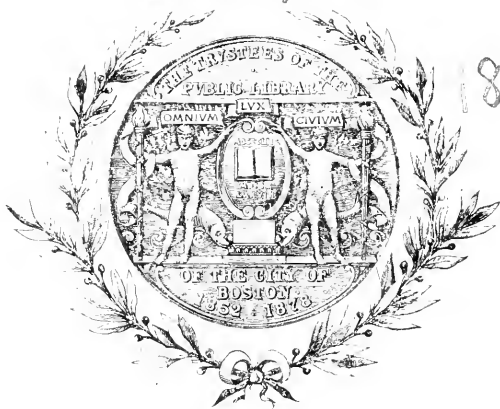




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1888

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1888.

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ANNUAL REPORT

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OF THE

417.

CITY OF BOSTON.

1888.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,

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1889.

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REPORT.

- - -

The committee appointed for the purpose, respectfully submits the following annual report of the School Committee for the year 1888.

At this time of reawakened interest in the Public Schools it has been thought appropriate to include in the report something of the origin and growth of the different schools, that the scope and purpose of public instruction may be more clearly understood, and the firm foundation upon which it rests be better known.

For the historical research required, the committee is indebted to the indefatigable Secretary of the School Board, who, with his able assistants, gives such efficient help in the management of the Department of Public Instruction. His hearty interest in all that concerns the schools, and his most scrupulous attention to details, render this office invaluable to the Board.

STATISTICS.

For the purpose of comparison the following tables are given, showing the number of schools of various grades, the number of teachers employed, and the number of pupils attending for the past year: —

Number of persons in the city between five and fifteen years of age May 1, 1888	72,590
Increase for the year	2,545

NORMAL SCHOOL.

Number of teachers	5
Average number of pupils belonging	112
Average attendance	108

LATIN AND HIGH SCHOOLS.

Number of schools	10
Number of teachers	103
Average number of pupils belonging	2,850
Average attendance	2,702

GRAMMAR SCHOOLS.

Number of schools	54
Number of teachers	693
Average number of pupils belonging	30,575
Average attendance	27,895

PRIMARY SCHOOLS.

Number of classes	467
Number of teachers	467
Average number of pupils belonging	24,462
Average attendance	21,144

*SPECIAL SCHOOLS.*¹

KINDERGARTENS.

Number of schools	19
Number of teachers	36
Average number of pupils belonging	984
Average attendance	770

¹ There is a manual training and five schools of cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

HORACE MANN SCHOOL FOR THE DEAF.

Number of teachers	.	.	.	.	.	.	.	9
Average number of pupils belonging	.	.	.	.	.	.	.	73
Average attendance	.	.	.	.	.	.	.	63

EVENING SCHOOLS.

Number of schools	.	.	.	.	.	.	.	14
Number of teachers	.	.	.	.	.	.	.	114
Average number of pupils belonging	.	.	.	.	.	.	.	3,068
Average attendance	.	.	.	.	.	.	.	2,157

EVENING DRAWING SCHOOLS.

Number of schools	.	.	.	.	.	.	5
Number of teachers	.	.	.	.	.	.	23
Average number of pupils belonging	.	.	.	.	.	.	503
Average attendance	.	.	.	.	.	.	440

SPECTACLE ISLAND.

Number of teachers	.	.	.	.	.	.	.	1
Average number of pupils belonging	.	.	.	.	.	.	.	13
Average attendance	.	.	.	.	.	.	.	12

RECAPITULATION.

Number of schools :—								
Regular	.	.	.	.	.	.	.	532
Special	.	.	.	.	.	.	.	53
Number of teachers :—								
Regular	.	.	.	.	.	.	.	1,218
Special	.	.	.	.	.	.	.	223
Average number of pupils belonging :—								
In regular schools	.	.	.	.	.	.	.	57,999
Special schools	.	.	.	.	.	.	.	4,641
Average attendance :—								
In regular schools	.	.	.	.	.	.	.	51,849
Special schools	.	.	.	.	.	.	.	3,442

SCHOOL SYSTEM.

The Public School system of Boston comprises 19 Kindergartens, 467 Primary Schools, 54 Grammar Schools, 8 High Schools, 2 Latin Schools, and 1 Normal School. In addition to these schools, the following special schools are maintained: the Horace Mann School for the Deaf, 1 Evening High School, 13 Evening Elementary Schools, 5 Evening Drawing Schools, 1 Manual Training School, and 5 Schools of Cookery.

SCHOOL COMMITTEE.

It appears from the records, that originally the schools were under the direction and supervision of the Selectmen of the town until 1789.

In December, 1709, it was voted "that a Committee be chosen to consider of the affaires relating to the Gramer Free School of this Town, & to make report thereof at the Town meeting in March next." This committee submitted a report at the town meeting in March following, in which they recommended the appointment of "a Certain Number of Gentlemen, of Liberal Education, Together with some of y^e Rev^d Ministers of the Town to be Inspectors of the s^d Schoole under that name Title or denomination, To Visit y^e School from time to time, when and as oft, as they shall thinck fit to Enform themselves of the methodes used in teaching of y^e Schollars and to Inquire of their Proficiency, and be present at the performance of Some of their Exercises, the Master being before Notified of their Comeing, and with him to consult and advise of further Methods for y^e ad-

vancement of Learning and the Good Government of the Schoole."

This report was accepted, and five Inspectors were appointed. This is the first record which occurs relating to the appointment of a School Committee. What was done by these Inspectors does not appear. From this time there are frequent votes appointing the Selectmen inspectors of the schools. It is almost yearly recorded "that the Selectmen be desired to Visit the several Public Schools in this Town, taking with them Such Gentlemen as They shall think proper." These visitations were regularly made, and a report submitted to the town.

In September, 1789, a committee of one from each ward was appointed, at a town-meeting, to draft a new system for the organization and government of the schools. This committee made their report October 16, in which they recommended that the number of schools should be seven, and that they be placed under the direction of a School Committee, composed of the Selectmen, and one from each ward, to be chosen annually by the town. This report was adopted, and the first School Committee was chosen Oct. 20, 1789.

In 1818 the Primary School Committee was established, and continued to have charge of the primary schools until 1855.

In 1822 the city was incorporated. The City Charter provided that the School Committee should consist of the Mayor and Aldermen, and twelve other members, one from each ward, elected annually. In 1835 an act was passed amending the City Charter, and

provided that the School Committee should consist of the Mayor, the President of the Common Council, and twenty-four members, two from each ward in the city, who should be elected annually. The revised City Charter of 1854 provided that the School Committee consist of the Mayor, the President of the Common Council, *ex officio*, and six inhabitants from each ward. There were twelve wards. The charter provided that one-third of the members should be annually elected for a term of three years.

By the annexations of Roxbury, Charlestown, Dorchester, West Roxbury, and Brighton, the number of wards was increased, so that in 1875 the School Board numbered one hundred and fourteen members in addition to the Mayor and the President of the Common Council. By a special act of the Legislature, approved May 19, 1875, the School Committee was reorganized, and it was provided that the School Committee should consist of the Mayor, who should be *ex officio* chairman of the Board, and twenty-four members, elected at large by the people, eight members to be annually elected for a term of three years. By an act approved May 27, 1885, the City Charter was again amended. The act provides that "the Mayor shall not be a member, nor preside at any of the meetings, nor appoint any of the committees of either the Board of Aldermen or of the School Committee."

The present School Board consists of twenty-four members, elected at large by the people, eight members being annually elected for a term of three years. Regular meetings of the School Committee are held

on the evenings of the second and fourth Tuesdays in each month, except July and August; and special meetings are called whenever they are necessary. The meetings are held with open doors.

There are Standing Committees of the Board, each consisting of five members, on Accounts, Drawing, Evening Schools, Examinations, Music, Nominations, Rules and Regulations, Salaries, School Houses, Sewing, Supplies, Text Books, Truant Officers; and the following Standing Committees, each consisting of three members, on Annual Report, Elections, Horace Mann School for the Deaf, Hygiene, Kindergartens, Legislative matters, and Manual Training Schools.

As the duties of these committees are fully stated in the Rules and Regulations, copies of which are easily accessible on application at the School Committee Rooms, it is unnecessary to state them in detail in this Report.

The city is divided into districts, comprising a Grammar School and a certain number of Primary Schools as the Board may designate, each district taking the name of the Grammar School. The several districts are grouped in nine divisions. A committee consisting of three or five members is appointed for each division. In addition there is a Committee on the Normal School, and a Committee on High Schools, the latter committee having charge of the Latin and High Schools; each of these committees consists of five members.

Each committee has its chairman and secretary, and the records of all meetings are duly recorded.

The committees have charge of the schools assigned to them, subject to such rules and regulations as the Board may prescribe.

The officers of the School Committee are: a President, Secretary, Auditing Clerk, Superintendent of Schools, six Supervisors, and a Corps of Truant Officers, consisting of a Chief and fifteen officers.

The Board of Supervisors, consisting of the Superintendent of Schools (who is the Chairman of the Board) and the Supervisors, is the Executive Board of the School Committee. Their duties, which are multifarious and exacting, would require too much space in this report to be given in detail, and we would refer all who desire to obtain information with regard to the work of the Superintendent and Board of Supervisors to the Rules and Regulations, and to the annual volume issued by the School Committee, which contains the reports of these officers.

KINDERGARTENS.

The most noteworthy event of the year has been the adoption of the Kindergarten as an established part of the Public School system. The value of its principles and methods has long been recognized by those most interested in educational matters, and it was only the expense and trouble involved which delayed its becoming, as it now is, the first or lowest grade of the Public Schools. As an experiment the work had necessarily to be carried on by private beneficence, and has been proved practicable through the generosity and personal devotion of Mrs. Quincy

A. Shaw, who, in May, 1887, asked the Board to investigate the value of the Kindergartens, and to consider the expediency of adopting them as part of the school system. The communication was referred to the Committee on Examinations, who submitted, in December last, an exhaustive and interesting report recommending that public Kindergartens be established, and that the City Council be requested to appropriate the sum of \$20,000 for their support. The School Board, convinced of the utility and practicability of the project, accepted the report and the suggestions contained therein. The City Council appropriated the sum of \$20,000 for the year 1888-89. A Standing Committee on Kindergartens was appointed, and the necessary rules and regulations were adopted by the Board. Fourteen Kindergartens in successful operation, together with the furniture and material required in the instruction, were surrendered to the city by Mrs. Shaw, and accepted, in June, of this year. Another flourishing Kindergarten which had been maintained with equal liberality by Mrs. James Tolman, was also transferred to the city. The wise and far-sighted generosity of these public-spirited women, and of those associated with them in their undertaking, deserves to place them among the greatest benefactors of our schools. The School Board has specially conveyed to them its grateful appreciation of their noble work, and the community which receives the benefit of all which they have accomplished should hold their memory in lasting regard.

The suspense attending the grant of the appropri-

ation asked for, led to some perplexity and delay, but these fourteen schools opened promptly with the others after the summer vacation, and five new Kindergartens have since been organized. It is the expectation and wish of the Committee that it may prove expedient to establish Kindergartens, like Primary classes, in connection with each Grammar school of the city.

Some of the Kindergartens are at present in rooms outside of the school-buildings. It will doubtless be the endeavor of the committee in charge to secure accommodations in the regular school-houses, as rapidly as possible. Owing to a deficiency in the appropriation, granted for "School-Houses, Public Buildings," the Board recommended the transfer of \$1,500 from the appropriation of \$20,000, granted for Kindergartens to "School-Houses, Public Buildings," to enable the necessary furniture to be supplied to the Kindergartens recently established.

The teachers have been regularly graded, and the necessary rules and regulations, with a schedule of salaries, have been adopted.

Children three and one-half years old, and upward, are admitted to the Kindergartens, and one teacher is allowed for every twenty-five pupils. Provision has been made for the appointment of attendants to assist the regular teacher where such service may be desirable. The daily sessions of the Kindergartens are from 9 o'clock A.M. to 12 o'clock M. The instructors are required to devote their afternoons to visiting in the families of the districts for the purpose of securing the interest and coöperation of the parents in the work,

and of promoting regularity of attendance. In case any child is absent for three successive days, the instructor is to visit the child's home, and ascertain the reason of such absence. The Kindergartens are under the care and direction of the principals of the school districts in which they may be placed.

