work" throughout the whole Austrian² Empire, for there corporal punishment was abolished by law as long ago even as the last century. In Holland,³ or "the Netherlands," and Prussia⁴ we find them

¹ Testimony of Dr. Eliot, p. 43.

² "AUSTRIAN LEGATION, 27th January, 1867. In answer to your letter of the 15th inst., I beg to state that neither in Austria or Germany is corporal punishment practised in schools. . . . The severest punishment is usually imprisonment for a certain number of hours. Should a pupil prove unmanageable, expulsion from school is resorted to."—Baron Wydenbruck, Austrian Minister at Washington, to Morrill Wyman, M.D., of Cambridge, Mass. See Dr. Wyman's admirable report on "Progress in School Discipline."

³ "In Holland, corporal punishment is obsolete. Several teachers and school officers told me there was a law prohibiting it in all cases; others thought it was only a universal practice founded on a universal public opinion. The absence of the Minister of Public Instruction, when I was at the Hague, prevented my obtaining exact information on this important point."—Horace Mann, 7th report, p. 160.

"WASHINGTON, 9th March, 1867. His Majesty's Government, to whom I referred your letter of the 15th January, has enabled me to give the following answer to your inquiries:—

"The Netherlands' laws on education do not allow corporal punishment in the schools. It is not practised in the *public* schools; if very exceptionally an instance of it occurs, the authorities immediately intervene. In the *private* schools, which in this respect are less restricted, corporal punishment is, for as much as the government knows, also not practised."—Baron Von Limberg, Minister of the Netherlands, to Dr. Wyman.

⁴ "PRUSSIAN LEGATION, 26th January, 1867. In answer to your inquiries of the 15th instant, I have the honor to state that no corporal punishment is allowed, by law

fully competent to their work, for in these countries — and we are told they have the best schools in the world — corporal punishment as a means of discipline in school has been legislated out of existence. We find them “fully competent to their work” in the State of New Jersey, for New Jersey prohibited corporal punishment in 1866. In the great city of New York and the city of Syracuse teachers seem “fully competent to their work,” for the Board of Education in the former city prohibited corporal punishment in 1870, and in the latter city it was abolished in 1867. Even the colored schools in Maryland, established shortly after the late war for the education of the children of the freedmen, were started and successfully conducted without this degrading species of discipline. “These facts are striking,” to use the language of Dr. Eliot, and we earnestly commend them to the consideration of those of our Boston teachers who deem corporal punishment essential to the proper government of their schools.

It is certain that corporal punishment has been during the last quarter of a century steadily diminishing; and that in many of the best-conducted schools in this country it has been either voluntarily abandoned by the instructors themselves, or absolutely forbidden by the school directors. How this most desirable and humane result has been brought about, and what its effect has been on those schools, is worthy the most careful consideration of all those who have at heart the best interests of our common-school system.

We therefore invite the earnest attention of the Board to the successive steps taken by the city of New York, in ridding her schools of this, to many people, odious species of discipline.

or by practice, to be inflicted upon any pupil in the public schools of Prussia, except at the request, and with the understanding, of the parents in particular cases.”— Baron von Gerolt, Prussian Minister at Washington, to Dr. Wyman.

“There are four countries in Europe — France, Holland, Prussia, and Austria — in which corporal punishment is now abolished in the schools corresponding to our Primary and Grammar Schools.” — Dr. Eliot’s testimony, p. 44.

In 1865 the Board of Education¹ made a thorough examination of the matter. "Notices were sent to all the principals of Primary Schools and Departments, with a request that they should give their views on the subject, and state generally whether corporal punishment was a necessity in conducting a school, and, if so, when it would be justified. Twelve principals, representing schools in various sections of the city, stated that corporal punishment was not a necessity, — that their schools were governed without it; all the others deemed corporal punishment absolutely essential to conduct their schools properly. What they considered causes for corporal punishment were so frivolous and varied, that the committee came to the conclusion that, although "there was a standing rule of the Board" that corporal punishment should only be applied in cases of '*extreme necessity*,' yet it was of little or no effect in restraining its infliction."

The investigating committee "next inquired as to the number of corporal punishments inflicted in the male Grammar Schools and Primary Schools and Departments, and it was estimated, after a careful computation, that there were over one hundred thousand cases of corporal punishment in the year 1864, in the schools, although the twelve Primary Schools before alluded to, with an average attendance of over four thousand, showed that they were controlled without the rod, and with a record for discipline and scholarship above the average; that in some schools corporal punishment was the exception, and in others the rule. Thus in many schools the cases of corporal punishment exceeded five thousand a year; while in others, with equal average attendance, they did not reach fifty, the difference in the male Grammar Departments being more marked than in the Primary Schools and Departments. The officers of the Board of Education at that time, and several of the members who had given attention to the subject, were in favor of

¹ Report of Commissioner Jarvis, 1870.

abolishing corporal punishment forthwith, at least in the Primary Schools and Departments; but the rod had been used too long to obtain a favorable response to their views, and the committee was compelled, much against its will, to submit the following by-law:—

“Corporal punishment of any description, or for any offence, shall be inflicted only by the principal or vice-principal of a school, and by the vice-principal only in the absence of the principal. The offence for which the punishment is inflicted shall be distinctly stated to the pupil, and it shall be the duty of the principal to keep a record of every such punishment, stating the name of the pupil, the offence committed, the evidence of such offence, as ascertained by personal investigation by such principal or vice-principal, and the nature and extent of such punishment; and said principal shall forward a transcript of such record monthly, on or before the third day of each month, to the City Superintendent of Schools, who shall keep the same for the inspection of the Board of Education, the School Inspectors, and the School Trustees. Any principal neglecting to keep such record, or to forward the transcript thereof as above required, or who may be guilty of inflicting any cruel or excessive punishment, and any teacher other than the principal or vice-principal aforesaid, who shall inflict any corporal punishment, shall, on the recommendation of the City Superintendent, on proof of such delinquency, or improper punishment, be removed by the Board.”

“When this by-law was adopted, many advocates of the abolishment of corporal punishment complained; they insisted at the time that it really left things as they were before. But the principals of schools took a different view; and the male principals immediately thereafter called a meeting of their association and drew up a formidable protest against the enforcement of the by-law, assigning, among other things, the reason that it would destroy the discipline

of the schools, by interfering with the prerogative of the principals, and tend to degrade the scholars if a record was made of their transgressions. The protest was unheeded by the Board, and the by-law was enforced."

The number of corporal punishments during the first month the above rule was in operation was 4,633, which was at the rate of about 46,330 annually, — an immediate reduction in the number of corporal punishments of more than fifty per cent.

In 1866 the number of corporal punishments inflicted in all the schools was 34,170; but what seemed to give most satisfaction was, that 67 schools, viz., six male departments, thirty-eight female departments, and twenty-three primary schools and departments, were conducted without corporal punishment. At the same time there was a decided improvement in the average attendance and the average per cent. of scholarship in all the schools, as was shown by the following table: —

	Average per cent. in 1865.	Average per cent. in 1866.
Male Departments,	71	81
Female Departments,	83	88
Primary Departments,	84	89
Primary Schools,	83	87

"The increase in the average attendance in all the schools over 1865 being 1,821.

"When these results became known the Board, by a unanimous vote, abolished corporal punishment in the Primary Schools, Primary Departments, and Female Grammar Schools."

In 1867 the whole number of corporal punishments inflicted in the male Departments was 13,040, being 6,951 less than the number inflicted in the same Departments in 1866.

In 1868 the number of corporal punishments inflicted was 7,885, or 5,155 less than in 1867.

The following extract from the Superintendent's report shows the results of the examinations for the same year:—

“The average results of satisfactory examinations in all the Grammar Schools and departments are nearly ninety-five hundredths, or an advance of about fifteen per cent. over any preceding year.”

In 1869 the whole number of corporal punishments inflicted was 6,642, being 1,243 less than the number inflicted in 1868.

This year City Superintendent Randall, in his annual report, uses the following language in regard to corporal punishment in schools: “The public opinion of the age in which we live has unmistakably fixed the seal of its condemnation upon this degrading species of punishment. In all our higher institutions of learning, in our universities, colleges, academies, seminaries, normal and high schools, it has substantially disappeared. Even in the army and navy, where the rigid maintenance of discipline is an absolute necessity, it has been proscribed. Its infliction as a penalty for crimes and misdemeanors in one of the States of the Union has called forth from the public press one universal and indignant cry of disapprobation and shame. Was it desirable that the public schools of the city of New York should longer retain, in their discipline, this relic of a past age, sanctioned as it is by custom alone, justified by no law, repulsive to every benevolent dictate of our nature, and disapproved by the enlightened judgment of every community? Was it not rather incumbent upon us, justly proud as we are of the conceded superiority of our system, to proclaim to the world, by the entire abolition of this mode of punishment, our judgment of its inefficiency, impolicy, and inconsistency with every well-founded method of educational culture?”

In January, 1870, it was found that corporal punishment was no longer used in any of the girls' or Primary Schools; that in thirty-five of the boys' schools the principals had, of

their own volition, discontinued its use, leaving but thirteen schools in the whole city where the principals deemed it necessary to use the rod to enforce proper discipline; that there were fewer dismissals from school for misbehavior than previous to the adoption of the various by-laws curtailing and abolishing it, and that kindness, as a rule, had greater influence in securing discipline and respect than physical force.

In view of these facts, and in harmony with the spirit of the times, the civilization of the age, and the opinions and convictions of their very best educators,¹ the New York

¹ We invite the attention of the Board to the views on this subject of Mr. Thomas Hunter, formerly one of New York's Grammar-School masters, now President of the Normal College: "In my succession to the principalship of No. 35, I inherited the rod precisely as a king inherits his father's sceptre. I wielded my baton of power for years, without a thought that there was anything improper in it, until one day I whipped two boys whom I discovered, five minutes afterwards, to have been innocent. No words can paint the grief and vexation I felt. I asked the boys to inflict the same amount of punishment on me; but they refused. I then told them I would remit the punishment the next time they deserved it. But still the idea baunted me that I had done the boys great wrong. It was of little use my saying I meant it for their good; I thought I was right at the time, etc. I kept repeating — a blow inflicted cannot be recalled. If I had given ten, twenty, fifty demerits, I could have remedied the injustice or mistake in a moment. Well, this made me so cautious that sometimes for a whole month I did not use the rod at all. The subordinate teachers found me so particular in investigating and demanding the most direct demonstration of guilt that many of them ceased to report for punishment. They were thus thrown on their own resources. I observed these classes; I examined them, and discovered that they were the best classes in school. In short, I came to measure the success or non-success of a teacher by the amount of corporal punishment inflicted. The best teachers had none; the worst had the most. At last the rod was limited to the sustaining of new teachers. My new teachers were trained last May. I will oppose, hereafter, the appointment of all teachers who cannot succeed in discipline without the rod. Fifty immortal beings must not be brutalized to make one teacher succeed as a disciplinarian. My school has averaged 876 for the past year. It has now a daily attendance of 1000 boys. The highest classes contain youths from 14 to 21 years of age. *The order and effectiveness of the school are much superior to the same when corporal punishment was used.* But, above all, the '*esprit du corps*' is infinitely higher. I might go on and expatiate upon this subject *con amore*; but it will suffice to state that I could not be paid to take charge of a school in which I was obliged to use the rod. It is a relic of *medieval barbarism*, when study was a penance, and a student an ascetic. It has been abolished in the army and navy. It must be ultimately abolished in schools. Since the abolition of corporal punishment, which was purely voluntary on my part,

Board of Education immediately adopted a by-law, which is still in force, abolishing corporal punishment in all the public schools of the city.

In 1867 corporal punishment was abolished in all the public schools of Syracuse, and in 1868 the Rev. Samuel J. May,¹ a member of the School Board, wrote in regard to its abolition and the effect thereof.

the attendance has increased and the grade of scholarship advanced; *the moral standard of the pupils* has become higher and the views of the teachers more liberal and enlarged. By removing the rod, fear, the father of falsehood, disappears, and a nobler and manlier spirit is created throughout the whole school. A sense of honor is cultivated among the pupils; and the teachers, thrown upon their own resources, quickly acquire the tact and discretion, the judgment and self-command, necessary to enable them to govern with ease and effect. Thus, instead of ruling as the Russians do in Poland, by sheer force of terror, the scholars are instructed to govern themselves; and order, instead of proceeding from the teacher, flows in pure and healthy currents from within their own minds. *I am amazed, upon reflection, that I ever degraded my pupils, myself, and my calling, by raising my arm to strike a child into whose nostrils God had breathed the breath of life; in whose mind and heart he had planted faculties and feelings susceptible to the slightest touch of kindness.* Every blow inflicted was a public impeachment of my fitness for the position to which I had been called. Experience teaches that even the lowest of humanity are not utterly depraved, and that the better and holier feelings of human nature, particularly in the young, are not dead but dormant. The rod kills; kindness awakens corresponding feelings; and what duty in life can be more exalted than to take charge of these poor, ignorant, neglected waifs of society, and teach them the difference between right and wrong, to love the one and to hate the other? It is impossible to whip them into a sense of duty. They must be kindly led into the beautiful paths of righteousness. The mean and the cowardly may appear reformed while the rod is suspended '*in terrorem*' over them; *but remove it, — and it must be removed sooner or later, — and behold the liars, the cheats, the swindlers, and the pests of society.* But nine out of ten boys are neither mean nor cowardly; they are high-spirited and courageous; and whipping for acts merely mischievous, for failure to recite correctly, or to maintain discipline, is ruinous in the extreme, arousing evil passions and all that is desperate and wicked in human nature. One simple fact influenced me more than all else to abandon corporal punishment; namely, able and experienced teachers never required the aid of the rod, while inefficient and apprentice teachers could not maintain good discipline without it. Why, I have often asked myself, punish boys for the shortcomings of their instructors? Is it right? Is it just? Certainly not, was the inevitable reply. Many a time I felt that *the teacher was more to blame than the scholar.* The substitution of moral suasion for corporal punishment has produced even *better results upon the children of the poor and ignorant than upon the children of the rich and educated;*

¹ Report to the Legislature of Mass. House Doc. No. 335, of 1868.

It is now nearly a year since our Board of Education peremptorily prohibited all kinds of corporal punishments in the schools of Syracuse. *Several members feared the effects of the measure.* I myself advised that it should be adopted privately, our order being communicated to the teachers only. This was found to be impracticable; so the action of the Board was made public at once, through all the newspapers of the city. The first effects were, as I apprehended, troublesome. Several ill-disposed children presumed upon what they thought the inability of their teachers, and set their authority at defiance. But in due time they were made to feel that there was something worse to bear than the blows of a whip or ferule. They were suspended. We soon began to hear from one and another of our schools that the pupils were more obedient to rules, and more interested in their studies. The teachers had found the avenues to their consciences; had quickened their sense of right; had waked up in them the desire to be good, and to improve their opportunities to acquire useful knowledge. Last evening we held the annual meeting of our Board of Education. The superintendent made an elaborate report. In it he assured us that the disuse of corporal punishment in our schools had been productive of excellent effects. And in evidence that the discipline of the schools had been greatly improved by the new methods of government he stated the fact that the number of suspensions for misconduct or persistent inattention to study, from the 1st of May, 1866, to the 31st of December, 1866, when corporal punishment was allowed, amounted to 453; but that in the course of eight months after the order of the Board forbidding all such punishments, only 58 suspensions had been found necessary. This must satisfy the most pertinacious advocate of the whip and ferule that the discipline of our schools *has been improved by the entire disuse of such instruments.* Although many of our 130 teachers were

for the contrast between the kicking and cuffing at home, and the gentle kindness and uniform discipline at school, exerts the most beneficial influence upon their minds and hearts. His father beats him in anger, and the child sees and remembers it; for a similar offence, his teacher, firmly, kindly, and gently reproves him, appealing to his reason and his feelings. Does the boy not realize the difference? He would be lower in the scale of animals than a dog or a horse if he did not. The very fact that all these physical punishments at home have failed to make good boys, but on the contrary have made them so bad that teachers are obliged to resort to similar means to keep them in subordination in school, destroys the argument in favor of corporal punishment most completely. They have been whipped by their parents, and they are bad; therefore we must whip them at school to make them good. A most lame and impotent conclusion!"¹

¹ Report to the Legislature of Mass. House Doc. No. 335, of 1868

disconcerted at first by our prohibition of corporal punishment—did not see how they could manage their pupils without it—I doubt if there are a dozen now who would have the rod restored.

The Rev. J. F. W. Ware,¹ who had charge of the Freedmen's schools in Maryland, established shortly after the late war, wrote as follows:—

I can testify to this, — that in dealing with a degraded race we took at once a stand *against the rod*. Some of our teachers remonstrated, some have transgressed; *but we have insisted, and see no reason to change*. If it be so in such a work, how much more so must it be in Massachusetts, and what a big fool was Solomon, and what a great mistake the world has made so long in following his advice! The very highest testimonials to the order of our schools have been given by experienced persons visiting them. . . . What business has corporal punishment in schools at the present day? *Corporal punishment is forbidden in the colored schools of this State*, and if *they* can be made what they are without appealing to blows, cannot the schools of the free and enlightened *whites* of New England be successfully carried on without it? Whatever whipping may have done for government, it was never anything but a hindrance to instruction. Never was there a wilder or more hopeless chaos than the colored schools in this city (Baltimore) when started, less than two years ago, *and I would like to see the New England schools, trained by the rod, which would surpass in conduct or progress these schools trained without it*. Indeed you will have to look to your laurels, and reform your school codes, if these be a part of it, else one shall have to say that the children of the bondwomen of Maryland, whose heritage has ever been supposed to be the lash, are now more thoroughly emancipated than the children of the free women of Massachusetts.

Corporal punishment has been abandoned or prohibited in most of the schools in Philadelphia,² and we have been told, on the most reliable authority, that its prohibition or disuse has been attended with the most admirable results, as to attendance, conduct, and scholarship.

¹ House Doc. No. 335 of 1868, page 29.

² See testimony of Edward Shippen, Esq., late President of the Board of Education in Philadelphia, House Doc. No. 335.

Thus we see that corporal punishment, as a means of discipline in school, has been abandoned by the best teachers everywhere; that it has been abolished by legislative enactment in the most cultured countries in Europe; that it has been discontinued in all our higher institutions of learning; that it is nowhere tolerated in private schools; that its proscription in all the schools in New York city, the city of Syracuse and elsewhere, has been attended by a degree of success surpassing the expectations of the most sanguine advocates of its disuse.

Now, how are our Boston schools conducted with regard to corporal punishment? How do they compare in this respect with the most advanced schools elsewhere? Have they kept pace with the spirit of the times and the civilization of the age? These are questions which our citizens, who are taxed so heavily for the support of our schools, have a right to ask, and which we, like good, faithful public servants, are bound to answer.

Our Regulations allow the corporal punishment of girls in Primary Schools, and of boys in Primary and Grammar Schools. The only restriction on the teacher is, that the punishment shall be on the hand with a rattan, preceded by an explanation of the nature of the offence to the pupil, and followed by a report from the teacher at the close of the day to the principal, and in Primary Schools to the Supervisor in charge, and by the principal to the Board of Supervisors once a month. There is no other restriction on the teacher, no other protection for the child. Our attention was called to this great defect in our Regulations by the Superintendent, in his semi-annual report, dated March, 1879. He suggested amendments to our Regulations tending to prevent hasty or passionate infliction of corporal punishment, urging that "if we give teachers the power of the rattan we are bound to prevent its being abused." It is needless to say that his suggestions were disregarded by the Board.

To illustrate the condition of corporal punishment in the schools in England at the time of Horace Mann's visit in 1843, we give the following extract from his seventh report:—

I was standing one day, in conversation with an assistant teacher, in a school consisting of many hundred children, when, observing that he held in his hand a lash or cord of Indian rubber, knotted towards the end, I asked him its use. Instead of answering my question in words, he turned round to a little girl, — sitting near by, perfectly quiet, with her arms, which were bare, folded before her and lying upon her desk, — and struck her such a blow upon one of them as raised a great red wale or stripe almost from elbow to wrist! ¹

But England has now so far advanced in the line of true progress in this matter of corporal punishment that even the Poor-Law Board, for the government of pauper children, has passed the following Regulations in restraint of its infliction:—

ART. 138. No corporal punishment shall be inflicted upon any female child.

ART. 140. No corporal punishment shall be inflicted on any male child until two hours shall have elapsed from the commission of the offence for which such punishment is inflicted.

ART. 142. No male child shall be punished by flogging whose age may be reasonably supposed to exceed 14 years. ²

In 1877 the Legislature of Massachusetts passed an act³ prohibiting the infliction of corporal punishment in the State Reform School, except by direction of the Superintendent or Assistant Superintendent in charge, to whom the offence should be reported, and who should designate the nature and extent of the punishment to be inflicted, and requiring that a record of the offence, and the mode and extent of the punishment, in every case, should be made and presented to the trustees at their next meeting.

¹ Reports of Board of Education, vol. 2, p. 163.

² Dr. Wyman.

³ Chap. 233.

Thus we see that the *pauper children* of England, and the children of our own *criminal classes*, — the juvenile offenders who are committed to the State Reformatory, — *have more protection against hasty, cruel, or barbarous punishments, than the children of our public schools.*

But how are our Regulations, antiquated as they are, observed by the teachers? Hear the Superintendent in his last semi-annual report : —

Teachers of both sexes use personal violence with their pupils, in such forms and such frequency, that the facts if published would cause unpleasantness. Some put the children into painful and even dangerous positions; some shake them at times with such roughness as to tear their clothing; while many still ply the rattan as freely as if it were a feather, and strike not merely the hand, but the head and body. Within the last month or two some piteous cases have been reported to me by parents whose children had suffered. I will not dwell upon them, partly because I cannot bear to; but chiefly because I have remonstrated with the teachers, and public allusion, even without mentioning names, would render all private efforts vain. Meantime the monthly reports of some Grammar Schools come in ringing with the echoes of blows, — one hundred and thirty corporal punishments in one school, one hundred and fifty-seven in another; in each for a month, and a month averaging twenty-one and a half days of five hours.

With such a record before him is it any wonder that our humane and kind-hearted Superintendent should remonstrate with the teachers in the words of St. James, "Brethren, these things ought not so to be"?

As there has been some criticism of the Superintendent's statement, truth and justice compel us to say that the official record of corporal punishments would have enabled him to say 158 corporal punishments in one school, 199 in another, instead of the lesser numbers given by him. Worse still, even, there is one school, not mentioned by the Superintendent, where the number of corporal punishments is, in proportion to the average attendance, much greater than in either of those above mentioned.

The average attendance of boys in our Grammar Schools during the school year of 1879-80 was 12,976, and the number of *reported* corporal punishments dealt out to those boys was 10,973, — a number of corporal punishments equal to $84\frac{1}{2}$ per cent. of the number of boys; the lowest in any school being 25 per cent., while the largest was the appalling number of 241 per cent.

Several principals, in written communications, and some to members of this committee personally, have complained that the agitation of the subject of corporal punishment, and the criticism of teachers in the public press, during the last school year, caused an increase in insubordination on the part of the pupils, and a consequently increased necessity for corporal punishment. The agitation and criticism complained of took place in March and April last, mostly in April. What the *real* effect of such agitation and criticism has been will appear at a glance at the official record of corporal punishments, month by month, during the year: —

NUMBER OF CORPORAL PUNISHMENTS.

In Sept., 1,160	In Jan'y, 1,239	In April, 748
“ Oct., 1,511	“ Feb'y, 1,246	“ May, 950
“ Nov., 1,191	“ March, 1,181	“ June, 600
“ Dec., 1,147		

Average number of corporal punishments per month	
during the first seven months of the school year	1,239
Average number during the last three months	766
Average reduction during last three months	473

This record, if it proves anything, proves: 1st, that the agitation of the subject of corporal punishment and the criticism of the teachers who indulged in it, notwithstanding the alleged insubordination of pupils, caused an average

reduction of 473 a month in the usual number of punishments : 2d, that, if during the last three months of the school year, with increased necessity for corporal punishment, the average number was 473 less than the average number during the first seven months, there were *at least* 7 times 473 or 3,311 corporal punishments inflicted during those seven months, without any need or reason or justification, even from the teachers' own stand-point!

Notwithstanding this record some of our Supervisors think corporal punishments are now reduced to "pretty near the bottom line" in our schools, and others believe that the present numbers are 75 per cent. more than they ought to be, while Dr. Eliot is totally opposed to all kinds of corporal punishments in school government.

We have no means of determining the number of corporal punishments inflicted in the Primary Schools, as the record of those punishments is not in all cases preserved. We would gladly, if we could, close our eyes to the record which is preserved. It is a record of cruelties and shame degrading to the teacher, "injurious to the pupils, and shocking to the community."¹ And yet it is not any or all of the *recorded punishments* that have during the last year caused much of the "unpleasantness" in the community, it is the downright acts of brutality to which little children were subjected by a class of teachers who should never be allowed the use of the rod, or indeed a place in our public-school service. Have we such teachers? Who can doubt it, in the view of the Superintendent's statement? What excuse can be given for the 10,973 corporal punishments inflicted on 12,976 boys last year? But even these do not tell the whole story. "In my own experience," candidly writes one

¹ A petition to the School Board of the city of Cambridge, in 1866, asking for the abolition of the corporal punishment of girls, and signed by the president, ex-presidents and professors of the University of Cambridge, and others, expressed the belief that such punishments were "brutalizing to the teacher, injurious to the pupil, and shocking to the community." — Dr. Wyman's Report.

of the principals of our grammar schools, "I have occasionally met with cases of shameful evasion, where many punishments were inflicted and none reported." Who can doubt it in view of the following paragraph from the letter of the last-named principal? "Many teachers are lacking in natural force, in mental, moral, and physical culture and strength. They have no professional pride, no enthusiasm, no love for learning and improvement and self-discipline;" they "lack technical training and skill and natural adaptedness to their work. Some have no strong desire to uplift the fallen, strengthen the weak, guide the erring. Such are especially liable to use force, as a quicker, simpler, easier, and even pleasanter way than any other. They believe in repression, not control."

In view of the foregoing facts, your committee, in perfect accord with the late Superintendent, Dr. Eliot, are fully convinced that our public-school system would be greatly advanced in the line of true progress, the teachers' profession elevated, our children's sacred rights protected, and the honor and reputation of our city subserved, by the immediate and absolute prohibition of corporal punishment in all our schools.

As one member of the committee, however, does not share fully in this conviction; and as all the principals of the Grammar Schools where corporal punishment is still allowed deem its use necessary to the proper management of their schools, — and the opinions of all these gentlemen are entitled to great consideration, — your committee think that the disuse of corporal punishment in our schools may be brought about by other and less radical means than immediate and absolute prohibition. We have no doubt that it will be substantially done away with by ridding the schools of incompetent teachers. But how are we to get rid of this class of teachers? Not by investigating alleged acts of cruelty, it would seem. "One of the weak points in school committees," as one of our Supervisors so truly says, "is,

that for friendship they don't think of the fifty children who have suffered, but of the one woman or man " who has transgressed.

Your committee are of the opinion, and in this the late Superintendent and the Supervisors substantially concurred, that one of the best ways to rid our schools of the incompetent teachers is to place the whole responsibility of the discipline on the principals. If corporal punishment must be inflicted, let the principals inflict it themselves. And, as recommended by Dr. Eliot, let the punishment be inflicted at a session subsequent to the one at which the offence is committed. Let each case be reported in full, with a statement of the offence, the name of the offender, the number of blows struck, and their effect, real or apparent, upon subsequent behavior.

Then abuses, if they will not cease, will be reduced, and the influence of the principals will be enlisted in quietly, but surely, ridding the schools of incompetent teachers, — teachers who cannot conduct their classes without the aid of that degrading and demoralizing species of discipline which the greater part of the civilized world has outgrown.

Then our whole corps of teachers, most of whom are good, kind-hearted, conscientious, noble-minded men and women, will no longer have to bear the cruel injustice of having charged to their general credit the shortcomings, the transgressions of the unworthy few.

There is no just reason why Boston schools should be, in any respect, behind those of any city in the universe. Our city, with a liberality bordering on prodigality, makes provision for the education of her children, — commodious and elegant school-buildings; music and drawing with their elevating and refining influences; supplementary reading to an extent heretofore unheard of, and whatever else may assist in making school-life pleasant and attractive. With such aids the teachers' labors are lightened, and studies

which would otherwise be irksome to the pupils seem now like recreations. With such aids one might reasonably expect that our children could be controlled by kindness. Were they, they would give in return that ready obedience which the best teachers know so well to evoke, and which so often springs spontaneously from the pupils' own breasts. How much happier then would be the school life of the pupils! How much nobler and pleasanter would become the duties of the teachers!

By amending our regulations in accordance with the foregoing suggestions, and abolishing corporal punishment in Primary Schools, where it should never have been tolerated, your committee are of the opinion that a great and much-needed reformation will be effected in our present school system; and that the fears so justly entertained by many of our fellow-citizens, who now send their children to private schools, will be allayed. By this means corporal punishment, as now practised in our public schools, will, we feel sure, immediately begin to disappear, and will ere long cease altogether. Our teachers, thrown upon their own resources, will seek other and better means to gain the love and confidence of their pupils. Like the best teachers, here and elsewhere, who have abandoned corporal punishment, they will be surprised that they ever degraded themselves, their pupils, and their profession, by a species of discipline condemned by the best sentiment of an enlightened community, repugnant to the principles and practices of a "Christian civilization, a just and large humanity, and a progressive policy of education." And, what is of vital consequence to the teachers themselves, that adopting in good faith this progressive policy of education, they will steadily advance in their own self-respect, and in the estimation of the public, till they reach that exalted position to which their high and honorable calling entitles them.

With the view, therefore, of carrying into effect the fore-

going recommendations, your committee respectfully ask for the adoption of the accompanying orders.

JOSEPH D. FALLON,
Chairman.
WM. H. FINNEY.

Ordered, That sections 164 and 185 of the Regulations be repealed.

Ordered, That the following be substituted for section 185:—

SECTION 185. Corporal punishment of any description or for any offence shall be inflicted only by the principal of a school, and only at a session of the school subsequent to the one at which the offence was committed. The offence for which the punishment is inflicted shall be distinctly stated to the pupil, and it shall be the duty of the principal to keep a record of every such punishment, stating the name of the pupil, the offence committed, the evidence of such offence as ascertained by each principal by personal investigation, the nature and extent of such punishment, and its effect, real or apparent, on the subsequent behavior of the pupil punished; and said principal shall forward a transcript of such record monthly, on or before the third day of each month, to the Secretary of the School Committee, who shall keep the same for the inspection of the members and officers of the School Board. Any principal neglecting to keep such record, or to forward the transcript thereof as above required, or who may be guilty of inflicting any cruel or excessive punishment, and any teacher other than the principal who shall inflict any corporal pun-

ishment, shall, on proof of such delinquency or improper punishment, be removed by the Board. Corporal punishment shall not be inflicted on any pupil in Primary or High Schools or on girls in the Grammar Schools.

MINORITY REPORT.

IN SCHOOL COMMITTEE, Oct. 26, 1880.

The undersigned, a minority of the Committee on Corporal Punishment, appointed April 13, 1880, being unable to agree with a majority of the committee, respectfully asks leave to present the following minority report: —

So much has been written and spoken on the subject of corporal punishment in schools, that I do not deem it necessary to present the subject by any extended remarks of my own, but to quote from some of the most distinguished educators in our country, and then close the report with a few general statements.

