









SCHOOL DOCUMENT NO. 22—1883.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1883.



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REPORT.

The close of the year 1883 finds the public schools of Boston in a condition believed to be not inferior to that of previous years.

The evidences are to the effect that there have been a healthy progress, and even some improvement in methods and results, and in measures of financial economy.

The members of the Board of School Committee, to whom the management of such vast and comprehensive interests is intrusted, involving so many and important details, educational and financial, have just reason to claim from the citizens at large an attentive perusal of the records and documents which prove these facts, for the justification of the members of the committee as against the consequences of misinformation, and for the sake of better intelligence in the community regarding the system and its administration, — the conduct, operations, and fruits of which must necessarily produce an impress and educational effect and tone in the minds and characters of so large a body of pupils, every year changing and increasing, — who it is natural to suppose will form the principal portion of our future body-politic.

As every citizen has an interest in the trusts which the School Board has in charge, a correct

knowledge of the works of the Board ought to be obtained by him; and as the Board, elected by the citizens, ought always to be composed of capable persons, just, to every one alike, it is but right on the part of the people, and due to the committee (whose labors are too little understood by others), that, with sufficient knowledge of their doings, the people should judge whether or not the Board are faithfully performing their duties.

For a proper understanding and judgment on the subjects treated in an Annual Report, a reference to the same topics in previous reports, and a following of the same subjects in successive reports, is necessary; developments, growth, improvements, if any, as the results of intelligent application and experience, will be noticed, and the need of amendments, found requisite in all human affairs, will best be perceived.

STATISTICS.

In the field of our jurisdiction, during the present year, we have had the numbers of pupils and of schools, and grades of schools, given in the following statistics:—

Number of persons in the city between five and fifteen years of age, May 1, 1883	65,512
Increase for the year	1,086

NORMAL SCHOOL.

Number of teachers	4
Average number of pupils belonging . . . . .	.91
Average attendance	86

LATIN AND HIGH SCHOOLS.

Number of schools	10
Number of teachers	87
Average number of pupils belonging	1,906
Average attendance	1,785

GRAMMAR SCHOOLS.

Number of schools	51
Number of teachers	633
Average number of pupils belonging	27,425
Average attendance	24,420

PRIMARY SCHOOLS.

Number of classes	464
Number of teachers	464
Average number of pupils belonging	24,755
Average attendance	20,923

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	9
Average number of pupils belonging	82
Average attendance	66

SCHOOLS FOR LICENSED MINORS.

Number of schools	2
Number of teachers	2
Average number of pupils belonging	63
Average attendance	56

EVENING SCHOOLS.

Number of schools	14
Number of teachers	86
Average number of pupils belonging	2,570
Average attendance	1,618

EVENING DRAWING SCHOOLS.

Number of schools	4
Number of teachers	13
Average number of pupils belonging	394
Average attendance	312

RECAPITULATION.

Number of schools : —

Regular, 526 ; special, 21 ; total, 547.

Number of teachers : —

Regular, 1,142 ; special, 456 ; total, 1,298.

Average number of pupils belonging : —

In regular schools, 54,177 ; special schools, 3,109 ; total, 57,286.

Average attendance : —

In regular schools, 47,214 ; special schools, 2,022 ; total, 49,236.

EXPENDITURES.

Salaries of officers	\$57,038 83
teachers	\$1,123,154 90

INCIDENTAL EXPENSES.

By Committee on Public Buildings	\$189,350 83
By School Committee	\$233,617 93
School-houses and lots	\$77,628 73
Gross expenditures	\$1,680,791 22
Total income	\$107,486 88
Net expenditures	\$1,573,304 34

SCHOOL EXPENSES.

From a perusal of the last reports of the Committee on Accounts and the Committee on Supplies, the two committees having charge of the financial department, the conclusion may safely be reached that the School Board need fear no just criticism of the management of the appropriation intrusted to them for educational purposes.

The results of the plan adopted some few years ago for furnishing supplies to pupils are very gratifying. For many years previous to three years ago

the annual average net cost for supplying teachers and pupils with books, stationery, and drawing-materials required for school-work was about \$70,000 per annum; and by the last report of the Committee on Supplies it is shown that the average annual net cost for the past three years, after deducting the amounts collected, did not exceed \$20,000, — a saving in these items of \$50,000 per annum.

In addition to the amount saved to the city by this plan, the parents of the children who buy their books from the city save, annually, at least \$10,000, by obtaining them for 20 to 25 per cent. less than the prices they would be obliged to pay if they were required to procure them at the book-stores.

The net cost to the city for books and stationery furnished to pupils averaged about 35 cents for each pupil per year, during the past three years. This amount does not include the cost to the city for purchasing and delivering the materials furnished. Just what this additional cost amounts to it would be difficult to determine accurately. Some four or five years ago the School Board gave permission to the Committee on Supplies to contract, if they deemed it advisable, for doing certain work connected with their department; and, in accordance with the authority thus given, they entered into a contract for the term of five years, the price stipulated being \$12,000 per annum. By the terms of the contract not only were the purchasing and delivering of supplies required, but also a large amount of clerical labor, and the keeping in repair of the apparatus in the schools, which was to be examined twice in each year. What

proportion of the entire amount paid could justly be charged to the purchasing and delivering of supplies to pupils alone your committee are unable to decide.

While it must be admitted that the present *plan* for furnishing supplies has proved a success, it should be borne in mind that it is not necessarily a part of the plan that the work should be done by contract, as in work of this kind new requirements are constantly arising; and any change necessitating work not covered by a contract may put the city to additional expense, in order that it may be properly performed, — unless the contractor chooses to assume duties that cannot be required of him.

Of the total net expenditure incurred by the School Board for the past year, 92 per cent. was for salaries of instructors, officers, and janitors; and the balance, 8 per cent., was expended for fuel, gas, water, printing, supplies, and miscellaneous items. If, as is generally accepted, salaries are not too high, and the number of teachers employed not too great, it is difficult to see how any further reduction can be made in school expenses, as outside of salaries the margin for reduction is very narrow. Your committee are of the opinion that a comparison with the expenditures of other large cities would show that Boston spends a much larger amount for salaries, in proportion to the total expenditure, than others.

The City Council has the control of the expenditure for the building and repairing of school-houses. The average annual cost for the past thirty years for the erection and furnishing of new school-buildings has been \$192,793.64. As the city owns the land

and buildings, this is regarded as a special expenditure, and does not enter into the yearly cost per pupil as prepared by the City Auditor. After a school-house is completed, however, and turned over to the School Committee, the expense for repairs and keeping good the stock of furniture is charged to another appropriation made specially for that purpose, and under the control of the Committee on Public Buildings of the City Council.

The expenditures made under this head are included in making up the annual cost per pupil; and your committee, for purposes of comparison, submit herewith three tables showing the several rates according to the different expenditures. The first will show the amount expended by the School Committee for the past seven years for salaries alone; the second will show the amount expended by the School Committee for all purposes outside of salaries; and the third will show the cost of keeping in repair the various school-houses as incurred by the City Council. The three tables combined will give the cost of education per pupil as shown in the City Auditor's report.

The following table shows the amount expended by the School Committee for salaries of instructors, officers, and janitors, the number of pupils, and the cost for salaries per pupil for the past seven years: —

Year.	Expenditures. Salaries.	Income.	Net Expenditures. Salaries.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,346,258 86	\$21,221 57	\$1,325,037 29	50,308	26.34
1877-78 . .	1,290,891 96	29,315 69	1,261,576 27	51,759	24.37
1878-79 . .	1,246,218 63	31,739 19	1,214,479 44	53,262	22.80
1879-80 . .	1,236,853 01	23,254 53	1,213,598 48	53,981	22.48
1880-81 . .	1,242,853 01	26,006 68	1,216,846 33	54,712	22.24
188-182 . .	1,246,799 12	25,554 51	1,221,244 61	55,638	21.95
1882-83 . .	1,262,020 64	29,208 96	1,232,811 68	57,554	21.42

The following table shows the amount expended by the School Committee, exclusive of salaries, but including \$12,000 per annum paid since July 1, 1879, to the Supply Agent, as per contract, and the average cost per pupil: —

Year.	Expenditures. Ex. of Salaries.	Income.	Net Expenditures. Ex. of Salaries.	No. of pupils.	Rate per pupil.
1876-77 . .	\$178,940 87	\$777 46	\$178,163 41	50,303	3.54
1877-78 . .	164,795 78	793 62	164,002 16	51,759	3.17
1878-79 . .	159,428 97	406 35	159,022 62	53,262	2.99
1879-80 . .	179,998 99	25,835 75	154,163 24	53,981	2.86
1880-81 . .	170,910 95	47,864 40	123,046 55	54,712	2.25
1881-82 . .	146,371 07	43,789 57	102,581 50	55,638	1.84
1882-83 . .	151,791 02	44,069 60	107,721 42	57,554	1.87

It will be noticed from the above table that the cost per pupil for last year (\$1.87) was about one-half of what it was in 1876-77 (\$3.54).

The following table shows the amount expended by the Committee on Public Buildings of the City Council, exclusive of that for new school-houses, and the cost per pupil: —

Year.	Expenditures. Pub. B'lding Com.	Income.	Net Expenditures. Pub. B'lding Com.	No. of pupils.	Rate per pupil.
1876-77 . .	\$165,876 72	.....	\$165,876 72	50,508	3.30
1877-78 . .	126,428 35	.....	126,428 35	51,759	2.45
1878-79 . .	114,015 32	.....	114,015 32	53,262	2.14
1879-80 . .	98,514 84	.....	98,514 84	53,981	1.82
1880-81 . .	145,913 55	\$205 00	145,708 55	54,712	2.66
1881-82 . .	178,008 85	247 50	177,761 38	55,658	3.19
1882-83 . .	189,350 83	231 00	189,119 83	57,554	3.29

The above tables represent the cost of the public schools since the reorganization of the School Board in 1876, a period of seven years ; and they show that the average annual expense per pupil, during that time, was \$28.42.

For the four years previous to the reorganization the average annual expense per pupil was \$34.25.

If the average cost per pupil had been the same since 1876-77 as it was for the four years preceding that time the expenditures since the reorganization of the School Board would have been \$2,199,157.62 in excess of what they really have been. This large reduction in so short a time is an evidence that the School Board have managed the trust reposed in them by the citizens of Boston in a manner which entitles them to their confidence.

SALARIES.

According to the schedule of salaries for the school year 1877-78 there were sixteen grades, each with a different salary attached, in the regular teaching force of the High, Grammar, and Primary

Schools. Of this number the salaries of ten were fixed at the same rate for the first year as for subsequent years; four were fixed at a minimum rate for the first year, and the maximum for the second year, and the remaining two positions were third and fourth assistants in the Grammar and Primary Schools, the salary being \$540 for the first year, \$660 for the second year, and \$750 for the third and subsequent years. At the beginning of the school year in September, 1878, a change went into effect by which the several grades, with three exceptions, were placed on a scale with a minimum salary for the first year, and a gradual increase each year for five years until the maximum was reached, excepting in the case of junior-masters in High Schools. Their term of service covered a period of ten years before the maximum salary was reached. The change inaugurated that year has been from time to time extended, so that the salaries at present run as follows: Of the twelve grades, or positions now existing, three receive the same salary for the first as for subsequent years; three require a service of thirteen years before reaching the maximum; three arrive at the maximum in five years, two in six years, and the remaining grade, that of first assistant in High Schools, it has been voted to abolish when the present incumbents have retired from service.

As the number of years of service fixed for the several grades has been established at different times, and without regard to the system of salaries as a whole, it may be that just cause for complaint exists as to the equity of requiring such varying lengths of

service before the maximum is reached. For example, a junior-master is appointed at a salary of \$1,008 per annum. At the rate fixed his experience is worth \$144 each year to the city for a term of thirteen years, when he reaches the maximum, \$2,880. An assistant in a High School is appointed at a salary of \$756 per annum, and her experience is worth \$48 each year for thirteen years, when she reaches the maximum, \$1,380. A third assistant in a Grammar School is appointed at a salary of \$456 per annum, with an annual increase of \$48 for six years, when she reaches the maximum, \$744. It is not apparent why an assistant in the High Schools should be regarded as gaining experience for thirteen years, which is recognized by the city each year by increased salary, and a Grammar-school teacher be understood to attain the limit of her worth to the city at the end of six years.

The delicate machinery of the so-called automatic method of regulating salaries, perhaps from some inherent defects of principle, and, probably, sometimes from mistaken interference, has come to produce inequalities such as must be strikingly apparent to all acquainted with the facts. That a single pupil, more or less than one hundred and fifty, should, *per se*, cause a raising or lowering of salary more than \$600 per annum seems to leave too much to the mere machine, or to an interested incumbent, and no exercise of responsibility and sense of justice to the Committee on Salaries, whose consent to the change might better be required in every case.

So it would seem to be just, and at the same time

afford relief to that committee and the Board, that special reference and study of the subject of the scales and changes in them, in the light of the committee's experience of past operations, should be made, to the end that such a uniform scale and system may be adopted as will more nearly render equal justice. It would serve to remove the prolific source of petitions from teachers in different grades to be raised to a par with others.

The effect of every change of scale in any grade has been to excite a movement for an advance by groups and individuals "all along the line."

It must always be borne in mind that since 1876, — when the present form was given to the educational department of our city, — the system, its government and administration, have necessarily gone through processes required by a virtually new structure: such as a general and particular survey, new adjustments, testing, development, and a resulting gradual improvement as knowledge derived from examination and practical experience has enabled fit corrections and improvements to be made.

The formative period of the new organization has not yet expired.

The present framework, so compact, and adapted both to comprehensiveness and concentration of thought and effectiveness in plans and measures, has enabled the School Board and its subordinates, in a business-like way, to arrive at and provide for the best educational interests of the pupils.

Beginning by thoroughly visiting, inspecting, and supervising all the schools of every grade; and with

the personal knowledge thus acquired of the schools and of individual instructors, — the Board, applying themselves to reconstructing and remoulding methods and forces, has successively presented in each year's report, what has seemed a more matured, consistent, and better operating apparatus of instruction, founded on sound and better understood principles, under the charge of officials and instructors better known, and generally of approved competency.

While large scope has been given to the consideration of well-recommended theories of improvement in the art of teaching and ways of learning, some propositions of radical change have been tested, yet with a judicious conservatism; and whatever of value found in them has been availed of, and whatever has been always approved as fundamentally sound has been preserved.

A temporary exaggeration, in the Primary Schools, of the object-method of teaching gave ample trial of the principles of that art, at the same time that its practice occasioned alarm to educationists of the assumed orthodox school; as if there was danger of a superficial and pernicious innovation displacing the philosophical methods of all past time. The danger, if any there was, is past.

The supposed new method is rather a mode of impressing the beginner with the sense and utility, and a lasting recognition of the written word to be learned, and, by this knowledge and its interesting associations and influences, giving understanding and animation to the faculties of a child in learning spelling and language. This art was not unknown in the

practice of the best teachers, and not being fundamental, it, in fact, could not supersede or do more than assist and impart interest to the usual processes of learning, and it has no more than its proper place in modes of instruction.

The contention of various opinions has had the effect of attracting the attention and thought, and obtaining the judgment, of expert instructors throughout the country as well as of our Superintendent, Supervisors, and teachers.

Fundamental principles should always be mastered and kept in view, else propositions, which are in their nature only incidental or auxiliary, might be taken in a fallacious sense and allowed too much importance where a multitude of instructors have to be advised.

Hence the obvious necessity and wisdom of a Board of Supervisors, with a Superintendent at their head, incorporated by the Legislature as an integral feature in our department of instruction.

There being an impression in some minds that the Board of Supervisors is superfluous and unnecessary, the error ought, therefore, to be dispelled.

The idea sometimes expressed, that it is a system of espionage, and odious to the instructors, is not consistent with the intent of the statute, or of the School Board, nor with the facts.

What objections arose from the sensibilities of human nature while the Primary Schools, for reasons that were deemed judicious by the School Board, were removed from the jurisdiction and authority of the principals of the several Grammar School Districts, and placed in groups under individual supervisors as

principals, have ceased with the restoration of the Primary Schools of each Grammar District to their former relations and the reinstatement of the masters over them, with advantages gained during the temporary separation; and the harmony, coöperation, and mutual good understanding that now exist between the Board of Supervisors and the teachers are a satisfactory recompense.

As it is not business-like, practicable, or intended, that every member of the committee should perform the work of the inspection of the schools and of guiding as experts the professional work of teaching, so it would not be reasonable to abandon the charge of such important duties to the principals alone, and thus add to their already sufficiently numerous duties, compelling them to examine, aid, counsel, supervise, and secure the best results from the labors of both superiors and subordinates.

No merchant, proprietor, or trustee would leave to his employés themselves the examining and certifying of the accounts or works for which these subordinates themselves respectively are responsible.

What is universally deemed proper to be done in such cases, must needs be done properly and efficiently and up to the high standard for which the people of Boston pay most liberally.

It should be understood, therefore, that every principal courts the examination and opinion and counsel of expert and competent supervisors.

To say that the masters themselves are opposed to supervision or to a Board of Supervisors would be unjust. Their desire may be said to be, and it is the

care of the School Board to provide, that the supervision shall be most capable and efficient, by persons of superior scientific and practical knowledge in their profession. Some of their own number have been placed on the Board of Supervisors with satisfaction. All of them cannot be gratified in the same manner. At the same time it neither follows that the best masters would make the best supervisors, nor the best supervisors the best masters. Each office requires special vocation and fitness for its peculiar duties.

The best qualified opinions of the members of both bodies, and what are found to be most valuable and weighty according to means of knowledge and the best judgment, from each department, are what are always desired and due to the service.

This desideratum, it is hoped, has been substantially attained through the means taken by the Committee on Examinations in their revision of the course and programme of study, on consultation with the Superintendent and the members of the Board of Supervisors, and after obtaining the written opinions and suggestions of every principal on all matters involved in the previous course and programme.

The suggestions of the principals, substantially and in effect, have been adopted in the revision, so that, for some time to come, under a plan and directions approved with substantial unanimity, an era of good feeling in the forces and departments of instruction and supervision may justly be expected to prevail.

To secure the best school-work and results it now remains that all principals shall see that the measures

which they have had a voice in preparing shall be understood and put in practice by their subordinates, who will be expected to familiarize themselves with the directions in their natural sense, and not upon what is known as a method requiring "cramming" or "high pressure," to which our system is designed to be opposed.

The instructor who interprets the revised course and directions in the latter sense fails to rightly interpret the necessarily condensed language of the directions, and must needs be better advised, and encouraged to teach with the self-possession, calmness of nerve, and ease of command which always characterize the capable teacher, involving less hard work than the strained and excited manner, which is unnecessary and unprofitable in the present as in any other course. Fidelity in their superiors will render any misinterpretation inexcusable.

Thus, the Board of Supervisors, with the Superintendent as their president, now are not only inspectors and examiners, but a working council of approved experts, who study the best interests in tuition, and give the instructors competent advice and guidance derived from their observation, and communicated as may be thought best after consultation with the principals.

The functions of the Supervisors, now chiefly assigned by themselves as a Board, are laborious to an extent beyond proportion to those of any other officials in the school service.

Differences of opinion exist as to the necessity and usefulness of their giving so much time and effort to

particular details, and as to the advantages and increase of efficiency in instruction, which would ensue from giving instruction by lectures or otherwise, directly to the teachers, particularly in the elementary grades, with a view to correct faults that may have been noticed and to keep up the standard of teaching in all best approved methods.

Mere criticism in supervision, communicated to the members of committees only, can be of no value to the instructor not conscious of fault nor advised of the Supervisor's individual standard, which ought, in justice, to be made known to the teacher, and which it would seem could be best brought about by the concurrent judgments, tact, and coöperation of the visiting supervisors and the masters, under the authority of the Supervisors.

However, the present condition is progressive, and, at all times, genuine improvements will be in order, yet not any suggestion involving the destruction or impairing the utility of supervision, but rather such as always aims to increase its efficiency.

The Superintendent is more than presiding supervisor. To him belong the authority and responsibility of enforcing the regulations of the Board, and the legitimate instructions of its committees, throughout the schools. More than this, the direction of the Supervisors, outside of matters of council, is one of his functions. All the details of the knowledge he requires, relating to the condition and the working of the schools in every department, are brought to him as the immediate agent of the School Board. All such information, and the communication of it

are due from him to our Board. And the Supervisors are assistant superintendents in so far as they assist in seeing that the regulations and orders are carried into operation and effect.

While the principal of a Grammar School is the superior of all the schools and instructors in his district, the authority of the Superintendent over all the supervisors, masters, and other instructors, is that of supreme executive in the department of instruction, subject and responsible for his acts and efficiency to the School Board.

Incident to the office of the Superintendent, as central executive, would seem to belong something of the military superior's ready knowledge and functions, in relation to the entire body of the schools, and of the teaching forces under him, so as to enable him by a glance over the field, or at a roster of his permanent or temporary teachers, substitutes, and candidates, accurately to know and communicate the true condition, and the needs in every respect of the several schools; plan and enforce measures specifically required in the interest of the pupils; understand, and soundly judge of the capacity and utility of the instructors, individually and as forces; and, through the division committees, recommend their assignment wherever their services may be most efficient, as he, with all the aids at his service, should be best qualified to do.

It would also seem to be desirable that information should be each day obtainable, at the central office, of the places where the Supervisors may be found engaged in their work of observation or inspection, and

also of the names of unemployed substitutes, whose services may be had in time of sudden need of them.

From the Superintendent's official height of observation, the growing of particular sections of the city, and the need to provide and locate school-houses, can be early foreseen, and so kept before the attention of the sub-committees as to ensure the furnishing of school accommodations to the pupils as promptly as possible.

COURSE OF STUDY.

Progress in education, as in most other things in the world, is made through continual experimenting, and the records of each year show the results, good or bad, of some new plan introduced in some previous year. The new method, warmly approved and advocated by those whose opinion is entitled to consideration, needs the test of practice to prove its value, or its adaptation to the conditions under which it must be tried. If it stands this test, it takes its place as a permanent thing, and a new step is gained in the educational advance; if unsuccessful or only partially successful, either the good is retained, and goes to modify and improve the previous system, or the very failure teaches a lesson and helps in finding something better. Progress by failure seems always a slow and costly way of advance, but if we would get on at all we must take some risk; if we will not move until we are absolutely sure of success we are likely to stand still, if not for all time, at least until all others have passed us in the race.

It cannot be expected therefore that these reports,

which sum up briefly the history of the years as they pass, shall record only unbroken successes, and mark nothing open to criticism: but we may be well satisfied if errors are detected and rectified before serious evil has been done, and if we can see that we are on the whole making progress in the right direction, and gaining wisdom through past experience.

A feeling has prevailed with apparently a considerable portion of the community of late years, and has found frequent expression in various forms, that the pupils in our Grammar Schools are older when they graduate, yet are less well educated in essential branches, than in former years, and that time is largely wasted on studies of no real value. The statement of such views in the Board led to an order for an investigation of this whole subject; and the Committee on Examinations devoted much time to a careful examination into the present state of our schools, and a comparison of their condition with that of ten or twenty years ago. The report submitted by them shows gratifying results. It is proved by statistics, and by the testimony of those whose experience should render them the most competent judges, first, that the age of graduates is little if any greater than formerly; and, second, that they are as well, or better grounded in all essential and practically useful studies; while the proportion of those who complete the grammar course, and pass on into the High Schools is considerably increased.

A careful consideration of the course of study also showed no branches to be lopped off as un-

necessary, and no material changes to be desired in the arrangement of the course, or the distribution of time. The present plan seems such that at whatever stage a pupil is obliged to withdraw and give up his school education, the work up to that point is solid and valuable so far as it goes, and lays a good foundation for whatever further progress the opportunities of life may offer.

The criticism to which our public-school systems generally are most justly open is perhaps that there is not sufficient persistency in following out any course adopted, however good; they are liable to constant fluctuations, to sudden and sweeping changes which must hinder good work. Now, while no one will claim that our own schools are perfect, — for our ideal is not yet attained, and that ideal will rise just in proportion to our advance, — yet there seems to be nothing radically defective in our present plan of work. Our efforts therefore should be directed to following out this plan with steadiness, and striving by gradual modifications, such as experience may prove needful, to carry details to greater perfection.

To aid in accomplishing this the Board of Supervisors, under instructions from the School Committee, made a careful revision of the course of study, and recommended certain minor changes in the arrangement of various studies and the distribution of time and a more exact limitation and definition of the work intended.

TEXT-BOOKS.

Changes have also been made by the School Board in the use of certain text-books. The adoption of a different text-book in English History promises a degree of relief in that direction where pressure was most complained of. The book now in use, however, is very compact, and needs much additional illustration, and if teachers allow or encourage pupils to commit their lessons to memory only, as they may often be tempted to do, this study will be liable to become very dry and unattractive.

The spelling-book and mental arithmetic have been restored as text-books. Whether the replacing of books in these two branches in the hands of the pupils will be productive of good or evil, will depend chiefly on the way in which they are used. Spelling, as a useful accomplishment — to serve in correct writing — has improved greatly throughout our schools since the spelling-book was banished, and the children trained to observe the words they meet in their reading and other books. If with the return of the spelling-book should come also the old custom of studying columns of words either to recite orally or to write from dictation *as words*, — and this is always the danger, for it is the easiest and least troublesome method for the teacher, — the ground gained of late years in this direction will soon be lost. But if the recommendations of the Board of Supervisors as given the teachers in their report on the use of text-books in spelling (School Document No. 18, 1883) be followed, the new

spelling-book may be made useful. Everything which trains children to a perception of the force and power of letters in their various combinations is a help, both in writing and in speaking; and classification of words judiciously used may be made of great assistance to slow memories and untrained powers of observation.

Much the same may be said of the text-book on mental arithmetic,—everything depends on the use made of it. If it is not made to train pupils in habits of close attention, quick mental action, and prompt reasoning, it will be more likely to hinder than help in the study of arithmetic. Here again the Board of Supervisors, at the request of the School Board, have shown how the books may be used to advantage, in their report on the use of a text-book in mental arithmetic. (School Document No. 14, 1883.)

Time alone will show how wisely the teachers follow the suggestions offered, and how well they understand the objects to be attained by this study. Those who do comprehend this thoroughly will always do good work, whether with a text-book or without.

PRIMARY SCHOOLS.

The Primary Schools have not experienced any radical changes this year. The good effect of replacing them under the care of the masters of the Grammar Schools has been shown in various ways. There is a more intimate knowledge of their condition and needs than was possible when three, or even six Supervisors, with all their other work, had charge of

all the Primary Schools in the city, and various matters of discipline and administrative detail are better cared for now that there is an authority near at hand to be called upon in case of any emergency and to be responsible for the general management.

The plan of promoting from the Primary to the Grammar Schools by a system of uniform examinations seems productive of only good results. It aids by giving a common standard to strive for, — and serves to guide the efforts of teachers into the most approved channels, and to measure the success of those efforts.

The comparison of the returns from the various schools is very helpful also in showing where there are deficiencies in the general plan or method of instruction to be amended, or excellences to be approved and strengthened. The purpose of such comparisons can never, and should never, be to settle the relative rank or merits of different schools, but only to aid in drawing conclusions for the guidance of teachers and examiners, and for the improvement of the general system. The remarks on "Arithmetic in the Primary Schools," in the last report of the Superintendent, illustrate this point.

A valuable report was prepared early in the year by the Board of Supervisors under instructions from the Committee on Examinations, on the method of teaching reading in the Primary Schools, which calls for some notice. Since the introduction and too exclusive use of the so-called word-method in the Primaries, reading had in some respects declined, whether through inherent defects of the "method," or misapprehension and misapplication on the part of those

using it. The fact remained that children trained exclusively in this system too often passed from the Primary to the Grammar Schools without any adequate appreciation of the sound and force of letters, without any ability to spell new words, or to make them out for themselves. Brought face to face with some unrecognized words in their reading, they waited helplessly for the teacher to tell them what it was, having apparently neither power nor inclination to help themselves over the difficulty.

Another trouble was felt in the indistinctness of utterance and the carelessness shown with regard to terminal letters. It is of great importance that children should be trained from the start to clear and exact articulation, and their defects in this respect are apparent all through the schools, from the lowest Primary up. Whatever the faults of the "Leigh Method" and type, it had at least the good quality that it trained children to speak distinctly and to recognize and give the sounds of the language with much accuracy; and something valuable was lost when that was thrown aside.

The pamphlet prepared by the Board of Supervisors shows how the good points in both the word and phonic methods can be retained and combined so as to bring about the best results. The plan which will teach children to read well in *the shortest space of time* is the one to be sought for, and it is to be hoped that all our experiments, with their failures or successes, will finally enable us to discover the best possible method. It is certain that if our Primary teachers act upon the suggestions and directions

offered by the Board of Supervisors, the children who enter the Grammar Schools in three years' time will read far better and more intelligibly than those of the past two or three years.

One change in the arrangement of the Primary schools has been made in the past year; that is, the restoration of the semi-annual promotions. The wisdom of this step may admit of doubt, and must depend largely upon the manner in which the promotions are managed. No one wishes to hold back children who are ready for the Grammar Schools; but, if a return is made to the old practice of wholesale promotions in February, primary teachers laying out the larger part of their strength and time on a portion of the class to get it "ready for promotion," with the accompanying dislocation of all the lower grammar classes, to accommodate the new-comers, and change of teachers every half year in the primary and lower grammar classes, we shall be likely to find before long that this is one instance of progress in the wrong direction.

EVENING SCHOOLS.

The growth and success of the Evening High School are as marked this year as its warmest friends could ask. The whole number registered this winter has been 1,611.

The course of study has been enlarged this season by the addition of Latin, as an experiment; but it is introduced under such conditions as will ensure that it shall be taken up only by those who really want to learn it, not as a mere literary accomplishment, but for

practical purposes, and who will prove earnest students.

The Evening Elementary Schools are doing good work also, and their condition is steadily advancing. A great improvement has been made in this and former years in classification. Much of the work must necessarily be individual, and much personal care and instruction must always be given; but it has been found possible also to do a good amount of class-work, which is always stimulating and helpful. The unruly element which comes only to find amusement in creating disturbance has been almost entirely excluded by improved management, and much less of the teachers' time, consequently, is wasted in controlling noisy and troublesome pupils, and more of their strength goes to their proper work of instruction.

EXAMINATIONS.

Among the various duties of the Board of Supervisors, not the least important is that of examining candidates for the position of teachers in our schools. Boston offers sufficient inducements to enable it to draw into its service a large part of the best teaching force in the State. These examinations, therefore, are always fully attended, and make valuable additions to the number of experienced and skilful teachers available for school service. It needs to be borne in mind always, that if our schools are to improve and maintain high rank, we must be ready to avail ourselves of the best teaching capacity at our command. If we limit ourselves,

as is not infrequently recommended, to the graduates of our own schools, and employ only Boston talent, we must suffer the consequences of narrow exclusiveness. We shall discourage all candidates outside of the city from presenting themselves, and our schools will soon be crowded with young and necessarily inexperienced teachers, for whose errors and blunders, while they are acquiring the skill which comes only by practice, we shall be paying a double price, first in money, and then in the welfare of the schools.

Owing to the large number of resignations occurring yearly, the demand for competent teachers is always in danger of outrunning the supply, and it was thought advisable this year to make a change in the time of the examination of candidates. The examinations are now to be annual instead of biennial, and to be held in August; this month, for several reasons, seeming better than April.

In this, as in almost all their other important functions, the work of the Board of Supervisors is unending. Like that of the teachers, and of the Superintendent also, it is of a kind that never admits of being finished. It starts afresh with each new year, in increased rather than diminished amount; for the schools are always growing, and the work of supervision, which is valuable only as it is steady and vigilant, must grow with them.

MASON STREET OFFICES.

Early in the year, the endeavor, on the part of the City Council of the previous year, to divest this

Board of its right to possession of its building on Mason street, expressly remodelled, fitted, and dedicated, for school purposes, to the use of the business departments of this Board, was strenuously renewed by a committee of the city government, and the transfer of our occupancy, *volens volens*, to the surrendered Savage school-house, on Harrison avenue, was, in terms, *ordered*, for the purpose of giving preference to the police over the educational department of our city. The presentation of the case in its legal and other bearings to that committee, by a special committee from this Board, succeeded in preventing such an error; and there is reason to believe that the fact is regarded as established, that, in law, premises once dedicated or appropriated for school purposes are not subject to dispossession at the will of any other body, without the consent of this board.

SCHOOL-HOUSES.

The unreasonableness, and attendant delays and disadvantages, of the mode now required, of providing accommodations for the schools, in the obtaining of convenient sites, and the erection of much-needed and properly-planned buildings, rendering it impossible to supply in time the public wants, have been forced upon our attention by the experience of the past year.

We would repeat, with double emphasis, the language of the last annual report on this subject, in the hope that the calling of public attention to the

apparent defects will lead to the enactment of an appropriate legislative remedy.

The present mode was left over from the former organization of the departments when the School Board was an annually elected appendage of the City Council.

The Board being since 1876 distinctively organized, and a more permanent body than the City Council, with full capacity and better adaptation for providing school-houses than the School Committee in its old form, and the immediate information of all details of the subject being within the particular ken and province of this department, there seems no good reason why the providing of permanent school accommodations should not be left solely to the School Board, the City Council, of course, having sufficient protective power in its right to give or withhold appropriations.

Whenever complaints exist that accommodations are not provided for pupils seeking admission to schools, it must be admitted that it is not in the power of our Board to supply the want in due season, by reason of the "circumlocution process" now necessary, which is beset with delays and hindrances, without any compensatory advantage or supposed safeguard.

From the time that the committee of this Board succeeds in proving to the Committee on Public Education of the City Council that a new school-house is actually needed, it ordinarily takes not less than two years to provide proper permanent school accommodations for the children, who, meanwhile, are tempora-

rily stowed unsatisfactorily, wherever room can be found, and often to the detriment of the health of pupils and teachers.

The facts of the past year in certain divisions, amounting to grievances, serve to show that the remedy—a change in the law—is desirable.

NEW DILLAWAY SCHOOL.

It is a subject of congratulation that at length the long-felt need of accommodations for the schools in the Dillaway District is supplied, to some extent, by the completion and the occupancy, in September, of the neat edifice of twelve rooms on Kenilworth street.

The desired appurtenance of a passage-way to and from Washington street for the convenience of the pupils, since recognized by a vote of the Board in favor of acquiring it, was originally mentioned by the Division Committee, and had a controlling influence in their advising the selection of the site. The failure of that important feature of the plan, and the fact that the new and capacious building is, already, not sufficient to accommodate all the pupils for whom it was demanded (colonies now having to be provided for outside) corroborate what has been stated as to the defects of the procedures now required for seasonably, suitably, and adequately providing permanent buildings for the schools.

TRUANTS.

The commendable work of the Committee on Truant-Officers reported to the board, November 27,

1883, in looking after the condition and interests of truant pupils transferred to the reformatory at Deer Island, with information as to unfavorable influences by which they are surrounded, deserves the continuous attention of the School Board, to the end that no time or opportunity may be lost in so placing them, as to protect them against contagion from the vicious, surround them with improving and elevating influences, and give them an industrial education.

We hope that the annual report for 1884 will exhibit the needed change as the fruit of the continued application to this subject of the School Board of the now ensuing year.

MANUAL TRAINING.

The increasing demand in the community for suitable manual education of children whose bent of mind or the circumstances of whose families cause them to leave school early (thereby losing the advantages of the studies pursued in the upper grammar classes) in order to acquire instruction in trades which will qualify them for self-support and aid in the support of their families, is about to be supplied, if the measures, plans, and action, adopted the past year, are practically and wisely directed and carried into operation in 1884.

A subject which has so long engaged the consideration and sense of responsibility of the thoughtful among the public and the school authorities must needs be very prudently inaugurated, in order to ensure success and lead to the desired larger beneficial developments.

That High Schools should be provided by requirement of the State for the mental culture of children, at an expense of about \$100 a year, *per capita*, while no tuition for boys has been provided in mechanical handwork, to supplement the teaching of industrial drawing, and as a counterpart to High School instruction, has seemed an anomaly and injustice.

The benefits which have resulted from teaching sewing to girls prove the utility and wisdom and feasibility of corresponding manual instruction for boys.

A chief hindrance to every movement in favor of its introduction has been the difficulty of planning a right beginning, in a way to justify the authorities in granting money for its establishment.

The proposition in 1880 to found, at once, a large workshop in accordance with the designs of the well-remembered inventor and mechanic, Mr. Samuel P. Ruggles, since deceased, who had intimated that after it was started he would contribute largely to its endowment, failed, because of the magnitude of its proposed beginning, and the fact that the sum of \$15,000, asked for, was deemed too large a venture for such an experiment.

Now, what is deemed the right initial plan has been devised, through introducing the learning of the elements of carpentry work by such members of the first class in the Dwight School as showed an aptitude for it, and whose parents approved of their application to it. The results, as exhibited in the interesting report of the master of that school, were satisfactory and encouraging.

The feasibility of teaching and of acquiring profitable learning in mechanical work, in conjunction with the usual studies, has pointed out the way in which manual training may be taught, with advantage, in several schools at the same time, and without interference with the regular school course.

The study and practical treatment of this subject, contained in the last annual report of our Superintendent, afforded an occasion to our Board to appoint a special committee for its further consideration, with a view to its incorporation in the scheme of instruction.

The report of the Committee on Industrial Education, which is the product of the opinions of the experienced president and professors of the Massachusetts Institute of Technology, in corroboration of those of the Superintendent and that special committee, so as to adapt them to our schools as they exist, is before the public, and its recommendations have been adopted.

Modifications of the course of study, if found to be necessary in order to prevent overwork or harmful interference, or otherwise to better adjust the branches of instruction, will be adopted, as experience may advise.

The City Council of 1883, among its last acts, made an unanimous special appropriation of \$2,500, in response to our application for defraying the expenses for one year of initiating and carrying into effect the plan authorized by the Board, in conformity with the report of its special committee.

Henceforward — for those who wish it — mental and manual education are to be blended together in

due proportions; and may there be realized a complete corrective to whatever significant and just reproach is involved in Wordsworth's tribute: —

“ Let the light mechanic tool be hailed
With honor; which, encasing by the power
Of long companionship the artist's hand,
Cuts off that hand, with all its world of nerves,
From a too busy commerce with the heart.”

During the past season, ere the harvest had come, our Board was bereaved of one of its youngest members, in the prime of his life and usefulness, by the death of Dr. James A. Fleming, after four years of faithful service on the Board, and in the first year of his chairmanship of the important Committee on Accounts. His intelligence, zeal, and assiduity, each year of his ripening, gave promise of many terms in performance of the trusts here, where acquired experience and just administration like his are especially to be valued. The tribute to him, contained in the resolutions passed by this Board, and the vote to attend his funeral in a body, expressed merited honor to his character and services.

We have to note the resignation of Mr. Samuel M. Weston, the Master of the Roxbury High School since its foundation, and a teacher, for many years previously, in the schools embraced in our present municipality. Generations of pupils owe him affection and gratitude, not only for the education and inspirations to a good standard, which their minds have received from him, but also for his personal interest in them, his wise counsel, and the friendly

recommendations which he has oftentimes given to them for subsequent occupations. He is honored in their memories and in ours.

What progress has been made during the year just closed is left to the candid judgment of the public after a considerate examination of all the evidence.

This is confidently claimed, — that there has been no deterioration in the Public Schools of Boston.

It is ardently hoped that the year ensuing will show even a more intelligent and faithful administration of them.

JOHN C. CROWLEY, *Chairman*,
LUCIA M. PEABODY,
JAMES C. DAVIS.



THIRD ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1883.

REPORT.



BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, March 31, 1883.

To the School Committee:

As required by the Regulations, I respectfully present my third annual report.

The usual statistics appended to this report, when compared with those of one year ago, show the following changes:

Number of teachers :

In Normal School, 4.

In High Schools, 87 ; a gain of 3.

In Grammar Schools, 631 ; a gain of 11.

In Primary Schools, 442 ; a gain of 20.

Total, 1,164 ; a gain of 34.

Number of pupils :

Normal School, 111 ; a gain of 22.

Latin and High Schools, 2,005 ; a gain of 82.

Grammar Schools, 28,360 ; a gain of 1,062.

Primary Schools, 24,358 ; a gain of 920.

Total, 54,834 ; a gain of 2,086.

Graduates of Grammar Schools :

Boys, 777 ; a gain of 121.

Girls, 791 ; a gain of 36.

Total, 1,568 ; a gain of 157.

Number admitted to High and Latin Schools, 775 ; a gain of 34.

Number of seats :

In Grammar Schools, 30,567 ; a gain of 300.

In Primary Schools, 23,500 ; a gain of 1,253.

The number of seats in primary schools continues to be short of the number of pupils, while the number of seats in the grammar schools continues to be in excess. This state of facts has been attributed to the recent management of primary schools. The fact, however, is that the number of primary pupils bears about the same ratio to the number of grammar pupils now that it did ten years ago. In February, 1873, the total number of pupils, grammar and primary, was 33,271 ; of which number 56 per cent. belonged to the grammar, and 44 per cent. to the primary schools. In February, 1883, the total number of pupils, grammar and primary, was 52,718 ; of which number 54 per cent. belonged to the grammar, and 46 per cent. to the primary. Considering the rapid growth in the total number of pupils, and the pretty rapid migration of our population into the suburban wards, one can hardly attribute pressure for primary-school accommodations to this slight change in the relative numbers of pupils in primary and grammar schools. In building grammar school-houses, the needs of the future are usually to some extent anticipated, and so there are usually seats enough for the grammar-school pupils. But in building primary school-houses the wants of the future are not anticipated, except sometimes by miscalculation, and so a house is usually filled as soon as built. There is less need to-day for a new grammar school-house than there is for new primary school-

houses. In this connection the following table will be of interest:

Table Showing the Number of Pupils in the Grammar, and the number in the Primary Schools in February and in June for the last ten years.

YEAR.	MONTH.	Number of Pupils in Grammar Sch.	Number of Pupils in Primary Sch.
1873.....	{ February	18,597	14,674
	{ June	17,896	15,533
1874	{ February	23,611	19,520
	{ June	22,180	19,108
1875.....	{ February	23,503	19,117
	{ June	22,940	19,535
1876.....	{ February	23,943	20,135
	{ June	23,300	20,246
1877.....	{ February	24,410	20,476
	{ June	24,061	20,261
1878.....	{ February	24,913	21,102
	{ June	25,054	20,404
1879.....	{ February	25,759	21,548
	{ June	26,372	20,737
1880.....	{ February	27,123	22,007
	{ June	26,057	21,144

YEAR.	MONTH.	Number of Pupils in Grammar Schools.	Number of Pupils in Primary Schools.
1881.....	February	27,523	21,996
	June	25,072	22,892
1882.....	February	27,432	23,438
	June	25,395	24,239
1883.....	February	28,360	24,358

SUPERVISION.

The most important event of the past year is the reinstatement of the Board of Supervisors in the position and in the relations which it was originally intended to hold. The restoration of the primary schools to the charge of the Grammar Masters was effected with the approval of all parties concerned. The Masters were glad to resume their interrupted relations with these schools, and the Supervisors were well satisfied to be relieved from the duty of longer acting in the capacity of principals. It had become evident that they could do so only at a large sacrifice of efficiency in the line of their legitimate work as Supervisors.

But a more important question remained,—a fundamental question relating to the organization of supervision itself. With what authority should the Board of Supervisors be clothed in order that the original idea which underlay its creation might be more effect-

ually carried out? That idea had been left in abeyance during the period of primary-school supervision. The Board of Supervisors, as distinct in power and responsibility from individual supervisors, had well-nigh ceased to have authority or recognition. The individual Supervisors had been led by circumstances to act independently of one another,—in some cases even on quite divergent lines of policy. The evil was growing worse, and threatened serious consequences.

It was proposed to restore unity to supervision, by making the Supervisors merely the assistants to the Superintendent, who should do nothing without his orders, and be responsible to him for the faithful performance of orders so received. There have been able advocates of this military type of organization ever since the creation of the Board of Supervisors; but there are serious objections to such an organization, which are by many believed to outweigh the advantages.

The Special Committee, to whom the whole matter of supervision was referred, after a very mature and able consideration of the subject in all its bearings, expressed its conclusion in the following language:

The mode of increasing the efficiency of the work of supervision, which seems most practicable and wise, lies in the direction of emphasizing the authority of the Board of Supervisors, as a *body* distinct in power from the individual Supervisors, and in imposing upon the Superintendent, who is *ex-officio* chairman and member of the Board of Supervisors, the duty of seeing that the legislation of the School Committee concerning supervision, and all votes of the Board of Supervisors, are carried out.

The most serious evils which have arisen, or are likely to arise,

in the working of the system of supervision have their origin in the fact that the School Committee has not been consistent in its legislation upon the rights and duties of individual Supervisors; and that consequently these have often acted, either by command or sufferance, as if they were immediately responsible to the School Committee, when they should be responsible to the *Board of Supervisors*.

The remedy for such erroneous courses will be found in the School Committee's going back to the first principles which underlay the creation of a Board of Supervisors, and recognizing that Board as the executive authority to whose orders any individual Supervisor shall be held strictly responsible. Thus unity of purpose, now lacking, will be fixed; thus executive efficiency will be gained, without any disturbance of the existing machinery of supervision.

The legislation had in accordance with this conclusion has had the effect of replacing supervision upon its original and proper basis. It was a wise and satisfactory settlement of the questions at issue; and I trust it may be allowed to stand undisturbed. I am unable to see that henceforth there need be any serious obstacle to the harmonious and efficient working of supervision, according to the original intent.

The machinery having been adjusted, it is time to turn our whole attention to the methods and results of our educational work. To improve the methods of teaching is the great and never-ending work of reform into which Supervisors and all teachers may most profitably put their best energies. That is what the present time is demanding; it is what the recent great awakening of public interest in things educational calls for;—more practical methods of teaching, more useful results of teaching.

ARITHMETIC IN THE PRIMARY SCHOOLS.

A part of the examination in arithmetic given last summer in the primary schools was by means of printed questions. The papers contained ten questions, five of which could be answered without written work, and five would require it. The pupils' answers and the necessary ciphering were entered directly after the questions. The teachers, after marking the answers right or wrong, sent the papers to this office.

The following is one of the papers:

1. Henry bought at a fruit-stand 3 apples at 2 cents apiece, and 4 oranges at 3 cents apiece. In payment he gave a quarter of a dollar. How much change should he get back?

2. My father is thirty-six years old, and my mother is eight years younger. How old is my mother?

3. Albert caught 7 gray squirrels and 4 red ones. He sold 4 of the gray ones and 2 of the red ones. How many squirrels had he left?

4. Lucy found 3 peaches under one tree, 4 under another, and 5 under another. Her brother John looked for peaches, too, but found only half as many as she did. How many peaches did John find?

5. A yard of ribbon costs 12 cents. What will three-quarters of a yard cost?

6. I had a fish-line 52 feet long; but I cut off a part of it 28 feet long to give to my brother. How long is the part I have left?

7. A farmer has 255 sheep in one pasture, 137 in another, 344 in another, and 119 in another. How many sheep has he altogether?

8. Frank and Arthur try to find 800 chestnuts. Frank finds 237 chestnuts under one tree, 107 under another, and 94 under another. Arthur finds 159 under one tree, and 47 under another. How many more must they find to make as many as they wish to find?

9. If an acre of land costs \$125, how much will six acres cost?

10. If a barrel of flour costs \$9, how many barrels can be bought for \$738?

I have taken some pains to ascertain how this test was met by the schools. The right and wrong answers have been counted, and the percentage of right answers given in each school has been computed, both for the whole paper and for each question, separately.

There were one hundred twenty-nine schools examined. The general percentage of right answers was $60\frac{1}{2}$. The following table shows how each question was answered:

Question.	Per cent. of answers right.	Question.	Per cent. of answers right.
1	56	6	74
2	74	7	73
3	76	8	17
4	79	9	65
5	45	10	46

It will be seen that the eighth question was beyond the power of five-sixths of the pupils. There were many schools in which not a single right answer was given, and very few attempts. Yet, on the other hand, there were ten schools in which more than half of the answers were right. In one small class of fourteen pupils, eleven answers were right. On inquiry, I found that the teachers in some of these classes had been in the habit of giving their pupils examples requiring two or three distinct steps of

reasoning and different operations to find the answer. This is what prepared their pupils the better to answer questions similar to the eighth and first.

The fifth question was answered by fewer than might have been expected; for it was supposed that such operations as finding three-quarters of a number were pretty familiar. Probably if the same pupils had been asked orally, for "*three-fourths* of twelve," most of them would have given the right answer; but "three-quarters of a yard" was not so familiar an expression.

There seems to be no good reason why so many should have failed on the tenth question, which required simply the division of 738 by 9. Probably most of the pupils who failed, could have divided 738 by 9, if they had been asked in those words to do it. What they failed to perceive was that the question required division; and many of them multiplied. The result is an indication that there may have been more drill in ciphering than training in reasoning in some of the classes.

The first question, although given with small numbers, required some thinking, and was not so well answered as could be desired.

On the whole, it must be said that the paper was a hard one for the schools. But the results give a very distinct idea of the standard which the schools can reach, and which they actually did reach last summer.

One cause of difficulty in many classes lies in the fact that the pupils have not been accustomed to read printed questions. To read a printed question so as to understand it and think out the answer is a very dif-

ferent thing from receiving the same question from the teacher's lips. A teacher giving a question orally can easily make the pupils understand the conditions by emphasis, inflection, and repetition if need be; but in reading a printed question the pupil is thrown upon his own resources. If he cannot read understandingly — and there are many who cannot — he fails to answer the question from his inability to read, and not from his inability to perform the abstract mathematical operations.

The power to read understandingly is something that too much pains cannot be taken to cultivate. The need of it is felt in the arithmetic and algebra classes all the way along from the primary to the high school. Most of the difficulties and failures come from a habit of reading without understanding. The conditions of the problems are not comprehended, because the language is not thoroughly understood.

Now, it seems to me the best way to be rid of this evil is not to let it get a foothold. From the very beginning it should be insisted on that what is read be fully understood. For this particular purpose I know of no better reading-book than a primary arithmetic well filled with simple practical examples. These the children should not study, but simply read and solve at sight. The answers will be a sure test of the children's understanding of what they have read. This discipline, well begun in the primary school, should be continued without intermission throughout the grammar and high school courses.

If there is any general criticism that needs now to be made on the work of the primary schools in arith-

metic it would seem to be this, that the work is too exclusively devoted to abstract numbers and formal processes — the learning of tables and the like, and not enough to concrete numbers and practical examples. The too prevalent idea seems to be that, since the tables must be learned at all hazards, the *beginning* must be made with them, and work upon them continued until they are conquered by dint of sheer drill. If, after that is done, any time remains, some practical examples can be given by way of application or illustration.

This is contrary to an oft-repeated fundamental principle of education. It is going from the abstract to the concrete; it is working directly against nature. The drill is not by any means to be given up. It has its place; and its importance is great. But it should come after and not before a good basis of clear ideas has been laid in the mind. In the first steps, this basis is laid by the use of objects seen and handled by the children. A little later come appeals to familiar experience in the shape of practical examples. Still later, as pupils' minds mature, many points can be understood from simple statements without objective illustration. But even here the common mistake is the neglect of objective illustrations, not the too free use of them. It may be mentioned in passing that while our schools are supplied with a set of metric weights and measures, there is no apparatus supplied to illustrate the weights and measures in common use. And it is not uncommon to find classes that would be much benefited by some objective illustration of this subject.

But to return to my point. I will not say that there is too much drill; but I do believe that the drill should have, as a basis, the ideas which come from a systematic use of physical objects (real numbers) and a familiarity with practical examples, such as suggest but do not name arithmetical operations. This is going from the concrete to the abstract, from the particular to the general. It is working with nature. By working in this way, the results in a given time should be much better than the results of working the contrary way. This is the sound theoretical view of the case; and the results of the examination furnish a practical verification of the theory.

One remark may be made here concerning the questions. They have been criticised for being too hard. It is true some of them were hard. But the object of the paper required the setting of some hard questions. The object was to ascertain what was the standard actually reached in the primary schools at promotion. Ten easy questions would not have told that. The first, fifth, eighth, and tenth questions, above remarked upon, throw the necessary light on the point.

The results of the examination are, on the whole, creditable. There is evidence of first-rate work done in many of the schools, in some of them it is good enough. But there are also schools in which the methods of work need improvement in the ways above suggested, and with such improvements will come the possibility of better results.

To give a general idea of how the schools stood with reference to the percentage of right answers, the following summary is presented:

There were nine schools whose percentages on the whole paper were as follows: 91.7, 88, 86.9, 85.6, 84.5, 83.8, 83.8, 82, 80. There were twenty-five schools whose percentages ranged between 70 and 80; forty-three between 60 and 70; twenty-eight between 50 and 60; fourteen between 40 and 50; eight between 30 and 40; two between 20 and 30.

This summary, and a similar one for each question, will be found in the following:

Table Showing the Standing of Primary Schools with reference to the percentage of correct answers in a written examination in Arithmetic, June, 1882.