At present there are 19 Kindergartens, with 36 teachers. The average number of pupils belonging is 984, and the average attendance is 770.

PRIMARY SCHOOLS.

From a careful investigation of all available evidence, it appears that one of the most prominent impulses which resulted in the establishment of the Primary Schools of Boston was undoubtedly derived from the introduction of Sunday Schools. The first Sunday School in the United States was instituted in 1791. Its object was to instruct, gratuitously, children to read and write, who were unable to attend such schools on other days. The teachers were paid a salary, and the design did not extend to the religious instruction of the scholars. In 1811 the plan was adopted in Pittsburg, Penn., but it was not until 1816 that Sunday Schools were successfully introduced into Boston. Although the teaching of reading was one of the principal characteristics of the Sunday School, it was not anticipated by its friends that in Boston, which from its first settlement

NOTE. — For much of the information given in this sketch of the establishment and progress of the primary schools we are indebted to the "Annals of the Primary School Committee," compiled by the late Hon. Joseph M. Wightman. This document was published in 1860, and is now nearly out of print.

had been preëminent for its free schools and other means of general education, this kind of instruction would be required to any considerable extent; they were therefore surprised and disappointed, when, at the gathering of these schools, they became aware how large a proportion of the children were unable to read, or even had any knowledge of the alphabet. It appears in a report of the "Society for the Moral and Religious Instruction of the Poor," under whose influence and auspices the first Sunday Schools were probably gathered, made in November, 1817, "that of 336 children admitted into the Mason-street Sunday School, none of whom were under five years of age, not one-quarter part could read words of one syllable, and most of them did not know their letters." A knowledge of this fact brought with it a conviction of the insufficiency of the education which could be imparted by an attendance of the scholars but once a week, and the great detriment the giving of so much elementary instruction would be to the religious element of their undertaking. This led them to regard the omission of the means for the *public* education of children under seven years of age as a great evil and a radical defect in our otherwise exemplary system of education.

Under these circumstances, it is reasonable that the efforts and appeals of those who regarded education as an essential, but in a degree subsidiary, to the religious instruction and moral elevation of the poor, should be deeply imbued with a union of those principles; and we are not surprised that in the agitation which ensued upon the subject of Primary

Schools, these elements, of an eleemosynary character, should be prominently brought forward in some of the plans proposed. It is, therefore, to this cause we may attribute the idea which prevailed to some extent, that when the Primary Schools were established by the town, the number and qualifications of the Primary School Committee, and the manner of its organization, were based upon this union of a religious and secular education. That this is an error is evident from the fact that when, in the course of events, the subject of Primary Schools was formally presented for consideration at the town meetings, the idea of combining Sunday Schools and church attendance with our system of Public Schools does not appear in the petitions for the schools, the reports of the committees, nor in the plan subsequently adopted by the town.

But with all proper regard to the influence described, it is manifest that the ultimate success of the agitation for Primary Schools is due, in no less degree, to the judicious perseverance of those who, taking a different view of the subject, felt the necessity, and advocated the establishment, of these schools on the broad ground of public expediency; that, without them, our boasted system of public instruction was defective, incomplete, and inefficient.

It is true that by the laws of 1790 the schools were apparently free to all; but the conditions were such as to limit the advantages to those who had the ability to qualify their children for admission. The law required that the pupil should be seven years of age, and able to read in plain English lessons; but

there were many parents who were incompetent to impart even this elementary instruction themselves, and whose means were too limited to pay even the small compensation required to send their children to the Dames' schools.

"It cannot be doubted," says Mr. Savage, in one of his letters, "that the true construction of the laws required the opening of schools, at the public expense, for children under the age of seven years, inasmuch as the laws passed by the Legislature in 1790 provided for the establishment of *preparatory* schools. But the law in relation to this class of schools was not acted upon by the authorities in Boston, although it appears to have been by those in several other towns in the State. That this neglect was not in accordance with the sentiment of the citizens generally, is evident from the prompt response in favor of these schools, which was given by them whenever the subject was brought forward at the town meetings.

By the continued agitation and discussions on the subject, the inhabitants became more and more interested, although no definite action appears to have taken place in relation to it until 1817. On the 26th of May, 1817, a petition, signed by 160 inhabitants, was read at a town-meeting in Faneuil Hall. The last paragraph of the petition is as follows:—

It appears to us, also, important that schools should be provided at the expense of the Town for the instruction of children under the age of seven years. Therefore we request that a meeting of the inhabitants of the town may be called, to take the above subject into consideration, and to adopt such measures thereon as the importance of the subject demands, and they may think most for the general good.

The subject was referred by the Town to the School Committee, with the addition of one person from each of the twelve wards, to be appointed by the Selectmen. At a meeting of the Selectmen, May 29, 1817, a Committee on Schools, consisting of one person from each of the wards, was appointed. These committees met and requested the several ward committees to visit every family in the wards and ascertain the number of children who did not attend any school; also, the number of Women's or "Dames' schools," and the number of their pupils; they were also requested, at the same time, to ascertain the number of deaf and dumb and blind persons in each ward. On the 17th of July, 1817, these returns were handed in to the School Committee, and a sub-committee, consisting of Messrs. Charles Bulfinch (chairman of the Selectmen), Peter O. Thacher, and Henry J. Oliver, was appointed to arrange the returns and report upon them on the 30th of October. This sub-committee presented their report adverse to the petition, which was accepted by the School Committee and ordered to be printed for the information of the inhabitants. We insert the closing paragraph of this report: —

It is not to be expected that free schools should be furnished with so many instructors, and be conducted on so liberal principles as to embrace the circle of a polite and finished education. They have reference to a limited degree of improvement, and from their public character there must arise some disadvantages which are not felt in private schools, under tutors to whom is assigned a small limited number of pupils. But, considering the great number and flourishing state of the public and private schools in this town, the universal attention which is paid by its citizens to their support and encouragement, the very small proportion of children

who do not avail themselves of these institutions, together with the heavy tax which is already assessed for the support of the public education, the sub-committee report as the result of their inquiries, that the establishment at the public expense of primary schools for children under the age of seven years is not in their opinion expedient, and that an increase of the number of the reading and writing schools is not required by any evident public necessity.

The report stated that the public schools, "containing in all 2,365 pupils of both sexes, are, excepting a part of those at the Almshouse, for children above the age of seven years. . . . It appears that there are in the town one hundred and sixty-two private schools of various descriptions, in which 4,132 children attend who are between the ages of four and fourteen years."

This report was printed and distributed, but was not submitted to the action of the citizens at a town-meeting, as the School Committee apparently regarded the vote of the town as placing the whole matter in their hands.

Another petition for the same object was presented at a town-meeting held in Faneuil Hall, May 25, 1818. The petition is as follows:—

To the Selectmen of the Town of Boston:—

GENTLEMEN,—The undersigned, inhabitants of Boston, impressed with the deepest sense of the value of our institutions and laws, for the education of children in public town schools, respectfully represent, that an extension of the benefits of such establishments appears in their view highly desirable and necessary, that inquiry has satisfied them that many hundred children in this town grow up to manhood unable to read or write; that the admission to the present public schools of those over seven years of age, requiring

a previous acquaintance with easy lessons, and many parents, being themselves incompetent to give such lessons, and not able to obtain such instruction for their children at private schools, it seems expedient that such previous education should be freely provided for by the town, no less than the instruction at our established schools; that such schools might be taught by females, and rooms provided in several parts of the town, at a small expense, or the cheap Lancastrian system may be adopted; that the duty of providing such schools and instructors need not necessarily be added to the labors of our present School Committee, but might be performed by a Committee of three in each ward, to be named by the Overseers of the Poor, annually, which Committee might also, much alleviate the labors of the regular officers. Wherefore, they request that a meeting of the inhabitants of the town may be called to take the above mentioned subjects into consideration, and thereon to adopt such measures as the importance of the matter deserves and the public good requires.

The petition was referred by the town to a special committee of nine, who submitted a report in favor of the granting of the petition, and recommended the adoption of the following votes: —

Voted, That the School Committee be instructed, in the month of June, annually, to nominate and appoint three gentlemen in each Ward, whose duty collectively shall be to provide instruction for children between four and seven years of age, and apportion the expenses among the several schools.

Voted, That \$5,000 be appropriated out of the Town treasury for the purpose in the foregoing vote expressed, to be paid by the Treasurer on warrants drawn on him in the same manner as warrants are for the expenses of the other town schools.

At a town-meeting held June 11, 1818, the report and votes were adopted almost unanimously. By another vote \$5,000 was added to the estimate of the expenses of the ensuing year to carry the same into effect.

At a meeting of the School Committee, held June 16, 1818, the gentlemen of the first Primary School Committee were chosen to carry into execution the vote of the town.

The Primary School Committee exercised the right of filling vacancies in their Board.

The Primary School Committee organized June 23, 1818. In their first report, submitted to the town in May, 1819, it is stated that by personal inquiry it was ascertained that the number of children between four and seven years old, exclusive of about half of Ward 7, from which the committee made no return, amounted to 2,843. Of these, though 532 only did not attend any school, 1,330 were desirous of instruction at the new schools. The money granted by the town was considered adequate to furnish schooling for seven or eight hundred children; but when it was ascertained that above thirteen hundred would demand the care of the Board, it became a matter of great difficulty to divide the sum granted in such a way as to approach nearest to a fulfilment of the vote of the town, with which a perfect compliance seemed utterly impracticable. Eighteen schools were provided; most of them were opened in August, and all by the first week in September. The report concludes with the following paragraph:—

The result of our experiment has certainly been encouraging, and we confidently state that the improvement in all our schools has been far superior to our expectations. We found many parents, on our first inquiry, indifferent about sending their children to these schools, though they regularly attended no other. Perhaps, mistaking the establishment for a charitable one, their pride

revolted from acknowledging that they needed assistance: yet, since the operation has proceeded, they have almost invariably desired admission for them. Of the children received, one-half in some parts of the town, and one-third in general, were ignorant of their letters, of whom many can now read in the New Testament, and several from each school are prepared for admission at the town grammar schools, who must have been, we are confident, otherwise rejected. In most of our schools the girls have been taught knitting or sewing, as well as reading. The several committees are, by a regulation of the Board, required once a month, at least, to visit the schools under their particular care; and a return of the state of each is demanded at our quarterly meetings.

This report was read, accepted, ordered to be printed and distributed for the information of the inhabitants.

An appropriation of \$8,000 was voted by the town for the expenses of the Primary Schools for the year 1819-20.

March 21, 1820, the first Standing Committee of the Primary School Board was appointed. In June the first report of the Standing Committee was presented to the town. From it we learn that the whole number of schools in March, 1820, was 34, and that "171 children had been advanced to the English Grammar Schools, and 177 more were found qualified for admission therein, making a total of 348 pupils prepared for the English Grammar Schools" during the year. The whole number belonging to the Primary Schools was 1,666. It appears from the records that at that time, and previous to June, 1824, the officers of the Primary School Board were a Chairman, Secretary, and Treasurer; the duties of the latter officer were, that he should "keep a fair

and accurate account of the moneyed concerns of the Board. He is authorized to receive from the Town Treasurer all the moneys granted for the support of the Primary Schools, and pay the instructors of schools quarterly, their bills being first approved by the Committee of the Ward or District to which they belong. His accounts shall be audited or inspected whenever the Board may appoint a committee for that purpose. At the close of the year he shall make a transcript, or an abstract of his accounts as audited, to be laid before the Board."

The following books were authorized for use in the Primary Schools at this time: The Testament, Child's Companion, Kelley's Child Instructor, Webster's Only Sure Guide, Pickard's Juvenile Spelling Book, and Child's First Book English Reader.

Notwithstanding the gratifying success of the Primary Schools, which, it will be remembered, were established to provide instruction for children between four and seven years of age, and the great popularity of the Grammar and Writing Schools, the benevolent minds of the committee were attracted to the importance of extending the benefits of education to that class of children who were too old to be admitted to the Primary Schools, and were not qualified for admission to the Grammar Schools. A committee of the Primary School Board submitted a report on the subject, and the attention of the School Committee called to the matter, who recommended to the town that an appropriation of \$1,000 be granted for the establishment of a school for mutual instruction, for the accommodation of this class of children. The

appropriation was granted by the town July 2, 1820, and the School Committee were authorized to establish the school. The matter was then referred to the Primary School Board, and the school was organized in the basement-room of the Boylston School-house on Fort Hill. After a year or two this school was discontinued.