John Swett, Principal of the San Francisco Girls' High School and Normal Class for more than thirty years, holds the following language: —

The foundation of school, as of society, is law and order. The teacher must possess the power of enforcing the regulations which are essential to the existence of the school as a small social organization. School government does not depend wholly upon the teacher; there are two other important factors, — home training and the public opinion of the community, of which the school is a part.

The infliction of corporal punishment is one of the questions for the young teacher to meet at the outset of his career. The opinions generally held by practical teachers may be summed up as follows: it should be the aim of teachers to govern without resorting to corporal punishment.

Teachers should have the right to inflict punishment in extreme cases.

In general, it is better to subdue refractory pupils by corporal punishment than to expel them from school.

As most parents are compelled, at times, to resort to corporal punish-

ment in the home government of their children, so most teachers must sometimes resort to it in school.

Occasionally there are men of great will-power, women of great charm of manner, and teachers of long experience, who govern well by moral suasion. Sometimes there are well-bred classes that can easily be controlled without force; but these exceptions afford no basis for the sickly sentimentalism that characterizes all corporal punishments in school as barbarous and brutal. Most teachers are averse to whipping; they often fail to inflict it when it is absolutely necessary for the good of the school. The traditional pedagogue, whose chief delight was in the fernle and rattan, is extinct. When all children are well governed at home, when all teachers are professionally trained, when all parents are reasonable, when hereditary tendencies are more in harmony with existing social conditions, corporal punishment in school may safely be abolished. When humanity becomes so highly developed that civil law imposes no severe penalties to hold lawless impulses in check, it will be easy for any teacher to govern any school by moral influences only.

In extreme cases of wilful and open defiance of authority, punishment may be inflicted publicly and immediately before the school; but, in general, it is better to inflict it in private, not in anger, but coolly and deliberately.

Before whipping, be absolutely certain of the guilt of the offender, and then inflict punishment so thoroughly that it will be remembered. Your object is to inflict pain so as to deter the culprit from further wrong-doing.

"Where a school is well conducted," says Horace Mann, "the minimum of punishment is the maximum of qualifications."

On the subject of corporal punishment, Mr. Perkins, Principal of the Exeter Academy, says:—

I am perfectly familiar with the outcry of brutality, dark ages, torture-chambers, that we hear in this connection, and with the testimony of some of the instructors of select or peculiar schools as to the long years during which they have never used the rod. Their testimony is just as valuable as that of a college president who should say that he had never applied the rod to his senior class, or a clergyman who has succeeded in keeping the members of his congregation in order on the Sabbath without flogging them. Notwithstanding all that has been said, it still remains true that pain, wisely, kindly, dispassionately, thoroughly, severely, and privately administered, is often the gentlest and most sooth-

ing remedy, bringing wholesome results and leaving no sting behind. The substitute of what is sometimes called moral suasion for corporal punishment, when it consists of bitter, sarcastic words, is a poor one, and bad for the pupil every way. I have sometimes sat in a school-room from which the use of the rod was strictly excluded, where a well-applied birch would be considered out of place as much as thumb-screws and pincers, and have shuddered under the sharp, taunting words and mocking manner of the person occupying the place of teacher; and I have felt that there is an indignity and outrage in the use of hard words that even a cruel infliction of blows could not equal. So far as the objection to corporal punishment tends to remove from it all that is tyrannical, mean, revengeful, cruel, unlovely, the plan is a good one. To exclude it altogether is an extreme only less dangerous than the excessive use of it.

Mr. Henry A. Drake, a member of the School Board, in 1867, in his report on this subject, writes as follows: "Corporal punishment is one of the instrumentalities, sanctioned by the best authorities, and justified by the decisions of the courts." Blackstone says, "The tutor, or school-master, has such a portion of the power of the parent to restrain or correct as may be necessary to answer the purposes for which he is employed." The Superior Court of Massachusetts, through Judge Brigham, says: "There must be a reasonable and proper occasion for the use of force. Such occasion would be afforded whenever a pupil, for a violation of a reasonable regulation of the school, deserves punishment, or for withholding obedience to a reasonable requirement deserves coercion. For the purpose of education the law gives to the teacher, to some extent, the powers of a parent, and he must punish as parents punish."

The Supreme Court of Maine, says: "The teacher has responsible duties to perform, and he is entitled in law and in reason to employ the means necessary therefor. It is his business to exact obedience in the school-room, and it is his legal right."

Dr. Joshua Bates, the distinguished principal of the Brimmer School for a third of a century, in his recent essay on

"Our Common Schools," says: "It is not the use of the rod that is objectionable, but the abuse. All wise and experienced educators in this and other lands have advocated the judicious use of the rod." Dr. Thomas Arnold was confidently of the opinion, that corporal punishment is necessary in school government; and such is the decided opinion of all who have had practical experience in public-school instruction and government.

God has established penalties for wrong doings in his moral government; and I ask, how can civil and school government be maintained without punishment for the disobedient and unruly?

Man must be governed by principle within, or by force from without. The disobedient, self-willed and unmanageable, unless restrained and controlled in youth, will in all probability become bold, desperate and lawless in manhood. No better illustration of this statement can be given than the following. It is credibly stated that, several years ago, corporal punishment for a time was abolished in the Philadelphia schools, and disorderly and disobedient children were expelled from school. A few years after this order for the expulsion of all the turbulent and vicious, there took place formidable riots, and many of the leaders, most active in violence, rapine and excess, were found to be men who when boys had been expelled from the city schools.

Had those men, when boys, been properly checked and disciplined in the school-room, they very likely in most cases would have become men, respectful to authority, obedient to just laws, and would have passed their lives, as peaceable, honest and useful citizens. Says a terse writer, "If you cannot curb the devil in some schools, when cast out he will come back with seven other spirits more wicked than himself." There is no axiom more evident than this; that proper and complete control of children in youth develops respect, reverence and good citizenship in manhood. Some families and

schools may be managed without resort to the rod ; but in most schools, where many of the children come from miserable abodes, destitute of all home comforts, and often times even of decent influences, and where there is no moral training or judicious and proper discipline, the rod will be necessary in the school-room. Moral suasion, repeated advice and pleasant talk will not answer with such boys.

In the present state of the world you may just as safely and wisely dispense with all prisons and jails as with corporal punishment in schools ; and whatever may be the views of reformers and theorists on the subject, all practical and experienced teachers, and all wise and observing men, are convinced that the judicious use of the rod is necessary in the school-room, and that, as long as human nature continues as it is, corporal punishment must hold a place in school government.

Dr. John D. Philbrick, who was a distinguished teacher in the Grammar and High Schools of this city, and then Superintendent of the Boston schools for eighteen years, and who has received the highest educational honors both in this country and in Europe, writes me as follows : —

1. If corporal punishment is abolished, it is absolutely necessary that a substitute for it should be provided, as a means of maintaining order and discipline in the schools. No effective substitute ever has been devised, here or elsewhere, which is not attended with greater evils than those which result from proper use of corporal punishment. It is futile to say that moral suasion is, or can be, an adequate substitute. Every experienced teacher knows that there are cases in which it is practically ineffectual. Expulsion is no adequate substitute. Besides, it is illegal to expel a pupil until the proper and legal means have been employed to correct and reform him. And corporal punishment is a proper and legal means for securing the obedience and good behavior of pupils.

2. If the power to use corporal punishment as a means of controlling pupils is taken from the hands of teachers, the discipline of schools will require the expenditure on the part of the teachers of more time and strength, — the time and strength which would otherwise be given to instruction.

3. To abolish corporal punishment is a great injustice to all good pupils who never need resort to force to secure their obedience, because it subjects them to ill-treatment, by the bad pupils, for which there is no adequate remedy, and because it robs them of the benefit of the time and strength of the teacher, which is required to get along with perverse and disobedient pupils, without the help which the right to employ corporal punishment affords.

4. The right to use corporal punishment affords the teacher a moral support, which more than counterbalances all the evils which result from corporal punishment.

5. It is unphilosophical and unwise to abolish corporal punishment because it is or may be abused in a few isolated cases. The question is, what is best on the whole? If there are evils attending the use of corporal punishment the evils resulting from its total abolition would be tenfold more grievous.

6. It is a wasteful extravagance to abolish corporal punishment, for in a boys' grammar school a teacher can do better work with fifty pupils, having a right to punish, than with thirty pupils, not having such right. Every honest opponent of corporal punishment, who has even a moderate share of common sense, will tell you, that, in order to make his fanciful theory work, the number of pupils to a teacher must be small, and hence the school must be run on a costly scale.

7. If you prohibit the use of corporal punishment, other modes of punishment which are more injurious are certain to be resorted to.

8. Corporal punishment is one of the instrumentalities for maintaining discipline sanctioned by the best authorities, and it would be an act of folly to prohibit the use of this instrumentality unless it can be shown that the weight of authority is on the side of this prohibition. This it is impossible to show.

9. To prohibit the use of corporal punishment would be to invite all bad boys and girls to insult and disobey their teachers, and to render the schools less desirable and useful for the good boys and girls.

10. A strong reason for leaving in the hands of the teachers the right to inflict corporal punishment is, that the knowledge on the part of the pupils that the teacher has the power goes far to render its exercise unnecessary.

11. To abolish corporal punishment would be to ignore the light of experience. In all ages and in all countries experience has proved that it is necessary to leave with teachers the right to inflict corporal punishment. And as yet it may safely be asserted that, wherever the experience of prohibiting its use has been tried, it has resulted in far greater evils than those it was intended to cure.

The advocates of this folly have paraded pretended evidence of the success of prohibition, which will not be examined.

12. No example whatever can be cited in favor of this scheme which it is at all safe to follow. Germany, it has been asserted in voluminous official reports on the subject, has long since abolished this "relic of a barbarous age." Now, the fact is, that the use of corporal punishment has not been prohibited in any one of all the German States, from the Alps to the North Sea. And Germany is the country where educational science is most advanced. In France confinement is to a certain extent used as a punishment, each of the great public schools having one or more "prisons." But who has the right to say that the French mode of discipline is better than that of the great public schools of England?

13. The maxim that the teacher who punishes a scholar thereby proves his want of qualifications as a teacher is unsound philosophy, unsound pedagogy and unsound philanthropy.

14. Most of the attempts to abolish corporal punishment have been occasioned by the alleged abuse of this mode of punishment of some one teacher. It would be just as reasonable to say that all courts of justice should be abolished because some judge is found to be corrupt or incompetent.

15. Let it be noticed and emphasized that no sound, practical, honest teacher of a public school is found advocating the abolition of corporal punishment. It is true that some teachers, for motives which it is not necessary to analyze here, are under pressure induced to go so far as to say that they believe it might succeed.

16. Can a case be produced where a school-master has begun the discipline of a large boys' school without finding it necessary to punish a scholar?

17. There should be no discrimination of schools in this respect. The rules for all the schools should be the same.

18. Read and ponder the admirable and unanswerable argument, on this subject, of the lamented Henry H. Drake, in the volume of the Boston School Reports for 1868. Mr. Drake had received his education in the Boston schools—Primary, Grammar and High,—under the regime of corporal punishment, and he had long experience as a member of the committee. The reports on the other side by Dr. Ordway and Lyman Mason are weak and illogical, and the testimony they bring in support of their theory is really unworthy of regard in view of the universal experience and authority on the other side. See also what is said in my report, vol. of 1877, page 114. The best thing to be done in Boston is to abolish every rule about corporal punish-

ment, and instead adopt the St. Louis rule, as given on pages 115 and 116 of Boston School Board, 1877. This rule is no doubt in accordance with the view of the late superintendent, Dr. W. T. Harris, who is thoroughly sound on this question.

19. The effect of prohibition would be to increase the need of jails, houses of correction, criminal courts, and policemen.

After careful deliberation on this important subject we most respectfully present the following reasons why, in our view, corporal punishment should not be abolished in our public schools:—

1. Punishment is ordained in the government of God, and universally recognized as an important element in the government of men.

2. As corporal punishment is sanctioned and authorized by all governments as a legitimate instrumentality for the management and control of children in school, therefore no teacher fulfils his whole duty, who does not use corporal punishment when necessary to enforce obedience and break up vicious and demoralizing habits.

3. As the statutes of our Commonwealth virtually require, as the first duty of a good citizen, obedience to the powers that be, so it is the duty and right of the teacher to enforce such wise and wholesome regulations in the management of the school as he may judge most effective to secure complete obedience.

4. There will be a lower standard of discipline and attainment in schools where the *right* to punish is taken away.

5. Society and family organizations cannot, or at least do not, exist without penal punishment. Many families in high position in life, as well as those in more humble circumstances, advocate and administer corporal punishment in home government.

6. Wherever there is law there must be power to enforce the law, and all government is a farce and a mockery without the power to maintain authority.

7. The teacher stands in "*loco parentis*," and consequently is fully authorized to use the same punishment in school as judicious parents exercise in home government.

8. The School Committee has no moral right to take from the hand of teachers this instrumentality for the government of the scholars in school.

9. Prohibition on the part of the committee to use the rod in school is a manifest injustice to teachers, unless a State law is passed prohibiting corporal punishment in families.

10. Distinguished teachers in all the past have contended, with almost perfect unanimity, that corporal punishment is necessary to secure efficiency and good government in education.

11. We have more faith in the judgment and experience of practical educators on the subject of corporal punishment than in the preaching of those who deal only in theories.

12. Abolishing corporal punishment in our schools is taking from our teachers the power to enforce obedience.

13. The abolition of corporal punishment will introduce into our schools more objectionable and often cruel punishments.

14. The abolition of corporal punishment will necessitate the expulsion of refractory and obstinate pupils from school, or they, remaining as members of the school, will be a constant annoyance to the teachers, and also a great hindrance to the progress of good and industrious scholars.

15. In the expulsion of bad boys from school the committee practically nullify the State law relating to children growing up in ignorance and crime, and in reality make criminals, and send to prison, disobedient and vicious children who should be governed and controlled by wholesome school authority, sanctioned by law.

16. The child thus expelled, when a man, will hold the teacher and the law responsible for neglecting to enforce

obedience, and thus sending him into life wayward, lawless, uneducated, and ill-fitted for the duties of life and good citizenship.

17. Ungoverned boys, expelled from school, will most likely, when men, be ripe for mischief and crime.

18. The triumph of one bad boy in breaking the rules of the school induces many others to resist authority; but if he is made to submit to wholesome and wise regulations, all the children will understand that disobedience and obstinacy are followed by pain and disgrace.

19. The knowledge, on the part of scholars, that corporal punishment can be inflicted very largely prevents the necessity of punishment.

20. Horace Mann says, in a lecture on corporal punishment, delivered in 1839 to the female teachers of Boston: "It is better to tolerate punishment, in cases where the teacher has no other resource, than to suffer disobedience and insubordination."

21. Select and private schools may be often successfully conducted without a resort to the rod, but in most public schools, composed of scholars heterogeneous and often difficult to manage, the use of corporal punishment is absolutely necessary.

22. Sympathy should not wholly be expended on bad boys, for the good ones are certainly worthy of their share, and entitled to as much of the teacher's time, care, and thought. Often troublesome and designing boys impose on the physically weak; but deserving and faithful scholars should be protected from insults and the attacks of vicious boys, which protection cannot generally be successfully accomplished without a resort to the rod.

23. Nature, in her earliest instructions, teaches the lesson that bodily pain follows the violation of her laws. As nature appeals to the fear of physical suffering as an influence to compel obedience to her laws, is it not the duty of

parents and teachers to enforce, by physical pain, a respect and compliance to laws intended for the child's social, intellectual, and moral advancement?

24. If the disuse of corporal punishment encourages disobedience and defiance to law, and consequently troublesome and unruly boys are turned into the street, generally to fill our penal institutions, we contend that it is far more unjust to the young thus to place them in imprisonment than properly and wisely strive to train our youth for a happy and successful manhood by such physical pain as will compel obedience to healthy school authority.

25. It is maintained by some that corporal punishment has been abolished in schools with no unfavorable results. If such is the case, it will generally be found, so far as public schools are concerned, that other and far more objectionable methods of punishment have been adopted, and that the discipline is lax and weak, the instruction vague and pointless, and the intellectual and moral condition in a low and deplorable state.

26. The great purpose of our system of public-school instruction is to properly educate all to become men, pure in heart, sound in body, moral, wise and useful citizens, and not turbulent, riotous and unprincipled men. If, therefore, we take from the hands of the teacher the right to enforce obedience by the use of the rod, at times and under proper circumstances, we take from him the last resort to secure implicit obedience to authority.

27. Abolishing corporal punishment takes from the hands of the teacher rights, secured to him in all past time by the best judicial authority, and justified by the decisions of the courts in all civilized countries.

28. The proud position of the Boston schools in past years, at home and abroad, has been owing, not only to thorough and systematic teaching, but also to that firm and uncompromising discipline which has given reputation and success to our school system far and near.

29. Enough disrespect to law and disobedience to authority are found in all communities, without any further encouragement on our part to this state of things by timid sentimentalism. It is far better to control the rising generation and enforce obedience in youth, than to populate our criminal institutions, or compel a resort to arms to quell disorder and rioting in our streets, when the same youth has reached manhood.

30. Because the right to use corporal punishment is sometimes abused by indiscreet and unworthy teachers, this is no argument that corporal punishment, therefore, should be abolished in schools. Says a writer on this subject: "Because there have been cases of malpractice, should there be no surgery? Because criminals have escaped justice, should there be no pleading in courts? Because there was a Judas, should the gospel of Christ remain unpreached?"

31. While we conscientiously believe in the judicious use of the rod in public schools, yet we most earnestly desire that a constant spirit of gentleness and kindness should be manifested in all departments of our schools, so that corporal punishment may always be kept at the lowest minimum point possible, in record.

32. Finally, a proper regard for the rights of all, the child, the parent, the teacher, demands that the use of corporal punishment should be properly, wisely and judiciously administered in our schools, and that teachers who make too frequent, severe and unnecessary use of the rod should receive the severest censure of the Board, or be peremptorily dismissed from further service.

While we fully believe authority should be given to all of our teachers to use corporal punishment, when all other means fail to produce obedience, yet as the School Committee for several years past have considered it wise to restrict in a measure corporal punishment in the public schools, we do not recommend any change in the present rules, but urge that they be promptly and faithfully enforced.

GEORGE B. HYDE.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

1880.

R E P O R T .

BOSTON PUBLIC SCHOOLS,
OFFICE OF THE BOARD OF SUPERVISORS,
Sept., 1880.

To the School Committee:—

The Board of Supervisors respectfully presents the following as the third annual report of its "work as a Board and as Supervisors."

Changes in the Regulations caused the work of the Board of Supervisors, and of the several Supervisors, to be modified and, in certain directions, increased during the school year 1879-80.

WORK OF THE BOARD OF SUPERVISORS.

The two principal duties of the *Board* of Supervisors have been (1) to examine candidates for certificates of qualification to teach in the public schools of Boston; (2) to examine candidates for diplomas of graduation from the fifty Grammar, the seven High, and the two Latin Schools, and from the Normal School, — the diploma of the last being accompanied by a certificate of qualification, which makes the holder thereof eligible as an assistant teacher in a Primary, a Grammar, or an Elementary Evening School.

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION.

The first duty — except in case of special examinations ordered for special purposes — has been performed by holding annually, in the April vacation, a general examination. At that time candidates for the several grades of certificates came to the same place, and were examined together. Much

time was thereby saved to the Supervisors, — a saving which their incessant work in and out of school has demanded; and, moreover, differences in the requirements for the four grades of certificates were clearly marked and provided for, and a rational and equable standard of qualification maintained.

Last year the Regulations were so changed as to require the Board of Supervisors to examine annually in September candidates for assistant teachers' places in Elementary Evening Schools, and to confine the examination to "reading, writing, grammar, arithmetic, geography, history, and the theory and practice of teaching." In accordance with this requirement an examination was held September 5, 1879. Forty-four came to be examined. Of these eleven did not, under the Regulations, have the right to take the examination; one dropped out; and, of the thirty-two remaining, certificates were refused to five and granted to twenty-seven.

The results of this examination were closely inspected, with the purpose of determining its value in comparison with the April examination. The latter implies, for a fourth-grade certificate, a respectable knowledge of at least High School studies, and of the elements of mental science and of didactics, and gives to a candidate an opportunity of showing his knowledge of one or more studies to which he may have been specially devoted. The September examination implies a knowledge of the standard Grammar School studies, and of "the theory and practice of teaching." An examination within a narrow range of elementary studies has at least this merit: failure to pass it, especially failure to show an elementary knowledge of the subjects that a candidate is expected to teach, furnishes very strong, if not conclusive, evidence of his unfitness to receive a teacher's certificate of qualification. But the passing of such an examination does not by itself give more than probable evidence that the candidate knows enough to keep school. It does not show that

he is full of his subject — able at any moment to answer his pupils' questions and to add interesting and useful instruction and explanation to what the text-book contains. It is obvious that a teacher of geography is greatly aided by a knowledge of the elements of natural history, physics, and astronomy; that ability to give simple and thorough instruction in arithmetic is increased by a knowledge of the generalizations of algebra and the truths of geometry; that the study of the standard English authors and of the language as used by them, furnishes a teacher of "grammar" and "reading" with the best means of accomplishing his purpose. In brief, the teacher should have more and deeper knowledge than he will have to impart to his pupils; he should have some of the resources of culture, and some of the mental strength that hard and generous study gives. It is, therefore, the plain duty of examiners to learn whether or not a candidate has the knowledge necessary for teaching intelligently; whether he has the culture and the power that will enable him to lift his pupils above the dry forms of knowledge, and above the dead routine of the class-room.

It is very difficult, if not impossible, to learn the probable extent and depth of a candidate's knowledge, and to form any trustworthy opinion of the quality and calibre of his mind, by means of an examination covering only the most elementary studies. The evidence that such an examination furnishes is too meagre. Nor can this deficiency be supplied by the other evidence that the Board of Supervisors always endeavors to collect, viz.: (1) The means of culture the candidate has had and used, including the courses of study he has pursued and completed; (2) the subjects he has taught, and the degree of success with which he has taught them; (3) his reputation for scholarship and teaching ability. This evidence, when trustworthy and complete, is of much service to the examiners. The difficulty is that they cannot, as a rule, know how much to trust it; they can only add it to the

other testimony and give it the weight it *seems* to deserve. When, however, this evidence supplements that which the April examination gives, the examiners believe that they have sufficient evidence for determining whether or not the candidate has knowledge, culture, and power enough to teach well and thoroughly. The range of studies being wider, he may fail in some; but, if he be of the right metal, he will show his real strength in others. Indeed, the rust cannot have gathered so thickly as to keep a majority of the seven examiners from discerning his solid attainments and sterling qualities.

But, whatever may be thought of the comparative value of the two examinations, it is a question of great moment whether the Board of Supervisors, in granting certificates of qualification, — its most important office, — can do this work justly and wisely, if its sources of evidence be in any way limited. It is, therefore, respectfully suggested that the Board of Supervisors be allowed to be its own judge of how much, and what kind of evidence, it should collect in order to decide whether or not a candidate is qualified to receive a teacher's certificate. The exception in favor of assistants in Elementary Evening Schools need no longer be made; for, in the future, vacancies in those schools can be filled by Normal School graduates, and by others holding the fourth-grade or a higher certificate of qualification, and possessing the skill, good sense, and sympathy especially needed there. Indeed, these qualities are quite as likely to belong to teachers whose minds are well trained and furnished as to those whose chief qualification is that they understand ordinary human nature and little else. Surely the Elementary Evening Schools will never be and do what they ought and might, until more teachers that are zealous and sensible, skilful and cultured, are employed there.

The annual examination of candidates for certificates of qualification was omitted last April. As the term of office

of all the Supervisors was to expire March 31, it was decided to postpone the examination. When the Board of Supervisors had been reorganized, it was found that it would be impracticable to hold a general certificate examination before next April.

During the year eleven candidates were specially examined, and to nine of these certificates were granted: special grade, to five; fourth grade, to three; and third grade, to one. Several of these certificates deserve special mention; for they made two candidates eligible as teachers of English to Germans in the Elementary Evening Schools, and one as teacher of "physical culture" in the Girls' High School.

The whole number of certificates of qualification issued in the year beginning Sept. 1, 1879 — including the forty-three given to Normal-School graduates — was eighty. In addition to these, two certificates of service were issued.

TABLE I.

Number of Certificates of Qualification issued by the Board of Supervisors from April, 1876, to September, 1880.

Year.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Special Grade.	Total.
1876 . . . . .	..	10	..	64	60	..	134
1876-77	25	11	33	32	11	10	122
1877-78	18	14	6	36	10	47	131
1878-79	19	7	20	45	..	4	95
1879-80 . . . . .	..	..	1	3	..	33	37
Totals	62	42	60	180 ¹	81	94	519
No. of persons holding certificates of higher grade . .	..	6	..	3	22	7	38
Total No. of persons holding certificates of qualification	62	36	60 ²	177	59	87	481

¹ Exclusive of Normal School certificates.

² Of these, five hold certificates of service.

TABLE II.
Certificates of Qualification.

Grade.	Number of persons to whom they were granted. ¹	Number holding them who are now in the service of the city as teachers.	Number available for service.	Number whose certificates have expired.
I.	62	9	35	18
II.	36	9	14	13
III.	60	21	29	10
IV.	177 ²	57	64	56
V.	59	14	14	31
Special.	87	7	69	11
Totals.	481	117	225	139

¹ The same person may hold two certificates. In that case he is reckoned as holding only the *higher* certificate.

² Exclusive of graduates from the Normal School.

TABLE III.
Graduates from Normal School.¹

[Certificates of fourth grade were given to these by the Board of Supervisors.]

Year.	Number.	Number now in the service of the city as teachers.	Number available for service.	Number whose certificates have expired.	Number also holding certificates of service, 4th Grade.
1873	52	22	7	23	19
1874	54	20	7	27	8
1875	58	22	14	23	3
1876	61	29	13	19	..
1877	65	30	21	14	..
1878	58	28	24	6	..
1879	51	12	39	..	..
1880	43	..	43	..	..
Totals	442	163	168	111	30

Total.
No. holding certificates of Qualification: 3d Grade, 1; 4th Grade, 5; 5th Grade, 11 17
" " " Service: 4th Grade, 30 30

TABLE IV.

Certificates of Service issued by the Board of Supervisors.

GRADE.	Number of persons to whom these were issued.	Number holding them who are now in the service of the city.	Number supposed to be available for service.	Number whose certificates have expired.
I.	41	27	2	12
II.	83	73	. .	10
III.	43	28	2	13
IV. and V.	907	707	64	136
Special.	94	48	40	6
Totals.	1,168	883	108	177

TABLE V.

Number of Persons to whom the Board of Supervisors issued Certificates, from April, 1876, to September, 1880.

GRADE.	Number of certificates of qualification.	Number of Normal-School certificates.	Number of certificates of service.	Totals.
I.	62	. .	41	103
II.	36	. .	83	119
III.	60	. .	43	103
IV. and V.	236	395 ¹	907	1,538
Special.	87	. .	94	181
Totals.	481	395	1,168	2,044

¹ Exclusive of 47, who hold other certificates.

From the foregoing statistics the following facts are gathered: The Board of Supervisors issued from April, 1876, to September, 1880, certificates that made two thousand and forty-four persons eligible as teachers. Of these, one thousand one hundred and twenty-three are in the service

of the city ; four hundred and ninety-eight are available for service ; and the certificates of four hundred and twenty-three are invalid. By the renewal and issue of certificates, the number of available candidates will be soon increased to about five hundred and ten. From these, for obvious reasons, at least sixty of those holding certificates of service should be subtracted. There are, then, not far from four hundred and fifty persons now available for service as permanent, temporary, or substitute teachers. In order (1) to determine how many teachers are annually needed for these purposes, and (2) to indicate the sources of supply, the following statistics have been carefully collected :—

TABLE VI.

Teachers appointed on Probation, and Teachers in Evening Schools, from September, 1879, to September, 1880.

SCHOOLS.	Whole No.	Number holding certificates of qualification.	Number holding Normal School certificates.	Number holding certificates of service.
High	4	4	..	..
Grammar . . .	28	6	15	7
Primary	38	4	33	1
Evening	120	61	48	11
Total	190	75	96	19

TEMPORARY TEACHERS.

High	1	1	..	..
Grammar . .	15	2	13	..
Primary	11	2	9	..
Total	27	5	22	..

SPECIAL ASSISTANTS IN PRIMARY SCHOOLS.

Primary	24	7	17	..
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SUBSTITUTES.

Normal	5	1	4	..
High	8	8
Grammar . . .	116	26	83	7
Primary	36	6	29	1
Total	165	41	116	8

SUMMARY.

Normal	5	1	4	..
High	13	13	..	..
Grammar . . .	159	34	111	14
Primary	109	19	88	2
Evening	120	61	48	11
Total	406	128	251	27

In the foregoing table two numbers are likely to mislead : (1) Although there were one hundred and twenty appointments in the evening schools, the larger part of them were, as usual, re-appointments. Last year, the *new* appointments for those schools were less than one-third of the teachers employed there. In the day schools, there were seventy new appointments; in the evening schools, thirty-seven. (2) In the "Summary," four hundred and six is not the number of different *persons* employed as substitute, temporary, evening school, special assistant, or permanent day teachers, but it is the number of *positions* in which these served. For it must be kept in mind that the same person may, within a year, serve in two, three, or even four, of the five classes of positions just referred to.

TABLE VII.

Showing the Number of Teachers that served in one, in two, in three, and in four kinds of Positions, from September, 1, 1879, to September 1, 1880.

Number of teachers.	Substitutes.	Temporary teachers.	Evening School teachers.	Special assistants in Primary Schools.	Permanent teachers in day school.	Number of positions.
64	64	..	..	..	..	64
2	..	2	..	..	..	2
59	..	..	59	..	..	59
33	..	..	..	..	33	33
9	9	9	..	..	..	18
37	37	..	37	..	..	74
10	10	..	..	10	..	20
20	20	..	..	..	20	40
2	..	2	2	..	..	4
1	..	1	..	1	..	2
4	..	4	..	..	4	8
1	..	..	1	1	..	2
2	..	..	2	..	2	4
2	2	2	2	..	..	6
11	11	..	11	11	..	33
1	1	1	..	1	..	3
5	5	5	..	..	5	15
5	5	..	5	..	5	15
1	1	1	1	..	1	4
269	165	27	129	24	70	406

THE DEMAND AND SUPPLY OF TEACHERS.

It has, therefore, been shown that from September 1, 1879, to September 1, 1880, two hundred and sixty-nine persons did *all* the teaching in the evening high and evening elementary schools and all the work of substitutes, temporary teachers, and special assistants in the day schools,

and furnished the latter with the seventy teachers appointed on probation. Less than two hundred and sixty-nine teachers could have done this service; for many were employed as substitutes not more than a week or two during the year; nearly a hundred served only as substitutes or as teachers in evening schools; and much of the other service was irregular and intermittent. If there were a systematic plan of assigning substitutes, and of extending their term of service until they have had a fair trial, the number of substitutes demanded for service would be greatly diminished. As matters are, the demand will not, probably, for several years, differ much from the demand of last year.