Percentages ranging from	ON QUESTION										On the whole paper.
	1	2	3	4	5	6	7	8	9	10	
90 to 100	8	17	15	26	5	24	14	. . .	11	7	1
80 to 90	12	28	39	40	3	29	37	. . .	26	6	8
70 to 80	14	43	40	39	8	33	35	1	23	12	25
60 to 70	20	24	24	19	11	25	21	2	23	20	43
50 to 60	27	12	8	4	21	11	12	7	22	21	28
40 to 50	27	4	3	. . .	25	3	4	4	10	18	14
30 to 40	11	. . .	. . .	1	36	1	4	9	5	9	8
20 to 30	6	1	. . .	. . .	17	1	1	25	3	10	2
10 to 20	3	. . .	. . .	. . .	3	1	1	28	2	10	. . . .
0 to 10	1	. . .	. . .	. . .	. . .	1	. . .	53	4	16	. . . .
Total	129	129	129	129	129	129	129	129	129	129	129

LENGTH OF TIME SPENT IN PRIMARY SCHOOLS.

For the first time information has been collected as to the length of time spent by pupils in the primary schools. The following table gives a summary of this information:

*Table Showing the Length of Time Spent in the Primary Schools
by Pupils who were Promoted in June, 1882.*

DISTRICT.	1 year or less.	1 year to 2 years.	2 years to 2½ years.	2½ years to 3 years.	3 years to 3½ years.	3½ years to 4 years.	4 years to 4½ years.	4½ years to 5 years.	5 years to 6 years.	6 years to 7 years.	7 years to 8 years.	Total.
Adams	1	1	19	15	33	12	17	4	10	2	2	116
Allston	2	5	6	5	23	12	18	4	1	1	..	77
Andrew	3	6	3	3	17	17	37	15	4	..	..	105
Bennett . . . . .	..	..	2	2	21	1	13	2	3	4	..	48
Bigelow . . . . .	..	6	14	25	63	14	33	3	1	..	..	159
Bowditch	6	9	5	8	20	10	7	4	7	..	..	76
Bowdoin	5	15	13	13	25	10	24	8	6	3	..	122
Brimmer	2	..	2	9	26	10	23	1	5	..	1	79
Bunker Hill	1	2	2	6	18	25	28	26	13	5	..	126
Central	2	6	6	4	15	..	12	..	4	..	..	49
Chapman	6	12	14	8	58	6	22	2	8	..	..	136
Charles Sumner . . . . .	..	..	2	1	12	2	12	2	20	6	1	58
Comins	4	6	11	10	47	23	43	19	22	5	..	190
Dearborn	26	21	9	15	52	32	40	18	37	2	..	252
Dillaway	4	14	22	6	44	14	21	1	10	4	1	141
Dor. Everett	3	8	18	5	27	12	14	6	12	..	..	105
Dudley	17	18	11	7	13	10	13	6	8	..	..	103
Dwight . . . . .	..	1	6	4	38	10	34	7	9	..	..	109
Eliot	6	3	1	3	16	14	15	14	22	2	..	96
Emerson	5	16	7	13	30	14	11	4	6	..	..	106
Everett	12	9	28	21	85	19	28	5	10	2	1	220
Franklin . . . . .	..	2	9	10	53	32	38	25	29	4	..	202
Frothingham	3	3	6	6	20	21	22	12	7	1	..	101
Gaston	8	11	10	5	75	5	27	..	5	..	..	146
George Putnam . . . . .	..	..	3	8	15	3	9	3	1	1	..	43
Gibson	4	13	1	5	12	9	9	2	3	2	1	61
Hancock	3	3	9	10	59	23	29	3	15	..	..	154
Harris . . . . .	..	..	..	1	13	6	4	1	9	3	2	39
Harvard . . . . .	..	2	3	8	46	10	42	8	19	6	1	145
Hillside	2	..	8	2	20	2	20	2	6	1	2	65
Lawrence	1	6	9	29	41	21	33	6	9	..	..	155

Table Showing the Length of Time Spent in the Primary Schools by Pupils who were Promoted in June, 1882. — Continued.

DISTRICT.	Length of Time Spent											Total.
	1 year or less.	1 year to 2 years.	2 years to 2½ years.	2½ years to 3 years.	3 years to 3½ years.	3½ years to 4 years.	4 years to 4½ years.	4½ years to 5 years.	5 years to 6 years.	6 years to 7 years.	7 years to 8 years.	
Lewis	12	16	24	17	36	8	11	5	9	2	3	143
Lincoln	1	4	12	16	21	11	6	9	5	2	..	87
Lowell	14	8	6	9	25	18	5	2	2	..	..	89
Lyman . . . . .	..	3	6	19	12	19	10	11	6	1	..	87
Mather	8	8	6	..	27	1	16	..	16	7	6	95
Minot	7	..	1	..	27	3	9	..	1	..	..	48
Mt. Vernon	3	1	4	2	15	..	7	..	5	1	..	38
Norcross	4	11	16	16	31	14	14	7	3	1	..	117
Phillips	1	2	2	4	14	2	11	4	6	2	..	48
Prescott	8	11	6	3	21	7	24	1	17	2	..	100
Prince	5	4	1	1	5	..	..	..	..	..	..	16
Quincy	4	8	8	11	11	18	7	3	..	..	..	70
Rice	6	22	9	18	25	11	12	1	..	..	..	104
Sherwin	8	6	3	5	68	32	54	6	25	6	3	216
Shurtleff . . . . .	..	..	6	..	37	8	8	..	1	..	..	60
Stoughton	2	8	2	1	16	1	8	..	4	..	..	42
Tileston	1	2	1	2	2	..	..	..	..	..	..	8
Warren . . . . .	..	1	5	3	41	12	24	7	11	2	1	107
Wells	2	4	12	11	40	9	33	6	17	1	..	135
Winthrop	6	7	6	7	14	8	4	2	..	..	..	54
Totals	218	324	395	412	1,525	581	961	277	449	81	25	5,248

DIPLOMA EXAMINATIONS.

In relation to the grammar-school diploma examinations, and the Supervisors' inspection of the teachers' marks thereon given, the suggestion has been made that the revised marks might be used with good effect to make numerical estimates of the comparative

standing of the different schools, with a view to excite competition amongst them.

This would, of course, involve an important change in the purpose and spirit of the diploma examinations. They would no longer be inquiries as to whether the pupils had satisfactorily completed the course of study; but they would become a sort of competitive examinations, wherein each school would strive with all the other schools, through the efforts of picked pupils, to win a high numerical estimate on a kind of rank list.

As to the wisdom of such a change in the purpose of these examinations I entertain very grave doubts.

First, as to competition amongst the schools. This may be a good thing or a bad thing, according to circumstances. It depends on what the competition is for, and how it is carried on. Generous emulation in the pursuit of worthy ends is, undoubtedly, good and noble. And striving to have such a school as shall be unsurpassed in any of the elements that go to make up a good school is an altogether praiseworthy endeavor, when it springs from a generous recognition of others' excellence, and a desire to attain unto the like. But seeking to outdo other schools in the scoring of marks, on a competitive examination, does not appear to be altogether commendable. Even where the spirit of selfish rivalry and jealousy is absent, which, unfortunately, would not always be the case, there are serious objections to the general purpose and effect of such competition.

It is unquestionably not the chief object of school instruction to train pupils in the art of scoring marks. Nor should the rank, based on marks, be held up

before pupils as an end in itself worthy of pursuit, whether that rank purport to assign the standing of pupils in relation to one another, or the standing of their school in relation to other schools.

Marks are properly used as an incidental aid in teaching; but teaching should never be made subservient to the winning of marks. The means should not be allowed to usurp the place of the end. As a means, marks are used to record roughly the degree of merit found in a pupil's performance of his daily tasks; they are used, too, to indicate the proportion of questions rightly answered in a given examination; but they may, often do, fail altogether to express the quality of the teaching, or the value of the mental improvement resulting from study. For example, the high marks, often won in consequence of a style of teaching known as "cramming," are out of all proportion to the mental improvement, if any there be, resulting from that process; but the high marks, won after a thorough course of study, under wise instruction, albeit no higher than the other marks, come much nearer expressing the real value of the mental training that enabled the pupils to win them.

Good teaching will result in high marks; but high marks do not necessarily imply good teaching; for high marks are obtainable by inferior methods of teaching, — a thing which the skill of examiners has not yet fully succeeded in preventing. Indeed, it is a matter of common experience, where prizes and other valuable rewards are made consequent upon the winning of high marks, that the methods of teaching and study are apt to degenerate, the proper end of in-

struction — mental improvement — being thrust aside and forgotten, in the hot strife for rank. In grasping for the shadow of education, the substance is lost.

Now, it may be granted that a general competitive examination, conducted under proper conditions, would give a basis for a just comparison of classes with one another in this one respect, namely, in respect to what may be called the mark-winning power of the pupils. It is not admitted that the diploma examinations are at present conducted under such conditions as would make it at all proper to treat them as competitive for any purpose; but, setting aside this point for the present and assuming the contrary, what would the results of these examinations afford? Simply the means of comparing the graduating classes with one another in respect to the mark-winning power of the pupils. This is not a full and satisfactory basis on which to judge of the teaching, even in those classes. It would, of course, be something. It would be one factor to be used in making up an opinion; but there are other factors quite as important.

But if such a basis would be narrow and partial in its application to the classes actually examined, what shall we say when it is proposed to go much farther, and bring the whole school, including the classes not examined, to judgment on that same basis? In view of all the elements that enter into our ideals of excellent teaching and excellent school management, would not such narrow and one-sided comparisons be unjust to teachers and belittling to education?

Should the master of a school be looked upon, or led to look upon himself, as a kind of trainer, pitting

his best pupils against other trainers' best pupils in a contest wherein victory would make, and defeat mar, his reputation for good training? Such is not an elevated view to take of the teacher's vocation; and yet it would be the natural view if the diploma examinations were treated as competitive, and rank or standing on a numerical scale were assigned to schools by reference to the score of marks.

Possibly the objections thus far alleged may be regarded as theoretical or sentimental. Very well, look at the practical side of the matter. Suppose the competitive plan adopted, how is it going to work?

If teachers know that the standing of their schools and their own reputation in the eyes of their employers are to depend upon the number of marks their graduating classes can win in a competitive examination, will they not be disinclined to admit any but bright pupils into those classes? The habit of judging the whole school by the performances of the graduating class alone is an evil. It is an evil because the temptation is strong to put inferior pupils, that is, pupils of inferior mark-winning power, not into the classes where they may get the most good for themselves, but where they will do the least harm to the standing of the school. In every school there are dull and slow but faithful pupils, who ought, for their own good, to be passed on to the first class and allowed to take the diploma, even on pretty low marks. If they could be rated morally as well as intellectually, and stand on an average of the two ratings, they would be placed above many who outrank them on the intellectual scale alone. But if the

standing of the teachers is to depend on the number of marks their pupils can win in a competitive examination, it is only giving the teachers credit for a very moderate degree of selfish prudence to suppose that these pupils will not be allowed to compete. In other words, pupils will not be admitted to the graduating class, but will be kept back in the lower classes until, growing old and discouraged, they drop out of the school.

It should never be forgotten that the diploma examination, like the examination for promotion, is, or should be, merely a *pass* examination. Its purpose is to divide those who have done the year's work well from those who have not. And the standard used for this purpose is not narrow but broad; it takes into account, not intellectual results alone, but elements of character as well. The question as to the pupil is not, Has he done well absolutely? but, Has he done well considering his ability and opportunities? There is no hard and fast line drawn which cannot yield to the exigencies of special cases. To treat such examinations as if they were competitive would be wrong in principle and sure to work mischief.

Even now there is believed to be in some schools a strong tendency to make the first class a very select company, which is done by keeping back the slower and duller pupils in the lower classes, and hastening forward the younger and brighter pupils to keep the first class full. This tendency would unquestionably be reinforced by making the diploma examinations competitive. Teachers who think this tendency a

wrong one could resist it only by foregoing the rewards of successful competition.

Recently one of the masters said to me, in substance, "If you wish to compare my first class with other first classes, I am ready to stand a comparison, provided you let me select and exclude from the comparison eight or ten pupils. This I could do and still have left a first class as large in proportion to the number of pupils in my whole school as are the other first classes on the average in the city."

This remark puts the whole case in a nutshell. Shall those eight or ten pupils be admitted to the first class for their own good, or kept out of it for the supposed credit of the school?

Another practical point relates to the proper method of conducting a competitive examination. When such an examination reaches the pupils of more than one teacher, or of more than one school, the results are not unimpeachable unless the pupils are taken out of the hands of their teachers, and placed in the hands of examiners in no way exposed to a charge of partiality. This remark, of course, imputes no dishonesty to teachers. It is no imputation of dishonesty to judges when the law says that no man shall sit in judgment on his own case. His natural bias is recognized, and the law simply undertakes to save him the temptation growing out of it. In the same way, the natural interest a teacher has in the success of his own pupils in competition would make it improper that he should personally have a share in deciding a contest between them and other teachers' pupils.

When the competition is amongst the pupils of one

class, the teacher may preside as an impartial umpire; but if school is to compete with school for marks and rank, it is very clear that the diploma examinations, as now conducted, furnish no appropriate arena for such contests.

But, it may be asked, if all thought of competition and ranking of schools be set aside, why are the Supervisors required to mark the diploma examination papers and compare their marking with that of the teachers?

The answer is, in order that the teachers' work may be properly inspected. The Supervisors' marking, which is practically uniform for all the schools inspected, serves as a fixed term of reference, by which to ascertain roughly in what schools the teachers' standard of marking is comparatively high, and in what schools it is comparatively low; also to ascertain where the marking is done with care and good judgment, and where, if anywhere, carelessly and unevenly. Incidentally, too, from the style of the answers and the general appearance of the papers, much may be learned of the character of the teaching and the general condition of the classes examined. This is inspection. It does not, and from the nature of the case cannot, go into details so far as to say whether this or that pupil should or should not have been given a diploma. The teacher's judgment has been rendered on that question, and it is not for the Supervisors to criticise it or to set it aside.

Nor can the Supervisors' inspection furnish any proper basis for placing schools one above another on a sort of rank list. Nothing of the kind has been

attempted hitherto; for, even if the conditions under which the diploma examinations are held permitted such ranking, the inspection has not been close enough nor accurately enough recorded to serve any such purpose. The results of the inspections thus far made have been embodied in general remarks, which have been communicated to the Committee on Examinations and to the teachers interested. Each school has been considered by itself alone, and no comparison with other schools has been made or suggested. . This is a subject of much delicacy, and it is in the highest degree important to see to it that the feelings and rights of teachers suffer no injury from hasty or ill-considered expressions of individual opinions.

On the general subject my conclusions are:

(1.) That the diploma examinations should continue to be *pass* examinations, with the sole purpose of *helping* to decide in each separate school what pupils should be allowed a diploma.

(2.) That the papers should be looked over by the Supervisors for the purpose of inspecting the work done by the teachers.

(3.) This inspection should be thorough, and the results, showing merits and defects in each school, should be made known to the School Committee and to the teachers interested; but no attempt should be made, on the basis of such inspection, to assign the schools places on a scale of rank.

(4.) In forming a judgment concerning a school, all elements should be taken into the account, the diploma examination being only one element. The

old habit of judging a school exclusively by what the first class can do should be broken up, if it survives anywhere, and attention should be bestowed on all classes and on all sides of the school-work.

OTHER EXAMINATIONS.

In order to relieve the diploma examination from any undue prominence, it would be very well occasionally to examine, by general questions, some of the middle and lower classes of the grammar schools and have the results inspected. Such examinations might, from time to time, replace some of the examinations held by the principals for the purpose of promotion at the end of the year, so that the burden of examination-work for pupils and teachers need not be increased thereby. The results would afford a more definite knowledge of the general condition of the lower classes than is now at hand; and the examinations themselves, not being competitive, could be made to influence the instruction beneficially.

There is another way of examining schools, which may be used advantageously, if the work be done with care and thoroughness. It consists in taking one school at a time and examining all the classes in all the branches of study. Not many schools could be thus examined in one year; but the work once well done would not need to be repeated very soon.

In such an examination there should be no hurry, no superficial work; but a broad and thorough investigation of all parts of the school-work and all the circumstances under which it is done. The inquiry should ascertain, not only what knowl-

edge the pupils' minds have been stored with, but also what trained ability they may have to use that knowledge. Not their memory alone, but their judgment and reason should be tested. The examinations should be both written and oral, the latter being used to prevent a memory of mere words from passing as a knowledge of things. The aims, the methods, and the spirit of the teaching should all be noted. The arrangement and management of the studies, the development of each subject, from grade to grade, the relation of the work done below to that done above, — all these, as well as the culmination of all these in the work of the first class, are matters of great moment in forming a just opinion of a school. Conclusions covering so wide a field should be based, not on the judgment of one examiner, but upon the combined judgment of several. All the Supervisors should, for the time being, give their attention to the work, weighing the results carefully, and taking every precaution that error and misjudgment be eliminated. The conclusions derived from such an examination as this would be far more trustworthy, just, and useful than those derived from the inspection of diploma examination papers alone ever could be.

THE RIGHT MANAGEMENT OF EXAMINATIONS.

The art of examination is not second in importance to the art of teaching. Neither art has yet reached perfection; but both are constantly improving through experiment and criticism. The two arts are intimately connected; they act and react upon one another pow-

erfully. Good teaching cannot flourish under bad methods of examination, and bad methods of teaching make it difficult to apply good methods of examination.

Suppose, for example, a class of pupils well drilled in the old familiar way on the spelling-book — so well drilled that they are sure to make “an average of ninety-nine per cent.” Such classes have been heard of. Now comes the examiner, to test their practical knowledge of spelling. He takes a practical view of the matter. He observes that amongst men and women those are deemed good spellers who can write correctly whatever they want to write, without using the dictionary. Accordingly he asks the boys and girls to write something in their own language — a description of some familiar object, an account of some personal experience, or a reproduction of some story. His object is to see how well they can spell the words they are using every day. But this is not enough. Beyond their vocabulary of every-day words is another vocabulary of broader range, consisting of words the pupils become familiar with through reading in books. To test their correctness in spelling words of this kind the examiner dictates passages from some suitable book, taking care, of course, that style and sentiment be within the pupils’ comprehension. Such tests as these would seem to be decisive as to the practical value of the pupils’ knowledge of spelling.

But the class does not score an average of ninety-nine per cent. What is the matter? “My pupils are not used to this sort of test,” says the teacher. “They are used to having the words pronounced to

them one at a time from the spelling-book. Many of them will spell every word, if you do not go beyond the words they have studied; and, really, that is all they ought to be held responsible for. Your test, Mr. Examiner, seems hardly fair. Of course my pupils will do the best they can; but you cannot expect a very high per cent."

Now, which should yield, the method of examination, or the method of teaching? It would seem as if there could be but one answer; and yet the question is sometimes debated, as if there might be two. The issue is between routine teaching on the one hand, and a decisive test as to the practical value of such teaching on the other. Such an issue ought to have been settled long ago. Experience has shown abundantly enough that practical knowledge of spelling for the ordinary purposes of life does not necessarily result from drill on the spelling-book, even when carried to the extent of enabling a class to make an average of ninety-nine per cent.

Again, classes in arithmetic are sometimes found where there is more drill in ciphering than discipline of the understanding. Even the reasoning processes are drilled upon until there is no longer any exercise of reason in them, but only habit. In the solution of practical questions, explanations faithfully copying some set pattern are preferred to the somewhat cruder expressions of the pupils' own thought. Instead of starting from within, following the lines of the pupils' actual thinking, and gradually developing that into good forms of expression, the course seems to be, contrariwise, to start from without, with ready-

made forms of expression in the use of which the pupils are incessantly drilled, the idea being that readiness in going through such forms is really the same thing as reasoning. Here is the contrast between real teaching, which touches the thought, and formal teaching, which contents itself with mere words. The formal kind of teaching delights in solid pages of examples all just alike, for the sake of the drill. The pupils are made ready to do anything in the book, or anything *just like* what there is in the book, by a kind of mechanical habit, much as cadets are taught the manual of arms.

Now comes the examiner to test the practical worth of this arithmetical training. He frames questions not altogether on the familiar models of the book, but more like the questions that arise in every-day life. His object is to ascertain, not whether the pupils have learned how to do all the examples in the book, but whether, in so doing, they have learned to think clearly and to believe in the results of their own thinking. If his questions were all just like those in the book, right answers might come from acts of reasoning, or from habit; he would have no means of telling which. But if he departs from the book, he may frame questions upon which well-trained reason will succeed, while mere habit will break down.

He adopts the latter course, and the routine teacher's pupils break down. Complaint is made, and the examiner, perhaps, is blamed. "The questions puzzle the pupils," it is said. "They are not used to such questions; in the hurry and excitement of an examination, *they cannot stop to think*;"—as if it

were not the very purpose of the examination to test their power of thinking. — "and so they fail to do themselves justice." One is disposed to pity the pupils; and certainly they ought to be saved any serious consequences of their failure. But where is the fault? Is it the method of examination or the method of teaching that needs reforming?

The opposite evil is not infrequent, where the teacher has used the best methods, but his pupils are brought to grief by a bad method of examination. A paper of questions in physics, for example, so drawn that it could be most easily answered by pupils crammed with the text-book, would have a most discouraging effect on a teacher who had been striving to give his pupils some real knowledge of the subject through work in the laboratory.

Then there is the catechetical style of examination-paper in history and geography, the questions turning on the multitudinous details of the text-book, which can be retained in mind only by persistent drilling and cramming. To load the mind with a host of facts and dates is not the best way to learn either geography or history, and the method of examination should not encourage this. The better way to examine is to propose broad general topics, and let each pupil select some of these to write upon in his own way. Such a method of examination does not encourage cramming, and is best met by that sort of teaching which engages in the essentials of a subject in preference to the unimportant details.

Illustrations of the action of methods of examination and teaching upon one another might be multi-

plied indefinitely; but enough have been given to show the supreme importance of right management in this matter.

Whenever the examination is used to test the past work of a teacher or to influence his future work, the relation between the examiner and the teacher is a delicate one, and may originate some difficult questions. It is precisely here that an apparent injustice is most keenly felt by the teacher, and that an imputation of unfairness or of bad judgment may be most unjust to the examiner. On both sides there should be exercised a large reasonableness. The examiner cannot be too careful in making inquiries about the character of the work done by the teachers whose pupils come under examination. On the other hand, teachers should take pains to understand the purposes of the examiner, and not be slow to respond to his efforts to encourage better methods of teaching.

At the same time, teachers should maintain a certain attitude of independence with regard to examinations. They should not allow their desire for high marks to betray them into inferior methods of work — cramming and the like.

There are teachers who cannot bear the thought that their pupils should fail on a single point in an examination-paper. They look upon questions as demands that should be honored promptly on presentation, and they undertake to prepare their pupils accordingly. Sometimes there is shrewd speculation as to what the drift of the examination will be, or as to what particular questions may be asked. Sometimes the whole subject — history, for example — is reduced

to a series of questions and concise answers, upon which the pupils are thoroughly drilled so that they may be fully armed and equipped at all points. Even the giving of a choice of topics to write upon does not seem to prevent this injurious practice in many cases. This attitude of teachers towards the examination is very much to be deprecated. It is an evil; but whether it is an evil necessarily inherent in the use of written examinations is a question. If it is, then the only cure would seem to be the abolition of written examinations. If it is not, then the cure will be found in teachers and examiners coming to a thorough understanding with one another as to the true purposes and methods of written examinations.

I believe that there is need of more attention to this matter. The season of examinations is approaching, and reviews are beginning. Now, if every teacher could be persuaded to forego cramming and drilling for the examination, and to persevere in the methods which are best for the pupils, keeping their interest alive and their understandings open, it would be a most excellent consummation.

I wish, too, that there were no worrying about the examinations, either by the teachers or by the pupils. Good work cannot be done by those in a worry. It is much better to keep up a steady interest in the work for its own sake, keep the nerves calm, and trust the consequences. The examiners appreciate all this, and are duly anxious to avoid all occasion for worry. The success of an examination is often prevented by making it too much of a bugbear. If it were the rule to aim at doing the work well and

let the examination take care of itself, the examinations would be better.

INDUSTRIAL EDUCATION.

In what ways, if in any, can the public schools be made to meet the popular demand for industrial education?

This question may well occupy the attention of those who care for and control public instruction, because such is the growing belief in the importance of industrial education that people are beginning to invoke the aid of compulsory legislation in its behalf. Whether public opinion in Boston is ripe for the introduction of such education into the public schools, under the permissive statute now in force, can best be known by submitting to the School Committee, and through that body to the City Council, some definite project looking to that end. If the project itself should be feasible, discussion would turn on the general question, and the state of public opinion might then become manifest. Such a project I hope to submit, and I trust discussion may show that public opinion is ready at least to make a trial of it.

The importance of this subject will be apparent from a glance at statistics. By the last census there were, in Massachusetts, about 721,000 persons engaged in all the various employments. Of these, almost a half were engaged in manufactures; less than one-sixth in mercantile pursuits; less than one-tenth in agriculture; and less than one-twentieth in all the literary, professional, and civic employments. About one-fifth are classed as domestic servants

and unskilled laborers. These exact proportions, of course, do not hold for Boston taken by itself, for here the commercial and professional classes are relatively larger, while the agricultural class counts for nothing. But it is well known that Boston is the centre of very large as well as very numerous and various manufacturing interests; and that, consequently, about as many of her youth are destined to industrial employments as are destined to all other employments taken together. This is enough to show the importance of industrial education.

Now, if it be admitted as a principle that public education should have some regard to the probable future employments of the young in any community, there can be little question about the propriety of including in our scheme of public education so much of industrial education as can be given better at the public cost than in any other way.

Industrial education is even now not unknown in our schools. We recognize it in the drawing, which is taught, not as picture-making, — a pretty accomplishment, — but as a language for the expression of the facts of place and form. It is a training of the eye and hand as skilful servants of the intelligence, — a training of the highest use to artisans of every name. It is also a means of developing a sense of fitness and proportion in design, a way of educating the taste in decoration, — all which is industrial art-education. Then there is sewing, which is taught to girls with a very direct reference to their future employments. Introduced at first as a charity, it is now recognized as a very legitimate charge upon the

whole community, because it prepares so many girls to be useful members of society. Many a woman gratefully remembers that she owes remunerative employment, and consequent self-respect and happiness, to the school-instruction she received in this branch of industrial education.

These are recent additions to the school curriculum, but the principle on which they are justified has long been recognized as sound and beneficial.

In 1821, while Boston was yet a town, and mainly a commercial town, a school of higher grade was established to meet a want then felt for a form of public education better suited to the needs of boys whose destination was, not college and a profession, but the store and the counting-room. This was the English High School, which has, ever since its establishment, aimed to give its pupils a good commercial education. Not that its course of study has been narrowly limited to that, but that has always been a strong feature. Book-keeping and commercial arithmetic are here taught to the future accountant, and navigation used to be taught to the possible ship-master, for the same reason that drawing is now taught to the future artisan, and sewing to the future dress-maker or house-keeper.

In the Evening High School phonography and in the Evening Drawing Schools draughting are taught to pupils who propose to make direct practical use of their acquirements in their every-day employments.

But the most conspicuous recognition of the principle that public education should be shaped with reference to the probable future occupations of the

pupils, appears in the public Latin schools. Here future lawyers, physicians, and clergymen, teachers, authors, and journalists are helped far along on the direct road to their several professions. This provision for the liberal education of professional men and women results from those generous and enlightened views of the public good which have shaped our educational policy from the earliest times.

A thorough education for professional men was felt by our forefathers to be a prime public necessity, and this was provided for at the public cost, partly by maintaining schools to prepare boys for college, and partly by grants of money to support colleges. Later the need of a liberal commercial education was recognized; and that, too, was provided for in the public-school system. To-day the great educational want of our young people is better preparation for the industrial employments which so many of them are to follow.

The old apprenticeship system is gone. The great revolution wrought by steam and machinery, in all branches of industry, particularly by massing laborers in great establishments and specializing their work, has left little room for the general training an apprentice needs. Such work as an apprentice must do in order to learn thoroughly his chosen craft is not conveniently furnished in the large establishments of the present day; and even if it were otherwise, such work would possess very little value for his employers. The journeyman of limited skill, who is kept continually at one process or part of a process, can earn more for his employer than can the apprentice, who must pass

from one process to another for the sake of learning them all. And so it has come to pass that the boy who wishes to become a skilled artisan finds his way blocked by the unskilled journeyman. If the necessity of earning wages constrain him, he submits to the inevitable, learns a process or two, and ends by becoming himself also an unskilled journeyman. This partly explains why the supply of skilled artisans in many branches of industry has become inadequate, and why employers are looking abroad to supply the deficiency.

Now, there is such a thing as "a liberal education in the mechanic arts," just as there is a liberal education in science or in letters. It is called a liberal education, because it consists in learning, not the specialties of a particular trade, but the fundamental arts that apply in many trades. As a liberal education in science and letters is what the future professional man most needs, so a liberal education in the mechanic arts is what the young artisan most needs as a preparation for his chosen trade. But modern shops do not give this. Shall public instruction undertake to give it?

Assuming the validity of the principles which have prompted a generous educational policy hitherto, the question now is, whether it is not in the line of that same generous policy to embrace in our scheme of public instruction such forms of industrial education as have been proved to be practicable and beneficial. In other words, considering the number of people deeply interested, would it not be illiberal and unwise not to provide for such education?

If this be granted, the next question is, What forms of industrial education have been proved to be both practicable and beneficial?

The answer to this question is suggested in part by the very interesting and successful experiment made in the Dwight School a year ago. The use of the common wood-cutting tools of the carpenter was taught to some of the boys two hours a week for the greater part of a school year. At the same time, the boys continued their regular school lessons. The experiment proved, if any proof were needed, that boys take to shop-work, under good instruction, with great interest. The progress made was very gratifying, and, in some cases, quite surprising.

But the experiment has been made on a much larger scale in such schools as the School of Mechanic Arts, connected with the Massachusetts Institute of Technology, in Boston, and the Manual Training School of Washington University, in St. Louis. These two schools have been in existence only a few years; but such has been their success in a short time as to leave no doubt that they are meeting a real want in the community.

In both these schools the working time of the pupils is about equally divided between mental and manual training. The former includes the studies of the upper class of our grammar schools, and the English, mathematics, and science of the high-school course. The manual training includes carpentry, wood-turning, pattern-making, moulding, casting, iron-chipping and filing, forge-work, and the use of some machine-shop tools. Other kinds of shop-work

are to be added from time to time, as the need for them may become manifest. In the St. Louis school shop-work fills two hours a day, in the Boston school, three hours. Free-hand and mechanical drawing takes one hour a day. The rest of the time is given to mental training.

In selecting the kinds of shop-work and in the management of shop-instruction, the governing consideration is that all shop-work should be disciplinary in its character, so that the training afforded by it should be what Professor Runkle has called "a liberal education in the mechanic arts," — not a special preparation for one trade, but a good general preparation for any one of many trades.

On this point we find in the last catalogue of the Manual Training School, in St. Louis, the following:

All the shop-work is disciplinary; special trades are not taught, nor are articles manufactured for sale.

The scope of a single trade is too narrow for educational purposes. Manual education should be as broad and liberal as intellectual. A shop which manufactures for the market, and expects a revenue from the sale of its products, is necessarily confined to salable work, and a systematic and progressive series of lessons is impossible, except at great cost. If the object of the shop is education, a student should be allowed to discontinue any task or process the moment he has learned to do it well. If the shop were intended to make money, the students would be kept at work on what they could do best, at the expense of breadth and versatility.

In manual education the desired end is the acquirement of skill in the use of tools and materials, and not the production of specific articles; hence we abstract all the mechanical processes and manual arts and typical tools of the trades and occupations of men, arrange a systematic course of instruction in the same, and then

incorporate it in our system of education. Thus, without teaching any one trade, we teach the essential mechanical principles of all. — (Catalogue of Manual Training School of Washington University for the year 1882-83, page 31.)

In this school there are two carpenter's shops, two turning shops, a blacksmith's shop, and a machine shop. The shop instruction is given very much as laboratory instruction in chemistry, physics, and other sciences is, or ought to be, given in high schools and colleges. Thus:

The instructor at the bench, machine, or anvil, executes in the presence of the whole class the day's lesson, giving all needed information, and at times using the black-board. When necessary, the pupils make notes and sketches (working drawings), and questions are asked and answered, that all obscurities may be removed. The class then proceeds to the execution of the task, having the instructor to give additional help to such as need it. At a specified time the lesson ceases, and the work is brought in, commented on, and marked. It is not necessary that all the work assigned should be finished; the essential thing is that it should be well begun and carried on with reasonable speed and accuracy. — (The same, page 28.)

In respect to the degree of skill attained, the catalogue gives the following testimony:

It cannot be claimed that the student-workmen become skilled mechanics in any of the shops, though it is insisted that every step shall be clearly understood and fairly executed. The rapid progress of boys to whom all subjects are presented in logical order, with clear and full explanations, and who work under the continual guidance of an expert teacher, and only two hours at a time, — during which their interest is fully sustained, — is most surprising to those who compare the work produced here with the performances of ordinary apprentices of the same number of hours. — (Page 36.)

Again:

It is a source of no small satisfaction to be able to say that the third-year class, at present at work in the machine shop, readily forge excellent cutting tools, as they have occasion to use them. — (Page 35).

And again:

Progress in the two subjects — drawing and shop-work (and we had little previous knowledge of what could be done with boys as young as those of the first-year class) — has been quite remarkable. To be sure, there was little doubt of the final result, but the progress has been more rapid than it seemed reasonable to expect. The third-year class contains already several excellent draughtsmen, and not a few workmen of accuracy and skill. The habit of working from drawings and to nice measurements has given the students a confidence in themselves altogether new. This is shown in the readiness with which they undertake the execution of small commissions in behalf of the school, and the handiness which they display at home. In fact, the increased usefulness of our students is making itself felt, and, in several instances, the result has been the offer of business positions too tempting to be rejected. This drawback, if it can be called one, the school must always suffer. The better educated and trained our students become, the stronger will be the temptations offered to them outside, and the more difficult it will be for us to hold them through the course.

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The *unanimous* response (from parents) is an unusual interest and pleasure in school; and very generally an increased fondness for such books and periodicals as the *Scientific American*. A few boys, who had never shown any interest in tools, have developed into good and enthusiastic workmen. — (Pages 42–44.)

As to the broader purposes of this school, and the moral effects of the kind of training there given, the

managers say that they clearly recognize the "pre-eminent value and necessity of intellectual development and discipline." They do not "assume that in other schools there is too much intellectual and moral training," but they do assume "that there is too little manual training for ordinary American boys."

And they go on to say:

This school exacts close and thoughtful study with books as well as with tools. It proposes, by lengthening the usual school-day a full hour, and by abridging somewhat the number of daily recitations, to find time for drawing and tool work, and thus to secure a more liberal intellectual and physical development, — a more symmetrical education.

It is believed that, to all students, without regard to plans for the future, the value of the training which can be got in shop-work, spending only eight or ten hours per week, is abundantly sufficient to justify the expense of materials, tools, and teachers. — (Page 39.)

It is not assumed that every boy who enters this school is to be a mechanic. Some will find that they have no taste for manual arts, and will turn into other paths, — law, medicine, or literature. Some who develop both natural skill and strong intellectual powers will push on through the polytechnic school into the higher realms of professional life as engineers or scientists. Others will find their greatest usefulness, as well as highest happiness, in some branch of mechanical work, into which they will readily step when they leave school. All will gain intellectually by their experience in contact with *things*. — (Page 41.)

One moral effect of the instruction is looked for in the spread amongst young people — and older people too — of more reasonable views concerning labor and laborers. The aim is to banish the false sentiment, with which many American boys get possessed, that

manual labor is of inferior dignity as compared with commercial or professional pursuits. On this point the managers say:

One great object of the school is to foster a higher appreciation of the value and dignity of intelligent labor, and the worth and respectability of laboring men. A boy who sees nothing in manual labor but mere brute force despises both the labor and the laborer. With the acquisition of skill in himself come the ability and willingness to recognize skill in his fellows. When once he appreciates skill in handicraft he regards the workman with sympathy and respect. — (Page 40.)

On the same point, Governor T. T. Crittenden, in his recent message to the Legislature of Missouri, says:

The old system of apprenticeship is about at an end, and it is necessary, if we propose to protect the interests of our industries and consult the welfare of our youth, to devise some means for their proper training. In our ordinary and more advanced schools the only vocations aimed at, and in which positive interest is aroused, are commerce, buying and selling, banking, reckoning accounts, keeping books, and the so-called learned professions. The ordinary school-boy gets the idea that it requires no education to be a mechanic, hence he aspires to what is called a higher profession, a higher avocation, and foolishly learns, from vicious sources, to despise both craft and craftsman. If this pernicious tendency can be corrected, and the dignity of skilled labor and skilled workmen be maintained by the introduction of manual training into grammar school and schools of high grade, great good will be accomplished. — (Quoted in Catalogue, p. 44.)

The foregoing quotations show something of the features and the spirit of an excellent and successful manual training-school, — a school which would be,

with some modification of details, well suited to the needs of Boston. The course of manual training given in this school is not quite so extensive as that given in the Institute of Technology, and not much beyond what might well be undertaken in a public school of similar character.

The central idea of the school, that of combining into one course of instruction shop-work and ordinary school-work in about equal proportions, is not one which can well be carried out in our grammar schools. Even if the purpose for which these schools exist — elementary general education — admitted the introduction of shop-work, which in my judgment it does not, yet the great expense of providing many separate schools with shops, tools, and machinery would make the thing altogether impracticable. Moreover, it should be borne in mind that shop-work is not suited to the strength and stature of boys under fourteen years of age; and four-fifths of the boys now in the grammar schools are under that age.

The best provision, therefore, would be to establish, at some central point in the city, one manual training-school, to equip this school thoroughly for its work, and to admit to it, under suitable restrictions, boys from all parts of the city. A single school, large enough to accommodate two or three hundred pupils, would be the most economical provision that could be made. By changing the classes in accordance with a properly arranged time-table, the shops and tools would be in use all the time, and the instructors, both in shop-work and in ordinary school-work, would be constantly occupied. In this school the boys should

continue their ordinary school-work about two hours a day, attend to drawing one hour, and work in the shops two hours more. If the course were made three years long, the intellectual work would cover the upper part of the grammar-school course (or the most essential studies in it) together with some parts of the high-school course. The manual training could be brought up to the point of enabling pupils, on leaving school, to enter many manual employments with advantage to themselves and, therefore, to the community. Not that the school would or could teach any single trade, as would be done in an apprentice school; but its pupils would be so well grounded in the general principles of many trades that the specialties of each trade would be very quickly learned. The experience of the St. Louis school, as well as that of other similar institutions, leaves little doubt on this point.

On the other hand, a manual training-school that should undertake much less than is here suggested would be likely to fail from the mere inadequacy of the means to the end proposed. And this is one reason more for undertaking only one school at first.

There are now about two thousand five hundred boys in the grammar schools who are fourteen or more years old. Some of these would be greatly benefited by joining the manual training-school; and their parents would doubtless be glad to have them allowed to do so. Then there are in the high schools some boys who would be better placed in a manual training-school. Furthermore, there are many boys who are now withdrawn from school at or before the

age of fourteen, but whose parents doubtless would be very glad to keep them longer in school, if the prospect were that the school would help them well on towards earning a living by some form of skilled labor.

Out of the three or four thousand boys of suitable age in the city, it ought not to be unreasonable to expect two or three hundred pupils for a good manual training-school.

The outlay necessary for the establishment of such a school need not be very great. The plant for the Manual Training-School in St. Louis, accommodating two hundred and forty boys, cost:

Building complete, about	\$33,000
Tools and school furniture	16,000
Land (lot $150 \times 106\frac{1}{2}$ feet)	14,400
	<hr/>
	\$63,400

Boston already has a building. The basement and some of the lower rooms of the new Latin and English High School building would accommodate the school admirably. These rooms could probably be fitted up and furnished with suitable tools and machinery to begin with for ten or twelve thousand dollars.

But it is unnecessary now to go into details. The project I have outlined and now recommend is that there be added to our public-school system one manual training-school, thoroughly equipped for its work, occupying a place in the system side by side

with the high schools, and open, under suitable conditions, to boys of fourteen years of age, and upwards. This recommendation has been made that there may be something definite and tangible to discuss and to urge upon public attention. If, as is quite likely, a better project can be proposed, then this one will have served a good purpose by calling a better one forth.

I am aware that such a school would be regarded for a time as an experiment, and properly so; but I believe the experiment needs only to be tried under proper conditions and for a moderate length of time to satisfy the community that money spent upon such a school would be most wisely spent. Said one of the benefactors of the St. Louis school, "I feel better satisfied with the money I have put into the Manual Training-School than with any other money I have invested in St. Louis."

If Boston does not now feel quite ready to put the tax-payers' money into such a school, she might accept the coöperation of any of her wealthy and public-spirited citizens who believe that their money given to such a school would be well bestowed.

PUBLIC CRITICISM OF THE SCHOOLS.

Criticism of the schools is commonly believed to be in order at all times; certainly it is always urging itself on public attention. When well founded, it should of course be well heeded. Those who have the management of the schools fail in their duty if they disregard it. Defects and evils may be pointed out by friends as well as by enemies. In either case there should be no hesitation in seeking for and apply-

ing the best available remedies. Well-founded criticism is wholesome and welcome.

But much of the current criticism about schools is not well founded. To those who know the truth such criticism often seems not to require an answer, and yet sometimes an answer may be needed, when the eminence of the critic may give to his opinions a currency which they do not merit.

A conspicuous instance of ill-founded criticism on schools appears in the recent address by His Excellency the Governor of Massachusetts to the two branches of the Legislature. As much of this criticism is directed to the schools of Boston in particular, it may be well to show how unjustifiable are the principal statements and inferences therein made or suggested.

First:

Boston affords a curious illustration of the increase of cost of teaching in her schools.

The illustration consists in a contrast drawn between the expenditures for the financial year 1853-54 (not 1854-55, as stated in the address) and the expenditures for 1874-75, twenty-one years later. The contrast in tabular form is as follows:

Financial Year.	Total No. Scholars.	Salaries of Teachers and Officers.	Net Rate per Scholar.	Total Expenditure.
1853-54	22,528	\$198,225	\$10 94	\$274,847
1874-75	46,464	1,249,498	36 54	2,081,043

These figures are taken from the City Auditor's

report. Every year is found in that report a table showing the "Annual Expenditures for the Public Schools of Boston for the last twenty-nine financial years." (The same table is found this year in School Document No. 6, 1882, page 23.)

Now, the whole table shows some other facts which may well be taken into consideration in connection with the "illustration" above given. It appears that the year selected for one term of the contrast, the year 1874-75, was *the year in which the expenditures reached the very highest point they have ever reached*, both in the gross amount expended and in the net rate per scholar. This was the last entire financial year before the reorganization of the School Board. Why the management of the last seven years should not have received the credit rightfully belonging to it for reducing expenditures does not appear; for the very same table which "affords a curious illustration of the increase in cost of teaching" affords also *an illustration of the decrease in the cost of teaching in the schools of Boston*.

To tell the whole truth, therefore, there should have been presented, side by side with the contrast above given, another contrast between the financial year 1874-75, when expenditures reached the highest point, and the year 1881-82, the last year for which figures were obtainable. Thus:

Financial Year.	Total No. of Scholars.	Salaries of Teachers and Officers.	Net Rate per Scholar.	Total Expenditure.
74-75	46,464	\$1,249,498	\$26 54	\$2,081,043
1881-82	55,638	1,165,629	26 98	1,710,105

Notwithstanding a large increase in the number of scholars there has been a large decrease in the total expenditures. The net rate per scholar has been steadily going down for the last seven years, and is now lower than in any year since 1866-67.

Again:

Some of the matters to be taught, as the teachers are examined in them, are music, drawing, physiology, physics, botany, zoölogy, geology, astronomy, chemistry, psychology, Greek, Latin, French, and German.

When a teacher is examined for a certificate of qualification, he is examined *first* in the elements of a sound general education; and, *secondly*, in such branches as he may choose to offer for the purpose of showing his strength or acquirements. The list above given includes most of such elective subjects. No teacher is examined in all or in any considerable number of them.

A candidate's knowledge of the art of teaching is in a measure judged by his apparent understanding of the principles on which the art of teaching rests; in other words, he is examined as to his knowledge of the laws of the human mind, which is psychology. All candidates are examined in this subject. It does not follow, however, as the Governor seems to suppose, that because a teacher is examined in psychology, he is expected to teach psychology to his pupils. When teachers shall be examined in those branches only which they are going to teach, no pains being taken to ascertain if they have a sound general education and possess some knowledge of the principles upon which

the art of teaching proceeds, then will our schools be exposed to the inroads of a grade of talent that would be dearly paid at "half the present salaries."

In point of fact, psychology is not taught at all in the high schools, as would seem to have been intimated by the question:

Why not [book-keeping, etc.], rather than physiology and psychology?

Neither is physiology taught in the high schools, except to girls who intend to become teachers, and who, therefore, will need physiology as a rational basis for that practical knowledge of hygiene which the teacher's occupation demands. The boys all learn book-keeping, and that thoroughly. The course of study as practically carried out in the high schools does not differ widely from the course suggested later in the address:

When the scholar can show by an examination that he is well grounded in the elementary English branches, then let him be admitted to a school of higher grade, where line drawing for industrial purposes shall be taught, book-keeping, algebra, geometry, the rudiments of the Latin and French languages, chemistry, physics, with natural philosophy in a rudimental degree.

But there are the two Latin schools where something more than this is done. One of these schools Boston has supported for two centuries and a half, that her boys might be thoroughly prepared for the university. The other she has recently added to her school system, that her girls may enjoy equal advantages. These are schools of "higher grade," which

are kept "equally for the benefit of all." Through them the city offers to the children of all citizens, however humble their worldly lot, a free course to the doors of the university. This is done, of course, on the ground that educated men and women are a public benefit to any community, so much so that support of higher education at the public expense is regarded, not as a charity, but as a present investment for the public benefit a generation hence.

Whether it is for the best interests of society that "the masses" should be wholly cut off from collegiate education, except as preparation for it may be obtainable through private charity, and whether "the classes above" should be left to "educate themselves" apart from "the masses," are questions upon which our people have hitherto pronounced in the negative. An education equal to any which wealth can command is provided in these Latin Schools for all "classes" alike. The children of the rich and the children of the poor meet together on equal footing, enjoy the same advantages, and recognize no precedence but that of character and ability. The whole spirit of our public schools is against the spirit of caste; it ignores "classes"; it makes against social stratification by keeping the way open for ability and worth, however humbly placed, to rise to its proper sphere; it does not allow higher education to be monopolized by the "classes above," but opens the way to it and through it "equally for the benefit of all." This has been the educational policy of Massachusetts and of Boston for generations. The two Latin Schools — one the oldest, the

other almost the youngest in the system — are a noble embodiment of this policy. Not until Boston forgets what she has been, and what she now is, will she abandon her broad, liberal, truly democratic policy in education.

Again, it is said that our education is not practical. The schools are arraigned for alleged neglect of such practical matters as “penmanship” and “book-keeping.”

It will be observed in this list of studies, and the list of salaried teachers, that, while drawing is taught at great expense, there only appears the sum of \$1,380 that has any relation to penmanship, and that in the Normal School. Nor is there any provision for teaching book-keeping, even in the lower and most simple forms.

The reasoning here given is unsound, and the conclusions are not true. In the same way the Governor might have examined the “list of studies” and “the list of salaried teachers” in vain for sums that “have any relation to” arithmetic or reading. Does it follow, then, that there is “no provision for teaching” arithmetic or reading? And are we to conclude that, in point of fact, these branches are not taught in our schools?

No one who knows anything of the Boston schools will complain that penmanship is not well taught. It comes in for its share of attention in every grade, from the lowest primary to the highest of the high schools. What are teachers paid their salaries for, if not for teaching penmanship as well as arithmetic and reading in every class? The sum of money “having relation to” penmanship will be found by taking the

due proportion of something over one million of dollars paid in salaries, — say one hundred thousand dollars. That is the provision for teaching penmanship.

Nor is book-keeping neglected, although the Governor finds "no provision for teaching [it] even in the lower and most simple forms." In its simpler forms it is taught in every grammar school in the city. Last summer, as usual, every candidate for the grammar-school diploma was examined in book-keeping. It is possible, of course, that more and better work might be done in this branch by taking more time for it; but it is not neglected. In the high schools book-keeping is thoroughly taught, — quite as thoroughly, at least, as it is taught in the so-called "commercial colleges," whose circulars are hardly to be taken as evidence of what is or what is not taught in the public schools. The graduates of our high schools have no need to go into these "commercial colleges," and they do not go, in Boston at least; but they go down town into stores and counting-rooms, where there has always been a lively demand for their services, even though they come from schools in which "fancy branches" are taught, — possibly *because* they come from such schools. However this may be, it is a fact, well known to those who have opportunities to observe, that high-school graduates of good character very readily find their way to lucrative situations in business, which is certainly an indication that their high-school education is not without a practical value to them.

THE COURSE OF INSTRUCTION.

Public criticism has of late directed itself against the work done in the schools, suggesting doubts as to its practical value, or as to the thoroughness with which it may be done. There is too much of this, and too little of that; the time spent in one way might better be spent in some other.

All such questions relating to the course of instruction, and to the methods of work, are, of course, deeply interesting. Some of them have been touched upon incidentally in this report, and they are all entitled to consideration in any report, because they are always living questions. They are never settled. They are questions of practical education, — a working out of general principles in their particular and practical applications, — a business of experiment; therefore, a series of trials and successes or failures, suggesting improvements endlessly. Probably the best thing that can be said of a system of schools — or, rather, of the teachers and others having the working of the system in their hands — is that these questions of practical education are receiving earnest and intelligent consideration; that progress is making in the successful application to the daily work of the schools of those general principles which constitute the science of education. And so much may with truth be said of the teachers and the school system of Boston. The active interest now displayed in the vital questions of practical education should leave no doubt in the minds of the community that the system is in a condition of healthy growth.

At the present moment the Course of Study is undergoing careful investigation by a committee of the School Board, to the end that what is useless may be cut off, what is essential may be more emphasized, and what is comparatively unessential may take a subordinate place. A liberal collection of facts and opinions will be made, which cannot fail to be of great interest and value as a basis for legislation, if legislation should be found necessary or desirable.

EDUCATION IN MORALS.

Finally our public-school education has been arraigned for an alleged absence of moral force or intention in the instruction. There is abundant training of the intellect, but none, it is said, of the heart or conscience. Attainments in knowledge count for everything, attainments in virtue for little or nothing. All effort seems to be concentrated on giving the future citizen a well-filled mind; none to be bestowed on giving him a well-balanced character. Public opinion is said to have gone wrong on the subject. The American people are said to be possessed with the idea that universally diffused mental education is the best preventive of vice and crime, the surest defence against social disorder. We count our illiterates, but take no census of the immoral. We depend, it is asserted, on intelligence, not on character, to preserve our liberties. As the schools reflect public opinion, so the whole spirit of the management becomes intellectual. Its motives, its tests, its ambitions, its distinctions are all intellectual. Education is regarded as a business of mental training alone.

Parents look for nothing else, the community demands nothing else, and so the schools give nothing else.

Now, there are two ways of regarding such criticisms as these.

Coming from the earnest moral reformer, they would be recognized as the language of strong appeal for a wiser public opinion or of impassioned exhortation for more devoted work in the schools. In such appeals all true teachers and all good citizens join with earnest accord. And it might seem almost a dereliction to run the risk of weakening the appeal by taking any exception to the language in which it is conveyed.

Still, there are those who will take the strongly colored language of exhortation as sober statement of fact. So regarded, these impeachments of our public education are indiscriminating, unjust, and injurious. Recognizing, as I must, what I see about me every day, earnest and devoted teachers, consecrating their best energies to the work of making their pupils purer and nobler while increasing their knowledge, I cannot but regard it as an error and a wrong to denounce our schools as wholly given over to the training of intellect, leaving no room for the culture of the moral sentiments and the elements of character.

And the error lies in the failure to recognize the very great influence which the personal character of the teacher exercises over the hearts and consciences of his pupils, even in the details of daily work. Upon this influence must rest all hope of good and effective moral instruction, whether lesson-hours and text-

books be or be not provided for that purpose. It takes character to develop character; and a strong, good character, wherever placed, will be a perennial source of good. No matter what daily tasks engage him and his pupils, the contagion of his spirit in the work will reach them. If he love the exact truth, they will love it. If he take a satisfaction in thorough work, as a matter of duty, so will they. His conscience will be the standard for their consciences. His views of right and wrong, of justice and mercy, as exemplified in his daily and hourly acts, will, for the most part, be the views they will have. No dogmatic instruction can surpass in efficiency this practical sort of teaching.

The whole business of the schools is mental training, it is said; and sometimes this is too readily granted. But consider for a moment a parallel case.