The teachers of the Primary Schools were required to report quarterly to their district committees the names, ages, and class to which each pupil belonged; and, among other things, a statement of the needle-work and knitting done by the girls during the quarter. As an instance of the industrious habits encouraged in the pupils, one teacher, in 1820, reported that among the articles of work done by the twenty-six girls of the school during the preceding quarter, there were made "30 shirts, 12 pairs of sheets, 6 pairs of pillow cases, 26 pocket handkerchiefs, 8 cravats, 10 infants' frocks, 5 coarse bags, 4 dozen towels, 4 pairs of socks, 3 pairs of mittens, and a number of small pieces of work."

In 1823 the number of members of the Primary School Committee was increased. The city was divided into seven districts, and the schools in each district were assigned to a sub-committee. Each district committee organized by the choice of a chairman and secretary, and one gentleman was assigned the particular care of each school in the district. From the records of this time it appears that it was not customary for members of the Primary School Committee to hold any other office in the City Government. Another peculiarity noticed is that in the

.

election of any one as a member of the Standing Committee, it was usual for him to be relieved from the supervision of any particular school. From 1830 this custom began to be discontinued, and in 1839 all the officers, including the Standing Committee, had charge of particular schools.

At this time the subject of Primary School accommodations was called into notice. It was urged that the school-rooms should be provided by the city, and not by the teachers as had been the custom. One of the reasons presented why the city should provide the accommodations was that the existing arrangement operated very unequally, and with great injustice upon some of the teachers, because, while the compensation was the same (\$250 per annum) the rent they were obliged to pay for rooms in suitable locations varied, in different parts of the city, from \$10 to \$80. A memorial was presented to the City Council, and in July, 1828, the School Committee were authorized to cause to be hired a suitable number of school-rooms, in such locations and of such size as, after consultation with the Primary School Committee, shall be deemed expedient, and for a term not exceeding ten years, it being understood that, in consideration of the teachers being relieved from the expense of finding school-rooms, a deduction of \$50 be made on that account in their respective salaries.

In December, 1831, provision was made for the annual appointment of a joint committee of three from each of the two Boards of School Committee and of the Committee on Primary Schools "to secure the introduction and continuance of a uniform system of

instruction in the public schools, and to confer, as occasion may arise, on subjects of common interest."

In 1832 the City Council passed an order "that there be allowed to each of the Primary School teachers, in addition to their salary, a sum not exceeding \$10, to be expended by them under the direction of the several District Committees for fuel for the current year." This annual appropriation was eventually superseded by the city supplying the fuel.

In May, 1834, the City Council appropriated \$12,500 for the purchase of land and the erection of Primary School-houses. At this time there were sixty-four schools, all of which were in hired rooms. The first Primary School-house erected after the grant of the appropriation alluded to above, was erected in South Margin street, in 1834;¹ it was built of wood and brick, two stories in height, and adapted for two schools. The cost of it was \$2,528.69, exclusive of the land. From this time the City Government continued to make annual appropriations for this object; and in 1854 there were fifty-two Primary School-houses owned by the city, in which one hundred and fifty-three schools were located.

From the establishment of the schools the Primary School Board had endeavored to obtain the necessary authority to admit those children who were more than seven years of age, and were not qualified to enter

¹ It is proper to mention that, in 1830-31, a small school-house, with one room, was built by the city, on the "Western avenue,"—known as the "Mill Dam School,"—at a cost of \$468; but this was not *strictly* a Primary School, as Grammar School studies were taught as well as Primary. In 1832, a small building was purchased on the "Neck," and fitted up for a Primary School.

the Grammar Schools. In March, 1838, the City Council passed an order "that the Primary School Committee be, and they are hereby authorized to admit into one school, to be by them selected, in each of the school districts, any child who is more than seven years of age, and is not qualified for admission to the Grammar Schools." Four of these schools were opened that year. It was supposed there were about 700 children who would attend, but in November of that year there were 963 pupils in these schools. This was the origin of "Intermediate Schools," or "Schools for Special Instruction."

In April, 1837, the State Board of Education was established. One of the first recommendations of the Secretary of that Board (Hon. Horace Mann) was the adoption of some plan for qualifying teachers to take charge of the public schools. He early suggested the appointment of a suitable person to visit regularly all the Primary Schools of Boston, to give the teachers such assistance as they may desire in the discharge of their duties, and to hold himself ready to instruct and qualify a class of those persons who may desire to prepare themselves for the office of teachers. The Primary School Committee vigorously opposed the appointment of a Superintendent of the Primary Schools, and at a special meeting of that Board in July, 1838, a very full and interesting report against the proposition was adopted. A "model school," for the purpose of trying experiments in Primary School instruction was established by the Primary School Committee in 1838, in the Derne-street School-house. The school

was continued until 1842, when it was abandoned, as not having proved so advantageous as had been anticipated.

In 1845 the subject of appointing a Superintendent of the Primary Schools was again brought forward. A special committee of the Primary School Board submitted a report upon the subject, and that Board voted not to create such office by a vote of forty-six yeas to eighteen nays. By the semi-annual report of the Executive Committee of the Primary School Board submitted in 1849, it appears that on the 31st of January, 1849, there were 168 Primary Schools, attended by 4,984 girls and 5,455 boys, 10,439 in all. The number of pupils sent to the Grammar Schools was 769, and at that time (Jan., 1849) there were 1,029 prepared for admission to the Grammar Schools. The percentage of attendance the preceding six months was 76; number of examinations made by the committee, 874; and the number of visits to the schools, 2,449.

By an amendment to the city charter, which had been adopted by the citizens in 1854, the School Committee were to have direct charge of the Primary Schools, and to supersede the organization of the Primary School Committee. Upon being asked his opinion as to when the duties of the Primary School Board would cease, the City Solicitor stated that, in his opinion, "the duties of the Primary School Committee would cease upon the organization of the new Grammar Board; that the teachers would continue their term of service under the new organization; and that it would not be proper for the new Board to substan-

tially continue the Primary School Committee, inasmuch as the former had been largely increased, upon the express understanding that the latter body was to be superseded."

The final meeting of the Primary School Committee was held January 2, 1855, and the Secretary was instructed to inform the School Committee that the schools, records, and papers of which the Primary School Committee had charge, were subject to the order and direction of said School Committee.

At the first meeting of the School Committee after its organization in 1855, Rev. Dr. Lothrop, for the special committee to whom was referred the communication of the Secretary of the Primary School Committee, reported that they had discharged the duty assigned to them, and added : —

When first instituted, in 1818, the Primary School Committee consisted of thirty-six members ; twenty-five primary schools were established, and about one thousand children were in attendance. At the time that it became extinct, the Committee consisted of one hundred and ninety-six members, and bequeathed to the care of our Committee one hundred and ninety-seven schools, at which over twelve thousand pupils attended. In view of these facts, however satisfactory may be the various reasons that prevailed with the public mind to produce the change which has been adopted, all will agree that the plan which has now been abandoned had many excellences ; that under it this department of public instruction has been constantly enlarged to meet the wants of the increasing population of the city ; and that the gentlemen who, from time to time, have served on this Committee, many of them for many years, have generally been men of integrity, honor, and public spirit, who have aimed at a strict and faithful discharge of the duties of their trust, and who are entitled to the gratitude of the community for the services they have rendered.

The following resolution accompanied the report: —

Resolved, That in receiving the records and papers of the late Primary School Committee, this Board, in behalf of the citizens of Boston, by whom they have been intrusted with the guardianship of the great interests of public instruction, desire to place upon their records an expression of the just appreciation which they entertain of the value and fidelity of the services of those gentlemen who, from time to time, have been members of said Primary School Committee, and zealously discharged its duties.

The report was accepted and the resolution adopted.

In assuming charge of the Primary Schools, the School Committee divided the city into as many districts as there were Grammar Schools, naming each district by the Grammar School which marked it, and connecting the various Primary Schools therewith according to their local proximity. The subcommittees having charge of these districts were called District Committees.

The care of the Primary Schools was specially provided for by the following rule: —

Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees for the Primary Schools in its District. Said committee shall then divide the Primary Schools in the District into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have special charge of the schools in such divisions; shall visit each of them as often as once in each month; shall examine them quarterly; and shall report, in writing, their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board.

This custom of appointing sub-committees of Primary Schools continued until the reorganization of the Board in 1876, when the city was divided into nine districts or divisions, and the Grammar and Primary Schools of each division were placed in charge of committees of the Board, called the Division Committees.

At the time the Primary Schools passed from the charge of the Primary School Board to that of the School Committee they were unclassified. Each teacher had charge of six classes, and carried the pupils under her care through the whole preparation for the Grammar School. In 1856 the Lyman School District Committee, in East Boston, classified six schools in that district, by arranging them in six grades or classes. In May, 1857, the Superintendent of Schools (the late Dr. Philbrick) submitted his first quarterly report, in which the need of more thorough classification in the Primary Schools was referred to at length. In May of that year (1857) the suggestions of the Superintendent, in regard to the classification of the Primary Schools, were adopted, in an order "Recommending to the District Committees to classify the Primary Schools in their districts, as far and as fast as circumstances permitted." This was carried out as rapidly as possible, although several years elapsed before all the schools were properly classified. The early suggestions of the Superintendent, with regard to providing each pupil with a single desk and chair, and also with a slate, were adopted and carried into effect.

In 1861 the Board, by a change in the regulations,

provided that the minimum age for admission to the Primary Schools should be increased to five years, instead of four years, as had formerly been the custom.

In 1864 a new programme of studies for the Primary Schools was adopted.

In October, 1866, the Rules and Regulations were amended so as to provide that "the masters of the Grammar Schools shall perform the duties of principal, both in the Grammar and Primary Schools of their respective districts; apportioning their time among the various classes in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades, under the direction of the District Committees."

In September, 1879, the supervision of the Primary Schools was placed in the charge of three of the Supervisors who performed such general duties with regard to these schools as had been performed by the principals of the Grammar Schools. In 1882 the supervision of the Primary Schools was restored to the principals of the Grammar Schools.

Children enter the Primary Schools when five years old, and begin at once a course of education which turns them out more or less well fitted for the work of life, all the way from twelve to twenty years of age, fifteen being the average age of Grammar School graduates. No schools are more attractive or better show the effect of good teaching than the Primary Schools, the instruction in which covers a period of three years. No change has been made since these schools were returned to the direction of the Grammar School masters.

The advantages of promotions in January, as well as in June, from the Primary to the Grammar classes have not been thoroughly approved by all members of the Committee; but the Committee on Examinations has decided that the regulation providing for mid-year examinations and promotions is intended for all first Primary classes, and has directed that henceforth such examinations and promotions shall be made.

The chief fault to be found with the Primary Schools is the unavoidable crowding of too many children in one room. The plan of building small houses of two rooms, as can be done in the suburban wards, has helped this very much; but in many places it is still an evil. There are at present 470 Primary Schools located in 122 school buildings, 21 of which are the regular Grammar School-houses. In addition to the classes accommodated in these buildings, there are eleven Primary classes in hired rooms. There are 470 teachers. The average number of pupils belonging during the past year was 24,462, and the average attendance was 21,144.

GRAMMAR SCHOOLS.

The earliest record regarding the establishment of free schools in Boston was in 1635, when Philemon Pormort was "intreated to become schole-master for the teaching and nourtering of children wth us." Such was the beginning of our Public Latin School. It is now generally acknowledged that, though the main purpose of the school was to prepare young men for a collegiate course, yet here also

was the beginning of that system of instruction which has developed into our present Grammar Schools.