The whole supply of certificated teachers ready for service last year was more than twice the demand. Although the supply this year is eighty or ninety less, it will still be much in excess of the demand. Indeed, the number eligible and seeking for places in Primary and Grammar Schools is somewhat remarkable. About sixty-five teachers will, during the year, be appointed to permanent places in those schools; and yet there are to-day three times as many certificated teachers ready to fill these vacancies. A large supply of certificated teachers ready for immediate service is not in itself an evil, although it may result in repeated disappointments to many teachers; a large supply is for the good of the schools, provided the quality of the supply is not impaired by its extent. Whether it be large or small, the interests of the schools always demand good teachers for substitute, temporary, and permanent service, and for both day and evening schools. A careful analysis of the supply would probably show that it includes the four following classes: (1) Many good teachers of experience and culture; (2) some teachers of excellent promise, but of no achievement; (3) respectable or excellent scholars that have little or no skill in governing and teaching; and (4) teachers that have neither fair ability nor respectable scholarship.

The three sources of this supply have already been given (See Tables II., III., and IV.) Of the one hundred and eight holding certificates of service, and legally available, only a few are likely to be called upon to fill vacancies. These few, of known excellence, are in demand. Twenty-five were employed last year, nearly half of them being the standard teachers in the Evening High School. About three-fifths of this part of the supply are useless, and, in view of their chance of reëmployment, are worse than useless.

Of the one hundred and sixty-nine graduates of the Normal School who are ready and anxious to teach, at least twenty-five might, without injury to the schools, be spared any longer waiting. This will seem a small number to one who inspects Table III., and who knows how many of the four hundred and forty-three graduates of that school have, since 1873, sought in vain for teachers' places. Less than half, including those employed in the evening schools, are in the service of the city as teachers. Lately, however, the tide has turned in favor of the school. A glance at Table VI. is sufficient to convince one that, last year, the Normal School furnished its full share of teachers for filling vacancies. From it came more than one-half the teachers appointed on probation, one-third of the evening-school teachers, all but five temporary teachers, and all but seven special assistants in Primary Schools, and seven-tenths of the substitutes. In brief, three-fifths of the vacancies were filled by one hundred and forty-four graduates of the Normal School. This fact speaks well for it — showing that its higher standard of graduation and that the instruction it gives to its graduates have resulted not only in an increased willingness, but also in a strong desire, to employ them in the schools. And the danger is now, not that the greater part of the graduates of the Normal School will not be employed, but that they will be put into important places before they have been properly

tested, and before they have acquired the skill and the wisdom that come with experience.

Of the four hundred and eighty-one teachers to whom certificates of qualification have been granted by the Board of Supervisors, more than a third, including teachers in the evening schools, are in the service of the city. Last year about one-third of the evening-school teachers, one-fourth of the temporary, special-assistant and substitute teachers, and one-fifth of those appointed to permanent places in day schools, were from this class of certificated teachers. Exactly one hundred of these served in the schools last year — filling about one-third of the vacancies; and there are now ready for service two hundred and twenty-five. About two-fifths of the latter, holding important positions elsewhere, refuse to come here to take any other than permanent places. Others live so far away that it is impracticable for them to come here for short service as substitutes. A few, however, have resigned good positions elsewhere, and, serving as substitutes here, have proved their excellence as teachers. And it would be desirable, if some inducement other than the poor pay allowed could be held out to able and experienced certificated teachers to serve here as substitutes. Such service as theirs is much needed in certain schools, and would probably be rewarded by permanent employment.

It is evident that a strong, if not the strongest, reason why more from this class of certificated teachers are not employed here, is that their ability and skill in teaching and governing are not known. The Board of Supervisors, in granting certificates, must depend upon the evidence gathered at the examination. It can find out the training, scholarship, and general character of the candidate. If he has not taught, it may form an opinion of his capacity for teaching and governing; if he has taught, it may be helped by the evidence that others give of his success or failure in teaching. But, whatever conclusion it may arrive at, it is not

authorized to classify those to whom it has granted certificates of the same grade; teachers of experience, however successful they may have been, receive the same form of certificate as candidates with little or no¹ experience. It is, indeed, for the interests of the schools that the Board of Supervisors find out through its members whether or not, and in what schools and classes, "eligible" teachers are likely to be successful. This can be done by observing such as are doing substitute or temporary service, by visiting the schools of those who are teaching elsewhere, and by gathering from other trustworthy sources evidence of success or failure. As soon as the Board of Supervisors is convinced that certain certificated teachers should not be employed here, it should be required to strike their names from the list of eligible teachers. Every avenue by which a poor teacher may enter the service should be closed, and closed promptly. On the other hand, if, after investigation, the Board of Supervisors is convinced that a certain class of certificated teachers is the best for filling certain vacancies, it should be required to give that information to such committees of the School Board and principals of the schools as are concerned. Nor is this all. After certificated candidates have been appointed teachers on probation the Board of Supervisors should be required to cause some of its members to observe them carefully while teaching and governing a class, and to gather other trustworthy evidence of their fitness or unfitness for confirmation. If this evidence plainly shows that they deserve permanent places as teachers, the Board of Supervisors should give them certificates that entitle them to permanent appointment; if, on the other hand, the evidence clearly proves they are unworthy of permanent employment, their time of probation should end,

¹ Normal School graduates, who have not taught, may receive certificates of qualification.

and their names should be taken from the list of eligible teachers.

In order, therefore, to secure excellent teachers for the schools, and to keep the supply within reasonable limits, the following recommendations are made : —

1. That the Board of Supervisors be required (*a*) to strike from the list of "eligible" teachers the names of those it is convinced, after careful investigation, are unfit to become teachers; (*b*) to classify the others according to their excellence and their probable fitness for certain positions.

2. That special-grade certificates be granted only to those who are to teach special studies, and that no lower general certificate than the fourth grade be issued.

3. That there be granted two classes of certificates, the A and the B, — the B to correspond to the present certificates of qualification and Normal School certificates, making the holders thereof eligible for places as substitutes and temporary teachers, and for appointments on probation; the A certificates to be given only to those that have served on probation, and have proved, by actual service in a Boston school, their excellence as teachers, — these certificates being necessary for, and entitling the holders thereof to, confirmation.

4. That there be, once in two years, in the April vacation, a general-certificate examination, — the other examinations to be special and to be ordered by the Committee on Examinations.

DIPLOMA EXAMINATIONS.

The *second* duty of the *Board* of Supervisors, that of examining the graduating classes of sixty schools for diplomas, was, with some slight exceptions, performed in the same manner as usual. The three supervisors of Grammar and High Schools examined in oral reading one thousand seven hundred and seventy candidates for diplomas. This work

had been heretofore done by six examiners ; but the three Supervisors of Primary Schools were too busy to do any other than their own work, which, near the close of the school year, requires all their time and energy. Of the forty-six sets of questions used at the written diploma examinations, two were prepared by the Director of Music, two by the Director of Drawing, and the others by the Supervisors. After the adoption of the questions by the Board of Supervisors, one of its committees presents them for approval to the Committee on Examinations, and oversees the printing and proof-reading ; and the Secretary of the Board sends the questions in sealed packages to the several principals whose schools are to be examined.

The Board of Supervisors appoints the time and determines the length of the examinations, and gives the principals general directions for conducting, marking, and reporting the same. The papers of the candidates are read and marked, either by the principals or by the teachers whom they designate. An exception to this rule was made at the last diploma examination, when the High School papers in drawing and music — the number being comparatively small — were marked by the directors of those studies. If the Supervisors who made the questions had marked the other papers, the standard of marking would have been nearly uniform, and the candidates would have been treated all alike. But it is more than doubtful whether this treatment would have been just to *them*. It is the teacher that determines the standard of his class. In one subject it may be high ; in another, low ; in a third, it may agree with the absolute standard. It is he, not they, that is responsible for it. Their attainments in quantity and quality depend not a little upon the standard he has set up. If, having reached it, they cease effort and, when it is too late, are judged according to a higher standard than his, they may suffer for no fault of theirs. But, even if it were just to the pupils, it

would be impracticable for the Supervisors to mark the papers. Not to more than allude to the obstacles in the way of any six Supervisors that should attempt to read and mark nearly eighteen thousand papers, containing forty or fifty thousand pages, it is enough to know the impossibility of doing half this work between the time of the June diploma examinations and the time of graduation. All that the Supervisors can do in this matter, without neglecting other important work, is what they have been doing, viz., inspecting at the close of the school year sufficient papers from each school to determine whether the standards of marking in the several subjects are too high or too low, and whether the variations from these standards are so great as to indicate a want of care or of good judgment. If the papers are judiciously marked, nothing is said; if otherwise, suggestions are made for the purpose of changing the standard, or of preventing mistakes in the future.

The diploma examinations are marked on the following scale:—

1 = excellent.

2 = good.

3 = passable.

4 = unsatisfactory.

5 = poor.

6 = very poor.

6^c = communication at an examination.

6^a = omission of an examination.

The year's work of the pupils in the several studies is marked on the same scale, and the marks for the examination and for the year's work are entered in a blank, prepared for this purpose, and are multiplied by small numbers representing the relative value of the different studies. The sum of these products indicates the general scholarship of a pupil, 100 being excellent, 200 good, 300 passable,

400 unsatisfactory. Several features of this plan of marking and reporting deserve a passing notice : —

(1) The marks indicate the essential distinctions of scholarship and omit what is incidental or accidental. Of course, the refinements of marking, necessary in a close competitive examination, are useless here.

(2) The marks, having a definite meaning, require from the teacher who uses them a definite act of judgment. He does not ask whether an examination deserves seventy-five or eighty per cent., but whether it indicates excellent scholarship or good scholarship. Although his idea of excellence may vary with the study, and although his general standard may be above or below that of another teacher, yet, when he marks an examination 3, he expresses his judgment that it is only passable. This kind of evidence can be appreciated by those who know the uncertain value that is usually indicated by per cents., one teacher marking what is passable as fifty per cent., and another as eighty per cent.

(3) In the final blank the year's work counts as much as the diploma examination. The evidence of both is needed in judging whether or not a candidate for a diploma deserves it. The "year's work," so called, may represent the results of several years' work. Thus, the candidates for Grammar School diplomas who began in the Primary Schools and pursued the regular course, may have studied reading, writing, arithmetic, music, and drawing, nine years; geography, five and a half years; grammar and history, three years. It would seem, therefore, that the principal's careful estimate of the "year's work" furnished at least as strong and trustworthy evidence as the diploma examination. One kind of evidence supplements the other.

(4) The final blank when filled gives to the Committee on Examinations the means of judging quickly and justly whether or not candidates for diplomas deserve them. In any case of doubt, a glance at the marks of the several

studies is sufficient to furnish the evidence for settling the doubt. Thus, the Committee on Examinations was able, last June, to decide in a few hours, to which of one thousand eight hundred and sixty-four candidates diplomas should be awarded.

(5) One feature of the diploma examinations deserves more than a passing notice. It is this: the implicit confidence that is placed in the judgment and trustworthiness of the sixty principals who conduct the examinations, and are responsible for marking them and the year's work. The high character of the principals, their desire to do exact justice to every pupil, and the interest they have in maintaining a rational standard of scholarship, give sufficient assurance that this work will, in the main, be wisely and justly done.

Many of the schools have felt the good influence of the diploma examinations. Some, where the general standard of attainment was low, have been aroused to raise it. Others, that had given too much attention to one study and too little to another, have been led to equalize their work. Nor is this all. The aims in certain studies have been changed for the better. Essentials have been sought for; quality has been preferred to quantity, and power to knowledge. Most of the questions have been such as discourage cramming; and if, out of deference to a school or college, a "cram" examination has been set, the Board of Supervisors has adopted it under protest.

In preparing questions for the High School diploma examinations some difficulties have been met that the Board of Supervisors had no power of removing. Each of the eight High Schools in its plan of instruction is limited only by the general subjects mentioned in the course of study, by the number of hours a week to be given to each study, and by the authorized text-books. All know how little a good teacher is tethered by text-books, and how broad the field

is which a term like Latin, English, or physics may denote. Of course, the ground gone over and the kind of culture it receives differ in the different schools. The difficulty of preparing questions suitable for the eight High Schools is obvious. For this reason and for others, it is suggested that, unless the High Schools are to be independent of one another, the Board of Supervisors, in conference with the High School principals, be required to prepare annually a plan of instruction in the several subjects of the outline course of study.

CANDIDATES FOR DIPLOMAS.

JUNE, 1880.

SCHOOLS.	No of candidates.	No. that received diplomas.	No. entitled to certificates of fitness for High School instruction.
Grammar	1,495	1,460	1,329 Boys, 613; Girls, 716
Boys' Latin	27	27	. . . . .
Girls' Latin	6	6	. . . . .
High	336	322	. . . . .
Normal	43	43	. . . . .
Total	1,907	1,858	. . . . .

These statistics and others indicate the high degree of excellence attained by the diploma pupils, and show the results, not of cramming, but of steady, progressive study through a term of years. Whenever the correctness of the diploma returns has been tested by means of examinations parallel with those of the Board of Supervisors, they have borne the test. Thus, the June diploma returns from the two Latin Schools showed not only that the twenty-seven boys and the six girls in the graduating classes deserved diplomas, but also that the scholarship of most of them was

unusually good. With the exception of one from each school, they presented themselves for admission to college. The five girls were admitted to Smith College without question and with honor, one of them receiving the prize, \$200, awarded to the candidate that "passes the best examination in all the studies required for admission to college." The twenty-six boys were admitted to college, — one to Amherst, one to Yale, and twenty-four to Harvard. Two of those admitted to Harvard were conditioned, — one in two subjects, and the other in four; and twenty-two entered without conditions. Sixteen of the latter received "credit" for excellent scholarship in one or more subjects, two pupils receiving honors in as many as eight subjects.

Making all allowances for the exceptional brilliancy of these two classes, it is believed that the examinations for diplomas and for admission to college indicate the general excellence of the two schools. Within the last three years the old Latin School has renewed its life; it has improved and is improving in spirit, purpose, and attainments, and is fast dispelling the prejudices that have obscured its excellence. The new Latin School is full of the brightest promise; it has already proved that girls can be prepared for college as thoroughly and accurately as boys.

Judging from the diploma returns, and from equally trustworthy evidence, no other conclusion is possible than this, — that the day schools have done their work well, and have accomplished the objects for which they were established, — diffusing intelligence, strengthening the mind by useful study, forming good habits and purposes and thus improving the character, and preparing the young to become worthy and loyal citizens.

EXAMINATION FOR ADMISSION TO THE HIGH AND LATIN
SCHOOLS.

The Board of Supervisors prepared, as usual, the questions for the examination of candidates for entrance to the High Schools, and the examination was held the first two school-days in September of this year. According to a request of the Committee on High Schools, the Board of Supervisors became responsible for the questions to be used at the entrance examination of the two Latin schools. Each school held two examinations for admission, one in June and the other in September:—

	High Schools.	Boys' Latin School.	Girls' Latin School.	Total.
No. examined for admission to	46	87	82	215
No. of these admitted to . . .	31	61	64	156
No. of graduates from Grammar Schools admitted to . .	661	21	11	693
No. admitted from other sources	14 (?)	5	6	25
Whole no. admitted	706	87	81	849

¹ Not to be included in the aggregate.

This table shows that about two-thirds of the candidates examined were admitted; that of the thirteen hundred and twenty-nine graduates of the Grammar Schools who were entitled to admission to the Latin and High Schools, only twenty-nine more than half entered, and that the whole number of pupils who have entered these schools this year is eight hundred and forty-nine. It is plain that the number of pupils who enter the High Schools is too small. After keeping out those graduates of the Grammar Schools who are unprepared or unfit for High School instruction, it is desirable not only to allow, but also to encourage, the others to enter. The capital invested in High Schools, the annual expense of maintaining them, and the excellence

of the instruction and training given there, all demand that the number of pupils be reasonably large, at least much larger than it is. If the number of graduates of the Grammar and High Schools were doubled, it is believed that the City would, for its outlay, be many times repaid.

PREPARATION OF COURSES OF STUDY.

Much of the work done by the Board of Supervisors is incidental to its office as "the Executive Board of the School Committee." Naturally, it has been ordered to prepare or to change courses of study for the schools, — a work that should be entrusted only to those who have an intimate acquaintance with the schools as they are and have been, and who are willing, in deference to the opinions and convictions of others, to yield some of their own. A Board of Supervisors, composed of as many as seven members, is more than likely to be such a body as to prevent it from laying out courses of study that do not lead to practical and educational ends. Indeed, it is a question worthy of careful consideration, whether the School Committee may not, with benefit to the schools, impose upon the Board of Supervisors not only the work, but also the *responsibility* of modifying and preparing courses of study. Before the adoption of measures that have so many purely *educational* bearings as courses of study, it would seem desirable to secure the approval of the Board of Supervisors.

The following is the summary of work done on courses of study by the Board of Supervisors, or by some of its members: —

1. Preparation, in 1876, of an eight years' course of study for the Latin School; and, in 1880, of a six years' course for the two Latin Schools.

2. Preparation, in 1877, of a three years' "uniform" course of study for the seven High Schools; and, in 1880, of

a four years' course for the High Schools, — the first half for the eight High Schools, and the second half for the two central and the Charlestown High Schools.

3. Preparation, in 1878, of a three years' course of study for the Primary, and a six years' course for the Grammar Schools.

Much of this work was done after conference with the principals of the schools, and with others. Suggestions and criticisms were sought for and used. The greatest difficulty was met in the preparation of a uniform course of study for the seven High Schools. The two central schools had had different courses of study; the five other High Schools were nearly as independent as they had been before annexation. The problem was to prepare a course of study suitable for the five "mixed," and for the English and the Girls' High Schools. The purpose was to give them, not uniformity, but unity. Of course, sacrifices had to be made; but they were willingly made for the sake of the union and the strength that were to follow. The aim of the Board of Supervisors was to secure substantial agreement in the essential studies, and to allow a wide margin of choice in the others, — the pupils' choice being subject always to the approval of the principal.

After the adoption of the three years' course, it was modified from time to time to meet the needs of the schools. Within the last school year the Board of Supervisors, at the request of the Committee on High Schools, and in accordance with a change in the Regulations (Sect. 253), prepared another course of studies for the High Schools. The greatest care was taken to find out the opinions of the principals, and the needs of their schools. After much labor and consultation a course was prepared and adopted by the Board of Supervisors, and was presented to the Committee on High Schools. The Board of Supervisors had prepared, as requested, *one* course of study. The *two* High School courses,

adopted June 8, 1880, by the School Committee, were not the work of the Board of Supervisors. With this exception, the courses of study as prepared by the Board of Supervisors, or by some of its members, have, with some slight changes, been adopted by the School Committee, and have directed the instruction of the schools.

WORK OF THE SUPERVISORS.

The first duty of the *Supervisors* — that which has occupied most of their time during school hours — is expressed in the following extract from the Regulations : —

SECTION 138. The Supervisors, one or more, as their Board shall determine, shall visit all the schools as often as practicable, and shall, once a year, examine carefully each teacher's method of conducting a school, and of teaching classes in various branches of study; and shall, before February 15, record the results of the examination in suitable books kept in the Supervisors' office, and open only to the inspection of the Board and of the Superintendent.

The second duty — the performance of which has required work out of school as well as in — is described as follows : —

SECTION 139. In addition to the examinations in detail, it shall be the duty of the Supervisors to inspect all the schools, in order to ascertain, —

1. The sanitary condition of the schools, houses, and premises, including the working of the heating and ventilating apparatus.
2. The mode of government, including motives to study.
3. The principles and methods of classifying and promoting pupils.
4. The merits, defects, and needs of the various schools and classes, and, in general, the physical, mental, and moral condition of the scholars.

And the Supervisors shall, before January 15 of each year, and may at other times, report thereon in writing, with such remarks and suggestions as they may deem expedient, to the several Division Committees and to the Committee on High Schools and the Committee on the Normal School. These reports shall be open only to members of the School Board and to the Superintendent.

In September, 1879, three Supervisors, designated by the Superintendent, were, according to an order of the School Committee, required to undertake the entire supervision of the Primary Schools, and to discharge for them such general duties as had been performed by the principals of the Grammar Schools. The Board of Supervisors, perceiving that the three Primary Supervisors could do little or no work in the Grammar and High Schools, assigned the inspection and examination of these to the three remaining Supervisors. The plan of supervision was thereby essentially changed and the work greatly increased. According to the former plan of supervision, the schools, Primary, Grammar, and High, were, for the purposes of inspection, divided into six groups, one group for each Supervisor. For the purpose of the examination of teachers in the schools, the subjects taught were divided departmentally, each Supervisor examining in one or two departments.

By *inspecting* the schools of his group, a Supervisor, without interrupting the usual order of school work, endeavored to find out whether or not each teacher was careful of the comfort and health of his pupils; whether his mode of government was gentle, firm, just, and effective, and what were the prevailing motives that influenced the conduct of his pupils. The inspector, too, quietly observing the teaching, formed a general opinion of the instructor's aims, methods, and skill. This opinion was likely to be correct; but in case of many teachers its correctness needed to be confirmed by an *examination* in one or more subjects. In order to learn the real condition of a school, it was often necessary to look below the surface of the class-room routine. To that end the Supervisor who was to examine, interrupted the usual order of exercises, and questioned the pupils either directly or through their teacher. Sometimes the examiner discovered excellences; sometimes he discerned weaknesses and deficiencies, and sought for their

cause. Having found it in the teacher, he was ready to suggest a remedy, if there were one. Thus, while the inspector's knowledge of an instructor's teaching ability was general, an examiner's was particular. Moreover, the examiner worked departmentally, — beginning with the lowest and ending with the highest class that studied his subject, — and, therefore, the results of his investigation were more exact, discriminating, and just than if he had tried to examine in all or in most of the subjects taught in the schools of his group. Having thus become intimately acquainted with the purposes, methods, and details of work in his subject, he was prepared to lay out a right course of study in it, to guide intelligently and wisely the instruction in it, and to prepare suitable questions for the diploma and certificate examinations. In his judgment of teachers, his general knowledge of their work, acquired by inspection, prevented him from being unduly influenced by his special knowledge of their work in his subject; and, moreover, he was able to strengthen and modify his own opinion by that of other Supervisors who came into his group to examine in their subjects.

These were the general features of the plan of supervision before three Supervisors were assigned to the Primary Schools. After that, departmental examinations were, of course, suspended. The Board of Supervisors divided the Grammar and High Schools into three groups, and assigned a Supervisor to each group. The most he could do, within the time allowed, was to inspect the schools of his own group, or to examine them in the most general way. The Supervisors of Primary Schools divided them into three groups. Each inspected his own schools, directed the instruction therein, made promotions, examined the pupils for entrance to the Grammar Schools, and did, to the extent of his ability and to the limit of his time, the manifold duties required of him.

The number of teachers whose work, after being inspected or examined by a Supervisor, was reported in the February

record, is as follows : Four hundred and three in the Primary Schools ; five hundred and eighty in the Grammar Schools ; and ninety-two in the Normal, High, and Latin Schools, — in all the schools, one thousand and seventy-five teachers. This record contains the judgments — deliberately formed and entered by the Supervisors — of (1) each teacher's mode of government, and (2) the conduct of his pupils ; (3) of his teaching ability, and (4) the results thereof as shown by his pupils. The Supervisors, expressing these four judgments by means of the limited and simple scale of marks given on page 19, avoid and, to a great extent, prevent any comparison of one teacher with another. A remark is usually added. It may qualify or explain ; may refer to some excellence or radical defect in government or teaching ; it may note a teacher's moral influence upon the character of his pupils, or may express, in the case of unsuccessful teachers, signs of improvement. These judgments, when tested, have generally been found correct. If the record errs, the error is in favor of the teacher. A careful summary of its contents has proved that it is a record full of honor to most of the teachers and of the schools. By means of the evidence which it has furnished, together with that which the principals of the schools have given, some teachers have been dropped from the service. On the other hand, it has prevented some from being dropped whose promise was great, but who had accomplished little. It was intended to be a safeguard both to teachers and to school's.

The inspection reports that were made last December by the several Supervisors treated of the subjects mentioned in *Section 139* of the Regulations.

The Supervisors had given much attention to the sanitary condition of the schools. Of course they did not attempt such investigations as can be successfully and judiciously made only by medical experts and sanitary engineers. Careful observation and good judgment were the only requisites for

gathering and using the ordinary facts that concerned the health of the schools. The school-yard is the play-ground of the pupils, and therefore it was inspected in order to learn whether it was kept clean, dry, and wholesome. Cellars were inspected, as the bad, damp air in them, unless they are thoroughly and constantly ventilated, is likely to find its way into the class-rooms above.

In regard to heating and ventilation, the following were some of the inquiries made: (1) Is the heating power sufficient? (2) Can the heat be regulated, and is it evenly distributed? (3) What rooms, if any, are not comfortably warmed in winter? (4) *Is the air that is heated and that flows into the class-rooms pure or impure?* (5) What ventilating apparatus are the class-rooms, corridors, and halls supplied with, and *is it used?* (6) Is there a sufficient supply of fresh air? (7) Do the ventilating flues carry off the vitiated air? (8) What rooms, if any, cannot — with ordinary care and precaution — be ventilated? (9) When pupils are not present, is the air in class-rooms, corridors, and hall thoroughly changed? (10) Are there, in or near the school-house, any other than the ordinary causes or sources of impure air? In regard to light, the *main* inquiry made was, What rooms, if any, have not sufficient light?

The results of these investigations, and the recommendations made as a consequence of them, were given in the December reports.

The responsibility for the sanitary condition of the schools is a divided one. (1) A teacher in his class-room is responsible only for using wisely and well the means provided to keep the air pure and at a proper temperature, and for carrying into practice such principles of school hygiene as should be known by every teacher. (2) The janitor's responsibility is great in respect to air, heat, and cleanliness. Unless directed otherwise, he will, according to the "light that is *in* him," perform his responsible duties. If he does,

carefully and *intelligently*, the work allotted to him, he prevents much sickness and increases the comfort of pupils and teachers. Such a janitor is appreciated by no one more than by the principal. If, however, the janitor, from false ideas of economy of fuel, or from some unknown cause, does not ventilate thoroughly the building; if, shutting out pure air from the cold-air boxes, he allows the foul air of the cellar to be heated and to flow into the class-rooms; if, so long as he can, he keeps the ventilating ducts closed,—he becomes the innocent and potent cause of much ill-health. From a sanitary point of view much would be gained, if, in addition to the practical and useful directions and supervision lately given by the Committee on Accounts to the janitors, the Special Instructor in Hygiene were to explain to them the important relations of their work to health.

(3) The great responsibility for the sanitary condition of a school must rest upon its principal. Recognizing this responsibility, he makes himself acquainted with the school-building from attic to cellar. He learns what in it or near it is favorable or unfavorable to health. He measures the heating power, and observes whether the heat is properly distributed and regulated. He finds out whether there is a sufficient supply of fresh air, and whether the impure air is carried off through the ventilating ducts. He learns to which of his assistants he may safely trust the care of the pupils' health. Having discovered the sanitary needs, he endeavors to supply them. He may do much directly and through his assistants and janitor. But, after he has done what he can, he has not probably been able to do all. He therefore promptly reports at the rooms of the School Committee, Mason street, a defective drain-pipe, or some rooms that are dark and dismal and others that, on cold days, never have a sufficient supply of heat; or some ventilating flues through which foul air flows into class-rooms. He learns that the School Committee has no power to make

repairs, or to supply the sanitary needs of the schools. The report having been made to the Superintendent of Public Buildings, he does all that he is authorized to do : he causes *repairs* to be made. It is evident that the School Board, through its committees and officers, is and should be held *responsible* by the public for supplying the sanitary needs of the schools ; but responsibility with only the power of *recommending* is a misnomer.

The Supervisors have given much consideration to the other subjects mentioned in *Sect. 139* of the Regulations. Especially have they observed "modes of government, including motives to study." The *best* school government has no form. The teacher, knowing what he and his pupils are expected to do, does it *with* them. His art is concealed not only from others, but also from himself. A thorough knowledge of the subjects taught, an unconscious tact and skill in presenting them, and a fine sympathy with his pupils, beget in them enthusiastic and spontaneous study.

Next in the descending scale is the government of high motives. The ends to be reached and the efforts necessary are made known to the pupils. They are made to *feel* that if they do their best, they have done all that the teacher expects. His character, his force of will, his just requirements, and his appreciation of each one's efforts and accomplishments without comparing him with any other, control the majority of the pupils ; to each of the others is applied a suitable and effective remedy.

Next below in the scale is the government of expedients or of low motives. The ends to be reached are obscured or concealed by "credits," "placing by rank," and other strong but unnatural appeals to emulation and to the desire for rewards. An expedient which a wise teacher uses in the case of one pupil becomes the standard motive presented to a whole class.

Below this, and yet not very far below, — in its bad influ-

ences on the character of pupils, — is the government of fear. Instead of using fear as one means of subduing *an unruly and wilful pupil*, a teacher *depends* upon it, even for preventing the occurrence of light offences ; and thus he makes miserable his own and his pupils' life in the school-room.

The foregoing are some of the grades of government that have been observed in the schools. The number of teachers using the lowest form of government is decreasing ; and not a few successful experiments have been lately tried, which have shown, if not proved, that the pupils of a large school can be moved to do their best without a *system* of rewards and punishments.

The Supervisors visited, as usual, the Evening High and Elementary Schools, and, each month, reported their condition to the Committee on Evening Schools.

In doing the work required by the Regulations the Supervisors have always endeavored to preserve and strengthen whatever is good and excellent in the schools ; to improve aims and methods in teaching ; and to cultivate — wherever needed — a better spirit in the government of the schools. If the quality of the results has been impaired by the large amount of work done by the Supervisors, and by the little authority given to them, they have, nevertheless, worked on, — always aiming to be loyal in spirit and act to the School Board, and striving to do what is best for the schools.

In closing this report, the Board of Supervisors recalls the eminent service that three of its recent members did in the schools. In them will long abide the influence of the scholarship and character of Supervisor Folsom ; of the skill and wisdom of Supervisor Tweed ; and of the high purposes, the enthusiasm, and devotion of Superintendent Eliot.

Respectfully submitted,

ELLIS PETERSON,

For the Board of Supervisors.

ANNUAL REPORT

OF THE

Committee on Drawing and Music.

OCTOBER, 1880.

REPORT.

In compliance with existing rules, we respectfully submit our Annual Report upon Drawing and Music in the public schools, although the first of these studies has been so recently and so exhaustively discussed by the Director, that but little remains to be said either about the past or present policy of the Board regarding it, or concerning facts of any sort connected with its history during the last twelvemonth.

DRAWING IN THE HIGH SCHOOLS.

With the present term, Drawing in the High Schools took a new departure. There, as previously in the Grammar and Primary Schools, it is now taught by the regular teachers, and thus the long-contemplated abandonment of special instruction in schools of all grades is an accomplished fact. In order to fit the High-School teachers for the coming responsibility as far as possible, the Director of Drawing held weekly classes at the Appleton-street School during the winter and spring, at which he lectured, in a highly practical manner, upon the five subjects taught in the schools, showing not only the nature and scope of Freehand, Model, Memory and Design, Geometrical and Perspective Drawing, and of shading with point, stump, and brush, but also how they should be taught. Those who attended filled their notebooks with concise, clearly expressed definitions, as well as with diagrams copied from those drawn at the lectures on the black-board, and thus carried away with them a valuable compendium of the Director's methods of teaching, to be referred to when they should themselves be called upon to assume the master's place. Such lessons are to be continued

during the coming winter and spring, in order that the regular teachers may be still further fitted for the task which they are now called upon to perform. The Director also proposes to keep the High Schools under constant supervision, with the view of aiding the regular teachers by his advice and encouraging them by his presence. By these means it is hoped that this coming year of trial (for such it will be to many who doubt their own knowledge and ability to carry on the required studies satisfactorily) will prove less arduous than some persons have anticipated, and that it may lead to a success which will fully justify the adopted policy of discontinuing special instruction in the High Schools. The table printed on page 15 of the Director's Report (Doc. No. 7) shows that out of 74 High-School teachers, 30 have received a full diploma, certifying that they have passed examinations in the five subjects, that 15 have passed in two, three, or four subjects, and 29 in no subject or but in one. As the result of this instruction given to the High-School teachers, upon the third or High-School grade, we are able to record the qualification, by drawings made and examinations passed, of the following number of teachers in several schools:—

Names of Schools.	No. of teachers having High-School certificates in Drawing.
English High	5
Girls "	2
Dorchester "	
Brighton "	1

In addition to these we have in the Girls' High, East Boston High, Roxbury High, and West Roxbury High, Schools, regular teachers who hold a still higher grade of certificate to teach Drawing, viz., the Fourth or Special Drawing Teacher's certificate.