A father wishes to place his boy with some merchant or banker, to learn the ways of transacting business. Commercial education is to be the boy's sole occupation for a time. Does the father put his boy into the first place that offers, or does he stop to ask *under whom* his boy is to receive his commercial education? If he be wise he will inquire carefully. He will select above all things a man of good character under whom to place his son. Rather than place him where the moral influences would be bad or questionable, he will let him wait until the right place can be found. Suppose the boy well placed, and his commercial education begun. His whole time is spent in learning the technicalities of trade and in doing a deal of drudgery besides. He is seldom noticed by the head

of the house, and never receives any direct instruction from him, moral or otherwise,—not even on points of commercial honor or morality. But is he without instruction? Shall we say of this commercial education—which seems to be nothing but intellectual or manual toil and drudgery—that it has no inherent moral force whatever, as has lately been said of our common-school education? Considering how the personal character of the head of a house impresses itself on the whole house, the whole business, and especially upon the younger clerks and boys, who naturally look up with respect to the head as their guide and exemplar in ways of acting and thinking,—considering this, can we deny that a commercial education must have a very potent inherent force for good or for evil, according to circumstances? And it is none the less potent from the fact that it may have been unconsciously given and unconsciously received.

So, in sending our children to school, we recognize the fact that their time is devoted to learning how to read, write, and reckon. The training of the mind is the business of the school. But in selecting a school or a teacher, if we have any choice in the matter, do we not place character before all other things? Do we not depend more upon that for the right training of our children than upon intellectual ability or technical skill? This is the consideration placed above all others by school committees in the selection of teachers, and the community is earnest in holding them to that duty.

Our public education is not devoid of inherent

moral force. The amount and quality of moral force in it at any time is precisely that residing in the personal character of the teachers employed. The effective moral education imparted is that which springs from and is sanctioned by that personal character. And this influence is a great and potent one.

Whether this practical teaching by the influence of character through the ordinary work and every-day incidents of the school-room and play-ground should be extended and supplemented by systematic instruction through separate lessons and text-books, is a large question, which must be considered at some future time.

EDWIN P. SEAVER,
Superintendent.

DISTRIBUTION OF PUPILS IN RESPECT BOTH TO AGE AND TO CLASSES, FEBRUARY, 1883.

Classes.		Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.		
Latin Schools.	All Classes,								1	28	43	59	64	76	50	25	3	352		
	Boys.								3	7	14	19	24	25	96	13	12	143		
	Girls.																			
Totals,									7	35	57	78	88	101	76	38	15	495		
High Schools.	Advanced Class.	Boys.												1		1		2		
		Girls.													1	5	18	23	47	
	First Class.	Boys.											2	6	55	52	22	5	142	
		Girls.												2	21	68	60	27	178	
	Second Class.	Boys.											13	46	77	39	7	3	185	
		Girls.											1	40	84	70	53	12	260	
	Third Class.	Boys.												15	76	134	87	16	4	332
		Girls.											3	49	115	117	59	13	8	564
	Totals,												18	141	344	442	309	178	78	1510
	Grammar Schools.	First Class.	Boys.							1	35	173	310	249	94	21	4*		884	
Girls.										10	88	288	365	211	70	10*		1942		
Second Class.		Boys.						2	30	178	405	289	242	73	7	1*		1327		
		Girls.						1	17	122	373	477	532	115	23	1*		1461		
Third Class.		Boys.							30	271	560	735	461	153	31	5			2246	
		Girls.						28	205	525	618	438	183	43	5	1*			2916	
Fourth Class.		Boys.					1	38	265	712	789	566	248	65	8	1	1*		2694	
		Girls.					23	248	657	815	548	243	49	7	7				2590	
Fifth Class.		Boys.						23	300	818	922	684	334	114	31	2			3228	
		Girls.					1	21	314	885	854	650	312	82	23	1			5143	
Sixth Class.		Boys.				25	396	1169	1135	561	287	79	35	6	1				3595	
		Girls.				18	349	993	1916	528	245	98	18	2	2		1*		3270	
Ungraded Class.		Boys.				2	46	197	138	98	76	36	17	4	1		1*		526	
		Girls.				4	17	36	69	64	61	45	11			1			398	
Totals,					50	823	2911	4635	4920	5037	4410	3131	1704	586	133	20*		23360		
Primary Schools.	First Class.	Boys.			13	151	1391	1918	450	115	43	12†							3433	
		Girls.		1	21	389	1129	912	497	125	52	17†								3044
	Second Class.	Boys.		19	994	1529	1166	435	159	22	13	1†								3948
		Girls.		19	533	1286	969	421	129	33	15	8†								3143
	Third Class.	Boys.	23	1859	2171	1196	385	111	21	9	1	2†								5773
		Girls.	22	1447	1716	1029	338	94	28	13	7	2†								4717
	Totals,		45	3346	5118	6856	5288	3021	1191	317	131	45†								24358
	Grand totals,		45	3346	5118	5906	6111	5932	5826	5244	5203	4530	3350	2136	1129	518	236	93	54723	

† Thirteen years and over

* Eighteen years and over

STATISTICS

ACCOMPANYING THE REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

MARCH, 1883.

SUMMARY.

February, 1883.

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	114	108	6	95.	111
Latin and High	10	87	2,043	1,952	91	96.	2,005
Grammar	51	631	28,302	25,762	2,540	91.	28,360
Primary	442	442	23,992	20,899	3,093	87.	24,358
Totals	504	1,164	54,451	48,721	5,730	89.4	54,834

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	79	64	15	81.	80
Licensed Minors	2	2	60	53	7	88.	62
Evening High	1	11	994	612	.....	.....	.....
Evening	13	75	1,576	976	.....	.....	.....
Evening Drawing	4	13	304	312	.....	.....	.....
Totals	21	110	3,103	2,017	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	150	1	2	3
Latin School	1	47	1,645	12	.....	12
English High School				13	.....	13
Girls' High School				2	14	16
Girls' Latin School	1	9	892	1	5	6
Roxbury High School	1	6	212	1	5	6
Dorchester High School	1	6	205	1	3	4
Charlestown High School	1	9	300	1	4	5
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	82	1	4	5
Grammar Schools	51	564	30,567	87	513	600
Primary Schools	100	465	23,500	.....	442	442
Totals	159	1,113	56,730	122	996	1,118

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	40	46	86
Evening Drawing Schools	12	1	13
French: High Schools	3	2	5
German: High Schools	1		1
Sciences: East Boston and West Roxbury High Schools . .	1		1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Sewing		28	28
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	63	93	156

NORMAL AND HIGH SCHOOLS.
Semi-Annual Returns to February, 1883.

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		114	114		108	108	6	95.	1							
Latin	360		360	352		352	8	98.	1	4	7					
Girls' Latin		141	141		134	134	7	95.		1				1	1	3
English High	397		397	382		382	15	96.	1	9	3					
Girls' High		517	517		485	485	32	94.	1	1		1	1	2	3	7
Roxbury High	67	84	151	64	79	143	8	95.	1				1		2	2
Dorchester High	47	49	96	45	45	90	6	93.		1			1			2
Charlestown High	45	85	130	44	80	124	6	95.		1			1	1	1	1
West Roxbury High	20	40	60	19	39	58	2	97.		1					1	1
Brighton High	19	37	56	18	37	55	1	97.		1					1	1
East Boston High	77	58	135	74	55	129	6	95.		1					2	2
Totals	1,032	1,125	2,157	998	1,062	2,060	97	96.	5	20	10	11	5	5	11	19

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, FEBRUARY, 1883.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years and over.
Normal	70	41	. . . . .	. . . . .	. . . . .	. . . . .	111	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	3	14	26	68
Latin	36	32	62	67	85	70	352	4	28	43	59	64	76	50	25	2	1
Girls' Latin	36	24	29	22	18	14	143	3	7	14	19	24	25	26	13	7	5
English High	209	115	63	2	. . . . .	. . . . .	389	. . . . .	. . . . .	11	65	117	122	52	17	5	. . . . .
Girls' High	232	136	82	47	. . . . .	. . . . .	497	. . . . .	. . . . .	2	25	82	139	116	78	37	18
Roxbury High	49	43	58	. . . . .	. . . . .	. . . . .	150	. . . . .	. . . . .	2	14	27	47	28	26	6	. . . . .
Dorchester High	41	24	31	. . . . .	. . . . .	. . . . .	96	. . . . .	. . . . .	. . . . .	4	19	35	24	14	. . . . .	. . . . .
Charlestown High	54	44	29	. . . . .	. . . . .	. . . . .	127	. . . . .	. . . . .	1	11	41	29	30	13	1	1
West Roxbury High	28	20	12	. . . . .	. . . . .	. . . . .	60	. . . . .	. . . . .	. . . . .	6	15	16	13	9	1	. . . . .
Brighton High	25	16	16	. . . . .	. . . . .	. . . . .	57	. . . . .	. . . . .	2	8	14	13	12	8	. . . . .	. . . . .
East Boston High	58	47	29	. . . . .	. . . . .	. . . . .	134	. . . . .	. . . . .	. . . . .	8	29	41	34	13	7	2
Totals	838	542	411	138	103	84	2,116	7	35	75	219	432	543	383	230	92	95
Percentages	39.6	25.6	19.4	6.5	4.9	4.0	100	.3	1.7	3.5	10.4	20.4	25.7	18.3	10.9	4.3	4.5

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1883.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal	2	114	57.0
Latin	11	360	32.7
Girls' Latin	5	141	28.2
English High.....	12	397	33.1
Girls' High.....	15	517	34.5
Roxbury High.....	5	151	30.2
Dorchester High.....	3	96	32.0
Charlestown High.....	4	130	32.5
West Roxbury High.....	2	60	30.0
Brighton High.....	2	56	28.0
East Boston High.....	4	135	33.7
Totals	65	2,157	33.2

ADMISSIONS, SEPTEMBER, 1882.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Mos.
Girls' High School	48	19	4
Charlestown High School	3	23	9
Dorchester High School	1	18	5
West Roxbury High School	1	19	2
From High Schools	53	19	10
From other sources	18	19	8
Total	71	19	7

¹ High School Graduates, June, 1882; Girls, 158.

HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Total.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	120	....	73	47	120	14	..
Girls' Latin.....	....	41	29	12	41	14	1
English High	222	....	204	18	222	14	11
Girls' High .....	....	259	215	44	259	16	2
Roxbury High	30	20	48	2	50	14	11
Dorchester High.....	18	24	37	5	42	15	7
Charlestown High...	23	33	50	6	56	15	2
West Roxbury High.	11	15	26	....	26	15	3
Brighton High.....	5	20	21	4	25	15	8
East Boston High...	41	24	64	1	65	15	6
Totals	470	436	1,767	139	906	15	2

¹ Grammar School Graduates, June, 1882; Boys, 777; Girls, 791. Total, 1568.

GRAMMAR SCHOOLS.

Semi-Annual Returns to February, 1883.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	350	168	518	312	145	457	61	88.	1	1	1	1	7
Allston	184	182	366	168	161	329	37	90.	1	.	1	2	5
Andrew	388	322	710	348	275	623	87	88.	1	1	2	2	8
Bennett	163	176	339	150	157	307	32	91.	1	.	1	1	5
Bigelow	792	...	792	748	...	748	44	94.	1	2	1	1	11
Bowditch . . . . .	...	215	215	...	184	184	31	86.	.	1	1	1	4
Bowdoin . . . . .	...	445	445	...	397	397	48	89.	1	.	2	1	6
Brimmer	606	...	606	556	...	556	50	92.	1	2	1	1	8
Bunker Hill	302	385	687	288	356	644	43	94.	1	1	2	2	8
Central	316	...	316	294	...	294	22	93.	1	.	1	1	4
Chapman	287	326	613	258	284	542	71	89.	1	1	2	2	7
Charles Sumner	114	116	230	105	105	210	20	91.	.	1	.	1	4
Comins	413	595	1,008	302	550	942	66	93.	1	1	3	2	12
Dearborn	491	563	1,054	448	496	944	110	89.	1	1	2	3	13
Dillaway . . . . .	...	437	437	...	395	395	42	90.	.	1	2	1	5
Dorchester-Everett	258	273	531	230	247	486	45	92.	1	1	1	1	7
Dudley	584	...	584	542	...	542	42	93.	1	1	1	1	8
Dwight	695	...	695	651	...	651	44	96.	1	2	1	1	9
Elliot	938	...	938	836	...	836	102	89.	1	3	1	1	12
Emerson	336	273	609	302	243	545	64	90.	1	1	2	2	7
Everett . . . . .	...	807	807	...	738	738	60	91.	1	.	2	3	10
Franklin ²	21	770	791	19	691	710	81	90.	1	.	2	3	11
Frothingham	256	322	578	232	281	513	65	89.	1	1	1	1	9
Gaston . . . . .	...	514	514	...	467	467	47	91.	1	.	2	1	7
George Putnam	112	129	241	103	116	219	22	91.	.	1	.	.	4
Gibson	155	165	320	141	144	285	35	89.	1	.	1	1	4
Hancock . . . . .	...	618	618	...	548	548	70	89.	1	.	2	2	8
Harris	118	138	256	110	123	233	23	91.	.	1	.	1	4
Harvard	204	324	618	272	293	565	53	91.	1	1	2	2	7

¹Female Principal.²Including mixed ungraded class.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	. . .	290	290	. . .	262	262	28	90.	1	.	1	1	4
Lawrence	849	. . .	849	801	. . .	801	48	94.	1	3	1	1	12
Lewis	314	332	646	295	310	605	41	94.	1	1	2	2	7
Lincoln	758	. . .	758	715	. . .	715	43	94.	1	2	1	1	10
Lowell	254	242	496	235	217	452	44	91.	1	1	1	1	7
Lyman	417	159	576	386	141	527	49	90.	1	1	2	2	7
Mather	187	184	371	171	160	331	40	89.	1	1	1	1	4
Minot	131	130	261	125	119	244	17	93.	.	1	.	2	4
Mt. Vernon	84	84	168	78	76	154	14	91.	.	1	1	1	2
Norcross . . . . .	. . .	716	716	. . .	668	668	48	93.	1	.	2	3	9
Phillips	734	. . .	734	678	. . .	678	56	92.	1	2	1	1	10
Prescott	241	232	473	226	210	436	37	92.	1	1	1	1	6
Prince	179	232	411	155	194	349	62	85.	1	.	1	1	6
Quincy	611	. . .	611	559	. . .	559	52	92.	1	2	1	1	8
Rice	627	. . .	627	576	. . .	576	51	92.	1	2	1	1	8
Sherwin	413	497	910	384	455	839	71	92.	1	1	2	3	11
Shurtleff . . . . .	. . .	640	640	. . .	568	568	72	89.	1	.	2	3	8
Stoughton	111	137	248	102	125	227	21	92.	.	1	.	1	4
Tileston	35	33	68	31	28	59	9	87.	.	.	1	.	1
Warren	316	344	660	296	315	611	49	92.	1	1	2	2	8
Wells . . . . .	. . .	522	522	. . .	461	461	61	88.	1	.	2	1	7
Winthrop . . . . .	. . .	831	831	. . .	730	730	101	88.	1	.	2	4	11
Totals	14,434	13,868	28,302	13,327	12,435	25,762	2,540	91.	42	46	68	76	368

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, February, 1883.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	28	47	111	106	102	114	...	508	2	12	49	83	77	78	92	56	41	19	3	...
Allston	21	38	62	106	56	94	...	397	3	13	37	51	60	66	63	43	33	7	1	...
Andrew	33	56	112	100	226	175	...	702	1	24	89	109	124	130	109	76	35	5	...	...
Bennett	18	34	54	59	59	123	...	347	...	10	41	43	58	72	49	46	16	10	2	...
Bigelow	50	58	103	223	216	147	...	797	2	26	115	125	147	135	126	67	40	1	3	...
Powditch	13	18	32	35	37	74	...	209	...	7	25	32	43	31	43	15	11	2	...	...
Powdoin	42	42	87	53	106	105	...	438	1	6	17	70	84	67	63	61	49	18	1	1
Brimmer	36	49	85	95	141	151	45	602	...	16	58	106	99	106	105	64	34	11	1	2
Bunker Hill	47	63	92	113	157	173	39	684	...	10	56	110	123	125	131	70	39	17	...	...
Central	12	36	51	54	83	83	...	319	...	7	33	57	48	40	48	47	26	12	1	...
Chapman	42	48	98	101	161	157	...	607	2	19	64	92	87	82	93	78	56	25	8	1
Charles Sumner	22	29	28	45	46	56	...	226	...	2	14	32	44	41	40	35	11	6	...	1
Comins	45	68	183	170	226	239	...	991	1	21	121	175	192	194	127	96	50	12	1	1
Dearborn	78	91	100	173	338	245	...	1,045	3	25	94	177	182	184	182	116	59	18	3	2
Dillaway	38	46	69	94	69	123	...	439	1	9	50	74	71	78	69	47	29	13	7	...
Dorchester-Everett	47	57	78	108	111	130	...	581	...	17	40	77	84	96	93	64	36	20	3	1
Dudley	36	53	104	107	112	175	...	587	...	11	65	87	125	89	97	55	40	15	...	...
Dwight	46	100	108	114	129	173	39	700	...	31	81	95	116	131	105	73	40	22	5	...
Eliot	43	64	143	164	174	222	130	940	5	43	98	108	160	196	139	96	37	5	1	1
Emerson	29	71	82	107	111	230	...	639	...	14	47	89	96	107	126	71	61	16	3	...
Everett	72	111	113	166	172	170	...	804	...	17	72	127	131	115	127	94	73	34	13	1
Franklin	66	101	101	162	172	157	40	799	...	11	90	114	143	129	106	100	60	36	8	2
Frothingham	31	42	96	101	105	155	42	572	...	10	56	125	104	115	73	55	27	6	1	...

STATISTICS.

Gaston	38					508	1	11	44	93	71	98	79	61	32	12	6	1	1
George Putham	12	30	53	49	50	51	50	7	31	49	41	27	32	33	14	10	1	1	1
Gibson	20	31	52	64	61	91	319	1	14	31	45	52	60	33	18	6	2	2	2
Hancock	39	49	50	97	150	122	111	618	5	83	101	93	124	74	56	42	15	5	1
Harris	20	30	45	52	52	56	255	3	23	43	42	46	48	26	16	7	1	1	1
Harvard	43	57	100	104	154	110	49	617	1	61	91	115	115	93	86	30	13	3	1
Hillside	33	44	44	58	54	58	291	8	23	44	44	48	59	28	24	8	3	3	1
Lawrence	38	65	84	177	217	223	46	850	25	115	130	183	166	119	74	18	1	1	1
Lewis	82	98	115	118	118	123	654	1	23	71	86	126	111	94	30	31	16	4	1
Lincoln	44	55	110	169	172	176	42	769	3	81	132	138	138	113	89	33	11	3	1
Lowell	46	61	119	117	60	179	582	3	33	70	91	113	85	89	65	21	8	1	1
Lynnan	28	68	80	72	145	144	37	574	24	52	86	80	114	82	79	40	16	1	1
Mather	27	30	50	90	63	114	374	11	25	64	59	67	51	52	34	5	3	3	1
Minot	23	38	46	53	54	44	258	2	14	27	34	43	44	35	35	17	4	3	1
McVernon	19	20	23	42	25	43	172	10	17	28	32	30	30	16	8	1	1	1	1
Norcross	31	98	104	162	157	155	707	2	15	68	137	129	140	116	58	27	5	1	1
Phillips	27	53	104	164	169	167	31	715	1	79	162	125	124	100	72	25	7	4	1
Prescott	37	42	70	87	121	112	469	3	20	39	63	91	66	94	49	33	10	1	1
Prince	40	59	80	86	82	78	425	4	33	74	71	80	54	62	25	12	1	1	1
Quincy	40	55	101	108	110	169	35	695	25	86	113	117	113	90	46	16	2	1	1
Rice	43	56	110	119	162	110	30	630	2	11	54	102	106	118	103	78	46	8	2
Sherwin	78	96	158	103	218	231	889	2	32	89	156	139	145	148	106	48	16	7	1
Shurtleff	62	53	96	102	188	147	645	2	33	77	111	97	98	94	70	43	14	5	1
Stoughton	18	28	52	42	50	57	247	6	32	34	39	41	33	30	25	4	3	1	1
Thelston	12	8	17	9	14	9	69	3	6	9	12	14	11	11	2	1	1	1	1
Warren	39	53	92	115	179	168	41	687	10	62	115	126	130	111	78	39	15	1	1
Wells	43	51	54	103	105	116	43	519	3	29	53	75	81	98	82	55	38	11	3
Winthrop	69	100	103	153	200	172	34	839	22	65	126	145	178	158	68	56	23	8	1
Totals	1,926	2,788	4,292	5,284	6,371	6,865	834	28,360	50	823	2,911	4,635	4,926	4,410	3,131	1,704	586	134	19
Percentages	7.	10.	15.	18.6	22.4	24.	3.	100	.18	2.9	10.26	16.34	17.35	17.56	15.65	6.01	2.07	.47	.07

PRIMARY SCHOOLS.

Semi-Annual Returns to February, 1883.

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	8	320	106	426	274	84	358	68	84.	265	161	426
Allston	7	204	182	386	187	176	343	43	89.	244	131	375
Andrew	10	303	271	574	261	231	492	82	86.	373	189	562
Bennett	5	150	132	282	131	117	248	34	88.	169	132	301
Bigelow	13	426	306	732	379	259	638	94	87.	482	257	739
Bowditch	8	205	178	383	179	154	333	50	87.	248	147	395
Bowdoin	8	193	203	396	170	167	337	59	85.	237	188	425
Brimmer	9	263	220	483	238	190	428	55	89.	302	202	504
Bunker Hill	11	304	205	609	276	267	543	66	89.	302	306	608
Central	3	79	63	148	71	59	130	18	88.	77	69	146
Chapman	7	197	190	387	148	136	284	103	73.	248	127	375
Charles Sumner	5	147	101	248	130	85	215	33	87.	127	118	245
Comins	12	353	336	689	320	295	615	74	89.	416	294	710
Dearborn	18	507	488	995	447	410	857	138	86.	572	449	1,021
Dillaway	10	286	258	544	260	225	485	59	89.	361	229	590
Dor.-Everett	9	230	233	472	205	191	396	76	84.	278	199	477
Dudley	9	255	221	476	228	193	421	55	88.	274	221	495
Dwight	8	187	196	383	164	167	331	52	86.	237	154	391
Eliot	10	308	161	559	350	136	486	73	87.	306	168	564
Emerson	9	307	183	490	267	153	420	70	86.	262	234	496
Everett	12	290	349	639	252	293	545	94	85.	372	287	659
Franklin	13	355	356	711	308	305	613	98	86.	384	239	723
Frothingham	9	257	251	508	220	214	443	65	87.	291	212	503
Gaston	11	371	314	685	328	270	598	87	87.	382	296	678
George Putnam	3	76	81	157	69	70	139	18	88.	121	41	162
Gibson	5	138	137	275	122	114	236	39	86.	142	137	279
Hancock	14	411	362	773	373	313	686	87	89.	551	224	775
Harris	4	105	95	200	94	79	173	27	87.	110	101	211
Harvard	9	240	253	493	217	214	431	62	87.	285	234	519

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	100	94	194	88	79	167	27	86.	125	80	205
Lawrence . .	19	763	249	1,012	688	216	904	108	89.	611	414	1,025
Lewis	11	277	305	582	248	260	508	74	87.	338	243	581
Lincoln . . .	6	268	118	386	239	100	339	47	88.	227	170	397
Lowell	11	327	297	624	295	258	553	71	89.	341	221	562
Lyman	10	437	182	619	394	156	550	69	89.	378	259	637
Mather	7	178	177	355	152	147	299	56	84.	207	154	361
Minot	4	89	99	188	80	83	163	25	87.	138	56	194
Mount Vernon	3	61	62	123	52	50	102	21	83.	69	53	122
Norcross . . .	14	248	492	740	225	446	671	69	91.	417	312	729
Phillips . . .	9	250	213	463	220	181	401	62	87.	280	221	501
Prescott . . .	9	246	255	501	223	220	443	58	88.	284	214	498
Prince	3	80	81	161	61	61	122	39	76.	76	85	161
Quincy	7	202	202	404	181	175	356	48	88.	274	150	424
Rice	10	266	248	514	227	205	432	82	86.	298	253	546
Sherwin . . .	16	438	440	878	400	395	795	83	91.	523	357	880
Shurtleff . . .	7	168	211	379	147	178	325	54	86.	254	123	377
Stoughton . .	3	89	77	166	72	62	134	32	81.	107	62	169
Tileston . . .	1	26	12	38	23	10	33	5	87.	24	12	36
Warren	11	308	293	601	278	247	525	76	87.	365	249	614
Wells	12	355	287	642	320	251	571	71	89.	394	266	660
Winthrop . . .	6	186	133	319	165	117	282	37	88.	187	138	325
Totals	442	12,928	11,064	23,992	11,455	9,444	20,899	3,093	87.	14,420	9,938	24,356

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, February, 1883.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	103	103	220	426	51	95	119	89	46	15	6	5	..
Allston	93	150	152	375	56	91	96	82	40	5	4	..	1
Andrew	175	213	174	562	79	118	134	114	68	34	10	4	1
Bennett	62	116	123	301	45	57	67	57	54	18	2	1	..
Bigelow	215	230	294	739	93	180	209	146	65	32	9	3	2
Bowditch . . .	101	141	153	395	88	83	77	79	45	14	6	3	..
Bowdoin	101	155	169	425	66	70	101	96	69	15	4	3	1
Brimmer	109	146	249	504	80	114	108	111	58	24	8	1	..
Bunker Hill . .	163	162	283	608	49	103	150	144	103	42	12	4	1
Central	51	54	41	146	12	22	43	36	17	8	4	3	1
Chapman	108	106	161	375	58	81	109	83	36	6	1	1	..
Chas. Sumner . .	83	80	82	245	26	41	60	54	41	14	7	2	..
Comins	209	207	294	710	82	153	181	157	89	33	8	6	1
Dearborn	343	303	375	1,021	134	202	236	223	135	69	20	7	4
Dillaway	156	161	273	590	81	132	148	112	68	37	10	1	1
Dr.-Everett . . .	195	191	181	477	52	107	119	109	58	23	5	3	1
Dudley	155	142	198	495	45	111	118	126	48	23	8	11	3
Dwight	120	124	147	391	47	95	95	95	51	6	2	..	..
Eliot	152	161	251	564	95	153	148	108	46	13	..	1	..
Emerson	159	117	220	496	66	78	118	117	61	30	13	8	5
Everett	219	226	214	659	76	135	161	146	91	34	9	6	1
Franklin	207	226	290	723	85	129	170	200	96	35	6	2	..
Frothingham . .	163	167	173	503	75	98	114	118	70	21	6	1	..
Gaston	171	176	331	678	114	142	126	133	93	46	15	7	2
Geo. Putnam . .	51	38	73	162	32	42	46	22	18	2	..	..	..
Gibson	69	83	127	279	36	44	63	59	47	20	7	3	..
Hancock	146	255	374	775	159	235	157	141	63	17	2	1	..
Harris	43	73	95	211	22	37	51	54	25	13	6	2	1
Harvard	105	170	244	519	64	107	114	119	78	32	4	1	..
Hillside	35	62	108	205	34	33	58	44	25	9	2	..	..

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Lawrence . .	262	264	499	1,025	155	223	231	198	146	47	16	7	2
Lewis	151	156	274	581	61	114	163	126	78	31	8	..	..
Lincoln . . .	123	122	152	397	58	69	100	93	50	21	5	1	..
Lowell	73	222	267	562	71	109	161	100	72	34	12	3	..
Lyman	159	159	319	637	85	141	152	171	55	28	5	..	..
Mather	110	120	131	361	51	68	88	75	48	25	3	2	1
Minot	57	52	85	194	36	57	44	35	13	8	..	..	1
Mt. Vernon .	38	49	35	122	11	31	27	34	13	3	2	1	..
Norcross . .	204	197	328	729	118	138	161	152	81	54	12	8	5
Phillips . . .	118	141	242	501	76	95	109	99	76	27	10	3	6
Preseott . . .	116	137	245	498	58	111	115	87	74	34	12	7	..
Prince	53	51	57	161	14	22	40	48	27	9	1	..	..
Quincy	104	174	146	424	74	87	113	85	50	12	3	..	..
Rice	114	244	188	546	69	102	119	140	77	34	3	2	..
Sherwin . . .	234	223	423	880	125	177	221	196	92	47	17	3	2
Shurtleff . .	103	57	217	377	57	87	110	76	34	9	4	..	..
Stoughton . .	48	48	73	169	23	41	43	33	18	9	1	1	..
Tileston . . .	8	15	13	36	5	11	8	6	4	2	..	..	..
Warren	162	158	294	614	93	122	150	130	80	36	3	..	..
Wells	168	176	316	660	107	152	135	144	87	30	2	3	..
Winthrop . .	100	108	117	325	42	73	72	84	42	8	2	..	2
Totals	6,477	7,391	10,490	24,358	3,391	5,118	5,858	5,256	3,021	1,191	317	131	45
Percentages	26.6	30.3	43.1	100.	13.92	21.01	24.05	21.70	12.40	4.89	1.30	.54	.19

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1883.

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	10	518	51.8	Harris	5	256	51.2
Allston	8	366	45.8	Harvard	12	618	51.5
Andrew	13	710	54.6	Hillside	6	290	48.3
Bennett	7	339	48.4	Lawrence	17	849	49.9
Bigelow	15	792	54.8	Lewis	12	646	53.8
Bowditch	6	215	35.8	Lincoln	14	758	54.1
Bowdoin	9	445	49.3	Lowell	10	496	49.6
Brimmer	12	606	50.5	Lyman	12	576	48.0
Bunker Hill	13	687	52.8	Mather	7	371	53.0
Central	6	316	52.7	Minot	6	261	43.5
Chapman	12	613	51.1	Mt. Vernon	4	168	42.0
Chas. Sumner	5	230	46.0	Norcross	14	716	51.1
Comins	18	1,008	56.0	Phillips	14	734	52.4
Dearborn	19	1,054	55.5	Prescott	9	473	52.6
Dillaway	8	437	54.6	Prince	8	411	51.4
Dor.-Everett	10	531	53.1	Quincy	12	611	50.9
Dudley	11	584	53.1	Rice	12	627	52.2
Dwight	13	695	53.5	Sherwin	17	910	53.5
Eliot	17	938	55.2	Shurtleff	13	640	49.2
Emerson	12	609	50.7	Stoughton	5	248	49.6
Everett	15	807	53.8	Tileston	12	68	34.0
Franklin	16	791	49.4	Warren	13	660	50.8
Frothingham	12	578	48.2	Wells	10	522	52.2
Gaston	10	514	51.4	Winthrop	17	831	48.8
Geo. Putnam	4	241	60.2				
Gibson	6	320	53.3	Totals	550	28,302	51.5
Hancock	12	618	51.5				

¹Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, February, 1883.

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	8	426	53.3	Harris	4	200	50.
Allston	7	386	55.1	Harvard ...	9	493	54.8
Andrew	10	574	57.4	Ifillside	4	194	48.5
Bennett	5	282	56.4	Lawrence ..	19	1,012	53.3
Bigelow	13	732	56.3	Lewis	11	582	53.
Bowditch ...	8	383	47.9	Lincoln	6	386	64.3
Bowdoin ...	8	396	49.5	Lowell	11	624	56.7
Brimmer ...	9	483	53.7	Lyman	10	619	61.9
Bunker Hill.	11	609	55.4	Mather	7	355	50.7
Central	3	148	49.3	Minot	4	188	47.
Chapman ...	7	387	55.3	Mt. Vernon	3	123	41.
Ch's Sumner	5	248	49.6	Norcross ...	14	740	52.9
Comins	12	689	57.4	Phillips	9	463	51.4
Dearborn ..	18	995	55.3	Prescott ...	9	501	55.7
Dillaway ...	10	544	54.4	Prince	3	161	53.7
Dor.-Everett	9	472	52.4	Quincy	7	404	57.7
Dudley	9	476	52.9	Rice	10	514	51.4
Dwight	8	383	47.9	Sherwin ...	16	878	54.9
Eliot	10	559	55.9	Shurtleff ...	7	379	54.1
Emerson ...	9	490	54.4	Stoughton ..	3	166	55.3
Everett	12	639	53.3	Tileston	1	38	38.
Franklin ...	13	711	54.7	Warren	11	601	54.6
Frothingham	9	508	56.4	Wells	12	642	53.5
Gaston	11	685	62.3	Winthrop ..	6	319	53.2
Geo. Putnam	3	157	52.3				
Gibson	5	275	55.	Totals	442	23,992	54.
Hancock	14	773	55.2				

TABLE SHOWING THE NUMBER OF YEARS CANDIDATES FOR THE DIPLOMA OF 1882 BELONGED TO A GRAMMAR SCHOOL.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	9 years and over.	Not given.
Adams	3	...	...	...	...	1	22	1	7	...	1	...	...
Allston	16	2	3	...	2	...	...
Andrew	1	1	15	3	14	...	...	...	...	...	...
Bennett	5	...	5	...	1	...	2
Bigelow	2	...	31	...	10	...	3	1	...
Bowditch	1	...	...	...	4	1	2	5	1	...	...	...
Bowdoin	1	1	7	7	4	1	1	2	...
Brimmer	5	2	4	...	3	...	10	1	5	...	2	...	...
Bunker Hill	1	7	2	14	2	1	...	5
Central	2	5	4	5	3	1	1	...	...	1
Chapman	1	...	...	...	5	2	7	...	9	...	13	1	...
Charles Sumner	1	...	2	1	6	...	1	...	...	1
Comins	10	2	9	6	4	2	...	...	5
Dearborn	1	...	...	5	3	13	...	7	...	3	...	7
Dillaway	1	3	6	5	3	3	1	4	...	2
Dor.-Everett	1	6	2	10	...	10	...	1	1	4
Dudley	1	1	3	5	...	7	1	4	...	3	1	...	...
Dwight	3	...	17	2	8	1	1	...	...	8
Eliot	1	...	7	4	5	4	1	1	2	3
Emerson	14	...	5	...	6	3	3
Everett	3	5	12	7	7	1	9
Franklin	2	8	9	12	1	1	...	9
Frothingham	2	9	10	5	2	...	...	...
Gaston	14	...	11	...	3	1	2
Gibson	1	...	...	...	18	2	2	...	...	...	...
Hancock	1	...	...	...	...	1	8	...	3	...	5	...	...

TABLE SHOWING THE NUMBER OF YEARS CANDIDATES FOR THE DIPLOMA OF 1882 BELONGED TO A GRAMMAR SCHOOL.

— *Continued.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	9 years and over.	Not given.
Harris						5	9	...	2	...	1	...	...
Harvard					1	13	6	7	1	4	...	...	...
Hillside					3	3	2	5	1	3	2	3	
Lawrence	1	...	4	...	11	...	13	...	3	...	...	...	...
Lewis	8	5	3	6	6	17	6	13	3	7	4	1	...
Lincoln		2	...	2	22	1	14	...	...	...	...	...	4
Lowell					2	12	7	1	...	...	...	...	15
Lyman				2	1	4	1	8	...	5	1	...	2
Mather							5	...	6	...	4	...	6
Minot						1	10	...	10	...	2	...	...
Mt. Vernon				4	1	10	...	...	...	...	...	...	2
Norcross	3	2	2	3	2	7	7	6	3	...	...	...	...
Phillips						1	7	1	8	1	2	...	...
Prescott					3	1	15	...	11	3	...	...	5
Prince	2	2	2	...	13	1	4	...	2	...	...	...	4
Quincy				1	11	1	13	...	6	...	1	1	1
Rice	1	4	4	10	4	11	...	4	...	1	...	...	...
Sherwin			2	...	8	4	25	2	12	...	8	3	...
Shurtleff					2	...	19	...	11	2	5	...	9
Stoughton			2	...	...	...	4	...	1	...	2	...	5
Tileston						2	...	1	...	1	...	...	...
Warren	2	...	...	...	1	3	17	1	12	1	...	...	...
Wells				1	3	3	2	5	5	2	2	2	1
Winthrop				1	4	3	6	12	7	7	5	...	7
Totals	28	20	28	45	148	160	442	145	251	59	96	21	125

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1882. Number of these admitted to High and Latin Schools, September, 1882.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams.....	26	9	35	18	Harris.....	7	10	17	9
Allston.....	9	14	23	19	Harvard...	18	14	32	15
Andrew.....	16	18	34	9	Hillside....	..	22	22	13
Bennett.....	5	8	13	7	Lawrence..	32	..	32	16
Bigelow.....	47	..	47	23	Lewis.....	36	43	79	48
Bowditch.....	..	14	14	1	Lincoln..	45	..	45	19
Bowdoin.....	..	24	24	13	Lowell....	17	20	37	15
Brimmer.....	32	..	32	15	Lyman....	14	9	24	17
Bunker Hill..	20	12	32	16	Mather....	8	13	21	9
Central.....	22	..	22	12	Minot.....	15	8	23	14
Chapman.....	20	18	38	22	Mt. Vernon.	9	8	17	9
Chas. Sumner.	6	6	12	1	Norcross..	..	35	35	9
Comins.....	14	24	38	17	Phillips....	20	..	20	16
Dearborn.....	16	23	39	20	Prescott...	18	20	38	16
Dillaway.....	..	28	28	18	Prince....	13	17	30	19
Dor.-Everett..	10	25	35	22	Quincy....	35	..	35	11
Dudley.....	26	..	26	11	Rice.....	39	..	39	33
Dwight.....	40	..	40	29	Sherwin...	33	31	64	25
Eliot.....	28	..	28	8	Shurtleff..	..	48	48	20
Emerson.....	11	20	31	12	Stoughton..	11	3	14	5
Everett.....	..	44	44	22	Tileston...	..	4	4	3
Franklin.....	..	42	42	20	Warren....	16	21	37	18
Frothingham..	13	15	28	14	Wells.....	..	26	26	8
Gaston.....	..	31	31	14	Winthrop..	..	52	52	24
Gibson.....	11	12	23	10					
Hancock.....	..	18	18	11	Totals....	777	791	1,568	775

EXPENDITURES FOR THE PUBLIC SCHOOLS.



R E P O R T

O F T H E

COMMITTEE ON ACCOUNTS.

REPORT.

BOSTON, June 1, 1883.

The Committee on Accounts herewith submit their fifteenth annual report, for the financial year, 1882-83, in accordance with the Rules of the Board requiring the same, together with the "Report of Expenditures" required of the Auditing Clerk by the Regulations.

By the courtesy of the Superintendent of Public Buildings the committee present a statement of the expenditures for the public schools as made under the direction and control of the City Council,—the combined expenditures giving the total cost of the schools for the past financial year, ending April 30, 1883.

Under date of February 14, 1882, the Committee on Accounts presented to the Board the estimated 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, and the same, after being approved, were transmitted to the City Auditor.

The City Council granted the estimates as presented, which were as follows:—

Salaries of instructors	\$1,133,167
“ “ officers	57,140
School expenses	255,700
Total.	<u>\$1,446,007</u>

The expenditures were as follows : —

School Committee.

Salaries of instructors	\$1,123,154	90
“ “ officers	57,038	83
School expenses : —		
Salaries of janitors	\$81,281	84
Fuel, gas, and water	60,863	11
Printing and supplies	90,927	91
	<u>233,072</u>	<u>86</u>
Expended from the appropriation	\$1,413,266	59
Expended from income of Gibson Fund,	545	07
	<u>1,413,811</u>	<u>66</u>
Total expenditure	\$1,413,811	66
Total income	73,278	56
	<u>1,340,533</u>	<u>10</u>
Net expenditure, School Committee	\$1,340,533	10

City Council.

Furniture, masonry, carpentry, roofing, heating apparatus, etc.	\$189,350	83
Income	231	00
	<u>189,119</u>	<u>83</u>
Net expenditure, City Council	189,119	83
Total net expenditure for the year (ex- clusive of new school-houses)	\$1,529,652	93

The committee, in preparing the estimates, stated that the probable income would be as follows : —

Non-residents, State and City	\$10,000	00
Trust funds and other sources	12,000	00
Sale of books and supplies	32,000	00
	<u>\$54,000</u>	<u>00</u>
Total estimated income	\$54,000	00

The income collected was as follows :—

Non-residents, State and City .	\$15,887 97
Trust funds and other sources .	13,320 99
Sale of books and supplies .	44,609 60
	<hr/>
Total income	\$73,278 56

The income collected over the amount estimated was \$19,278.56, which amount, added to that unused (\$32,740.41), returned to the City Treasury, aggregated the sum of \$52,018.97 saved by the School Committee from the net amount appropriated to them for school purposes by the City Council.

The average number of pupils belonging to all the schools was 57,554. The average cost per pupil incurred by the School Committee was \$23.29 ; by the City Council \$3.29, — making the total average cost per pupil \$26.58.

The total amount expended for High Schools, including expenditures by the Public Building Committee, was \$203,930.99. Average number of pupils belonging to these schools, 2,157. Average cost per pupil, \$94.54.

The total amount expended for Grammar Schools, including expenditures by the Public Building Committee, was \$814,004.14. Average number of pupils belonging to these schools, 28,302. Average cost per pupil, \$28.76.

The total amount expended for Primary Schools, including expenditures by the Public Building Committee, was \$435,900.36. Average number of pupils belonging to these schools, 23,992. Average cost per pupil, \$18.17.

The total cost of the Horace Mann School was \$10,320.65. Average number of pupils belonging, 79. Average cost per pupil, \$130.64.

The sum of \$7,424.69 (nearly \$100.00 for each pupil) was received from the State towards the support of this school.

The total cost of the Schools for Licensed Minors was

\$2,247.05. Average number of pupils belonging, 60. Average cost per pupil, \$37.45.

The total cost of the Evening High and Elementary Schools was \$26,904.05. Average number of pupils belonging, 2,570. Average cost per pupil, \$10.47.

The total cost of the Evening Drawing Schools, was \$7,333.68. Average number of pupils belonging, 394. Average cost per pupil, \$18.61.

The average number of pupils belonging to all the schools increased 1,916 over that of the previous year. This is the largest increase in any year since 1875-76. The increase in the various grades was as follows: High Schools, 113; Grammar Schools, 825; Primary Schools, 1,039. The numbers in the special schools remained about the same, while the evening schools show a slight reduction.

The expenses of the School Committee, as compared with those of the year previous, present an increase of \$16,906.99. The expenses incurred by the City Council for furniture, repairs of school-houses, etc., were increased \$11,358.45; thereby increasing the net expenditure of both departments, to the amount of \$28,265.44.

The number of regular instructors on the pay-rolls April 1, 1882, was 1,096. During the year 56 resigned, 6 died, and 2 were discontinued. Of the 56 instructors who resigned, 11 were appointed to higher positions, making the actual reduction 53, and leaving 1,043 of the original number. During the year there were, in addition, 81 new appointments, making the total of regular instructors, April 1, 1883, 1,124,—an increase of 28 for the year. In addition, there have been 53 temporary teachers and 58 special assistants employed in the day schools, an average of 99 instructors in the evening schools, and 43 special teachers; making a total of 1,377 on the pay-rolls during the year.

Under the various headings of High, Grammar, Primary, and Special Schools, your committee have given a brief his-

tory of each school or district, with such information as was thought desirable, together with the expenditures incurred for each grade.

The valuation of the buildings and land used for the various grades of schools, as assessed May 1, 1882, was as follows:—

High Schools	\$1,187,500
Grammar Schools	4,023,700
Primary Schools	2,486,350
Special and Evening Schools	53,700
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Total valuation May 1, 1882	<u>\$7,751,250</u>

The original cost of the same to May 1, 1882, was about \$6,608,000.

The committee include in this report the amounts appropriated by the City Council for the year 1882–83, together with the amount drawn each month, and charged to these appropriations. The aggregate amount expended is subdivided, showing the cost of the more important items.

The expenditures out of the appropriations were made for the following items:—

By the School Committee:—

Salaries (instructors, officers, and janitors)	\$1,261,475 57
Gas, fuel, and water	\$60,863 11
Books	51,522 47
Printing	4,885 23
Stationery and postage	6,542 22
Miscellaneous items, including contract	27,977 99
	<hr/>
	151,791 02
	<hr/>
Total, School Committee	<u>\$1,413,266 59</u>

By the Committee on Public Buildings : —

Heating apparatus	\$27,319 77
Carpentry	32,048 15
Masonry	26,084 02
Furniture	29,296 84
Painting and glazing	22,146 31
Whitewashing and plastering	12,209 49
Gas-fitting and plumbing	9,728 80
Miscellaneous items	30,517 45
Total, Committee on Public Buildings .	<u>\$189,350 83</u>

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil incurred by them for the last seven years : —

Year.	Expenditures.	Income.	Net Expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29

An examination of the above table will show that, since the reorganization of the School Board in 1876, the cost per pupil has decreased from \$29.88 to \$23.29, — a reduction of \$6.59. This reduction per scholar indicates a saving during the past year, as compared with 1876-77, of \$379,280.86. It will be noticed, from the table on page 25 of this report, published by permission of the City Auditor, that the cost per pupil for the past year is less than for any year since 1866-67, — a period of sixteen years.

The amount paid for salaries of instructors the past year, as compared with that of the year previous, shows an increase of \$13,519.02. This is due principally to a much larger number of teachers having been employed, and the extension of the term of the Evening High School beyond that of the preceding year. The rule of the Board allowing the rank of instructors to be raised when the numbers in the schools for the preceding three months warrant it, the rank once acquired not to be reduced, except by the holder declining to be transferred to some school where a vacancy exists in a similar position, will have the effect of adding considerably to the salaries of instructors, particularly if the rule of the Board concerning the transfer when vacancies exist be not more rigidly enforced. Although the rule has been in operation but about eighteen months, there are already eight instructors in receipt of salaries for ranks higher than those to which the school is entitled by the number of pupils, one being a sub-master whose appointment only dated from Jan. 1, 1883.

The action of the Board five years ago, in arranging salaries on a scale of years, has now been in operation sufficiently long for some conclusions to be reached as to the results. As regards the subordinate male instructors in the High Schools, the change has had the effect of largely increasing the average salary paid them, as the chances for promotion from these ranks are slight, and the resignations infrequent. As regards the third and fourth assistants in the Grammar and Primary Schools, who comprise the large majority of the teachers in those schools, the contrary effect is produced, owing to a large proportion of the resignations being from those ranks.

The effect of the graded salaries upon the pay of substitutes is worthy of attention. If a junior master on the minimum salary in the High Schools be absent, the substitute employed by him would receive \$12.60 for a week's service of five days; while, if the substitute happened to be employed

by an instructor on the maximum salary, the amount paid for the same length of service would be \$36.00, nearly three times as much, although the ability and requirements of the substitute might be precisely the same. Again, if a substitute be employed for a third or fourth assistant in the Grammar or Primary schools on the minimum salary, the pay of the substitute would be \$5.70 per week for a service of five days, while, if the substitute were employed for a teacher on the maximum salary, the compensation would be \$9.30 per week, although the work might be precisely the same.

Oftentimes, under the rules as they now exist, a temporary teacher receives more pay for a month's service, than does a permanent teacher.

The cost for instruction in the several High Schools varies materially, the amount per pupil for salaries of instructors ranging from \$98.33, in the English High School, to \$46.87, in the East Boston High School. While the cost for salaries of instructors alone in the English High School amounts to \$98.33 per pupil, in the Girls' High School the cost is but \$50.83; or, in other words, it costs the city nearly twice as much to educate a boy as it does a girl in the central High Schools. Such a result naturally gives rise to the inquiry: Are the girls as well educated, when they are graduated after three or four years, as the boys? The course of study in the schools compared is alike, and the examinations required for diplomas, identical. The statistics show that as large a percentage of the girls are graduated as the boys; and the fact of so marked a difference in the cost for the same kind and amount of instruction, seems to your committee worthy of consideration.

The subject is one of importance in relation to High-School expenditures. It may be argued that in a girls' school it is only necessary to pay for instruction, very little governing ability being required, while the conditions of a boys' school are different; and if that argument be accepted, it might be

inferred that it costs nearly as much to govern a boy in our central High School as it does to educate him.

The number of pupils attending the different Grammar Schools and districts under the charge of a principal with the rank of master, varies greatly. Generally the principal who has the largest number in the Grammar department, has also a correspondingly large number of Primary pupils under his care.

The largest Grammar-School districts are as follows : —

Dearborn Grammar,	1,054.	Primary,	995.	Total,	2,049.
Lawrence	“ 849.	“	1,012.	“	1,861.
Sherwin	“ 910.	“	878.	“	1,788.
Comins	“ 1,008.	“	689.	“	1,697.

The smallest Grammar-School districts under the care of a master are as follows : —

Central Grammar,	316.	Primary,	148.	Total,	464.
Hillside	“ 290.	“	194.	“	484.
Prince	“ 411.	“	161.	“	572.
Gibson	“ 320.	“	275.	“	595.

While it is undoubtedly true that equal qualifications are required from all masters of Grammar Schools, these questions often present themselves for consideration : *First.* Are the duties and responsibilities entailed by the care of 2,000 pupils not greater than by 500 pupils? *Second.* If it be admitted that such is the case, is the School Board justified in paying equal salaries to all masters, irrespective of the number of their pupils? *Third.* Do the pupils attending the larger districts receive the same advantages in the way of personal supervision by the principals, as those attending the smaller districts?

The cost per pupil, for salaries of instructors alone, in the Grammar Department of the above-mentioned schools, is as

follows: Dearborn, \$17.72; Lawrence, \$22.54; Sherwin, \$19.59; Comins, \$17.83; Central, \$23.70; Hillside, \$26.20; Prince, \$20.94; Gibson, \$23.13. It will be noticed that the cost for instruction of two pupils in the Hillside School is about equal to that for three pupils in the Dearborn School.

During the year there was paid to special teachers for instruction in Sewing, in 196 divisions, \$14,537.30; Music, \$10,920; Drawing, \$3,000; French, \$3,952.50; Military Drill, Calisthenics, and Elocution, \$3,366; German, \$750; Sciences, \$371, — amounting to \$36,896.80. In addition to this amount, the sum of \$470 was expended for lectures to teachers given at the Normal School.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the lowest Primary classes, was 58; and the salaries paid the same amounted to \$3,481.

The number of temporary teachers employed during the year was 53, and the amount paid them was \$6,178.41.

Twelve Evening Elementary Schools were opened, in accordance with the Rules, on the last Monday in September, and continued the full term of 21 weeks. October 23d an additional school was opened in Neponset, in the Minot school-house, and continued to the end of the term. Eleven of the thirteen schools occupied rooms in Grammar buildings, one was located in a ward-room, and one in the Warren-street Chapel.

The Evening High School occupied twelve rooms in the new Latin and English High School-house. It opened at the time specified by the Rules, and continued its sessions two weeks in addition to the regular term, by authority from the School Board. The expenses of the Evening High and Elementary Schools amounted to \$26,904.05, — an increase of \$3,999.67, as compared with \$22,904.38, the cost of the year previous.

Four Evening Drawing Schools were opened Oct. 16th,

and continued three evenings per week until March 16th. Owing to a lack of proper accommodations the Committee on Drawing was obliged to abandon for the year the school in East Boston. The expenses of the Evening Drawing Schools amounted to \$7,333.68, a decrease of \$433.90 as compared with \$7,767.58, the cost of the year previous.

The amount paid from the appropriation for salaries of officers the past year was \$57,038.83, which shows an increase over that of the previous year of \$1,045. This was occasioned by an increase of \$60 each per annum in the salaries of the truant-officers.

Under the head of school expenses are included salaries of janitors, and all items directly under the control of the Committee on Supplies.

The amount paid for salaries of janitors during the past year was \$81,281.84 — an increase, as compared with that for the year 1881–82, of \$1,490.34. This was caused by the use of additional buildings for school purposes, and the increased accommodations required in others. The aggregate amount paid for this purpose may seem a large sum, until it is understood that there are 169 buildings used for school purposes, requiring a force of 145 janitors and one engineer. The average salary paid to each was \$556.72, not a large sum for the work required. Many of the janitors of the smaller schools engage in other occupations in order to gain a sufficient livelihood, while others devote their whole time to school work. The janitors of the largest school buildings receive an average of about \$70 per month, out of which nearly all of them are obliged to pay for assistance, as the time allowed for doing certain parts of the work does not permit of its being accomplished by one person.

The janitors have petitioned for an increase of their salaries, and the committee are of the opinion that, as compared with the compensation of employés occupying similar positions in other departments of the City Government, the school

janitors are not equally well compensated. Your committee have the subject now under consideration, and hope that, if a slight increase be thought desirable, the same can be carried into effect without exceeding the appropriation made for salaries of janitors.

The following communication was presented to the School Board, January 23, 1883, and referred to the Committee on Accounts, with full powers: —

BOARD OF HEALTH, 32 PEMBERTON SQUARE,

BOSTON, Jan. 10, 1883.

To the Honorable the School Committee: —

The Board of Health hereby respectfully recommends that your Honorable Board cause all the public school-houses in the city to be fumigated as often as once in each two weeks during the cold season; the work to be done by the Janitors on Saturdays, burning two pounds of sulphur to each one thousand cubic feet of space. The Board of Health will cheerfully furnish the Janitors with such further instruction as may be necessary or desired for the proper performance of the work.

Respectfully, for the Board,

SAMUEL H. DURGIN, M.D.,

Chairman.