Several of the islands in Boston Harbor were granted to the town by the General Court. In the records of a town-meeting held "the 10th day of the 11th moneth, 1641" we find it recorded, "It's Ordered that Deare-Island shall be Improoved for the maintenance of a Free schoole for the Towne, and such other occasions as the Townsmen For the time being shall thinke meet, the sayd schoole being sufficiently provided for." Soon after the town agreed that for the payment of certain charges for buildings on the island, Capt. Edward Gibbon "shall have the present use of the sayd Island untill the Towne doe lett the same." In 1644, the island was "let to hire unto James Penn and John Oliver for these three yeares next ensuing paying unto the Use of the Schoole seaven pounds per yeare." In 1647 it was let to Edward Bendall for seven years for fourteen pounds per annum, "for the schooles use of the sayd Towne in provision and clothing." The next year the lease was extended to twenty-one years at an annual rental of fourteen pounds. In 1649, Long and Spectacle Islands were leased for the use of the school at an annual rental of sixpence per acre.

The school appears to have been a favorite with the inhabitants from its commencement.

In 1649 the following record occurs: "Wm Philips hath agreed to give 13s. 4d. per annum for ever to the use of the schole for the land that Christopher Stanley gave in his will for the schols use."

From this time are many instances on record of private bequests, and of public lands leased for the support of the schools.

At a town-meeting held Dec. 18, 1682, it was "voted by y^e inhabitants y^t the said co^mmittee with y^e Select men consider of & pvide one or more Free Schooles for the teachinge of children to write & Cypher within this towne." In April, 1683, "it was voted by the said co^mmittee first that Two schooles shall be pvided and agreed for Secondlie y^t the Towne shall allowe 25^{ld} p. ann for each schoole for the present, & y^t such psons as send their children to schoole (y^t are able) should pay somethinge to y^e master for his better incouragement in his worke." Nov. 24, 1684, "Deacon Henery Allen and Capt Frary made a retorne y^t according to a former ord^r they had agreed with John Cole to keepe a Free schoole to teach y^e Children of the Towne to read & write for one yeare from the 1st of this instant Nov^r. for which the Towne is to pay him 10^{ld} in mony & 20^{ld} in Countrie pay as mony, or at mony price." Thus was established what was known as the Writing School in Queen street (now Court street).

At a meeting of the Selectmen, Junne, 1711, the question of non-resident pupils attending the public schools of the town seems to have been discussed, and the following action taken: —

Where as the Support of the Free Schools of this Town hath been, and Still is, at y^e Cost & charge of the Inhabitants of y^e Said Town, and the Select men being informed of Several Instances of Children Sent to y^e s^d Schools, whose parents, or others who of Right ought to defray the Charge of their Education, do belong to

other Townes or Precincts. Where fore they y^e S^d Select men do direct the s^d School masters to demand & receive of the persons Sending any Such children the accustomed recompence for their Schooling, and to Return unto y^e Select men a List of their names, once (at y^e Least) every year.

At a town-meeting March 10, 1711-12, it was voted that the thanks of the town be given to "Capⁿ Thom^s Hutchinson for as much as he hath Offered at his own Charge to build a School House at the North end of y^e Town." It was also voted to establish the school, and a committee was appointed to select a site and oversee the building of the school-house, and the Selectmen were requested to "Consider of a proper person for a School master there, and to Treat about Terms." At a town-meeting held the following May (1712) the committee recommended the purchase of a lot of land on Bennet street for the school-house, and it was voted that the lot be purchased. This was the origin of the present Eliot School. The building was erected, and in March, 1712-13, the Selectmen were authorized to employ Mr. Recompense Wadsworth as master, at a salary of sixty pounds per annum, and Mr. Wadsworth began his service April 20, 1713. He served but a short time and died soon after, and was succeeded by Mr. John Barnard in August, 1713. The school was known at this time as the North Grammar School.

In March, 1715-16, the following record occurs: "Pursuant to a proposal formerly made by Tho^s & Edw^d Hutchinson Esq^{rs}, For the Encouragem^t of Erecting a Writing School at y^e North end of this Town" a committee was appointed to select a site for

such school, and in connection with the Selectmen to purchase the same. At the same time the town voted that a Writing School be erected at the southerly part of the town, and a committee was appointed to select a site. This latter committee reported at a town-meeting held May, 1717, and the Selectmen were requested "to sett out a convenient Peice of Land accordingly, viz^t upon y^e Co^mon adjoining to Cowell's Lott over ag^t m^r Wainrights."

In April, 1719, the North Writing School¹ having been completed, Mr. Jeremiah Condey was appointed its first master. The town at this meeting passed votes of thanks to the Hon. Thomas Hutchinson, donor of the North Grammar School-house; and to the Hon. Thomas Hutchinson and Edward Hutchinson, Esq., donors of the North Writing School-house. In March, 1719-20, it was voted that "m^r. Ames Anger be Admitted a School master at y^e new writing School House at y^e South." His salary was fixed at one hundred pounds per annum.

At a town-meeting held March 9, 1741-42, the Selectmen reported that, on the preceding 17th of June, they had visited the public schools "and found the said schools under a good regulation. The number of Scholars in each School were as follows, Vizt. In the South Grammar School Eighty Seven, in the South Writing School Forty Eight, in the Writing School in Queen Street seventy four; In the North Grammar School Sixty five; and in the North Writing School Two Hundred."

¹ Soon after its establishment this school became classical in its character, and was known as the North Latin School till 1790, when it was restored to its original purpose.

At a town-meeting held May 14, 1751, the committee appointed the twelfth of the preceding March to make inquiry into the present state of the town, and the causes of the great expense thereof, and to consider what method the town can take in order to prevent or reduce the same, submitted a report, the first paragraph, which relates to the schools, is as follows: —

1st. That the Charge of supporting the several Publick Schools amounted the last Year to more than $\frac{1}{3}$ part of the whole Sum drawn for by the Selectmen; but altho. this Charge is very Considerable, & the number of Schools is greater than the Law requires, Yet as the Education of Children is of the greatest Importance to the Community; the Committee cannot be of Opinion that any Saving can be made to Advantage on that head; except the Town should think it expedient to come into Methods to oblige such of the Inhabitants who send their Children to the Publick Schools and are able to Pay for their Education themselves, to ease the Town of that Charge by assessing some reasonable Sum upon them for that purpose.

This part of the report was not accepted, and the town voted not to make any alteration in the existing management of the schools. It was voted that the several masters of the public schools “be directed not to refuse taking into their respective Schools, any Child or Children that may be brought to ’em for Education, in case Enterance money (so called) is not paid said Masters, and also that they shall not demand any Pay or Allowance for Instructing such Children, as belong to the Town, and that attend in School hours only.” It was further voted that the Selectmen, for the time being, give directions to said

masters "what money they may receive from the Scholars, for defreying the Expence of Firing."

At a town-meeting, May 11, 1762, a petition from the masters of the schools was presented in which they stated that they met with great difficulty in obtaining their salaries, that notwithstanding the vote that their salaries be paid quarterly they had been kept out of their pay from year to year, and that some of them have nine, some twelve, and some eighteen months' salary due them. It appeared to the town "that the most likely method to answer the end proposed by the Petitioners must be the raising or borrowing a sum of Money sufficient to defrey the common and extraordinary charges of the Year." It was voted that the town treasurer be directed to borrow fifteen hundred pounds for the payment of the school-masters' salaries then due. It was also voted that the town treasurer allow the several school-masters interest on the sums due them, from the date of their warrants to the time of payment.

The salaries of the teachers of the schools were fixed at this meeting (May 11, 1762) for the ensuing year as follows: South Grammar School, master, £100;¹ usher, £60; North Grammar School, master, £80; Writing School, Queen street, master, £100; master, £80; South Writing School, master, £100; usher, £50; North Writing School, master, £100; usher, £60; assistant, £34.

At this meeting the Selectmen reported that they had visited the public schools on the first day of the

¹ This amount should have been £120, and the town subsequently granted the additional £20 to Mr. Lovell.

preceding July, "and found the South Grammar School had 117 Scholars, the North Grammar School 57 Scholars, the South Writing School 234 Scholars, the North Writing School 157 Scholars, the Writing School, in Queen street, 249 Scholars, all in very good order."

In March, 1785, a new Writing School was established at the south end of the town on Pleasant street. This was the origin of the present Franklin School.

In 1789 there was a thorough reorganization of the school system.

At a town-meeting held Oct. 16, 1789, it was voted that

There shall be one Writing School at the South part of the Town, one at the Centre and one at the North part; that in those schools the children of both sexes shall be taught writing and also arithmetic in the various branches [of it] usually taught in the Town Schools, including vulgar and decimal fractions.

That there be one Reading School at the South part of the Town, one at the Centre, and one at the North part; that in those schools the children of both sexes be taught to spell, accent, and read both prose and verse, and also be instructed in English Grammar and composition.

That the children of both sexes be admitted into the Reading and Writing Schools at the age of seven years, having previously received the instruction usual at women's schools; that they be allowed to continue in the Reading and Writing Schools until the age of fourteen; the boys attending the year round, the girls from the 20th of April to the 20th of October following; that they attend those schools alternately, at such times and subject to such changes as the Visiting Committee in consultation with the Masters shall approve.

It will be observed that no text-books were named; and little was the need; for, until about that time,

there was but *one* school-book proper which pupils were expected to have, and that was Dilworth's Spelling-Book, containing a brief "treatise on English grammar," which was probably the grammar required to be taught. The Testament, Psalter, and Bible were the only reading-books. There were no printed copy-books for writing, and no slates in use, the ciphering being done on paper.

Previous to 1789 no provision whatever had been made for the education of girls in the public schools. From that time until 1828 they were permitted to attend half the year, — from the 20th of April to the 20th of October. Since 1828 ample provision has been made for their attendance all the year.

The schools for "teaching children to write and cipher" were soon thronged by large numbers of boys who did not wish to prepare themselves for college and a professional career in law, medicine, or divinity. It became necessary, therefore, to enlarge the course of instruction at these schools, so that they should furnish a suitable education to those who were to enter upon some department of commercial or mechanical business. But the masters of these schools had been chosen on account of their special capacity to teach "children to write and cipher," and, in general, were not competent to teach reading, grammar, geography, and the higher branches of a good English education. It was necessary, therefore, to have a new set of masters for these branches. They were accordingly appointed, and arrangements made for them to hold their schools in different rooms from those in which children were taught to "write

and cipher," and for the pupils to alternate, forenoon and afternoon, from one to the other. Thus originated what has been known as the "Double-headed System," which, for many years, was universal in the Boston schools, and peculiar to them.¹

The bequest of Dr. Franklin, for the purpose of providing medals to be distributed to the most deserving scholars, became available in 1792. In August of that year a committee was appointed "to ascertain the expense of procuring medals, to carry into effect the intention of the late Dr. Franklin in his donation." This committee reported in December. In January following the committee determined upon the rules respecting the distribution of the medals. They were to be given only to boys, though the language of the will does not determine the sex of the recipients. But it was supposed that Franklin intended them for boys, because girls were not admitted to the privileges of the public schools till the very year of the date of the will. The first medals, though dated in 1792, were not distributed till January, 1793.

In 1800 there were in the town seven free schools,

¹ The organization of the Grammar and Writing Schools was as follows : —

In the several buildings there were two large halls, occupied by two distinctly organized departments, one of which was denominated a Grammar School, and the other a Writing School; each being under the instruction and control of a distinct master. The scholars were organized in two divisions. While one division attended the Grammar master, the other attended the Writing master, and the masters exchanged scholars half daily. In the Grammar department the pupils were taught chiefly: Spelling, Reading, English Grammar, and Geography; in the Writing department, they were taught Writing, Arithmetic, and Book-keeping. Some higher branches of study were allowed in both departments, for the more advanced scholars.

containing 900 scholars. At this time the salary of a master was \$666.66, with a gratuity or allowance of \$200 in addition; the salary of an usher was \$333.33, with an allowance of \$100. The town tax this year was \$61,489.25, of which the school expenses were \$11,100.85.

In 1804 a new school-house was built in Chardon street; and in 1806 the whole number of pupils in the schools was 1,760, of which 1,030 were boys and 730 were girls.

In 1811 the Hawes School, in South Boston (which territory had been recently annexed to Boston), named in honor of John Hawes, who gave the land to the city, was instituted.

In December, 1817, the bells of the schools were ordered to be rung at the hour of beginning, and tolled till the master was present. They were also tolled at the hour of dismissal.