With the single exception of the Charlestown High School, all the High Schools are now amply provided with teachers. Where no master or teacher specially qualified to take charge of the Drawing Department already existed, the want was

supplied by an exchange between two schools of one teacher for another, and in the West Roxbury High School, by making use of a portion of the time of the Normal-School Drawing teacher. Through these arrangements your committee hopes that on the completion of the present term Drawing will not be found to have retrograded in the High Schools in consequence of the new conditions under which it has been carried on, and that both from an educational and an economical point of view, Drawing in the High Schools under the regular teachers will be ultimately better taught than it ever has been under special teachers. We, however, think that in High Schools conducted on the departmental system, such as the English High and the Girls' High, some person from among the regular teachers, specially qualified to teach Drawing, should be appointed to take charge of it, and this because the work to be done by the advanced classes can only be directed by trained hands. Why should there not be a master of drawing in a departmental school as well as a drill-master or a master of mathematics? Would the principle involved be more violated by the one than it is by the other? In this matter, as it seems to us, the question of the wisest use of the teacher's time should be considered, and we believe that it would save time and waste of effort to put the work of teaching Drawing into the hands of one person in such schools, rather than to assign it partially to several teachers, who might be better employed in teaching other subjects, of which they have greater knowledge.

FREE EVENING DRAWING SCHOOLS.

While the Director of Drawing in his late report to the School Board advocated the reform in the High Schools of which we have just been speaking, he also offered a plan of instruction, on the basis of class work, a two years' course, and professional teaching in the Free Evening Drawing

Schools, together with new regulations calculated to insure regular attendance and more systematic work. A change in all these matters had long been considered desirable, but until the scheme was fully matured it seemed better not to attempt it. Here the Director's knowledge and experience came fully into play, showing how important it is for the day as well as the evening schools to have some one person at the head of the whole department capable of planning courses of study, of testing the work done by the teachers as well as by the pupils, and of doing in general for drawing what the Supervisors are called upon to do for other branches with which they are more especially familiar. Such work the Drawing Committee cannot undertake. It judges plans when proposed, and in case of approval recommends them for adoption, but it does not pretend to be able to originate them; it praises or condemns accomplished work, but it does not undertake to teach how to do it. These important duties are not within the competency of any committee, and can only be discharged by a specialist, whose life has been spent in teaching and planning schemes of instruction.

The new plan of instruction for the Free Evening Drawing Schools forms an integral part of the entire system adopted for day and evening schools. It is so nearly identical with that of the High Schools, that a pupil on leaving the Grammar School, whether he enters a High School or an Evening Drawing School, will continue the study of Drawing from the same point, and by a similar course, to more advanced stages. The evening-school plan is arranged for a two years' course of class instruction by lectures and demonstrations. The first year's course is elementary and general for all students; that of the second, applied elective in Freehand Design, Machine Drawing, Building Construction and Ship-draughting. As arranged, and the remark applies to the High-School course as well, the programme is of that character which best suits the field properly occupied by such schools. The city should neither attempt

to give a purely artistic education, such as may be obtained at the School of the Museum of Fine Arts, nor a strictly scientific one, like that offered to students at the Institute of Technology. Its legitimate province lies between the two, and touches the confines of each. Thus, what is learned in the city schools of underlying principles, methods of work, the handling of implements, etc., whether pertaining to the freehand or the mechanical department, will be found useful to students, whether they enter the artistic or the scientific schools on leaving the city schools, or if, instead of entering either, they become wood-carvers, builders, mechanics, or handicraftsmen of any sort.

Up to the present time the Free Evening Drawing Schools have not been strictly confined to this their legitimate field; class instruction has not been uniform, and much individual instruction, according to the choice of the pupil, has been given. Now we are to have uniformity of class teaching and a fixed system of instruction. With this, and the more regular attendance insured by the new regulations, we may confidently expect great improvement in work, and great increase of usefulness in the right direction.

THE ENTIRE SYSTEM.

From the lowest classes in the Primary Schools to the most advanced in the High and Evening Schools, we now have a progressive course, pointing in one direction, pursuing one aim by one system. If we have taken nine years to reach this end, it is because the way was unexplored, and the methods of procedure necessarily tentative. We feel obliged to insist upon this, because we do not think that the novelty of the experiment is sufficiently realized, or the consequent difficulties justly estimated, save by those who know what has been or is now being attempted elsewhere. Even those who are especially conversant with its details do not realize fully the magnitude of the work done in Boston since the present Director undertook it, until some foreign tes-

timony throws a sudden light upon it, and encourages perseverance in a course which impartial eyes view favorably. Last year we were favored with a visit from an accomplished French artist, sent by the Minister of Public Instruction to observe and report upon the teaching of Drawing in the United States. We have not yet received his report; but the following extract from a letter, written on the eve of his departure, will suffice to show what we may expect to find in it concerning our Boston system.

FOREIGN OPINION.

After expressing the pleasure he received from visiting some of the public schools, in which "he found the application of ideas entirely in harmony with his personal convictions," M. Regamey goes on to say:—

Without entering into the detailed examination of a method which I have not yet had the time to study seriously, I bear witness to the fact that by it the means have been found to teach the elements of Drawing to sixty thousand children without the aid of special instructors, and I applaud this result. It seems to me that the problem thus resolved has been answered once for all, and can nowhere meet with opposition save from those persons who deny the general importance of Drawing, and refuse to it the place accorded to Music in primary instruction.

FRENCH METHODS.

Here it may be well to state, that the mission of M. Regamey is but one of the many evidences of the awakened anxieties of France on the subject of Drawing as a part of general education. On the 28th of November, 1878, M. Bardoux, the Minister of Public Instruction, proclaimed in the Chamber of Deputies, at Versailles, "that henceforth Drawing must be regarded as one of the indispensable elements of general education," and had the satisfaction of finding that among the five hundred deputies gathered from all parts of France, —

Not a single person (says M. Hayard, in his remarkable letter on Instruction in the Fine Arts) rose to declare that Drawing, and consequently the fine arts, have nothing to do with the political organization

of a country; that to teach them is unnecessary; that they play no part in the progress of civilization or in the development of the vital forces of a people.

What the minister advocated is what we advocate, and this is fully expressed in the words of the Perpetual Secretary of the Academy of Fine Arts in Paris, "that in our day every one should know how to draw, as they know how to read and write; and that from the point of view of advantage and utility there is no difference between drawing and writing." At the present time Drawing in France is obligatory in seventy-nine lycées, two hundred and sixty colleges, and ninety-eight primary normal schools, for girls as well as boys. We have before us the report of a discourse, entitled "Drawing Taught like Writing," delivered in 1879, before the Society of Elementary Instruction in Paris, by M. Emile Reiber, an architect of distinction, as also a circular treating of "The Immediate Introduction of Instruction in Drawing into the Primary Schools." In the latter we read, in answer to the proposed question, "What measures are to be taken to insure it in forty thousand communal schools for which teachers are wanting?" Let us make use of the forty thousand primary teachers. Here we would ask, is not this what we have done on a smaller scale? So again to question number eleven, What kind of instruction shall be given in the adopted formula? M. Reiber answers:—

"Learn to draw as you learn to read and write." "Writing being a kind of drawing, and Primary-School instruction admitting only of a generalized practice of graphic notation, or, in other words, the writing of forms, what we must teach is the writing of all forms in nature in all their positions, and for these Nature herself furnishes models. Such a system of instruction will teach everybody to see correctly, and thus speedily raise the level of our national system of instruction." In this Primary School we must teach the *practical knowledge of forms*, and as the *generation* of forms results from an aggregation of scientific immutable laws which regulate the *combination of lines*, the scientific synthesis of these laws must serve us as a general method for teaching Drawing; or, in other words, the *writing of forms* in the Primary Schools.

It is now thirty years since M. le Comte de Laborde, in his report on the London Universal Exposition, spokè of the necessity of teaching Drawing like writing. In France it was not felt until two years ago, seven years after it had been adopted by us in the Boston schools. We then declared that primary instruction in Drawing was in no wise connected with art instruction ; or, in other words, that, to borrow M. Reiber's words, it was a purely pedagogical question. He adds in a note, —

We shall end by learning that primary instruction in Drawing, or the writing of forms, no more belongs to the Academy of Fine Arts than ordinary writing belongs to the Academy of Inscription and Belles-Lettres, or Geography to the Bureau of Longitude.

To conclude this section of our report, we may refer to the course of graded instruction in Drawing, prepared by L. D'Henriet, for French Primary Schools, in accordance with the articles of the new official programmes. The books or pamphlets are three in number. Number one, entitled Linear Drawing, deals with simple lines, straight and curved, and geometrical forms, and contains both figures and explanatory text. Number two, entitled Ornamental Drawing, contains elementary designs based on geometrical shapes. Number three, called Imitative Drawing, that is, drawing in which the apparent form of object is to be imitated by the pupil, contains figures of common objects, such as pitchers, vases, candlesticks, etc., and also simple plant forms.

Any one who will compare our own elementary text-books of instruction with the French books of the same grade will at once see that the system is identical ; but as these are of recent date, and our own have now been in use for a long period, we have the satisfaction of knowing that the most artistic people in Europe have, by a similar process of reasoning, arrived at an identical stand-point, and have adopted similar methods.

THE MUSICAL DEPARTMENT.

By the omission of the festival, which should have taken place last May, in the regular triennial sequence, the best of all opportunities for testing musical progress in the Boston schools was lost. In default of such evidence as it would have furnished, we are forced to rely upon our general impression, that steady improvement has been made. The same able and devoted instructors have had charge of the department as in the previous year, and although they are greatly overburdened with work, they have done all in their power to meet the demands upon their time and strength. With the best capacity and will, it is impossible for a Director and three special instructors to fully satisfy the wants of so many schools, and we cannot but hope that the School Board will eventually see the desirability of bringing the staff up to its former number, by appointing one more teacher. It is not sufficiently considered that the very important work to be done at the Normal school by the special instructors, take up a great deal of their time. As each in his turn is called upon to lecture there upon methods of teaching, he must curtail his regular work for a time to satisfy this demand, or be heavily overtaken.

The Normal lectures for the present year have been begun by Mr. Holt, who illustrates his mode of teaching in the Rice Primary School. Mr. Sharland will follow him with a course upon Grammar-School instruction, and when this is completed, Mr. Eichberg will take up the High-School method. This work is far too important to be neglected, but it should be made less burdensome to the instructors by such diminution of their regular work as would become possible if they were five instead of four in number. Were it not that the regular teachers in the Primary and Grammar Schools are vastly better fitted than formerly to teach Music, it must have suffered by the diminution of special instruction. That it has not done so is, however, no ground for

the conclusion which some might hasten to reach, that special instruction in Music can ever be dispensed with, as it has been in Drawing. Considerations of health, voice management, etc., render it absolutely indispensable that children who sing should have the regular and unintermitting supervision of professional teachers, who can alone determine when they may safely be allowed to sing, and save them from injuring their voices by straining, and their delivery by the defective emission of sounds. We aim at making the children in the public schools good singers as well as good readers, and this can only be attained by giving them the advantage of instruction from the regular teachers, under the direct supervision of the special instructors. Apart from the moral and physical benefits which they derive from the study of Music, results in themselves sufficient to commend it as one of the most important branches of school education, we think that the fact that our great choral societies are largely recruited from public-school graduates, is one which should not be lost sight of by those who hold the musical reputation of Boston dear, and wish to see it maintained at its present high level.

The chief object aimed at by the teachers of Music in our schools is to make the children able to read music at sight, and in many schools this end has been so perfectly attained that the pupils can interpret what is written upon the black-board in notes, as correctly as they would letters, words, and sentences. Singing by rote is permitted only in the lowest classes in the Primary Schools. There it properly belongs, as the learning of rhymes by repetition belongs in the kindergarten or the nursery. As by such a process of unconscious absorption the infant mind is trained to the appreciation of moral and religious ideas, peopled with pleasant images, and the desire gradually awakened to master those mysterious signs in which thought is locked up; so, through learning a few simple tunes by ear, the desire to master the written language of Music is awakened. With

this wish the child comes to the task of learning how to read music with a quickened interest, and with an ear already alive to melody soon comprehends the meaning of the notes which are grouped upon the staff in melodious sequence. Music charms his spirit, enchants his attention, disciplines him to order; for in singing with his fellow-pupils he has his assigned part, from which he cannot depart one jot or tittle without marring the work of the little army to which he belongs. These are ethical influences, whose importance will be acknowledged even by those who have "no music in their souls." Those who have, need no arguments to strengthen their sense of the high place which belongs to it in a liberal education. Few studies indeed can claim to do so much towards advancing children in the paths of peace, obedience, and order, giving them present happiness, future occupation, and an always elevated enjoyment.

In comparison with such gains, how paltry is the annual expense to the city of bringing them within the reach of the children in its public schools! Their average number last year in all grades of schools was fifty thousand six hundred and three, and as the total expenditure for instruction, including salaries of musical instructors, repairs, and hiring pianos, was twelve thousand two hundred and thirty-three dollars, the average cost per scholar was consequently but twenty-four cents.

In answer to our inquiry concerning the musical examinations held during the past year, the Director, who has carefully examined the papers returned for the schools, expresses himself as fully satisfied with the evidence which they afford of the general proficiency attained. Few persons have the time, and none but those who have the duty laid upon them would have the patience, to convince themselves of the correctness of Mr. Eichberg's belief by the laborious process of inspecting thousands of examination papers; but to visit some of our schools, when the pupils are under instruction

is not a matter involving the sacrifice of much time, or requiring the exercise of much patience; on the contrary, it cannot fail to afford real gratification to any intelligent person. Those who are musicians and feel an interest in musical education will need no urging on our part to follow their inclination when time permits, but those who are not especially fond of Music may need to be assured that they will find much to interest and instruct them in the musical exercises carried on in our public schools, and by what they see and hear will, we are convinced, be influenced in favor of a branch of instruction whose value they may not have previously estimated correctly. The visits of musical instructors from other parts of the Union, and the adoption of our methods of musical instruction in many cities and towns in other States, show that the satisfaction expressed at what is here seen by those who are sent out for light and guidance is not insincere, and give us the right to believe that, having established our musical education on a sound basis, we may safely persevere in the course which we have adopted.

At the next Musical Festival we hope to be able to show the public how efficacious it is in teaching children to sing at sight, by carrying out a proposition made by the Director for the festival which was to have been held last May. This was, that during the concert the printed parts of a musical composition, written by and known only to the Director, should be distributed to the assembled children, and sung at sight, with the accompaniment of organ and orchestra. Your committee hopes that, before many months are over, it may be allowed the opportunity of making this interesting, and hitherto unattempted, experiment, not doubting that the result would redound greatly to the credit of those who teach and those who are taught.

On behalf of the Committee,

CHARLES C. PERKINS, *Chairman.*

EXPENDITURES FOR THE PUBLIC SCHOOLS.

R E P O R T

OF THE

COMMITTEE ON ACCOUNTS.

REPORT.

BOSTON, June 1, 1880.

As required by the rules of the School Committee, the Committee on Accounts present their Annual Report for the financial year 1879-80, which includes the "Report of Expenditures" required by the regulations of the Auditing Clerk.

Under date of February 14, 1879, the Committee on Accounts transmitted to the City Auditor the estimates of the amounts required to carry on the Public Schools, exclusive of the sums to be expended by the Committee on Public Buildings of the City Council. These estimates amounted to \$1,418,133.

Of this amount, the expenditure of \$1,168,033 was to be for salaries of instructors and officers fixed by the Board. Of the remaining \$250,100, \$112,100 was to be expended under the direction of the Committee on Supplies; \$60,000, though under the nominal direction of the same committee, was for fuel, gas, and water, the prices for which are not under their control; and \$78,000 was for the wages of the janitors, controlled by the Committee on Accounts.

The amount asked for last year was reduced by the City Council in the sum of \$118,133. This was the largest reduction, with one exception, ever made by the City Council in the amount asked for by the School Committee.

The following table exhibits the facts relating to the appropriations for the last four years, covering the period since the reorganization of the Board:—

	Amount asked for.	Amount granted.	Amount reduced.	Add'l amount granted.	Amount spent.	Amount to credit of School Dept.
1875-76 . .	\$1,444,900	.....	.....	.....	.....	.....
1876-77 . .	1,581,850	\$1,500,000	\$81,850	\$28,000	\$1,525,199 73	\$2,800 27
1877-78 . .	1,534,500	1,411,520	123,280	51,450	1,455,687 74	7,282 26
1878-79 . .	1,485,064	1,419,500	65,564	.....	1,405,647 60	13,852 40
1879-80 . .	1,418,133	1,300,000	118,133	118,133	1 416,852 00	1,281 00

From this table it will appear that the amounts asked for have been reduced by the City Council in the total sum of \$388,827. The aggregate additional grants amount to \$197,583, which reduces the total reductions to \$191,244. The amount returned to the treasury unused was within a few cents of \$25,216. Of the aggregate amount taken by the City Council from the sums asked for, the School Committee have saved \$216,460.

But this sum by no means represents the amount saved by the School Committee in the four years. It will be seen by the table that the sum asked for in each of the last three years was less than in the preceding year. The increase of \$136,950 for the year 1876-77 is only an apparent one, for it is caused by the transfer of \$160,000, for gas, water, fuel, janitors' salaries and supplies, from the portion of the appropriation expended by the Committee on Public Buildings of the City Council to that portion controlled by the School Board; and the actual reduction in the latter is \$23,050. In the four years the School Committee have reduced their own estimates in the sum of \$186,767. This reduction has been made in the face of the fact that the schools contain 4,500 more scholars than four years ago, — equivalent to three large Grammar Schools and six six-room Primary Schools.

For the financial year preceding the reorganization of the

School Committee, the cost per scholar was \$35.23; for the last year \$28.16; showing a reduction of \$7.07 per scholar.

This reduction per scholar indicates a total annual saving in the expense of the schools of \$380,486.

To the appropriation for schools for the year 1879-80, reduced by the City Council in the sum of \$118,133, was appended the following proviso: — "And the School Committee are hereby directed to make no expenditure for the maintenance or support of the Public Schools beyond the amount here appropriated, and when the amount has been expended by them to discontinue all the schools for the residue of the year."

The School Committee took no action in relation to the appropriation until the last meeting of the municipal year, January 6, 1880. The grant of money to be expended by the School Committee has for several years been in three divisions — "Salaries of Instructors," "Salaries of Officers," "School Expenses" or "Incidental Expenses." Until 1878, the amount granted under each of these heads could not be exceeded without action on the part of the City Council; but since that time, the City Auditor has been authorized to transfer any unexpended balance of one division to either of the other divisions.

In December of last year the Auditing Clerk informed the committee that the amount appropriated for "Incidental Expenses" was exhausted. There was no money in the treasury with which to pay the janitors employed in the school-houses, and the committee did not feel at liberty to contract an indebtedness for the payment of which no provision had been made. It was evident that, if the schools were carried on till the close of the financial year, there would be no unexpended balance to be transferred from the other divisions of the appropriation, though enough remained of them to pay the instructors and officers of the Board for some two months longer.

In consultation with the City Auditor, that official informed the committee that if the School Committee voted to close the schools at a fixed time "for the residue of the year" he should consider any portion of the unexpended divisions of the appropriation not needed, up to the time for closing the schools, for the particular purposes they were granted for, as "unexpended balances," which he was authorized to transfer to the credit of the expended division.

In order to render these balances available for the payment of the salaries of the janitors and other incidental expenses, and not with the intention of precipitating the unpleasant question of closing the schools, the committee introduced the following preamble and orders in the Board:—

"*Whereas*, The City Council, for the municipal year 1879, reduced the appropriation for school expenditures asked for by the Committee on Accounts in the sum of \$118,133; and

"*Whereas*, The amount appropriated for school purposes by the City Council for the current financial year will be expended before the end of the year; therefore, in compliance with the direction of the City Council, it is

"*Ordered*, That all the public schools of the City of Boston 'be discontinued for the residue of the year,' from and including February 21, 1880; and that all instructors be discharged from the service of the city at the close of school hours, on the twentieth day of February, 1880.

"*Ordered*, That a certified copy of this order be sent by the Secretary to the City Council."

A communication from the Committee on Accounts to the City Council asking for an additional appropriation was read in explanation of the orders. The orders were laid on the table, and the Committee on Accounts were made a committee to confer with the City Council, and request additional appropriations.

The committee attended to this duty, and the City Council, unanimously in both branches, granted the amount asked for, \$118,133. This might have been considered a happy conclusion of the whole difficulty if the City Council had not immediately instructed His Honor the Mayor to petition the Legislature, then in session, for an act requiring the School Committee of the City of Boston to confine its expenditures to the amount appropriated by the City Council.

The law of Massachusetts is clear enough. It gives the School Committee full powers to fix the salaries of its officers, and all the instructors and janitors, to purchase text-books for all the pupils of the public schools; subject only to the provision that the City Council may close the schools at any time after they have been kept six months of any year.

The early school laws of the State were enacted when there was not a city within its borders, and the "chosen men," or the selectmen, had the charge of, and expended the money for, the schools. In 1826, four years after Boston was incorporated as a city, towns were first required to elect a School Committee. In 1710 five "inspectors of schools" were appointed, and the town and the city generally elected a school committee voluntarily, though in 1758 the selectmen were appointed a committee to visit the schools. Certainly this committee had no such powers as were given them by the law of 1826 and subsequent years.

In the towns the business of employing and paying teachers was a very simple matter, though it answered all the requirements of the statutes. The "prudential committee," or the school committee, "hired" the teacher, and his certificate of qualification, granted by the latter after examination, was placed on file by the selectmen. After he had rendered his service he presented his bill to the selectmen, and when they had approved it the town treasurer paid it. Most of

the school laws in force fifty years ago are still in force, though nearly a score of cities built up within that time have somewhat complicated the business. So far as the law is concerned the business described is as simple a matter in the City of Boston as in the smallest town in the State, for the same law applies to both. The School Committee shall appoint the teacher and give him his certificate, and after he has filed it "the teacher of any public school shall be entitled to receive on demand his wages due at the expiration of any quarter, or term longer or shorter than a quarter," if he has properly kept the register of his school.

The legally appointed teacher may collect his wages on demand. There is nothing in the law which requires the School Committee to submit any estimates of probable expenditures, or anything which connects this body with appropriations made by the City Council, with the single exception that "apparatus, books of reference, and other means of illustration," can only be purchased "in accordance with appropriations therefor previously made." The law only requires towns and cities "to raise money for the support of the schools." The rule of the School Committee requiring that estimates be submitted, is doubtless necessary, wise, and reasonable; but it is entirely voluntary on the part of the Board.

The School Committee, for certain purposes, are State officials. The common schools they are required to carry on are established by the law of the State, and not by town or city ordinance. The authority to expend the public money for the support of these schools is derived from the State, and not from the city or town. It is a well-established principle of law in Massachusetts that neither the people in the town meeting, nor the City Council of a city, have any authority to limit the expenditures of the School Committee, except by ordering the schools to be closed after they have been kept open for six months in the year.

In the matter of expending the public money the power of the School Committee of Boston may be stated as follows : —

1. In fixing the salaries of the instructors, the first division of the appropriation, the School Committee "are not restricted to the amount appropriated by the City Council." "The School Committee are an independent body, entrusted by law with large and important powers and duties; and, although every discretionary power is liable to abuse, against which no perfect safeguards can be provided, yet we are aware of no substantial reason for supposing that the power of fixing teachers' salaries is more liable to abuse by the School Committee than by the City Council." "The City Council have no control over the School Committee in this respect, except by voting to close a school after it has been kept the length of time required by law." (Supreme Court, 98 Mass., 587.)

2. The second division of the appropriation relates to the "Salaries of Officers," which include the Superintendent, Supervisors, Secretary, Auditing Clerk, Truant Officers, the clerks and messengers. "The School Committee shall elect a Superintendent of Schools and a Board of Supervisors, consisting of not more than six members, and shall fix their compensation." "They shall choose a Secretary, Auditing Clerk, and such other subordinate officers as they may deem expedient, and fix their compensation." — (An Act to Reorganize the School Committee of the City of Boston.) "The School Committee of the several cities and towns shall appoint and fix the compensation of two or more suitable persons to be designated as Truant Officers." — (General Statutes.) The powers conferred by law seem to be as ample in regard to officers as to teachers.

3. The third division of the appropriation relates to "Incidental Expenses." The amount asked for under this head for the current financial year was \$258,350, from

which the City Council struck off \$18,350; \$62,500 were for text-books, \$1,500 for exchange of books, and \$80,000 for janitors, making a total of \$144,000, in the expenditure of which, in the language of the Supreme Court, "the City Council have no control over the School Committee." The statute says, "The School Committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools," etc. And the Supreme Court says, "The School Committee may either get the books on the credit of the town, or may buy them themselves, and thereby make themselves creditors of the town." — (13 Pickering, 229.) "They shall appoint janitors for the school-houses, fix their compensation," etc. — (Act of 1875.)

Of the amount asked for, for the current year, \$1,428,246, which does not include the \$15,000 for an Industrial School, only \$114,350 is within the legal control of the City Council. "The School Committee, unless the town otherwise directs, shall keep them (the school-houses) in good order, procuring a suitable place for the schools, where there is no school-house, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town." The City Council "otherwise directs." For fuel, gas, water, stationery, printing, apparatus, and other items which make up the remainder of the Incidental Expenses, the School Committee have no legal right to exceed the appropriation, if it should be made separately, as it never has been made.

Certainly there is no law to prevent the City Council from appropriating a less amount than is asked for by the School Committee; but the law authorizes the School Committee to bind the city for the payment of all the money they may deem it necessary to expend for salaries of instructors, salaries of officers, wages of janitors, and in the purchase of text-books for all the scholars in the Public Schools, unless the City Council vote to close the Grammar

and Primary Schools at any time after they have kept six months, and the High Schools after they have kept ten months.

The City Council admitted all that is claimed by the School Committee when the former instructed the Mayor to petition the Legislature for an act requiring the School Committee to confine its expenditures to the appropriations made by the City Council. The School Committee instructed their Committee on Legislative Matters to appear before the Committee on Education, at the State House, and oppose such an act. The City Council were represented by able counsel; but the committee reported unanimously in the House of Representatives that the Mayor have "leave to withdraw." A Boston member of the House moved to substitute a bill for the report, but, after considerable discussion, the measure to substitute a bill was defeated, and the law remains the same as it has been, in most of its details, for half a century.

As the City Council have reduced the appropriation for the current year, 1880-81, in the sum of \$94,246, and the School Committee have thus far manifested no intention to make any considerable reduction of expenditures, it is probable that the effort to change the law will be renewed at the next session of the Legislature. The effort may be successful. If so, it can only shift the responsibility of closing the schools, after they have been in session for the legal term, from the City Council to the School Committee, unless the latter body is practically abolished.

If such a change should be made in the law, three methods of procedure would be open to the School Committee: —

1. To reduce the salaries of all the teachers, for in no other way could any considerable reduction be accomplished. The removal of the six Supervisors, the discharge of all the directors and instructors of special subjects, and the discontinuance of all Evening Schools except those required by

law, would realize a reduction of less than one hundred thousand dollars.

2. By abolishing certain schools not required by law, and reducing the number of others.

3. To continue all the schools until the money appropriated is exhausted, and then closing the schools. This is most likely to be the method adopted. The result would be precisely the same as under the present law, and it would make but little difference to the citizens whether the schools were closed by the City Council or the School Committee. In either case the schools would be closed because the City Council did not appropriate a sufficient amount of money, in the opinion of the School Committee.

As long as the City Council seek to assume the powers and functions of the School Committee this question will continue to be a difficult one, for it is hardly in the nature of any organized body in the State or the nation to submit to any encroachment upon its rights and privileges.

The total ordinary expenditure for the Public Schools for the last year was \$1,515,366.84.

Within the past year a new element has been introduced in the financial statistics of our school affairs. In accordance with the statute, the School Committee furnished text-books to a portion of the pupils at cost, and the proceeds of these sales are paid into the city treasury. The schools are charged with all the money expended for these books, but no credit has yet been given in the accounts for the amount of sales. There has actually been paid into the treasury the sum of \$29,835.75 (to June 16), which should be placed to the credit of the schools, as an offset to a portion of the Incidental Expenses. If we deduct this amount from the total ordinary expenditure, this item will be \$1,485,531.09, which is a reduction from last year of \$34,131.83. This reduction will be increased by further payments into the treasury. On account of these credits, which do not appear in the statistics,

the cost per scholar is from fifty to sixty cents less than the table which appears in the Report of the Auditing Clerk.

In his argument before the Legislative Committee on Education, last winter, against the School Committee of Boston, the eminent counsel of the City Council quoted from the reports of the National Bureau of Education the cost per scholar in many of the cities and towns in the United States. Such statistics are very unreliable, for in different States, and even in different cities of the same State, they are made on different basis. Items are included in one city which are not included in others. One gives the cost per scholar on the basis of the number of pupils enrolled, and another on that of the average number belonging, as is done in Boston. In Chicago, in 1872, the cost per scholar on the number enrolled is \$3.78 less than on the average number belonging. In Cincinnati, in 1878, this difference is \$3.92.

The amount collected for the tuition of non-resident pupils during the year was \$2,565.80. Though the committee made special inquiries through all the schools in relation to this subject, in addition to the ordinary means of obtaining information, they are satisfied that a considerable number of non-resident pupils attend the schools without any action on the part of the Committee on Accounts. Those who occupy houses in the city during the greater part of the year, but pay their personal taxes in other cities or towns, are not entitled to the free use of the public schools; but doubtless many of them are not known to this committee. Families move out of the city, and the fact is not discovered, though the children continue to attend the schools. Probably the information which would result in a bill for tuition is sometimes withheld; and possibly misstatements are made. The subject requires the constant care and scrutiny of the committee, and a vigilant attention to the matter on the part of the principals of the schools. The Board has authorized the employment of the truant officers in obtaining information

in regard to non-resident pupils, which will greatly aid the committee and its officer in the discharge of their duty.

The amount paid for salaries of janitors during the last year was \$74,594.40. The average salary paid to each person under this head was \$487.54. A janitor who receives even considerably less than this average can hardly attend to any other remunerative business, for those in charge of steam-heating apparatus are required by the rules of the committee to be at the school-house from half-past eight till half-past four, with an hour at noon for dinner, on every school-day; and they must do their sweeping and other work at other times. The day is so broken up by the required attendance at the school-houses of other janitors, that not much of their time can be available for other work. The committee feel that the janitors are inadequately paid.