Your committee considered the communication, and invited the chairman of the Board of Health to confer with them on the subject. He advocated the adoption of the plan proposed, as, in his opinion, it would prove in a great measure, a safeguard against the spread of contagious diseases, particularly as regarded the books in the school libraries, which were circulated among the pupils. As the carrying out of the plan would involve an annual expense of between \$5,000 and \$6,000 for the material required, and, in addition, would increase the labor of the janitors who would be obliged to perform the work and also remove all the plants which might be in the buildings before the fumigation could be begun, your committee felt that it was hardly wise to

sanction so large an annual outlay until it was more definitely settled that the process would effectually prevent the spread of disease. After the fumigation the buildings would require a thorough airing, to rid them of the odor of sulphur, which would necessitate the use of additional fuel to restore the rooms to their original temperature.

During the year the Committee on Supplies have presented to the Committee on Accounts, for their approval, monthly requisitions to the amount of \$151,791.02, which represents the total expenditure incurred by the former during the year. The income during the year from the sale of books and materials to pupils amounted to \$44,069.60, which, deducted from the gross expenditure, leaves the sum of \$107,721.42 as the net amount expended by the Committee on Supplies for items under their control. The decrease in the expenditures of the School Committee for the past few years is largely due to the reduction in the expenses of school supplies. As that committee has lately made a report to the Board setting forth very fully the information pertaining to that department, it will not be necessary for this committee to enlarge on the subject.

The Rules of the Board require your committee to make out bills for tuition of non-resident pupils and transmit the same to the City Collector for collection. The amount obtained during the year from this source was \$8,463.28, an increase over that of the year previous of \$3,524.01, and more than three times the amount collected three years ago. One of the most onerous duties devolving upon this committee is that of deciding who should or should not pay tuition. The committee are obliged to rely upon the principals to report the cases they find in their respective schools or districts. The instructions given are to allow no non-resident pupil to enter school until the parent or guardian signs a pledge agreeing to pay tuition, or the Committee on Accounts authorize the pupil to attend school without pay-

ment. About one hundred non-resident pupils pay the tuition charged, which is based upon the average cost for instruction in the grade of schools which the pupil attends, and about half as many more, who are reported as non-residents, are excused from payment for reasons which your committee deem sufficient. Notwithstanding all the efforts made, this committee are satisfied that many non-resident pupils attend the public schools, at an expense to the City of Boston, who ought to be educated at the expense of some other municipality.

The total expenditures of the public schools, including new school-houses, for the past year were as follows:—

School Committee and City Council (ordinary),	\$1,603,162 49
City Council, new school-houses (special)	77,628 73

Total gross expenditure	\$1,680,791 22
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Income for the year was as follows:—

School Committee	\$73,278 56	
City Council (ordinary)	231 00	
Sale of old buildings (special),	33,977 32	
		<u>107,486 88</u>

Total net expenditure	\$1,573,304 34
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The City Council have expended during the past thirty years the sum of \$5,783,809.06 for new school-houses, being an average of \$192,793.64 for each year during that time. As many of the buildings included in this amount have been sold, and some others diverted to different uses than for school purposes, it would be unfair to charge to the cost of instruction the sum as presented in the table on page 25 as the cost of new school-houses.

The committee have added to this report the estimates for the present financial year, prepared and presented to the City Auditor in February last, in accordance with the rules

of the Board. The estimated amount required was \$1,458,-061, which was granted by the City Council. Your committee are of the opinion that the City Council has appropriated a liberal sum for educational purposes, and trust that the efficiency of the schools will be maintained, and the largest sum returned that can consistently be saved from the amount granted.

In closing this report your committee desire to call attention to the changes which have taken place in their membership during the year.

By the sudden death of Mr. Charles H. Reed, early in the year, this committee lost a valuable, painstaking, and conscientious member. The retirement of Mr. F. Lyman Winship, who has been a member of this committee nearly five years, and its chairman since July 1, 1880, was a severe loss to the committee, who appreciated his ability, experience, and the disinterested motives that actuated him in the discharge of his duties. And, lastly, by the withdrawal of Mr. Lewis R. Tucker, this committee was deprived of the services of one who had rendered valuable assistance in carrying on the work entrusted to this committee.

For the Committee on Accounts,

JAMES A. FLEMING,

Chairman.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

1883.

REPORT.

Boston, Sept. 25, 1883.

To the President of the School Committee:—

In accordance with the Regulations, I respectfully present the Annual Report of the Board of Supervisors.

Respectfully yours,

EDWIN P. SEAVER.

Supt of Schools.

In accordance with Section 140 of the Regulations of the Public Schools, the Board of Supervisors respectfully present the sixth annual report of their work as a Board and as Supervisors, for the school year beginning Sept. 1, 1882.

DUTIES.

These are specified in the Rules and Regulations of the School Committee under Sections 136–153 inclusive.

The Supervisors have performed these duties to the best of their ability, and the various reports required are already in the hands of the School Committee.

Besides the usual inspection of schools, special duties imposed by the committee have required a large number of meetings of the Board. We find from the record that seventy-four such meetings have been held during the year.

Among the more important subjects considered were "Reading in the Primary Schools," which resulted in School Document No. 1, 1883, and the "Revision of the Courses of Study."

READING.

No subject has attracted more attention among the teachers of the country than "Reading" as taught in the public schools. No one subject comprehends so much nor is so far-reaching in its effects upon the training of the child.

During the present year the Board of Supervisors, at the request of the School Committee, undertook to revise the whole plan of teaching reading in the Primary Schools, and, if possible, to present some method that might be adopted, and followed by all the Primary teachers of the city.

In the plan presented (School Document No. 1, 1883) the pupil begins by learning a few familiar words as names of objects equally familiar. A few other common words are also learned, that short sentences may be formed and written on the black-board. These sentences are carefully copied by the children upon their slates, more to impress the form of the word or the sentence upon the child's mind, than because of its value as an exercise in writing.

Constant effort is made to associate the spoken or written word with the idea it is intended to convey.

Very soon the pupil's attention is called to the sounds of the letters, uttering them only in imitation of the teacher, that the ear of the pupil may be carefully trained from the first to recognize correct sounds.

When so much has been accomplished the progress becomes exceedingly rapid. Each new word learned is a help to the learning of analogous words, and the skill of the teacher is shown in the selection of such new words as will present the fewest difficulties to the pupil.

A large number of words has been arranged in classes, and printed in a convenient form in the school document referred to, for the purpose of assisting the teacher in her selection, and facilitating her work in its earliest stages.

It is confidently believed by the Board of Supervisors

that when the plan is thoroughly understood, and skilfully carried out in all its details by the Primary teachers, excellent results will be gained.

Individual preferences as to methods must give way to the general good, and if the best, as we conceive it, cannot be had, the best that we can have, ought to be accepted in good faith.

This document has been issued by the authority of the School Board; and a copy has been placed in the hands of each Primary teacher as a guide in this department of her work in the future.

REVISION OF THE COURSE OF STUDY.

By order of the School Board, May 22, 1883, the Board of Supervisors was required to revise the present courses of study in the Primary and Grammar schools, taking into full consideration the opinions expressed by the masters upon that subject.

Much time has been given by the Board to this work. A desire to make some subjects more prominent, and all more clearly understood, was constantly in the minds of the Supervisors while performing this duty. Fuller explanations of the kind of work to be done in each subject have been made for the purpose of confining it within more definite limits, and of making it more systematic.

THE STUDY OF LANGUAGE.

It is, and has been, the intention of the Board of Supervisors to emphasize the study of language. The object of the study should, from the first, be correctness and facility in the use of language as an expression of thought. Pupils should be taught to express their ideas readily, both orally and in writing. Talking exercises should be made as prominent as writing exercises, and in both, the teacher's aim should always be to assist the pupil in the expression of his

own thought. Language as a science should not be studied until late in the Grammar-School course. Parsing and analysis properly belong to this late period. They assist but little in the correct use of language.

Pupils should be given something to think about; it may be a familiar object or a simple piece of composition in the form of a story. Having thoughts of their own, they should be led to express them, simply and naturally, in correct language.

Whenever they have read an interesting story they should be allowed to tell it in their own way to the class. Others will be induced to make corrections, or to tell the story more fully or correctly.

The same thing can be told in writing, and thus pupils taught to use tongue or pen with equal facility.

Following this plan out, the children can soon be taught to give the substance of their lessons, as learned from the text-books, correctly and readily. Study and recitations will not simply have for their object the repetition of the words of a text-book, with no thought of the ideas of the author; but the child will strive, during his study hour, to gather the thought of the writer, knowing that in recitation he can easily clothe it in language of his own.

This work should continue through all the classes of the Primary and Grammar school grades.

During all this time the pupil may learn much that may be termed technical grammar; but he will not know it as such, or even as "grammar" at all. Scores of exercises may be given by the teacher, all having for their object the familiarizing of pupils with the various forms and idioms of the language.

In the last two or three years of the Grammar-School course, and throughout the whole period spent in the High schools, a more careful study of the construction and form of the language itself should be pursued. The minds of the

pupils have now reached such a state of development that this study will be a pleasure. Progress at this stage will be exceedingly rapid. In the High Schools, the study of some foreign language will add additional interest to the study of their own. Illustrations from English literature, now one of the required studies, will tend still further to increase the pupil's interest in the language itself, and what has heretofore been considered by many students as dry and uninteresting will prove, under the guidance of skilful teachers, pleasing and attractive.

SPELLING.

Correctness and facility in the use of language depend largely upon one's skill in the choice of suitable words and idioms to express his thought; or, in other words, upon the richness of his vocabulary.

A pupil should be taught to use words correctly, both in speaking and in writing. Spelling, therefore, is an important branch of language-teaching.

Two classes of words should be dealt with in teaching spelling, viz., words whose meaning is already familiar to the pupil, and which are in daily use by him; and, secondly, words only partially familiar to him from hearing them in the conversation of others, or from meeting them in the books he reads.

These two classes of words may be termed "familiar" and "partially familiar" words. All others may well be left until the future makes some demand upon the pupil for the expression or the understanding of a thought beyond the reach of his own vocabulary.

These two classes of words, which must be taught in connection with other language-work, will receive quite different treatment from the intelligent teacher.

Only one thing remains to be done with the "familiar" words, because the child already knows how to use them in

conversation. He must be taught to spell them, that he may use them in writing. These words may be given to the pupil in sentences or, when the teacher is quite sure that all the pupils understand their proper meaning, disconnectedly. They may be spelled orally or written in columns on the slate. Only one point is to be gained, viz., correct spelling.

With the "partially familiar" words two points are to be gained, viz., ability to use them in conversation, and ability to use them in written composition. The teacher who undertakes to teach such words disconnectedly makes a grave mistake. The work is but half done when the mere spelling has been taught. "Partially familiar" words should be taught in connection with sentence-making.

In the use of a spelling-book, the great danger lies in the temptation that always comes to a teacher to treat all classes of words, whether familiar or not, precisely alike. Words will be spelled and not used, and so the work remains half done; and, worse than all, the half that is done is practically useless.

Any spelling-book adapted to the whole range of Grammar-School work must contain a large number of words beyond the need of pupils in the lower classes. If a teacher uses such a book, her work should be confined to the words adapted to the wants of her class, and such words should be conveniently arranged for study.

A spelling-book so arranged that the work of one grade could be found in some convenient form, would be of great value to a teacher in the economy of time and labor; but no spelling-book, however good, should be used to the exclusion of all other modes of teaching spelling.

A good teacher will require his pupils to spell in connection with all class recitations. Every new, strange, or peculiar word will receive attention at the time it is used. It will be written upon the black-board, or upon the slate, and used in the construction of sentences until its form and meaning are impressed upon the minds of the pupils.

Spelling is now well taught by many teachers; but with many others a better understanding of the methods that should be employed in teaching this important branch of language-work is necessary to place it upon a satisfactory basis.

ORAL INSTRUCTION.

The term "Oral Instruction," used in the Course of Study prepared by the Board of Supervisors in 1878, was a traditional heading, adopted from the former course. It was a convenient misnomer, covering work of great importance, but somewhat miscellaneous, which was probably first brought together, under this heading, simply because it was class-work that could not, and should not, be shaped by the use of text-books. It was intended to include all that training and study which must be under the direct guidance of the teacher.

For the Primary Schools the main object was to provide that fundamental training of the observing powers and of the judgment, which is of great educational and practical importance. To observe, to compare, and then to infer, is the natural order alike for children and for adults. Moreover, success in school-life, and in the industrial arts, is largely dependent upon ability to draw correct inferences from accurate observations.

In the Grammar-School course the study of natural objects and phenomena was continued; and various readings, designed to supplement the regular studies, and to impart general information, were added to this department. Stories from history, biographical sketches, myths and fables, that are, by the frequent allusions to them, almost as familiar as household words, — all these should have a place in elementary schools, and they were retained, where they were found in the former programme, under the head of "Oral Instruction." Now that supplementary reading has been introduced,

for the purpose of inciting a love of good books, and of furnishing material for thought and for language-training, this miscellaneous work finds its proper opportunity elsewhere.

One of the objects, therefore, in recasting the Course of Study has been to transfer the topics just mentioned to the column headed "Language," and to limit both the time for, and the scope of, the department heretofore known as "Oral Instruction." There is no longer any need of retaining so general a title, and it is expected that the more specific one of "Observation Lessons" for Primary Schools, and of "Elementary Science" for Grammar Schools, will indicate more clearly the purpose and method of this department. It is designed, primarily, to cultivate accurate observation and independent thought; and, in so doing, to give children a simple knowledge of the physical world, and to stimulate the desire for further acquisition.

In the revised course this department is outlined with some definiteness, but it will need fuller interpretation (as provided for in the Regulations, Sect. 143), and also intelligent treatment in the details of methods suggested, to make it truly successful. When thus interpreted and carried out, children will be trained early to the right use of their eyes, hands, and mental powers; and will obtain that scientific information which has a daily application in the varied arts and industries.

SUPPLEMENTARY READING.

The plan of supplying the Primary Schools with supplementary reading has been so long tried that it has passed beyond the limits of an experiment.

There are now one hundred and eleven sets of First Readers, and seventy-two sets of Second Readers (thirty books in a set) owned by the city and regularly sent from one Primary School to another on the first school-day of each month.

The circuits are so arranged that in nearly every Primary-School building there will be two sets of Readers, — one of the first grade and one of the second.

The policy of the School Committee, whereby a number of sets of entirely new books is added each year to the old supply, will soon amply furnish our Primary Schools with supplementary reading.

This reading is thoroughly enjoyed by the pupils, and its value is so manifest that it is difficult to understand why we were so long without it.

The Grammar Schools, however, are not so well supplied, though an excellent beginning has been made. The average age of pupils upon entering these schools from the Primary is not far from nine years, and at graduation they must average over fifteen. Most children from twelve to fifteen years of age will read at least one volume per month, taken from the Public Library, and very many will read more. This want can best be met in the public schools, where the reading is directed by an intelligent teacher.

By taking advantage of this desire for new reading matter, so universal among children, we can accomplish several most desirable ends :

1st. Facility and correct expression while reading aloud.

For this purpose suitable books, in sets of three books each, might be furnished to the Grammar Schools, for use in all but the two lowest grades. Each grade would need one set, and four sets, or twelve books, would be sufficient for the whole school, except in a few cases where the schools are very large. These books would be used for what is termed "sight-reading," the teacher having one book and the pupils the other two. These books should be entertaining as well as instructive ; and, if both entertaining and instructive, there will be no difficulty in securing the attention of the class to the reading matter. The pupils read aloud and pass the

book as directed by the teacher. It will be found upon trial that the eagerness of the class to hear and understand what is being read is one of the strongest stimulants to the reader to make his reading clear and distinct.

2d. The power to reproduce in the pupil's own language the thought of the writer of the book.

This is the second great end to be accomplished, and for this purpose books are furnished to the Grammar Schools in sets of fifty-six volumes each.

These books should also be entertaining and instructive. They need not be used in school hours at all, but can be taken home one or two nights of each week by the pupils, who should be required to read carefully a limited number of pages. The thoughts expressed in these few pages should be reproduced by the pupil, in his own language, during a class exercise on the following day, the teacher, who has also carefully read the same pages, assisting the pupils by skilful questioning.

The pupils should be encouraged to make as complete and exhaustive statements as possible.

Such exercises as these will be of great service to them, not only by giving them great power in gathering and retaining the thoughts of an author, but also by giving them great facility in expressing their own ideas. In short, such an exercise furnishes one of the very best language-lessons.

3d. Familiarity with many of the very best specimens of American and English literature, and, consequently, the cultivation of a taste for that which is highest and best in *all* literature.

It will readily be admitted that books selected for pupils by the school authorities will be greatly superior, as a class, to those selected by the pupils themselves. It will also be admitted that the pupil will receive much greater benefit from his reading when it is directed by a judicious teacher. It is quite possible for any good teacher in the first, second,

or third class of a Grammar School to read with his pupils, in the manner last indicated, at least four or five ordinary volumes per year.

It will be remembered that the reading is done mainly at home, and only one or two hours of school-time each week is given to conversation upon what has been read.

It is safe to assume, then, that twelve or fifteen volumes of the very best literature, adapted to the needs and understanding of the pupils, may be thoroughly read by the time they are ready for graduation from the Grammar Schools.

The tastes of the pupils would be well-nigh formed by such an amount of reading, and when it is remembered that this reading matter has been most carefully selected, and the reading judiciously directed, the literary bent of the pupils' minds must evidently be in the right direction. It is very certain that the chances will be much more favorable than they have been in the years now past.

All that has been said of supplementary reading in the Grammar Schools may well be said of the same subject in connection with the High Schools.

The sets of books required in the High Schools would be much smaller than in the Grammar, as the maximum number of pupils to a class is thirty-five, instead of fifty-six. The reading could be conducted in precisely the same way as has been indicated for the Grammar Schools.

The class of literature selected would, of course, be of a higher grade; but if twelve or fifteen volumes of such reading matter as is adapted to the age and capacity of High-School pupils can be read by them under the direction of teachers of such literary distinction as we find in our highest grade of schools, certainly we shall have a right to expect the most beneficial results.

This work has already been inaugurated in both High and Grammar schools, and the results of the trial in both grades will justify all that has been claimed for it.

It has been said that an excellent beginning has been made in the matter of supplying supplementary reading to the Grammar and High schools.

The following lists of books have been accepted by the School Board, and the principal of any school, Grammar or High, can make his selections, and order the books from the proper authorities. Every book ordered *for the first time* will be carefully examined by the Committee on Text-books, and if approved, the order will be forwarded to the Committee on Supplies, and the books will be received in due time.

LATIN AND HIGH SCHOOLS.

[Sets of not more than thirty-five copies of one book.]

English.

Barnes's "History of Ancient Peoples"; Church's "Stories from the East, from Herodotus"; Church's "Story of the Persian War, from Herodotus"; Church's "Stories from the Greek Tragedians"; Abbott's "Lives of Cyrus and Alexander"; Froude's "Cæsar"; Forsythe's "Life of Cicero"; Ware's "Aurelian"; Cox's "Crusades"; Masson's abridgement of "Guizot's History of France"; Scott's "Abbott"; Scott's "Monastery"; Scott's "Talisman"; Scott's "Quentin Durward"; Kingsley's "Hereward"; Kingsley's "Westward Ho"; Melville's "Holmby House"; Macaulay's "Essay on Frederic"; Macaulay's "Essay on Clive"; Macaulay's "Essay on Dr. Johnson"; Motley's "Essay on Peter the Great"; Thackeray's "Henry Esmond"; Thackeray's "The Virginians"; Thackeray's "The Four Georges"; Dickens's "Tale of Two Cities"; George Eliot's "Silas Marner"; Irving's "Alhambra"; Irving's "Bracebridge Hall"; Miss Buckley's "Life and her Children"; Bulfinch's "Age of Fable." (Revised Edition.)

French.

Saintine's "Picciola"; St. Germain's "Pour une Épingle"; Achard's "Le Clos Pommier"; Fenillet's "Roman d'un Homme Pauvre"; Dumas's "La Tulipe Noire"; Vigny's "Cinq Mars"; Bôcher's "College Plays" (2 vols.); Herrig's "La France Littéraire"; Lacombe's "La Petite Histoire du Peuple Français."

German.

Andersen's "Märchen"; Simmondson's "Balladenbuch"; Krummacker's "Parabeln"; Goethe's "Iphigenie auf Tauris"; Schiller's "Jung-

frau von Orleans"; Lessing's "Nathan der Weise"; Zschokke's "Der Zerbrochene Krug."

GRAMMAR SCHOOLS.

"Zigzag Journeys in Europe" (revised edition); "Zigzag Journeys in the Orient" (revised edition); "Zigzag Journeys in Classic Lands" (revised edition); Scudder's "Boston Town"; Drake's "Around the Hub"; Butterworth's "Boston"; Towle's "Pizarro"; Towle's "Vasco da Gama"; Towle's "Magellan"; "Fairy Land of Science"; Hawthorne's "True Stories"; Higginson's "Young Folks' Book of Explorers"; Quackenbos's "Child's History of the United States"; Scott's "Kenilworth"; Scott's "Ivanhoe"; Longfellow's "Evangeline"; "Tom Brown's School-days at Rugby"; Lamb's "Tales from Shakespeare"; "Little Folks in Feathers and Fur"; Munroe's "Story of our Country"; Gardiner's "History of England for Young Folks"; Yonge's "Stories of Rome"; Smiles's "Round the World by a Boy"; Smiles's "Robert Dick, Geologist and Botanist"; Lander's "Spectacles for Young Eyes"; Mrs. Brassey's "Voyage of the Yacht 'Sunbeam'"; J. Abbott's "Mary, Queen of Scots"; J. Abbott's "Charles I."; B. Taylor's "Boys of other Countries"; Church's "Stories from Homer"; "What Mr. Darwin saw in his Voyage around the World in the Ship 'Beagle'"; Susan Coolidge's "The Guernsey Lily"; Muloch's "A Noble Life"; Hayes's "Cast away in the Cold"; M. E. Dodge's "Hans Brinker."

The supply of books will, of course, be limited to the means placed at the disposal of the Committee on Supplies; but when it is fully demonstrated that the results claimed for a judicious use of supplementary reading can be attained by the teachers of Boston who have in charge the training of our pupils during the last years of their school-life, there will be no lack of means to carry on the project.

There are now in the Public Library five sets of books, of thirty volumes each, that are freely loaned to the public schools when called for by a Principal. These books can be retained in the school as long as needed, and then returned to the Library. Their titles are as follows:—

"We Girls," by Mrs. A. D. S. Whitney; "Vasco da Gama," by Geo. M. Towle; "Pizarro," by Geo. M. Towle; "Leslie Goldthwaite," by Mrs. A. D. S. Whitney; "Evangeline," by H. W. Longfellow.

PROMOTIONS.

By vote of the School Committee, semi-annual promotions from the Primary to the Grammar Schools were restored, after an interval of about three years.

Both plans of promotion, annual and semi-annual, have their advocates, and strong arguments can be urged in favor of either.

There were two principal objections to the semi-annual promotions: (1) Pupils were sent from the Grammar to the High Schools once a year (Sept.), but were received from the Primary Schools twice each year (Feb. and Sept.). In consequence of the depletion of the Grammar classes most of these Primary pupils were absorbed by classes already formed in the higher schools, and practically two-thirds of the classes in these schools were somewhat disarranged or rearranged at each promotion from the Primary. (2) This rearrangement of Grammar and Primary classes every six months usually resulted in a change of teachers for all the brighter pupils, the slower only being required to remain and repeat the six months' work with their former teacher.

Now that semi-annual promotions have been restored, it will be well to meet this latter difficulty by so arranging the classes in the Primary and Grammar schools that pupils will be required to pass through the hands of but three teachers in the former, and but six in the latter grade.

This arrangement may not be possible in all cases, but the Principal, who understands all the circumstances of his school, may well be trusted to make such deviations from this rule as may be necessary.

Pupils are allowed to enter the Primary Schools at five year of age. In some parts of the city, notably among the poorer classes, the parents avail themselves of this privilege to the fullest extent; but, in others, where the circumstances

are such that the care of the children is less burdensome and their labor less valuable, the children are seven and in many instances even eight years old before they are brought to the Primary School. Of course, pupils of seven or eight years of age can and will, if permitted, make much more rapid progress than those only four or five.

In districts where such children have been grouped and taught together, many of them have actually accomplished in two years the entire work required in the Primary-School courses. This grouping of the older children, however, has not been general throughout the city, and in some districts pupils whose ages and acquirements are such that rapid progress is possible and desirable, have been hindered in their progress by being yoked for a full year to others who are younger and less capable. The natural result is an increase in the average age of pupils admitted to the Grammar Schools, and a corresponding increase in the ages of the Grammar and High School graduates.

The work of our public schools is laid out in *grades*, it being assumed that the work of a grade can be done in a year. When work is practically laid out in years, and classes are moved forward at the end of the year to make room for pupils pressing in from below, it is natural that promotion, in the mind of both pupil and teacher, should be associated with the idea of a change of room. It is, however, not reasonable to expect all classes to do the same amount of work in a given time.

If one class of pupils can do the work of one grade in a year, another may be able, with perfect ease, to do the same work equally well in four-fifths of the time; and still another class may require one or two months more than a full year to complete the prescribed work of the grade.

When the work of a grade has been satisfactorily completed, the class should begin that of the next higher, whether it be in November, December, May, or June. This advance

to the work of the next higher grade is a promotion, and has nothing whatever to do with a change of room or teacher.

When promotions depend upon the completion of a prescribed course of study, and not upon the pressure of numbers from below, causing an advance "all along the line," it will make little difference whether pupils are taken into the Grammar Schools from the Primary once, twice, or more times in the year.

Pupils will be transferred from one room to another as a matter of economy, — economy of dollars and cents, or economy of teaching force; but promotions will only occur when the pupils have completed the work of one grade and are ready to begin that of the next higher, at whatever time in the year that condition of things may occur.

In this connection it may be well to point out another danger, which, in the past, certainly has not always been avoided.

If we have no right to expect the same amount of work from one class as from another in a given time, it certainly would be unjust to fix definitely the number of pupils assigned to each teacher, and then to require all to be promoted to the next higher grade at one and the same time.

Fifty-six pupils can hardly be found in any one of our public schools so nearly alike in qualification and general ability that they can pursue precisely the same course of study and receive precisely the same instruction in all branches of study with equal advantage to all. At the same time it must be said that no teacher, having charge of fifty-six pupils, can impart instruction advantageously to an indefinite number of groups of children. Two groups, or three at most, will be all that she can make in justice to herself, and, consequently, to her pupils. Unless *some* plan of grouping be adopted by the teachers, there is great danger that the bright, ambitious pupils will be kept back by the slower and less ambitious found in every class.

But the difficulty that comes from an improper grouping of pupils is not the only one, and perhaps not the greatest that must be met in connection with the usual promotions. Changes from room to room must occur once or twice each year to accommodate the little ones crowding in from below. The upper classes have been depleted more or less in consequence of promotions into the higher schools, or by pupils being withdrawn for various reasons. The number sent from one room to another will depend upon the number of vacant seats to be filled. Perhaps from a class of fifty-six pupils, only thirty-six can be taken. The twenty remaining have heretofore been considered able to do the work of the class fairly well; but now that new-comers enter from below, they are, in too many instances, allowed to drop back and join hands with those who have belonged to an inferior grade. The inevitable result of such promotions, if promotions they may be called, will be in many cases to unduly stimulate those who are sent up higher, and to disgust and dishearten those who must remain behind.

The remedy for this evil is found when promotions depend upon ability to enter upon the work of the next higher grade, and not upon the number of vacant seats in the higher rooms.

EXAMINATIONS FOR PROMOTION FROM THE PRIMARY TO THE GRAMMAR SCHOOLS.

The first classes of the Primary Schools, numbering 130, were examined in June, with uniform questions prepared by the Supervisors.

This examination included Reading, Spelling, Composition, Arithmetic, Writing, and Drawing.

The examination in Drawing was prepared by the Director having that subject in charge.

In reading, the examination was conducted by the Masters of the District, from books furnished from the Central office, and never before seen by teachers or pupils.

In Spelling, the examination was also conducted by the Masters, who dictated the following exercise, prepared by the Supervisors:—

Last Saturday I saw a dog running after Mary Brown's white kitten. Don't you think the dog was very naughty? I drove him off. There was a blue ribbon around the kitten's neck, tied in a hard knot. The ribbon was so tight that my brother had to cut it with his knife. Mary lives on Orange street. I carried the pretty kitten to her, and she thanked me.

In composition the pupil was given the following story, which he was to read silently; and, after handing it back to his teacher, reproduce in his own words:—

THE BROKEN HORSE-SHOE.

A farmer was going one day to the city with his little son, Thomas. As they were walking along the road, they saw a broken horse-shoe lying on the ground.

"See there, Thomas; there's a horse-shoe for you."

"I don't care for it," said Thomas. "It isn't worth the trouble of stooping to pick up."

His father said nothing, but picked up the shoe and put it into his pocket. When they came to the city he sold it for three cents, and bought some cherries with the money.

After a while they began their walk home from the city. The sun was burning hot, so that Thomas was very thirsty. Then his father dropped a cherry from the bag, as if by chance. Thomas picked it up as eagerly as if it had been gold, and put it quickly into his mouth. After they had gone some steps farther, his father dropped another cherry from the bag, which Thomas seized as eagerly as before. And so, as they went on, the father kept dropping cherries from the bag upon the ground, while Thomas kept picking them up as fast as they fell.

When he had eaten the last cherry, his father turned smilingly towards him, and said, "You see now, my boy, that if you had been willing to stoop *once* to pick up the horse-shoe, you would not have had to stoop a *hundred times* to pick up the cherries."

The following papers were submitted as tests in Oral Arithmetic, Written Arithmetic, and Drawing:—

ORAL ARITHMETIC.

PART I.

Questions to be given orally. Answers to be written on slips of paper. Variations of the question are indicated in parenthesis. Only one question is to be taken from each group.

(1.) How many cents must be paid for 8 (or 9, or 7, or 6) yards of cotton cloth at 9 (or 7, or 6, or 8) cents a yard?

(2.) How many are seven 5's (or six 3's? or three 9's? or five 8's? or four 7's?)

(3.) Henry had 15 (or 17, or 14, or 16, or 12) cents and lost 8 (or 9, or 6, or 7, or 5) of them. How many cents had he left?

(4.) How many are 87 less 9? (or 56 less 8? or 63 less 7? or 72 less 8? or 31 less 9?)

(5.) If you save 8 (or 7, or 9, or 5, or 6) cents every day, how many days will it take you to save 64 (or 56, or 54, or 45, or 42) cents?

(6.) What is $\frac{1}{2}$ of 18 inches? (or $\frac{1}{3}$ of 15 inches? or $\frac{1}{4}$ of 20 inches? or $\frac{1}{5}$ of 18 inches? or $\frac{1}{6}$ of 22 inches?)

(7.) If 9 (or 7, or 5, or 6, or 8) girls share equally 27 (or 42, or 60, or 54, or 48) apples, how many apples will each girl have?

(8.) If you have 23 (or 18, or 27, or 36, or 44) buttons, and I give you 8 (or 7, or 5, or 6, or 9) more, how many will you then have?

(9.) How many blocks must you put with 7 blocks to make 15 blocks? or with 8 to make 16? or with 6 to make 13? or with 9 to make 17? or with 5 to make 12?

(10.) Anna bought three spools of thread at five cents a spool, and gave a twenty-five cent piece to pay for them. How much change should she get back?

PART II.

Questions to be written one at a time on the black-board, and rubbed out as soon as a reasonable time has been allowed to find the answer. Answers to be written on slips of paper. Only one question is to be taken from each group.

(11.) $7 + 8 = ?$ ($8 + 9$, $5 + 8$, $6 + 7$, $7 + 9$)

(12.) $7 \times 8 = ?$ (8×9 , 5×8 , 6×7 , 7×9)

(13.) $24 \div 8 = ?$ ($36 \div 4$, $42 \div 7$, $21 \div 3$, $35 \div 7$)

(14.) A column of six figures: add.

(15.) A column of fourteen figures: add.

(16.) Subtract

$$\begin{array}{r} 58 \\ 35 \\ \hline \end{array}$$

(or any similar example in which "borrowing" is unnecessary.)

(17.) Subtract

$$\begin{array}{r} 53 \\ 39 \\ \hline \end{array}$$

(or any similar example in which "borrowing" is necessary.)

(18.) $\frac{3}{4}$ of 20 = ? ($\frac{3}{4}$ of 28, $\frac{2}{5}$ of 25, $\frac{3}{5}$ of 15, $\frac{2}{3}$ of 18, $\frac{4}{5}$ of 30, $\frac{2}{3}$ of 24.)(19.) $37 + ? = 42$ ($28 + ? = 35$, $34 + ? = 43$, $45 + ? = 53$, $54 + ? = 62$.)(20.) $6 \times ? = 72$ ($7 \times ? = 49$, $8 \times ? = 48$, $5 \times ? = 55$, $8 \times ? = 32$.)

N. B.—Printed papers of questions (marked A, B, C, and D) for the examination in "Written Arithmetic" will be given to the pupils, who will write an answer directly after each question.

WRITTEN ARITHMETIC.

From 9.10 to 10.30 A. M.

*Primary School.**Name of Teacher,**Your own Name,**Age,*

1. I am nine years old, and my brother is eight years older than I am. How old is my brother?

Answer,

2. There are 52 weeks in the year, and school keeps 40 weeks. How many weeks are vacation time?

Answer,

3. Kate picked 8 roses from one bush, 7 from another, and 3 from another. She gave her mother half of them. How many roses had she left?

Answer,

4. Samuel found in the barn 8 hen's eggs and 6 duck's eggs; but he fell down and broke 3 hen's eggs and 4 duck's eggs. How many eggs had he left?

Answer,

5. What will a yard and a half of ribbon cost at 12 cents a yard?

Answer,

6. There are 31 days in March, 30 days in April, and 31 days in May. How many days are there in the three spring months?

Written Work.

Answer,

7. A boy had 54 marbles, but lost 29 of them. How many had he left?

Written Work.

Answer,

8. A farmer has 900 sheep. He has 254 of them in one pasture 143 in another, 309 in another, and the rest are at home in the sheds. How many are in the sheds?

Written Work.

Answer,

9. If a man can save \$56 every month, how much can he save in eight months?

Written Work.

Answer,

10. If a barrel of flour costs \$8, how many barrels can be bought for \$752?

Written Work.

Answer,

DRAWING.

EXAMINATION FOR THE PRIMARY SCHOOLS.

First Class, June 13, 1883. From 2.10 to 2.40 P.M.

TO THE TEACHER. — Direct the pupil to write the name of the school and of the teacher; his own name and age; and then to draw, in the

space below : 1. — The remaining sides of a square. 2 — The remaining sides of an oblong. 3. — The remaining sides of a triangle. No ruling or measuring allowed.

Name of School,

Name of Teacher,

Your own Name,

Age,

1

2

3

DIPLOMA EXAMINATIONS.

Diploma examinations were held during the year in the Grammar, High, Latin, and Normal schools as follows : —

Grammar Schools.

Geography	Friday, Jan. 26, 1883.
English History	Monday, May 7, “
Reading	On or after Thursday, “ 31, “
English Language, including Gram- mar, Composition, Writing, and Spelling. }	Wednesday, June 6, “
Arithmetic	Thursday, “ 7, “
United States History (Second Class),	Friday, “ 8, “
Book-keeping	“ “ 8, “
Drawing	Tuesday, “ 12, “
Music	“ “ 12, “

*High Schools.***Third-year Class.**

English, including Milton	Friday, Dec. 22, 1882.
Modern History to middle of 18th Century	“ Feb. 2, 1883.
Solid Geometry	“ March 30, “
Reading	On or after Thursday, May 31, “
English, including Shakespeare,	Wednesday, June 6, “
Music	“ “ 6, “
Physics	Thursday, “ 7, “
Drawing	“ “ 7, “
History, from middle of 18th Century, and Civil Government of the U. S., and Mass. }	Friday, “ 8, “
Latin, French, and German	Tuesday, “ 12, “
Chemistry	Wednesday, “ 13, “

Fourth-Year Class.

Reading	On or after Thursday, May 31, 1883.
Astronomy	Tuesday, June 5, “
English Language and Literature,	Wednesday, “ 6, “
Music	“ 6, “
Chemistry or Physics	Thursday, “ 7, “
Drawing	“ “ 7, “
History	Friday, “ 8, “
Latin, French, and German	Tuesday, “ 12, “

Latin School.

Greek	Thursday, June 7, 1883.
Latin	Friday, “ 8, “
English Language	Monday, “ 11, “
French	“ “ 11, “
History of Ancient Greece and Rome	“ “ 11, “
Arithmetic	Tuesday, “ 12, “

Algebra	Tuesday, June 12, 1883.
Plane Geometry	Wednesday, “ 13, “
Botany or Physics	“ “ 13, “

Normal School.

Geography	Thursday, Jan. 25, 1883.
Psychology, Part I.	Friday, “ 26, “
Arithmetic	Thursday, May 24, “
Psychology, Part II.	Friday, “ 25, “
English Language	Tuesday, June 12, “
Physiology and School Hygiene,	Wednesday, “ 13, “
Natural History	Thursday, “ 14, “
Principles of Teaching	Friday, “ 15, “

The results of the diploma examinations were as follows :—

Whole number of pupils examined	2,144
Number of diplomas awarded	2,059

These were distributed as follows :—

Grammar Schools.

Number of pupils examined	1,697
Number of diplomas awarded	1,637
Number of pupils that could enter the High Schools unconditionally	1,448
Number of pupils that could enter High Schools on probation	189
Number of pupils refused diplomas	60

High Schools.

Number of pupils examined	447
Number of diplomas awarded 422, as follows :—	
English High	52 diplomas
Girls' High	106 “

Roxbury High	43 diplomas
Dorchester High	28 “
Charlestown High	24 “
West Roxbury High	12 “
East Boston High	27 “
Brighton High	15 “

Boys' Latin School.

Thirty-four boys were examined, 33 of whom received diplomas.

All of these, except two, applied for admission to college and were admitted as follows: Harvard, 29; Tufts, 2.

One who did not finish the examination, on account of the death of his father, will doubtless enter in September.

GIRLS' LATIN SCHOOL.

Fifteen girls completed the course in this school, and all received diplomas.

Thirteen applied for admission to college, and were admitted.

One hopes to enter college in the near future, and one will enter the Normal School in September.

Of the fourteen graduates who intend to pursue a college course, three will go to Cambridge "Annex," two to Smith College, two to Wellesley, and seven to the Boston University.

NORMAL SCHOOL.

The number of pupils in the graduating class of this school was 67, all of whom received diplomas which entitled them to fourth-grade teachers' certificates.

AVAILABLE CANDIDATES.

The list of candidates eligible as teachers of the public schools has been thoroughly revised by the Supervisors, and reprinted as School Document No. 9, 1883.

From this list it appears that the whole number of persons holding certificates that entitle them to teach in some grade of the schools is 475, divided as follows:—

First grade, 42; second grade, 58; third grade, 55; and fourth grade, 320.

In addition to the above there are six holding fifth-grade certificates, now merged in the fourth grade, but entitling the holder to teach only in the Primary Schools.

The number of persons holding special certificates is 50, divided as follows:—

Evening Elementary Schools	17
Phonography	2
Penmanship	1
French and German	1
German	1
Drawing	10
Sewing	18

A few teachers included in the above enumeration are already in the service of the city; but are occupying positions lower than their certificates entitle them to hold.

EXAMINATION OF TEACHERS.

The regular examination of candidates for positions as teachers was conducted by the Board of Supervisors during the April vacation.

The following table shows the results of that examination:—

	First grade.	Second grade.	Third grade.	Fourth grade.	Special grade.	Total.
No. of candidates present at the examination	15	24	37	56	1	133
No. who withdrew from the examination . . . . .	..	..	1	5	..	6
No. of cases postponed	2	..	..	..	..	2
No. to whom certificates were refused .	3	6	16	4	..	29
No. to whom certificates were granted .	10	18	20	47	1	96
No. who, having been refused higher certificates, were granted lower certificates . . . . .	..	2	..	12	1	15
Whole number to whom certificates were granted	10	20	20	59	2	111
The number of those who had held certificates of a lower grade	1	2	9	1	..	13
The number to whom certificates were granted for the first time	9	18	11	58	2	98

SANITARY CONDITION OF SCHOOL-HOUSES.

Careful examinations have been made of the school-houses and premises for the purpose of determining their sanitary condition.

Written reports have already been made to the School Committee setting forth the results of the above examinations.

With few exceptions we have been able to report the houses and yards in excellent condition.

Means of drainage and ventilation have been well provided by the committees in charge, and the teachers are to be commended for their efforts to secure cleanliness on the part of the pupils, and an abundance of fresh air in their school-rooms.

There are a few old buildings, as will be seen by the reports already alluded to, where the teachers are compelled to ventilate entirely by means of the windows. Where this

is the case, of course there is great danger from the draft of cold air to which the children are subjected. But these defects are being remedied as fast as possible, and it is to be hoped that such old buildings will soon be replaced by others containing the necessary improvements for ventilation.

EVENING SCHOOLS.

Two or more evening schools were visited by each Supervisor monthly, and oftener if circumstances seemed to require it. For information concerning these schools, the members of the School Board are respectfully referred to the written reports of the several Supervisors, submitted in the spring of 1883.

TEACHERS ON PROBATION.

During the year ending June 30, 1883, 91 teachers on probation have been confirmed, and, on the recommendation of the Board of Supervisors, the time for confirmation of nine others has been extended by the committee.

The term of probation for teachers, not elected by ballot, is now one year. During the year it is the duty of two Supervisors to visit the teacher as often as possible, to observe carefully her methods of teaching and discipline, and at the end of the term of probation make written reports to the Superintendent of the results of their observation, together with a recommendation for confirmation or rejection. These reports are submitted to the Division Committees, and by them placed on file.

The Supervisors have endeavored to perform this duty with due regard to the rights of the candidate and the best interests of the schools themselves.

Every possible aid is given to the teacher by the Master of the school and the Supervisor in charge; but if, at the end of the term of probation, the results are still unsatisfactory, the Supervisors have recommended either an extension of the probation, or an unqualified rejection of the candidate.

EXAMINATION OF DIPLOMA PAPERS.

By order of the School Board, the diploma papers of twelve schools, for the school year 1881-2, were examined by the Supervisors.

We are glad to report that, for the most part, the papers were marked judiciously by the teachers. In some cases the standard of marking seemed somewhat too low, and in a few cases the standard was too high, or, in other words, the marking was too severe.

It will be remembered that the circumstances of the schools are as various as the schools themselves.

The pupils in one graduating class have averaged nearly forty weeks of schooling per year for nine years; while in another class, subjected to precisely the same examination, the pupils have done well if they have averaged thirty weeks of schooling per year for the nine years since they entered the Primary School.

It would evidently be unjust to expect the same degree of excellence in one district as in another.

SPECIAL WORK.

In addition to the work assigned to the Supervisors by the School Committee, certain departments of study are assigned to individual members of the Board.

One makes Oral Instruction, Geography, and Natural History a specialty; another, Reading, Spelling, and Foreign Languages; another, Writing and History; another, Mathematics; another, Book-keeping, Physics, and Chemistry; another, Language.

It is impossible, of course, for any one Supervisor to follow the teaching of special subjects throughout the city, in addition to the work which confines him to a group of schools covering one-sixth of the whole city. He can only

prepare examination questions that shall indicate, perhaps imperfectly, the kind of work he considers important in his department. He can also avail himself of such opportunities as may offer, to meet the teachers and explain the nature of the work committed to his charge.

The teachers' courses of lectures given at the Normal School, last winter and spring, gave opportunity to the Superintendent and some of the Supervisors for familiar talks upon the teaching of Arithmetic, Geography, and Language.

Now that the care of the Primary Schools has been restored to the Masters of the Districts, and the work of the Supervisors more strictly confined to supervision, more of this special work can be done than has been possible during the past three years.

The original plan of supervision contemplated this work, but was interrupted by the appointment of three of their number as Principals of Primary Schools.

EXHIBITIONS.

We respectfully urge some change in the rules governing exhibitions in the Grammar Schools.

At present there is no uniformity in closing either the Grammar or Primary Schools. The exhibitions themselves occur on any day of the last week of the school year. In June of this year 5 school exhibitions were given on Monday, 18 on Tuesday, 20 on Wednesday, 15 on Thursday, and 1 on Friday.

The Primary Schools of the several Districts also closed at various times. Some closed on Friday of the week preceding the exhibitions, and some as late as Tuesday of exhibition week.

The Grammar Schools closed usually one day before the exhibition.

It is almost impossible to go on with legitimate work in any school after the pupils of a neighboring district are set free. The latter rejoice in their freedom, and are zealous to advertise their enjoyment from the tops of the fences surrounding the school-yards of their less fortunate neighbors.

If it seem desirable to the School Board to devote the whole of the last week of the school year to exhibitions, we respectfully suggest that all the Primary Schools of the City be closed on Friday of the preceding week: but if a shorter time be deemed sufficient, all the schools (except the Latin and High Schools) might be closed on Tuesday of the last week, and the exhibitions confined exclusively to the three following days.

The Supervisors are unanimously in favor of the last plan suggested.

ILLNESS OF MR. MASON.

During the latter part of the year the Board has been deprived of the counsels, and the schools of the services, of our associate, Mr. Samuel W. Mason, who was suddenly stricken down by a severe illness on the first of March. This necessitated a different distribution of work among the remaining Supervisors, and rendered their visits to individual schools less frequent than was desirable.

Mr. Mason is now regaining his health, and has resumed his work.

Respectfully submitted,

R. C. METCALF,
For the Board of Supervisors.

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS

SEPTEMBER, 1883.

DISTRIBUTION OF PUPILS IN RESPECT BOTH TO AGE AND TO CLASSES, JUNE, 1883.

Classes		Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
Latin Schools.	All Classes,	{							2	11	39	48	55	67	55	37	8	322
		{							2	5	15	14	23	31	25	21	17	153
	Totals,								4	16	54	62	78	98	80	58	25	475
High Schools.	Advanced Class,	{											1				1	2
		{												1	3	9	26	39
	Third Year Class,	{											3	59	59	32	12	136
		{											1	14	48	68	38	169
	Second Year Class,	{										3	36	66	62	10		177
	{											18	71	83	50	21	243	
First Year Class,	{								9	49	121	98	25	8			310	
	{											31	89	107	64	14	9	314
Totals,											9	83	269	387	344	191	107	1390
Grammar Schools.	First Class,	{								13	98	244	277	141	39	54		817
		{								4	49	222	326	261	98	24		984
	Second Class,	{						1	8	163	298	374	252	100	7			1143
		{							11	62	276	422	335	135	40	7		1288
	Third Class,	{						14	160	479	660	502	191	49	3	1		2659
		{						8	108	369	559	414	247	54	10	1		1760
	Fourth Class,	{						22	198	614	804	552	270	69	10	1		2541
		{						6	107	490	735	624	399	63	18	2		2314
	Fifth Class,	{				9	175	626	911	662	354	142	30	4				2913
		{				7	171	717	963	669	346	124	21	2				2969
Sixth Class,	{				10	135	863	1134	697	318	124	32	8	3				3404
	{				12	169	758	1062	656	294	119	29	6		1			3196
Ungraded Class,	{					31	83	133	163	67	36	21	3					480
	{				1	16	26	49	47	46	32	50	16					283
Totals,					23	430	2104	4069	4708	4615	4127	3155	1834	777	201	39		26082
Primary Schools.	First Class,	{		1	163	963	1277	657	309	56	254							3333
		{		7	193	866	1072	572	218	74	244							3026
	Second Class,	{	6	307	1368	1455	654	298	52	12	64							1968
		{	9	300	1146	1207	566	176	61	21	94							3495
	Third Class,	{	26	1390	2225	1187	563	162	39	9	5	14						5897
	{	24	1129	1813	1293	470	138	32	16	6	44							4865
Totals,		50	2534	4683	5562	5524	3869	1674	565	174	694							24704
Grand totals,		50	2534	4683	5585	5954	5973	5743	5277	4805	4259	3300	2181	1262	625	288	132	52651

† Thirteen years and over.

‡ Eighteen years and over.

SCHOOL CENSUS. — *May, 1883.*

Number of children in Boston between the ages of 5 and 15,	65,512
Number attending public schools.....	51,617
“ “ private schools.....	7,027

EXPENDITURES.

Salaries of officers.....	\$57,038 83
“ “ teachers.....	1,123,154 90

Incidental Expenses.

By Committee on Public Buildings.....	\$189,119 83
By School Committee.....	223,072 86
School-houses and lots.....	77,628 73

INCOME.

School Committee.....	\$73,278 56
City Council.....	34,208 32

SUMMARY. — *June, 1883.*

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	91	86	5	.95	73
Latin and High.....	10	87	1,906	1,755	121	.94	1,865
Grammar.....	51	633	27,425	24,420	3,005	.89	26,082
Primary.....	464	464	24,755	20,923	3,832	.85	24,704
Totals.....	526	1,188	54,177	47,214	6,963	.87	52,724

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	82	66	16	.80	82
Licensed Minors.....	2	2	63	56	7	.89	69
Evening High.....	1	11	994	642	..	..	..
Evening.....	13	75	1,576	976	..	..	..
Evening Drawing.....	4	13	394	312	..	..	..
Totals.....	21	110	3,109	2,022	..	..	..

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School		3	150	1	2	3
Latin School	1	47	1,645	12		12
English High School				3		13
Girls' High School	1	9	802	2	14	16
Girls' Latin School				1	5	6
Roxbury High School	1	6	212	2	4	6
Dorchester High School	1	6	205	1	3	4
Charlestown High School	1	9	300	1	4	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	82	1	4	5
Grammar Schools	51	564	30,567	92	510	602
Primary Schools	100	465	23,500	464		464
Totals	159	1,113	56,730	592	550	1,142

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	40	46	86
Evening Drawing Schools	12	1	13
French: High Schools	3	2	5
German: High Schools	1		1
Sciences: East Boston and West Roxbury High Schools	1		1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High Schools	1		1
Sewing		28	28
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	63	93	156

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1883.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Assistants.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Normal		91	91		86	86	5	.95	1			1	1	
Latin	336		336	319		319	17	.95	1	4			4	
Girls' Latin		139	139		128	128	11	.92	1				5	
English High	374		374	354		354	20	.95	1	9	3			
Girls' High		462	462		425	425	37	.92	1	1	1		12	
Roxbury High	63	78	141	59	72	131	10	.93	1				4	
Dorchester High	45	47	92	42	43	85	7	.93	1				4	
Charlestown High	44	78	132	43	73	116	6	.95	1				3	
West Roxbury High	19	40	59	18	37	55	4	.93	1				2	
Brighton High	19	35	54	18	34	52	2	.96	1				2	
East Boston High	73	54	127	70	50	120	7	.94	1				4	
Totals	973	1,024	1,997	923	948	1,871	126	.94	5	19	11	1	5	35

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE, 1883.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal	67	6	. . . . .	. . . . .	. . . . .	. . . . .	73	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1	8	19	19	26
Latin	65	76	59	57	31	34	322	2	11	39	48	55	67	55	37	7	1	. . . . .
Girls' Latin	37	24	36	23	18	15	153	2	5	15	14	23	31	25	21	10	5	2
English High	194	165	57	2	. . . . .	. . . . .	358	. . . . .	. . . . .	5	39	107	111	69	21	4	2	. . . . .
Girls' High	191	121	75	39	. . . . .	. . . . .	426	. . . . .	. . . . .	. . . . .	16	59	99	114	69	47	19	3
Roxbury High	44	38	54	. . . . .	. . . . .	. . . . .	136	. . . . .	. . . . .	2	9	19	38	29	17	9	3	. . . . .
Dorchester High	43	29	32	. . . . .	. . . . .	. . . . .	104	. . . . .	. . . . .	. . . . .	3	13	42	28	18	. . . . .	. . . . .	. . . . .
Charlestown High	57	50	31	. . . . .	. . . . .	. . . . .	138	. . . . .	. . . . .	1	6	32	39	38	17	7	1	. . . . .
West Roxbury High	24	21	13	. . . . .	. . . . .	. . . . .	58	. . . . .	. . . . .	. . . . .	2	12	14	15	12	2	1	. . . . .
Brighton High	22	15	16	. . . . .	. . . . .	. . . . .	53	. . . . .	. . . . .	1	6	10	9	18	8	1	. . . . .	. . . . .
East Boston High	49	41	27	. . . . .	. . . . .	. . . . .	117	. . . . .	. . . . .	. . . . .	2	17	38	33	19	6	2	. . . . .
Totals	793	526	400	121	49	49	1,998	4	16	63	145	347	485	425	257	112	53	31
Percentages	40.9	27.2	20.6	6.3	2.5	2.5	100	.2	.8	3.3	7.5	17.9	25.	21.9	13.3	5.8	2.7	1.6

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	2	91	45.5
Latin	11	336	30.5
Girls' Latin	5	139	27.8
English High	12	374	31.2
Girls' High	15	462	30.8
Roxbury High	5	141	28.2
Dorchester High	3	92	30.7
Charlestown High	4	122	30.5
West Roxbury High	2	59	29.5
Brighton High	2	54	27.0
East Boston High	4	127	31.7
Totals	65	1,997	30.7

Graduates, June, 1883.