February 27, 1821, by action of the Board, the school on Bennet street was named the Eliot School; the school on Hawkins street was named the Mayhew School; the school on Mason street was named the Adams School. The Latin, Franklin, and Boylston Schools had been previously named, and these names were continued. From this time the schools were given the names of distinguished citizens.

In 1821 the city medal was instituted by vote of the School Committee. It was awarded only to females in the Grammar Schools. It was simply an extension of the plan of the Franklin medal, under another name, to the schools for girls. The same rules governed the distribution of both, and they

were of the same intrinsic value. Both were at first bestowed for the "encouragement of scholarship" alone. Subsequently, meritorious deportment as well as scholarship was made a condition necessary to entitle a pupil to a medal. In 1847, after a discussion, the city medal was abolished, and no city medals were given that year. In 1848 the subject was again brought up, and the city medal was restored. For several years the subject of emulation and the use of medals attracted a great deal of attention, and several reports on the subject were presented. As the number of medals increased, the objections to them became more apparent, and finally led to the practice being relinquished. The Franklin medals were confined to the High Schools, and limited to the number the fund legitimately supplied, while diplomas were substituted in their place for such pupils as in finishing their course passed a reasonably good examination. The diplomas were first awarded, at the close of the year, in July, 1868. This plan of distribution of medals and diplomas has continued to the present time.

The first strong effort to abolish the system of the Grammar and Writing Schools was made in 1830, on the recommendation of an interesting and able report, prepared by the late Chief Justice Lemuel Shaw, then a member of the School Committee. The report contained two prominent recommendations. First, the separation of the schools designed for children of different sexes, so that those for boys should be held in one building, and those for girls in another; second, the abandonment of the "double-

headed system " for that of one master at the head of each school, with a sufficient number of assistant teachers to instruct in all the branches of a good English education. Both these recommendations were adopted by the Board; and, from that time, the principles contained in them, although there have been periods when no progress in their application was made, and even a retrograde movement commenced, have yet been gradually carried forward, and the present organization of the Grammar Schools effected.

Since the abolishment of the "double-headed " system, the improvements in the Grammar Schools have been chiefly in the departments of classification and in the course of study. In 1866 the principals of the Grammar Schools were given the supervision and care of the Primary Schools in their respective districts. In 1868 the revised course of study for the Grammar Schools was adopted. In 1878 the Course of Study was again revised, and the Board of Supervisors were authorized to issue suggestions to accompany the courses of study for the Grammar and Primary Schools. Since 1878 there have been some modifications and changes in the Course of Study.

By the annexations to the city, and by the establishment of new Grammar School districts, the number has increased to fifty-four. The education of a large majority of the children ends with the Grammar school; therefore, to these children is given as much as possible of arithmetic, bookkeeping, geography, the history of the United States and of England, some elementary physics, and some knowledge of

physiology and hygiene. The plan of study aims to carry on these systematically, so that even those who leave school before the year for graduation are taught to read easily and intelligently, to write legibly, to spell fairly, to express their thoughts intelligibly in writing or speech, to understand enough arithmetic for all common purposes of life, and to have some general information concerning the world in which they live. Instruction in sewing is given the girls, and music and drawing to all. This completes the foundation upon which rests what may afterwards be added of advanced work in school or the teachings of every-day life. Much consideration is given to these schools in which are trained so large a part of the children of our city, and it is believed that the course of instruction contains only essential and practically important studies.

The average whole number of pupils belonging to the Grammar Schools this year was 30,575. The number of graduates in June was 2,072, of which 1,071 were boys, and 1,001 were girls.

HIGH SCHOOLS.

At present there are eight High Schools in Boston,—the two central High Schools, the English High School for boys, and the Girls' High School for girls,—and the High Schools in Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston, for boys and girls. The six suburban schools, with the exception of that in East Boston, were added to the school system of the city by the annexation of the cities and towns in which they were located.

English High School. — At a meeting of the School Committee, held June 17, 1820, Mr. Samuel A. Wells presented a series of resolutions relating to the public schools. It was thereupon "*Voted*, That all that part which relates to the establishment of an English Classical School, be referred to a committee of five." This committee submitted their report to the School Committee at a meeting held Oct. 26, 1820, which was accepted, and it was "*Voted*, That it is expedient to establish an English Classical School in the town of Boston." At a meeting of the Board Nov. 9, 1820, this report was read and debated upon by paragraphs, amended and adopted. It was "*Voted*, That the report be printed and distributed for the information of the citizens, and that the Selectmen be requested to call a town-meeting for the consideration of the same at such time as they may think proper." The following extract from the records shows the action taken by the town: —

At a legal meeting of the inhabitants of the Town of Boston, held on the 15th day of January, A.D. 1821: —

The foregoing plan for the establishment of an English Classical School was submitted, and after debate was nearly unanimously accepted by the Town, but three persons voting in the negative; and the School Committee were authorized to carry the same into effect, — and it was further *Voted*, That the School Committee from year to year. be, and hereby are, instructed to revise the course of studies proposed in the report this day made and accepted for the new School, and adopt such measures as experience shall dictate, and the object of its establishment require.

The school was opened in 1821, in the upper story of the Derne-street school-house. In 1824 it was

removed to the new building on Pinckney street. In 1844 it was removed to the building on Bedford street, which it occupied jointly with the Latin School until 1880, when both schools were removed to the present Latin and High School building.

The following gentlemen served as masters of the school: Mr. George B. Emerson, Mr. Solomon Miles, Mr. Thomas Sherwin, Mr. Charles M. Cumston, Mr. Edwin P. Seaver, and the present head-master, Mr. Francis A. Waterhouse.

Girls' High School. — In 1825 the subject of establishing a public school for the instruction of girls in the higher departments of science and literature was considered by the School Committee, and upon a request from the Board, the Common Council, at a meeting held Sept. 26, 1825, granted the sum of two thousand dollars for the purpose. The Board of Aldermen concurred in this action at a meeting held Oct. 10, 1825, and a High School for girls was established in the upper story of the Bowdoin Grammar School-house, March 2, 1826. Mr. Ebenezer Bailey, master of the Grammar Department of the Franklin School, was elected master of the High School for girls. Upon the resignation of Mr. Bailey in November, 1827, a special committee was appointed to consider and report upon the expediency of continuing the High School for girls. This committee submitted a report Dec. 11, 1827, expressing the opinion that it was inexpedient to continue said school. This report was referred to the next School Committee. At a meeting of the School Board held Jan. 10, 1828, a committee was appointed to consider "whether the

High School for girls shall be continued; whether the girls may not well be allowed to remain at the Grammar Schools *throughout* the year;¹ and whether the time of their continuance at these schools may not be advantageously extended." This committee submitted a report recommending "the introduction of the monitorial system into the Grammar and Writing Schools," and "the elevating and enlarging the standard of public education in all our Grammar and Writing Schools, so as to embrace the branches taught recently in our High School for girls." This report was accepted, and the recommendations were adopted substantially as reported by the committee. The result of this action was the discontinuance of the High School for girls.

The Normal School was established in 1852, and in 1854 the course of study was extended, and the school became the Girls' High and Normal School. In 1872 the training department was separated from the Girls' High School, and an independent Normal School was established, and the High School department was continued under its present name, the Girls' High School. The Girls' High and Normal School was located in the old Adams school-house (the present School Committee building) until its removal to its new and commodious building on West Newton street in 1870.

Roxbury High School. — In 1852 arrangements were made with the trustees of the Roxbury Latin

¹No provision was made for girls to attend the public Grammar Schools till 1789. From that time to 1828 they were allowed to attend half the year, from the 20th of April to the 20th of October. Since 1828, ample provision has been made for their attendance all the year.

School for the establishment of a High School for boys. The trustees were to have the care of the classes, the School Committee certain privileges in visiting and examining, and the city was to appropriate an annual sum for its support. The agreement was ratified June 28, 1852, and the school was opened in August, 1852, in a building on Dudley street. The trustees of the Latin School petitioned the City Government for "a loan to build on their land in Vernon place," now Kearsarge avenue. The petition was granted, and the building was completed and occupied by the classes in the fall of 1853.

In 1854 a High School for girls was established and opened in an upper room of the stone building on Kenilworth street. In 1857 it was determined by the School Committee "that it would be expedient, as soon as possible, to combine, in one school, all High School instruction." This proposition was not favorably considered at that time. In the spring of 1860 the proposition to unite the two High Schools was again presented, and the advantages in economy and convenience to be realized by such action were set forth at length. The City Council concurred, and, during the following summer vacation, the necessary alterations of the building on Kenilworth street were begun. The new school was first opened in 1861. On the annexation of Roxbury to Boston, in January, 1868, the school passed under the control of the Boston School Board. In 1874 the building was enlarged. The demand for increased accommodations was so great that a new building was necessary. The lot has been selected and purchased, and the erection of a new school-house begun.

Dorchester High School.—This school was established in 1852. Before the annexation of the town to Boston, the accommodations of the old school-house were insufficient to meet the increased demands of the school, and a new building was in process of erection at the time of annexation. The new building was completed and occupied in September, 1870.

Charlestown High School.—This school was established in 1848. The original building, erected in 1848, was remodelled and enlarged in 1870.

West Roxbury High School.—The Eliot High School was established in 1849, and was under the supervision of a Board of Trustees. In 1855 the school was placed under the joint supervision of the Eliot Trustees and the School Committee of West Roxbury. Upon the annexation of the town to Boston, in 1874, the trustees withdrew their support. Since that time the school has been known as the West Roxbury High School. Its present building was erected in 1867.

Brighton High School.—This school was established in 1841. Its present building is located on Academy Hill.

East Boston High School.—In February, 1877, a petition was presented to the Board by the East Boston Citizens' Trade Association, for the establishment of a High School in that section of the city. The Committee on High Schools, to whom this petition was referred, submitted a report April 10, 1877, recommending the establishment of a branch High School in East Boston, under the joint direc-

tion of the head-masters of the English and Girls' High Schools. The report was accepted and the recommendation was adopted. The school was established in 1878, and located in the Public Library building, on the corner of Paris and Meridian streets. Subsequently the building was enlarged. In 1880, upon the recommendation of the Committee on High Schools, this school was established as a separate and independent school, and has since been called the East Boston High School.

The High Schools give to those pupils who have completed their course in the Grammar Schools an opportunity to continue their education in advanced studies, the English High School being specially intended for those boys who do not design to enter college, but wish to be fitted for all departments of a commercial life; while the Girls' High School is largely attended by those who intend to become teachers. The Superintendent, in his last report, has criticised the course of study in the High Schools; and, recognizing the requirements of the different schools, advocates a revision, on the principle of special adaptation to the needs of each school. The course of study is for three years, with an advanced course of one year more, in the central schools. The minimum age of entering these schools is thirteen years, the Grammar School diplomas entitling the holders to admission. Applicants other than graduates of Grammar Schools are required to pass a satisfactory examination equivalent to that required of the graduating classes of the Grammar Schools. It is gratifying that the number of pupils in the High

Schools so constantly increases, and that there is such evidence that the education received is of practical value to them.

There are at present eight High Schools. The average number of pupils belonging the past year was 2,272; the average attendance was 2,146. There were 547 graduates at the close of the year, in June.

LATIN SCHOOLS.

The Boston Latin School owes its origin, without doubt, to the action taken at a general meeting of the town of Boston on the 23d day of March, A.D. 1634-5, when Mr. Philemon Pormort was entreated to become schoolmaster. This being the only public school in the town for about half a century, it is generally believed that the elementary branches of education were taught as well as the higher branches. From its establishment the principal object of the school has been to prepare young men for college, as well as for mercantile and other high pursuits of life, and in this regard it has been eminently successful.