A force of one hundred and fifty-three janitors is required to take charge of the various school buildings. Some janitors have the care of two of the smaller school-houses, and some others slightly increase their wages by doing the work required in an evening school, in addition to the care of a day-school building.

A schedule of janitors' salaries went into effect October 20, 1879, based upon the measurements of the school-buildings, yards, and sidewalks, and the methods of heating, whether by steam, furnaces, or stoves. The salary of each janitor was the result of a mathematical calculation, though some allowances, always entered on the records, were made for differences in the premises. By this plan which is believed to be more equitable than the old one, there was a net increase of between three and four hundred dollars in the total amount paid to janitors, the salaries of some having been raised, and those of others reduced.

By the action of the Board the janitor of the Mason-street Building was made the Agent of the Committee on Accounts, an assistant janitor having been appointed to relieve him of

a portion of his ordinary duties. He visits and inspects the school-houses, in relation to the duties of the janitors, and reports upon them. He investigates all complaints against employés, and performs such other duties as are required of him. He has proved to be a very valuable person to the committee, who are happy to express their entire approbation of the manner in which he has discharged his duty.

By a change in the regulations of the Evening Schools there was to be one elementary school in each division, and an additional one when the numbers warranted it. The city Council were requested to furnish accommodations of a much better kind than the rooms before occupied by these schools, in the Grammar School buildings. The committee in charge delayed the opening of the Evening Schools, in the expectation of obtaining such accommodations. But they were not furnished; and it became necessary to open the schools in the unsuitable rooms before occupied by them. This was done November 10, six weeks later than the time fixed by the regulations. The schools, however, remained open until March 20, 1880, two weeks beyond the time fixed for closing. On account of the increase in the salaries of the teachers of these schools, the expenses of the Evening Schools have been somewhat increased. Had the schools remained open during the full term, the expenses would have been still further increased between three and four thousand dollars. The salary of the great body of the instructors has been again adjusted, so that a proportionate expense will not be incurred another season.

The expenditures made by direction of the School Committee and by the City Council are as follows: —

School Committee.

Salaries of School Instructors	\$1,108,578 87
Salaries of officers, clerks, and messengers,	53,679 74
Salaries of janitors	74,594 40
Fuel, gas (including gasoline), and water,	40,920 22
Printing, text-books, and supplies . . .	139,078 77
	<hr/>
	\$1,416,852 00

City Council.

Furniture, masonry, carpentry, roofing, heating, etc.	\$98,514 84
	<hr/>
	<u>\$1,515,366 84</u>

The average number of pupils belonging to all the schools, 53,817. The average cost per pupil, \$28.16.

While the average number of pupils belonging to all the schools has largely increased, the expenses as compared with last year have been reduced \$4,296.08.

The original cost of the buildings and land used for High Schools	\$756,000 00
The assessed value of the buildings and land at the present time	921,100 00
The original cost of the buildings and land used for Grammar and Primary Schools,	5,203,300 00
The assessed value of the buildings and land at the present time	6,357,500 00

The total amount expended for High Schools, including expenditures by the Public Building Committee, was \$182,713.75. Average number of pupils belonging to these schools, 2,090. Average cost per pupil, \$87.42.

The total amount expended for Grammar Schools, including expenditures by the Public Building Committee, was \$772,378.34. The average number of pupils belonging to these schools, 27,387. Average cost per pupil, \$28.20.

The total amount expended for Primary Schools, including expenditures by the Public Building Committee, was \$385,534.56. The average number of pupils belonging to these schools, 20,898. Average cost per pupil, \$18.45.

The largest expenditures were made for the following items:—

By the School Committee:—

Salaries (instructors, officers, and janitors)	\$1,236,853 01
Gas and fuel	36,523 87
Books, including supplementary reading	91,791 12
Printing	8,292 03
Stationary and postage	8,995 62

By the committee on Public Buildings:—

Heating apparatus	\$10,416 76
Carpentry	19,540 25
Masonry	14,260 92
Furniture	10,212 15

All the items of expenditure controlled by the School Committee show a decrease except that for books, which was much larger this year than in previous years, occasioned by the plan adopted by the Board for furnishing supplies. The amount received in payment for supplies furnished, together with what it is expected will be received, will materially reduce this amount.

Within the last financial year Mr. George A. Smith resigned his office of Auditing Clerk to accept the position of Supply Agent of the School Committee. He had held the office of Clerk and Auditing Clerk, in close relations with this committee, for thirteen years; and before this had been employed in the office of the City Auditor. During this long term of service he faithfully discharged his duty, and won the respect and esteem of all the members of this com-

mittee who have served upon it during his period of service.

The Board elected as his successor Mr. William J. Porter, who had served for many years as a member of the School Committee. The members of this committee will concur in the belief that the office was worthily filled, and all of them are willing to testify to the zeal, conscientiousness, and fidelity with which he has discharged his duties during the past year, and they feel under personal obligations to him for the kindness and courtesy with which he has met them in their official relations.

For the Committee on Accounts,

WILLIAM T. ADAMS,
Chairman.

REPORT OF EXPENDITURES.

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ANNUAL EXPENDITURES for the Public Schools of Boston for the last twenty-seven financial years, ending 30th April in each year; also the average number of scholars for each school-year, ending July 31, to 1864-65, and from that year for the year ending March 1, to and including 1871-72, and since that year for the year ending Jan. 31. Annexations occurred as follows: Roxbury, Jan. 6, 1863; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

Financial Year.	No. of Scholars, Day Schools.	No. of Scholars, Evening Schools.	Total No. of Scholars.	Salaries of Teachers and School Committee.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Cost of new School-houses.	Total Expenditures.	Total Rate per Scholar for running Expn- ses, excluding School-houses.
1853-54	22,528	..	22,528	\$198,225 79	\$8 80	\$54,689 51	\$2 43	\$21,941 05	\$77,847 96	\$11 23
1854-55	23,739	..	23,739	220,069 14	9 66	63,807 06	2 52	100,803 04	389,879 18	12 38
1855-56	25,749	..	25,749	230,758 70	9 72	61,639 06	2 60	130,212 30	442,670 96	12 32
1856-57	24,231	..	24,231	232,394 77	9 59	71,009 62	2 93	47,459 03	350,953 42	12 52
1857-58	24,732	..	24,732	265,595 79	10 74	80,871 20	3 27	225 00	346,622 99	14 01
1858-59	25,453	..	25,453	275,784 03	10 83	79,823 73	3 14	105,186 42	400,764 18	13 97
1859-60	25,328	..	25,328	284,929 46	11 25	89,518 60	3 54	144,562 67	519,031 73	14 79
1860-61	26,488	..	26,488	294,356 38	11 11	114,116 34	4 31	225,853 28	632,385 01	15 42
1861-62	27,051	..	27,051	308,348 28	11 80	110,427 09	4 08	156,392 40	574,167 74	15 40
1862-63	27,051	..	27,051	319,066 22	11 80	113,847 17	4 20	101,953 62	584,807 01	16 00
1863-64	26,061	..	26,061	327,710 66	12 34	132,761 75	4 92	5,870 87	471,313 28	17 6
1864-65	27,055	..	27,055	380,833 06	14 05	172,331 78	6 36	90,600 84	643,774 68	20 41
1865-66	27,204	..	27,204	412,559 82	15 16	163,270 76	6 00	200,553 64	776,375 22	21 16
1866-67	28,002	..	28,002	503,506 65	17 98	176,108 85	6 29	101,575 09	781,280 60	21 27
1867-68	27,982	..	27,982	561,163 98	20 05	211,326 43	7 56	188,700 80	961,197 21	27 61
1868-69	33,394	..	33,394	758,168 37	21 71	244,478 63	7 19	336,610 78	1,329,257 78	28 90
1869-70	35,442	..	35,442	739,345 65	20 86	248,066 05	7 00	612,337 86	1,599,750 46	27 86
1870-71	36,758	..	36,758	838,396 77	22 81	293,242 69	7 98	443,079 71	1,575,229 07	30 79
1871-72	39,650	6,128	41,778	886,940 47	21 23	329,639 18	7 88	51,800 68	1,514,380 33	29 12
1872-73	35,624	2,121	37,745	953,502 66	25 26	338,970 82	8 98	484,230 34	1,746,703 25	32 21
1873-74	41,844	4,654	43,258	1,041,375 52	24 07	377,681 62	8 73	446,063 25	1,865,470 29	32 80
1874-75	44,942	1,622	46,464	1,249,498 93	26 80	474,874 08	10 22	356,004 71	2,081,043 35	37 11
1875-76	45,921	3,235	49,317	1,246,803 59	25 69	470,750 68	9 54	277,476 57	2,015,380 84	35 24
1876-77	46,821	3,727	50,308	1,268,604 23	25 21	422,472 22	8 40	125,539 04	1,816,615 49	33 61
1877-78	47,675	4,984	51,750	1,295,782 03	25 49	459,334 06	7 08	174,324 75	1,756,440 84	30 67
1878-79	46,700	3,562	53,262	1,172,489 69	22 01	347,173 23	6 52	240,222 98	1,759,885 90	28 53
1879-80	50,543	3,274	53,817	1,162,268 61	21 00	353,108 23	6 56	136,878 45	1,652,245 29	28 16

(From report of ALFRED T. TURNER, Esq., City Auditor.)

EXPENDITURES FOR THE NORMAL AND HIGH SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council for the High Schools of the city, during the financial year 1879-80:—

Salaries of Instructors	\$153,211 95
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	13,927 76
Janitors	6,782 91
Fuel, Gas, Water	3,700 76
	<u>\$177,623 38</u>

Public Building Committee.

Furniture, Repairs, etc.	5,090 37
Total expense for High Schools	<u>\$182,713 75</u>

Number of Instructors in High Schools, exclu- sive of special instructors in French, German, Drawing, Music and Military Drill	83
Salaries paid the same	\$147,823 95
Average amount paid each instructor	\$1,781 01
Average number of pupils belonging to High Schools	2,090
Salaries paid to special instructors in French and German	\$5,388 00
Average cost of each pupil	\$87 42
Average number of pupils to a regular instruc- tor, including principal	25

The original cost of the buildings and land for the various High Schools amounted in the aggregate to \$756,000.00; the assessed value at the present time, \$921,100.00, — an increase of \$165,100.00.

EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the Grammar Schools of the city, for the financial year of 1879 and 1880:—

Salaries of Instructors	\$592,366 95
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	76,616 66
Janitors	38,041 87
Fuel, Gas, and Water	18,726 63
	<hr/>
	\$725,752 11

Public Building Committee.

Rent, Furniture, Repairs, etc.	\$46,626 23
	<hr/>
Total expense for Grammar Schools	<u>\$772,378 34</u>

Number of instructors in Grammar Schools, exclusive of Sewing Instructors and Special Instructors in Drawing and Music	574
Salaries paid the same	\$578,489 95
Average amount paid to each instructor	\$1,007 82
Average number of pupils belonging	27,387
Average cost of each pupil	\$28 20
Average number of pupils to an instructor, including principal, and exclusive of special instructors above mentioned	48

28 instructors in sewing are employed, who teach 184 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to Sewing Instructors, \$13,877; average amount paid to each instructor, \$495.61.

EXPENDITURES FOR THE PRIMARY SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the Primary Schools of the city, for the financial year 1879 and 1880 :—

Salaries of Instructors	\$295,853 85
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	13,900 21
Janitors	27,585 58
Fuel, Gas, and Water	15,097 01
	<hr/>
	\$352,436 65

Public Building Committee.

Rent, Furniture, Repairs, etc.	33,097 91
	<hr/>
Total expense for Primary Schools	<u>\$385,534 56</u>

Number of instructors in Primary Schools	415
Salaries paid the same	\$295,853 85
Average amount paid to each instructor	\$712 90
Average number of pupils belonging	20,898
Average cost of each pupil	\$18 45
Average number of pupils to an instructor	50

The original cost of the various buildings, with the land used for Grammar and Primary Schools, amounts in the aggregate to \$5,203,300; the assessed value at the present time is \$6,357,500 — an increase of \$1,154,200.

EXPENDITURES FOR SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

The average number of pupils in the school, 80.

Average number of pupils to an instructor, 9.

Average cost of each pupil for the year, \$119.31.

A large portion of the expense for maintaining this school is borne by the State; a payment of \$100 for each city, and \$105 for each out-of-town scholar being allowed and paid to the city from the State Treasury.

The amount received during the past year from this source was \$7,880.34.

The expenses of the school were as follows: —

Salaries of Instructors	\$8,550 12
Expenses for Books, Stationery, etc.	134 07
Janitor	398 33
Fuel and Gas	252 31
	<hr/>
	\$9,334 83

Public Building Committee.

Furniture, Repairs, etc.	210 00
	<hr/>
Total expense for the school	<u>\$9,544 83</u>

SCHOOLS FOR LICENSED MINORS.

Average number of pupils belonging, 70.

Average number of pupils to an instructor, 35.

Average cost per pupil, \$30.44.

Salaries of Instructors	\$1,488 00
Expenses for Books, Stationery, etc.	30 60
Janitors	310 00
Fuel	26 20
	<hr/>
	\$1,854 80

Public Building Committee.

Furniture, Repairs, etc.	275 86
	<hr/>
Total expense for the schools	<u>\$2,130 66</u>

KINDERGARTEN.

This school, established in 1870, occupied a room in the Primary School building on the corner of Somerset and Allston streets until Sept. 1, 1879, at which time it was discontinued by an order of the School Board, adopted March 25, 1879.

Average number of pupils from Feb. to Sept., 1879, 36
 Which would amount to an average for the year of 18

The expenses of the school, from April 1, 1879, to Sept. 1, 1879, were:—

Salaries of Instructors	\$520 00
	<hr/>

EVENING SCHOOLS.

Salaries of Instructors	\$26,156 00
Expenses for Books, Stationery, etc.	1,227 25
Janitors	1,058 85
Fuel and Gas	1,716 85
	<hr/>

Amount carried forward \$30,158 95

<i>Amount brought forward</i>	\$30,158 95
<i>Public Building Committee.</i>	
Rent, Repairs, Furniture, etc.	2,091 02
	<hr/>
Total expense for Evening Schools	\$32,249 97
Average number belonging, including the High School, 2,465.	
Average number of Instructors, 114.	
The average cost of each pupil for the time, \$13.08.	

DRAWING SCHOOLS.

Salaries of Instructors	\$8,448 00
Drawing Materials, Stationery, Models, Boards, etc.	455 85
Janitors	416 86
Fuel and Gas	888 46
	<hr/>
	\$10,209 17

Public Building Committee.

Rent, Repairs, Furniture, etc.	697 01
	<hr/>
Total expense for Drawing Schools	10,906 18
Number of Instructors, 17.	
Average number belonging, 809.	
Average cost of each pupil for the time, \$13.48.	
	<hr/>
Aggregate expense for all Evening Schools,	<u>\$43,156 15</u>

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries of Superintendent, Supervisors, Secretary, Auditing Clerk, Assistant Clerks, and Messengers	\$35,984 74
Salaries of sixteen Truant Officers	17,695 00
“ of four Music Instructors	10,920 00
“ of four Drawing Instructors	9,060 00
Military Instructor and Armorer	2,004 00
Stationery and Record Books for School Committee and Officers, and Office expenses, including Fuel, Gas, and Water	1,150 69
Total	<u>\$76,814 43</u>

INCIDENTAL EXPENSES.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for printing, advertising, festival, board of horses, carriage-hire, repairs, tuning of pianos, and other small items:—

Annual Festival	\$2,009 67
Board of horses, with shoeing expenses and sundry repairs of vehicles and harnesses	480 61
Carriage-hire	112 50
Advertising and Newspapers	821 42
Census of School Children	1,579 40
Printing Census Books	41 00
Printing, Printing Stock, Stock for Diplomas, Postage Stamps, and binding Documents	8,441 80
Printing and filling out of Diplomas, including Drawing Diplomas for teachers, etc.	1,271 54
<i>Carried forward</i>	<u>\$14,757 94</u>

<i>Brought forward</i>	\$14,757 94
Expenses for Swords, Guns, Belts, Repairs, etc., for High School Battalion, and Band for parade	294 04
Teaming and Expressage, including fares	1,402 53
Care and tuning of Pianos, including Covers	1,213 00
Expenses furnishing supplies per contract, 9 months	9,000 00
Receiving Coal	323 48
Packing Cases and Demijohns	304 88
Drawing Exhibition Materials, etc.	298 88
Extra Labor and Clerk-hire	851 54
District Telegraph, Construction, Rent and Repairs of Telephone	141 12
Repairs to Slates, Racks, Mats, etc.	146 06
Messenger expenses, Car and Ferry Tickets	844 54
Tuition of Pupils in Brookline	75 00
Chests for Delivering Supplies	200 00
Iron Box, Tags, Scales, etc.	106 10
Furniture, Picture Frames, Paper, etc.	88 78
Sundry small items	166 05
	<hr/>
Total	\$30,213 94
	<hr/> <hr/>

SPECIAL EXPENDITURES BY PUBLIC BUILDING
COMMITTEE.

Primary School-house, Francis st., Roxbury	\$1,626 00
Primary School-house, Polk st., Charlestown	9,012 91
New Latin and English High School-house	126,239 54
	<hr/>
Total	\$136,878 45
	<hr/> <hr/>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

High School, per detailed statement	\$177,623 38
Grammar Schools, per detailed statement	725,752 11
Primary " " " "	352,436 65
Horace Mann School, per " "	9,334 83
Licensed Minors' Schools, per detailed statement	1,854 80
Kindergarten School, per detailed statement	520 00
Evening Schools, per detailed statement	30,158 95
" Drawing Schools, per detailed statement	10,209 17
Officers and Special Instructors, per detailed statement	76,814 43
Incidentals, per detailed statement	30,213 94
Stock purchased but not delivered	1,933 74
	<hr/>
	\$1,416,852 00

Public Building Committee.

High Schools	\$5,090 37
Grammar Schools	46,626 23
Primary "	33,097 91
Horace Mann School	210 00
Licensed Minors' Schools	275 86
Evening Schools	2,091 02
" Drawing Schools	697 01
Expenses not chargeable to any particular school	10,426 44
	<hr/>
	98,514 84
	<hr/>
Total ordinary expenditures	\$1,515,366 84
	<hr/>
<i>Carried forward</i>	\$1,515,366 84

Brought forward \$1,515,366 84

SPECIAL EXPENDITURES.

*Public Building Committee and Committee
on Public Instruction.*

School Buildings, as per statement . . . 136,878 45

Total expenditures for the Public Schools, \$1,652,245 29

INCOME.

Amount received from State non-resident
Deaf-Mute Scholars . . . \$7,880 34
from non-residents . . . 2,565 80
from Trust Funds and
other sources . . . 13,555 39
from sale of Books and
Materials, Evening
Schools 437 47
from sale of Books and
Supplies, Day Schools 24,296 89
from sale of old Materials 800 26
from sale of carriages and
exchange of horses . . . 127 75
from use of Plates, Sup-
plementary Reading, to
April 1, 1880 . . . 173 38

Total income, School Committee . . . \$49,837 28

\$12,962.85 was received from sales of real estate, which, when purchased, was charged to school-houses, — Public Buildings.

ANNUAL REPORT

OF THE

COMMITTEE ON TRUANT OFFICERS.

DECEMBER, 1880.

REPORT.

In accordance with the rules of the Board, the Committee on Truant Officers present their annual report. It seems desirable that information concerning our truant system should be furnished to the members of the Board, teachers, and to the public; and your committee feeling that it would prove interesting and instructive, and be of value for reference, present, first, a sketch of the legislation with regard to this branch of our school system, and, second, a brief account of the work of the officers in the discharge of their duties.

HISTORICAL SKETCH.

ANCIENT LAWS.

“Forasmuch as the good Education of Children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind;

“It is Ordered, that the chosen men for managing the prudentials of every Town, in the several Precincts and quarters where they dwell, shall have a vigilant eye over their neighbors, to see, First that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by themselves or others, their Children and Apprentices, so much learning as may enable them to read perfectly the English tongue, and a knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein.” [Laws of 1642, June 14.]

This was the first general school law of the colony, and indeed the first enacted on this continent; but “divers free schools were erected, as at Roxbury and at Boston,” by the voluntary action of towns, confirmed by the General Court, before this law was passed.

NOTE.—For some of the facts in this sketch we are indebted to reports of the superintendent.

The following was contained in a law passed in 1647, by the Colony of Massachusetts Bay :—

“ It is therefore ordered, that every township in this jurisdiction, after the Lord hath increased them to the number of 50 householders, shall then forthwith appoint one within their towne to teach all children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in generall, by way of supply, as the major part of those that order the prudentials of the towne shall appoint; provided those that send their children be not oppressed by paying much more than they can have them taught in other townes; — And it is further ordered that where any towne shall increase to the number of 100 families or householders they shall set up a grammar schoole, the master thereof being able to instruct youth so farr as they may be fited for the university; provided that if any towne neglect the performance hereof above one yeare, every such towne shall pay 5^s to the next schoole till they shall perform this order.” [See Mass. Col. Records, vol. 2, page 203, Nov. 11, 1647.]

An act approved March 4, 1826, entitled “ An act concerning juvenile offenders in the City of Boston ” [Statutes 1825, chap. 182], provided, “ that any Justice or Judge of either of the said courts, respectively, on the application of the Mayor, or any Alderman of the City of Boston, or of any Director of the House of Industry, or House of Reformation, or of any Overseer of the Poor, of said city, shall have power to sentence to said house of employment and reformation all children who live an idle and dissolute life, whose parents are dead, or, if living, from drunkenness or other vices neglect to provide any suitable employment, or exercise any salutary control over said children; and the persons thus committed, shall be kept, governed, and disposed of, as hereinafter provided, the males till they are of the age of twenty-one years, and the females of eighteen years.”

In the School Committee, August, 1831, Rev. Ralph Waldo Emerson, chairman of the sub-committee on the Mayhew School, in a quarterly report on that school, called

the attention of the committee to the subject of truant absences. This report was referred to Messrs. Henry J. Oliver, Sebastian Streeter, and Ezra S. Gannett, who, at a previous meeting of the Board, had been appointed a committee "to consider and report upon the subject of the daily absences of pupils of the several English and Grammar schools, and also to report upon the application of some proper remedy." This committee submitted a report to the Board in October, recommending the legal removal, in all instances, of children of an incorrigible character, as fast as they occur, to the School of Reformation at South Boston.

In 1846 Mayor Quincy, soon after coming into office, addressed some remarks on the subject of truancy to the School Committee. These remarks were referred by the Board to a special committee, of which Prof. Theophilus Parsons was chairman. This committee submitted a report May 5, 1846, stating the need of some action to prevent truancy, calling attention to the loss of instruction and the benefits of the school to the children, to the dangers, pernicious habits, and debasing pursuits engaged in by them while absent, and to the bad influences brought with them on their return to school. The report further states:—

If the law, on the one hand, provides schools to which all the children of this city *may* go, on the other, it provides another institution to which certain children may be *made to go*. Here, then, are institutions for those who *will* and for those who *will not* be instructed; and under one or other of these classes all our children may be arranged.

To aid in carrying out the plan proposed, the following orders were submitted for the consideration of the School Board:—

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

2. *Ordered*, That the several masters of the grammar and writing departments of the Grammar Schools report to the mayor, on the first

Monday of each month, beginning with June next, whether there be in the school under their care any children who are incorrigibly stubborn or habitually truant; and, if so, their names, and their residences, and the names of their parents, when known.

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

These orders, with slight verbal amendments, were adopted in May, 1846. In the revision of the Regulations in 1848, the third order was omitted, the first and second remaining in force till 1851, when the first was repealed, and the words "beginning with June next" were stricken from the second. In 1852 this order was amended by striking out the word "stubborn." It was again amended in 1855 by omitting the words "incorrigibly" and "on the first Monday of each month," and substituting "principal teachers" for "masters" and "truant officers" for the "mayor." This regulation was amended in 1857, by dropping the word "principal," and adding after "officers" the words "of the district," leaving the regulations as follows:—

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

The annual reports of the School Committee for the years 1846, 1847, 1848, 1849, contained pertinent remarks on the subject.

In 1848 Mayor Quincy, in his inaugural address, called the attention of the City Government to the subject, expressing his conviction of the necessity of dealing more effectually with these evils.

In August, 1848, the following order was adopted by the School Committee : —

Ordered, That the chairman of this Board be requested to appoint a suitable officer, whose duty it shall be to look up children, within the ages of eight and sixteen, who do not attend school, and to use all proper measures to induce them to attend.

The Mayor had already appointed Oliver H. Spurr, Esq., who was detailed from the Police Department for this service, in which he was employed for four years.

On the 15th of Nov., 1848, the School Committee passed the following order : —

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

At the last meeting of the School Board for the year the committee "recommended that the subject be referred to the next Board, with a recommendation that they would consider the expediency of memorializing the Legislature on the subject of additional provisions to enforce attendance upon school."

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

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

In compliance with this order, City Marshal Francis Tukey, Esq., submitted a report to the Mayor, which was laid before the School Committee, February 7, 1849, and ordered to be printed. The report is an interesting document, and contains a statement by Mr. Spurr as to the manner of discharging his duties.

In the School Committee, March 7, 1849, on motion of Prof. Charles Brooks, it was

Ordered, That this Board respectfully request the City Government immediately to devise such measures as shall secure the regular attendance in our public schools of all the idle and truant children of the city.

The General Court, at the session of 1850, enacted the following statute: —

AN ACT CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

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

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

SECT. 3. The said justices of the peace, or other judicial officers, shall in all cases, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed, for such periods of time as they may judge expedient, in such institution of instruction, or house of reformation, or other suitable situation, as may be assigned or provided for the purpose, under the authority conveyed by the first section of this act, in each city or town availing itself of the powers herein granted. (Stat. 1850, chap. 294.)

The School Committee, in July, 1850, passed the following order : —

Ordered, That the City Council be requested to enact such ordinances and by-laws in conformity with the laws of this Commonwealth (chap. 294, passed May 3, 1850), concerning truant children and absentees from school, as they may deem most conducive to the welfare of the schools and good order of the city.

In compliance with this request the City Council passed the required ordinance, October 21, 1850, as follows : —

ORDINANCE OF THE CITY concerning truant children and absentees from school, passed October 21, 1850. — This ordinance was presented to the Court of Common Pleas for the County of Suffolk, at the October term, 1850, and was approved by the court.

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

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

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

On January 31, 1851, the Mayor and Aldermen appointed three policemen as truant officers; but they were still members of the police force, receiving pay as such.

To meet objections raised to some of the provisions of the law, amendments to the truant act were enacted as follows : —

AN ACT IN ADDITION TO AN ACT CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

SECTION 1. Any minor between the ages of six and fifteen years, convicted under the provisions of an act entitled "An Act concerning Truant

Children and Absentees from School," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or of being without any regular and lawful occupation, or of growing up in ignorance, may, at the discretion of the justice of the peace, or judicial officer having jurisdiction of the case, instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding one year.

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

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

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

SECT. 5. The third section of the act entitled "An Act concerning Truant Children and Absentees from School," passed in the year one thousand eight hundred and fifty, is hereby repealed. (Stat. 1852, chap. 283.)

After the passage of the above amendments, three truant officers were nominated by the mayor and confirmed by the Board of Aldermen.

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

The judicial officer designated by the city ordinance to

have jurisdiction in the matter was "the senior justice by appointment of the Police Court."

The truant officers were appointed by the Board of Aldermen as constables, thus arming them with all necessary power and authority.

The justice interpreted the law as limited to the cases of "habitual truants." Another objection was the limiting of the sentence to one year.

These objections were brought to the attention of the General Court, and the following act was passed:—

AN ACT IN ADDITION TO THE ACTS CONCERNING TRUANT CHILDREN
AND ABSENTEES FROM SCHOOL.

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

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

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

SECT. 4. All acts and parts of acts inconsistent with this act are hereby repealed, so far as the same may relate to cities. (Stat. 1858, chap. 343.)

This act extended the term of sentence to two years, and authorized the city to give jurisdiction in truant cases "to the Justices of the Police Courts of such city."

In 1854 this act was repealed and the following enacted : —

AN ACT CONCERNING TRUANTS IN THE CITY OF BOSTON.

SECTION 1. Each justice of the Police Court of the City of Boston may take jurisdiction of complaints made under "An Act concerning Truant Children and Absentees from School," passed the third day of May, in the year of our Lord eighteen hundred and fifty, against children between the ages of six and fifteen years as habitual truants, or as children not attending school, without any regular and lawful occupation, growing up in ignorance.

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

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

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

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

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

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

By the following act, approved February 14, 1862, it was made obligatory on the cities and towns to carry out its provisions : —

GENERAL LAWS.

[CHAPTER 21.]

AN ACT AMENDING THE STATUTES RELATING TO HABITUAL TRUANTS.

Be it enacted, etc., as follows:—

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

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

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

The justices of the Police Court declined, from the first, to sentence to the House of Reformation any children complained of merely as "absentees" from school, though found without any occupation, and growing up in ignorance.

The following act was approved April 30, 1862:—

GENERAL LAWS.

[CHAPTER 207.]

AN ACT CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Be it enacted, etc., as follows:—

SECTION 1. Each city and town shall make all needful provisions and arrangement concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town: and there shall be annexed to such by-laws suitable penalties not exceeding twenty dollars, for any one breach: *provided*, that said by-laws shall be approved by the superior court sitting in any county in the Commonwealth.

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

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

CITY OF BOSTON, 1862.

AN ORDINANCE CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

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

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

SECT. 2. The House for the Employment and Reformation of Juvenile Offenders is hereby assigned and provided as the institution of instruction, house of reformation, or suitable situation mentioned in the second section of said act.

Approved August 12, 1862.

Upon careful consideration of the language of the new act, the justices of the Police Court decided that it was defective, inasmuch as it did not expressly determine who should have the jurisdiction under it. The desired amendment was provided by the passage of the following act : —

GENERAL LAWS.

[CHAPTER 44.]

AN ACT IN ADDITION TO AN ACT CONCERNING TRUANT CHILDREN AND
ABSENTEES FROM SCHOOL.

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

SECTION 1. Either of the justices of the police court of the city of Boston, and any judge or justices of any police court, and any trial justice in this state, shall have jurisdiction within their respective counties, of the offences described in chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two.

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

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

Approved February 27, 1863.

In 1863 the following ordinance was passed:—

CITY OF BOSTON.

AN ORDINANCE CONCERNING TRUANT CHILDREN AND ABSENTEES FROM
SCHOOL.

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

SECTION 1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School" passed on the thirtieth day of April, in the year one thousand eight hundred and sixty-two, upon conviction of any offence described in said act shall be punished by fine not exceeding twenty dollars.

SECT. 2. The House for the Employment and Reformation of Juvenile Offenders is hereby assigned and provided as the institution of instruction, house of reformation, or suitable situation, mentioned in the second section of said act.

SECT. 3. The ordinance concerning truant children and absentees from school, passed August 12, 1862, and all other ordinances relating to the same subject, are hereby repealed.

This ordinance was approved by the Mayor, November 9, 1863, and by the presiding justice of the Superior Court, at the October term of said court, in 1863.

It was considered, after the passage of the last act referred to, that the provisions for the attendance of children at school, for their education and general welfare, were as complete as could be expected. And yet there were cases of children whose destitution and neglect were not reached by law or charity. They were the cases of children growing up in ignorance, and for no reason attributable to themselves. They were not truants, for they were not sent to school. They were not absentees in the legal sense, for they were not "wandering about the streets," but were kept at home, or they were engaged in some petty employment, and could not be convicted for having no "lawful occupation" or they were under "seven years of age." They were children who, by reason of orphanage, or from the neglect, drunkenness, or other vices of their parents, were leading idle and dissolute lives.