SCHOOLS.	Regular course.	Four years' course.	Total.
Normal	67	.....	67
Latin	33	.....	33
Girls' Latin	15	.....	15
English High	51	1	52
Girls' High	74	32	106
Roxbury High	43	.....	43
Dorchester High	28	.....	28
Charlestown High	24	.....	24
West Roxbury High	12	.....	12
Brighton High	15	.....	15
East Boston High	27	.....	27
Totals	389	33	422

EVENING SCHOOLS.

October, 1882. — March, 1883.

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	1,336	994	391	221	612	11	30
Anderson Street . . .	87	115	74	29	22	51	4	17
Belgelow School, S.B. .	105	450	164	83	31	114	9	14
Comins School, Rox. .	103	235	119	64	16	80	7	13
Dearborn School, Rox.	102	216	105	55	31	86	7	14
Eliot School	97	667	219	79	48	127	8	18
Franklin School . . .	99	356	122	44	29	64	5	16
Lincoln School, S.B. .	102	179	73	34	13	47	4	15
Lyman School, E.B. .	101	287	121	46	16	62	5	15
Minot School	82	126	71	36	8	44	3	22
Quiney School	103	251	94	35	12	47	4	15
Warren School, Ch'n .	100	315	118	56	21	77	6	15
Warrenton Street . . .	64	256	99	25	33	58	5	14
Wells School	101	493	197	81	33	119	8	17
Totals	1,349	5,292	2,570	1,058	530	1,588	86	22

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.		
Charlestown	65	110	78	43	5	48	3	24
Roxbury	65	179	97	69	6	75	3	37
Tennyson Street . . .	65	164	107	96	. .	96	4	32
Warren avenue	65	182	112	68	25	93	3	46
Totals	260	635	394	276	36	312	13	35

GRAMMAR SCHOOLS.

Semi-Annual Returns to June, 1883.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	326	154	480	289	135	424	56	88.	1	1	1	1	7
Allston	183	175	358	163	143	306	52	86.	1	.	1	2	5
Andrew	370	306	676	319	252	571	105	85.	1	1	2	2	8
Bennett	190	188	378	173	167	340	38	90.	1	.	1	1	5
Bigelow	782	...	782	729	...	729	53	93.	1	2	1	1	11
Bowditch . . . . .	...	205	205	...	174	174	31	85.	.	1	1	1	4
Bowdoin . . . . .	...	425	425	...	369	369	56	86.	1	.	2	1	6
Brimmer	594	...	594	536	...	536	58	90.	1	2	1	1	8
Bunker Hill	286	364	650	270	333	603	47	93.	1	1	2	2	8
Central	309	...	309	284	...	284	25	92.	1	.	1	1	4
Chapman	282	314	596	242	265	507	89	85.	1	1	2	2	7
Charles Sumner	104	112	216	94	99	193	23	89.	.	1	.	1	4
Comins	386	561	946	360	507	867	79	92.	1	1	3	3	11
Dearborn	461	525	986	408	459	867	119	88.	1	1	2	3	13
Dillaway . . . . .	...	425	425	...	373	373	52	88.	.	1	2	1	5
Dorchester-Everett	251	252	503	227	217	444	59	88.	1	1	1	1	7
Dudley	567	...	567	514	...	514	53	90.	1	1	1	1	8
Dwight	664	...	664	616	...	616	48	93.	1	2	1	1	9
Eliot	935	...	935	773	...	773	161	83.	1	3	1	1	13
Emerson	340	265	605	289	225	514	91	85.	1	1	2	2	7
Everett . . . . .	...	763	763	...	691	691	72	91.	1	.	2	3	10
Franklin ²	24	738	762	22	646	668	94	88.	1	.	2	3	11
Frothingham	244	312	556	217	267	484	73	87.	1	1	1	1	9
Gaston . . . . .	...	486	486	...	440	440	46	90.	1	.	2	1	7
George Putnam	110	124	235	101	110	211	24	90.	.	1	.	.	4
Gibson	156	162	318	135	135	270	48	85.	1	.	1	1	5
Hancock . . . . .	...	600	600	...	512	512	88	85.	1	.	2	2	8
Harris	114	137	251	106	116	222	29	88.	.	1	.	1	4
Harvard	282	317	599	258	280	538	61	90.	1	1	2	2	7

¹ Female Principal.² Including mixed ungraded class.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	. . .	284	284	. . .	250	250	34 88.	1	. 1	1	1	4
Lawrence	849	. . .	849	794	. . .	794	55 93.	1	3	1	1	12	
Lewis	309	331	640	284	303	587	53 92.	1	1	2	2	7	
Lincoln	708	. . .	708	658	. . .	658	50 93.	1	2	1	1	10	
Lowell	296	280	576	268	236	504	72 88.	1	1	1	1	7	
Lyman	387	157	544	349	131	480	64 87.	1	1	2	2	7	
Mather	183	183	366	160	155	315	51 86.	1	1	1	1	4	
Minot	124	129	253	116	115	231	22 91.	. 1	. 2	4			
Mt. Vernon	85	81	166	73	68	141	25 85.	. 1	1	1	2		
Norcross . . . . .	. . .	670	670	. . .	608	608	62 91.	1	. 2	3	9	
Phillips	680	. . .	680	624	. . .	624	56 92.	1	2	1	1	10	
Prescott	229	222	451	214	203	417	34 92.	1	1	1	1	6	
Prince	181	229	410	159	189	348	62 85.	1	1	1	1	5	
Quincy	576	. . .	576	517	. . .	517	59 90.	1	2	1	1	8	
Rice	607	. . .	607	541	. . .	541	66 89.	1	2	1	1	8	
Sherwin	379	464	843	349	425	774	69 92.	1	1	2	3	11	
Shurtleff . . . . .	. . .	661	661	. . .	572	572	89 87.	1	. 2	3	8	
Stoughton	108	133	241	99	121	220	21 92.	. 1	. 1	4			
Tileston	34	33	67	29	28	57	10 86.	. . 1	. 1				
Warren	314	341	655	292	308	600	55 92.	1	1	2	2	8	
Wells . . . . .	. . .	492	492	. . .	425	425	67 87.	1	. 2	1	7	
Winthrop . . . . .	. . .	816	816	. . .	717	717	99 88.	1	. 2	4	11	
Totals	14,009	13,416	27,425	12,651	11,769	24,420	3,005 89.	42	47	68	77	368	

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, June, 1883.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	27	46	99	82	91	107	...	432	...	3	39	80	82	62	92	51	35	12	4	1
Allston	19	32	47	99	55	96	...	348	2	5	32	54	60	56	61	45	21	9	3	...
Andrew	30	53	103	97	216	161	...	663	...	9	63	103	107	135	101	86	50	8	1	...
Bennett	18	29	47	54	112	108	...	398	...	12	53	56	56	64	46	50	19	11	1	...
Bigelow	46	51	87	290	298	154	...	746	4	29	95	122	153	118	117	64	40	11	2	...
Bowditch	13	16	27	37	24	76	...	293	...	4	15	32	36	40	36	24	12	4	...	...
Rowdoin	36	26	72	46	104	104	...	388	...	3	16	42	75	76	55	50	38	25	4	4
Brimmer	36	46	96	83	129	154	39	583	1	7	50	111	101	96	91	63	43	14	3	3
Bunker Hill	46	56	82	104	141	150	29	617	...	5	29	96	104	129	118	66	48	21	1	...
Central	11	32	42	91	55	50	...	290	...	4	18	53	37	45	45	40	19	8	1	...
Chapman	40	46	98	97	157	148	...	586	...	11	43	74	105	64	93	86	59	39	9	3
Charles Sumner	18	25	28	40	45	52	...	298	...	2	7	27	35	49	34	33	15	5	1	...
Comins	42	62	155	158	208	285	...	910	...	15	87	161	176	161	116	100	59	28	6	1
Dearborn	69	76	80	150	326	225	...	926	1	4	63	140	184	172	150	124	55	25	7	1
Dillaway	37	37	60	90	66	116	...	408	...	5	23	75	70	71	53	53	27	22	6	1
Dorchester-Everett	42	48	66	89	98	124	...	467	...	5	35	56	86	80	80	65	35	17	7	1
Dudley	34	50	98	99	103	100	...	544	...	6	32	67	125	97	90	61	35	28	2	1
Dwight	42	89	96	93	101	158	33	612	...	11	58	89	98	114	102	59	50	26	5	...
Elliot	42	35	142	166	170	256	95	908	1	25	78	145	190	175	138	99	41	10	3	1
Emerson	29	62	76	101	99	229	...	596	...	4	41	85	94	106	119	74	43	24	5	1
Everett	68	99	92	153	150	143	...	705	...	3	34	110	113	114	102	103	64	40	19	3
Franklin	63	78	74	133	131	146	42	667	...	5	61	97	119	107	83	79	65	38	10	3
Frothingham	30	35	82	85	89	163	37	521	...	6	41	111	99	92	82	53	26	8	3	...

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1883.

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.....	10	480	48.0	Harris.....	5	281	50.2
Allston.....	8	358	44.8	Harvard...	12	599	49.9
Andrew.....	13	676	51.2	Hillside....	6	284	47.3
Bennett....	7	378	54.0	Lawrence..	17	849	49.9
Bigelow....	15	782	51.5	Lewis.....	12	640	53.3
Bowditch...	6	205	34.2	Lincoln....	14	708	50.5
Bowdoin....	9	425	47.2	Lowell.....	10	576	57.6
Brimmer....	12	594	49.5	Lyman....	12	544	45.3
Bunker Hill.	13	650	50.0	Mather....	7	366	52.3
Central.....	6	309	51.5	Minot.....	6	253	42.2
Chapman...	12	596	49.6	Mt. Vernon.	4	166	41.5
Chas. Sumner	5	216	43.2	Norcross...	14	670	47.9
Comins.....	18	946	52.8	Phillips....	14	680	48.5
Dearborn...	19	986	52.0	Prescott....	9	451	50.1
Dillaway...	8	425	53.1	Prince.....	8	410	51.2
Dor.-Everett	10	503	50.3	Quincy.....	12	576	48.0
Dudley.....	11	567	51.5	Rice.....	12	607	50.6
Dwight.....	13	664	51.0	Sherwin....	17	843	49.6
Eliot.....	18	935	52.0	Shurtleff..	13	661	50.8
Emerson....	12	605	50.4	Stoughton..	5	241	48.2
Everett....	15	763	50.9	Tileston....	12	67	33.5
Franklin....	16	762	47.6	Warren....	13	655	50.4
Frothingham	12	556	46.3	Wells.....	10	492	49.2
Gaston.....	10	486	48.6	Winthrop..	17	816	48.0
Geo. Putnam	4	235	58.7				
Gibson.....	7	318	45.4	Totals...	552	27,425	49.7
Hancock...	12	600	50.0				

¹ Principal included.

GRAMMAR SCHOOLS.

Graduates, June, 1883.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	15	8	23	Harris	9	10	19
Allston	7	11	18	Harvard	22	20	42
Andrew	19	11	30	Hillside .....	..	33	33
Bennett	8	10	18	Lawrence	23	..	23
Bigelow	46	..	46	Lewis	39	39	78
Bowditch .....	..	10	10	Lincoln	43	..	43
Bowdoin .....	..	22	22	Lowell	20	15	35
Brimmer	36	..	36	Lyman	16	10	26
Bunker Hill	21	25	46	Mather	9	13	22
Central	10	..	10	Minot	7	9	16
Chapman	20	20	40	Mt. Vernon	8	9	17
Chas. Sumner	3	13	16	Norcross .....	..	19	19
Comins	11	31	42	Phillips	23	..	23
Dearborn	17	19	36	Prescott	18	16	34
Dillaway .....	..	35	35	Prince	15	21	36
Dor.-Everett	22	20	42	Quincy	24	..	24
Dudley	32	..	32	Rice	39	..	39
Dwight	42	..	42	Sherwin	24	30	54
Eliot	36	..	36	Shurtleff .....	..	50	50
Emerson	15	14	29	Stoughton	5	12	17
Everett .....	..	67	67	Tileston	4	4	8
Franklin .....	..	65	65	Warren	15	21	36
Frothingham	11	19	30	Wells .....	..	35	35
Gaston .....	..	36	36	Winthrop .....	..	54	54
George Putnam	1	8	9				
Gibson	6	10	16	Totals	777	896	1,637
Hancock .....	..	22	22				

PRIMARY SCHOOLS.

Semi-Annual Returns, June, 1883.

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	8	310	107	417	262	85	347	70	83.	224	208	432
Allston	7	207	193	400	186	162	348	52	87.	243	177	420
Andrew	11	326	302	628	279	254	533	95	85.	340	265	605
Bennett	5	144	136	280	127	117	244	36	87.	184	113	297
Bigelow	13	426	300	726	370	248	618	108	85.	393	315	708
Bowditch	8	212	199	411	188	169	357	54	87.	248	186	434
Bowdoin	8	208	205	413	177	166	343	70	85.	208	205	413
Brimmer	9	253	212	465	224	180	404	61	87.	253	183	436
Bunker Hill	13	332	338	670	293	287	580	90	87.	306	370	676
Central	3	88	75	163	76	65	141	22	87.	70	104	174
Chapman	7	198	182	380	148	126	274	106	72.	201	181	382
Charles Sumner	5	157	106	263	138	90	228	35	87.	123	154	277
Comins	12	361	344	705	323	289	612	93	87.	323	378	701
Dearborn	19	566	513	1,079	474	408	882	197	82.	525	545	1,070
Dillaway	10	305	282	587	273	240	513	74	87.	303	281	584
Dor.-Everett	9	241	228	469	198	177	375	94	80.	240	245	485
Dudley	9	272	229	501	238	193	431	70	86.	231	270	501
Dwight	8	192	206	398	162	160	322	76	81.	221	167	388
Eliot	11	430	174	604	370	144	514	90	85.	328	247	575
Emerson	9	306	193	499	259	155	414	85	83.	237	279	516
Everett	12	300	355	655	256	289	545	110	83.	260	366	626
Franklin	14	385	386	771	321	315	636	135	83.	365	404	769
Frothingham	9	257	244	501	231	214	445	56	89.	232	258	490
Gaston	11	361	322	683	312	273	585	98	86.	335	355	690
George Putnam	3	89	91	180	75	75	150	30	83.	115	69	184
Gibson	5	148	144	292	127	116	243	49	83.	156	154	310
Hancock	14	427	353	780	369	296	665	115	85.	511	281	792
Harris	4	111	104	215	97	85	182	33	85.	98	122	220
Harvard	9	249	246	495	218	198	416	79	84.	240	242	482

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	111	105	216	95	88	183	33	85.	115	107	222
Lawrence . .	19	776	245	1,021	680	209	889	132	87.	530	492	1,022
Lewis	11	283	304	587	243	247	490	97	83.	283	283	566
Lincoln . . .	7	295	130	425	254	104	358	67	84.	194	214	408
Lowell	11	291	306	597	249	258	507	90	85.	323	267	590
Lyman	12	460	184	644	394	145	539	105	84.	349	281	630
Mather	7	189	189	378	158	148	306	72	81.	219	183	402
Minot	5	98	105	203	87	87	174	29	86.	138	76	214
Mount Vernon	3	65	66	131	52	49	101	30	77.	81	55	136
Norcross . . .	14	243	492	735	222	426	648	87	88.	364	355	719
Phillips . . .	9	272	227	499	237	191	428	71	86.	232	268	500
Prescott . . .	9	245	247	492	219	215	434	58	86.	240	240	480
Prince	3	79	80	159	60	62	122	37	77.	63	93	156
Quincy	8	216	206	422	188	167	355	67	84.	237	189	426
Rice	10	276	270	546	212	196	408	138	77.	253	288	541
Sherwin	16	452	429	881	401	375	776	105	88.	447	427	874
Shurtleff . . .	7	164	201	365	140	165	305	60	84.	245	118	363
Stoughton . .	4	106	93	199	89	79	168	31	84.	111	78	189
Tileston . . .	1	28	15	43	26	12	38	5	88.	29	21	50
Warren	11	321	285	606	275	234	509	97	84.	310	289	599
Wells	12	363	293	656	313	241	554	102	84.	384	287	671
Winthrop . . .	6	185	135	320	165	119	284	36	89.	148	161	309
Totals	464	13,379	11,376	24,755	11,530	9,393	20,923	3,832	85.	12,809	11,895	24,704

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June, 1883.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	112	103	217	432	42	81	101	104	64	26	8	4	2
Allston	95	160	165	420	55	97	91	99	55	15	5	2	1
Andrew	157	210	238	605	83	111	146	105	102	35	15	5	3
Bennett	53	126	115	297	35	67	82	55	38	14	4	2	..
Bigelow	194	217	297	708	56	148	189	151	105	40	13	4	2
Bowditch	97	142	195	434	72	93	83	100	57	19	7	2	1
Bowloin	96	147	170	413	36	75	97	94	76	24	7	2	2
Brimmer	88	111	237	436	50	89	114	85	53	37	6	2	..
Bunker Hill	155	251	270	676	62	121	123	164	105	80	16	3	2
Central	59	58	57	174	16	22	32	44	80	18	6	1	5
Chapman	105	109	168	382	37	74	90	87	65	17	10	1	1
Chas. Sumner	80	97	100	277	25	43	55	60	56	25	8	4	1
Comins	219	201	281	701	58	113	152	186	127	37	19	7	2
Dearborn	338	290	442	1,070	107	207	211	246	176	76	34	7	6
Dillaway	147	169	268	584	59	109	135	132	83	38	23	4	1
Dr.-Everett	111	186	188	485	35	96	109	110	84	31	15	4	1
Dudley	161	133	207	501	40	85	106	133	79	31	13	9	5
Dwight	108	100	180	388	37	101	83	82	58	24	3	..	..
Eliot	144	155	276	575	73	127	128	138	74	33	1	..	1
Emerson	128	177	211	516	61	76	100	111	91	47	20	6	4
Everett	212	211	203	626	44	93	123	153	118	53	20	14	3
Franklin	201	248	320	769	69	124	172	195	141	45	18	4	1
Frothingham	159	163	168	490	55	80	97	123	88	36	9	2	..
Gaston	169	179	342	690	68	132	135	149	108	63	20	11	4
Geo. Putnam	30	66	88	184	27	43	45	41	21	6	1	..	..
Gibson	74	89	147	310	38	55	63	64	55	22	10	2	1
Hancock	159	236	397	792	132	200	179	143	98	30	9	1	..
Harris	43	71	106	220	14	37	47	47	47	15	10	1	2
Harvard	103	159	220	482	32	88	120	93	84	45	14	6	..
Hillside	63	88	71	222	23	38	54	46	41	16	4	..	..

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Lawrence . .	223	296	503	1,022	113	192	225	214	191	63	16	6	2
Lewis	142	161	263	566	52	92	139	137	94	34	17	1	..
Lincoln . . .	77	160	171	408	43	65	86	100	64	38	10	2	..
Lowell	112	211	267	590	53	107	163	144	73	35	11	2	2
Lyman	149	97	384	630	74	124	151	150	90	30	11	..	..
Mather	118	103	181	402	57	73	89	84	65	21	8	4	1
Minot	54	65	95	214	40	51	47	43	19	13	1	..	..
Mt. Vernon .	33	45	58	136	11	34	36	31	16	4	3	..	1
Norcross . .	197	261	261	719	81	119	164	133	114	67	23	11	7
Phillips . . .	96	159	245	500	63	84	85	110	77	52	21	6	2
Prescott . . .	112	179	189	480	38	88	114	91	79	45	15	8	2
Prince	49	49	58	156	11	18	34	35	18	23	14	3	..
Quincy	97	167	162	426	59	78	100	99	64	21	5	..	..
Rice	217	146	178	541	32	109	112	125	107	42	12	3	1
Sherwin . . .	221	224	429	874	81	170	196	208	123	60	28	8	..
Shurtleff . .	102	128	133	363	48	98	99	77	31	7	1	2	..
Stoughton . .	46	47	96	189	27	38	46	38	28	9	1	2	..
Tileston . . .	16	19	15	50	6	11	12	9	6	5	1	..	..
Warren	215	123	261	599	55	103	152	129	98	52	7	3	..
Wells	148	165	358	671	78	153	153	140	97	43	6	..	1
Winthrop . . .	95	106	108	309	21	52	75	83	53	15	8	1	1
Totals	6,379	7,563	10,762	24,704	2,584	4,684	5,540	5,525	3,884	1,677	567	172	71
Percentages	25.8	30.6	43.6	100	10.5	18.9	22.4	22.4	15.7	6.8	2.3	.7	.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June, 1883.

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	8	417	52.1	Harris	4	215	53.7
Allston	7	400	57.1	Harvard	9	495	59.
Andrew	11	628	57.1	Hillside	4	216	54.
Bennett	5	280	56.	Lawrence	19	1,021	53.7
Bigelow	13	726	55.8	Lewis	11	587	53.4
Bowditch	8	411	51.2	Lincoln	7	425	60.7
Bowdoin	8	413	51.6	Lowell	11	597	54.3
Brimmer	9	465	51.7	Lyman	12	644	53.7
Bunker Hill	13	670	51.5	Mather	7	378	54.
Central	3	163	54.3	Minot	5	203	40.6
Chapman	7	380	54.3	Mt. Vernon	3	131	43.7
Ch's Sumner	5	263	52.6	Norcross	14	735	52.5
Comins	12	705	58.7	Phillips	9	499	55.4
Dearborn	19	1,079	56.8	Prescott	9	492	54.7
Dillaway	10	587	58.7	Prince	3	159	53.
Dor.-Everett	9	469	52.1	Quincy	8	422	52.7
Dudley	9	501	55.7	Rice	10	546	54.6
Dwight	8	398	49.7	Sherwin	16	881	55.
Eliot	11	604	54.9	Shurtleff	7	365	52.1
Emerson	9	499	55.3	Stoughton	4	199	49.7
Everett	12	655	54.6	Tileston	1	43	43.
Franklin	14	771	55.1	Warren	11	606	55.1
Frothingham	9	501	55.7	Wells	12	656	54.7
Gaston	11	683	62.1	Winthrop	6	320	53.3
Geo. Putnam	3	180	60.				
Gibson	5	292	58.4	Totals	464	24,755	53.3
Hancock	14	780	55.6				

CLASSIFICATION AND AGES, June, 1883.
Latin Schools.

	11		12		13		14		15		16		17		18		19		20		21+		Boys	Girls	Total	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
Latin.																										
1st year Class	2																						65		65	
2d "		9	27	19	6	16	5	7	3	10	1	10	3	1	1	1	1	1	1	1	1	1	76		76	
3d "		2	9	19	22	18	9	24	18	24	15	15	10	8	2	2	2	2	2	2	2	2	59		59	
4th "			1	1	8	19	1	19	8	19	7	8	8	8	1	1	1	1	1	1	1	1	57		57	
5th "					1	1		1	1	6	12	12	12	12	9	3	3	3	3	3	3	3	31		31	
6th "			1								12	12	12	12	17	4	4	4	4	4	4	4	34		34	
Totals	2	11	39	48	55	67	55	67	55	67	55	67	55	67	37	7	7	7	7	7	7	7	322		322	
Girls' Latin.																										
1st year Class																										
2d "		5	11	8	10	8	10	8	10	10	8	8	8	3									37		37	
3d "			4	4	5	5	4	5	5	5	5	5	5	10	2	2	2	2	2	2	2	2	24		24	
4th "				2	6	6	2	6	6	6	7	7	8	8	5	5	5	5	5	5	5	5	36		36	
5th "					2	4		4	4	2	4	4	4	4	8	1	1	1	1	1	1	1	23		23	
6th "															6	4	4	4	4	4	4	4	15		15	
Totals	2	5	15	14	23	31	23	31	23	31	23	31	23	25	21	10	10	10	10	10	10	10	153		153	
English High.																										
1st year Class			5	38	82	51	14	4															194		194	
2d "				1	22	45	31	6															105		105	
3d "					2	15	21	11															57		57	
4th "					1			1															2		2	
Totals			5	39	107	111	69	21							2	4	4	4	4	4	4	4	358		358	

CLASSIFICATION AND AGES. (*High Schools.*)

	13		14		15		16		17		18		19		20		21+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
Girls' High.																					
1st year Class	..	..	..	16	..	49	..	63	..	45	..	11	..	3	..	4	..	..	..	191	
2d "	..	..	..	..	..	10	..	31	..	38	..	28	..	13	..	1	..	..	..	121	
3d "	..	..	..	..	..	..	4	..	..	28	..	21	..	15	..	6	..	..	..	75	
4th "	..	..	..	..	..	..	..	1	..	3	..	9	..	16	..	8	..	..	..	39	
Totals	..	..	..	16	..	59	..	99	..	114	..	69	..	47	..	19	..	..	..	426	
Roxbury High.																					
1st year Class	2	..	4	5	10	3	8	8	2	1	..	..	..	1	..	..	..	..	26	18	44
2d "	..	..	..	..	4	2	2	10	8	5	..	3	..	1	..	1	..	..	16	22	38
3d "	..	..	..	..	..	..	7	3	9	4	2	20	2	5	..	2	..	..	10	54	64
Totals	2	..	4	5	14	5	17	21	19	10	4	23	2	7	..	3	..	..	62	74	136
Dorchester High.																					
1st year Class	..	..	2	1	5	6	7	15	1	2	3	1	..	..	..	..	..	..	18	25	43
2d "	..	..	..	..	1	1	8	8	3	7	..	1	..	..	..	..	..	..	12	17	29
3d "	..	..	..	..	..	..	1	3	12	3	8	5	..	..	..	..	..	..	21	11	32
Totals	..	..	2	1	6	7	16	26	16	12	11	7	..	..	..	..	..	..	51	53	104
Charlestown High.																					
1st year Class	1	..	4	2	10	17	6	9	2	4	..	1	..	1	..	..	..	..	23	34	57
2d "	..	..	..	..	1	3	5	12	3	15	..	6	..	4	..	..	..	..	10	40	50
3d "	..	..	..	..	..	1	2	2	5	9	4	5	1	1	1	..	..	..	13	18	31
Totals	1	..	4	2	11	21	13	23	10	28	5	12	1	6	1	..	..	..	46	92	138

Brighton High.

	8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
1st year Class	1	1	5	1	5	2	2	2	2	6	4	4	2	2	2	6	4	4	2	2	6	4	4	6	16	22
2d "			1	2	1	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	5	10
3d "			1	1	1	2	2	3	3	3	1	2	3	3	3	1	5	1	1	1	1	1	1	1	8	16
Totals	1	1	5	4	6	4	5	7	11	1	7	1	7	1	1	7	1	1	1	1	1	1	1	1	19	34

West Roxbury High.

	8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
1st year Class			1	1	2	7	6	3	1	2	1	3	1	2	2	9	3	1	1	1	1	1	1	1	10	14
2d "					2	1	1	3	2	2	1	3	2	2	2	2	3	1	1	1	1	1	1	1	5	16
3d "						1	1	1	1	1	1	1	1	1	2	6	1	1	1	1	1	1	1	1	4	9
Totals			1	1	4	8	8	6	3	12	2	10	2	10	2	10	1	1	1	1	1	1	1	1	19	39

East Boston High.

	8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
1st year Class			1	1	2	18	9	3	4	1	5	1	5	1	1	5	1	1	1	1	1	1	1	1	33	16
2d "					4	5	4	13	7	1	5	1	5	1	1	5	1	1	1	1	1	1	1	1	21	41
3d "						2	2	6	6	4	8	1	4	1	4	8	1	4	1	4	2	2	2	2	13	14
Totals			1	1	15	25	13	22	11	6	13	1	5	1	5	6	13	1	5	2	2	2	2	70	47	

CLASSIFICATION AND AGES, JUNE, 1883.
Grammar Schools.

	Under 8		8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.					
Adams School.																											
1st Class																											
2d "																											
3d "																											
4th "																											
5th "																											
6th "																											
Totals			2	1	22	8	54	26	58	24	46	16	61	31	32	19	22	13	6	6	3	1	1	397	145	452	

CLASSIFICATION AND AGES. (*Grammar Schools.*)

	Under 8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
Allston School.																										
1st Class									1		2	3	1	6	1	4	1	1	1	1			7	12	19	
2d "									1		5	7	8	4	1	7	1	1	1	1			16	16	32	
3d "									5	6	10	7	8	9	4	4	2	1	1	1			23	24	47	
4th "						2		18	10	11	18	9	8	6	1	1	2	1	2	1			59	40	99	
5th "						1		4	11	9	5	3	3	3	1	1	1	1	1	1			22	23	55	
6th "	1		4	1	14	15	16	17	7	10	6	1	1	1	1	1	1	1	1	1			50	46	96	
Totals	1	1	4	1	15	17	24	30	29	31	33	23	23	20	25	8	13	4	5	1	2	177	171	348		
Andrew School.																										
1st Class									1		1	4	8	1	8	7	2	2	2				19	11	30	
2d "									1		5	4	14	12	5	10	1	1	1	1			26	27	53	
3d "									9	22	16	16	22	8	7	5	1	1	1	1			53	51	106	
4th "								5	6	18	16	14	12	9	5	3	4	1	1	1			51	46	97	
5th "								1	11	12	29	31	36	41	18	11	6	1	1	1			110	106	216	
6th "								6	3	26	25	28	20	18	11	9	2	2	1	1			100	61	161	
Totals			6	3	27	36	52	51	54	53	78	57	56	45	27	24	26	5	3	1	2	361	302	663		
Bennett School.																										
1st Class																										
2d "																										
3d "																										
4th "																										
5th "																										
6th "																										
Totals			9	3	28	25	24	32	30	26	33	31	22	24	27	23	9	10	4	7	1	186	182	368		

Bigelow School.

1st Class	6	9	9	20	6	2	46	46
2d "	18	18	18	12	2	2	51	51
3d "	34	34	21	8	2	2	87	87
4th "	40	63	40	15	1	1	200	200
5th "	65	30	15	1	1	1	208	208
6th "	7	1	1	1	1	1	154	154
Totals	118	117	64	40	11	2	746	746

Bowditch School.

1st Class	4	2	4	4	4	3	13	13
2d "	6	6	4	5	1	1	16	16
3d "	7	9	8	1	1	1	27	27
4th "	12	11	4	1	1	1	37	37
5th "	10	5	1	1	1	1	34	34
6th "	11	3	3	2	1	1	76	76
Totals	40	36	24	12	4	4	203	203

Bowdoin School.

1st Class	3	3	11	15	6	1	36	36
2d "	17	17	8	3	9	2	26	26
3d "	12	12	16	12	9	1	72	72
4th "	13	7	9	3	1	1	46	46
5th "	28	13	3	5	1	1	104	104
6th "	23	14	3	3	1	1	104	104
Totals	70	55	50	38	25	4	388	388

Brimmer School.

1st Class	3	3	7	13	8	2	36	36
2d "	14	14	13	13	3	1	46	46
3d "	29	29	24	16	3	1	96	96
4th "	26	26	9	1	1	1	83	83
5th "	43	30	7	2	1	1	129	129
6th "	32	16	2	1	1	1	154	154
Ungraded Class	11	2	1	1	1	1	39	39
Totals	101	91	63	43	14	3	583	583

CLASSIFICATION AND AGES. (*Grammar Schools.*)

	Under 8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
Bunker Hill School.																									
1st Class									1	4	5	3	4	7	6	7	8						21	25	46
2d "									1	5	8	6	10	12	9	2	3						26	30	56
3d "								4	10	14	15	8	9	15	6	1							42	40	82
4th "								4	16	22	10	17	4	6	1								41	63	104
5th "								8	15	11	8	17	4	6	1								55	86	141
6th "								12	12	31	5	5	3	1									77	82	159
Ungraded Class								2	10	6	1	4	2										11	18	29
Totals	2	3	15	14	45	51	47	57	53	76	47	71	28	38	26	22	10	11	1	1			273	344	617

	Under 8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
Central School.																									
1st Class									4		5		4	4									11		11
2d "									7		16		11	9									32		32
3d "									22		14		10	3									42		42
4th "									8		7		9	2									91		91
5th "									3		3		5	1									55		55
6th "									45		45		40										59		59
Totals	4		18		53		57		45		45		40		19		8		1				200		200

	Under 8		9		10		11		12		13		14		15		16		17		18+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
Chapman School.																									
1st Class																							20	20	40
2d "									3		2		5	7									19	27	46
3d "									10		18		16	3									48	50	98
4th "									17		11		10	5									43	54	97
5th "									9		17		9	8									75	82	157
6th "									5		2		5										73	75	148
Totals	5	6	19	21	58	56	49	56	24	40	43	44	48	38	25	34	16	23	3	6			278	308	586

CLASSIFICATION AND AGES. (Grammar Schools.)

	Under 8		8		9		10		11		12		13		14		15		16		17		18		Boys	Girls	Total
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.					
Frothingham School.																											
1st Class																											
2d "																											
3d "																											
4th "																											
5th "																											
6th "																											
Ungraded Class																											
Totals			3	3			21	20	51	60	46	53	40	52	33	49	20	33	10	16	4	4			228	263	521
Gaston School.																											
1st Class																											
2d "																											
3d "																											
4th "																											
5th "																											
6th "																											
Totals																											
George Putnam School.																											
1st Class																											
2d "																											
3d "																											
4th "																											
5th "																											
6th "																											
Totals			4	1			10	7	18	24	20	20	16	13	14	16	12	19	4	5	3	5			101	114	215

CLASSIFICATION AND AGES. (*Grammar Schools.*)

	Under 8		8		9		10		11		12		13		14		15		16		17		18+		Boys	Girls	Totals
	B.		G.		B.		G.		B.		G.		B.		G.		B.		G.		B.		G.				
Minot School.																											
1st Class	7	17	24
2d "	12	25	37
3d "	20	20	40
4th "	22	27	49
5th "	29	27	56
6th "	28	17	45
Totals	118	124	242
Mt. Vernon School.																											
1st Class	4	9	13
2d "	12	8	20
3d "	10	12	22
4th "	15	21	36
5th "	16	12	28
6th "	23	20	43
Totals	85	82	167
Norcross School.																											
1st Class
2d "
3d "
4th "
5th "
6th "
Totals

CLASSIFICATION AND AGES. (*Grammar Schools.*)

	Under 8		8		9		10		11		12		13		14		15		16		17		18+		Boys	Girls	Totals	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.				
Rice School.																												
1st Class											3	15	3	15	12	16									41		587	
2d "											5	15	15	15	12	12									50		103	
3d "											30	30	32	32	25	7									103		146	
4th "											42	42	44	46	4	2									146		165	
5th "											3	3	27	12	4										52		30	
6th "											2	2	11	6	7										30		587	
Ungraded Class											1	1	4	4	4										30		587	
Totals											118	116	93	110	89	37	13								587		587	
Sherwin School.																												
1st Class											1	9	3	11	14	10	11								34		69	
2d "											3	22	21	36	11	6	10								30		72	
3d "											16	12	14	16	5	5	5								43		132	
4th "											9	2	13	15	5	1	4								48		102	
5th "											3	7	13	17	6	4	2								95		105	
6th "											2	10	28	31	17	24	1	1							102		207	
Totals											59	60	61	68	53	22	33	6	14	2	5				352		777	
Shurtleff School.																												
1st Class											1	13	3	11	11	15	15									50		50
2d "											11	22	21	32	16	16	16									40		49
3d "											40	40	44	52	23	3	4									85		85
4th "											29	29	34	40	6	6	6									101		101
5th "											33	33	36	44	4	1	1									130		210
6th "											11	11	11	16	1	1	1									152		152
Totals											96	96	91	120	60	45	45	21	9							647		647

Andrew District.

1st Class	..	..	..	..	3	5	20	25	46	25	14	5	7	4	2	..	1	..	53	61	157
2d "	..	..	11	15	41	45	30	19	11	18	6	6	6	6	1	1	1	..	106	104	210
3d "	2	1	37	41	48	37	22	30	7	4	..	2	..	..	..	1	..	1	117	121	258
Totals	2	1	39	41	50	52	66	50	57	45	21	14	10	5	3	2	2	1	316	289	605

Bennett District.

1st Class	..	..	..	..	1	2	10	10	10	9	5	3	2	..	..	1	..	..	28	25	53
2d "	..	..	..	..	11	16	15	15	9	9	3	3	1	1	1	..	..	..	56	70	126
3d "	..	..	20	15	27	18	17	15	2	3	1	..	..	..	..	..	..	..	67	51	118
Totals	..	..	20	15	28	29	34	48	20	18	8	6	3	1	1	..	..	..	151	146	297

Bigelow District.

1st Class	..	..	..	..	15	7	34	28	38	32	16	12	6	2	2	1	1	..	112	82	194
2d "	..	..	..	..	11	56	34	39	25	13	15	5	4	2	1	..	..	..	178	89	217
3d "	..	..	36	20	77	49	43	34	11	14	4	3	2	2	1	..	..	..	171	133	297
Totals	..	..	36	20	88	60	114	75	84	67	22	18	10	3	3	1	2	..	414	294	708

Bowditch District.

1st Class	..	..	..	..	5	5	20	19	17	15	6	7	2	2	2	..	1	..	48	49	97	
2d "	..	..	..	..	12	10	24	17	25	21	11	10	4	2	1	2	..	1	..	79	63	142
3d "	..	..	35	37	34	37	19	15	8	6	2	2	..	..	..	..	..	..	98	97	195	
Totals	..	..	35	37	46	47	46	57	51	40	30	27	10	9	3	4	..	2	1	225	209	434

Bowdoin District.

1st Class	..	..	..	..	2	2	9	18	22	20	10	6	5	3	1	1	..	1	..	45	51	96
2d "	..	..	..	..	..	..	25	29	15	15	3	2	1	..	..	..	..	..	1	70	77	147
3d "	..	..	16	29	40	28	27	20	5	8	1	2	..	..	..	..	..	..	..	89	81	170
Totals	..	..	16	29	43	32	52	45	39	55	35	40	15	11	4	3	1	1	..	204	209	413

Brimmer District.

1st Class	..	..	..	..	4	2	6	4	19	15	11	18	1	3	..	2	..	..	41	41	89	
2d "	..	..	..	..	18	21	23	21	9	8	2	2	..	1	..	..	..	..	..	55	75	111
3d "	..	..	33	16	47	39	44	25	13	11	1	1	..	1	..	..	..	..	..	140	97	237
Totals	..	..	33	16	50	39	66	48	45	42	29	24	16	21	1	5	..	2	..	239	197	436

CLASSIFICATION AND AGES. (Primary Schools.)

	Under 5		6		7		8		9		10		11		12		13+		Boys.	Girls.	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.					
Bunker Hill District.																					
1st Class	14	16	33	20	25	25	3	5	1	2	..	1	76	155	
2d "	22	41	55	50	15	13	4	3	..	..	..	1	117	251	
3d "	26	36	61	50	35	24	13	3	..	..	..	..	138	270	
Totals	82	82	149	125	69	41	8	8	1	2	1	1	331	676	
Central District.																					
1st Class	12	5	7	10	5	8	2	4	..	1	4	..	30	59	
2d "	11	13	8	5	3	1	..	..	..	..	1	..	31	58	
3d "	2	1	..	..	1	..	..	..	..	..	..	..	34	57	
Totals	25	19	15	15	9	9	2	4	..	1	5	..	95	174	
Chapman District.																					
1st Class	3	13	29	18	6	4	4	6	..	1	..	..	54	105	
2d "	21	17	7	8	1	5	..	..	..	..	..	..	49	109	
3d "	21	8	3	..	..	1	..	..	..	..	..	1	90	168	
Totals	46	38	39	26	7	10	4	6	..	1	..	1	193	382	
Charles Sumner District.																					
1st Class	1	8	3	24	12	10	4	3	3	1	1	..	50	80	
2d "	18	15	8	6	2	2	..	1	..	..	..	..	56	41	
3d "	13	2	3	3	1	..	..	..	..	..	..	..	59	41	
Totals	40	20	35	21	13	12	4	4	3	1	1	..	165	112	
Comins District.																					
1st Class	14	6	33	37	41	20	6	8	4	1	1	..	111	108	
2d "	29	30	44	35	20	16	3	4	..	2	..	1	102	99	
3d "	40	33	18	10	5	6	..	1	..	..	..	..	147	134	
Totals	83	69	95	91	68	61	15	22	6	13	4	3	1	300	341
Totals	29	29	61	52	22	22	6	13	4	3	1	1	300	341	701

CLASSIFICATION AND AGES. (*Primary Schools.*)

	Under 5		6		7		8		9		10		11		12		13+		Boys.	Girls.	Totals.		
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.					
Emerson District.																							
1st Class	7	1	15	12	27	21	17	9	7	4	3	1	4	..	80	48	128		
2d "	9	3	31	34	24	12	14	6	4	3	..	2	..	..	116	61	177		
3d "	36	25	27	25	15	13	4	3	..	2	..	..	..	..	115	96	211		
Totals	36	25	46	30	61	39	64	47	31	16	11	9	3	3	4	..	311	205	516		
Everett District.																							
1st Class	1	3	4	26	28	36	39	13	31	7	11	3	8	..	88	124	212		
2d "	7	13	29	31	40	44	14	22	2	5	..	2	..	..	92	119	211		
3d "	21	23	35	37	30	26	11	9	4	3	..	1	..	..	104	99	203		
Totals	21	23	42	51	62	61	77	81	54	64	17	36	7	13	4	10	..	284	342	626	
Franklin District.																							
1st Class	2	4	28	33	40	48	17	13	6	7	2	..	..	96	105	201		
2d "	4	11	41	36	50	46	19	19	7	5	1	4	1	..	126	122	248		
3d "	1	1	35	32	53	56	44	42	19	19	8	7	2	1	..	..	..	..	162	158	320
Totals	1	1	35	32	57	67	90	82	97	98	67	74	26	19	7	11	3	1	..	384	385	769	
Frothingham District.																							
1st Class	5	5	25	24	19	42	18	11	3	5	1	..	..	71	88	159		
2d "	11	9	31	18	32	28	16	10	2	5	..	1	..	..	92	71	163		
3d "	28	27	17	21	5	9	1	..	..	..	..	..	..	..	84	84	168		
Totals	28	27	44	36	53	44	62	61	36	52	20	16	3	6	1	1	..	247	243	490	
Gaston District.																							
1st Class	5	11	23	32	25	22	24	5	10	2	7	1	2	..	73	96	169	
2d "	2	13	21	29	39	18	23	9	5	1	4	1	..	..	83	96	179		
3d "	47	21	46	50	13	24	7	3	1	2	..	..	..	..	197	145	342		
Totals	47	21	85	47	59	70	63	86	57	51	32	31	6	14	3	8	1	3	353	337	690

CLASSIFICATION AND AGES. (*Primary Schools.*)

	Under 5		6		7		8		9		10		11		12		13+		Boys	Girls	Total.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
Lawrence District.																					
1st Class	5	..	50	19	78	19	23	12	5	6	3	2	1	..	165	58	223
2d "	6	..	76	14	68	8	15	9	4	1	..	..	..	..	235	61	296
3d "	8	..	80	25	132	42	110	27	42	13	11	7	..	..	..	..	..	..	386	117	503
Totals	8	..	80	25	144	48	175	50	157	34	40	23	9	7	4	2	1	..	785	236	1022
Lewis District.																					
1st Class	1	2	20	16	27	37	11	15	7	6	..	..	..	..	60	76	142
2d "	5	..	20	29	35	16	9	6	4	..	..	..	..	..	74	87	161
3d "	23	28	43	41	50	37	3	3	..	..	..	..	1	..	..	..	157	126	283
Totals	23	29	45	46	68	67	46	49	17	19	7	10	..	1	..	..	277	289	566
Lincoln District.																					
1st Class	13	6	24	5	13	8	3	3	..	..	..	..	55	22	77
2d "	3	3	42	17	19	11	13	4	1	2	..	2	..	..	109	51	160
3d "	25	18	38	21	32	9	16	6	4	..	..	1	..	..	..	..	115	56	171
Totals	25	18	41	24	65	21	71	29	26	12	4	6	..	2	..	..	279	129	408
Lowell District.																					
1st Class	3	20	16	18	18	6	18	2	6	..	1	..	2	48	64	112
2d "	7	47	29	45	31	17	15	2	8	1	..	1	..	..	119	92	211
3d "	32	21	32	61	40	12	20	3	..	1	1	..	..	..	..	..	122	145	267
Totals	32	21	39	68	91	72	38	35	8	27	4	7	..	2	..	..	280	301	590
Lynn District.																					
1st Class	9	1	38	20	38	10	17	7	8	1	..	..	..	110	30	149
2d "	3	31	14	22	7	11	6	4	5	..	..	..	..	..	68	29	97
3d "	2	1	53	18	85	34	62	34	15	21	4	1	..	..	..	..	..	..	278	106	384
Totals	2	1	53	18	88	36	102	49	108	42	70	23	7	10	1	..	..	..	456	174	630

Mather District.

1st Class	5	1	17	16	22	25	13	6	4	4	2	2	1	64	54	118
2d "	3	19	24	21	8	6	2	..	..	..	..	..	..	50	53	103
3d "	..	17	23	7	5	4	..	..	..	..	..	..	..	82	99	181
Totals	35	38	41	48	39	30	35	15	6	4	2	2	1	196	206	402

Minot District.

1st Class	1	8	13	9	7	4	5	6	..	1	..	..	..	26	28	54
2d "	..	8	15	13	7	5	2	..	2	..	..	..	..	35	30	65
3d "	5	14	20	17	11	1	..	..	..	..	..	..	..	43	52	95
Totals	5	14	20	19	32	21	6	5	8	1	..	..	..	104	110	214

Mt. Vernon District.

1st Class	1	..	7	9	6	5	2	..	2	..	1	..	..	18	15	33
2d "	3	10	11	3	9	4	1	..	1	..	..	..	..	20	25	45
3d "	5	6	13	7	2	1	..	1	..	..	..	..	..	29	20	49
Totals	5	6	18	16	10	6	2	2	3	..	1	..	..	67	60	126

Norcross District.

1st Class	..	10	13	22	25	40	26	25	4	17	..	9	..	5	60	128
2d "	..	33	65	28	51	9	36	7	8	1	1	2	..	2	85	176
3d "	6	22	50	39	65	18	38	1	..	..	..	..	..	87	174	261
Totals	6	24	51	44	75	51	113	34	33	5	18	11	7	241	478	719

Phillips District.

1st Class	..	2	1	11	10	16	7	20	14	8	2	1	2	2	58	38
2d "	..	16	10	34	28	21	19	12	5	8	2	..	2	..	92	67
3d "	38	25	49	33	31	25	17	6	8	..	1	..	1	..	134	111
Totals	38	25	50	34	43	34	32	20	16	5	1	5	2	284	216	500

Prescott District.

1st Class	..	1	10	14	19	24	13	14	4	6	..	4	..	2	47	63
2d "	..	27	30	31	23	11	19	7	10	4	1	3	1	..	90	80
3d "	..	19	35	41	36	19	2	..	..	..	..	..	..	95	94	189
Totals	19	19	42	46	64	50	44	47	32	47	20	25	8	7	232	248

CLASSIFICATION AND AGES. (Primary Schools.)

	Under 5		5		6		7		8		9		10		11		12		13+		Boys	Girls	Totals	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
Prince District.																								
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	7	4	8	10	10	15	18	17	8	10	10	13	5	9	5	9	2	1	..	..	77	79	156	
Quincy District.																								
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	30	29	40	38	56	44	51	48	30	31	9	12	3	2	3	2	..	..	..	..	219	207	426	
Rice District.																								
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	17	15	54	55	60	52	54	71	54	51	22	29	10	2	1	2	1	2	..	..	273	268	541	
Sherwin District.																								
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	50	31	75	95	101	95	104	104	69	54	35	25	10	18	2	6	..	..	..	..	446	428	874	
Shurtleff District.																								
1st Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3d "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	18	30	51	47	39	60	36	41	11	20	3	4	..	..	..	..	..	..	..	..	159	204	363	

Stoughton District.

1st Class	1	1	5	7	15	6	4	4	1	1	1	26	20	46
2d "	1	10	9	10	3	3	1	1	1	1	1	23	24	47
3d "	1	14	12	5	2	1	1	1	1	1	1	50	46	96
Totals	1	25	21	19	19	9	5	4	1	1	1	99	90	189

Tilston District.

1st Class	1	4	2	3	3	1	4	1	1	1	1	12	4	16
2d "	1	10	1	2	1	1	1	1	1	1	1	13	6	19
3d "	3	2	5	1	1	1	1	1	1	1	1	5	10	15
Totals	3	11	1	3	3	3	4	1	1	1	1	30	20	50

Warren District.

1st Class	3	12	18	40	26	26	30	24	19	6	2	110	105	215
2d "	1	31	15	24	20	15	8	5	2	1	1	77	46	123
3d "	26	29	36	40	11	8	4	6	1	1	1	132	129	261
Totals	26	29	54	75	54	45	30	22	7	7	3	319	280	599

Wells District.

1st Class	2	6	27	21	32	25	18	11	1	4	1	80	68	148
2d "	3	8	34	22	21	9	9	4	1	1	1	97	68	165
3d "	3	4	39	32	7	3	1	1	1	1	1	195	163	358
Totals	3	4	39	32	60	37	27	16	2	4	1	372	299	671

Winthrop District.

1st Class	3	22	16	23	11	7	4	4	2	5	1	55	40	95
2d "	5	28	20	19	7	5	1	2	1	1	1	60	46	106
3d "	15	6	9	8	4	3	1	1	1	1	1	62	45	108
Totals	15	6	26	26	34	19	8	7	2	6	1	178	131	309

REPORT

OF THE

Committee on Drawing and Music.

1883.

REPORT.

The Committee on Drawing and Music respectfully submit the following report of matters relating to these studies during the past year:—

DRAWING.

As, since the spring of 1881, the Drawing department has had but one executive officer, acting under the direction of the committee, it would be unreasonable to suppose that Drawing had been as thoroughly supervised as it was when the Director was assisted by four or five special instructors in the work of inspecting classes, delivering lectures, holding examinations, etc., since it is manifestly impossible for one man to accomplish an amount of work amply sufficient to occupy the time of six well-qualified persons. Meanwhile, although the sphere of work has been constantly widening, no encouragement is given to hope that the executive now reduced to the lowest possible point, will be increased in proportion to the demands made upon it.

What could be done under present arrangements has been done by the Director and the committee, and the result of examinations, with other details, given in this report, show that good, if not equally abundant, results have been attained. Obligated to discharge the multifarious duties of teaching, supervising, examining, and inspecting, in schools of all grades, as well as to deliver normal lectures, prepare certificates, tabulate the results of examinations, visit Primary Schools, and make written reports of his visits to the committee, as well as to attend the Free Evening Drawing

Schools, hold annual examinations in them, organize an annual exhibition of the work done, and to be always ready to inform the committee on all matters relating to his department, the Director, whose position is analogous to that of a general obliged to conduct a campaign without subordinate officers, is charged with an excess of work, which, however able and conscientious he may be, precludes thoroughness. His services are, however, in the opinion of your committee, of great value, and, indeed, absolutely indispensable for the maintenance of the study as a branch of instruction. More than he has done cannot be done without the aid of several special instructors, whose reappointment would greatly strengthen him and assist the committee.

That we are able to erry on Drawing so successfully as we do under existing circumstances is due to the past, which gave us a sound system of instruction, trained many teachers in the practice of freehand and model Drawing, taught the principles of design, substituted true for false models as objects of study, and both perfected and equipped the Free Evening Drawing Schools, which deservedly rank among the most useful institutions of the city.

Were the regular teachers equally well qualified to teach Drawing the results would be uniformly good, for there is little or no difference in the ability of the pupils to receive and profit by instruction. No difficulty is found in carrying out the programme in classes under the care of well-qualified teachers; and the Director's testimony, given in a recent report to the committee, seems to prove that the quality of work done by the pupils depends chiefly upon the quality of the instruction given to them. In one primary district, at the last examination, he reports 20 failures in a class of 49, only 1 in a class of 47, and no failure in a class of 50. In a second district, he mentions 16 failures in a class of 31, and but 17 in the remaining classes, whose aggregate number was 234.

Admitting, then, as these facts authorize us to admit, that results depend chiefly upon the teacher, and, knowing that the quality of instruction varies considerably, it would seem wise to suit the programme to the average, rather than, as at present, to exceptional capacity. To this end we should advise the simplification of the text-books, by the elimination of some definitions as too abstruse, of a number of examples as too difficult, and of others which, as all cannot be used in the time allowed for Drawing, crowd the book pages to no purpose. Thus reduced the text-books would still include enough of Geometry, Freehand, Design, and Perspective, to make up a fairly representative course, calculated to teach pupils how to represent form correctly, and how to combine plant-forms on a geometrical basis in design.

In regard to the study of Perspective, as at present planned, we are altogether of the Director's opinion, expressed in the following paragraph from the report already referred to :—

“ The theory of Perspective is an important factor in teaching Model and Object Drawing, and instruction in it is absolutely essential; but the time now spent in working out a large number of problems in scientific Perspective, might be better employed in obtaining a clearer comprehension of the theory of Perspective, and in additional practice in drawing from models and objects.”