In 1650 we find the following record: —

“It is alsoe agreed on that M^r Woodmansey, the Schoolmaster, shall have fitye pounds per annum for his teachinge the schollers, and his proportion to be made up by ratte.” In 1652 “Sarg’t. Richard Cooke is granted Libertie for to set a house one the Towne’s ground, which is betwixt the towne’s house in which M^r. Woodmansey now liveth and the town skoole house.” It appears that the house in which Mr. Woodmansey lived was the property of the town, and situated near the school, on School street, with

only one lot between, which belonged to the school-house. In 1657 the rent of this lot was assigned to the schoolmaster. In 1656 it was "ordered that the select men shall have liberty to lay outt a peece of Ground outt of the townes land, which they give to the building of a house for instruction of the youth of the towne." In the same year we find a record concerning the building of "the schoole house chimny." In 1664 it was ordered "that John Hull and Petter Oliuer is to take care about the inlardgment of the towne schoole-house." In 1666 the town "agreed with M^r Dannel Hinchman for £40 p. ann^m to assist M^r. Woodmansey in the grammer Schoole & teach Childere to wright, the yeare to begine the 1st of March 65-6." Soon after this the following record occurs: "M^r Jones one the 28: 3^{mo}. 1666 being sent for by the Select men for keep^g a schoole and being required to performe his promise to the Towne in the Winter to remoue himeselfe and famyly in the springe: And forbideng to keep schoole any longer." From this record it appears that Mr. Jones had opened a private school without the sanction of the town, and was therefore required to depart. The next year "Mr Will Howard hath liberty to keep a wrighting schoole, to teach childeren to writte and to keep accounts;" and in 1668 "Mr. Robt. Canon is licenced keepe schoole." There are numerous records at various times after this where permission of the town was granted to people to open private schools.

In 1667 Mr. Benjamin Thompson was "made choice of by the selectmen for to officiate in the place of the

schoole master for one yeare, Mr. Hull being apointed to agree for tearmes, what to allow hime p. Annũ." From this record we are inclined to think that Mr. Woodmansey must have retired from the school at this time. He probably died soon after, for in the fall of 1669 Mr. Raynsford was "to giue notice to M^{rs} Woodmansey that the towne occasions need the vse of the schoole house and to desire her to prouide otherwise for her selfe." In the following March, "Vpon the request of Mrs Margeret Woodmansey, Widdowe to prouide her a house to lue in, if she remoueth from the schoole-house, It was granted to allowe her £8. p. an for that end, dureinge her widdowhood."

In December, 1670, occurs the first mention in the records of the famous "Master Cheever," who for thirty-eight years after this exercised so important an influence upon the education of the people of Boston.

Mr. Benjamin Tompson retired from the school and removed to Charlestown, where he occupied the position which Mr. Cheever resigned, to accept the mastership of the school in Boston. Mr. Cheever died August 21, 1708, "venerable," says Gov. Hutchinson, "not merely for his great age, 94, but for having been the schoolmaster of most of the principal gentlemen in Boston, who were then upon the stage." Rev. Cotton Mather, who was a pupil of Mr. Cheever, preached a funeral sermon.

Mr. Cheever was succeeded by Mr. Nathaniel Williams. In 1734 Mr. John Lovell was appointed master, in place of Mr. Williams, who resigned his position. Mr. Lovell was followed in succession by Mr. Samuel Hunt, Mr. William Biglow, Mr. Benj. A.

Gould, Mr. Frederic P. Leverett, Mr. Charles K. Dillaway, Mr. Epes S. Dixwell, Mr. Francis Gardner, Mr. Augustine M. Gay, and the present head-master, Mr. Moses Merrill.

For many years the Latin School-house was situated on School street, just in the rear of King's Chapel.

In 1704 a new school-house was erected on the site of the old one, and in January, 1705, the new building was completed and occupied.

In 1748 the old school-house had fallen into decay, and to make room for the enlargement of the neighboring chapel, it was taken down, and a new building was erected on the opposite side of the street.

A new school-house again became necessary in 1812, and a more substantial building of brick, with a granite front, was erected on the same site. The Latin School occupied the upper story only of the three stories of the building until 1816, when the middle story was also taken for the use of the school. Not long after this time the number of pupils increased so rapidly under the popular management of Master Gould, that the Grammar School, which had occupied the lower story of the building, was removed to other quarters, and the Latin School occupied the whole building, which it continued to occupy until the year 1844, when the demand for enlarged accommodations rendered a new school-house necessary. The Latin School was removed to the new school-house in Bedford street, which it occupied jointly with the English High School until the present Latin and High School building was completed and occupied in 1881.

This school, so long the pride of the city, remains a classical school, preparing its graduates for admission to college. The course of study has been somewhat modified to meet the requirements of Harvard University, and thorough instruction is given in modern languages and physics. Instruction in military drill is given to boys in the Latin and High Schools.

The Girls' Latin School was organized in February, 1878, and is carried on in the same building with the Girls' High School. The growth of this school has been such as to show a great increase in the demand for classical education for girls. Beginning with a membership of 28, the pupils now number 180. In 1885 the Girls' Latin and Girls' High School were placed under the care of the same master, under title of Head master of the Girls' High and Latin Schools.

The regular course of instruction in the Latin Schools is for six years, the minimum age of entrance being eleven years. Graduates of Grammar Schools are admitted without examination to such classes as their qualifications entitle them to enter. Other applicants must present certificates of character from the principals of the schools they last attended, and pass an examination equivalent to that required for admission to the third class of the Grammar Schools. These examinations for admission are held on the third Saturday in June and on the first Wednesday in September of each year. In the Girls' Latin School, special facilities are now offered to Grammar School graduates, enabling those who have the ability to complete the course of study in four years, and many girls are taking advantage of the opportunity.

The average number of pupils belonging to the Latin Schools for the year ending June, 1888, was 578, the average attendance during the year being 556. At the close of the year, in June, 33 boys and 9 girls graduated from these schools.

NORMAL SCHOOL.

In the first annual report of Nathan Bishop, Esq., the first Superintendent of the Public Schools in Boston (1851), he recommended the establishment of a Normal School as a part of the Boston system of public instruction. This suggestion was referred by the School Committee, at a meeting held Jan. 13, 1852, to a special committee of five members of the Board. This committee submitted a report in favor of the establishment of the school, and the Board passed an order, appended to the report, transmitting the report to the City Council, with the request "that the necessary votes may be passed to establish the proposed school." The Committee on Public Instruction of the City Council, to whom the subject was referred, unanimously recommended the passage of the following order: —

"*Ordered*, That a Normal School be established in the Adams School-house (Mason street), as a part of the system of public schools, for the purposes set forth in the report of the School Committee, being City Document No. 32, for the present year."

This order was passed by both branches of the City Government. The School Board, at a meeting held Aug. 3, 1852, directed the sub-committee on

the Normal School to draw up a plan of organization of said school, with the necessary rules to carry out the plan. This committee submitted a report, and at the meeting of the Board held Sept. 14, 1852, directed the sub-committee on the Normal School to proceed to the organization of the school, in accordance with the recommendations of the report. The school was organized and located in the school-building on Mason street, in 1853. In 1854 the course of study was extended, and the school was called the Girls' High and Normal School. Oct. 3, 1870, the school was transferred to the new building on West Newton street. In 1872 the Normal School was separated from the Girls' High School, and located in the Rice Grammar School-house. Mr. Larkin Dunton, the present head-master, was elected principal of the school.

The question having been raised by the City Council as to the legal right of the city to maintain a Normal School, the Legislature passed an act, approved April 15, 1874, ratifying what had been done in establishing the school, and conferring on the School Board the same power to maintain and continue the school as they had to maintain and continue the other public schools of the city.

The Normal School, since its separation from the Girls' High School in 1872, has been strictly a professional school, maintained solely for the purpose of preparing young ladies graduating from the High School for the work of teaching in the public schools. Under an exceptionally strong and able corps of teachers, the true object of a Normal School is here

faithfully adhered to, the pupils being trained in the art of giving instruction, both theoretically and practically. For this training in actual work of the school-room ample opportunity is afforded in a Grammar School for boys, a Primary School, and a Kindergarten. Pupils who have completed the fourth year of the High School course are admitted without examination. Other candidates must show to the headmaster, both by examination and recommendation, that they are qualified. Last June, 84 young ladies graduated from the school and received certificates rendering them eligible for service as teachers in the public schools. The whole number of graduates is 974, most of whom have become regular teachers.

With the establishment of the public Kindergartens, and the necessity for teachers specially trained for that work, a new demand was made upon the Normal School. An efficient Kindergarten teacher must not only be thoroughly familiar with the principles of education, but must also have special instruction to fit her for Kindergarten work. The committee on the Normal School, after much deliberation, decided that it was desirable, if not absolutely necessary, that the present course of instruction should be modified and enlarged, and the School Board voted that the course of study should be for a year and a half instead of one year as formerly. The Committee on the Normal School has submitted the necessary amendments to the rules and regulations to carry out their suggestions, and the school will soon be enabled to meet the full wants of teachers for the public schools of every grade. This school has secured a high and

honorable position, and is a vital and beneficent force in our Public School system.

HORACE MANN SCHOOL.

This school, now in its twentieth year, is designed to give an elementary education to the deaf, and to teach those children who are deaf-mutes the use of ordinary language. Any deaf child over five years of age, not mentally or physically disqualified, is entitled to admission.

The enthusiastic and devoted principal, with her skilful assistants, have brought the school to a high degree of excellence, and their work should be encouraged by being better known.

The State, by its liberal provision for the education of the deaf and dumb children in the Commonwealth, bears almost the whole expense of the school, leaving it under the care of the School Committee. The city receives from the State \$100 for each city pupil and \$105 for each out-of-town pupil. The total expense of the school last year was \$9,434.57. The amount received from the State was \$6,847.16. Numerous friends also show their interest in the success of the school and the welfare of the pupils by substantial gifts to those who are needy, and books and material to be used in the school.

For several years this school has suffered for larger and more suitable accommodations. More than a year ago it became necessary to grant the use of two rooms in the Appleton-street Primary School-house to meet its needs in this particular. In February, 1885, the Committee on School Houses was instructed

to petition the State for a lot of land for a new building. By an act approved April 29, 1885, the Commonwealth granted to the City of Boston the perpetual right to use a lot of land on Newbury street, near Exeter street, for the purpose of erecting and maintaining thereon a school building for the use of the Horace Mann School. This grant was made upon the condition that the city should, within three years from the date of the passage of the act, erect the school-house. At the request of the School Board the time has been extended, and the building now in process of erection will soon be ready for occupancy.

EVENING SCHOOLS.

These schools are designed for the instruction of such persons as have not acquired a competent education, and yet are unable to avail themselves of the advantages of the day schools. The need of such schools in this city was observed many years ago, especially by persons engaged in charitable works among the indigent classes; and to meet this want, free evening schools for very elementary instruction were opened under the auspices of two or three charitable or religious organizations. These schools deserve to be mentioned and remembered, for they were carried on by self-sacrificing and benevolent persons, and they were sources of much good. But they were inadequate as a permanent provision for the purpose in view. This being clearly evident, the question of establishing evening schools at the public expense began to be agitated. But it was objected that municipal corporations had no legal right

to provide schools for teaching the elementary branches to pupils above fifteen years of age. The schools above mentioned, however, were subsidized by the city to the extent of the proceeds of the city hay-scales, amounting to about \$1,200 a year, aid from this source being deemed allowable, as it was not drawn from taxation. In 1857 an act was passed permitting the establishment of schools, other than those already required by law, for persons over fifteen years of age, thus wholly disposing of the legal objection.

In 1868 the City Council appropriated \$5,000 for the evening schools. A standing committee, appointed by the Board to take charge of the new enterprise, prepared the requisite regulations, and opened nine schools for teaching the elementary branches, with forty-four teachers and an enrolment of 1,566 pupils. During every subsequent year this department of our school system has increased in efficiency and usefulness. Its success has fully justified the wisdom of creating it. Although not thoroughly appreciated by all whom they might benefit, a large class in the community accept the advantages offered. The elementary evening schools, where reading, writing, and other elementary branches from the beginning are taught, are located in different parts of the city where they are most needed. Two of these schools are for the important work of teaching English to Germans and others of foreign birth.

The Evening High School was established in 1869, and was opened as an experiment. From the outset it was eminently successful. The growth and pros-

perity of this school have been gratifying in the highest degree. Pupils of both sexes are admitted. The course of study includes English Composition and Penmanship, History and Civil Government, Commercial Arithmetic and Book-keeping, Algebra and Geometry, Phonography and Physiology, with some classes in French, German, and Latin. Nearly half of the pupils have attended the Grammar Schools and wish to continue their studies, while many desire instruction in special branches to fit themselves better for their daily occupations.