A petition in the behalf of this class of children was presented to the School Board, and a special committee was appointed in January 1866, of which Hon. Edwin Wright was chairman, to consider and report on the subject. This committee reported recommending a carefully prepared bill, which was presented to the Legislature. The Legislature, after making some alterations in the original draft, passed the bill. The following is the act: —

AN ACT CONCERNING THE CARE AND EDUCATION OF NEGLECTED CHILDREN.

Be it enacted, etc., as follows: —

SECTION 1. Each of the several cities and towns in this Commonwealth is hereby authorized and empowered to make all needful pro-

visions and arrangements concerning children under sixteen years of age, who, by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws and ordinances respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town: *provided*, that said by-laws and ordinances shall be approved by the supreme judicial court, or any two justices thereof, and shall not be repugnant to the laws of the Commonwealth.

SECT. 2. The mayor and aldermen of cities, and the selectmen of towns, availing themselves of the provisions of this act, shall severally appoint suitable persons to make complaints in case of violations of such ordinances or by-laws as may be adopted, who alone shall be authorized to make complaints under the authority of this act.

SECT. 3. When it shall be proved to any judge of the superior court, or judge or justice of a municipal or police court, or to any trial justice, that any child under sixteen years of age, by reason of orphanage, or of the neglect, crime, drunkenness, or other vice of parents, is growing up without education or salutary control, and in circumstances exposing said child to an idle and dissolute life, any judge or justice aforesaid shall have power to order said child to such institution of instruction or other place that may be assigned for the purpose, as provided in this act, by the authorities of the city or town in which such child may reside, for such term of time as said judge or justice may deem expedient, not extending beyond the age of twenty-one years for males, or eighteen years for females, to be there kept, educated and cared for according to law.

SECT. 4. Whenever it shall be satisfactorily proved that the parents of any child committed under the provisions of this act shall have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over their children, and to provide them with proper education and employment; or whenever said parents being dead, any person may offer to make suitable provision for the care, nurture and education of such child as will conduce to the public welfare, and will give satisfactory security for the performance of the same, then the directors, trustees, overseers or other board having charge of the institution to which such child may be committed, may discharge said child to the parents or to the party making provision for the care of the child as aforesaid.

SECT. 5. Chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two shall not apply to, nor have effect within the city of Boston after the passage of this act. (Statutes 1866, Chapter 283.)

This act was amended by the passage of the following act, approved January 30, 1867, as follows :—

AN ACT TO AMEND CHAPTER TWO HUNDRED AND EIGHTY-THREE, OF THE ACTS OF THE YEAR EIGHTEEN HUNDRED AND SIXTY-SIX, CONCERNING THE CARE AND EDUCATION OF NEGLECTED CHILDREN.

Be it enacted, etc., as follows :—

SECTION 1. Section one of chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six is hereby so amended that the approval therein required to be made by the supreme judicial court, or any two justices thereof, shall be made by the superior court, or, in vacation, by a justice thereof. (Stat. 1867, Chap. 2.)

Besides the alteration in the original draft of the bill as presented by the committee, the last section was appended (Sect. 5 of Chap. 283, Acts of 1866), by which the truant system of Boston was practically abolished.

The truant officers were debarred from the fulfilment of their duties concerning truants and absentees, but were retained in office, and, being also appointed as constables, gave their attention to the execution of the existing laws relating to juvenile offenders.

The action of the Legislature served to make the people appreciate more fully the advantage and worth of the system of which they had been deprived. So great was the complaint that the attention of the General Court was called to the subject, and the following act was passed :—

AN ACT IN ADDITION TO AN ACT CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Be it enacted, etc., as follows :—

SECTION 1. So much of chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six as provides that chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two shall not apply to nor have effect within the city of Boston is hereby repealed. (Stat. 1867, chap. 156.)

The following ordinance was approved by the Mayor, May 25, 1867, and by the Justice of the Superior Court, June 7, 1867.

CITY OF BOSTON.

AN ORDINANCE CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

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

SECTION 1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School," passed on the thirtieth day of April, in the year one thousand eight hundred and sixty-two, upon conviction of any offence described in said act, shall be punished by a fine not exceeding twenty dollars.

SECT. 2. The house for the employment and reformation of juvenile offenders is hereby assigned and provided as the institution of instruction, house of reformation, or suitable situation, mentioned in the second section of said act.

The following ordinance was approved by the Mayor, June 3, 1870, and by the Superior Court, June 7, 1870.

CITY OF BOSTON.

AN ORDINANCE PROVIDING FOR THE CARE AND EDUCATION OF NEGLECTED CHILDREN.

Be it ordained, etc.:—

SECTION 1. The House of Employment and Reformation of Juvenile Offenders is hereby assigned and provided as the place to which children under sixteen years of age, living in the city of Boston, in the condition described in chapter two hundred and eight-three of the acts of the year eighteen hundred and sixty-six, shall be sent by any of the judges of the Superior or Municipal Courts, upon the complaint of any of the officers appointed by the Mayor and Aldermen under the second section of said chapter two hundred and eighty-three; and the Board of Directors for Public Institutions shall have and exercise the same control over the children sent to said institution as herein provided, that they have and exercise over children sentenced and committed under the provisions of chapter one hundred and eighty-two of the acts of the year eighteen hundred and twenty-five.

In 1873 the following act was passed by the General Court : —

AN ACT CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Be it enacted, etc., as follows : —

SECTION 1. Each city and town shall make all needful provisions and arrangements concerning habitual truants and children between the ages of seven and fifteen years who may be found wandering about in the streets or public places of such city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, and shall, also, make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such city or town; and shall provide suitable places for the confinement, discipline, and instruction of such children; *provided*, that said by-laws shall be approved by the superior court, or a justice thereof, or by the judge of probate of the county.

SECT. 2. The school committee of the several cities and towns shall appoint and fix the compensation of two or more suitable persons, to be designated as truant officers, who shall, under the direction of said committee, inquire into all cases arising under such by-laws, and shall alone be authorized, in case of violation thereof, to make complaint and carry into execution the judgment thereon.

SECT. 3. Any minor convicted under such by-law of being an habitual truant, or of wandering about in the streets and public places of any city or town, having no lawful employment or business, not attending school, and growing up in ignorance, shall be committed to any institution of instruction or suitable situation provided for the purpose under the authority of section one of this act or by-law, for such time, not exceeding two years, as the justice or court having jurisdiction may determine. Any minor so committed may, upon proof of amendment, or for other sufficient cause shown upon a hearing of the case, be discharged by such justice or court.

SECT. 4. Justices of police or district courts, trial justices, trial justices of juvenile offenders, and judges of probate, shall have jurisdiction, within their respective counties, of the offences described in this act.

SECT. 5. When three or more cities or towns in any county shall so require, the county commissioners shall establish at convenient places therein, other than the jail or house of correction, at the expense of the county, truant schools, for the confinement, discipline, and instruction of minor children convicted under the provisions of this act, and shall make suitable provisions for the government and control of said schools, and for the appointment of proper teachers and officers thereof.

SECT. 6. Any city or town may assign any such truant school as the place of confinement, discipline, and instruction for persons convicted under the provisions of this act; and shall pay such sum for the support of those committed thereto as the county commissioners shall determine, not exceeding the rate of two dollars per week for each person.

SECT. 7. Any city or town may, with the assent of the board of state charities, assign the state primary school, at Monson, as the place of confinement, discipline, and instruction for persons convicted under the provisions of this act, instead of the truant schools heretofore mentioned; and shall pay for the support of such persons committed thereto, such sum as the inspectors of said school shall determine, not exceeding two dollars per week for each person. Any minor so committed, may, upon satisfactory proof of amendment, or for other sufficient cause, be discharged by the board of state charities. (Stat. 1873, chap. 262.)

In the same year, the General Court passed the following act, which was approved May 12, 1873:—

AN ACT RELATING TO THE ATTENDANCE OF CHILDREN AT SCHOOL.

Be it enacted, etc., as follows:—

SECTION 1. Section one of chapter forty-one of the General Statutes is amended to read as follows:—

Every person having under his control a child between the ages of eight and twelve years shall annually cause such child to attend some public day-school in the city or town in which he resides at least twenty weeks; and for every neglect of such duty the party offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if the party so neglecting was not able, by reason of poverty, to send such child to school, or such child has attended a private day school, approved by the school committee of such city or town for a like period of time, or is regularly attending a public or private day-school, known as a half-time school, also approved by them, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, the penalty before mentioned shall not be incurred; *provided*, that no objection shall be made by the school committee to any such school on account of the religious teaching in said school.

SECT. 2. The second section of chapter forty-one of the General Statutes is amended to read as follows:—

The truant officers and the school committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain the reasons, if any, therefor; and such truant officers, or any of them, shall, when so directed by the school committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in the preceding section.

Justices of police or district courts, trial justices, trial justices of juvenile offenders, and judges of probate, shall have jurisdiction within their respective counties of the offences described in this act. (Stat. 1873, chap. 279.)

The City Council passed the following ordinance, which was approved by the Mayor, May 23, 1873, and by the Superior Court, May 23, 1873:—

CITY OF BOSTON.

AN ORDINANCE PROVIDING FOR THE CARE AND EDUCATION OF NEGLECTED CHILDREN.

Be it ordained, etc., as follows:—

SECTION 1. The Almshouse at Deer Island is hereby assigned and provided as the place to which children under sixteen years of age, living in the city of Boston in the condition described in chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six, may be sent by any of the judges of the Superior or Municipal Courts, upon the complaint of any of the officers appointed by the Mayor and Aldermen under the second section of said chapter two hundred and eighty-three; and the Board of Directors for Public Institutions shall have and exercise the same control over the children sent to said institution as herein provided, that they have and exercise over children sentenced and committed under the provisions of chapter one hundred and eighty-two of the acts of the year eighteen hundred and twenty-five.

SECT. 2. The ordinance providing for the care and education of neglected children, passed the third day of June, A.D. 1870, is hereby repealed, the repeal to take effect upon the approval of this ordinance by the Superior Court or a justice thereof, as provided in the first section of chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six.

In 1874 the following act was passed:—

AN ACT RELATING TO SCHOOL ATTENDANCE AND TRUANCY.

Be it enacted, etc., as follows:—

SECTION 1. Section one of chapter two hundred and seventy-nine of the acts of the year eighteen hundred and seventy-three is amended as follows: Strike out the word "twelve" in the first clause, and instead thereof insert the word "fourteen;" and at the end of said clause, after the word "weeks," add "which time shall be divided into two terms, each of ten consecutive weeks, so far as the arrangement of school terms will allow."

SECT. 2. Section two of chapter two hundred and sixty-two of the acts of eighteen hundred and seventy-three is hereby amended, so as to authorize truant officers to serve all legal processes issued by the courts in pursuance of said act, but they shall not be entitled to or receive any fees therefor. (Stat. 1874. chap. 233.)

In 1874 the following act, providing for the establishment of a court for the trial of juvenile offenders in Suffolk County, was passed:—

AN ACT RELATING TO THE JURISDICTION OF TRIAL JUSTICES OF JUVENILE OFFENDERS IN SUFFOLK COUNTY.

Be it enacted, etc., as follows:—

SECTION 1. The trial justices of juvenile offenders of Suffolk County shall have exclusive jurisdiction of all offences committed in said county against the laws of the Commonwealth, by minors under seventeen years of age, and may impose such punishment as the said laws, now or hereafter in force, may provide for such offences, except when the laws provide that an offence may be punished by death or imprisonment for life. The defendant in all cases shall have the right of appeal in manner now provided by law in criminal cases.

SECT. 3. The city of Boston shall provide some convenient place for the trial of juvenile offenders, and for hearing applications for the commitment of insane persons which shall be separate and apart from the ordinary and usual criminal trials and business of the courts of Suffolk County.

SECT. 4. One of the trial justices mentioned in this act shall within the judicial district of the municipal court of the city of Boston, and at the place mentioned in section three, be in attendance daily (Sundays and legal holidays excepted) at ten o'clock in the forenoon, for the trial of

juvenile offenders, and hearing applications for the commitment of insane persons; and trial justices in other judicial districts of Suffolk County shall, within their respective districts, hold court for the same purposes, as follows: viz: In the southern district at two o'clock in the afternoon of each Tuesday; in the Dorchester district at ten o'clock in the forenoon of each Wednesday; in the city of Chelsea at ten o'clock in the forenoon of each Thursday; and in the Charlestown district at ten o'clock in the forenoon of each Friday; and said trial justices may hold their courts on such other days and times as in their opinion justice may require. And within the said county said justices may act, on any day, for each other, when so requested. (Statutes 1874, Chap. 258.)

In 1876 the following ordinance was passed:—

CITY OF BOSTON.

AN ORDINANCE IN RELATION TO TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Be it ordained, etc.:—

SECTION 1. The house of employment and reformation for juvenile offenders is hereby assigned as a suitable place for the confinement, discipline, and instruction of habitual truants, and children between the ages of seven and fifteen years, who may be found wandering about in the streets or public places of the city, having no lawful occupation or business, not attending school, and growing up in ignorance.

SECT. 2. The ordinance concerning truant children and absentees from school passed May 25, 1867, is hereby repealed.

Approved Nov. 29, 1876, by the Mayor and by the Justice of the Superior Court.

In May, 1877, the Legislature passed an act entitled, "An Act concerning District, Police, and Municipal Courts" (See Stat. 1877, chap. 210), from which we quote the following:—

"SECTION 5. The several district, police, and municipal courts shall have and exercise within the districts under the jurisdiction thereof, all the power, authority, and jurisdiction that trial justices of juvenile offenders now have; but such offenders shall be tried separate and apart from the

trial of other criminal cases, at suitable times to be designated therefor by said courts, to be called the session for juvenile offenders, of which session a separate record and docket shall be kept."

The passage of the act of which the above is an extract abolished the juvenile court, and the jurisdiction of truant cases was again given to the several district, police, and municipal courts.

It was thought at this time that all necessary provisions had been made with reference to the subject. For several years the work of the truant officers was uninterrupted. During the last year (1880) a question arose as to the provision of the city by ordinance with regard to the statute laws relating to truants, etc.

The subject was brought to the attention of the proper authorities, and the following ordinance was passed by the City Council:—

CITY OF BOSTON.

AN ORDINANCE CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

Be it ordained, etc.:—

SECTION 1. Any of the persons described in the first section of chapter two hundred and sixty-two of the acts of 1873, upon conviction of any offence described in said act or any act in amendment thereof, may be committed, for a term not exceeding two years, to any institution of instruction or suitable situation provided for the purpose.

SECT. 2. The house for the employment and reformation of juvenile offenders in the county of Suffolk is hereby assigned and provided as a suitable location for the confinement, discipline, and instruction of children convicted of offences under the provisions of the act or acts specified in section one.

SECT. 3. In order to provide for the welfare of such children, it is hereby enacted that they shall be subject, while committed to such house for the employment and reformation of juvenile offenders, to all the provisions applicable to them contained in the "Rules and Regulations for the several institutions of the City of Boston under charge of the Board of Directors for Public Institutions," approved by the city

council and His Honor the Mayor, on April 19, 1861, and August 16, 1864, and all legal amendments thereto.

SECT. 4. The fourth section of the ordinances in regard to schools, as printed in the statutes and ordinances of 1876, page 695, is hereby repealed.

This ordinance was approved by the Mayor, Sept. 28, 1880, and by the Judge of the Probate Court, Oct. 4, 1880.

The same questions being raised as to the proper provisions by ordinance with regard to the laws concerning neglected children, an ordinance has been passed by the City Council, and now awaits the approval of the court, which it is hoped has removed every question and doubt, and the officers are now fully empowered to renew their work, which was temporarily interrupted.

We have thus far presented an historical sketch of the legislation with regard to truancy, etc. We now present, in brief, the work of the officers.

The truant officers were appointed by the Board of Aldermen until 1873, when, by an act of the Legislature (see Statutes 1873, Chapter 283), the school committees of the several cities and towns were authorized to appoint and fix the compensation of two or more suitable persons, to be designated as Truant Officers.

The city is divided into fifteen districts, one officer having charge of a district. One of the officers is designated as "Chief," and represents the force. In addition to the regular truant officers, there is one officer, the superintendent of licensed minors, whose duties include the work in connection with the schools for licensed minors, the presentation of applications for licenses to the Board of Aldermen, recording and issuing the same, and the general oversight of the children thus licensed, and their work.

Order-boxes, placed in the several school-houses and in the police stations, are visited regularly by the officers. Certain

boxes are visited daily, which fact being known to the teachers, notices of urgent cases are sent to these boxes and receive early attention. Cards stating the name and residence of the truant or absentee, and other details, are deposited in the boxes and collected by the officers, who investigate the cases. The homes of the children are visited, the nature of the offence explained to them and to their parents, means are suggested to prevent its repetition, and the consequence of continued and persistent disregard of the rules of the school is pointed out. This often has the desired effect, and the case is dropped, a record of the same being kept.

The officers are compelled, not infrequently, to visit the homes of the children during the evening, as, in their opinion, more can be accomplished through their efforts with the fathers than with the mothers. This part of the work is difficult, requiring a great amount of reasoning and advising, and necessitating frequent visits to excite the interest and sympathy of the parents in their children, and to convince them of their duty in seeing that their children are regular in their attendance at school. Children met on the street are questioned, and if necessary are put into school, or the cases noted and investigated. During the performance of their duties cases of neglected children come to the notice of the officers, and receive attention.

Many absences from school are due to the fact that the children are not provided with suitable clothing. In such cases, either through charitable institutions, or by appeals to the benevolent, clothing and shoes, and often food and fuel, are provided. This is delicate work, and requires judgment, sympathy, and caution. Much good is thus done by these officers, and much labor and expense are saved to the city, while the influence of the officers is increased among the people among whom they labor.

In the case of persistent disregard of the rules of the

school, and unnecessarily continued absence, and after every effort to obtain regular attendance has failed, the children are brought before the court.

Provision has been made for the trial of these cases in a private room of the court-house, in order to relieve those concerned from the annoyance and influence of attendance at the municipal court. It is stated by the officers that in a large number of the cases brought before the court, the parents are willing, and urge the commitment of the children. This evidence is confirmed by one of the justices before whom many of the cases have been brought. The labor of the officer is not to send children away, but to prevent this result if possible.

In some cases children are put on probation for a limited time, the parents promising to use their influence for the regular attendance of their children at school. This term of probation is continued, as may be required.

By an act passed May 7, 1872, the governor was authorized to appoint and commission such number of justices of the peace as the public interest may require, to try juvenile offenders. By an act passed May 22, 1874, it was provided that the trial justices of juvenile offenders of Suffolk County shall have exclusive jurisdiction of all offences committed in said county against the laws of the Commonwealth, by minors under seventeen years of age. The city of Boston shall provide some convenient place for the trial of juvenile offenders. The special justices were appointed, and the place for trial provided. In 1877 the Legislature passed an act (See Statutes 1877, Chapter 210), providing that the several district police and municipal courts shall have and exercise within the districts under the jurisdiction thereof, all the power, authority, and jurisdiction that trial justices of juvenile offenders now have; but such offenders shall be tried separate and apart from the trial of other criminal cases, at suitable times to be designated therefor by said

courts. This act, approved May 11, 1877, abolished the juvenile court. The cases are now tried before the justices of the municipal court. One of the justices, before whom many of the cases have been brought, in the central court found it most convenient to give his time to this work in the morning, at about nine o'clock. It was necessary to arrest the child and imprison him during the night, and to summon witnesses, and look after them, in order to secure their attendance at the court the next morning. Even after these precautions had been taken by the officers, it was sometimes inconvenient for the justice to hear the case until late in the day, oftentimes too late to send the child away after sentence, the boat which conveys prisoners to Deer Island leaving the city daily at half-past two o'clock in the afternoon; this delay necessitated the locking up of the child in the city prison until the next day. These annoyances did not appear while the juvenile court was in operation, as a hearing could be obtained at any time, or with but little delay.

There were certain incidental expenses incurred by the officers, such as car-fares in transporting children to and from the courts, and after sentence to the institutions to which they were committed; sometimes, when obliged to wait for a hearing, dinners had to be provided. In former years, the officers were reimbursed by witness fees, which were then allowed. This system, so far as the truant officers were concerned, was abolished, but the expenses remained, which had to be paid by the officers.

Your committee has taken this matter under advisement, and has made provision with the justices of the municipal courts to have these cases tried with as little delay as possible, and the understanding established that these cases shall have precedence. This will, it is hoped, prevent the delays heretofore so annoying, and obviate the necessity of any expense to the officers.

There were serious objections to the mode of trans-

porting sentenced children to the institutions. The truant officers are responsible for the delivery of the children to the captain of the boat, by which prisoners are conveyed to Deer Island, or to the officer in charge at the Marcella-street Home. No means of transportation was provided by the city, except by the prison van, where the children were in actual company with hardened criminals, thieves, etc., obliged to hear their profane oaths, and the rehearsals of their lawless acts. To avoid sending children in the prison van, the officers were obliged to walk with them through the streets, or to engage, at their own expense, a carriage for transportation to their destination. As soon as these facts were brought to the notice of this committee, steps were immediately taken to remedy as far as possible the existing evils. The committee has provided a carriage furnished by the city, other than the prison van referred to, for the transportation of children sentenced for truancy, etc. The committee is taking steps to prevent, as far as possible, the imprisonment of children in the cells used for criminals, by providing other accommodations for their detention. These measures will, it is thought, remove many serious objections which have arisen in the performance of the court business connected with the truant officers' work.

The committee intend to continue their labors in behalf of the children, and remove all objectionable features, and make the work of the truant force more effectual and relieved from the delays and annoyances heretofore noticed.

Teachers are encouraged to use their influence before giving the cases to the officer. Let the calling in of the officer be the last resort, and the need for this step will be less frequently necessary. The teacher should be sure that there is sufficient reason for charging the child with truancy, before the charge is made and the officer notified.

Among the causes of truancy are intemperance, indifference and carelessness of parents, want of parental control, and

detention of children from school for various trivial reasons. Children are often found not attending school because they have not been vaccinated. It is the duty of the officers to see that the children are vaccinated, if possible.

In accordance with the recent changes in the regulations, this committee has detailed the truant officers for such service in connection with the evening schools as the Committee on Evening Schools might prescribe. The officers visit these schools twice a week, rendering such assistance as they can to the principals. There is no statute provision to compel attendance on evening schools, and, as the jurisdiction of the officers is limited to children under fifteen years of age, this work is dependent for success on the influence and tact of the officers. One good result has become apparent, the enforcement of the rule providing that pupils in the day schools shall not be allowed to attend the evening schools. The good resulting from the service of the officers in connection with these schools will undoubtedly increase as methods are devised to carry out more fully the object for which the measure was inaugurated, namely, the increased efficiency of the evening schools.

The rules and regulations provide as follows, with regard to contagious diseases : —

“SECT. 199. . . . nor shall any child, from any family in which scarlet fever or other contagious disease has occurred, be allowed to attend any school in the city until the expiration of four weeks from the commencement of the last case in such family, such length of time being certified to in writing, to the teacher, by a physician, or some responsible member of the family.

SECT. 367. The chief truant officer shall obtain daily from the office of the Board of Health, the reports of all cases of scarlet fever and other contagious diseases dangerous to the public health, and the several truant officers shall immediately give notice thereof to the principals of the districts to which they are assigned.”

It is the duty of the physicians attending families in which

there are contagious diseases, to give notice of the fact to the Board of Health. The chief truant officer receives the notices daily, and despatches them to the different officers, who notify the principals of the Grammar Schools, and at present the teachers of the Primary Schools, in the localities where such diseases exist. The officers are sometimes obliged to notify three or four schools, when perhaps there are no children in the family in which such diseases exist, when the diseases are not contagious, and sometimes after considerable time has elapsed since the commencement of the disease, and the harm, if any, already done.

Great service would be done the schools and the community if physicians were required to give notice, to the Board of Health, as soon as they are satisfied of the existence of contagious diseases in a family where there are children attending school. The physician should be required to include in his notice, whether there are children in the family, and, if so, to include the names of such children, and the schools attended; and should request the immediate withdrawal of such children from school. This could be accomplished by use of suitable blanks, furnished by the Board of Health; the labor of filling in the names of the children, and the schools attended, would be slight. The officer would then know just where to serve his notice; and the prompt notification of the case would be of the greatest value in guarding against contagion.

The present laws with regard to the employment of children provide that no child under the age of ten years shall be employed in any manufacturing, mechanical, or mercantile establishment in this Commonwealth. No child under the age of fourteen years shall be so employed, except during the vacations of the public schools, unless during the year next preceeding such employment he has attended some public or private day school, under teachers approved by the

school committee of the place where such school is kept, at least twenty weeks, nor such employment continue unless such child shall attend school as provided, in each and every year.

The laws further provide that in all manufacturing, mechanical, or mercantile establishments in the State, shall be required and kept on file a certificate of the age and place of birth of every minor child under the age of sixteen years employed in said establishment, so long as such minor child shall be employed, which certificate shall also state, in the case of a minor under the age of fourteen years, the amount of his or her school attendance during the year next preceding such employment. Said certificate shall be signed by a member of the school committee of the place where such attendance has been had, or some one authorized by them, and the form of such certificate shall be furnished by the Secretary of the State Board of Education, and shall be approved by the Attorney-General. The statutes further provide that no child under the age of fourteen years shall be employed, while the public schools are in session, unless such child can read and write.

The State officers who were entrusted with the inspection of business establishments during the past two years have given particular attention to the enforcement of the statutes with regard to the employment of children. The form of certificate was decided upon and issued. The School Committee of this city authorized the Secretary of the Board to approve the certificates. It was necessary to receive the aid of the truant officers in investigating unsatisfactory certificates. The work has been great, and much has been required from the officers. As to the result of this work the State officers have expressed their opinion as follows: "Great credit is due the committee, teachers, and officers of Boston for the thorough and prompt manner in which their part of this work has been performed."

TRUANT STATISTICS FOR THE YEAR ENDING AUG. 31, 1880.

Number of cases investigated	18,435
“ “ truant cases	3,473
“ “ children put into school	759
“ complained of as Habitual Truants	140
“ on probation	39
“ sentenced to the House of Reformation for Juvenile Offenders.	101
“ complained of as absentees	47
“ on probation	16
“ sentenced to the House of Reformation for Juvenile Offenders	31
“ complained of as Neglected Children.	63
“ on probation	11
“ sentenced to Almshouse school for neg- lected children	52
“ complained of for other offences	8
“ on probation	4
“ sentenced to the House of Reformation for Juvenile Offenders	4
Whole number of newsboys licensed during the year 1880	310
Number licenses returned and cancelled	32
“ “ revoked for cause	1
“ “ now in force	277
Whole number boot-blacks licensed during the year and now in force	55

In conclusion the committee are happy to state that the officers as a body are faithful and efficient, and that the benefits derived from their work have given continued proof of the wisdom of the establishment and the encouragement of this department.

FREDERICK O. PRINCE, *Chairman*.
WILLIAM H. FINNEY,
JOHN B. MORAN,
ABRAM E. CUTTER,
JOHN W. PORTER.

ORGANIZATION

OF

SCHOOL COMMITTEE,

FOR 1880.

SCHOOL COMMITTEE FOR 1880.

HON. FREDERICK O. PRINCE, Mayor, *ex-officio*.

[Term expires January, 1881.]

Lucia M. Peabody, ¹	William C. Collar, ¹
William T. Adams, ²	Joseph D. Fallon, ¹
Warren Fletcher, ¹	Charles L. Flint, ²
Nahum Chapin, ¹	John C. Crowley, ⁴
George H. Plummer, ¹	Samuel W. Bates, ¹
Abram E. Cutter, ¹	John W. Porter, ⁴

[Term expires January, 1882.]

Chas. C. Perkins, ¹	James W. Fox, ¹
John J. Hayes, ⁵	Charles H. Reed, ¹
John G. Blake, ¹	Brooks Adams, ¹
John B. Moran, ¹	Thomas M. Brewer, ¹

[Term expires January, 1883.]

F. Lyman Winship, ¹	George M. Hobbs, ¹
William H. Finney, ¹	George B. Hyde, ¹
Henry P. Bowditch, ¹	George A. Thayer, ¹
James A. Fleming, ¹	Henry W. Haynes, ¹

¹ Deceased.

² Elected to fill vacancy caused by death of Thomas M. Brewer.

³ Resigned June 22, 1880.

⁴ Elected to fill vacancy caused by resignation of William T. Adams.

⁵ Resigned Sept. 28, 1880.

⁶ Elected to fill vacancy caused by resignation of John J. Hayes.

⁷ Resigned Sept. 28, 1880.

⁸ Elected to fill vacancy caused by resignation of Henry W. Haynes.

OFFICERS OF THE BOARD.

President.

HON. FREDERICK O. PRINCE, *Mayor.*

Vice-President.

WILLIAM H. FINNEY.

Secretary.

PHINEAS BATES, JR.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

SAMUEL ELIOT.

Supervisors.

SAMUEL W. MASON,
LUCRETIA CROCKER,
ELLIS PETERSON,

FRANCIS W. PARKER,
GEORGE A. LITTLEFIELD,
JOHN KNEELAND.

Messenger.

ALVAH H. PETERS.

STANDING COMMITTEES.

ACCOUNTS. — Wm. T. Adams, *Chairman*, Messrs. Winship, Hayes, Reed, Fleming.

HORACE MANN SCHOOL. — F. Lyman Winship, *Chairman*, Messrs. Thayer, Bowditch.

DRAWING AND MUSIC. — Charles C. Perkins, *Chairman*, Miss Peabody, Messrs. Cutter, Reed, Blake.

ELECTIONS. — George M. Hobbs, *Chairman*, Messrs. Fallon, Haynes.

EVENING SCHOOLS. — Charles H. Reed, *Chairman*, Messrs. Fletcher, Fleming, Hobbs, Fox.

EXAMINATIONS. — George A. Thayer, *Chairman*, Miss Peabody, Messrs. Moran, Hyde, Flint.

SCHOOLS FOR LICENSED MINORS. — Henry W. Haynes, *Chairman*, Messrs. Chapin, Fletcher.

PRIMARY SCHOOL INSTRUCTION. — Brooks Adams, *Chairman*, Messrs. Moran, Collar, Hayes, Finney.

NOMINATIONS. — George H. Plummer, *Chairman*, Messrs. Bowditch, Fleming, Cutter, Fallon.

RULES AND REGULATIONS. — George M. Hobbs, *Chairman*, Messrs. Wm. T. Adams, Fallon, Haynes, Flint.

SALARIES. — John J. Hayes, *Chairman*, Messrs. Plummer, Wm. T. Adams, Chapin, Thayer.

SCHOOL HOUSES. — Nahum Chapin, *Chairman*, Messrs. Plummer, Bowditch, Winship, Fallon.

SEWING. — F. Lyman Winship, *Chairman*, Miss Peabody, Messrs. Chapin, Fox, Fleming.

SUPPLIES. — William H. Finney, *Chairman*, Messrs. Plummer, Wm. T. Adams, Brooks Adams, Moran.

TEXT-BOOKS. — John G. Blake, *Chairman*, Messrs. Finney, Collar, Fallon, Brooks Adams.