Were this advice followed, and Geometric Perspective altogether omitted, we think that the programme would be far more satisfactory than at present. For the proper teaching of Design we stand in need of a short manual, containing a clear and concise statement of principles. This would lead to uniform methods of instruction and promote sound results. We subjoin the Director's report of examinations in day and evening schools :—

DAY SCHOOLS.

EXAMINATIONS.

Annual examinations were held in all the day schools of each grade. An examination was also held, at the close of the second term, in all the classes of the Free Evening Drawing Schools, and all certificate drawings made by the students were examined; those which were accepted being stumped and initialled by myself, as Director of drawing, in accordance with the Regulations. The results of these examinations, together with the number of awards made at the exhibition of the Free Evening Drawing Schools, are given below.

PRIMARY SCHOOLS.

The number of pupils present at examination in the Third-Year classes of these schools is 5,799. Of these, 1,796 received the mark "Excellent"; 1,987 "Good"; 1,401 "Pass," and 615 "Fail."

GRAMMAR SCHOOLS.

The number of pupils in the graduating classes of these schools who received instruction in Drawing during the past year is 1,703. Of these, 650 were "Excellent"; 614 "Good"; 365 "Passed," and 74 "Failed," in their year's work. There were present at the annual examination 1,680. Of these, 556 passed "Excellent"; 602 "Good"; 419 "Passed," and 103 "Failed."

HIGH SCHOOLS.

The whole number of pupils in the Third and Fourth Year classes who "elected" Drawing, and received instruction therein, is 89. For their year's work 26 received "Excellent"; 41 "Good"; 20 "Pass," and 2 "Fail." At their examination, the whole number (89) being present, the marks were, 18 "Excellent"; 39 "Good"; 27 "Passed," and 5 "Failed."

NORMAL SCHOOL.

The whole number of pupils in this school was 67, all of whom completed the year's work, and passed all the required examinations in Drawing.

FREE EVENING DRAWING SCHOOLS.

As a result of the annual examinations in these schools, 17 "Partial Certificates" and 121 "Full Certificates" were awarded to students in the First-Year class, and 49 "Diplomas" to members of the Second and Third Year classes.

The awards made at the annual exhibition of Evening School Drawings were as follows: Whole number, 77. Of these, 13 "Excellent" and 18 "Honorable Mention" were given for First-Year drawings, 22 "Excellent" and 24 "Honorable Mention" for Second and Third Year drawings. The exhibition at which these awards were made was held early in June, at the Drill Hall of the new High-School building, which proved to be an admirable place for the purpose; and the public distribution of the certificates and diplomas, which took place in the English High School hall, at the close of the exhibition, was a very interesting occasion. His Honor Mayor Pulmer, Rev. Dr. Miner, of the Board of Education, Mr. Charles C. Perkins, the Chairman of the Drawing Committee, and other gentlemen interested in this department of education, were present, and took part in the proceedings by addressing the students previous to the distribution. The late important changes in the programme of Drawing for the Evening Schools has made the whole course more practical in character, — the subjects of freehand and instrumental Drawing being taught separately in two schools, and the subjects of study in all of them made "elective," as far as possible. These changes, which were carried out during the past winter, have worked admirably well in practice, resulting in a better average attendance than hitherto, for the reason that students finding the different

courses of Drawing better adapted to their actual needs as individuals, have attended more regularly and in much larger number through both terms. The net gain in the number of awards of certificates and diplomas was 67, over and above those made in the same schools at the close of the previous year.

Your committee is of the opinion that, to make the Evening Drawing Schools completely serviceable, they should offer facilities to wood and stone carvers for modelling. It might be difficult to do so in all; but in one at least, as, for instance at that in the Latin-School building, the demand for a modelling class is imperative. As the rooms now appropriated are crowded, at least one more room would have to be fitted up in the building; and, as there are now several vacant rooms on the same floor, the committee think there would be no difficulty in obtaining one of them for the purpose. The present term has opened most satisfactorily in these schools. Most of them have a number of candidates waiting for admission when vacancies may occur. At Tennyson street the attendance has been as high as 127 per night, with an average of 100. The regular and average attendance at Warren avenue is still higher; and at Roxbury and Charlestown the classes are full and increasing. The East Boston school, which had to be closed last year for want of proper accommodations, is shortly to be reopened in Stephenson block, corner of Meridian street and Central square, in well-situated premises, hired by the city on a long lease.

Before concluding this portion of our report relating to Drawing, the committee wish to call the attention of the Board to the desirable formation of an Art for Schools Association, like that described in a French report, presented to the Minister of Public Instruction in 1881, by a committee formed for the decoration of school-houses; and similar to an English institution, recently formed in London, with Mr. John Ruskin as President, and Mr. Matthew Arnold, Sir

Fred Leighton, and other eminent men, as Vice-Presidents. The object of this Association, as stated in the circular, is "to bring within the reach of boys and girls, in our Board and other schools, such a measure of Art Culture as is compatible with their age and studies." The English committee are of opinion that *the time has arrived when an organized and general effort should be made in the same direction as at Manchester, where a committee has been appointed to remedy the deficiency of English school arrangements in the means of awakening a sense of beauty and an interest in Art.*

They propose, therefore: —

1. *To negotiate with Art publishers for the purchase of prints, photographs, etchings, chromo-lithographs, etc., on advantageous terms, and to supply them at the lowest possible price to schools.*

2. *To reproduce, from time to time, by one or more of the processes familiar to engravers and printers, carefully selected examples, likely to have a large circulation.*

3. *To print a descriptive catalogue and price-list of the examples which the committee are prepared to recommend to the notice of schools.*

4. *To present to schools, in special cases, and as the funds of the Association shall allow, small collections, and books explanatory of them.*

5. *To arrange various loan collections to be placed at the disposal of schools, on such terms as may prove convenient.*

6. *To bring together a number of examples to be exhibited in a suitable place as a tentative model of a standard collection. The collection to consist of: (1) Pictures of the simplest natural objects; birds and their nests and eggs; trees, wild flowers, and scenes of rural life, such as town children seldom see, and country children often fail to enjoy consciously until their attention is specially called to them; (2) Pictures of animals in friendly relation with human beings, especially with children; (3) Pictures of the peasant and artisan life*

of our own and foreign countries, incidents of heroic adventure, etc.; (4) Pictures of architectural works of historic or artistic interest; (5) Landscapes and sea-pieces; (6) Historical portraits; (7) Scenes from history; (8) and last, but by no means least, such reproductions as are available of suitable subjects among the numerous works of the Italian, Dutch, and modern schools.

In bringing this project to your notice we desire to say that while we are clearly of the opinion that Art culture is foreign to the purposes for which our public schools are maintained, we, nevertheless, consider that whatever can be incidentally done to elevate the taste of the pupils, and cultivate the appetite for higher things, is legitimate and desirable. We hold, with the English committee, that *a love for the beautiful is perhaps only second to religion as a protection against the grosser forms of self-indulgence, and that it can best be kindled at an age when the mind is especially susceptible to the influence of habitual surroundings;* and on these grounds we look for the sympathy, although we cannot ask the coöperation, of the Board in our proposed effort to found an Art for Schools Association in Boston; and this not only because the decoration of school-house walls with good prints and photographs will bring good influences to bear upon the pupils, but also because they will materially aid teachers of history, geography, and natural history, as objects of reference. The decoration of the exhibition hall of the Girls' High School with casts, and the prints hung up in certain Grammar and Primary School class-rooms, show that the masters and teachers are, in many cases, alive to the importance of the subject, and ready to aid in any well-organized effort to promote its further development.

MUSIC.

In this department your committee is happy to be able to report a standard of attainment in no wise inferior to that

which long ago gave the Boston schools a high reputation. Being far better equipped for purposes of inspection and supervision than the Drawing department, and finding among the teachers many well-qualified persons, of both sexes, who can give instruction and carry out the methods recommended by the special instructors, it is, on the whole, in a very creditable state of efficiency. Ample proof of the ability of pupils to sing pieces selected and studied for public performance with due expression and effect was given at the Annual Festival last June, when about 1,500 took part in a concert at the Mechanics' Exhibition building, to the great delight of their hearers. It is, however, not possible on such an occasion to give evidence of the general ability to read music at sight, or of that general knowledge of scales, keys, etc., which prevails. This can only be estimated rightly by individuals who have sufficient interest in the subject to visit the schools, and ascertain the facts of the case. We have no fear of the result, and heartily wish that such visits were more frequent.

In the portion of our report relating to Drawing we spoke of the work which devolves upon the Director; and we now propose to do likewise about the Director of Music, the more especially because we feel that the position of Mr. Eichberg, who has so long filled the office with marked ability, is often misjudged. With the mistaken idea that the duties proper to a Director are not sufficient to occupy his time, we have charged him with those of special instructor in the High Schools. Let us see what this implies in point of time:—

Monday—two hours' teaching at the Dorchester High School, 8.30–10.15; one hour's teaching at the East Boston High School, 12–1. Note that these schools are widely separated, and both distant from the heart of the city.

Tuesday—Girls' High School, 9–1.

Wednesday—Charlestown High School, 9–11; English High School, 12–1.

Thursday — Roxbury High School, 9-11; Brighton High School, 12-1.

Friday — West Roxbury High School, 9-10; Girls' Latin School, 11-12.

Having now shown that nearly every hour of the school-week is employed by Mr. Eichberg in teaching, we ask where is he to find time for the due performance of the special duties of a Director? What these duties are it is easy to show. A Director should supervise and examine the schools of all grades. He should visit the Grammar and Primary Schools, that he may advise with and assist the regular teachers, and take counsel with the special instructors who have them in charge, and should himself inspect, and, as far as possible, teach in the High Schools, which, as the work is of a higher order, demand the services of a professional musician. He should, furthermore, keep the committee fully advised of the state of musical instruction throughout the city, and should prepare for and conduct all musical festivals. This includes such professional work as the arrangement, transposition if needed, and orchestration, of pieces selected for performance; the drilling of the High-School scholars who are to take part in it, and many other details requiring the use of a great deal of time. To thoroughly perform the special duties of Director, Mr. Eichberg needs to be relieved of at least a portion of the teaching which he is at present called upon to do.

One most important grade of schools, the Primary, is now necessarily left with little or no supervision or special instruction, as neither the Director nor the overworked special instructors, who have care of the Grammar Schools, can find time for it. In the Grammar and Primary Schools there are many regular teachers who can teach satisfactorily, with occasional supervision; and this, indeed, makes it possible to carry it on as at present; but such is not the case in the High

Schools, where work is of a higher order. Those who have followed Mr. Eichberg's work in them know that it is not confined to the simple rehearsing and drilling of pupils, but that with this he endeavors to lead them to appreciate the best music, as well as to sing with taste and expression.

Like the Director, the special instructors may fairly lay claim to far too onerous duties for their number, and, with the constant increase in the number of Grammar and Primary Schools, will soon find themselves quite unable to meet the demands made upon them.

The Manual shows that Mr. Sharland has 18 Grammar Schools, with their Primaries and colonies, under his care; Mr. Holt, 17; and Mr. Mason, 18. These numbers give no idea of the comparative amount of work done by the instructors, as certain schools—the Dearborn and Comins, for example—have nearly double the number of class-rooms to be found in other schools. The difficulty which the instructors meet with in looking after the Primary Schools is increased by the fact that they cannot, as in the Grammar Schools, do collective work; or, in other words, instead of being able to assemble the pupils of a Primary School in one large room, they must go into each room separately. This also prevents placing the instruction of all the classes in a Primary building in the hands of the best-qualified teacher, and necessitates a division of work between teachers of varying capacity.

Were it not for their unwearied diligence the special instructors could not accomplish half the work required of them; but, however much they may do, they cannot ascertain by personal observation that all the Grammar and Primary School teachers are carrying out their instructions. Each of the former should be visited once a week, instead of once a fortnight, as at present, and the latter should be much more frequently looked after than they can now be. The willing need to be encouraged; the timid to be exhorted; the slug-

gish to be stimulated, and the ignorant to be instructed. Feeling how important this is, and how much the special instructors stand in need of additional help, your committee strongly recommend that an additional instructor be added to the staff at the next election. This would enable the Director to find time for general supervision, would make it possible to divide the Grammar Schools more equally between the special instructors, and, what is most important, give them time to look after Music in the Primary Schools.

That the condition of musical instruction is as good as it can be, under present circumstances, may be inferred from the reports of the special instructors, and the Director, here given. In the report of Mr. Sharland, upon 17 schools, Primary work is marked *poor* but in 4 instances; good in 5; and fair in 7. The general condition in the same 17 schools is given as excellent in 4; very good in 1; good in 10; and fair in 2. Out of 220 teachers employed in these 17 schools 74 are marked as capable.

Mr. Holt reports that the general condition of Music in the schools under his charge "has never been as good as at the present time. The pupils are certainly much more intelligent upon the subject, and teachers are working with new interest, and many of them with enthusiasm."

Mr. Mason writes: "*The condition of the Grammar Schools is much the same as it has been for several years. There is a great difference in classes of the same grade, which is due partly, perhaps, to the material, but probably more to the ability or the knack of the teacher; the same class being often completely revolutionized by a change of teachers. Many teachers lack confidence in themselves, and seem to have no faculty of going on with their work, except as it is laid out for them from week to week.*

"*In the eighteen schools under my charge there are four masters who conduct this exercise in the upper classes with very good results, besides rendering assistance in the lower*

classes. *The remaining number seem to know little or nothing about it, though all are well-disposed, and many are anxious to render all the assistance in their power. Of the sub-masters five are able to do quite creditable work. In eight of the schools the work in the first class is directed by the head-assistant, and in many cases with very good results. In two schools the instruction in the upper classes is given by a teacher in the lower grades, as neither master, sub-master, nor head-assistant are qualified. In the lower classes the instruction is given by the regular teacher, with very few exceptions. In some few cases they receive assistance from some other teacher."*

DIRECTOR'S REPORT.

ON EXAMINATIONS IN HIGH SCHOOLS.

The accompanying table shows the results of the diploma examination in Music of the first classes in the Grammar Schools, June, 1883.

The papers are marked upon the same scale as all the other diploma examinations, viz. : —

1. Excellent.
2. Good.
3. Passable.
4. Unsatisfactory.
5. Poor.
6. Very poor.

The table shows the total number of pupils examined in each school, and the number of pupils receiving each of the above marks; also those who were absent from the examination.

Schools.	1	2	3	4	5	6	Absent.	Total.
Adams.....	10	4	5	.....	1	2	1	23
Allston	8	7	3	1	.....	.....	.....	19
Andrew	5	12	13	.....	.....	.....	.....	30
Bennett	8	8	2	.....	.....	.....	.....	18
Bigelow.....	3	21	18	3	.....	.....	.....	45
Bowditch.....	1	3	6	3	.....	.....	.....	13
Bowdoin.....	9	6	6	2	.....	1	.....	24
Brimmer.....	21	13	2	.....	.....	.....	.....	36
Bunker Hill ..	28	13	4	1	.....	.....	.....	46
Central	1	7	2	4	.....	.....	.....	14
Chapman	3	19	11	7	.....	.....	.....	40
Chas. Sumner	5	7	4	1	.....	.....	1	18
Comins	10	20	11	1	.....	.....	.....	42
Dearborn	15	14	8	4	5	.....	.....	46
Dillaway.....	14	22	1	.....	.....	.....	1	38
Dor.-Everett .	14	20	8	.....	.....	.....	.....	42
Dudley	3	12	9	7	1	.....	.....	32
Dwight	16	22	3	.....	.....	.....	1	42
Eliot	4	8	16	10	4	.....	.....	42
Emerson	17	6	2	4	.....	.....	.....	29
Everett	49	13	5	.....	.....	.....	.....	67
Franklin	32	24	7	2	.....	.....	.....	65
Frothingham .	12	15	3	1	.....	.....	.....	31
Gaston.....	22	13	1	.....	.....	.....	.....	36
Geo. Putnam.	8	3	.....	1	.....	.....	.....	12
Gibson.....	9	7	1	.....	.....	.....	.....	17
Hancock	18	5	1	.....	.....	.....	.....	24

Schools.	1	2	3	4	5	6	Absent.	Total.
Harris	9	7	1	1	1			19
Harvard	30	7	5	1				43
Hillside	23	10						33
Lawrence	3	11	7	4	3			28
Lewis.....	28	44	7					79
Lincoln	30	7	4	1			1	43
Lowell.....	17	5	9	5	1			37
Lyman.....	9	8	9	1				27
Mather	10	7	4	2			1	24
Minot.....	1	8	8	4	1	1		23
Mt. Vernon ..	8	6	3	1				18
Norcross	11	7	2					20
Phillips	9	7	5	1	1	1		24
Prescott	6	20	7	3				36
Prince	20	16	1					37
Quincy.....		9	12	3				24
Rice	26	13	2					41
Sherwin.....	2	43	8	1				54
Shurtleff.....	30	17	3					50
Stoughton....	10	7						17
Tileston	1	4	2	1	1			9
Warren	32	4						36
Wells.....	11	10	12	3				36
Winthrop	5	16	34	2				57
Totals	676	617	297	86	19	5	6	1,706
Percentages ..	39.6	36.2	17.4	5.	1.1	.3	.4	100

In conclusion, your committee recommends that pupils should be examined in singing at sight as well as in musical theory; that the revised edition of the Fourth Music Reader be gradually substituted for the original edition now in use, inasmuch as the accompaniments have been generally simplified, and a number of sacred pieces added. They would also advise that Section 232 of the Rules and Regulations be so amended as to allow one hour and a half per week for musical exercises; and, lastly, that the Music Festival be held annually, instead of semiannually, and be regarded as a regular part of the Annual Festival.

On behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

ORDERS.

Ordered, That the City Council be requested to fit up an additional room, in the Latin-School building for the accommodation of the Free Evening Drawing School.

Ordered, That an additional instructor of music be appointed at the next election.

Ordered, That the Revised Fourth Music Reader be substituted for the Music Reader now in use in the upper classes of the Grammar Schools, as books are needed.

Ordered, That Section 232 of the Rules and Regulations be so amended as to allow one hour and a half per week for musical instruction and practice.

ANNUAL SCHOOL FESTIVAL.

—

1883.

ANNUAL SCHOOL FESTIVAL, 1883.

For many years, with the single exception of 1847, it has been the custom, at the close of the school year, to hold a festival in honor of the graduates of the public schools. These festivals, until 1858, were held in Faneuil Hall, and the exercises consisted of addresses, music, the introduction of the medal scholars to the mayor of the city, the presentation of bouquets, and a collation. In 1858 the usual School Festival in Faneuil Hall was suspended, and in place thereof a musical exhibition, in connection with the introduction of the medal scholars, etc., was held in Music Hall. This combined festival, under the title of the "Annual School Festival," continued to be held each year until 1862, when, upon the recommendation of the Committee on Music, an annual musical exhibition, distinct and separate from the Annual School Festival, was instituted. The first annual musical exhibition was held on the 21st of May, 1862, and these annual exhibitions of music were continued until 1874, when the last annual musical exhibition was held. In 1877 the last musical exhibition was held. As there had been no musical exhibition held since 1877 the School Committee thought it desirable that one should be held this year; and in the interest of economy the musical

exhibition and the Annual School Festival were combined.

The first rehearsal of the musical exhibition was attended only by those directly engaged in the performance; the second, on Friday, June 29, was attended only by the teachers of the public schools and the parents of the children.

The school festival was held on the afternoon of Saturday, June 30, in the Massachusetts Charitable Mechanic Building, under the direction of the Committee of the School Board, appointed for the purpose, consisting of Messrs. Charles T. Gallagher, Charles C. Perkins, John C. Crowley, William C. Williamson, and George M. Hobbs. Invitations were extended to the Governor of the State, to the Mayor of the City, City Council, Heads of Departments, School Committee, and others.

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

The chorus consisted of about 1,200 of the graduates of the Normal, Latin, High, and Grammar Schools, and was accompanied by a full and excellent orchestra, under the conductorship of Mr. Julius Eichberg, Director of Music in the public schools. Mr. J. B. Sharland, one of the special instructors in music, presided at the organ. Mr. Larkin Dunton, head-master of the Normal School, acted as chief marshal, and officers of the Boston School Regiment, in full uniform, acted as ushers, and acquitted themselves of this duty efficiently and courteously.

The bouquets, which were distributed to the gradu-

ates to the number of about 2,200, at the close of the musical exhibition, were furnished by Joseph P. Clark, S. W. Twombly & Sons, Norton Brothers. Delay & Meade, and J. Newman & Sons. Mr. James Dooling furnished the collation for the pupils and the committee and invited guests.

The order of exercises was as follows: —

ANNUAL SCHOOL AND MUSIC FESTIVAL.

Mechanic Building, Huntington Avenue, Saturday, June 30, 1883.

JULIUS EICHBERG	<i>Conductor.</i>
J. B. SHARLAND	<i>Organist.</i>
LARKIN DUNTON	<i>Chief Marshal.</i>

PROGRAMME.

1. Jubel Overture *Weber.*
Orchestra and Chorus.
2. Opening Address by the Chairman of the Committee, Chas. T. Gallagher.
3. Address by His Honor the Mayor.
4. Te Deum. Sung by the Pupils of the High and Grammar Schools.
C. H. Rink.
5. Choral. "When All Thy Mercies, O My God!" Sung by the Pupils of the High and Grammar Schools.
6. "Wake, Gentle Zephyr." Chorus from "William Tell." *Rossini.*
Sung by Pupils of the High and Grammar Schools.
7. { *a* "O wert thou in the cauld blast." } Part Songs . . . *Mendelssohn.*
 { *b* "Harvest Song." }
Sung by Pupils of the High School.
8. "Prayer from Moses in Egypt" *Rossini*
Sung by Pupils of the High and Grammar Schools.
9. Chorus. "Fly forth, my Song" *Abt.*
Sung by Pupils of the High and Grammar Schools.
10. "Huntsman's Chorus." From *Der Freischutz* *Weber.*
11. National Hymn. "To thee, O Country!" *Julius Eichberg.*
Words by Miss Anna Eichberg.
12. The One Hundredth Psalm.

REMARKS OF HON. CHARLES T. GALLAGHER.

Scholars of the Graduating Classes, Teachers and Friends, Ladies and Gentlemen: — Ninety years ago the town of Boston, in recog-

nition of the kind and generous gift of that wise and good philosopher and statesman who granted a fund by his will, which took form and effect in the distribution of what are known as Franklin medals, as an "honorary reward" for "the encouragement of scholarship" in the schools of Boston, provided that the parents and teachers meet with the scholars in Faneuil Hall, and there was witnessed the presentation of the medals, and there the first school festival was held. The festival continued to be held annually, with one or two exceptions, in Faneuil Hall, until 1858; the medals were distributed only to qualified boys until 1821, when the School Board, recognizing the merit that was due to the girls as well as the boys, increased the appropriation already added to the Franklin fund, and provided for a distribution of medals to girls and boys alike. The festivals continued, I said, until 1858, the old medal festival known to so many here to-day. In 1858 the spirit of music and song infused itself into the hearts and minds of the School Board, and as a result the festival that year had all the features of the usual annual festival, with the added enjoyment of a musical entertainment with a chorus of 1,200 voices, and was held in Music Hall, where the festivals continued to be held in this united form until 1868, when the two were separated, the Annual Festival to be held each year in its usual form, and the Musical Festival to be held only once in three years, or whenever the committee should think best, — the last one being held six years ago; but this year, with that prudent economy which always has characterized the action of the School Board, it was thought best to again unite the two, and make a combined annual and musical festival, and to that festival you have all been invited, and it becomes my pleasant duty, in behalf of the School Committee, by the courtesy of His Honor the Mayor, who has kindly named me to fill the position of chairman on this occasion, to welcome you one and all to the enjoyments and pleasures of this festival occasion, to welcome the citizen of Boston and the stranger "that is within our gates," those who come here for the first time, and those who have shared in similar pleasant occasions, and still retain grateful memories of their scenes; to welcome not only you who have come to listen and be entertained, but also those who have come to give us their melodious voices ringing forth in happy, joyous song, who have come to teach us that the

problem of life is never solved until the happy, the joyous, and the gay in the natures of each of us have been developed, and until we have each been taught what few of us learn in this busy country, namely, how to play; to welcome under these happy auspices the results of excellent training and diligent work, "the most precious jewels Boston claims," — to all a cordial welcome on this most beautiful of all municipal celebrations, and may "kindly greetings and generous emotions" consecrate the hour and day.

We meet to-day in this hall, dedicated to the mechanic arts and to charitable purposes, and it is proper that we should meet where every branch and detail of American industry and invention has been exemplified in the erection, construction, and completion of the building, and where, at stated periods, the manufactured products of this country and the world, of every variety, but always in best dress and of the best material, are brought together to furnish instruction and enjoyment to all lovers of the mechanic arts and our great mercantile interests. And so we come together to-day to enjoy and take instructions from what we see and hear from those before us, who by their training in school and at home have furnished results that are a comfort and a joy to all who know and see them. And now, scholars, you have passed through a course of study which began, when, as prattling children, you received your first reward of merit, and has concluded by your receiving a diploma of graduation. You all know its value at present, and it is for you to say as you go on in the world and make use of the instruction you have received, whether it is of greater or less value, according as you appreciate and act on its benefits.

To the young ladies who have graduated and who are to continue the good work already commenced, we extend our kindest words of encouragement, and our best wishes for the future. Your success thus far has been achieved by an untiring energy and devotion to study, not unalloyed with pleasure and joy, and in your future life the same qualities, mingled with that mild persistency and that tender devotion which is the charm of your sex, will shed light and comfort over all you meet; and the force of your example, your habits, and your actions, although the immediate effects may not be noticed by you or brought to your attention, will be shown in brother, father, and friend, and the influence that you

exert will accomplish more in the history of your country, and in the development of its prosperity, than a greater number of the most active and vigorous of your stronger-framed brothers.

One of our modern authors says "that not one person in a thousand returns good for evil, but goes to his grave without the gratifying knowledge"; increase the act a thousand-fold, and adapt it in your various walks of life, and the unknown and unseen effects of your examples and characters will be marvellous in number and glorious in results.

To you, young men, boys I may call you, for there will not be much practical difference in our ages in a few years, and it is better for me to remain young than for you to grow old; you have graduated to new scenes of life; most of you will go into the busy hum and whirl of mercantile, manufacturing, or professional life; the problem you have had thus far has been given you by your teacher, and your sole work has been to solve it, and that, too, often with the assistance of the teacher; your future problem you will have to set for yourselves, and work out its solution too; and, according as you make use of your advantages, and appreciate what you have already acquired and learned, not only in studies but in morals, so your efforts will be crowned with success or defeat; for in the "struggle for existence," wherever it may be, the fittest survive and succeed. Our greatest American statesman, when asked if the profession to which he belonged was not overcrowded, answered, "There is room at the top," and so to you, boys, we say to-day, that whoever will believe that success by honorable means is a duty, and will act on his belief, will find ample room for perfection in almost any branch of public, or private, or business life, for

"The world wants men — large-hearted, manly men;
Men who shall join its chorus, and prolong
The psalm of labor, and the song of love.
The age wants heroes — heroes who shall dare
To struggle in the solid ranks of truth.
The times wants scholars — scholars who shall shape
The doubtful destinies of dubious years,
And land the ark that bears our country's good,
Safe on some peaceful Ararat at last."

To all of you, boys and girls, I wish God-speed, and may your future life be as prosperous and enjoyable as your school life has been successful and pleasant. I now have the pleasure of presenting to you one who comes with us not only in his official capacity, as has been the custom through all the years of this festival, but with a bosom swelling with emotion at the thought that he was once actively connected with the school system of Boston; and, although many years have elapsed since he severed associations with it, his interest has continued unflagging, and his zeal and devotion for our scholars and teachers remain the same as before. I present to you our city's chief executive magistrate, His Honor Albert Palmer, Mayor of Boston.

ADDRESS OF MAYOR PALMER.

Mr. Chairman, Ladies and Gentlemen: — With much pleasure I welcome you to this annual festival of the public schools. In all the calendar of Boston days no anniversary is greeted with worthier pride or deeper joy. Gathered in our school-houses from year to year are the hopes and pledges of happy homes and good government for the city and the State. Your crowded and joyous presence here to-day is proof and witness of your faith that popular government must rest on popular intelligence, and that educated and cultivated homes alone can ensure the liberty of the citizen and the perpetuity of the State.

The school-house is our national fortress, and the school-children and their teachers our standing army. Of such fortifications there never can be too many, and that army can never be too large. The destiny of the republic is in their keeping; the weal and fame of our beloved city they and they alone can protect and defend.

Scholars and teachers, it is with this grateful but just appreciation of the service you render and the results you achieve for Boston, for its permanent fame and its enduring prosperity, that I welcome you to the honors and delights of this auspicious occasion. Your faithful labors have fairly earned the gratitude and the congratulations of the municipal government, and especially of the School Committee, and in their name I crown you with their thanks and praise. Your record during the past year has fully sustained the reputation of this city for its zeal and wisdom in the conduct

and development of its public-school system, and for that you deserve official recognition and honor; and, in behalf of the Honorable Board of Aldermen and the Common Council, I am proud to extend to you their need of appreciation and approval. The City Council withholds no appropriation, however large, if it is manifest that the school-children of Boston need it. It is always ready and eager to build school-houses whenever and wherever they are needed within the city limits, only asking to have the need demonstrated. The School Committee are glad and anxious to secure for our boys and girls the very best teachers, and just as many as are needed. — the more the better. For every additional school-house and every additional teacher is only a proof that our standing army of school-children is increased, and that only shows that the wealth and the welfare of the city are increasing; for children are the best assets of families or States. Scholars, the vast expenditure of money by the city for your education need not oppress you with a sense of gratitude; we do not desire that, for childhood should not be weighted with a sense of obligation; but let it be proof and prophecy to you of the honor, love, and reverence which Boston pays to childhood. Let it make you understand and feel that it is no affectation of sentiment when our hearts embrace you as our only treasures, and that it is not infirmity of years or a weakened judgment that sees the future and all its destinies in your unconscious hands. We know that the sceptre of power and influence must soon be yours, and therefore, as patriots, as well as parents, we are bound to make you fit for the sovereignty to which you are born. We love our city, we love our State, we love our country; and this threefold love consecrates every school-house in Boston to the service of patriotism, invests every faithful teacher with the dignity of statesmanship, and seeks to make of every school-boy and every school-girl a worthy American citizen. In this exalted purpose this festival finds its meaning, its grace, and its power. My friends, teachers, and scholars, you have completed another year of earnest labor, and I give you the cordial salutations of Boston. To the graduating classes I present tokens of the city's pride and love in the fragrance and beauty of leaf and flower. The leaf will wither and the flower will fade; but Boston's pride and affection for you shall never fail, if

only you will build up your lives into being and doing something worthy of the education she has attempted to give you. To-day, in this vast assemblage of loving parents and admiring friends, Boston proclaims you to be her jewels, gives you her perpetual benediction, and bespeaks for you an honorable and useful career in life; so that for all time to come she may be able to point with pride to you and say, "These, and such as these, are the graduates of our public schools."

After the address of His Honor the Mayor bouquets were distributed to the graduates, and a collation served to the committee, invited guests, and to the pupils. The floor of the large exhibition-hall had been prepared for dancing, and the pupils indulged in the pleasures of the dance till a late hour, the music being furnished by the Boston Cadet Band.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION,
1883.



FRANKLIN MEDALS, 1883.

LATIN SCHOOL.

Robert W. Frost,
Carl A. de Gersdorff,
Leo R. Lewis,
Shattuck O. Hartwell,
Henry G. Perkins,

Edward A. Harriman,
Thomas G. Frothingham,
James H. Woods,
Albert T. Perkins.

ENGLISH HIGH SCHOOL.

Henry T. Parker,
William E. Putnam,
Flint M. Bissell,
John M. Sullivan,
Louis W. Britt,

Maurice Levi,
John L. Howard,
Alfred P. Sherman,
Albert E. Leon.

LAWRENCE PRIZES, 1883.

LATIN SCHOOL.

DECLAMATION. — *First Prize* — Wilton L. Currier. *Second Prizes* — F. E. E. Hamilton, Herman Page. *Third Prizes* — James H. Woods, George T. Richardson.

READING. — *First Prize* — Hollon C. Spaulding. *Second Prizes* — F. E. E. Hamilton, Winthrop T. Talbot. *Third Prizes* — Wilton L. Currier, William K. Norton.

EXEMPLARY CONDUCT AND PUNCTUALITY. — William H. Brown, Harry E. Burton, Stillman R. Dunham, Frederick W. Faxon, Robert W. Frost, Francis J. Hart, Robert C. Johnson, George V. Leahy, John W. T. Leonard, Philip S. Parker, Clifford G. Twombly, Charles L. Wood.

EXEMPLARY CONDUCT AND FIDELITY. — Charles C. Ayer, Henry A. Hildreth, William J. Gallivan, Herbert P. Johnson, Francis R. Jones, Arthur G. Kelso, George H. Leonard, George L. Osgood, Loring B. Mullen, Prescott O. Skinner, Herbert Copeland.

EXCELLENCE IN CLASSICAL DEPARTMENT. — Robert W. Frost, William A. Leahy, Nicholas D. Drummey, Stillman R. Dunham, Clifford G. Twombly, Frank W. Maley, Charles J. White, Charles A. Whiting, Harry E. Burton, Harry A. Cushing, Starr Parsons.

EXCELLENCE IN MODERN DEPARTMENT. — Carl A. de Gersdorff, Harry H. Turner, William A. Levi, Frederick W. Faxon, Francis J. Hart, Edward S. Goulston, Herman T. Baldwin, William H. Brown, George V. Leahy, David E. Atwood, William S. Bangs.

PRIZES FOR SPECIAL SUBJECTS.

Latin Hexameters. — (First prize) — William A. Leahy.

English Essay. — (Second prize) — George T. Richardson.

Poetical Translation. — (First prize) — F. E. E. Hamilton.

FOR TRANSLATION AT SIGHT, FROM

Latin. — (First prizes) — First Class — Carl A. de Gersdorff. Second Class — William A. Leahy.

Greek. — (First prizes) — First Class — Leo R. Lewis. Second Class — William A. Leahy.

French. — (First prizes) — First Class — Carl A. de Gersdorff. Second Class — William A. Leahy.

FOR TRANSLATION AT SIGHT, INTO

Latin. — (Second prizes) — First Class — Robert W. Frost, Henry G. Perkins. Second Class — Harry H. Turner.

Greek. — (Second prize) — First Class — Harry G. Perkins. (First prize) — Second Class — William F. Morgan.

French. — (First prize) — First Class — Robert W. Frost.

FOR THE BEST WRITTEN EXAMINATIONS.

Geometry. — (First prize) — Leo R. Lewis.

Algebra. — (First prize) — William A. Leahy.

Arithmetic. — (First prize) — Daniel C. Holder, William A. Leahy.

Penmanship. — (Second prize) — William P. Henderson.

Latin. — (First prizes) — Third Class — Stillman R. Dunham. Fourth Class — Francis J. Hart, Frank W. Maley. Fifth Class — Charles J. White, Charles A. Whiting, Frank W. Maley, Harry E. Burton. Sixth Class — Starr Parsons, Lewis G. Park. (Second prize) — Third Class — William J. Ryan.

ENGLISH HIGH SCHOOL.

ESSAYS. — *School Prizes* — Albert E. Leon, of the First Class, a First Prize. William H. Randall, of the Second Class, a Second Prize. *Graduating Class Prizes* — *First Prizes* — Henry T. Parker, Benjamin C. Lane. *Second Prize* — Albert E. Leon.

DECLAMATION. — *First Prizes* — Carl N. Moller, William O. Hazeltine
Second Prizes — Charles O. Howe, George E. Bruce.

FOR READING ALOUD. — *First Prize* — Charles W. Whittier. *Second Prizes* — Carl N. Moller, William O. Hazeltine, Charles E. Patch, Roy B. Young.

FOR EXCELLENCE IN DEPARTMENT AND SCHOLARSHIP.

First Class — P. J. Kennelly, H. B. Saben, H. W. Boyd, A. B. Gilmore, B. C. Lane, J. J. Finn, C. F. Collins, C. W. Gammons, G. E. Pratt.

Second Class — H. M. Ballou, C. E. Patch, W. H. Randall, G. E. Bruce, J. Wing, H. P. Simmons, G. H. Ellis, E. F. Dutton, H. W. Nelson, A. H. Bent, W. A. Conant, A. J. Conner, A. J. Crockett, A. H. Chester, C. O. Farrar, F. S. Hovey, F. J. Gough, J. F. Phelps, D. R. Child, A. W. Hallenborg.

Third Class — C. D. Lanning, J. A. McCauley, C. E. Burnham, H. C. Wiley, A. E. Rogers, E. P. Wires, A. A. Ventress, Homer E. Sawyer, W. H. Tenney, Jr., H. French, H. B. Daniels, G. A. Titecomb, Harry E. Sawyer, A. D. Dudley, T. J. Broderick, H. Rich, S. H. Mildram, E. B. Allen, W. P. Crockett, D. H. Chamberlain, H. L. Johnson, A. E. Coffin, M. F. O'Brien, W. W. Lewis, R. M. Irwin, H. E. Whitcomb, G. H. Soule, J. L. Carter, M. Smith, A. W. Weyse.

FOR EXCELLENCE IN DEPARTMENT AND FIDELITY.

First Class — J. H. Taylor, W. H. Hudson, R. W. A. Scott.

Second Class — R. Devens, G. M. Basford, L. E. Wiggin.

Third Class — G. Buettner, F. L. Dame, A. R. Boyd, W. Herrick.

DIPLOMAS OF GRADUATION, 1883.

NORMAL SCHOOL.

Elizabeth Ahlborn,
 Elizabeth J. Baldwin,
 Anna K. Barry,
 Clara A. Brown,
 Irene M. Brown,
 Lena L. Carpenter,
 Fannie M. Cartwright,
 Emma J. Channell,
 Mary L. Childs,
 M. Luetta Choate,
 Bertha L. Clarke,

Emma A. Cochran,
 J. Lilian Colson,
 Delia E. Cunningham,
 Annie N. Darling,
 Josephine G. Dearborn,
 Elizabeth J. Doherty,
 Elizabeth Donaldson,
 Nettie M. Getchell,
 Emma M. Gregory,
 Anna B. Grimes,
 Anna A. Groll,
 Mary E. W. Hagerty,
 Ida S. Hammerle,

Jennie P. Hews,
 Helen L. Hilton,
 Elsa L. Hobart,
 Alice C. Holmes,
 Nellie F. Holt,
 Flora F. Joslin,
 Eleanor F. Lang,
 Ellen E. Leary,
 Mary E. Maxim,
 Jennie A. Mayer,
 Mary E. McDonald,
 Mary J. McDonough,
 Lucy A. G. McGilvray,
 Mary E. McMann,
 Rose A. Mitchell,
 Agnes C. Moore,
 Jennie E. Morse,
 Harriet H. Norcross,
 Martha W. Page,
 Nellie Perry,
 S. Louise Regal,
 Josephine Rice,
 Ada K. Richards,
 Charlotte F. Saul,
 Anna L. Scallan,
 Margaret I. Scollaus,
 Maria A. Shields,
 Miriam Sterne,
 Grace W. Stevens,
 A. Delaney Sutherland,
 Sabina G. Sweeney,
 Louisa Thacher,
 Lizzie J. Thing,
 Mary H. Thompson,
 Jennie L. Waterbury,
 Mary Waterman,
 Lizzie Wilbor,
 Joanna C. Wilkinson,
 Mary E. Williams,
 Isabelle H. Wilson,
 Isabel G. Winslow,
 Ella F. Woodman,
 Laura Marie Young.

BOYS' LATIN SCHOOL.

Edward E. Blodgett,
 Frederic F. Bullard,

Walter C. Burbank,
 Wilton L. Carrier,
 Matthew J. Flaherty,
 William L. Follan,
 Robert W. Frost,
 Thomas G. Frothingham,
 Carl A. de Gersdorff,
 Franklin E. E. Hamilton,
 Edward A. Harriman,
 Shattuck O. Hartwell,
 Silas A. Houghton,
 Frederick P. Johnson,
 Francis B. Jones,
 Leo R. Lewis,
 Howard A. Lothrop,
 John H. Lothrop,
 Albert T. Perkins,
 Henry G. Perkins,
 Milford S. Power,
 George T. Richardson,
 Emery H. Rogers,
 Winthrop L. Rogers,
 Philip S. Rust,
 Hollon C. Spaulding,
 Winthrop T. Talbot,
 Alexander H. Twombly,
 Kingsley Underwood,
 Frank Vogel,
 Frank L. Walker,
 Edward C. Wilson,
 James H. Woods.

GIRLS' LATIN SCHOOL.

Margaret G. Bradford,
 Sarah E. Briggs,
 Minnie R. Byron,
 Mabel S. Clarke,
 Lillian G. Carrier,
 Carrie E. Day,
 Elizabeth L. Downing,
 Mabel Drake,
 Mary J. Foley,
 Rosanna Foley,
 M. Louise Foster,
 Kate A. Howe,
 Sarah V. Lowther,

Louise H. Murdock.
Lillie J. Payson.

ENGLISH HIGH SCHOOL.

FOURTH YEAR CLASS.

Edward C. Pope.

THIRD YEAR CLASS.

Charles S. Baxter,
Flint M. Bissell,
Harry W. Boyd,
Louis W. Britt,
Walter E. Burke,
Thomas Carberry, Jr.,
Charles F. Collins,
Lewis O. Duclos,
Wilton B. Fay,
James J. Finn,
Charles W. Gammons,
Arthur B. Gilmore,
Malcolm D'Wolf Green,
Fred H. Hathaway,
Robert F. Herrick,
John L. Howard,
William H. Hudson,
George S. Hutchings,
Harry W. Jacobs,
Patrick J. Kennelly,
Benjamin C. Lane,
John S. Lee,
Albert E. Leon,
Maurice Levi,
Israel Mannis,
Bertram C. Mayo,
William E. McFadden,
Edward R. Metcalf,
Albert C. Meyer,
Carl N. Moller,
Jacob R. Morse,
Henry T. Parker,
George E. Pratt,
William E. Putnam,
Daniel J. Quinn,
Jeffrey Richardson,
Charles B. Roberts,

Harvey B. Saben,
Leandro T. Safford,
Richard W. A. Scott,
Alfred P. Sherman,
Charles S. Sprague,
Maurice Stern,
John R. Stuart, Jr.,
Daniel Sullivan,
John M. Sullivan,
James H. Taylor,
Christopher L. Thompson,
Western Underwood,
Robert B. Walsh,
Charles W. Whittier.

GIRLS' HIGH SCHOOL.

FOURTH YEAR CLASS.

Florence Bartlett,
Caroline Bernhard,
Harriet P. Blancher,
Ida A. Bloom,
Marguerite G. Brett,
Ella I. Cass,
Antoinette Clapp,
Lucy M. Clapp,
Annie N. Crosby,
Mary E. Dee,
Julia S. Dolan,
Mabel C. Friend,
Cara W. Hanscom,
Louisa E. Humphrey,
Rosa E. Jones,
Matilda J. Kennemon,
Marion Kingsbury,
Nellie L. Knight,
Mary A. Merritt,
Mary G. Murphy,
Laura L. Newhall,
Lillian W. Prescott,
Florence V. Robinson,
M. Alice Robinson,
Carrie F. Seaver,
A. Mary Sibley,
Annie E. Smith,
Carrie M. Southard,
Edith L. Stratton,

Isabel Whitecomb,
Helen I. Whittemore,
Lena M. Wills.

THIRD YEAR CLASS.

Fanny M. Adams,
Caroline S. Barry,
Ida Benari,
Edith C. Bouvé,
Mary E. Bradley,
Cora V. Brown,
Ellen F. Buckley,
Martha H. Burgess,
Mary Butler,
Mary A. Casey,
Winifred M. Clarkson,
Julia E. Collins,
Mildred Cottle,
Addie L. Crosby,
Catharine J. Cunningham,
May J. Cunningham,
Mary V. Cunningham,
Mary Currie,
Mary W. Currier,
E. Gertrude Cushing,
Margaret E. Dacey,
Etta C. De Land,
Ettie L. Deuel,
Agnes C. Doyle,
Annie B. Drowne,
F. Louise Emerson,
Margaret T. Foley,
Louise H. Foucar,
Nellie M. Frost,
Mary H. Gibbons,
Rose A. Green,
Annie M. Griffin,
Gertrude Guiteau,
Nellie A. Hatch,
Hattie C. Hathaway,
Amanda E. Henderson,
Nellie S. Henry,
Adeline L. Horgan,
Isabel F. Hyams,
E. Beryl P. Keith,
Josephine S. Lavery,

Minnie R. Leavitt,
Lillian A. Lewis,
Annie A. D. Lindergreen,
Margaret S. T. Magee,
Ellen L. Magoun,
Margaret A. Manning,
Isabel L. Marlowe,
M. Elizabeth McGinley,
E. Gertrude Morse,
Winifred M. Morse,
Clara M. Nichols,
Emily A. Osborne,
Lydia W. Palmer,
A. Belle Perry,
Georgietta S. Poulin,
Idalia L. Provan,
Nellie J. Scannell,
Carrie M. Smith,
Harriet L. Smith,
Jessie T. Smith,
Mary E. Smith,
Gertrude Snow,
Maud E. Stearns,
Mary L. Stratton,
Kate A. Sullivan,
S. Louella Sweeney,
Annie L. Treanor,
Grace L. Tucker,
Helen L. Tufts,
Nettie M. Willey,
Martha D. Wilson,
Etta Yerdon,
Bessie L. Young.

ROXBURY HIGH SCHOOL.

Boys.

Edwin E. Chesley,
Alonzo B. Cook,
George B. Crosby,
Henry V. Cunningham,
Warren W. Davenport,
Henry Ehrlich,
James H. Files,
John R. Hoyt,
Walter Kenniston,
William H. Murphy,

Morrill L. Perkins.
William L. Schlegelwileh,
Edwin F. Wilde.

Girls.

Nina Ballard,
Elizabeth Bower,
Nellie F. Brazer,
Mary A. Brennan,
Carrie C. Brooks,
Nina Carter,
Evelyn N. Clark,
Margaret T. Dooley,
Fanny T. French,
Ellen F. A. Hagerty,
Mary E. T. Healy,
Grace A. Jaques,
Brenda J. Leftroich,
Fannie E. Merriam,
Marian A. McIntyre,
Jessie W. Neill,
Blanche L. Ormsby,
Lizzie M. Peterson,
Mabel W. Porter,
Mary R. Rowe,
Marcella M. Ryan,
Minnie E. Stevens,
Mary E. Tarpey,
Mary E. Turner,
Carrie P. Walker,
Lilian K. J. Walsh,
Elizabeth C. White,
Abbie M. Whitman,
Carrie N. Wiggin,
Harriette F. Bradt.

DORCHESTER HIGH SCHOOL.

Boys.

Henry T. Abbe,
Walter H. Bowker,
Ulysses G. Buckpitt,
George H. Collyer,
George C. Corcoran,
Thomas A. Fox,
Albert G. Glover,
James T. Howe,

Thomas F. McCarthy,
Edward J. McGovern,
Edward I. McNaught,
Elmer P. Oakman,
George I. Robinson, Jr.,
Frank E. Shepard,
Sidney Smith,
John P. C. Weis,
Walter R. Wheeler.

Girls.

Frances Bauch,
Annette S. Blaney,
Ina E. Cook,
Mary L. Folsom,
Minnie E. Gaskins,
Frances Higgins,
Mary H. Reid,
Maggie Shea,
Sophia A. Smith,
Henrietta G. Starratt,
Helen A. Sullivan.

CHARLESTOWN HIGH SCHOOL.

Boys.

Clarence S. Coburn,
Stephen A. Fitzgerald,
Joseph J. Hambleton,
Thomas H. McNellis,
Dennis F. Murphy,
Charles A. Priest,
Lucian J. Priest,
Lincoln H. Sibley,
George N. Towle,
Edward B. West.

Girls.

Caroline A. Bean,
Rose E. V. Brady,
Florence A. Byam,
Florence M. De Merritt,
Agnes G. Harrington,
Grace L. Lovejoy,
Annie F. McMahan,
Mabel Price,
Hattie L. Rea,
Minnie E. Ward,

Lilian A. Wellington,
Ida J. Wheeler,
Evelyn S. Wyman,
Bertha G. Young.

W. ROXBURY HIGH SCHOOL.

Boys.

Martin J. Dolan,
Frank C. Spear,
Levi L. Willentt, Jr.,
John H. Wilson.

Girls.

Jennie K. Danforth,
Nellie F. A. Finnity,
Ida T. Holden,
Mary E. Lynch,
Minnie G. Rowe,
Mary H. Tarbell,
Annie Wallace,
Abbie T. Wasson.

BRIGHTON HIGH SCHOOL.

Boys.

Henry W. Bird,
Howland S. Chandler,
James B. Colwell,
John F. Davenport,
Herbert A. Fuller,
John W. Kennedy,
Harry O. Wheeler.

Girls.

Ella L. Bird,
Martha J. Callahan,
Minnie G. Capelle,
Katherine A. Duneklee,
Nellie G. Freeman,
Leslie D. Hooper,
Annie E. Keenan,
Effie F. Monroe.

EAST BOSTON HIGH SCHOOL.

Boys.

George McC. Brooks,
Harry M. Carruthers,

Charles R. Ferson,
William E. Geyer,
Charles J. Langell,
Alfred L. Lovejoy,
Edward C. Mansfield,
Thomas F. McDevitt,
George S. McPherson,
Philip J. Peters,
Alanson S. Pratt,
William H. Remick,
Harry A. Wheeler.

Girls.

Edith C. Blanchard,
Annie C. Brown,
Sarah F. Carbee,
Nellie M. Coombs,
Bertha L. Eaton,
Kate I. Fraser,
Emma Harding,
Mary L. Lewis,
Flora S. McLean,
Annie L. Morris,
Eva L. Munroe,
Lizzie S. Newhouse,
Jennie W. Smith,
Charlotte G. Snelling.

ADAMS SCHOOL.

Boys.

George E. Cowley,
Frank L. Dodge,
James E. A. Green,
Fred. J. Goodwin,
William E. Jordan,
Peter J. Kievenaar,
John F. McDevitt,
John W. McGrath,
Daniel R. Murphy,
Henry C. O'Shea,
Joseph A. Reilly,
Lawrence L. Reilly,
John J. Sheridan,
Henry T. Smith,
William H. Storin.

Girls.

Georgie E. Beverly,
Eva F. Bryant,
Gertie J. Foster,
Lizzie M. Fitzpatrick,
Lizzie McCormick,
Laura A. Moore,
Ella M. Proudman,
Nellie S. Young.

ALLSTON SCHOOL.

Boys.

Allen Clark,
Fred W. Hollis,
Robert B. Lloyd,
Eugene A. Loomis,
Frank F. Matthews,
Eugene A. Reed,
Elisha B. Sawyer.

Girls.

Luey J. Barlow,
Lulu L. Bigelow,
Etta S. Boynton,
Mary E. Callahan,
Gertrude Dunton,
Maggie M. Hosie,
Maggie C. Hunt,
Jennie B. Morse,
Bessie V. Reed,
Alice S. Roach,
Carrie C. Rollins.

ANDREW SCHOOL.

Boys.

William J. Booth,
Anthony J. Cannata,
Charles I. Clough,
Thomas J. Condon,
James F. Creed,
Christopher J. Crosby,
William H. Flynn,
George W. Gustin,
Frank S. Hicks,
John G. Horan,

Walter F. Johnson,
Joseph P. Mackintosh,
John J. Mahoney,
John J. McMahon, Jr.,
William E. McNamara,
John A. Muleahey,
Dennis S. J. Ryan,
John F. Stout,
William A. Sullivan.

Girls.

Ida M. Blanchard,
Annie G. Hefler,
Edna A. Hill,
Emma F. Keenan,
Lillian E. Leighton,
Nellie T. Mansfield,
Alice G. McDonald,
Bertha E. Miller,
Lizzie A. Power,
Mabel F. Putnam,
Annie M. Stickney.

BENNETT SCHOOL.

Boys.

James Burke,
Harry E. Carson,
John E. Hannigan,
Martin T. Kenney,
Daniel O'Connell,
George A. Peck,
William C. Smith,
William P. Steward.

Girls.

Lulie W. Chaffin,
Edith N. Clark,
Lillie B. Collins,
Josie E. Croughan,
Ellen M. Dunlavey,
Inez G. Gray,
Hattie L. Lamont,
Nellie L. Monroe,
Agnes F. Ricker,
Carrie A. Taylor.

BIGELOW SCHOOL.

Boys.

John E. Baldwin,
 Geo. N. Brown,
 William M. Brown,
 Stephen F. Burns,
 Francis P. Carroll,
 E. Frank Casey,
 Walter J. Cavanagh,
 Fred W. Clark,
 Joseph F. Coffey,
 Thos. F. Collins,
 John J. Connell,
 Thos. Conners,
 John J. Driscoll,
 Chas. B. Hall,
 Geo. S. Howard,
 Wm. L. Johnson,
 Leonard C. Johnston,
 Wm. C. Keating,
 Joseph J. Kelley,
 James H. Kilner,
 William Klein,
 Wm. J. Malin,
 Thos. A. Mann,
 John P. Morgan,
 John D. Murphy,
 A. Frank Murphy,
 Chas. H. Nolan,
 James P. Nolan,
 Wm. F. O'Hare,
 Otto H. Ostburg,
 Alexander M. Paul,
 Joseph B. Plunkett,
 Wm. G. Prior,
 Jeremiah A. Ryan,
 James J. Scallan,
 John S. Shea,
 Henry R. Sheene,
 John J. Slyne,
 Wm. P. Smith,
 Leslie A. Spinney,
 Wm. E. Starkey,
 Bernhard Stenzel,
 Fred F. Tomilson,
 Edward Urann,

Chas. H. Wait,
 Thos. F. Whalen.