In May last a communication was received from the people of Charlestown, asking for the establishment of an Evening High School in that section of the city. Upon the recommendation of the Committee on Evening Schools, who considered the subject, the Board voted that it was expedient to do so, but owing to the condition of the appropriation, it was not until late in October that the accommodations were ready. The school was opened as a branch of the Evening High School November 7, and placed in charge of the present head-master of the Charlestown High School. The sessions of the school are held on Monday, Wednesday, and Friday evenings, and instruction is given in English Composition, Book-keeping, French, and Phonography. The number of pupils belonging to the school is 153, with an average attendance of 111. This action on the part of the Board is regarded as an experiment, the result of which will have considerable influence in deciding the question of maintaining local Evening Schools for instruction in the higher branches.

The standard of the teaching force in these schools has been advanced during the past few years. The male teachers in the day schools have been permitted to teach in the evening schools, and several have accepted such positions. There has been difficulty in obtaining experienced and successful teachers, on account of the small inducement in the matter of salaries. There was special need in the larger evening schools for an experienced male teacher of a higher grade than assistant, to assist the principals in the management of the schools. The Board has recently established the rank of first assistant in the Evening Elementary Schools, and this will give an opportunity for increased efficiency. Extra expenditure, even lavishness, may be forgiven for pupils who are so anxious for self-improvement, or to make up for deficiencies in early education, that they are willing to go to the school-room every evening after a day of hard work.

Another important measure which will result in the great improvement of the evening school service is the preparation and adoption of carefully prepared courses of study. At the request of the School Board the Board of Supervisors submitted uniform and systematically arranged courses of study for the Evening High and Elementary Schools. These were adopted, and the schools entered upon the new course at the opening of the present term.

During the term of 1887-88, 5,714 pupils were registered in the evening schools; the average whole number belonging was 3,068; the average attendance was 2,157.

The total expense for Evening Schools the past year was \$33,312.95.

EVENING DRAWING SCHOOLS.

The act of May 16, 1870, required that Industrial Drawing Schools should be maintained in all cities and towns in the State having 10,000 inhabitants and upwards. An Evening Drawing School was opened in the Institute of Technology in the autumn of that year. Eight teachers were employed in the departments of freehand and mechanical drawing; the whole number of pupils instructed was about 500, the average attendance being 380.

From that time other schools have been opened. From their organization these schools have made constant and satisfactory progress. During the past year the city maintained five Evening Drawing Schools: one in East Boston, one in Charlestown, two in the city proper, and one in Roxbury. The subjects taught in these schools are Freehand, Model, Perspective, Geometrical, Machine, and Architectural Drawing, Building Construction, and Ship-draughting.

The term of the Evening Drawing Schools begins on the third Monday in October, and closes on the Friday next preceding the third Monday in March. The sessions of the schools are held Monday, Wednesday, and Friday evenings, from half-past seven to half-past nine o'clock. Applicants for admission must be fifteen years of age or over, and must join the schools at the beginning of the term. Diplomas are awarded, at the end of the term, to

those who have completed the course creditably. During the term 1887-88, 862 pupils were registered; the average number belonging was 503, and the average attendance was 440.

MUSIC.

Instruction in vocal music has long been recognized as an essential and practical branch of our public-school education.

More than half a century ago, in 1836, the memorial of the Boston Academy of Music, that vocal music be introduced as a branch of instruction in the schools, was presented to the School Board. This memorial was supported by petitions signed by numerous citizens. The special committee to whom the matter was referred reported the following year in favor of granting the prayer of the petitioners, but the necessary appropriation could not be obtained from the City Council. Dr. Lowell Mason, who was at this time a professor in the Boston Academy of Music, offered to give instruction gratuitously in one of the schools, in order to test the experiment; and in November, 1837, the School Board voted that the experiment should be tried in the Hawes School, South Boston. The results of the experiment were very satisfactory; and the Board, in 1838, convinced of the utility and practicability of providing instruction in vocal music in the public schools, added this study to the required subjects to be taught; and Dr. Lowell Mason was placed in charge of this department. From this beginning has grown up the present system of musical instruction in common schools.

Of its healthful and beneficial influences, its elevating and refining power, its resources of pure and innocent enjoyment, its value as a physical exercise, it is needless to speak. Vocal music has become a necessary item in the curriculum of every educational institution and system.

For a sketch of the introduction and progress of the instruction in vocal music in the public schools of this city we refer to the recent report of the Committee on Music.

During the past year a radical change has taken place in this department. The duties of the Committee on Drawing and Music were divided in October, 1887, and the supervision and care of instruction in music was placed in the hands of the Committee on Music. This committee began at once an investigation into the subject, in order that they might be thoroughly informed in regard to the branch of study confided to their care. They were somewhat influenced in their course by the action of the Board, in 1886, with reference to this branch of the service, and by the report of the Superintendent of Schools upon the subject, and also by the order passed early in 1887, calling for information concerning this study, in response to which no report had been submitted by the Committee on Drawing and Music, then in charge of this department. Their investigation, we believe, was thorough and impartial. It was ascertained that during the past few years there had been a lack of uniformity in the methods of the special instructors, and a departure from the prescribed course of study. While conducting their inquiries

with regard to these differences they were deeply impressed with the merits of the Normal Music Course, and as they proceeded further with their investigation these impressions were strengthened, and the committee were unanimously of the opinion that it was desirable to fully test the Normal Music Course by its practical use in the schools. They, therefore, recommended its adoption and use in the Grammar and Primary Schools of the Rice Training School, and of the third and sixth divisions. As the revised edition of the National Music Course was at this time presented, the committee, wishing to show a proper respect for the opinions of those who strongly advocated its claims, recommended the adoption and use of the revised edition of the National Music Course in the Grammar and Primary Schools of the first and second divisions. Under the supervision of experienced instructors, specially skilled in the systems under their care, opportunity will be afforded to members of the Board and to all interested in this branch of instruction, to follow closely and critically the work in this department, and prepare them to act intelligently upon the subject in the future.

DRAWING.

Drawing has been recognized as a branch of study in our public schools for many years. It was first introduced into the English High School, where it was, from 1827 to 1836, a *permitted* study in the upper class, and subsequently an obligatory one. But until 1853, as there was no special teacher of drawing, it received little or no attention. At length

special teachers of drawing, on very small salaries, were appointed for the English High and Girls' High and Normal Schools, at the time of the establishment of the latter institution. This was the first practical step towards securing instruction in drawing; but for a long time only the meagrest results were produced in these schools, owing to the apathy on the subject. In 1856 no instruction in drawing was given in the Primary and Grammar Schools. Soon after this the Boston Primary School drawing slates and tablets, prepared by the Superintendent of Schools (the late Dr. Philbrick), were introduced into the Primary Schools; but their use did not become general and effective until it was made obligatory in the new programme of studies, which was adopted in 1864. Just before this Mr. Bartholomew's books were introduced into the Grammar Schools. The system was imperfect, no doubt, but it was a real beginning. Drawing gradually grew into favor. The new programme for the Grammar Schools, which went into operation in 1868, laid down a graded course of instruction in drawing for those schools.

A Standing Committee on Drawing was established, and it entered upon its work early in 1870. In May, 1870, instruction in drawing was made obligatory by law. With the annexation of Roxbury and Dorchester, two High Schools were added to the system, each of which was provided with a special teacher of drawing. Each of these teachers, in addition to their instruction in the High Schools, was required to inspect and supervise the instruction in drawing in one of the five districts into which the

Grammar Schools of the city were divided for this purpose. Thus the organization and plan of management was completed, with the exception of a director. In 1871 a director of drawing was appointed, and Mr. Walter Smith, a graduate of the Normal Art School at South Kensington, London, and subsequently Art Master at Leeds, was appointed to the position. In 1878 the number of special instructors of drawing was reduced to three, in addition to the director. In September, 1880, the special instructors of drawing were discontinued, and a director only was appointed. In 1881 the present director, Mr. Henry Hitching, was elected. The course of study in drawing has not been materially changed for several years.

MANUAL TRAINING.

The great interest in the subject of manual training continues unabated, and a proportionate impulse has been given to its promotion during the last few years. While its importance is very generally recognized, opinion still seems to be divided as to the best way of combining such instruction with the ordinary education now given in the Grammar Schools without subverting any existing arrangements. Boston should have a separate and fully-equipped School for Manual or Industrial Training, to which pupils could be sent from the Grammar Schools, as they are now to the Latin and High Schools. It is hoped that such a school, combining work and study, may ultimately be established. During the last four years an admirable instalment of such instruction has been given in

the Schools of Carpentry and Cooking. Ten classes of boys, of twenty each, have received one lesson a week in carpentry and the use of wood-working tools.

This limited experiment seems to have been a success, and lack of suitable accommodations only prevents the further development of this popular branch of instruction.

Still more popular are the classes in cooking, carried on in the different School Kitchens, under the management of the committee. These were originated by private enterprise, and are still largely indebted to private liberality; but the city is assuming the expense as fast as possible, and the instruction received is most thoroughly appreciated, and turned to good account in the homes of the pupils.

The city maintains one Manual Training School, and five Schools of Cookery. The latter schools are located as follows: One in the city proper, one in Roxbury, one in South Boston, one in Jamaica Plain, and one in Charlestown.

For further information, and for the statistics of these schools, we refer to the report of the Committee on Manual Training Schools.

SEWING.

Instruction in sewing was given in the Primary Schools to a greater or less extent from the establishment of those schools.

In 1835, upon the petition of a committee of ladies of the Seamen's Aid Society, praying that needlework

might be taught to the girls in the Grammar Schools, the School Board adopted the following resolution:—

Resolved, That the girls of the second and third classes, who attend the public writing schools of this city, may be instructed by the female instructors of said schools in plain sewing, one hour in the afternoon of every school-day, beginning forthwith, and ending the first Monday in November of the present year, and in future years beginning the first Monday in April and ending, as aforesaid, the first Monday in November.

The instruction in sewing thus provided for went on quietly and somewhat languidly, and no especial attention being called to it, it is probable that it became neglected, in some of the schools at least.

In 1854 renewed interest in the subject was created, and a petition, signed by thirty-nine hundred and forty-seven women of Boston, requesting that sewing might be introduced into all the Grammar Schools for girls, was presented. The special committee to whom the subject was referred reported that they believed the usefulness of the schools would be enhanced by the proposed change, while their efficiency in respect to other branches of education would not be impaired by it, and that no girl could be considered properly educated who could not sew. Upon the recommendation of this committee, the Board, in March, 1854, passed the following regulation and orders:—

Instruction in sewing shall be given to all the pupils in the fourth class of the Grammar Schools for girls. There shall be given to each pupil in those classes two lessons, of not less than one hour each, every week. The sub-committee of each

school shall nominate to this Board for confirmation some qualified person as teacher of sewing, whose compensation shall be \$200 per annum.

Ordered, That the sub-committees of each of the Grammar Schools for girls be instructed to make the necessary arrangements for carrying the regulations concerning sewing into effect forthwith.

Ordered, That the sub-committee of each of the several schools be authorized to furnish materials for sewing, to an amount not exceeding \$20 annually, for each school in which instruction in the art is introduced.

The Grammar Schools at this time were divided into four classes only. The fourth class, which was the lowest, contained about one-third of all the pupils in these schools. In 1868 the number of classes in the Grammar Schools was increased from four to six in all the schools; and in November, 1870, the rules were amended so as to provide that instruction in sewing shall be given to the fourth, fifth, and sixth classes in the Grammar Schools for girls, provided that not more than six divisions be taught in any one school.

In 1876 provision was made for the extension of the instruction in sewing to the upper classes, on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed.

In 1875 a Standing Committee on Sewing was established. At this time, a question having arisen as to the legal right of the Board to employ special teachers of sewing, an order was passed requesting the opinion of the City Solicitor on this point. His opinion, given May 18, 1875, was, that it was not

competent for the Board to employ special teachers to teach the art of sewing in the public schools. In 1876, upon the petition of the School Board, the following act was passed:—

Acts and Resolves, 1876, chap. 3.

AN ACT authorizing the Teaching of Sewing in the Public Schools. Be it enacted, etc., as follows:—

SECTION 1. Sewing shall be taught, in any city or town, in all the public schools in which the School Committee of such city or town deem it expedient.