TREASURERS. — The Mayor, *Chairman*, Messrs. Finney, Hayes, Cutter, Moran.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — George M. Hobbs, *Chairman*, Messrs. Moran, Finney, Hyde, Miss Peabody.

HIGH SCHOOLS. — Henry W. Haynes, *Chairman*, Messrs. Bowditch, Brooks Adams, Collar, Blake.

FIRST DIVISION. — George H. Plummer, *Chairman*, Messrs. Fletcher, Chapin, Cutter, Fleming.

SECOND DIVISION. — Abram E. Cutter, *Chairman*, Messrs. Chapin, Fletcher, Perkins, Finney.

THIRD DIVISION. — Charles C. Perkins, *Chairman*, Messrs. Plummer, Brooks Adams, Fleming, Flint.

FOURTH DIVISION. — John J. Hayes, *Chairman*, Messrs. Reed, Blake, Fox, Haynes.

FIFTH DIVISION. — Charles H. Reed, *Chairman*, Messrs. Hayes, Hyde, Moran, Flint.

SIXTH DIVISION. — Joseph D. Fallon, *Chairman*, Messrs. Fox, Blake, Thayer, Flint.

SEVENTH DIVISION. — John B. Moran, *Chairman*, Mr. Hobbs, Miss Peabody, Messrs. Finney, Collar.

EIGHTH DIVISION. — F. Lyman Winship, *Chairman*, Messrs. Bowditch, Hyde.

NINTH DIVISION. — Wm. T. Adams, *Chairman*, Messrs. Hyde, Thayer.

SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston High Schools.

GRAMMAR SCHOOLS.

First Division. — Adams, Chapman, Emerson, Lyman.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Bowditch, Brimmer, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Sherwin.

Sixth Division. — Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, Lewis, Lowell.

Eighth Division. — Allston, Bennett, Central, Charles Sumner, Hillside, Mt. Vernon.

Ninth Division. — Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston.

The Division Committees have general charge of the Primary Schools in the several divisions. Primary Instruction is in charge of the Standing Committee on that subject, the immediate supervision being entrusted to three supervisors.

BOARD OF SUPERVISORS.

SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Monday and Thursday, 1, P.M.

LUCRETIA CROCKER, 40 Rutland square. Office hour, Thursday, 4.30, P.M.

ELLIS PETERSON, corner Chestnut ave. and Green street, Jamaica Plain. Office hour, Wednesday, 4.30 to 5.30, P.M.

FRANCIS W. PARKER. Office hour, 1, P.M., every day except Saturday.

GEORGE A. LITTLEFIELD, 120 Appleton street. Office hour, Monday, 4.30, P.M.

JOHN KNEELAND, 31 Winthrop street. Office hour, Monday and Thursday, 4.30, P.M.

Regular meeting of the Board of Supervisors on the second and fourth Mondays in each month, at 3 o'clock, P.M.

SUPERVISORS OF NORMAL, LATIN, HIGH, AND GRAMMAR SCHOOLS.

ELLIS PETERSON. — Latin, Girls' Latin, English High, Girls' High, West Roxbury High, Dorchester High, Brighton High, East Boston High, Schools; Allston, Bennett, Bowdoin, Central, Charles Sumner, Eliot, Hancock, Hillside, Mount Vernon, Phillips, and Wells, Grammar Schools.

LUCRETIA CROCKER. — Normal and Rice Training Schools; Roxbury High and Charlestown High, Schools; Horace Mann School; Bunker Hill, Comins, Dearborn, Dillaway, Dudley, Everett, Franklin, Frothingham, Harvard, Lewis, Lowell, Prescott, Sherwin, and Warren, Grammar Schools.

GEORGE A. LITTLEFIELD. — Adams, Andrew, Bigelow, Bowditch, Brimmer, Chapman, Dorchester-Everett, Emerson, Gaston, Gibson, Harris, Lawrence, Lincoln, Lyman, Mather, Minot, Norcross, Quincy, Shurtleff, Stoughton, Tileston, and Winthrop, Grammar Schools.

SUPERVISORS OF PRIMARY SCHOOLS.

SAMUEL W. MASON. — Adams School; Auburn School, School street; Austin School, Paris street; Avon place; Bunker Hill street, cor. Charles; Bunker Hill School, cor. Tufts; Common street; Cook School, Groton street; Cross street; Day's chapel, Parker street; Emerson

School; Everett School, Pearl street; Franklin place; Fremont place; Prothingham School; Harvard Hill; Haverhill street; Lyman School; Mead street; Moulton street; Oak square; Polk street; Princeton street; Rutland street; Tappan School, Lexington street; Wait School, Shawmut avenue; Warren School; Webb School, Porter street; Webster School, Webster place; Webster street; West Concord Street; Weston street; Winship School, Winship place.

JOHN KNEELAND. — Andrew School; Atherton School, Columbia street; Bank Building, E street; Spelman Hall, Broadway; Capen School, I street; Clinch School, F street; Dorchester avenue; Dorchester-Everett School; Drake School, Third street; Dudley School; Eustis street; Fifth street; Fourth street; Gaston School; George street; Gibson School; Harris School; Hawes Hall, Broadway; Howard avenue; Mather School, Dorchester; Mather School, Broadway; Minot School; Mt. Pleasant avenue; Municipal Court Building, Washington street; Munroe street; Old Mather School, Dorchester; Parkman School, Silver street; Quincy street; Shurtleff School; Simonds School, Broadway; Stoughton School; Thetford avenue; Thornton street; Ticknor School, Dorchester street; Tileston School; Tuckerman School, City Point; Vernon street; Vestry, D street; Winthrop street; Yeoman street.

FRANCIS W. PARKER. — Andrews School, Genesee street; Baker street; Baldwin School, Chardon court; Bromley park; Centre street; Canterbury street; Charles Sumner School; Cheever School, Thacher street; Chestnut avenue; Childs street; Cushman School, Parmenter street; Dean School, Wall street; Egleston square; Emerson School, Poplar street; Francis street; Freeman School, Charter street; Grant School, Phillips street; Green street; Guild School, East street; Heath street; Ingraham School, Sheafe street; Lowell School; Phillips street; Pormort School, Snelling place; Prince School, Exeter street; Quincy School; Roxbury street; Sharp School, Anderson street; Skinner School, Fayette street; Smith street; Somerset street; Starr King School, Tennyson street; Thomas street; Tyler street; Washington street, Germantown; Washington street, near Green; Way street; Winchell School, Blossom street.

SUPERVISORS IN CHARGE OF SUBJECTS.

ELLIS PETERSON. — Mathematics in part, Latin, Greek, Psychology.

LICRETIA CROCKER. — Natural History, Oral Instruction, Geography, Astronomy.

GEORGE A. LITTLEFIELD. — English Language, English Literature.

SAMUEL W. MASON. — History, Physical Exercises, Writing.

JOHN KNEELAND. — Physics, Chemistry, Book-keeping, Mathematics in part.

FRANCIS W. PARKER. — Reading, Spelling, Modern Languages.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

COMMITTEE.

George M. Hobbs, *Chairman*, John B. Moran, *Secretary*.
William H. Finney, George B. Hyde.
Brooks Adams,

Larkin Dunton, *Head-Master*, Annie E. Chace, *Second Asst.*,
L. Theresa Moses, *First Asst.*, W. Bertha Hintz, *Special*.

RICE TRAINING SCHOOL.

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Lucius A. Wheelock, *Master*, Martha E. Pritchard, *First Asst.*,
Charles F. Kimball, *Sub-Master*, Florence Marshall, *Second Asst.*
Joseph L. Caverly, *Second Sub-Master*,

THIRD ASSISTANTS.

Ella T. Gould, Uleyetta Williams,
E. Maria Simonds, Mattie H. Jackson,
Eliza Cox, Ella C. Hutchins,
Dora Brown, Lizzie M. Burnham.

Amos Albee, *Janitor*.

PRIMARY.

Appleton street.

Ella F. Wyman, Ellen F. Beech,
Grace Hooper, Anna B. Badlam,
Sarah E. Bowers, Emma L. Wyman,
E. L. B. Hintz, Dora Williams.

George W. Collings, *Janitor*

LATIN AND HIGH SCHOOLS.

COMMITTEE.

Charles L. Flint, *Chairman*, Henry P. Bowditch, *Secretary*.
William C. Collar, Brooks Adams.
John G. Blake,

PUBLIC LATIN SCHOOL.

Bedford street.

Moses Merrill, *Head-Master*.

MASTERS.

Charles J. Capen, Joseph W. Chadwick.
Arthur I. Fiske,

JUNIOR MASTERS.

Cyrus A. Nevill, Edward P. Jackson,
Frank W. Freeborn, Louis H. Parkhurst,
John K. Richardson, William T. Strong,
William Gallagher, Jr., Egbert M. Chesley.
Byron Groce,

Edward M. Chase, *Janitor*.

GIRLS' LATIN SCHOOL.

West Newton street.

John Tetlow, *Master*, Jennie R. Sheldon, *Third Asst.*

FOURTH ASSISTANTS.

Augusta R. Curtis, Jessie Girdwood.
Elizabeth P. Howard,
Thomas Appleton, *Janitor*.

ENGLISH HIGH SCHOOL.

*Bedford street.*Edwin P. Seaver, *Head-Master.*

MASTERS.

Luther W. Anderson,
Robert E. Babson,

L. Hall Grandgent.

South street.

MASTERS.

Albert Hale,

Charles B. Travis.

JUNIOR-MASTERS.

Charles J. Lincoln,
Lucius H. Buckingham,
John F. Casey,
Manson Seavy,Jerome B. Poole,
Samuel C. Smith,
Alfred P. Gage,
H. Winslow Warren.Edward M. Chase, *Janitor.*

GIRLS' HIGH SCHOOL.

*West Newton street.*Homer B. Sprague, *Head-Master*, Margaret A. Badger, *First Asst.*
Harriet E. Caryl, *Asst. Prin.*,

SECOND ASSISTANTS.

Emma A. Temple,

Katharine Knapp.

THIRD ASSISTANTS.

Adeline L. Sylvester,
Sarah A. Shorey,

Emerette O. Patch.

FOURTH ASSISTANTS.

Augusta C. Kimball,
Julia A. Jellison,
Ellen M. Folsom,
Lucy R. Woods,
Mary E. Lathrop,Lizzie L. Smith,
Charlotte M. Gardner,
Sarah L. Miner,
Elizabeth C. Coburn,
Emily M. Deland.

Laura B. White, *Special Teacher of Chemistry.* Ellen M. Dyer, *Special Teacher of Physical Culture.*
 Margaret C. Brawley, *Lab. Asst.* Thomas Appleton, *Janitor.*

ROXBURY HIGH SCHOOL.

*Kenilworth street.*S. M. Weston, *Head-Master*, Emily Weeks, *First Asst.*

THIRD ASSISTANTS.

Eliza D. Gardner, Helen A. Gardner.
Clara H. Balch, *Fourth Asst.* Thomas Colligan, *Janitor.*

DORCHESTER HIGH SCHOOL.

*Centre st., cor. Dorchester ave.*Elbridge Smith, *Master*, Mary W. Hall, *First Asst.*

FOURTH ASSISTANTS.

Rebecca V. Humphreys, Laura E. Hovey.
Thomas J. Hatch, *Janitor.*

CHARLESTOWN HIGH SCHOOL.

*Monument square.*Caleb Emery, *Head-Master*, Emma G. Shaw, *Second Asst.*,
Katharine Whitney, *First Asst.*, Adelaide E. Somes, *Third Asst.*

FOURTH ASSISTANTS.

Sarah Shaw, Alla F. Young.
Joseph Smith, *Janitor.*

WEST ROXBURY HIGH SCHOOL.

*Elm street, Jamaica Plain.*George C. Mann, *Master*, Alla W. Foster, *Fourth Asst.*,
Louise M. Thurston, *Third Asst.*, J. J. Wentworth, *Janitor.*

BRIGHTON HIGH SCHOOL.

*Academy Hill.*Benjamin Wormelle, *Master*, Marion A. Hawes, *Fourth Asst.*
Anna J. George, *Third Asst.*, J. R. Marston, *Janitor.*

EAST BOSTON HIGH SCHOOL.

Public Library Building, Paris and Meridian streets.

John O. Norris, *Master*, Emily J. Tucker, *Fourth Asst.*
 Sarah L. Becker, *Third Asst.*, Samuel H. Gradon, *Janitor.*

SPECIAL INSTRUCTORS.

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Walter Smith. Normal School.
 Henry Hitchings. English High, West Roxbury High, Schools.
 Mercy A. Bailey. Girls' High, Dorchester High, Schools.
 Lucas Baker. Latin, Charlestown High, Brighton High, East Boston High, Schools.

MUSIC.

Julius Eichberg. Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, Schools.
 J. B. Sharland. Rice, Franklin, Brimmer, Winthrop, Prince, Dwight, Everett, Sherwin, Comins, Dearborn, Dudley, Dillaway, Lewis, Lowell, Central, Hillside, Schools.
 Henry E. Holt. Normal, Wells, Eliot, Hancock, Quincy, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Allston, Bennett, Bowditch, Bowdoin, Phillips, Mt. Vernon, Charles Sumner, Schools.
 J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston, Schools.

FRENCH.

Phillipe de Sénancour. Latin School.
 Eugene Raymond. English High, Charlestown High, East Boston High, Schools.
 Henri Morand. Roxbury High, Dorchester High, Schools.
 Marie de Maltchycé. Girls' High School.
 Marie C. Ladreyt. West Roxbury High School.

GERMAN.

Ernst C. F. Krauss. Girls' High, Charlestown High, Schools.
 J. Frederiek Stein. Roxbury High, Dorchester High, West Roxbury High, Brighton High, Schools.

SCIENCES.

Edna F. Calder. Roxbury and West Roxbury High Schools

MILITARY DRILL.

Hobart Moore. Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston, High, Schools.

A. Dakin, *Armorer*, Boylston Hall.

SEWING.

Eliza A. Baxter. Bowditch School.

C. L. Bigelow. Bowdoin, Prince, Schools.

E. A. Boyd. Harvard, Prescott, Frothingham, Schools.

Annie E. Brazer. Lowell School.

Eliza M. Cleary. Shurtleff School.

Frances C. Close. Lyman School.

Mrs. Susan Cousens. Chapman, Emerson, Schools.

Isabella Cumming. Winthrop School.

Mrs. Elizabeth D. Cutter. Franklin School.

Kate Doherty. Hancock School.

Mrs. Anna J. Goodwin. Winthrop, Horace Mann, Schools.

Sarah E. Hamlin. Norcross School.

Catherine G. Hosmer. Dearborn School.

Lizzie Kenna. Andrew School.

Nellie I. Lincoln. Hillside School.

Delia Mansfield. Comins School.

Catherine C. Nelson. Gibson, Stoughton, Tileston, Schools.

Mary E. Patterson. Gaston School.

J. Zella Ridway. Charles Sumner, Mt. Vernon, Schools.

M. Elizabeth Robbins. Adams School.

Mrs. Martha A. Sargent. Everett School.

Malvina L. Sears. Lewis School.

Julia A. Skilton. Bunker Hill, Prescott, Warren, Schools.

Sarah A. Stall. Allston, Bennett, Schools.

Frances E. Stevens. Wells, Winthrop, Schools.

Emma A. Waterhouse. Dillaway School.

Mrs. M. A. Willis. Dorchester-Everett, Harris, Mather, Minot, Schools.

Maria L. Young. Sherwin School.

GRAMMAR SCHOOLS.

FIRST DIVISION.

ADAMS SCHOOL.

Belmont Square, East Boston.

Frank F. Preble, *Master*, Mary M. Morse, *First Asst.*,
Lewis H. Dutton, *Sub-Master*, Joel C. Bolan, *Second Asst.*

THIRD ASSISTANTS.

Mary A. Davis, Ellenette Pillsbury,
Almira E. Reid, Sarah E. McPhail,
Clara Robbins, Lina H. Cook.
Harriet Sturtevant,

Frederick Tilden, *Janitor.*

CHAPMAN SCHOOL.

Entaw Street, East Boston.

George R. Marble, *Master*, Orlando W. Dimick, *Sub-Master.*

FIRST ASSISTANTS.

Annie M. Crozier, Jane F. Reid.

SECOND ASSISTANTS.

Maria D. Kimball, Sarah F. Tenney.

THIRD ASSISTANTS.

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Harriet E. Morrill, Lucy E. Woodwell.
Margaret B. Erskine,

James E. Burdaken, *Janitor.*

TAPPAN SCHOOL, LEXINGTON STREET.

Mary E. Bullum.

EMERSON SCHOOL.

*Prescott Street, East Boston.*James F. Blackinton, *Master*, J. Willard Brown, *Sub-Master*.

FIRST ASSISTANTS.

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SECOND ASSISTANTS.

Bernice A. DeMeritt, Frances H. Turner.

THIRD ASSISTANTS.

Carrie Ford, Elizabeth A. Turner,
Mary D. Day, Laura S. Plummer,
Juliette J. Pierce, Georgia H. Tilden,
Sarah A. Bond, H. Elizabeth Cutter.Edward C. Chessman, *Janitor*.

LYMAN SCHOOL.

*Cornuc of Paris and Decatur streets.*Hosea H. Lincoln, *Master*, George K. Daniel, Jr., *Sub-Master*.

FIRST ASSISTANTS.

Cordelia Lothrop, Eliza F. Russell.

SECOND ASSISTANTS.

Mary A. Turner, Amelia H. Pitman.

THIRD ASSISTANTS.

Mary P. E. Tewkesbury, Clara E. Robinson,
Harriet N. Webster, Clara B. George,
Irene A. Bancroft, Mary E. Morse,
Sibylla A. Baily,William Gradon, *Janitor*.

SECOND DIVISION.

BUNKER HILL SCHOOL.

*Baldwin street, Charlestown.*Samuel J. Bullock, *Master*, Henry F. Sears, *Sub-Master*.

FIRST ASSISTANTS.

Mary A. Eaton, Abby P. Josselyn.

SECOND ASSISTANTS.

Amy C. Hudson,

Angelia M. Knowles.

THIRD ASSISTANTS.

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Ida O. Hurd,

Anna M. Prescott,

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Emma F. Porter,

Ellen F. Sanders.

Josiah C. Burbank, *Janitor*.

FROTHINGHAM SCHOOL.

*Corner of Prospect and Edgeworth streets, Charlestown.*Caleb Murdock, *Master*,Charlotte E. Camp, *First Asst.*,William B. Atwood, *Sub-Master*,Bial W. Willard, *Second Asst.*

THIRD ASSISTANTS.

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Jennie E. Tobey,

Ellen R. Stone,

Lucy A. Seaver,

Arabella P. Moulton,

Ellen A. Chapin,

Abby M. Clark,

Julia M. Burbank.

Sarah H. Nowell,

Warren J. Small, *Janitor*.

HARVARD SCHOOL.

*Bow street, Charlestown.*W. E. Eaton, *Master*,Abby B. Tufts, *First Asst.*,Darius Hadley, *Sub-Master*,Annie E. Weston, *Second Asst.*

THIRD ASSISTANTS.

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Sarah J. Perkins,

Mary A. Lovering,

Lucy A. Wilson,

Jennie E. Howard,

Callie E. Carey,

Edith W. Howe,

Mary P. Howland.

Martha F. Fay,

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PRESCOTT SCHOOL.

*Elm street, Charlestown.*George T. Littlefield, *Master*,Delia A. Varney, *First Asst.*,Alonzo Meserve, *Second Sub-Master*,Mary C. Sawyer, *Second Asst.*

THIRD ASSISTANTS.

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Lydia A. Sears,	Julia F. Sawyer,
Elizabeth J. Farnsworth,	Annie M. Stone.

Thomas Merritt, *Janitor*.

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

George Swan, <i>Master</i> ,	E. B. Gay, <i>Sub-Master</i> .
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FIRST ASSISTANTS.

Sarah M. Chandler,	Elizabeth Swords.
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SECOND ASSISTANTS.

Abby C. Lewis,	Anna D. Dalton.
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THIRD ASSISTANTS.

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Frances L. Dodge,	Mary E. Pierce,
Abby E. Holt,	Caroline W. Graves,
Ellen A. Pratt,	Mary B. Lynde.

D. L. Small, *Janitor*.

THIRD DIVISION.

BOWDOIN SCHOOL.

Myrtle street.

Daniel C. Brown, <i>Master</i> ,	Sarah R. Smith, <i>First Asst.</i>
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SECOND ASSISTANTS.

Mary Young,	Sarah O. Brickett.
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THIRD ASSISTANTS.

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Irene W. Wentworth,	Ella L. Macomber,
Ada L. Cashman,	S. Frances Perry.

Joseph S. Shannon, *Janitor*.

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North Bennet street.

Samuel Harrington, *Master*, Channing Folsom, *Second Sub-Master*,
 Granville S. Webster, *Sub-Master*, Frances M. Bodge, *First Asst.*,
 Frederic H. Ripley, *Second Sub-Master*. Adolin M. Steele, *Second Asst.*

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 Lucette A. Wentworth, Mary E. Hanney,
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P. J. Riordan, *Janitor*.

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PORMORT SCHOOL, SNELLING PLACE.

Kate S. Sawyer, William Swanzey, *Janitor*.

HANCOCK SCHOOL.

Parmenter street.

James W. Webster, *Master*.

FIRST ASSISTANTS.

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SECOND ASSISTANTS.

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 Susan E. Allen, Florence E. Dexter,
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William Lovett, *Janitor*.

CUSHMAN SCHOOL, PARMENTER STREET.

Sarah F. Ellis,

Elizabeth A. Fiske.

PHILLIPS SCHOOL.

*Phillips street.*Samuel Swan, *Master*,Emily A. Moulton, *First Asst.*,Elias H. Marston, *Sub-Master*,Adeline F. Cutter, *Second Asst.*George Perkins, *Second Sub-Master*,

THIRD ASSISTANTS.

Ruth E. Rowe,

Martha A. Knowles,

Alice M. Cushing,

Lonie H. Hinckley,

Georgianna E. Putnam,

Elizabeth L. West,

Sarah W. I. Copeland,

Helen M. Coolidge,

Martha F. Whitman,

Eliza A. Corthell.

John A. Shannon, *Janitor*.

GRANT SCHOOL, PHILLIPS STREET.

Mary E. Towle.

WELLS SCHOOL.

*Corner Blossom and McLean streets.*Robert C. Metcalf, *Master*.

FIRST ASSISTANTS.

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Emma S. Beede.

Emeline E. Durgin, *Second Asst.*

THIRD ASSISTANTS.

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Mary M. Perry,

Alice M. Brown,

Lizzie F. Stevens,

Susan R. Gifford,

Lavinia M. Allen.

Mary S. Carter,

James Martin, *Janitor*.

BALDWIN SCHOOL, CHARDON COURT.

Adelaide E. Badger.

FOURTH DIVISION.

BOWDITCH SCHOOL.

Corner of East and Cove streets.

George W. Neal, *Master*, Mary M. T. Foley, *Second Asst.*
 Susan H. Thaxter, *First Asst.*,

THIRD ASSISTANTS.

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 Emma M. Savil, Emma A. Gordon,
 Ruth H. Clapp, Ellen L. Collins.
 Nancy Ryan, *Janitor.*

BRIMMER SCHOOL.

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 Quincy E. Dickerman, *Sub-Master*, Luthera W. Bird, *Second Asst.*
 T. Henry Wason, *Second Sub-Master*,

THIRD ASSISTANTS.

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 Ella L. Burbank, Helen L. Bodge,
 Annie P. James, Annie M. Mitchell,
 Lilla H. Shaw, Sarah E. Adams,
 L. Maria Stetson, Eliza E. Foster.
 George W. Fogg, *Janitor.*

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Harriet D. Hinckley, *First Asst.*

THIRD ASSISTANTS.

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 Alice M. Dickey, Eva D. Kellogg.
 Joseph H. Elliott, *Janitor.*

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Tyler street.

E. Frank. Wood, *Master*, Annie M. Lund, *First Asst.*,
 N. Hosea Whittemore, *Sub-Master*, Mary L. Holland, *Second Asst.*
 Alfred Bunker, *Second Sub-Master*,

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Mary Murphy,	Emma F. Colomy,
Katherine T. Murtagh,	Harriette A. Bettis,
Charlotte L. Wheelwright,	Emma K. Youngman.

James Daly, *Janitor*.

WINTHROP SCHOOL.

Tremont, near Eliot street.

Robert Swan, *Master*.

FIRST ASSISTANTS.

Susan A. W. Loring,	May Gertrude Ladd.
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SECOND ASSISTANTS.

Emma K. Valentine,	Carrie F. Welch,
Katherine K. Marlow,	Annie J. Stoddard.

THIRD ASSISTANTS.

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Margaret T. Wise,	Lucy Merrill,
Lizzie H. Bird,	Minnie L. Hobart,
Mary E. Barstow,	Cornelia M. Sullivan.

A. H. B. Little, *Janitor*.

STARR KING SCHOOL, TENNYSON STREET.

Elizabeth S. Emmons,	Mary L. H. Gerry.
Caroline S. Crozier,	E. L. Weston, <i>Janitor</i> .

FIFTH DIVISION.

DWIGHT SCHOOL.

West Springfield street.

James A. Page, <i>Master</i> ,	Henry L. Sawyer, <i>Second Sub-Mas'er</i> ,
Walter S. Parker, <i>Sub-Master</i> ,	Ruth G. Rich, <i>First Asst.</i>

THIRD ASSISTANTS.

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Sarah C. Fales,	Mary L. Farrington,
Elizabeth G. Meleher,	Laura Frost,
Nellie L. Shaw,	Clara C. Dunn,
Mary E. Trow,	Isabella G. Bonnar.

James Craig, *Janitor*.

EVERETT SCHOOL.

*West Northampton street.*Alfred Hewins, *Master*.

FIRST ASSISTANTS.

S. Flora Chandler,	Janet M. Bullard.
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SECOND ASSISTANTS.

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Anna C. Ellis,	

THIRD ASSISTANTS.

Susan S. Foster,	Sarah L. Adams,
Emily F. Marshall,	Mary E. Badlam,
Abby C. Haslet,	Flora I. Cooke,
Ann R. Gavett,	Anna Grover.

Edward Bannon, *Janitor*.

FRANKLIN SCHOOL.

*Ringgold street.*Granville B. Putnam, *Master*.

FIRST ASSISTANTS.

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SECOND ASSISTANTS.

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Catharine T. Simonds,	

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Florence Dix,	Roxanna W. Longley,
Abbie M. Holder,	Kate E. Blanchard,
Margaret J. Crosby,	Mary A. Mitchell,
Margaret C. Schouler,	Anna E. L. Parker.

Mrs. Amos Lincoln, *Janitor*.

WAIT SCHOOL, SHAWMUT AVENUE.

Martha L. Beckler.

SHERWIN SCHOOL.

*Madison square.*Silas C. Stone, *Master.*Frank A. Morse, *Sub-Master.*

FIRST ASSISTANTS.

Julia F. Long,

Lucy L. Burgess.

SECOND ASSISTANTS.

Elizabeth B. Walton,
Martha A. Smith,

Sarah R. Bonney.

THIRD ASSISTANTS.

Anna B. Carter,
E. Elizabeth Boies,
Caroline K. Nickerson,
Harriet A. Lewis,
Marian Henshaw,Isadora Bonney,
Frances McDonald,
Louisa Ayer,
Fanny L. Stockman,
Alice T. Kelley.Joseph G. Scott, *Janitor.*

WESTON-ST. SCHOOL.

Lucy J. Mellen.

Patrick F. Higgins, *Janitor.*

SIXTH DIVISION.

ANDREW SCHOOL.

*Dorchester street, South Boston.*Leander Waterman, *Master,*Joshua M. Dill, *Sub-Master.*

FIRST ASSISTANTS.

William R. Morse,

Hattie A. Watson.

SECOND ASSISTANTS.

Henrietta L. Dwyer,

Mary S. Beebe.

THIRD ASSISTANTS.

Sara W. Barrows,	Mary L. Fitzgerald,
Mattie A. Jackson,	Mary E. Perkins,
Frances M. Bell,	Luey M. Marsh.
Esther F. Nichols,	
Thomas Buckner, <i>Janitor</i> .	

BIGELOW SCHOOL.

Fourth st., cor. E street, South Boston.

Thomas H. Barnes, <i>Master</i> ,	Amelia B. Coe, <i>First Asst.</i> ,
Fred O. Ellis, <i>Sub-Master</i> ,	Ellen Coe, <i>Second Asst.</i>
J. Gardner Bassett, <i>Second Sub-Master</i> ,	

THIRD ASSISTANTS.

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Ellen L. Wallace,	Lucy C. Bartlett,
Mary Nichols.	Claudine E. Cherrington,
Malvena Tenney,	Mary F. Savage,
Catharine H. Cook,	Kittie A. Learned.
Samuel P. Howard, <i>Janitor</i> .	

HAWES HALL, BROADWAY.

Harriet A. Clapp.	Samuel P. Howard, <i>Janitor</i> .
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BANK BUILDING, E STREET.

Stella A. Hale.	Julia Sheehan, <i>Janitor</i> .
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GASTON SCHOOL.

L, cor. Fifth street, South Boston.

C. Goodwin Clark, *Master*.

FIRST ASSISTANTS.

Lydia Curtis,	Sarah C. Winn.
Anna Leach, <i>Second Asst.</i>	

THIRD ASSISTANTS.

Myra S. Butterfield.	Clara A. Sharp.
Emogene F. Willett.	Ellen R. Wynman.
Helen A. Shaw.	Electa M. Porter.
S. W. Pollard, <i>Janitor</i> .	

LAWRENCE SCHOOL.

Cor. B and Third streets, South Boston.

Amos M. Leonard, *Master*, Alice Cooper, *First Asst.*,
 D. A. Hamlin, *Sub-Master*, Emma P. Hall, *Second Asst.*
 Grenville C. Emery, *Second Sub-Master*,

THIRD ASSISTANTS.

Margaret MacGregor, Margaret A. Gleason,
 Mary E. H. Ottiwell, Catherine M. Lynch,
 Isabelle F. Crapo, Mary A. Conroy,
 Margaret Holmes, Mary A. Montague,
 Hannah E. Burke, Abbie C. Burge.
 Daniel E. Connor, *Janitor*.

MATHER SCHOOL, BROADWAY.

W. E. C. Rich, *Second Sub-Master*.

THIRD ASSISTANTS.

Mary A. A. Dolan, M. Louise Gillett,
 — — — — —, Margaret A. Moody.
 George D. Rull, *Janitor*.

LINCOLN SCHOOL.

Broadway, near K street, South Boston.

Alonzo G. Hara, *Master*, Margaret J. Stewart, *First Asst.*,
 Henry H. Kimball, *Sub-Master*, Mary E. Balch, *Second Asst.*
 John F. Dwight, *Second Sub-Master*,

THIRD ASSISTANTS.

Sarah M. Tripp, Mary A. H. Fuller,
 Lavinia B. Pendleton, Silence A. Hill,
 Vodisa J. Conroy, Jennie F. McKissick,
 Sarah A. Curran, Mary B. Powers,
 Carrie L. Vose, Mary H. Faxon.
 Joshua B. Emerson, *Janitor*.

NORCROSS SCHOOL.

*Corner of D and Fifth streets, South Boston.*Josiah A. Stearns, *Master.*

FIRST ASSISTANTS.

Mary J. Fennelly,

Fiducia S. Wells.

SECOND ASSISTANTS.

Sarah A. Gallagher,

Juliette Wyman.