BOWDITCH SCHOOL.

Girls.

Catherine M. Donovan,
 Annie P. Elwell,
 Mary E. Garelon,
 Mary Lewis,
 Rebecca M. Magnire,
 Ellen L. Mahoney,
 Annie F. McDonald,
 Ellen F. Murphy,
 Joanna F. Murphy,
 Annie T. Sweeney.

BOWDOIN SCHOOL.

Girls.

Edith B. Barrett,
 Sarah J. Brooks,
 Almira Burrill,
 Harriet M. Chater,
 Sarah J. Crew,
 Christine Deane,
 Caroline M. Dunmore,
 Grace G. Fynes,
 Blanche A. Goodnow,
 Amy G. Harris,
 Clara E. Harris,
 Annie T. Hedman,
 Frances M. Houghton,
 Frances E. Hurley,
 Elizabeth G. Johnson,
 Mary L. Lawrence,
 Jane H. McCullough,
 Mary A. McGinley,
 Julia G. Morse,
 Henrietta B. Rich,
 Nellie D. Silsby,
 Alice E. Spinney.

BRIMMER SCHOOL.

Boys.

Frederic A. H. Bennett,
 Ralph W. Blackmer,
 Frank E. Burbidge,

Joseph A. Callaghan,
 Thomas F. Carey,
 Philip Lo Cascio,
 Andrew J. Clark,
 John P. Daley,
 William L. Day,
 Dennis J. Driscoll,
 Alfred S. Ebbett,
 John Enright,
 Wm. F. J. Flemming,
 William J. Foley,
 Edw. J. Gallagher,
 William W. Gibb,
 John L. Hayes,
 Charles Hegerich,
 Edw. H. Hoyt,
 Sam'l F. A. Hughes,
 J. Frank Keefe,
 Joseph Lévy,
 Gabriel B. Levi,
 Michael J. Lynch,
 Thos. J. McCormack,
 Thomas B. McLaughlin,
 John F. Murphy,
 Francis D. Noonan,
 Victor H. Ober,
 Thomas F. Qnealey,
 George W. Ritner,
 James F. Rollins,
 John H. Shea,
 Clarence V. Smith,
 Nicholas J. Wallis,
 John H. Waterman.

BUNKER-HILL SCHOOL.

Boys.

Charles W. Allen,
 Albert G. Armington,
 Ernest L. Couillard,
 Harry P. Dyer,
 Carlos W. Kimpton,
 Robert B. Loring,
 William S. Lougee,
 Frank W. Libby,
 Michael Lynch,
 John S. Marnell,

Thomas E. Morrison,
 Alvano T. Nickerson,
 Albert F. Orne,
 Charles A. Pearce,
 Benard B. Pearson,
 Dennis F. Quinlan,
 William H. Robinson,
 Noyes G. Stanley,
 Harry A. Spear,
 Guy Taylor,
 Edwin F. Tarbox.

Girls.

Mary E. Allcock,
 Emma J. Bennett,
 Emma F. Boardman,
 Cora E. Carr,
 Emma L. Carroll,
 Katie A. Cullen,
 Olive E. Dickson,
 Edna M. DeWolf,
 Josephine Gordon,
 Abby G. Grandison,
 Jennie O. Henchey,
 Hattie R. Jones,
 Abbie E. Lerner,
 Annie A. Mario,
 Lucy F. Murphy,
 Katie F. McCormack,
 Esther F. McDermott,
 Lily Miller,
 Lizzie A. O'Brien,
 Nellie R. O'Brien,
 Mary J. Pitman,
 Emma F. Riordan,
 Alice M. Shaw,
 Alice S. Tilton,
 Nellie J. Williams.

CENTRAL SCHOOL.

Boys.

Edward C. Chase,
 William F. Dawson,
 Frederick W. Henderson,
 John C. Jones,
 Frank M. Keezer,

John F. McDonald,
William S. McDonald,
John G. Moulton,
Thacher W. Plumley,
Joseph G. Sherman.

CHAPMAN SCHOOL.

Boys.

Joseph S. Barnes,
Horace E. Bragdon,
Woodbury D. Clark,
Jonathan S. Currier,
George W. Fitch,
Frederick R. Hill,
Fred H. Inman,
Alfred H. Jenkins,
William H. Maxwell,
Charles W. Pennington,
William E. Plummer,
Edward W. Randall,
Alfred Z. Rogers,
Clarence C. Ryder,
William E. Smith,
Edward W. Swan,
Clarence Tucker,
George Whyte,
Herbert G. Woodbury,
Charles A. Woolley.

Girls.

Alice S. Berry,
Fannie I. Berry,
Mabel M. Browne,
Lillie Burk,
Nettie L. Francis,
Mary P. Gorham,
Cora M. Hancock,
Emma J. Irving,
Jennie M. Jameson,
Phoebe C. McKenna,
Malvina W. McKie,
Myra M. Newcomb,
Eugenie D. Peterson,
Josephine A. Prior,
Lottie G. Reed,
E. Alberta Robinson,

Minnie W. Robinson,
Grace A. Roche,
Fannie B. Sampson,
Hannah M. Varney.

CHARLES SUMNER SCHOOL.

Boys.

Charles E. Jones,
Fred. W. Peakes,
James H. Whittemore.

Girls.

Louise Berke,
Katie Brooks,
Mabelle P. Clapp,
Gertrude E. Davis,
Mildred H. Fossett,
Celia B. Hallstrom,
Clara A. Hildreth,
Annie Lynch,
Mabel W. Merrill,
May A. Murphy,
Adelaide C. Tabraham,
Julia Westendarp,
Mabel V. Whittemore.

COMINS SCHOOL.

Boys.

Chester S. Day,
Abraham Erhlich,
Martin Gilbert,
Simon J. Greene,
Charles P. Heaney,
William H. Hobby,
John Kelly,
Thomas Kenney,
Charles J. Kodad,
Henry Krauss,
Edward P. Sullivan.

Girls.

Cynthia F. Addison,
Mary Anderson,
Emma C. Bainard,
Elise Beaudry,
Annie Berran,

Emma Bollig,
 Lilian A. L. Chandler,
 Mary A. Connelly,
 Katie A. Connor,
 Katharine M. Coulahan,
 Margaret J. Curley,
 Mary F. Finneran,
 Flora Frank,
 Alice G. Fuller,
 Mary A. Gleason,
 Delia A. Good,
 Mary E. Gormley,
 Mary V. Gormley,
 Emma J. Haigh,
 Agnes Lennon,
 Agnes E. McCarty,
 Nellie F. McCormick,
 Mary A. McGowan,
 Lydia K. Robertson,
 Ella S. Robertson,
 Margaret A. Rooney,
 Nellie M. Seaver,
 Annie G. Shea,
 Hannah E. Stewart,
 Minnie V. Sughrue,
 Susie A. Walker.

DEARBORN SCHOOL.

Boys.

Edward R. Bolton,
 Frank J. Borsch,
 James J. Campbell,
 Daniel C. Casey,
 J. Porter Crosby,
 Thomas E. Fitzgerald,
 Tim C. Gage,
 James Hardy,
 Charles F. Krans,
 Charles J. McCarty,
 Matthew H. McDermott,
 Cornelius Murphy,
 Joshua Seaver,
 Charles A. Stevens,
 Irving K. Trask,
 Frank G. Upton,
 Clarence T. Weaver.

Girls.

Florinda F. Carver,
 Mary E. Clark,
 Gertrude E. Cobb,
 Katie T. Collins,
 Maggie L. Conroy,
 Eugenie J. Endres,
 Mabel Martin,
 Helen L. Marsten,
 Mary E. McCarty,
 Eliza A. Melaney,
 Mary F. Morris,
 Emma F. Morse,
 Maggie E. O'Brien,
 Effie C. Parrott,
 Lula C. Pease,
 Annie J. Quinn,
 Lila M. Roberts,
 Ethel D. Wheeler,
 Mabel B. Wilson.

DILLAWAY SCHOOL.

Girls.

Edith B. Armington,
 Carrie A. Brackett,
 Mary A. Conley,
 Sarah H. Doering,
 Alice E. Downs,
 Sarah Driscoll,
 Bessie C. Eldredge,
 Martha I. Emery,
 Jessica A. Fillebrown,
 Martha A. Flint,
 Ruby M. Hodge,
 Emma S. Jackson,
 Mary E. Killion,
 Mary E. Lane,
 Catherine J. Lucey,
 Elizabeth E. Marison,
 Ida O. McCurdy,
 Marie L. Meyer,
 Blanche A. Morrill,
 Maud A. Morrill,
 Eva G. Morrison,
 Inez V. Noyes,
 Mary E. L. Philbrick,

Kate E. Roberts,
 Helen S. Snow,
 Mary E. Sullivan,
 Caroline W. Sutherland,
 Mildred E. Swan,
 Annie L. Towle,
 Lillian W. Tuttle,
 Annie E. White,
 Augusta G. Williams,
 Mary B. Wills,
 Catherine N. Wright,
 Ella Yerxa.

DORCHESTER-EVERETT
 SCHOOL.

Boys.

Everett T. Allard,
 Harry F. Baker,
 Walter S. Barker,
 Winthrop Briggs,
 John J. Broderick,
 Frank H. Cilley,
 Walter F. Cook,
 Richard J. Dolan,
 George H. French,
 John W. Gardner,
 Daniel D. Gilbert, Jr.,
 Charles N. Hall,
 Harry Hartnett,
 John T. Higgins,
 William A. Lawton,
 Thomas E. Magee,
 Frank A. McCormick,
 Alonzo T. Mendum,
 Henry C. Murphy,
 Fred E. Robbins,
 Stillman B. Tuckerman,
 Loretto S. Wesson,
 G. Edward Wright.

Girls.

Martha L. Blazo,
 Blanche A. Carpenter,
 Velma E. Cobb,
 Lizzie R. Crockett,
 Annie Crowley,
 Catherine M. Graham,
 Marion A. Hastings,

Rose S. Havey,
 Martha N. Howe,
 Edith L. Lothrop,
 Frances A. Magee,
 Mary Moseley,
 Georgia Moulton,
 Abbie Parker,
 Eva H. Prescott,
 Fannie E. Whipple,
 Agnes G. Wright,
 Georgia Winslow,
 Annie J. Young.

DUDLEY SCHOOL.

Boys.

Francis I. Abéle,
 Henry E. Ackermann,
 Florin J. Anshelm,
 James L. Brawley,
 Timothy J. Brennan,
 Royal T. Brodrick,
 Albert C. F. Carter,
 George A. Clouston,
 Fred E. Cruff,
 Walter S. Dodd,
 Charles M. Donnelly,
 Henry L. Dooley,
 Lewis B. Dunn,
 William G. Ewell,
 Frank C. Higgins,
 George S. Hill,
 Howard B. Hodggate,
 William H. Kelley,
 Charles M. E. Killiam,
 Scott P. McCobb,
 Dwight Moore,
 Arthur L. Norton,
 Edwin W. Park,
 Charles H. Porter,
 Frederick C. Rising,
 Frank S. Rogers,
 William W. Scott,
 Clarence W. Somers,
 Theodore H. Staehli,
 Theodore G. Williams,
 Frank Yerxa,
 Frederick Ziegler.

DWIGHT SCHOOL.

Boys.

George W. Allen,
 Cyrus C. Babb,
 James F. Bellew,
 William O. Bullard,
 Frederick S. Blodgett,
 William A. Casey,
 Abraham K. Cohen,
 James J. Collins,
 Fred. A. Cunningham,
 Edward I. Downing,
 Edward D. Duncan,
 John B. Duncan,
 Alfred B. Field,
 Charles H. Flood,
 Charles B. Frost,
 Frederic E. Harwood,
 George K. Hooper, Jr.,
 William G. Howard,
 J. Albert Jackson,
 William G. James,
 Eben W. Keyes,
 Charles F. Kimball,
 Amos B. M. Kingsley,
 Harry L. Kolseth,
 Thomas E. Levins,
 T. Edward Masterson,
 Charles B. McCormick,
 Dennis Murphy,
 Arthur K. Peck,
 Wardwell O. Perkins,
 James B. Pickett,
 John T. Powers, Jr.,
 Frank J. Sandmann,
 Zenas Sears, Jr.,
 William J. Shiels,
 Edward H. Smith,
 George Stevens,
 Frank W. Stimson,
 Frederic A. Stroud, Jr.,
 Edward D. Vialle,
 Lewis M. Walker,
 George L. Withington.

ELIOT SCHOOL.

Boys.

Chas. W. Bruns,
 Samuel Cohen,
 Peter J. Collins,
 Eugene J. Connelly,
 James E. Crotty,
 Philip F. Doherty,
 Jeremiah F. Donahoe,
 Alfred N. Douglas,
 Frank Douglas,
 Daniel W. Finn,
 Jos. H. Gallagher,
 John H. Guinee,
 Eugene W. Hurley,
 Wm. S. Hutchinson,
 Philip E. Kaveny,
 Michael J. Lafferty,
 John W. Long,
 Timothy F. Magrath,
 Edw. M. Malone,
 Aljo P. McDonald,
 Samuel McHroy,
 Chas. F. McLaughlin,
 Jas. E. Moore, Jr.,
 Luke D. Mullen,
 John H. Murphy,
 Christopher F. O'Brien,
 John P. O'Connell,
 John F. O'Neil,
 Geo. F. Schrafft,
 Wm. E. Schrafft,
 John J. Shandon,
 Isaac Simon,
 Daniel S. Sullivan,
 James J. Towle,
 Michael Wallace,
 Charles R. Wilson.

EMERSON SCHOOL.

Boys.

Joseph J. Beeler,
 William H. Bell,
 Melville D. Frost,
 William B. Hendrick,
 Andrew G. Hill,

Thomas W. Holmes,
 Frank C. Kenney,
 Percy E. Manning,
 Daniel McDougall,
 John G. McLaren,
 Joseph H. McNeil,
 Frank C. Moreland,
 Frederic H. Stacy,
 Patrick H. Sullivan,
 Frank L. Walker.

Girls.

M. Alice Aiken,
 Gertrude M. Austin,
 Mary L. Carver,
 Sarah A. Forbes,
 Margaret M. Frohese,
 Gertrude E. Gifford,
 Ora J. Gove,
 Edith F. Guild,
 Georgie F. Murch,
 Jennie B. Peterson,
 Mary J. Roby,
 Margaret A. Sheridan,
 Mabel F. Wilkins,
 Louise C. Zielinger.

EVERETT SCHOOL.

Girls.

Grace B. Alexander,
 Nellie H. Allison,
 Angie P. S. Andrews,
 Florence A. Arnaud,
 Florence S. Ballou,
 Bessie T. Barker,
 Carrie A. Bates,
 Charlotte Bornstein,
 Grace Bradley,
 Abbie S. Brigham,
 Florence I. Brockway,
 Alice S. Brown,
 Maude L. Burd,
 Nettie B. Canwell,
 Theresa Chelius,
 Bertha M. Cohen,
 Marguerite E. Cooke,

Julia E. Coneton,
 Pattie W. Crowell,
 Fannie Davidson,
 Lillie A. Dixon,
 Minnie T. B. Ellis,
 Margaret E. Fisher,
 Henrietta Fitzgerald,
 Fannie Frank,
 Julia A. Gavin,
 A. Lizzie Gleason,
 Elizabeth G. Glover,
 Helen G. Greene,
 Myra S. Hall,
 Sarah Harris,
 Edith F. Hastings,
 Carrie M. Hewes,
 Mary M. Hewes,
 Elizabeth E. Hough,
 Alma C. James,
 Ellen A. Keenan,
 Frances Kelleher,
 Maud Kimball,
 Emma S. Lang,
 Julia A. Leach,
 Florence M. Levy,
 Marita M. Libby,
 Isabelle Lyon,
 Margaret Mahoney,
 Georgie R. Mayhew,
 Mary A. McWiggin,
 Sarah Mock,
 Bella Morse,
 Helen Newell,
 Elizabeth M. Paul,
 Zella Peabody,
 M. Evelyn Potter,
 Clara L. Power,
 Grace L. Pratt,
 Annie L. Putnam,
 Lottie M. Richardson,
 Fannie E. Sherman,
 Nellie J. Smith,
 Elizabeth J. Strongman,
 Julia D. Swasey,
 Myra F. Tolman,
 Hattie M. Trundy,
 Florence A. Whitney,

Maud B. Whittier,
Nellie L. Wells,
Elizabeth H. Yeo.

FRANKLIN SCHOOL.

Girls.

Mary L. Aigen,
Bridget G. Anderson,
Maud R. Baker,
Harriet A. Barnes,
Rosa Benari,
Juliette Billings,
Anna F. Burnett,
Nellie P. Cabe,
Mary E. Calnan,
Josephine T. Chadwick,
Elenora R. Clare,
Lena M. Conant,
Lizzie C. Conway,
Grace A. Crafts,
Carrie M. Crawford,
Mary A. Doherty,
Annie Doogue,
Edith C. Ferguson,
Sadie S. Finnegan,
Margaret G. Flanagan,
Gertrude R. Galbraith,
Mary E. Garrity,
Maud E. Gilpatrick,
Florence Gleason,
Louise A. Harley,
Blanche R. Hopkins,
Mabel E. Houghton,
Jennie I. Hubbard,
Adelaide L. Jewett,
Josephine F. Johnson,
Anna Koppitz,
Grace Leach,
Susie L. Mara,
Mary A. McBrinn,
Emma M. McCarty,
Emma F. McPhail,
Caroline L. Merrill,
Agnes F. Morgan,
Emma A. Murray,
Mabel Paradise,

Mabel D. Plummer,
Mamie I. Plummer,
Bertha Prager,
Eliz. L. Richardson,
Julia A. Riordan,
Mary J. Russell,
Blanche W. Sanderson,
Jennie Saulsbury,
Lena E. Schlegel,
Maud F. Selwyn,
Mabel A. Sharland,
Helen E. Shattuck,
Mary J. Shepard,
Flora B. Smith,
Nellie A. Soule,
Sadie A. Stevens,
Mary E. Stuffle,
Eliz. F. Sullivan,
Jessie E. Thompson,
Althea M. Todd,
M. Ida Wedger,
Henrietta White,
Blanche Williams,
Teresa A. Williams,
Maud H. Williamson.

FROTHINGHAM SCHOOL.

Boys.

Harry P. Bradford,
Frank H. Eldridge,
Charles A. James,
Stephen A. Kelley,
Peter F. McGuire,
Jeremiah C. Maloney,
William H. Noonan,
Florence T. Sullivan,
William J. Sullivan,
William F. Scanlan,
George L. Thorndike.

Girls.

Annie E. Bemis,
Grace L. Chapman,
Katie E. Creed,
Agnes T. Duggan,
M. Lulu Green,

Mary T. Hamblin,
 Eileen F. Hilliard,
 Celia A. Kelley,
 Nellie M. Kelley,
 Isabella M. McKenna,
 Sarah I. Moffett,
 Florence I. Morse,
 Elizabeth L. O'Neil,
 Gertrude E. Parker,
 Mary L. Rice,
 Etta M. Rogers,
 Mary Anna P. Smith,
 Martha H. Stark,
 Sarah A. Thornton.

GASTON SCHOOL

Girls.

Frances R. Baker,
 Lena E. Beach,
 S. Isa Berry,
 Minnie E. Buckley,
 Sarah G. Christie,
 M. Estelle Clark,
 H. Augusta A. Condon,
 Antoinette E. Crossman,
 Anastasia L. Driscoll,
 Lilla L. Fales,
 Fanny Frizzell,
 Annie L. Gordon,
 Florence Harlow,
 M. Isabel Harrington,
 Bertha Hills,
 Clara G. Hinds,
 L. Winnifred Johnson,
 Florence M. Joslin,
 Mary E. McInnes,
 Marion M. Morse,
 Ruth J. Morse,
 Mattie W. Mower,
 Etta K. Palmer,
 Lottie L. Palmer,
 Mary E. Palmer,
 Sarah L. Park,
 Mabel G. Poole,
 Minnie M. Rolfe,
 Sarah A. Russell,
 Sarah J. Sample,

V. Kate Smith,
 Annie W. Snow,
 Cora I. Sturges,
 Daisy M. Tye,
 Annie M. Whelan,
 Leah M. White.

GEORGE PUTNAM SCHOOL.

Boys.

Herbert G. Hanscom.

Girls.

Inez R. Bliss,
 Lizzie Dahl,
 Ella F. Goering,
 Anna M. Hall,
 Mary C. Howard,
 Gertrude M. Nourse,
 Jessie M. Palmer,
 Agnes M. Whitten.

GIBSON SCHOOL.

Boys.

Charles F. Belknap,
 Edward E. Castillo,
 Francis A. Chisholm,
 Walter P. Hewins,
 John F. Holway,
 James Mohan.

Girls.

Alice V. Coolidge,
 Linna W. Fox,
 Ella L. Hall,
 Nora C. Hannon,
 Alice J. Hazen,
 Mary C. Lally,
 Mary B. Mason,
 Mary E. Waldron,
 Ida J. Welch,
 Edith S. Wheaton.

HANCOCK SCHOOL.

Girls.

Esther Anthony,
 Elizabeth A. Billireau,

Mary F. Doherty,
 Catherine W. Fraser,
 Margaret A. Gornley,
 Anna E. Hafley,
 Annie G. Hewes,
 Annie B. Hoffses,
 Rebecca Kantorowicz,
 Katie A. B. Krey,
 Henrietta J. Mealey,
 Catherine M. McQueeney,
 Harriet J. T. Middleton,
 Florabel Millett,
 Fannie Millionthaler,
 Eva L. Myers,
 Mary E. Randolph,
 Betsey C. Rubinovz,
 Annie V. Sheils,
 Marietta A. Smith,
 Catherine F. Vegelahm,
 Elexzeania H. Williams.

HARRIS SCHOOL.

Boys.

James Arthur,
 Fred C. Blanchard,
 John E. Dwyer,
 Carroll E. Peirce,
 William C. Pope,
 Ernest Putnam,
 William M. Robinson,
 John D. Shepard,
 Charles M. Snow.

Girls.

Hannah T. Bradley,
 Eva M. Brigden,
 Mary D. Chandler,
 Melinda H. Enos,
 Mary A. Hosmer,
 Martha S. Jenkins,
 Emma Malloch,
 Carrie D. Phipps,
 Gertrude L. Thayer,
 Maria E. Tice.

HARVARD SCHOOL.

Boys.

Rowland W. Bray,
 Michael J. Brett,
 Albert E. Busteed,
 Harry E. Cormier,
 Michael F. Crowley,
 Percy S. Davis,
 Bernard A. Doherty,
 Thomas M. Gillooly,
 Thomas F. Griffin,
 Richard A. Harrington,
 Calvin A. Johnston,
 John T. King,
 James H. Leary,
 David C. Lynch,
 Daniel J. E. McNally,
 James F. McNally,
 George E. Neagle,
 Louis Poletti,
 George E. Quinn,
 Frank E. Stevens,
 Eugene F. Sullivan,
 Jaspas Whiting.

Girls.

Margaret Alcorn,
 Annie A. Bunnell,
 Willietta H. Cades,
 Beatrice J. Carter,
 Grace I. Chandler,
 Fannie L. Chapin,
 Eleanor J. Denvir,
 May L. Fisher,
 Kate C. Fitzgerald,
 Luella M. Goodwin,
 Nora F. Gillooly,
 Adelaide Klous,
 Sarah V. Mannix,
 Katie G. McCarthy,
 Annie A. McMahon,
 Eleanor F. Regan,
 Annie C. Sanborn,
 Dora E. Smith,
 Eugenia C. Sullivan,
 Eleanor C. Walsh.

HILLSIDE SCHOOL.

Girls.

Florence L. Browne,
 Lila Bryden,
 Gertrude A. Bullock,
 Marion L. Chamberlain,
 Alice P. Crispin,
 Mary P. Crosby,
 Maria L. Cumings,
 Sadie T. Curtis,
 Mary H. Dadmun,
 Grace E. Dearborn,
 Anna A. Dickson,
 Bertha C. Gunn,
 Sophia G. Hayden,
 Maud M. Hsley,
 Helen F. Mehan,
 Addie L. Mosman,
 Mary A. Murphy,
 Carrie E. Nolte,
 Grace H. Odiorne,
 Fannie B. Ordway,
 Emma L. Pierce,
 Emily I. Poole,
 Amelia L. Sharp,
 Mary N. Sherburne,
 Maria B. Smith,
 Mary A. Stedman,
 Delia Toole,
 May-E. Tucker,
 Laura M. Vaughan,
 Sarah Walker,
 Jennie W. Wallace,
 Mary C. Wilder,
 Mabel E. Woodworth.

LAWRENCE SCHOOL.

Boys.

John J. Blaney,
 Patrick H. J. Campbell,
 Peter J. Campbell,
 Owen J. Carven,
 Albert H. Cole,
 William J. Conway,
 George H. Costello,

Arthur A. Coughlin,
 Cornelius A. Donovan,
 John T. Foristall,
 John J. Griffin,
 Louis M. Jacobs,
 Fred J. Keys,
 Cornelius F. Lane,
 Thomas F. Lee,
 Patrick F. McNulty,
 John J. A. Murphy,
 John J. O'Connell,
 John J. Sullivan,
 James J. Thorpe,
 John Tierney,
 James H. Waldron,
 Patrick G. Westwater.

LEWIS SCHOOL.

Boys.

William A. Bedford,
 Ernest C. Bradbury,
 Alexander O. Bradford,
 Herbert S. Bradt,
 James H. Burns,
 Clarence B. Caswell,
 Fred W. Copithorn,
 Daniel F. Davies,
 Thomas J. Dooling,
 Harry C. Dove,
 Fred B. Draper,
 Harry M. Goodwin,
 William J. Higgins,
 Samuel F. Hinckley,
 George Houghton,
 Joseph Houghton,
 Henry F. Inse,
 Patrick A. Kearns,
 John J. Kilmarten,
 Arthur W. Lane,
 Harry P. Lynch,
 Michael J. Lyons,
 Albert F. Merrill,
 Conrad F. Meyer,
 Lawrence A. Mooar,
 Chas. E. Monroe,
 Chas. H. Morison,

Patrick M. Mulligan,
 Harry L. O'Brion,
 Chas. G. Schirmer,
 Arthur E. Sloan,
 Arthur P. Stone,
 John D. Stults,
 Gordon I. Sumner,
 Fred P. Trowbridge,
 Wm. T. Warren,
 Clarence P. White,
 Jonas H. Woodsum,
 Fred L. Zirugeibel.

Girls.

Edith F. Baker,
 Leonice B. Barnes,
 Ruth S. Beckford,
 Mary A. Barrett,
 Harriett W. Bedford,
 Bertha M. Brown,
 Ella E. Buflinton,
 Alice M. Burbank,
 L. Edna Call,
 Fannie I. Chamberlain,
 Lillian T. Clarke,
 Edith A. Colton,
 Bessie W. Dibblee,
 Helen I. Gilchrist,
 Laura I. Handy,
 Laura Hatch,
 Caroline V. Hayden,
 Elizabeth F. Holloway,
 Eva G. Hussey,
 Elizabeth C. Kenney,
 Florence G. Knight,
 Hattie E. Lissner,
 Carrie E. Locke,
 Viola A. Marston,
 Emily J. Milliken,
 A. Gertrude Newell,
 Anna L. Phelps,
 Minnie E. Pike,
 Laura E. Richardson,
 Margaret L. Smith,
 May M. Smith,
 Clarabel Stetson,
 Cora E. Thomas,

Edith F. Way,
 Marion C. Whiton,
 Edith A. Willey,
 Florence M. Willis,
 Josephine J. Wood,
 Nellie E. Wright.

LINCOLN SCHOOL.

Boys.

Edward N. Barker,
 Francis H. Blackwell,
 Barnard Capen, Jr.,
 William M. Collins,
 William L. Credon,
 Homer C. Clapp,
 John T. Coyne,
 Timothy F. Collins,
 Clarence A. Davis,
 Enoch J. Dewire,
 Charles E. Dwyer,
 Alfred W. Ferguson,
 Sears Gallagher,
 John F. Griffin,
 John A. Gleason,
 Edward J. Harrington,
 George H. Harrington,
 William A. Johnston,
 Frank H. Jeffrey,
 John C. Kelley,
 Clarence A. Lawrence,
 Rolland F. Libbey,
 Frederick H. Lincoln,
 James J. McCluskey,
 Robert McIntyre,
 Fred T. Merry,
 Willis C. Mills,
 Edward Murphy,
 Stephen A. Murphy,
 John A. Mahegan,
 Vincent S. McDonough,
 Joseph J. Oldfield,
 Edward F. Quinlan,
 George W. Roop,
 Allen H. Rogers,
 John C. Roberts,
 Ernest W. Smith,

Frederick Smith,
George L. Smith,
William I. Thing,
George W. Thompson,
Henry Tobin,
Alfred L. Young.

LOWELL SCHOOL.

Boys.

Charles W. Arnold,
Francis O. Bigelow,
Walter J. Bleiler,
John C. Brown,
Alexander T. Bruce,
James D. Bruce,
John J. Curley,
Edward C. Daly,
Henry J. Daly,
Edward M. Heindl,
Frederick A. Kelley,
Charles O. Lockwood,
Harry B. Lockwood,
Frank Magee,
Albert E. Paskell,
Frank E. Saddler,
Daniel Seaverns, Jr.,
Edward T. Stück,
John F. Sullivan,
Charles F. Winslow.

Girls.

Harriet F. Atwood,
Mildred V. Austin,
Carrie E. Bleiler,
Mary A. Fallon,
Lora E. Freeman,
Cora M. Greenleaf,
Frieda R. Hammerle,
Mary J. Kelly,
Lizzie F. Norton,
Susie A. Pierce,
Etta G. Rogerson,
Mabel B. Rogerson,
Emma L. Sadler,
Gertrude E. Toussaint,
Annie E. Whittemore.

LYMAN SCHOOL.

Boys.

John F. Dowling,
Walter E. French,
Gabriel Goldstein,
James Hanrahan,
Edward H. Hines,
Thomas H. Keenan,
Charles E. Knight,
Alfred L. Leighton,
Wesley S. Marston,
John McCloskey,
James J. McGunigle,
Harry L. Pigeon,
Robert M. Ring,
William G. Roberts,
William C. Stone,
John Watson, Jr.

Girls.

Alice T. Alexander,
Maggie D. Barr,
Christina Bayley,
Nellie T. Cranitch,
Margaret L. V. Harris,
Julia M. McCarthy,
Gracie I. McCloskey,
Annie M. Niland,
A. Jennie F. Pero,
Helen P. Scott.

MATHER SCHOOL.

Boys.

James K. Applebee, Jr.,
Gorham Dana,
Walter S. Fox,
George A. Orrok,
Herbert W. Phillips,
William H. Rogers,
Terence F. Sheehan,
Robert L. Stedman,
Michael Twohey.

Girls.

Olive H. Allen,
Florence H. Carter,
Nellie M. Elms,

Mabel W. Hilt,
Margaret A. Hollaran,
Mary L. Kennedy,
Mary B. Kittredge,
Jane H. Kyle,
Catherine G. Murphy,
Emma L. Pearce,
Emma L. Smith,
Jessie E. Smith,
Alma J. W. Whidden.

MINOT SCHOOL.

Boys.

Harry G. Dixon,
Karl H. Hyde,
Michael McAndrew,
Henry A. Mears,
Henry C. Mildram,
Robert Nicholls,
James H. Patten.

Girls.

Julia M. Devine,
Mary F. Dunphy,
Minnie L. Gilpatric,
Clara L. Hight,
Annie E. Lawler,
Ellen McNally,
Hattie B. Murphy,
Alice M. Preston,
Martha G. Taylor.

MT. VERNON SCHOOL.

Boys.

William W. Clapp,
Henry T. Conway,
Albert F. Decatur,
C. Millard Koopman,
John D. Mee,
Frederick C. Peters,
Joseph Poland,
Walter H. Seaver.

Girls.

Annie J. Brennan,
Eliza M. Campbell,
Annie B. Chamberlain,

Mary H. Howard,
Jennie Lynch,
Helen G. Poland,
Annie T. S. Stone,
Ingemisca G. Weyssse,
Martha M. Whittemore.

NORCROSS SCHOOL.

Girls.

Marion F. Bartlett,
Julia T. Butler,
Mary E. Corcoran,
Annie L. Cronin,
Adelaide M. Deignan,
Elizabeth J. Devine,
Ellen C. Dukelow,
Mary A. Frahar,
Gertrude M. Gowen,
Alice A. Hamilton,
Laura G. Henderson,
Katharine F. Hickey,
Elizabeth Hill,
Margaret A. Hogan,
Lillian B. Mills,
Ellen G. O'Connor,
Eleanor M. Raitt,
Margaret W. Ryan,
Mary L. Walsh.

PHILLIPS SCHOOL.

Boys.

Joseph E. Anderson,
Michael W. Brick,
Lyman W. Cleaveland,
Joseph H. Daley,
Charles F. Farren,
Albert A. Garbati,
Thomas F. Gargan,
James F. Horne,
Dominick F. Keegan,
Edward J. Kehoe,
Jacob Land,
John F. Mahan,
Clement G. Miller,
John J. Murphy,
Henry H. Putnam,

Peter C. Quinn,
Isaac Rich,
Francis W. Riley,
Charles P. Silsby,
Charles H. Sleeper,
Richard J. Walsh,
Clark D. Wood,
Frank G. Wright.

PRESCOTT SCHOOL.

Boys.

Charles O. Bourne,
Daniel W. Brintnall,
Daniel F. Cullinane,
Charles A. Dale,
Albert E. Ferguson,
Edward F. Hallett,
Herbert L. Henderson,
Henry A. Keyo,
William H. Knox,
Ephraim M. Paine,
Luke Powers,
William F. Ray,
George F. Ruggles,
Calvin Sargent,
David B. Shaw,
Maurice P. Shaw,
Charles E. Starks,
G. Arthur Treadwell.

Girls.

Nellie Burbeck,
Orra G. Burgess,
Mary A. Connors,
Annie Durling,
Hattie L. Fielding,
Florence P. Fuller,
Theresa E. Hayes,
Elizabeth M. Johnson,
Ida M. Johnson,
Grace E. Meserve,
Jennie E. Morris,
Annie F. O'Neill,
Alice M. Small,
Frances Stetefeld,
Sadie E. Sullivan,
Emma M. S. Waterhouse.

PRINCE SCHOOL.

Boys.

Charles E. Bacon, Jr.,
Hayden G. Bailey,
Samuel R. Bell,
George F. Brown, Jr.,
Frank D. Chester,
Benjamin H. Codman,
George A. Dill,
Charles W. Godfrey,
Lewis C. Hall,
Chester A. Howe,
Louis C. Kendall,
Samuel W. Luce, Jr.,
Everett S. Mitchell,
Arthur L. Nowell,
Frank R. Sireom.

Girls.

Clara R. Anthony,
Emma F. Baxter,
Alice F. Brown,
Edith B. Brown,
Annie M. Colby,
Frances G. Crosby,
Mabel L. Durgin,
Virginia Fisher,
Ruby E. Gurney,
Grace A. Holman,
Constance Morse,
Mary L. Pecker,
Jeannie D. Robinson,
May B. Stoddard,
Maude E. Stowell,
Helen van Praag,
Sara van Praag,
Mary L. Watson,
Isabelle L. Whittier,
Laura W. Whittier,
Mary Woodberry.

QUINCY SCHOOL.

Boys.

Patrick F. Akins,
James J. J. Attridge,
Michael J. Carroll,

William J. Casey,
 Timothy M. Collins,
 William A. H. Crowley,
 John E. Daly,
 James T. Fahey,
 Cornelius J. Fitzgerald,
 Joseph J. Forrester,
 Thomas F. Gannon,
 William H. Golden,
 Patrick T. Hayes,
 John W. Holland,
 James W. Hurley,
 John H. Kane,
 Daniel F. McCarthy,
 John T. Moore,
 James F. Moran,
 Timothy J. O'Brien,
 Daniel F. Shea,
 James E. Sweeney,
 David Van Tyn,
 George F. Wiseman.

RICE SCHOOL.

Boys.

George H. R. Bacon,
 Walter H. Baldwin,
 Arthur E. Burr,
 Ralph G. Brown,
 Harry N. Brackett,
 George E. Chester,
 William O. Cochrane,
 Ulysses S. Davis,
 William W. Downs,
 Frank T. J. Dodge,
 Timothy J. Driscoll,
 John L. Girdler,
 W. Herbert Gates,
 Charles Hayden,
 Frederick W. Harley,
 Edwin F. Hathaway,
 Samuel M. Harmon,
 Moses Hecht,
 Frederick W. Heaney,
 Harry H. Hawksworth,
 Berthold Kieckebusch,
 Leonard W. E. Kimball,
 George L. Libbey,

William H. Morse,
 James E. Morse, Jr.,
 James J. Murphy,
 Fred C. Moody,
 James D. O'Brien,
 John A. O'Sullivan,
 Alfred D. Peck,
 Charles E. Phillips,
 Arthur T. Reed,
 Dexter M. Smith,
 Thomas P. Sullivan,
 Harry B. Thacher,
 Patrick S. Sullivan,
 Ralph E. Thomas,
 Harry H. Wood,
 George E. Young.

SHERWIN SCHOOL.

Boys.

Daniel F. Cotter,
 Daniel J. Cotter,
 Edward P. Dowd,
 Thomas Egan,
 Frederic L. Estey,
 Frank Euerle,
 John P. Fay,
 William F. Gay,
 Elias Grossman,
 Frederic W. Herthel,
 George L. Horle,
 Charles A. Lindstrom,
 Walter H. Littlefield,
 John J. McNamara,
 Henry A. Norton,
 Elting P. O'Hara,
 George W. Parker,
 William R. Patterson,
 John F. Reagan,
 J. Edward Robinson,
 Hugo E. Schroeter,
 Frank Turnbull,
 George A. Tyler,
 Edwin Wiener.

Girls.

Annie S. Allen,
 Maggie Barry,

Rosa T. Bertsch,
 Louisa A. Bleiler,
 Mary L. Cole,
 Mary G. Church,
 Agnes F. Corbett,
 Ada M. Fitts,
 Annie Griffin,
 Carrie I. Hilbard,
 Elizabeth F. Kennedy,
 Hettie A. Kline,
 Mary A. Lambert,
 Hattie E. Lander,
 Edith L. Learned,
 Elizabeth N. Mackay,
 Mary E. Malau,
 Annie C. McFarland,
 Esther F. McGrady,
 Maggie C. McInigan,
 Elizabeth P. Muldoon,
 Hattie H. Munsey,
 Agnes Paddiford,
 Effie C. Proctor,
 Jennie E. Reed,
 Nellie A. Scollin,
 Agnes H. Semple,
 Vida J. Skoog,
 Nellie G. Stowe,
 Louisa E. Watson.

SHURTLEFF SCHOOL.

Girls.

Sophia Antkes,
 Lillie M. Armstrong,
 Winifred G. Bartlett,
 Eugenia D. Bearse,
 Frieda M. Bethuan,
 Elizabeth L. Bowden,
 Minnie B. Bradford,
 Rose A. Carrigan,
 Anna F. Coe,
 Adele DeBoek,
 Mary G. Dewick,
 Maggie A. Driscoll,
 Flora H. Durell,
 Mary J. Flynn,
 Annie L. Ford,

Hannah G. Gardner,
 Mabel F. Gerrish,
 Adelaide J. Grose,
 Mattie C. Healy,
 Rose G. Hernen,
 Josephine P. Hertkorn,
 Maria A. Hudson,
 Fannie W. Jones,
 Vilura A. Knowlton,
 Mary H. Lanphear,
 Alice J. Lavery,
 Etta I. LeFevre,
 Elizabeth Lindsay,
 Annie S. McKissick,
 Emma F. Morse,
 Catharine A. Mullen,
 Mary E. Murphy,
 Elizabeth S. Nolan,
 Hattie E. Noyes,
 Mary E. O'Malley,
 Ella P. Plummer,
 Laura S. Prescott,
 Lillian G. Sargent,
 Nellie V. Scanlan,
 Annie A. Scanlan,
 Bessie C. Sherman,
 A. Gertrude Snow,
 Clara E. Stuart,
 Helen A. Stuart,
 Lizzie B. Tarbett,
 Mary C. Thayer,
 M. Lizzie Weston,
 Drusilla M. Wilson,
 Louise K. Wilson,
 Esther Young.

STOUGHTON SCHOOL.

Boys.

Arthur W. Crane,
 Ethan A. Cushing,
 James H. Farrell,
 James F. McDermott,
 Patrick J. Mulry.

Girls.

Carrie W. Bailey,
 Rose R. Brady,

Blanche L. Clay,
 Edith Clay,
 Minnie S. Currie,
 Cora B. Lapham,
 Edith M. Martine,
 Nora F. Mealy,
 Fannie L. Monroe,
 Grace S. Nichols,
 Alice G. Sumner,
 Julia A. Whaland.

TILESTON SCHOOL

Boys.

Henry W. Fenno,
 Charles S. Gay,
 William Mossman,
 Frank T. Pope.

Girls.

Lillian B. Blaisdell,
 Alice W. Bragg,
 Clarabell Cumming,
 Lizzie E. Morse.

WARREN SCHOOL.

Boys.

Edward E. Allen,
 Fred W. Dennett,
 Frank R. Fritz,
 George L. Gilmore,
 Fred L. Harris,
 Arthur F. Herson,
 James M. Holt,
 Clarence G. Hussey,
 Richard S. Lombard,
 Alfred F. McBride,
 Dennis J. Mullin,
 J. O'Callaghan,
 Oscar F. Sager,
 Silas P. Smith,
 Charles H. Stevens.

Girls.

Cora G. Bartlett,
 Georgia L. Chapman,
 Lillie A. Duffy,
 Margie Durgin,

May A. Keane,
 Sarah J. Kearney,
 Mary A. Kenab,
 Ida L. Lewis,
 K. Belle Mitchell,
 Lela C. Murdock,
 Minnie G. O'Brien,
 Annie W. Parker,
 Mary F. Riley,
 Mary J. Riley,
 Anna G. Robbins,
 Bertha M. Smith,
 Isabel A. Smith,
 Lilla F. Stickney,
 E. Laura Tilden,
 Mary L. Wells,
 Edith G. Willis.

WELLS SCHOOL.

Girls.

Annie B. Bean,
 Louisa W. Betts,
 Ellen L. Collamore,
 Annie G. Crooker,
 Susie C. Cross,
 Catherine E. Curry,
 Lizzie L. Day,
 Minnie J. Dermott,
 Harriet V. Elliott,
 Elizabeth A. Gibbins,
 Mary E. Gilboy,
 Henrietta L. Griffin,
 Ida J. Harris,
 Georgietta M. Johnston,
 Ella F. Joyce,
 Lizzie E. Kane,
 Mary E. Leary,
 Mary J. A. Lynch,
 Lucy H. Maxwell,
 Anna Milliken,
 Lottie L. Moore,
 Winnie A. Munroe,
 Ella E. O'Brien,
 Helen E. O'Brien,
 Ellen C. O'Connell,
 Mary J. O'Dowd,

Susan R. Paul,
 Ella Perigny,
 Annie E. Rogan,
 Maggie Scanlan,
 Katie A. Sliney,
 Juniebell Smith,
 Adelaide S. Thurston,
 Margaret E. Walker,
 Annie E. Williams.

WINTHROP SCHOOL.

Girls.

Hortense A. Barrett,
 Annie G. Barry,
 Emily A. Beedem,
 Lucy R. Bouvé,
 Helena V. Calnin,
 Electa Childs,
 Emma E. Coles,
 Charlotte A. Commons,
 Mary I. Cooper,
 Nellie L. Dunn,
 Magdalene Follis,
 Almira J. Fowler,
 Rachel Goodwin,
 Mary E. Graham,
 Annie V. Hagerty,
 B. Louise Hagerty,
 Lucille B. Hampton,
 Gracie C. Hanson,
 Elizabeth L. Hawley,
 Lenore M. Hennessey,

Mary L. Hennessey,
 Mabel E. Hodgkins,
 Mary B. Jones,
 Annie F. Jordan,
 Ellen G. Kelleher,
 Hattie E. Kent,
 Emily A. Kerr,
 Carrie B. Lake,
 May A. Longley,
 Helena C. McAleer,
 Josephine J. McCarthy,
 Catherine E. McCarthy,
 Mary E. McCarthy,
 Mary G. McCurdy,
 Mary F. McDonald,
 Emily S. McGregor,
 Florence McWilliam,
 Margaret J. Moran,
 Marcia W. Morse,
 Gertrude Nightingale,
 Alice G. Noyes,
 Esther Nurenberg,
 Catherine F. O'Neil,
 Julia M. O'Sullivan,
 Elizabeth F. Pinkham,
 Catherine C. Powers,
 Julia C. Quiring,
 Catherine A. M. Regan,
 Mary Reinstein,
 Alice C. Smith,
 Lillie M. Stone,
 Nellie A. Sullivan,
 Winifred C. Wolff,
 Emma Young.

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER FOR 1882-83.

Instructor in Military Drill. — General Hobart Moore.
Colonel. — L. R. Lewis (Boston Latin School).
Lieutenant-Colonel. — C. L. Moller (English High School).

LATIN SCHOOL BATTALION.

Major. — W. L. Currier.
Adjutant. — W. L. Rogers.
Quarter-master. — Fred. F. Vogel.
Sergeant-Major. — H. A. Lothrop.

COMPANY A.

Captain. — F. E. E. Hamilton.
First Lieutenant. — W. C. Burbank.
Second Lieutenant. — G. F. Richardson.

COMPANY B.

Captain. — J. H. Woods.
First Lieutenant. — T. G. Frothingham.
Second Lieutenant. — P. S. Rust.

COMPANY C.

Captain. — E. H. Rogers.
First Lieutenant. — A. H. Twombly.
Second Lieutenant. — W. L. Fallon.

COMPANY D.

Captain. — H. G. Perkins.
First Lieutenant. — B. O. Hartwell.
Second Lieutenant. — A. T. Perkins.

COMPANY E.

Captain. — S. A. Houghton.
First Lieutenant. — C. A. De Gersdorff.
Second Lieutenant. — E. C. Wilson.

COMPANY F.

Captain. — W. T. Talbot.
First Lieutenant. — H. C. Spaulding.
Second Lieutenant. — M. J. Flaherty.

COMPANY G.

Captain. — R. W. Frost.
First Lieutenant. — E. E. Blodgett.
Second Lieutenant. — F. F. Bullard.

HIGHLAND BATTALION.

Major. — Edwin C. Chesley (Roxbury High School).
Adjutant. — L. B. Stedman (Roxbury High School).
Quarter-master. — Richard Briggs Jr. (Roxbury Latin School).
Sergeant-Major. — Walter P. White (Roxbury Latin School).

COMPANY A. — ROXBURY HIGH SCHOOL.

Captain. — Henry V. Cunningham.
First Lieutenant. — Edwin F. Wilde.
Second Lieutenant. — Charles C. Pressey.

COMPANY B. — DORCHESTER HIGH SCHOOL.

Captain. — F. A. Fox.
First Lieutenant. — F. E. Shepard.
Second Lieutenant. — A. G. Glover.

COMPANY C. — ROXBURY HIGH SCHOOL.

Captain. — William J. Smith.
First Lieutenant. — Warren W. Davenport.
Second Lieutenant. — William P. Gannett, Jr.

COMPANY D. — ROXBURY LATIN SCHOOL.

Captain. — George P. Furber.
First Lieutenant. — Bertram F. Clark.
Second Lieutenant. — Herbert D. Hale.

COMPANY E. — ROXBURY LATIN SCHOOL.

Captain. — Henry B. Callender.
First Lieutenant. — James M. Jackson.
Second Lieutenant. — Charles D. Smith.

COMPANY F. — CHARLESTOWN HIGH SCHOOL.

Captain. — George H. Soule.
First Lieutenant. — L. H. Sibley.
Second Lieutenant. — E. B. West.

COMPANY G. — BRIGHTON HIGH SCHOOL.

Captain. — John W. Kennedy.
First Lieutenant. — John F. Davenport.
Second Lieutenant. — J. B. Colwell.

COMPANY H. — WEST ROXBURY HIGH SCHOOL.

Captain. — Levi Willcutt, Jr.
First Lieutenant. — J. R. Spear.
Second Lieutenant. — J. H. Wilson.

COMPANY I. — EAST BOSTON HIGH SCHOOL.

Captain. — Edward C. Mansfield.
First Lieutenant. — George M. Brooks.
Second Lieutenant. — Alfred L. Lovejoy.

COMPANY K. — EAST BOSTON HIGH SCHOOL.

Captain. — George S. McPherson.
First Lieutenant. — Harry M. Carruthers.
Second Lieutenant. — Wm. H. Remick.

ENGLISH HIGH SCHOOL BATTALION.

Major. — G. E. Pratt.
Adjutant. — E. R. Metcalf.
Quarter-master. — Harry W. Boyd.
Sergeant-Major. — M. Levi.

COMPANY A.

Captain. — W. E. Putnam.
First Lieutenant. — L. O. Duclos.
Second Lieutenant. — R. B. Walsh.

COMPANY B.

Captain. — J. Richardson.
First Lieutenant. — C. F. Collins.
Second Lieutenant. — H. W. Kimball.

COMPANY C.

Captain. — A. E. Leon.
First Lieutenant. — C. S. Sprague.
Second Lieutenant. — M. Stern.

COMPANY D.

Captain. — C. W. Whittier.
First Lieutenant. — H. B. Saben.
Second Lieutenant. — C. B. Roberts.

COMPANY E.

Captain. — M. De Wolfe Greene.
First Lieutenant. — L. W. Britt.
Second Lieutenant. — G. A. McInnis.

COMPANY F.

Captain. — C. S. Baxter.
First Lieutenant. — R. F. Herrick.
Second Lieutenant. — J. R. Morse.

COMPANY G.

Captain. — F. M. Bissell.
First Lieutenant. — A. B. Gilmore.
Second Lieutenant. — Thomas Carberry, Jr.

COMPANY H.

Captain. — A. P. Sherman.
First Lieutenant. — C. W. Gammons.
Second Lieutenant. — J. J. Finn.

SCHOOL COMMITTEE, 1883.

HON. ALBERT PALMER, Mayor, *ex officio*.

[Term expires January, 1884.]

/ Nahum Chapin,	Charles L. Flint,
/ Abram E. Cutter,	/ George H. Plummer,
Charles T. Gallagher,	John C. Crowley,
/ John W. Porter,	James C. Davis.
Timothy J. Dacey, ¹	

[Term expires January, 1885.]

William A. Rust,	John B. Moran,
Miss Lucia M. Peabody,	Thomas Gaffield,
John G. Blake,	/ Russell D. Elliott,
Charles C. Perkins,	Mrs. Emily A. Fifield.

[Term expires January, 1886.]

/ George M. Hobbs,	Edwin H. Darling,
/ William C. Williamson,	James A. Fleming, ²
Henry F. Naphen,	Thomas F. Doherty,
/ George B. Hyde,	Raphael Lasker.

¹ Elected to fill vacancy caused by the death of Dr. James A. Fleming.

² Deceased.

OFFICERS OF THE BOARD.

President.

HON. ALBERT PALMER, Mayor.

Vice-President.

CHARLES L. FLINT.

Secretary.

PHINEAS BATES.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,
LUCRETIA CROCKER,
ELLIS PETERSON,

ROBERT C. METCALF,
LYMAN R. WILLISTON,
JOHN KNEELAND.

Messenger.

ALVAH H. PETERS.

STANDING COMMITTEES.

- ACCOUNTS. — James A. Fleming, *Chairman*, Messrs. Williamson, Rust, Crowley, Doherty, Dacey.
- ANNUAL REPORT. — John C. Crowley, *Chairman*, Mr. Davis, Miss Peabody.
- DRAWING AND MUSIC. — Charles C. Perkins, *Chairman*, Miss Peabody, Messrs. Cutter, Blake, Darling.
- ELECTIONS. — John W. Porter, *Chairman*, Messrs. Gallagher, Lasker.
- EVENING SCHOOLS. — George M. Hobbs, *Chairman*, Messrs. Fleming, Gallagher, Hyde, Lasker, Williamson.
- EXAMINATIONS. — Miss Lucia M. Peabody, *Chairman*, Messrs. Crowley, Hyde, Flint, Davis.
- HORACE MANN SCHOOL. — Thomas Gaffield, *Chairman*, Mrs. Fifield, Mr. Naphen.
- NOMINATIONS. — George H. Plummer, *Chairman*, Messrs. Fleming, Cutter, Porter, Doherty, Dacey.
- PRIMARY SCHOOL INSTRUCTION. — John B. Moran, *Chairman*, Messrs. Hobbs, Hyde, Davis, Williamson.
- RULES AND REGULATIONS. — George M. Hobbs, *Chairman*, Messrs. Porter, Flint, Gallagher, Fleming, Dacey.
- SALARIES. — George H. Plummer, *Chairman*, Messrs. Chapin, Cutter, Hyde, Doherty.
- SCHOOL-HOUSES. — Nahum Chapin, *Chairman*, Messrs. Plummer, Gallagher, Davis, Darling.
- SCHOOLS FOR LICENSED MINORS. — Nahum Chapin, *Chairman*, Messrs. Rust, Lasker.
- SEWING. — Miss Lucia M. Peabody, *Chairman*, Messrs. Chapin, Crowley, Naphen, Mrs. Fifield.
- SUPPLIES. — John B. Moran, *Chairman*, Messrs. Plummer, Chapin, Porter, Hyde.
- TEXT-BOOKS. — John G. Blake, *Chairman*, Messrs. Crowley, Flint, Hobbs, Davis, Moran.
- TRUANT-OFFICERS. — The Mayor, *Chairman*, Messrs. Moran, Elliott, Fleming, Doherty, Dacey.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

- NORMAL SCHOOL. — George M. Hobbs, *Chairman*, Messrs. Moran, Hyde, Miss Peabody, Mr. Perkins, Naphen.

HIGH SCHOOLS. — Charles L. Flint, *Chairman*, Messrs. Blake, Gallagher, Rust, Miss Peabody.

FIRST DIVISION. — George H. Plummer, *Chairman*, Messrs. Chapin, Cutter, Fleming, Doherty, Dacey.

SECOND DIVISION. — Abram E. Cutter, *Chairman*, Messrs. Chapin, Perkins, Gaffield, Darling.

THIRD DIVISION. — Charles C. Perkins, *Chairman*, Messrs. Plummer, Fleming, Darling, Elliott, Dacey.

FOURTH DIVISION. — John C. Crowley, *Chairman*, Messrs. Blake, Davis, Gaffield, Williamson.

FIFTH DIVISION. — George B. Hyde, *Chairman*, Messrs. Moran, Lasker, Rust, Blake.

SIXTH DIVISION. — Charles T. Gallagher, *Chairman*, Messrs. Crowley, Williamson, Naphen, Hobbs.

SEVENTH DIVISION. — George M. Hobbs, *Chairman*, Miss Peabody, Messrs. Moran, Crowley, Lasker.

EIGHTH DIVISION. — John B. Moran, *Chairman*, Messrs. Hyde, Gaffield.

NINTH DIVISION. — John W. Porter, *Chairman*, Mr. Hyde, Mrs. Fifield.

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, Prince, Quiney, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Sherwin.

Sixth Division. — Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Lewis, Lowell.

Eighth Division. — Allston, Bennett, Central, Charles Sumner, Hillside, Mt. Vernon.

Ninth Division. — Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Newton Highlands. Office hours, Mondays to Fridays, 1 to 2 P.M. Saturdays, 12 M. to 1 P.M.

BOARD OF SUPERVISORS.

SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Monday and Thursday, 1 P.M.

LUCRETIA CROCKER, 40 Rutland sq. Office hour, Wednesday, 4.30 P.M.

ELLIS PETERSON, cor. Chestnut ave. and Green street, Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, Winchester. Office hour, Tuesday, 1 P.M.

L. R. WILLISTON, Cambridge. Office hour, Tuesday, 4.30 P.M.

JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the Friday preceding each regular meeting of the School Committee, at 2.30 o'clock P.M.

SUPERVISORS OF SCHOOLS.

SAMUEL W. MASON. — East Boston High School; Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, and Warren Districts.

LUCRETIA CROCKER. — Normal, Rice Training, Girls' High, Roxbury High, and Horace Mann Schools; Dearborn, Dillaway, Dudley, Dwight, Everett, Lewis, and Sherwin Districts.

ELLIS PETERSON. — Latin and Girls' Latin Schools; West Roxbury High School; Central, Charles Sumner, Comins, George Putnam, Hillside, Lowell, Mount Vernon, and Winthrop Districts.

ROBERT C. METCALF. — Charlestown High School; Bowditch, Bowdoin, Brimmer, Eliot, Franklin, Hancock, Phillips, Prince, and Quincy Districts.

LYMAN R. WILLISTON. — English High and Brighton High Schools; Allston, Bennett, Bigelow, Gaston, Lincoln, and Shurtleff Districts.

JOHN KNEELAND. — Dorchester High School; Andrew, Dorchester-Everett, Harris, Gibson, Lawrence, Mather, Minot, Norcross, Stoughton, and Tileston Districts.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

SAMUEL W. MASON. — Physical Culture, History, Arithmetic in part.

LUCRETIA CROCKER. — Oral Instruction, Geography, Astronomy, Botany, Zoölogy, including Physiology, Sewing.

ELLIS PETERSON. — Arithmetic in part, Algebra, Geometry, Trigonometry, Greek, Psychology.

ROBERT C. METCALF. — English Language in part (including Reading, Writing, Composition, and Grammar), Book-keeping, Chemistry.

LYMAN R. WILLISTON. — English Language and Literature, Latin, French, German.

JOHN KNEELAND. — English Language in part (including Reading, Writing, Composition, and Grammar), Physics.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head Master. — Larkin Dunton. *1st Asst.* — L. Theresa Moses. *2d Asst.* — Annie E. Chace. *Special.* — W. Bertha Hintz.

RICE TRAINING SCHOOL.

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — Lucius A. Wheelock. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Martha E. Pritchard. *2d Asst.* — Florence Marshall. *3d Assts.* — Ella T. Gould, E. Maria Simonds, Eliza Cox, Dora Brown, Fleyetta Williams, Mattie H. Jackson, Ella C. Hutchins, Lizzie M. Burnham. *Janitor.* — Amos Albee.

PRIMARY.

Appleton street.

2d Asst. — Ella F. Wyman. *4th Assts.* — Grace Hooper, Sarah E. Bowers, E. L. B. Hintz, Anna B. Badlam, Emma L. Wyman, Katharine H. Shute, Gertrude E. Bigelow, Mabel I. Emerson, V. Colonna Murray. *Janitor.* — George W. Collings.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Warren avenue.

Head Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce. *Junior Masters.* — Edward P. Jackson, William Gallagher, Jr., Frank W. Freeborn, John K. Richardson, William T. Strong, George W. Rollins, Grenville C. Emery. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Master. — John Tetlow. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Abby Leach, Anna Van Vleck, Mary A. Currier. *Janitor.* — Thomas Appleton.

ENGLISH HIGH SCHOOL.

Montgomery street.

Head Master. — Francis A. Waterhouse. *Masters.* — Luther W. Anderson, Robert E. Babson, L. Hall Grandgent, Albert Hale, Charles B. Travis, Charles J. Lincoln, Alfred P. Gage, Lucius H. Buckingham, John F. Casey. *Junior Masters.* — Manson Seavey, Jerome V. Poole, Samuel C. Smith. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head Master. — Homer B. Sprague. *Junior Master.* — Samuel Thurber. *Asst. Principal.* — Harriet Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — Emma A. Temple, Katherine Knapp, Adeline L. Sylvester, Sarah A. Shorey, Emerette O. Patch, Augusta C. Kimball, Lucy R. Woods, Lizzie L. Smith, Charlotte M. Gardner, Elizabeth C. Coburn, Emily M. Deland, Clara E. Webster. *Teacher of Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Physical Culture.* — Ellen M. Dyer. *Janitor.* — Thomas Appleton.

ROXBURY HIGH SCHOOL.

Kenilworth street.

Head Master. — Samuel M. Weston. *1st Asst.* — Emily Weeks. *Assistants.* — Eliza D. Gardner, Helen A. Gardner, Clara H. Balch, James A. Beattey. *Janitor.* — Thomas Colligan.

DORCHESTER HIGH SCHOOL.

Centre street, corner Dorchester avenue.

Master. — Elbridge Smith. *1st Asst.* — Mary W. Hall. *Assistants.* — Rebecca V. Humphrey, Laura E. Hovey. *Janitor.* — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL.

Monument square.

Master. — Caleb Emery. *1st Asst.* — Katharine Whitney, Emma G. Shaw, Adelaide E. Somes, Alla F. Young. *Janitor.* — Joseph Smith.

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

Master. — George C. Mann. *Assts.* — Mary L. Charles, Edna F. Calder. *Janitor.* — J. J. Wentworth.

BRIGHTON HIGH SCHOOL.

Academy Hill.

Master. — Benjamin Wormelle. *Assistants.* — Marian A. Hawes, Lucy G. Peabody. *Janitor.* — J. R. Marston.

EAST BOSTON HIGH SCHOOL.

Public Library Building, Paris and Meridian streets.

Master. — John O. Norris. *Assistants.* — Emily J. Tucker, Sarah Shaw, Lucy R. Beadle, Kate W. Cushing. *Janitor.* — Samuel H. Gradon.

SPECIAL INSTRUCTORS.

DRAWING.

Henry Hitchings, *Director.*

MUSIC.

Julius Eichberg. Latin, Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

J. B. Sharland, Normal, Rice, Franklin, Brimmer, Winthrop, Prince, Dwight, Everett, Sherwin, Comins, Dearborn, Dudley, Dillaway, George Putnam, Lewis, Lowell, Central, Hillside, Schools.

Hosea E. Holt, Normal, Wells, Eliot, Hancock, Quincy, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Allston, Bennett, Bowditch, Bowdoin, Phillips, Schools.

J. M. Mason, Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Charles Sumner, Mount Vernon, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston, Schools.

FRENCH.

Philippe de Sénancour, Latin School.

Eugene Raymond, English High, Charlestown High, East Boston High, Schools.

Henri Morand, Brighton High, Roxbury High, Dorchester High, Schools.

Marie de Maltehycé, Girls' High School.

Marie C. Ladreyt, West Roxbury High School.

GERMAN.

J. Frederick Stein, Roxbury High, Dorchester High, East Boston High, Schools.

SCIENCES.

Arthur B. Morong, East Boston 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.*

SEWING.

Eliza A. Baxter. Bowditch School.
 C. L. Bigelow. Bowdoin, Prince, Schools.
 Mrs. E. W. Boyd. Harvard, Prescott, Frothingham, Schools.
 Mrs. Annie M. Brazer. Lowell School.
 Helen L. Burton. Lewis School.
 Mrs. Eliza M. Cleary. Shurtleff School.
 Mrs. Susan M. Cousens. Chapman, Emerson, Schools.
 Isabella Cumming. Winthrop School.
 Mrs. Kate A. Doherty. Hancock School.
 Mrs. Anna J. Goodwin. Winthrop and Lyman Schools.
 Mrs. Sarah E. Hamlin. Norcross School.
 Mrs. Catherine G. Hosmer. Dearborn School.
 Lizzie S. 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 Ridgway. Charles Sumner, Mt. Vernon, George Putnam, Schools.
 M. Elizabeth Robbins. Adams School.
 Mrs. Martha A. Sargent. Everett School.
 Mrs. Julia A. Skilton. Bunker Hill, Prescott, Warren, Schools.
 Mrs. Sarah A. Stall. Allston, Bennet, Schools.
 Mrs. Frances E. Stevens. Wells School.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Mrs. M. A. Willis. Dorchester-Everett, Harris, Mather, Minot, Schools.
 Maria L. Young. Sherwin School.

 FIRST DIVISION.

 ADAMS SCHOOL.

Belmont square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Lewis H. Dutton. *1st Asst.* —
 Mary M. Morse. *2d Asst.* — Joel C. Bolan. *3d Assts.* — Clara Robbins,
 Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhail, Grace M. Remick,
 Harriet Sturtevant, Lalia C. Tedford. *Janitor.* — Frederick Tilden.

 PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

Ellen James, Ellen M. Robbins.

WEBSTER-STREET SCHOOL.

Anna E. Reed, Alice M. Porter, Emma W. Weston, Mary A. Palmer, Mary E. Symonds. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

Master. — George R. Marble. *Sub-Master.* — Augustus H. Kelley. *1st Assts.* — Annie M. Crozier, Jane F. Reid. *2d Assts.* — Maria D. Kimball, Sarah F. Tenney. *3d Assts.* — Sarah T. Synett, Carrie M. Locke, Margaret B. Erskine, Mary A. Shaw, Lucy E. Woodwell. *Janitor.* — James E. Burdakin.

TAPPAN SCHOOL, LEXINGTON STREET.

Mary E. Buffum, Grace E. Shaw.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

Maria A. Arnold, Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod, Hannah F. Crafts, Fidelia D. Merrick. *Janitor.* — Phineas Hull.

EMERSON SCHOOL.

Prescott street, East Boston.

Master. — James F. Blackinton. *Sub-Master.* — J. Willard Brown. *1st Assts.* — Elizabeth R. Drowne, Mary A. Ford. *2d Assts.* — Bernice A. De. Merritt, Frances H. Turner. *3d Assts.* — Carrie Ford, Mary D. Day, Juliette J. Pierce, Sarah A. Bond, Henry B. Hall, Laura S. Plummer, H. Elizabeth Cutter. *Janitor.* — Edward C. Chessman.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

Hannah L. Manson, Almaretta J. Crichtett.

PRINCETON-STREET SCHOOL.

Mary E. Plummer, Margaret A. Bartlett, Elizabeth A. Turner, Harriette E. Litchfield, Ida J. Breckinridge, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

LYMAN SCHOOL.

Corner Paris and Decatur streets, East Boston.

Master. — Hosea H. Lincoln. *Sub-Master.* — George K. Daniel, Jr. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, John O. Godfrey, Ida E. Haliday, Sibylla A. Bailey, Clara E. Robinson, Clara B. George, Mary E. Morse. *Janitor.* — William Gradon.

PRIMARY SCHOOLS.

LYMAN SCHOOL, PARIS STREET.

Josephine A. Ayers.

AUSTIN SCHOOL, PARIS STREET.

Angelina M. Cudworth, Emma P. Morey, Martha L. Frame, Anna I. Duncan, Florence Carver. *Janitor.* — Mrs. Higginson.

WEBB SCHOOL, PORTER STREET.

Nellie L. Poole, Abby D. Beale, Charlotte A. Pike, Mary L. Sweeney, Martha H. Palmer. *Janitor.* — Mrs. Matilda Davis.

SECOND DIVISION.

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Mary A. Eaton, Abby P. Josselyn. *2d Assts.* — Amy C. Hudson, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Lydia A. Simpson, Mary E. Minter, Emma F. Black, Emma F. Porter, Anna M. Prescott, Cora V. George, Charlotte E. Seavey. *Janitor.* — Josiah C. Burbank.

PRIMARY SCHOOLS.

HAVERHILL-STREET SCHOOL.

Mary S. Thomas, Annie B. Hunter. *Janitor.* — Margaret O'Brien.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

Mary E. Flanders, Elizabeth B. Norton, Sarah A. Smith, Kate C. Thompson, Carrie M. Arnold, Effie G. Hazen, Sarah J. Worcester, Ada E. Bowler, Mary D. Richardson. *Janitor.* — Josiah C. Burbank.

MURRAY CHAPEL, BUNKER HILL STREET.

Lucy A. Wilson, Jeanie F. White. *Janitor*. — Samuel C. Smith.

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — Caleb Murdock. *Sub-Master*. — William B. Atwood. *1st Asst.* — Charlotte E. Camp. *2d Asst.* — Harriet E. Frye. *3d Assts.* — Bial W. Willard, Ellen R. Stone, Arabella P. Moulton, Abby M. Clark, Sarah H. Nowell, Jennie E. Tobey, Lucy A. Seaver, Ellen A. Chapin, Julia M. Burbank. *Janitor*. — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Persis M. Whittemore, Martha Yeaton, Helen E. Ramsey.

MOULTON-STREET SCHOOL.

Mary E. Corbett, Nellie L. Cullis, Louisa W. Huntress, Mary E. Delaney, Fannie M. Lamson. *Janitor*. — George L. Mayo.

FREMONT-PLACE SCHOOL.

Abbie C. McAuliffe. *Janitor*. — Mrs. Mary Watson.

HARVARD SCHOOL.

Devens street, Charlestown.

Master. — W. E. Eaton. *Sub-Master*. — Darius Hadley. *1st Assts.* — Abby B. Tufts, Sarah E. Leonard. *2d Assts.* — Ann E. Weston, Mary A. Lovering. *3d Assts.* — Jennie E. Howard, Edith W. Howe, Sarah J. Perkins, Cally E. Gary, Annie E. O'Connor. *Janitor*. — Alonzo C. Tyler.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

Grace H. Bredeen, Catherine C. Brower, Fanny A. Foster, Elizabeth B. Wetherbee, Louisa A. Whitman, Elizabeth F. Doane, Lucy M. Small, Elizabeth R. Cormier, Lana J. Wood. *Janitor*. — William Holbrook.

PRESCOTT SCHOOL.

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master*. — Alonzo Meserve. *1st Asst.* — Delia A. Varney. *2d Asst.* — Mary C. Sawyer. *3d Assts.* — Julia C.

Powers, Lydia A. Nason, Elizabeth J. Farnsworth, Frances A. Craigen, Juli F. Sawyer, Annie M. Stone. *Janitor.* — Thomas Merritt.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

Mary E. Franklin, Mary W. Smith, Lydia E. Hapenny, Elizabeth C. Bredeen, Hattie L. Todd, Zetta M. Mallard, Alice Simpson. *Janitor.* — George L. Mayo.

BUNKER-HILL STREET SCHOOL, COR. TUFTS STREET.

Carrie M. Small, Kate M. Porter. *Janitor.* — Mrs. Mary Watson.

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

Master. — E. B. Gay. *Sub-Master.* — Edward Stickney. *1st Assts.* — Sarah M. Chandler, Elizabeth Swords. *2d Assts.* — Anna D. Dalton, Ellen A. Pratt. *3d Assts.* — Mary F. Haire, Julia E. Harrington, Marietta F. Allen, Abby E. Holt, Alice Hall, Mary E. Pierce, Anna M. Pond, Caroline W. Graves. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, PEARL STREET.

Caroline E. Osgood.

CROSS-STREET SCHOOL.

Abby O. Varney, Josephine E. Copeland. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

M. Josephine Smith, Cora A. Wiley, Effie C. Melvin, Abby P. Richardson. *Janitor.* — James Shute.

COMMON-STREET SCHOOL.

Elizabeth A. Pritchard, Agnes McGowan, Elizabeth R. Brower, Alice T. Smith. *Janitor.* — William Holbrook.

THIRD DIVISION.

BOWDOIN SCHOOL.

Myrtle Street.

Master. — Daniel C. Brown. *1st Assts.* — Sarah R. Smith, Mary Young. *2d Asst.* — Sarah O. Brickett. *3d Assts.* — Eliza A. Fay, Irene W. Went-

worth, Dora E. Pitcher, Mary E. Pitcher, Ella L. Macomber, S. Frances Perry. *Janitor.* — James Hamilton.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

Sarah E. Brown, Elizabeth R. Preston, Mabel West, Clara J. Reynolds, *Janitor.* — Mary Keefe.

SHARP SCHOOL, ANDERSON STREET.

Barbara C. Farrington, *2d Asst.* Ella E. Morrill, Josephine O. Hedrick, Mary S. Hosmer. *Janitor.* — Ambrose H. Shannon.

ELIOT SCHOOL.

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Tilson A. Mead, Hermann B. Boisen. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Elizabeth M. Turner, Kate L. Dodge, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Clara A. Newell, Mary E. Hanney, Isabel R. Haskins. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

Annie M. H. Gillespie, Mary E. Barrett, Kate S. Sawyer. *Janitor.* — W. S. Riordan.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

Emma C. Glawson, Cleone G. Tewkesbury, Harriet E. Lampee, Rosa M. E. Reggio. *Janitor.* — Wm. Swanzey.

FREEMAN SCHOOL, CHARTER STREET.

Juliaette Davis, *2d Asst.* J. Ida Munroe, A. Augusta Coleman, Sarah Ripley, Marcella E. Donegan, Eliza Brintnall. *Janitor.* — Rebecca Marshall.

HANCOCK SCHOOL.

Parmenter street.

Master. — James W. Webster. *1st Assts.* — Ellen C. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Marie L. Macomber. *3d Assts.* — Helen M. Hitchings, Mary E. Skinner, Susan E. Allen, Honora T. O'Dowd, Sophia L. Sherman, Olive M. E. Rowe. *Janitor.* — Joseph P. Fleming.

CUSHMAN SCHOOL, PARMENTER STREET.

Sarah F. Ellis, Elizabeth A. Fiske.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

Teresa M. Gargan, *2d Asst.* Sarah E. Ward, Adeline S. Bodge, Agnes L. Dodge, Harriet M. Frazer, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, Sarah J. Copp, M. Lizzie Bryant. *Janitor.* — Charles E. Miley.

INGRAHAM SCHOOL, SHEAFE STREET.

Josephine B. Silver, Cicely M. Kennemon, Esther W. Gilman. *Janitor.* — Francis Silver.

PHILLIPS SCHOOL.

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — George Perkins, Edward P. Shute. *1st Asst.* — Ida M. Metcalf. *2d Asst.* — Adeline F. Cutter. *3d Assts.* — Alice L. Lanman, Ruth E. Rowe, Alice M. Cushing, Sarah W. I. Copeland, Martha A. Knowles, Louie H. Binckley, Eunice J. Simpson. Helen M. Coolidge, Eliza A. Corthell, Mary E. Towle. *Janitor.* — John A. Shannon.

PRIMARY SCHOOLS.

GRANT SCHOOL, PHILLIPS STREET.

Elizabeth S. Parker, Mary J. Leahy, Florida Y. Ruffin. *Janitor.* — John W. O'Sullivan.

BALDWIN SCHOOL, CHARBON COURT.

Emeline C. Farley, Mary L. Bibbey. *Janitor.* — William H. Palmer.

WINCHELL SCHOOL, BLOSSOM STREET.

Olive Ruggles, *2d Asst.* Kate Wilson, Lydia A. Isbell, Mary E. Ames. *Janitor.* — Charles C. Newell.

WELLS SCHOOL.

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Assts.* — Ella F. Inman, Emeline E. Durgin. *2d Asst.* — Hattie A. Watson. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary S. Carter, Mary M. Perry, Lizzie F. Stevens, Lavinia M. Allen. *Janitor.* — James Martin.

DEAN SCHOOL, WALL STREET.

Adelaide E. Badger.

PRIMARY SCHOOLS.

EMERSON SCHOOL, POPLAR STREET.

Maria W. Turner, *2d Asst.* Jeannette A. Thompson, E. Augusta Brown, Sarah C. Chevaillier, Sarah G. Fogarty, Elizabeth Campbell. *Janitor.* — Mary McGrath.

DEAN SCHOOL, WALL STREET.

Mary F. Gargan, *2d Asst.* Georgia D. Barstow, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison. *Janitor.* — P. O'Doherty.

WELLS SCHOOL, BLOSSOM STREET.

Eliza A. Freeman.

FOURTH DIVISION.

BOWDITCH SCHOOL.

Corner of East and Cove streets.

Sub-Master. — Horace W. Warren. *1st Asst.* — Susan H. Thaxter. *2d Asst.* — Mary T. Foley. *3d Assts.* — Emma A. Gordon, Ellen L. Collins, Ellen E. Leach, Ida H. Davis. *Janitor.* — Nancy Ryan.

PRIMARY SCHOOL.

GUILD SCHOOL, EAST STREET.

Amelia E. N. Treadwell, *2d Asst.* Priscilla Johnson, Susan Frizzell, Maria J. Coburn, Julia M. Driscoll, Rebecca A. Buckley, Marian A. Flynn. Mary E. Noonan. *Janitor.* — Jeremiah W. Murphy.

BRIMMER SCHOOL.

Common street.

Master. — Quiney E. Dickerman. *Sub-Masters.* — T. Henry Wason, William H. Martin. *1st Asst.* — Rebecca L. Duncan. *2d Asst.* — Ella L. Burbank. *3d Assts.* — L. Maria Stetson, Lilla H. Shaw, Annie P. James, Sarah J. March, Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Eliza E. Foster. *Janitor.* — George W. Fogg.

PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

Nellie T. Higgins, Mary E. Tiernay, Jennie M. Carney. *Janitor.* — E. L. Weston.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

Betsy P. Burgess, *2d Asst.*. Emma F. Burrill, Winella W. Stratton, Emily B. Burrill, H. Ellen Boothby, Mary E. Collins. *Janitor.* — Michael Ring.

PRINCE SCHOOL.

Newbury street, cor. Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Sylvester Brown. *1st Asst.* — Harriet D. Hinckley. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Martin, Alice M. Dickey, Ella F. White, Eva D. Kellogg, Mary Wilson. *Janitor.* — Thomas Durkin.

PRIMARY SCHOOL.

PRINCE SCHOOL, EXETER STREET.

Laura M. Kendrick, Laura M. Stevens, Adeline S. Tufts.

QUINCY SCHOOL.

Tyler street.

Master. — George W. Neal. *Sub-Masters.* — Alfred Bunker, Wm. R. Morse. *1st Asst.* — Annie M. Lund. *2d Asst.* — Mary L. Holland. *3d Assts.* — Bridget A. Foley, Katherine T. Murtagh, Charlotte L. Wheelwright, Emily B. Peck, Emma F. Colomy, Harriette A. Bettis, Emma K. Youngman, John O'Driscoll. *Janitor.* — James Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

Mary E. Sawyer.

WAY-STREET SCHOOL.

Maria A. Callanan, Mary E. Conley, Annie M. Reilly. *Janitor.* — D. D. Towns.

ANDREWS SCHOOL, GENESEE STREET.

Emily E. Maynard, Harriett M. Bolman, Ann T. Corliss. *Janitor.* — Mrs. Toole.

WINTHROP SCHOOL.

Tremont, near Eliot street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Carrie

F. Welch, Annie J. Stoddard. *3d Assts.* — Ellen M. Underwood, Margaret T. Wise, Lucy Merrill, Minnie L. Hobart, Mary J. Danforth, Mary E. Davis, Mary L. H. Gerry, Mary E. Barstow, Elizabeth A. Withey. *Janitor.* — A. H. B. Little.

STARR KING SCHOOL, TENNYSON STREET.

Elizabeth S. Emmons, Caroline S. Crozier. *Janitor.* — E. L. Weston.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

Hannah E. G. Gleason, *2d Asst.* Octavia C. Heard, Henrietta Madigan, Mary A. B. Gore, Emma I. Baker, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

FIFTH DIVISION.

DWIGHT SCHOOL.

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — Henry L. Sawyer, J. Langdon Curtis. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle, *3d Assts.* — Sarah C. Fales, Elizabeth G. Mecher, Nellie L. Shaw, Mary E. Trow, Lizzie G. Howes, Mary L. Farrington, Laura Frost, Della G. Robinson, Isabella G. Bonmar. *Janitor.* — James Craig.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

Martha B. Lucas, *2d Asst.* Emma F. Gallagher, Sarah E. Crocker, Jennie I. Kendall, Lizzie B. Ladd, Ella Bradley. *Janitor.* — Geo. W. Marsh.

GIRLS' HIGH-SCHOOL BUILDING, W. NEWTON STREET.

Caroline A. Farrell, Clara C. Dunu.

EVERETT SCHOOL.

West Northampton street.

Master. — Alfred Hewins. *1st Assts.* — Janet M. Bullard, Eliza M. Evart. *2d Assts.* — Anna C. Ellis, Emily F. Marshall, Maria S. Whitney. *3d Assts.* — Susan S. Foster, Mary E. Badlam, Abby C. Haslet, Ann R. Gavett, Anna C. Murdock, Sarah L. Adams, Ruth H. Clapp, Evelyn E. Morse, Flora I. Crooke, Anna E. Grover. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

Eliza C. Gould, *2d Asst.* Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Hannah M. Coolidge, Sara W. Wilson, Fanny B. Bowers, Alice E. Stevens, Florence A. Perry, Emma Halstrick, Lydia A. Sawyer, Lydia F. Blanchard. *Janitor.* — Alice Kennedy.

FRANKLIN SCHOOL.

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabella M. Harmon. *2d Assts.* — Margaret J. Crosby, Catharine T. Simonds, P. Catharine Bradford. *3d Assts.* — Abby H. Babson, Abbie M. Holder, Jennie E. Metcalf, Margaret C. Schouler, Elizabeth J. Brown, Roxanna W. Longley, Kate E. Blanchard, Mary A. Mitchell, Anna E. L. Parker. *Janitor.* — Louis T. Lincoln.

WAIT SCHOOL, SHAWMUT AVENUE.

Martha L. Beckler.

COOK SCHOOL, GROTON STREET.

Clara M. Moseley.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

Harriet M. Faxon, *2d Asst.* Jennie M. Plummer, Carrie G. White, Kate R. Hale, Fannie B. Wilson. *Janitor.* — Charles H. Carr.

WAIT SCHOOL, SHAWMUT AVENUE.

Josephine G. Whipple, *2d Asst.* Georgianna A. Ballard, Emma E. Allin C. Josephine Bates, Kate F. Gookin, Jennie E. Haskell, Maude G. Hopkins. *Janitor.* — Mansfield Harvell.

APPLETON STREET.

Georgiana E. Abbot, Affie T. Wier.

SHERWIN SCHOOL.

Madison square.

Master. — Silas C. Stone. *Sub-Master.* — Frank A. Morse. *1st Assts.* — Julia F. Long, Lucy L. Burgess. *2d Assts.* — Elizabeth B. Walton, Martha A. Smith, Sarah R. Bonney. *3d Assts.* — Alice G. Maguire, E. Elizabeth Boies, Caroline K. Nickerson, Alice T. Kelley, Harriet A. Lewis, Isadora Bonney, Fannie L. Stockman, Marion Henshaw, Alice H. Goodall, Louisa Ayer. *Janitor.* — Joseph G. Scott.

WESTON-STREET SCHOOL.

Emma T. Smith. *Janitor.* — Patrick F. Higgins.

PRIMARY SCHOOLS.

WESTON-STREET SCHOOL.

Anna G. Fillabrown, *2d Asst.* Mary E. Gardner, Mary F. Coggswell, Alice G. Stockman, Elizabeth A. Sanborn, Maria D. Faxon, Louise A. Kelley. *Janitor.* — Patrick F. Higgins.

FRANKLIN-PLACE SCHOOL.

Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell. *Janitor.* — Mary A. Lucas.

AVON-PLACE SCHOOL.

Abby E. Ford, Elizabeth F. Todd, Annie H. Berry, Minnie A. Perry. *Janitor.* — Charles H. Stephens.

DAY'S CHAPEL.

Annie C. Colburn.

SIXTH DIVISION.

ANDREW SCHOOL.

Dorchester street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Frederic H. Ripley. *1st Assts.* — Frank M. Weis, Mary S. Beebe. *2d Assts.* — Henrietta L. Dwyer, Esther F. Nichols. *3d Assts.* — Sarah W. Barrows, Emma K. Shaw, Lizzie A. Chandler, Mary L. Fitzgerald, Charlotte N. Lothrop, Mary E. Perkins, Luey M. Marsh. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOLS.

ANDREW SCHOOL, DORCHESTER STREET.

Ella A. Orr.

TICKNOR SCHOOL, DORCHESTER STREET.

Mary A. Jenkins, *2d Asst.* Martha L. Moody, Sarah E. Ferry, Estelle B. Jenkins, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Jennie L. Story, Sadie E. Welch. *Janitor.* — Alexander McKinley.

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Master. — Thomas H. Barnes. *Sub-Masters.* — J. Gardner Bassett, John W. Freese. *1st Asst.* — Amelia B. Coe. *2d Asst.* — Ellen Coe. *3d Assts.* — Eliza B. Haskell, Ellen L. Wallace, Mary Nichols, Malvena Fenney, Catherine H. Cook, Fannie L. Toppan, Lucy C. Bartlett, Mary F. Savage, Kittie A. Learned, Stella A. Hale. *Janitor.* — Samuel P. Howard.

HAWES' HALL, BROADWAY.

Harriet A. Clapp. *Janitor.* — Joanna Brennan.

PRIMARY SCHOOLS.

HAWES-HALL SCHOOL, BROADWAY.

Ann J. Lyon, *2d Asst.*, Florence N. Sloane, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Josephine B. Cherrington, Lucy E. Johnson. *Janitor.* — Joanna Brennan.

SIMONDS SCHOOL, BROADWAY.

Tiley A. Bolcom, Emily T. Smith, Mary L. Howard. *Janitor.* — Joanna Brennan.

FOURTH-STREET SCHOOL.

Kate A. Coolidge, Margarette H. Price. *Janitor.* — Matthew G. Worth.

BANK BUILDING SCHOOL, E STREET.

Edith M. Bradford. *Janitor.* — Julia Sheehan.

GASTON SCHOOL.

L, corner E. Fifth street, South Boston.

Master. — C. Goodyin Clark. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Asst.* — Anna Leach. *3d Assts.* — Myra S. Butterfield, Emogene F. Willet, Ellen R. Wyman, Helen A. Shaw, Clara A. Sharp, Electa M. Porter, Mary B. Barry. *Janitor.* — Albion Elwell.

PRIMARY SCHOOL.

GASTON SCHOOL, L STREET.

Carrie A. Harlow, Lila Huckins, Julia A. Evans, Florence Cahill.

TUCKERMAN SCHOOL, FOURTH STREET.

Elizabeth M. Easton, *2d Asst.* Josephine A. Powers, Mary A. Crosby, Francis A. Cornish, Carrie W. Haydn, Lelia R. Haydn. *Janitor.* — A. D. Bickford.

LAWRENCE SCHOOL.

Corner of B and Third streets, South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — Dr. Irwin A. Hamlin, Augustus D. Small. *1st Asst.* — Emma P. Hall. *2d Asst.* — Florence I. Gleason. *3d Assts.* — Margaret Macgregor, Isabelle F. Crapo, Hannah E. Burke, Nellie R. Grant, Margaret A. Gleason, Mary A. Conroy, Mary A. Montague, Abbie C. Burge, Mary A. A. Dolan, Mary J. Buckley. *Janitor.* — Wm. F. Griffin.

MATHER SCHOOL, BROADWAY.

Sub-Master. — Edward H. Cobb. *3d Assts.* — M. Louise Gillett, Margarette A. Moody. *Janitor.* — George D. Rull.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

Sarah E. Lakeman, *2d Asst.* Lucy M. Cole, Ada A. Bradeen, Annie M. Connor, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — George D. Rull.

PARKMAN SCHOOL, SILVER STREET.

Martha S. Damon, *2d Asst.* Elizabeth A. Mahoney, Laura S. Russell, Amelia McKenzie, Carrie T. Hale. *Janitor.* — Patrick Mullen.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

Mary W. Bragdon, *2d Asst.* Emma Britt, Henrietta Nichols, Sarah M. Brown, Elizabeth Crawford, Marie F. Keenan, Minnie E. T. Shine. *Janitor.* — P. F. Turkish.

LINCOLN SCHOOL.

Broadway, near K street, South Boston.

Master. — Alonzo G. Ham. *Sub-Masters.* — Henry H. Kimball, John F. Dwight. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — Mary E. Balch. *3d Assts.* — Sarah M. Tripp, Martha F. Wright, Vodisa J. Comey, Sarah A. Curran, Cora S. Loeke, Mary A. H. Fuller, Silence A. Hill, Jennie F. McKissick, Mary B. Powers, Mary H. Faxon. *Janitor.* — Joshua B. Emerson.

PRIMARY SCHOOL.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

Mary E. Powell, *2d Asst.* Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Clara H. Booth, Fannie G. Patten. *Janitor.* — A. D. Bickford.

NORCROSS SCHOOL.

Corner of D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Mary J. Fennelly, Fiducia S. Wells. *2d Assts.* — Sarah A. Gallagher, Juliette Wyman, Juliette Smith. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Miranda A. Bolcom, Harriet E. Johnston, Emma L. Eaton, Emma F. Crane, Jennie A. Mullaly, Martha G. Buckley. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOL.

DRAKE SCHOOL, THIRD STREET.

Mary K. Davis, Fanny W. Hussey, Abbie C. Nickerson, Nellie J. Cashman, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — W. B. Newhall.

CYRUS ALGER SCHOOL.

Ann E. Newell, *2d Asst.* Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Lizzie McGrath, Ellen T. Noonan, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demerritt.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Abby S. Hammond, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Catherine A. Dwyer, Jane M. Bullard, Eliza F. Blacker, Roxanna N. Blanchard, Harriet S. Howes, Edith A. Pope, Marion W. Rundlett, Winnifred C. Folan. *Janitor.* — James Mitchell.

PRIMARY SCHOOLS.

SHURTLEFF SCHOOL, DORCHESTER STREET.

Alice C. Ryan.

CLINCH SCHOOL, F STREET.

Ella R. Johnson, *2d Asst.* Lucy A. Dunham, Mary E. Morse, Julia F. Baker, Alice G. Dolbeare, Mary E. O'Connor. *Janitor.* — M. E. Brady.

SEVENTH DIVISION.

COMINS SCHOOL.

Tremont street, corner Terrace street.

Master. — Charles W. Hill. *Sub-Master.* — Myron T. Pritchard. *1st Assts.* — Emily F. Carpenter, Martha A. Cummings. *2d Assts.* — Sarah E.

Lovell, Almira W. Chamberline, Annetta F. Armes. *3d Assts.* — Charlotte P. Williams, Emma E. Lawrence, Julia A. C. Gray, Emily Swain, Nellie W. Leavitt, Penelope G. Hayes, Delia M. Upham, Nellie I. Lapham. *Janitor.* — George S. Hutchinson.

FRANCIS-STREET SCHOOL.

1st Asst. — Lillie E. Davis. *3d Assts.* — Carolina A. Gragg, Lucy E. Shove. *Janitor.* — Mrs. Ann McGowan.

COMINS BRANCH, 1437 TREMONT STREET.

Alice M. Johnson. *Janitor.* — Thomas F. Whalen.

PRIMARY SCHOOLS.

FRANCIS-STREET SCHOOL.

Celia M. Chase, Mary E. Crosby. *Janitor.* — Mrs. Ann McGowan.

PHILLIPS-STREET SCHOOL.

Anna R. McDonald, Jane E. Gornley, Charlotte R. Hale, Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Lizzie A. Colligan. *Janitor.* — Thomas F. Whalen.

SMITH-STREET SCHOOL.

Fannie D. Lane, Alicia F. McDonald. *Janitor.* — John Cole.

DEARBORN SCHOOL.

Dearborn place.

Master. — Harlan P. Gage. *Sub-Master.* — George B. Buffington. *1st Assts.* — L. Anna Dudley, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Helen F. Brigham, Frances L. Breeden. *3d Assts.* — Sarah W. Loker, Catherine M. Lynch, Margaret Holmes, Bell J. Dunham, Anne M. Backup, Maria L. Mace, Lizzie M. Wood, Alice W. Peaslee. *Janitor.* — Michael J. Lally.

YEOMAN-STREET SCHOOL.

Josephine A. Keniston, Mary F. Walsh, Ida M. Presby. *Janitor.* — John Murphy, Jr.

VINE-STREET SCHOOL.

Abbie L. Baker, Sarah H. Hosmer.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

Mary A. P. Cross, *2d Asst.* Susan F. Rowe, Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Annie M. Croft, Louise D. Gage, Kate A. Nason. *Janitor.* — John Murphy.

EUSTIS-STREET SCHOOL.

Mary F. Neale, M. Agnes Murphy, Emma J. Backup, Mary K. Wallace.
Janitor. — Sarah Stalder.

GEORGE-STREET SCHOOL.

Mary M. Sherwin, *2d Asst.* Abby S. Oliver, Emily M. Peaver, Flora J. Cutter, Bridget E. Scanlan, Mary T. Cunningham. *Janitor.* — Michael Carty.

DILLAWAY SCHOOL.

Bartlett street.

Principal. — Sarah J. Baker. *1st Assts.* — Eldora A. Pickering, Jane S. Leavitt. *2d Asst.* — Mary C. Whippey. *3d Assts.* — Lydia G. Wentworth, Eliza Brown, Mary S. Sprague. *Janitor.* — Thomas Colligan.

ROXBURY-STREET SCHOOL.

Catherine J. Finneran, Mary L. Gore.

PRIMARY SCHOOLS.

ROXBURY-STREET SCHOOL.

Adaline Beal, *2d Assts.* Lizzie F. Johnson, Irene Fisher, Helen P. Hall, Hattie A. Littlefield, Helen M. Stevens, Delia T. Killion, Ella M. Seaverns.
Janitor. — S. B. Pierce.

THORNTON-STREET SCHOOL.

Alice C. Grundel. *Janitor.* — Erick Erickson.

DUDLEY SCHOOL.

Corner of Dudley and Putnam streets.

Master. — Leverett M. Chase. *Sub-Master.* — W. E. C. Rich. *1st Asst.* — Susie C. Lougee. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Ruth H. Brady, Alice E. Farrington, Emeline E. Torrey, Helen C. Mills, Edith F. Parry, Charlotte Kendrick, Maria E. Wood. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

DUDLEY SCHOOL, PUTNAM STREET.

Henrietta M. Wood, Anna M. Stone, Annie J. Welton, Celia A. Scribner.

VERNON-STREET SCHOOL.

Mary E. Watson, S. Louise Durant, Mary I. Chamberlin, Ella T. Jackson.
Janitor. — Mrs. C. M. White.

MUNICIPAL-COURT BUILDING SCHOOL, ROXBURY STREET.

Elizabeth Palmer. *Janitor*. — W. N. Felton.

GEORGE PUTNAM SCHOOL.

Egleston square.

Sub-Master. — Henry L. Clapp. *2d Asst.* — Belle P. Winslow. *3d Assts.* — Laura E. Dyer, Martha W. Hanley, Kate M. Murphy, Amoritta E. Esilman. *Janitor*. — Patrick Tracy.

PRIMARY SCHOOL.

GEORGE PUTNAM SCHOOL.

Alice M. May, Isabel Shove.

SCHOOL-STREET SCHOOL.

Josephine L. Goddard.

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

Master. — William L. P. Boardman. *Sub-Master*. — Charles F. King. *1st Assts.* — Sarah E. Fisher, Eunice C. Atwood. *2d Assts.* — Amanda Pickering, Emily B. Eliot. *3d Assts.* — Mary D. Chamberlain, Susan A. Dutton, Phebe H. Simpson, Martha C. Gerry, Ellen M. Murphy, Althea W. Barry, Alice O'Neil. *Janitor*. — Antipas Newton.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

Frances N. Brooks, Mary E. Deane, Mary F. Baker, Annie W. Scaverns. *Janitor*. — Catharine Dignon.

QUINCY-STREET SCHOOL.

Helen Crombie, Isabel Thacher, Almira B. Russell, Florence L. Shedd. *Janitor*. — Frank J. McGrath.

MT. PLEASANT-AVENUE SCHOOL.

Eloise B. Walcott. *Janitor*. — Catharine Dignon.

MONROE-STREET SCHOOL.

Jeanie P. White.

LOWELL SCHOOL.

310 Centre street.

Master. — Daniel W. Jones. *Sub-Master.* — George T. Wiggin. *1st Asst.* — Eliza C. Fisher. *2d Asst.* — E. Josephine Page. *3d Assts.* — O. Augusta Welch, Anna L. Hudson, Susan G. B. Garland, Mary A. Cloney, Mary F. Cummings, Susan E. Chapman, Rebecca Coulter. *Janitor.* — Frank L. Harris.

PRIMARY SCHOOLS.

LOWELL SCHOOL, CENTRE STREET.

Jeannie B. Lawrence, Ellen H. Holt, Emma M. Waldo, Helen O. Wyman, Caroline F. Cutler.

CHESTNUT-AVENUE SCHOOL.

Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Adelia Ronan.

HEATH-STREET SCHOOL.

Lizzie F. Fickett, Ellen C. McDermott. — *Janitor.* — Catherine H. Norton.

DANFORTH-STREET SCHOOL.

Fannie E. Winchell. *Janitor.* — Thomas Allechin.

EIGHTH DIVISION.

ALLSTON SCHOOL.

Cambridge street, Allston.

Master. — G. W. M. Hall. *1st Asst.* — Persis B. Swett. *2d Assts.* — Laura E. Viles, Sarah F. Boynton. *3d Assts.* — Mary F. Child, Marion Keith, Alice A. Swett, Mary J. Kavanagh, Jeanie Hosie. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

ALLSTON SCHOOL, CAMBRIDGE STREET.

Anna N. Brock.

EVERETT SCHOOL, PEARL STREET.

Clara B. Hooker, Adelaide C. Williams. *Janitor.* — Patrick McDermott.

AUBURN SCHOOL, SCHOOL STREET.

Jessie W. Kelly, Annie M. Dupee. *Janitor.* — Patrick McDermott.

WEBSTER SCHOOL, WEBSTER PLACE.

Emma F. Martin, Helen L. Brown. *Janitor*. — Otis Wilde.

BENNETT SCHOOL.

Chestnut-Hill Avenue, Brighton.

Master. — Walter S. Parker. *1st Asst.* — Melissa Abbott. *2d Asst.* — Eliza W. Jones. *3d Assts.* — Kate L. Wilson, Annie M. Hotchkiss, Emma F. Chesley, Jeannie Bates, Kate McNamara. *Janitor*. — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

Charlotte Adams, *2d Asst.* Fannie W. Currier, Clara L. Harrington, Emma P. Dana. *Janitor*. — J. R. Marston.

OAK-SQUARE SCHOOL.

Eliza M. Warren. *Janitor*. — John W. Remmonds.

CENTRAL SCHOOL.

Burroughs street, Jamaica Plain.

Master. — John T. Gibson. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Sarah H. Drake, Mary E. Stuart, Mary A. Boland, Martha M. Sias. *Janitor*. — Adelia Ronan.

PRIMARY SCHOOL.

THOMAS-STREET SCHOOL.

Caroline D. Putnam, Annie C. Gott, Emma M. Smith. *Janitor*. — Patrick Curley.

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Sub-Master. — Artemas Wiswall. *2d Asst.* — Charlotte B. Hall. *3d Assts.* — Gertrude P. Davis, Lena S. Weld, Elvira L. Austin, Angie P. Nutter. *Janitor* — John L. Chenery.

PRIMARY SCHOOLS.

CHARLES SUMNER SCHOOL.

Sallie B. Tripp, Dora M. Leonard, Cora I. Bates.

CANTERBURY-STREET SCHOOL.

Elizabeth Kiggen, Eila F. Howland. *Janitor*. — Ella Norton.

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

Master. — Albert Franklin Ring. *1st Asst.* — Amy Hutchins. *2d Asst.* — Louise P. Arnold. *3d Assts.* — Alice B. Stephenson, Emily H. Maxwell, Nellie F. Pingree, Idella M. Swift. *Janitor*. — S. S. Marison.

PRIMARY SCHOOLS.

WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

E. Augusta Randall, Ida H. Adams. *Janitor*. — Michael Kelly.

GREEN-STREET SCHOOL.

Margaret E. Winton, Anna M. Call. *Janitor*. — Mrs. J. Fallon.

MOUNT VERNON SCHOOL.

Mount Vernon street, West Roxbury.

Sub-Master. — Abner J. Nutter. *2d Asst.* — Emily M. Porter. *3d Assts.* — Fannie M. Stone, Maria H. Lathrop. *Janitor*. — James M. Davis.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

CENTRE-STREET SCHOOL.

Mary E. Parsons. *Janitor*. — James M. Davis.

BAKER-STREET SCHOOL.

Ann M. Harper. *Janitor*. — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Clara I. Metcalf. *Janitor*. — Evelyn Mead.

NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Asst.* — Mary F. Thompson. *2d Asst.* — Helen M. Hills. *3d Assts.* — Henrietta A. Hill, Sara M. Bearse, Emma M. Savil, Anna M. Foster, Clara J. Doane, Harriet A. Darling, Anna M. Fries. *Janitor.* — Lawrence Connor.

PRIMARY SCHOOLS.

DORCHESTER-EVERETT SCHOOL, SUMNER STREET (*old building*).

Maud M. Clark, Annie L. Newcomb, Susie C. Hosmer, Mary L. Nichols. *Janitor.* — Lawrence Connor.

HOWARD-AVENUE SCHOOL.

Annie W. Ford, Addie J. Callender, Matilda Mitchell. *Janitor.* — Henry Randolph.

DORCHESTER-AVENUE SCHOOL, COR. HARBOR-VIEW STREET.

Cora L. Etheridge, Carolinæ D. Bere. *Janitor.* — Mrs. M. A. Regan.

GIBSON SCHOOL.

Columbia street, Dorchester.

Master. — William E. Endicott. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Ella S. Wales. *3d Assts.* — Emma R. Gragg, Charlotte E. Andrews. *Janitor.* — Thomas Shattuck.

THETFORD-AVENUE SCHOOL.

Fidelia A. Adams, Caroline A. Shepard. *Janitor.* — Timothy Donahue.

PRIMARY SCHOOL.

GIBSON SCHOOL, SCHOOL STREET.

E. Louise Browd, Ellen A. Brown. *Janitor.* — Hannah Clarkson.

ATHERTON SCHOOL, COLUMBIA STREET.

Edna L. Gleason. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE-HILL AVENUE.

Mary B. Winchell. *Janitor.* — Margaret Kelley.

THETFORD-AVENUE SCHOOL.

Mary E. Mann. *Janitor.* — Timothy Donahue.

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Sub-Master. — N. Hosea Whittemore. *2d Asst.* — E. M. Harriman. *3d Assts.* — Elizabeth P. Boynton, Emma F. Simmons, Almy C. Plummer, Marion B. Sherburne. *Janitor.* — John Buckpitt.

PRIMARY SCHOOL.

HARRIS SCHOOL, ADAMS STREET.

Cora F. Plummer, Elizabeth A. Flint, Ida F. Kendall, Alice M. Murphy.

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Asst.* — J. Annie Bense. *2d Assts.* — Lucy J. Dannels. *3d Assts.* — Lillie A. Hicks, Mary B. Corr, S. Kate Shepard, Mary A. Lowe. *Janitor.* — Benjamin C. Bird.

PRIMARY SCHOOLS.

MATHER SCHOOL, MEETING-HOUSE HILL.

Ella L. Howe, M. Esther Drake, Mary C. Turner.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

Mary L. Hunt, Florence J. Bigelow, Grace A. Vose. *Janitor.* — Benjamin C. Bird.

QUINCY-STREET SCHOOL.

E. Isabelle Bense.

MINOT SCHOOL.

Walnut street, Dorchester.

Sub-Master. — Joseph T. Ward, Jr. *2d Asst.* — Isabel F. P. Emery. *3d Assts.* — Charlotte H. Johnson, Mary E. Glidden, Ellen M. S. Treadwell. *Janitor.* — James Murphy.

WOOD-STREET COURT.

Sophia W. French, Kate M. Adams. *Janitor.* — James Murphy.

PRIMARY SCHOOLS.

MINOT SCHOOL, WALNUT STREET.

S. Maria Elliott, H. J. Bowker.

ADAMS-STREET SCHOOL.

Mary J. Pope. *Janitor.* — Ellen James.

WOOD-STREET COURT.

Kate S. Gunn.

STOUGHTON SCHOOL.

River street, Lower Mills.

Sub-Master. — Edward M. Lancaster. *2d Asst.* — Elizabeth H. Page.
3d Assts. — Ellen E. Burgess, Caroline F. Melville, Carrie M. Watson,
 Elizabeth Jane Stetson. *Janitor.* — M. Taylor.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

Esther S. Brooks, Julia B. Worsley.

BAILEY-STREET SCHOOL.

Helen F. Burgess. *Janitor.* — Timothy Donahue.

TILESTON SCHOOL.

Norfolk street, Mattapan.

1st Asst. — Hiram M. George. *3d Asst.* — Martha A. Baker. *Janitor.* —
 John Grover.

PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

Elizabeth S. Fisher.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 WARRENTON STREET.

Principal. — Sarah Fuller. *1st Asst.* — Annie E. Bond. *Assts.* — Ella C.
 Jordan, Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Manella G.
 White, Ellen Shaw, Hannah Merrill. *Janitor.* — Daniel H. Gill.

LICENSED MINORS.

NORTH MARGIN STREET (*attached to Eliot School.*)

Sarah A. Brackett. *Janitor.* — Catherine Welch.

GUILD SCHOOL (*attached to Bowditch School.*)M. Persis Taylor. *Janitor.* — Jeremiah W. Murphy.

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.
Richard W. Walsh.	“	Wells, Hancock, and Bowdoin.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Winthrop, Phillips, and Prince.
George Murphy.	Southern.	Bowditch, Quincy, and Brimmer.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, and Shurtleff.
William Sullivan.	“ “	Lawrence and Noreross.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury, East Dist.	Dillaway, Lewis, George Putnam, and Lowell.
Dennis Moore.	“ “	Dearborn and Dudley.
E. F. Mecuen.	“ West Dist.	Comins and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Dorchester-Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Wooffindale.	Charlestown, West District.	Frothingham, Harvard, and Prescott.
Sumner P. White.	Charlestown, E. Dist.	Warren, Bunker Hill.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.

Warren A. Wright, Supt. 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 Saturdays of each month, at 10 A.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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