Juliette Smith,

THIRD ASSISTANTS.

Mary E. Downing,

Emma L. Eaton,

Maria L. Nelson,

Emma F. Crane,

Mary R. Roberts,

Jennie A. Mullaly,

Miranda A. Bolkeom,

Martha G. Buckley.

Harriet E. Johnston,

Samuel T. Jeffers, *Janitor.*

SHURTLEFF SCHOOL.

*Dorchester street, South Boston.*Henry C. Hardon, *Master.*

FIRST ASSISTANTS.

Anna M. Penniman,

Ellen E. Morse.

SECOND ASSISTANTS.

Abby S. Hammond,

Martha E. Morse.

Emeline L. Tolman,

THIRD ASSISTANTS.

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Harriet S. Howes,

Catharine A. Dwyer,

Jane M. Bullard,

Eliza F. Blacker,

Edith A. Pope,

Roxanna N. Blanchard,

Marion W. Rundlett.

William Dillaway, *Janitor.*

SEVENTH DIVISION.

COMINS SCHOOL.

*Tremont street, corner of Terrace street.*Charles W. Hill, *Master*, Myron T. Pritchard, *Sub-Master*.

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Emily F. Carpenter, Martha A. Cummings.

SECOND ASSISTANTS.

Sarah E. Lovell, Almira W. Chamberline.

THIRD ASSISTANTS.

Annetta F. Armes, Emily Swain,
Kate M. Murphy, Penelope G. Hayes,
Charlotte P. Williams, Delia M. Upham,
Adelina May, Nellie I. Lapham.
Julia A. C. Gray,George S. Hutchinson, *Janitor*.

FRANCIS-STREET SCHOOL.

Lillie E. Davis, *First Asst.*, Carolina A. Gragg, *Third Asst.*
Ann McGowan, *Janitor*.

DEARBORN SCHOOL.

*Dearborn place.*William H. Long, *Master*, Harlan P. Gage, *Sub-Master*.

FIRST ASSISTANTS.

L. Anna Dudley, Philena W. Rounseville.

SECOND ASSISTANTS.

Martha D. Chapman, Frances L. Bredeen.
Helen F. Brigham,

THIRD ASSISTANTS.

Sarah W. Loker, Elizabeth E. Stafford,
Sarah H. Hosmer, Lizzie M. Wood,
Bell J. Dunham, Elizabeth R. Wallis,
Anne M. Backup, Abbie L. Baker.Michael J. Lally, *Janitor*.

YEOMAN-STREET SCHOOL.

Louise M. Epmeyer,	Mary F. Walsh,
Josephine A. Keniston,	Ida M. Presby.
John C. Norton, <i>Janitor.</i>	

DILLAWAY SCHOOL.

Bartlett street.

Sarah J. Baker, *Principal.*

FIRST ASSISTANTS.

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Mary C. Whippey, <i>Second Asst.</i>	

THIRD ASSISTANTS.

Lydia G. Wentworth,	Mary S. Sprague.
Eliza Brown,	
Thomas Colligan, <i>Janitor.</i>	

ROXBURY-STREET SCHOOL.

Mary L. Gore,	Catherine J. Finneran.
	S. B. Pierce, <i>Janitor.</i>

DUDLEY SCHOOL.

Corner of Dudley and Putnam streets.

Leverett M. Chase, <i>Master,</i>	Susie C. Lougee, <i>First Asst.,</i>
Henry L. Clapp, <i>Sub-Master,</i>	Harriett E. Davenport, <i>Second Asst.</i>

THIRD ASSISTANTS.

Mary H. Cashman,	Alice E. Farrington,
Ruth H. Brady,	Luette B. James,
Mabel F. Wheaton,	Annie A. E. Fagan,
Emeline E. Torrey,	

John P. Swift, *Janitor.*

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

William L. P. Boardman, <i>Master,</i>	Charles F. King, <i>Sub-Master.</i>
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FIRST ASSISTANTS.

Sarah E. Fisher,	Eunice C. Atwood.
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SECOND ASSISTANTS.

Amanda Pickering,

Emily B. Eliot.

THIRD ASSISTANTS.

Mary D. Chamberlain,

Phebe H. Simpson,

Henrietta M. Young,

Sarah H. Robbins,

Susan A. Dutton,

Althea W. Barry.

H. Amelia Smith,

Antipas Newton, *Janitor*.

LOWELL SCHOOL.

*310 Centre street.*Daniel W. Jones, *Master*,Eliza C. Fisher, *First Asst.*,George T. Wiggin, *Second Sub-Master*, E. Josephine Page, *Second Asst.*

THIRD ASSISTANTS.

O. Augusta Welch,

M. F. Cummings,

Anna L. Hudson,

Susan E. Chapman,

Susan G. B. Garland,

Rebecca Coulter.

Mary A. Cloney,

Frank L. Harris, *Janitor*.

EIGHTH DIVISION.

ALLSTON SCHOOL.

*Cambridge street, Allston.*G. W. M. Hall, *Master*,Sara F. Boynton, *Second Asst.*Persis B. Swett, *First Asst.*,

THIRD ASSISTANTS.

Mary F. Child,

Alice A. Swett,

Laura E. Viles,

Mary J. Cavanagh.

Jeanie Hosea,

Jonas Pierce, *Janitor*.

BENNETT SCHOOL.

*Chestnut Hill avenue, Brighton.*E. H. Hammond, *Master*.

SECOND ASSISTANTS.

Melissa Abbott,

Eliza W. Jones.

THIRD ASSISTANTS.

Harriet M. Boit, Emma F. Chesley,
 Annie M. Hotchkiss, Jeannie Bates.
 Charles F. Wheeler, *Janitor*.

CENTRAL SCHOOL.

Burroughs street, Jamaica Plain.

John T. Gibson, *Master*, C. J. Reynolds, *Second Asst.*
 Mary A. Gott, *First Asst.*,

THIRD ASSISTANTS.

Martha H. Ames, Victoria M. Goss,
 M. E. Stuart, M. M. Sias.
 Adelia Ronan, *Janitor*.

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Artemas Wiswall, *Sub-Master*, Charlotte B. Hall, *Second Asst.*

THIRD ASSISTANTS.

Angie P. Nutter, Fannie H. Wiswall.
 Elvira L. Austin,
 John L. Chenery, *Janitor*.

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

Albert Franklin Ring, *Master*, Mary E. Very, *Second Asst.*
 Amy Hutchins, *First Asst.*,

THIRD ASSISTANTS.

Alice B. Stephenson, Ida M. Metcalf,
 Emily H. Maxwell, Louise P. Arnold.
 S. S. Marrison, *Janitor*.

MOUNT VERNON SCHOOL.

Mount Vernon street, West Roxbury.

Abner J. Nutter, *Second Sub-Master*, Emily M. Porter, *Second Asst.*

THIRD ASSISTANTS.

Emma J. Fossett, Maria H. Lathrop.
 James M. Davis, *Janitor*.

NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL.

Summer street, Dorchester.

Henry B. Miner, <i>Master</i> ,	Mary F. Thompson, <i>First Asst.</i> ,
George M. Fellows, <i>Second Sub-</i>	Helen M. Hills, <i>Second Asst.</i>
<i>Master</i> ,	

THIRD ASSISTANTS.

Henrietta A. Hill,	Anna M. Foster,
Sara M. Bearse,	M. Rosalia Merrill.

OLD DORCHESTER-EVERETT SCHOOL, SUMNER STREET.

Clara J. Doane,	Harriet A. Darling.
	Lawrence Connor, <i>Janitor</i> .

GIBSON SCHOOL.

School street, Dorchester.

William E. Endicott, <i>Sub-Master</i> ,	Ida L. Boyden, <i>Second Asst.</i>
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THIRD ASSISTANTS.

Grace St. L. Urann,	E. R. Gragg.
Caroline Howard,	
	Hannah Clarkson, <i>Janitor</i> .

ATHERTON SCHOOL, COLUMBIA STREET.

Ella S. Wales, <i>Second Asst.</i> ,	Nellie G. Sanford.
	W. Wales, <i>Janitor</i> .

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Edwin T. Horne, <i>Sub-Master</i> ,	E. M. Harriman, <i>Second Asst.</i>
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THIRD ASSISTANTS.

Elizabeth P. Boynton,	Almy C. Plummer,
Emma F. Simmons,	Marion B. Sherburne.
	John Buckpitt, <i>Janitor</i> .

MATHIER SCHOOL.

Meeting-House Hill.

Edward Southward, *Master*, Lucy J. Dannels, *Second Asst.*
 J. A. Bense, *First Asst.*,

THIRD ASSISTANTS.

Lillie A. Hicks, S. Kate Shepard,
 Annie L. Jenkins, Mary A. Lowe.
 Benjamin C. Bird, *Janitor.*

MINOT SCHOOL.

Walnut street, Dorchester.

Joseph T. Ward, Jr., *Sub-Master*, Isabel F. P. Emery, *Second Asst.*

THIRD ASSISTANTS.

Mary E. Glidden, Ellen M. S. Treadwell.

WOOD-STREET COURT.

Sophia W. French, Kate M. Adams.
 James Murphy, *Janitor.*

ADAMS STREET.

Mary J. Pope.
 Milton James, *Janitor.*

STOUGHTON SCHOOL.

River street, Lower Mills.

Edward M. Lancaster, *Sub-Master.*

SECOND ASSISTANTS.

Elizabeth H. Page, Ellen E. Burgess.

THIRD ASSISTANTS.

Margaret Whittemore, Elizabeth Jane Stetson.
 Caroline Melville, M. Taylor, *Janitor.*

TILESTON SCHOOL.

Norfolk street, Mattapan.

Hiram M. George, *First Asst.* Martha A. Baker, *Third Asst.*
 John Grover, *Janitor.*

PRIMARY SCHOOLS.

FIRST DIVISION.

ADAMS SCHOOL, SUMNER STREET.

Ellen James,

Clara Robbins.

WEBSTER-STREET SCHOOL.

Anna E. Reed,
Alice M. Porter,

Emma M. Weston,
Mary A. Palmer.

George J. Merritt, *Janitor*.

WEBB SCHOOL, PORTER STREET.

Nellie L. Poole,
Abby D. Beal,

A. D. Chandler,
Charlotte A. Pike.

Mrs. Matilda Davis, *Janitor*.

TAPPAN SCHOOL, LEXINGTON STREET.

Maria A. Arnold,
Mary C. Hall,
Marietta Duncan.

Clara A. Otis,
Calista W. MacLeod,
Hannah F. Crafts.

Phineas Hull, *Janitor*.

EMERSON SCHOOL, PRESCOTT STREET.

Hannah L. Manson.

Almaretta J. Crichtett.

PRINCETON-STREET SCHOOL.

Mary E. Plummer,
Margaret A. Bartlett,
Mary A. Oburg,
Harriette E. Litchfield,

Ida J. Breckenridge,
Susan A. Slavin,
Mary L. Morrissey.

J. D. Dickson, *Janitor*.

LYMAN SCHOOL, PARIS STREET.

Josephine A. Ayer.

AUSTIN SCHOOL, PARIS STREET.

Angelina M. Cudworth,
Emma P. Morey,
Sarah F. Lothrop,

Anna I. Duncan,
Florence Carver.

Mrs. Higginson, *Janitor*.

SECOND DIVISION.

HAVERHILL-STREET SCHOOL.

Mary S. Thomas, Mary L. Caswell,
Margaret O'Brien, *Janitor*.

BUNKER-HILL STREET SCHOOL, COR. CHARLES STREET.

Mary E. Flanders, Carrie M. Arnold,
Elizabeth B. Norton, Sarah J. Worcester,
Sarah A. Smith, Ada E. Bowler,
Effie G. Hazen, Kate C. Thompson.
Josiah C. Burbank, *Janitor*.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Persis M. Whittemore, Martha Yeaton.
Helen E. Ramsey,

MOULTON-STREET SCHOOL.

Oriana A. Morgan, Mary E. Delaney,
Louisa W. Huntress, Fanny M. Lamson.
George L. Mayo, *Janitor*.

FREMONT-PLACE SCHOOL.

Abbie C. McAuliffe.

HARVARD-HILL SCHOOL.

Fannie B. Hall, Effie A. Kettell,
Catherine C. Brower, Elizabeth F. Doane,
Fanny A. Foster, Lucy M. Small,
Elizabeth B. Wetherbee, Louisa A. Whitman.
George L. Mayo, *Janitor*.

COMMON-STREET SCHOOL.

Elizabeth A. Prichard, Elizabeth R. Brower,
Mary F. Kittredge, Alice P. Smith.
William Holbrook, *Janitor*.

POLK-STREET SCHOOL.

Mary E. Smith, Mary E. Franklin,
Hattie L. Todd, Zetta M. Mallard.
— — —, *Janitor*.

BUNKER-HILL STREET SCHOOL, COR. TUFTS STREET.

Lydia Hapenny, Elizabeth C. Bredeen.
Mrs. Mary Watson, *Janitor*.

WARREN SCHOOL, PEARL STREET.

Caroline E. Osgood.

MEAD-STREET SCHOOL.

M. Josephine Smith,
Effie C. Melvin,Cora E. Wiley,
Abby P. Richardson.
Matthew Boyd, *Janitor*.

CROSS-STREET SCHOOL.

Abby O. Varney,

Josephine E. Copeland.
Alice M. Lyons, *Janitor*.

THIRD DIVISION.

SOMERSET-STREET SCHOOL.

C. Eliza Wason,
Mary Wilson,Mabel West,
Clara J. Reynolds.
Thomas Freeman, *Janitor*.

SHARP SCHOOL, ANDERSON STREET.

Barbara C. Farrington,
Elizabeth R. Preston,Josephine O. Hedrick,
Sarah A. Winsor.
Ambrose H. Shannon, *Janitor*.

WINCHELL SCHOOL, BLOSSOM STREET.

Olive Ruggles,
Kate Wilson,Lydia A. Isbell,
Mary E. Ames.
Charles C. Newell, *Janitor*.

FORMORT SCHOOL, SNELLING PLACE.

Emma C. Glawson,
Cleone G. Tewkesbury,Harriet E. Lampee,
Rosa M. E. Reggio.
Wm. Swanzey, *Janitor*.

FREEMAN SCHOOL, CHARTER STREET.

J. Ida Monroe,
Juliaette Davis,
A. Augusta Coleman,Sarah Ripley,
Marcella E. Donegan,
Eliza Brintnall.
Rebecca Marshall, *Janitor*.

CUSHMAN SCHOOL, PARMENTER STREET.

Sarah E. Ward,
Adeline S. Bodge,Florence E. Dexter,
Mary L. Desmond,

Harriet M. Frazer,
Teresa M. Gargan,
Mary J. Clark,
Marcella C. Halliday,
Enoch Miley, *Janitor*.

INGRAHAM SCHOOL, SHEAFE STREET.

Josephine B. Silver,
Clara E. Bell,
Esther W. Mansfield,
Francis Silver, *Janitor*.

CHEEVER SCHOOL, THACHER STREET.

Mary Bonnie,
Kate T. Sinnott,
Sarah J. Copp,
Mrs. Mary Keefe, *Janitor*.

GRANT SCHOOL, PHILLIPS STREET.

Elizabeth S. Parker,
Sarah A. M. Turner,
Delia Ronan, *Janitor*.

BALDWIN SCHOOL, CHARDON COURT.

Emeline C. Farley,
Fanny B. Bowers,
William H. Palmer, *Janitor*.

EMERSON SCHOOL, POPLAR STREET.

Maria W. Turner,
Eliza A. Freeman,
Annie B. Gould,
E. Augusta Brown,
Sarah C. Chevaillier,
Sarah G. Fogarty,
Mrs. McGrath, *Janitor*.

DEAN SCHOOL, WALL STREET.

Georgia D. Barstow,
Louis M. Rea,
Adelaide A. Rea,
Mary F. Gargan,
Alicia Collison,
P. O. Dorrity, *Janitor*.



FOURTH DIVISION.

GUILD SCHOOL, EAST STREET.

Amelia E. N. Treadwell,
Octavia C. Heard,
Sarah E. Lewis,
Priscilla Johnson,
Ellen E. Leach,
Susan Frizzell,
Maria J. Coburn,
Rebecca A. Buckley,
Julia M. Driscoll,
Marian A. Flynn,
Jeremiah W. Murphy, *Janitor*.

STARR KING SCHOOL, TENNYSON STREET.

Mary E. Tiernay, Jennie M. Cazney.
E. L. Weston, *Janitor*.

SKINNER SCHOOL, COR. FAYETTE AND CHURCH STREETS.

Emma F. Burrill, Nellie T. Higgins,
Betsey T. Burgess, H. Ellen Boothby,
Fanny B. Dewey, Emily B. Burrill.
Ellen Lind, *Janitor*.

PRINCE SCHOOL, EXETER STREET.

Laura M. Kendrick, Adeline S. Tufts.
Laura M. Stevens,
Joseph H. Elliott, *Janitor*.

QUINCY SCHOOL, TYLER STREET.

Mary E. Sawyer.

WAY-STREET SCHOOL.

Maria A. Callanan, Annie M. Reilly.
Mary E. Conley,
D. D. Towns, *Janitor*.

ANDREWS SCHOOL, GENESEE STREET.

Emily E. Maynard, Ann T. Corliss.
Harriet M. Bolman,
Mrs. Toole, *Janitor*.

TYLER-STREET SCHOOL.

Mary B. Rrowne, Mary A. B. Gore,
Julia A. McIntyre, Ella M. Seaverns,
Henrietta Madigan, Emma I. Baker.
Ellen McCarthy, *Janitor*.

FIFTH DIVISION.

RUTLAND-STREET SCHOOL.

Augusta A. Davis, Henrietta Draper,
Martha B. Lucas, Fannie L. Willard,
Sarah E. Crocker, Ella Bradley.
C. P. Huggins, *Janitor*.

WEST CONCORD-STREET SCHOOL.

Eliza C. Gould,	Hannah M. Coolidge,
Clementine D. Grover,	Sara W. Wilson,
Mary H. Downe,	Emma Halstrick,
Adelaide B. Smith,	Florence A. Perry,
Kate M. Hanson,	Lydia A. Sawyer,
Fannie M. Nason,	Lydia F. Blanchard.

C. P. Huggins, *Janitor*.

COOK SCHOOL, GROTON STREET.

Harriett M. Faxon,	Hattie Mann,
Georgiana E. Abbot,	Carrie G. White,
Affie T. Wier,	Mary E. Josselyn.

Martha Castell, *Janitor*.

WAIT SCHOOL, SHAWMUT AVE.

Josephine G. Whipple,	Kate K. Gookin,
Georgiana A. Ballard,	Jennie E. Haskell,
Emma E. Allin,	Maud G. Hopkins.

Marshall Harvell, *Janitor*.

WESTON-STREET SCHOOL.

Annie G. Fillebrown,	Harriet M. Burroughs,
Mary E. Gardner,	Elizabeth A. Sanborn,
Mary F. Coggswell,	Maria D. Faxon.

Patrick F. Higgins, *Janitor*.

FRANKLIN-PLACE SCHOOL.

Annie E. Walcutt,	Sarah E. Gould,
Sarah J. Davis,	Emma L. Peterson.

Kate C. Harper, *Janitor*.

AVON-PLACE SCHOOL.

Abby E. Ford,	Elizabeth F. Todd.
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Charles H. Stephens, *Janitor*.

DAY'S-CHAPEL SCHOOL, PARKER STREET.

Annie H. Berry,	Louise A. Kelley.
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John Cole, *Janitor*.

SIXTH DIVISION.

ANDREW SCHOOL, DORCHESTER STREET.

Ella A. Orr, Mary A. Jenkins.

TICKNOR SCHOOL, DORCHESTER STREET.

Martha L. Moody, Lizzie Ordway,
 Jessie C. Tileston, Alice P. Howard,
 Estelle B. Jenkins, Jennie L. Story,
 Alice L. Littlefield,

Christopher Jones, *Janitor*.

HAWES-HALL SCHOOL, BROADWAY.

Alice Danforth, Ella F. Fitzgerald,
 Abby B. Kent, Josephine B. Cherrington,
 Lucy E. T. Tinkham, Lucy E. Johnson,
 Ann J. Lyon,

Joanna Brennan, *Janitor*.

SIMONDS SCHOOL, BROADWAY.

Tiley A. Bolkham, Mary L. Howard,
 Emily T. Smith,

Joanna Brennan, *Janitor*.

FOURTH-STREET SCHOOL.

Sarah A. Graham, Matthew G. Worth, *Janitor*.

BANK-BUILDING SCHOOL, E STREET.

Elizabeth G. Bailey, Mrs. Julia Sheehan, *Janitor*.

GASTON SCHOOL, L STREET.

Carrie A. Harlowe, Julia A. Evans,
 S. Lila Huckins,

TUCKERMAN SCHOOL, FOURTH STREET.

Elizabeth M. Easton, Frances A. Cornish,
 Josephine A. Powers, Carrie W. Haydn,
 Mary A. Crosby, Lelia R. Haydn.

A. D. Bickford, *Janitor*.

MATHER SCHOOL, BROADWAY.

Lucy M. Cragin, Maud F. Crosby,
 Sarah E. Lakeman, Mary E. T. Shine,
 Ada A. Bradeen, Annie M. Connor,
 Lizzie McGrath,

George D. Rull, *Janitor*.

PARKMAN SCHOOL, SILVER STREET.

Martha S. Damon,	Emma F. Gallagher,
Mary G. A. Toland,	Maggie J. Leary,
Hattie L. Rayne,	Amelia McKenzie.
Margaret Johnson, <i>Janitor</i> .	

FIFTH-STREET SCHOOL, BETWEEN B AND C STREETS.

Ann E. Newell,	Alice W. Baker,
Ophelia S. Newell,	Lizzie Crawford,
Sarah M. Brown,	Minnie F. Keenan.
Mary W. Bragdon,	
P. F. Turish, <i>Janitor</i> .	

SPELMAN-HALL SCHOOL, 134 BROADWAY.

Mary E. Flynn.	George D. Rull, <i>Janitor</i> .
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CAPEN SCHOOL, CORNER OF I AND SIXTH STREETS.

Mary E. Powell,	Ella M. Warner,
Laura J. Gerry,	Clara H. Booth,
Mary E. Perkins,	Fannie G. Patten.
A. D. Bickford, <i>Janitor</i> .	

DRAKE SCHOOL, THIRD STREET.

Mary K. Davis,	Nellie J. Cashman,
Sarah V. Cunningham,	Fannie W. Hussey,
Abbie C. Nickerson,	Alice J. Meins.
W. B. Newhall, <i>Janitor</i> .	

VESTRY SCHOOL, D STREET.

Ellen T. Noonan.	James M. Demerritt, <i>Janitor</i> .
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SHURTLEFF SCHOOL, DORCHESTER STREET.

Alice C. Ryan.

CLINCH SCHOOL, F STREET.

Ella R. Johnson,	Julia F. Baker,
Lucy A. Dunham.	Alice G. Dolbeare,
Mary E. Morse,	Mary E. O'Connor.
Edward Rothe, <i>Janitor</i> .	

SEVENTH DIVISION.

FRANCIS-STREET SCHOOL.

Celia M. Chase,

Mary E. Crosby.

Mrs. McGowan, *Janitor*.

PHILLIPS-STREET SCHOOL.

Annie E. Clark,

Lizzie P. Brewer,

Helen P. Hall,

Sarah B. Bancroft,

Anna R. McDonald,

Sabina Egan,

Sarah E. Haskins,

Lizzie A. Colligan.

George S. Hutchinson, *Janitor*.

SMITH-STREET SCHOOL.

Isabel Thacher,

Clara F. Stephenson.

Charles Stephens, *Janitor*.

ROXBURY-STREET SCHOOL.

Lizzie F. Johnson,

Hattie A. Littlefield,

Adaline Beal,

Mary J. Backup,

Caroline D. Putnam,

Delia T. Killian.

S. B. Pierce, *Janitor*.

YEOMAN-STREET SCHOOL.

Anna M. Balch,

Ada L. McKean,

Susan F. Rowe,

Annie M. Croft,

Ellen M. Oliver,

Louise D. Gage,

Mary E. Nason,

Kate A. Nason.

John C. Norton, *Janitor*.

EUSTIS-STREET SCHOOL.

Mary F. Neale,

Mary K. Wallace,

M. Agnes Murphy,

Clarabel E. Chapman.

Sarah Stalder, *Janitor*.

GEORGE-STREET SCHOOL.

Mary M. Sherwin,

Flora J. Cutter,

Abby S. Oliver,

Bridget E. Scanlan,

Emily M. Pevear,

Mary T. Cunningham.

Michael Carty, *Janitor*.

DUDLEY-SCHOOL, PUTNAM STREET.

Henrietta M. Wood,

Annie J. Whelton,

Anna M. Stone,

Celia A. Scribner.

VERNON-STREET SCHOOL.

Mary E. Watson, Mary I. Chamberlain,
S. Louise Durant, Ella T. Jackson.
Mrs. C. M. White, *Janitor*.

THORNTON-STREET SCHOOL.

Joanna Munroe, Alice C. Grundel.
Margaret Cleary, *Janitor*.

MUNICIPAL COURT BUILDING SCHOOL, ROXBURY STREET.

Elizabeth Palmer.

WINTHROP-STREET SCHOOL.

Frances N. Brooks, Mary F. Baker,
Mary E. Deane, Annie W. Seaverns.
Catherine Dignon, *Janitor*.

MUNROE-STREET SCHOOL.

Helen Crombie, Maria L. Burrell.
Mrs. Kirby, *Janitor*.

MT. PLEASANT-AVENUE SCHOOL.

Fannie H. C. Bradley, Eloise B. Walcott.
Catherine Dignon, *Janitor*.

QUINCY-STREET SCHOOL.

Almira B. Russell, Florence L. Shedd.
Frank J. McGrath, *Janitor*.

LOWELL SCHOOL, CENTRE STREET.

Jeannie B. Lawrence, Emma M. Waldoek,
Ellen H. Holt, Helen O. Wyman.
Frank L. Harris, *Janitor*.

CHESTNUT-AVENUE SCHOOL.

Sarah P. Blackburn, Mary J. Capen.
Delia Roman, *Janitor*.

EGLESTON-SQUARE SCHOOL.

Alice M. May, Isabella Shove.
Peter Gorman, *Janitor*.

HEATH-STREET SCHOOL.

Flora C. Atwood, M. Ella Mulliken.
Catherine H. Norton, *Janitor*.

BROMLEY-PARK SCHOOL.

Caroline F. Cutler.

Catherine Harris, *Janitor*.

EIGHTH DIVISION.

EVERETT SCHOOL, PEARL STREET.

Clara Hooker,

Anna M. Farrington.

Patrick McDermott, *Janitor*.

AUBURN SCHOOL, SCHOOL STREET.

Kate McNamara,

Adelaide C. Williams.

Patrick McDermott, *Janitor*.

WEBSTER SCHOOL, WEBSTER PLACE.

Emma F. Martin.

Helen L. Brown.

Otis Wilde, *Janitor*.

WINSHIP SCHOOL, WINSHIP PLACE.

Charlotte Adams.

Helen S. Harrington,

Fannie W. Carrier,

Emma P. Dana.

J. R. Marston, *Janitor*.

OAK-SQUARE SCHOOL.

Nellie A. Hoar.

Charles F. Wheeler, *Janitor*.

THOMAS-STREET SCHOOL.

Mary E. Brooks,

Emma Smith.

Patrick Curley, *Janitor*.

CHILDS-STREET SCHOOL.

Mary E. Driscoll.

William F. Fallon, *Janitor*.

CHARLES SUMNER SCHOOL, ASHLAND STREET.

Sallie B. Tripp,

Sarah Ashenden.

John L. Chenery, *Janitor*.

CANTERBURY-STREET SCHOOL.

Cora V. George,

Ella F. Howland.

Ellen Norton, *Janitor*.

GREEN-STREET SCHOOL.

Margaret E. Winton,

Anna M. Call.

Mrs. J. Fallon, *Janitor*.

MATHER-SCHOOL, MEETING-HOUSE HILL.

Ella L. Howe, Mary P. Pronk.
M. Esther Drake,

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

Mary C. Turner, Florence J. Bigelow.
Benjamin C. Bird, *Janitor*.

MINOT SCHOOL, WALNUT STREET.

Kate S. Gunn, H. J. Bowker.
S. Maria Elliott,

STOUGHTON SCHOOL, RIVER STREET.

Esther S. Brooks, Julia B. Worsley.
Helen F. Burgess, M. Taylor, *Janitor*.

TILESTON SCHOOL, NORFOLK STREET.

Elizabeth S. Fisher. John Grover, *Janitor*.



SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 Warrenton street.

Sarah Fuller, *Principal*, Annie E. Bond, *First Asst.*

ASSISTANTS.

Ella C. Jordan, Mary N. Williams,
Kate D. Williams, Manella G. White.
Mary F. Bigelow, Rebecca Morrison.
Alice M. Jordan,

Daniel H. Gill, *Janitor*.

LICENSED MINORS.

North Margin street (attached to Eliot School).

Sarah A. Brackett.

East-st. Place (attached to Bowditch School).

M. Persis Taylor.

EVENING SCHOOLS.

Evening High School, South street.

Roscoe P. Owen, *Principal*.

Lyman School-house, East Boston.

Frank E. Dimick, *Principal.*

Warren School-house, Charlestown.

George G. Pratt, *Principal.*

Eliot School-house, North Beant street.

Salem D. Charles, *Principal.*

Wells School-house, Blossom street.

Edward C. Carrigan, *Principal.*

Anderson street, Ward Room.

John A. Bennett, *Principal.*

Hudson street, Ward-Room.

George Oak, *Principal.*

Old Franklin School-house, Washington street.

Frederic W. Bliss, *Principal.*

Warrenton-street Chapel, Warrenton street.

William G. Babcock, *Principal.*

Bigelow School-house, South Boston.

William H. Martin, *Principal.*

Lincoln School-house, South Boston.

George J. Tufts, *Principal.*

Ticknor School-house, Washington Village.

Edward W. Shannon, *Principal.*

Dearborn School-house, Roxbury.

John P. Slocum, *Principal.*

Comins School-house, Roxbury.

Frank L. Washburn, *Principal.*

Dorchester Almshouse.

Israel A. Blair, *Principal.*

Minot School-house, Neponset.

Winella W. Stratton, *Principal.*

Central School-house, Jamaica Plain.

Frank W. Whitney, *Principal.*

Wilson's Hotel, Brighton.

Cyrus A. Neville, *Principal.*

TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and the school sections embraced in each district:—

OFFICERS.	DISTRICT.	SCHOOL SECTIONS.
Chase Cole, <i>Chief</i> .	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips, Brimmer, and Prince.
George Murphy.	Southern.	Bowditch, Quiney.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, and Shurtleff.
Dennis Moore.	“ “	Lawrence, Norcross.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury, East Dist.	Lewis, Dudley, Dearborn, and Dillaway.
E. F. Meeuen.	Roxbury, West Dist.	Comins, Sherwin, and Lowell.
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Wooffindale.	Charlestown, West District.	Frothingham, Harvard, and Wells.
Sumner P. White.	Charlestown, East District.	Warren, Bunker Hill, Prescott, and High.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.

Warren A. Wright, Superintendent of Licensed Minors.

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The chief officer and Superintendent of Licensed Minors are in attendance every school day from 12 M. to 1 P.M.; other officers, the first and third Mondays each month, at 4 P.M. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13, 14, and 15.

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