SECT. 2. The action of the School Committee, of any city or town, in causing sewing to be taught in the public schools thereof is ratified, confirmed, and made valid to the same extent as if this act had passed prior to such teaching.

SECT. 3. This act shall take effect upon its passage. [Approved Feb. 1, 1876.]

No part of manual training is more satisfactory in its immediate results than the *sewing*. Training the eye and *both* hands (differing from drawing in this), and carried on at very little expense, this industrial work is assuming its true place as a valuable educational influence. The instruction, which is thorough and practical, is given, for two hours each week, to all girls in the fourth, fifth, and sixth classes, and, in some of the large schools exclusively for girls, is continued in the upper classes for one hour each week. In these classes the pupils are taught, to some extent, the cutting as well as the making of simple dresses and other garments. This small amount of time does not encroach much upon the ordinary school work, and certainly much good is accomplished. The greatest difficulty has been the

lack of systematic gradation of the work; so that any orderly classification of what is done is very difficult. Less trouble is now experienced than formerly, as the teachers keep on hand a supply of fitted work, and care is taken to provide what is suitable for the capacity of each pupil. As far as possible, a regular course is undertaken with each pupil.

This instruction is useful to all, both rich and poor, encouraging habits of carefulness and industry; developing a taste for quiet, regular employment; furnishing a resource against idleness; and adding largely to the power of self-support.

The sewing exhibitions, established a few years ago, have increased the interest, and produced good results. They do not interfere with the regular work of the schools, being usually appointed for the annual visitation day of the schools; but on the contrary give an opportunity to parents and others to observe the practical instruction in this subject.

There are at present 30 sewing teachers employed. The expenditures in this department the past year were: Instructors, \$16,121.07; sewing materials, \$100.03.

HYGIENE.

It has lately been asserted that much of the legislation for the health of the community at large has been brought about by the solicitude of the School Board for the health of the pupils in the public schools. It is the recognized duty of the School Committee to provide for the physical well-being of the pupils, as well as for their mental development;

and earnest and thoughtful consideration is given to the sanitary condition of the school-houses, to the enforcement of the ordinary laws of health, and to the subject of school hygiene in general.

It was not till 1864 that instruction in physical culture was uniformly adopted in the schools, though some attention had been given to the subject by individual teachers. Physical exercises are now required in all classes, and no feature is more attractive or more noticed by visitors to our schools from other cities than this part of the instruction.

Military drill for boys was about the same time introduced into the High Schools, and has proved in many ways a valuable training.

In 1876 the attention of the Board was called to the importance of appointing an officer whose special duty should be to look after the sanitary condition of the school-houses, and, as far as possible, the health of the pupils. The matter was before the Board for several years, and in 1885 the present Instructor in Hygiene was appointed. His annual reports furnish details of what has been done for the promotion of health in the schools.

All available improvements have been considered, and, when possible, adopted, to secure the best sanitary conditions in the school buildings; and a great deal has been done in improving the ventilation, the full importance of which is so thoroughly realized by the School Committee. It is a pity that needed improvements must be so costly, and that there are still rooms to be found where the number of cubic feet of air is far too small for the number of pupils; but these are now the exception.

Special regulations have been adopted to check the spread, and suppress if possible, contagious diseases, by early notification of all cases, and stringent rules to prevent pupils from coming into contact with those suffering from such diseases. In short, every effort is made to secure for the public-school children sound and vigorous bodies, and to keep them in a condition of health and strength.

EXPENDITURES.

The financial school-year ends the first day of May of each year. It has been customary in alluding to the expenditures in the annual reports to make a statement of the expenses for the year ending the first of the preceding May.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past twelve 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
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,227 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . .	1,485,343 29	33,388 28	1,451,955 01	62,239	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,223	24 10

By examining the above table it will be seen that the cost per pupil has been gradually reduced year by year since the reorganization of the School Board. In 1884-85 the free text-book law went into effect, and the added expense of supplying free text-books increased the cost per scholar \$1.22 for that year. In 1887-88 it became necessary to replace a considerable number of the text-books which had been worn out, and this was the reason, to a large extent, of the increase in the cost per pupil, for that year, of seventy-eight cents. In 1877-78, with 51,759 pupils, at a time when only indigent pupils were supplied with free books, the cost per pupil was \$27.54. In 1887-88, with 62,226 pupils, and when all the text-books and school supplies were furnished without expense to the pupils, the cost per scholar was \$24.10. It seems unnecessary to add anything to such a record to show that the School Board has taken a judicious and economical course in the management of the expenditures under their control.

The expenditures for our public schools amount in the aggregate to a large sum, and it is due to the people that a complete and detailed statement should be submitted to them, and due to the Board that this statement should be carefully considered before any opinions are formed and expressed relating to the management of the school finances. The Board believes that it is not expected of it to enter into elaborate comparisons with the expenditures of School Boards in other cities, to prove that it costs less per scholar to educate a pupil in Boston than in other places. The question with the people of our city has

been, and is, not how much has been spent, but are the expenditures wise and economical. However large the sum which is raised, if honestly and judiciously expended, it contributes to a higher public morality, to greater power of production, and to the general prosperity of the city. In this particular the Board invites the most searching scrutiny. The Board places before the citizens minute and carefully prepared particulars of the school expenses. The people must decide the question.

In February last the Board approved and forwarded to the City Auditor the estimates for the year 1888-89. The amounts asked for were as follows: Salaries of instructors, \$1,269,678; salaries of officers, \$58,180; school expenses, \$288,000; kindergartens, \$20,000; making a total of \$1,615,858. The City Council granted the amounts asked for, with the exception of that for "school expenses," in which a reduction of \$57,680 was made. From the last report of the Committee on Accounts of the School Board, an abstract of which will be found in the Appendix to this report, which we commend to every one interested in our school finances for careful perusal and consideration, we quote the following: —

It is very difficult for a department spending \$1,500,000 per annum to estimate in February precisely the amount needed for the year beginning the May following. Many contingencies may arise not contemplated when the estimates were prepared. A gain of pupils in one locality, although offset by a loss in another, adds to expenses. The increase of pupils in the higher grades adds to salaries, even though the total number of pupils does not increase. Another element to contend with is the price of coal, as an increase of one dollar per ton adds about \$12,000 to expenses.

These few instances will show how difficult it is to estimate just how much money will be required. The rule is to estimate as closely as possible, and to confine expenses to what is absolutely required.

From the statement submitted to the Board by the Committee on Accounts, Nov. 13, 1888, of the appropriations as made by the City Council for the present financial year, and the expenditures incurred to that date, being seven months' payments of the financial year, we learn that "the amount to the credit of school expenses (\$40,868.43) will be sufficient to pay expenses until January 1, leaving the draft payable February 1, partially, and the remaining drafts (March 1 and April 1) entirely unprovided for." This item of "School Expenses," it will be remembered, was reduced by the City Council \$57,678. In alluding to this action of the City Council, the Committee on Accounts, in their report, state that —

Ten years ago the City Council granted the appropriation "School Expenses" \$251,500, and this year the amount granted is \$210,322, a reduction of \$41,178. During the past ten years the pupils have increased 10,467, the amount required for janitors' salaries has increased more than 30 per cent., and the School Board is supplying pupils under a law requiring all books and supplies to be furnished free. Under these circumstances your committee cannot understand why the City Council reduced the appropriation "School Expenses" over 16 per cent. from what was granted ten years ago; and it is difficult to see how the necessary expenses can be met with the money granted.

The increase in the amount granted to the School Board in the last decade was $9\frac{8}{10}$ per cent.; to the Police Department, $43\frac{6}{10}$ per cent.; and to the Fire

Department, $44\frac{9}{10}$ per cent. No comments are necessary on such comparisons as these.

The Board feels confident that the City Council will find the means to defray the expenses for that portion of the present financial year now unprovided for.

SCHOOL ACCOMMODATIONS.

By the act reorganizing the School Committee of the City of Boston, the powers of the Board were increased so that no new school-building can be erected, or any addition to or alteration of a building for school purposes of an estimated cost of over one thousand dollars be made, until the School Board approves the location and plans. This undoubtedly was a wise extension of the powers of the Board. At present, when a new school-building is needed, the School Board calls the attention of the City Council to the fact, and requests that a school-house be erected. Here their power in *obtaining* the building ceases. The City Council decide whether the request of the School Board shall be granted. If the request be granted, the School Committee then have the power to approve or disapprove of the location and plans for the building. It has often been suggested that the School Board should have the power of not only determining when additional school accommodations, temporary and permanent, are needed, but of providing them. There appears to be strong grounds for the suggestion. The City Council are entitled to great credit for their generally liberal appropriations, but in this important particular they

do not and cannot possess the knowledge of the needs for additional school accommodations without great trouble, while the School Board, intrusted by law with the care and management of the schools, are fully acquainted with their wants, and know when and where new buildings are needed. We believe the public-school interests would be better served by increasing the power and responsibility of the Board in this particular. The demands for additional school accommodations is steadily assuming proportions which will call for special attention. At present there are three school-buildings in process of erection, — the Grammar School-house at South Boston, the Horace Mann School-house, and the new building for the Roxbury High School.

During the past year the Board has found it necessary to ask the City Council to erect a new Grammar School-house in Dorchester; three new Primary School-houses in various sections of the city; to make more or less extensive repairs in nine school-buildings; to provide temporary school accommodations in five districts; and to enlarge the yards of two school-houses. In addition there are several orders relating to school Houses now in the hands of the Committee on School-houses of this Board, for their investigation and report. In some of the districts, notably in South Boston, Roxbury, and Dorchester, the needs for increased accommodations are most urgent. The School Board has done all it can do, which is to request the City Council to provide the necessary accommodations. In the South Boston district the demand was so great as to call forth an appeal from

the citizens of that section. The appeal was presented to the School Board four months after a special request had been sent to the City Council calling attention to the numerous requests of the Board covering a period of three years, for additional school accommodations in South Boston. In the Roxbury district the needs for additional school accommodations were so urgent that on the recommendation of the committee in charge, three requests for additional Primary School accommodations in one school district (Lowell) were forwarded to the City Council, the first of which was passed by this Board Nov. 22, 1887. It is not in any spirit of criticism that these statements are made, but in order that the Board may be relieved from any supposed negligence on its part. We appreciate fully the difficulties under which the City Council must labor in trying to meet the demands of the several city departments. Their duty in granting appropriations, restricted in a measure by recent laws limiting taxation, is arduous and perplexing. We have attempted to show the needs of the schools in regard to school accommodations, and have confined ourselves to the statement of the existing demands.

In November, the Board received the sad intelligence of the death of one of its members, Mr. Edward C. Carrigan. At a special meeting of the Board, held Nov. 10, 1888, the following resolutions were unanimously adopted:—

It is with feelings of great sadness that the Board is called together by the announcement of the sudden decease of one of its members, Mr. Edward C. Carrigan.

Cut off in the prime of life, and when he was entering upon a period of especial usefulness, it is pleasant for his friends to remember that his previous record is abundant in good deeds and public benefits. Mr. Carrigan determined to get an education, and with that indomitable courage and perseverance which have been so prominent during his life, he surmounted all obstacles and prepared himself for admission to Dartmouth College, where he graduated in 1877. Soon after his graduation he entered the service of the city of Boston as principal of one of the evening elementary schools. His valuable and successful work attracted the attention of the Board, and he was placed at the head of the Evening High School in 1881, where he remained until his retirement in 1886. The Board has placed upon its records its full appreciation of his faithful and valuable services in the evening schools.

While preparing himself for the legal profession, much of his time and energy was given to the cause of education. His services as a member of the State Board of Education have been recognized, and have been earnest and fruitful. Though a member of the School Board but a short time, yet he had already entered upon his work with that characteristic vigor and devotion which left no doubt that his whole duty would be faithfully performed. He has given his time, thought, and strength to the advancement of our public schools. No task was too difficult which would result to the advantage of teachers and schools.

His genial and generous nature promptly responded to every appeal for assistance and advice. Those who knew him in his early life speak in the strongest terms of his earnestness in every undertaking, his generous and sympathetic impulses, his cheerfulness, and his warm friendship. We who have known him later in life bear testimony that these traits of character strengthened and broadened with his life.

He gave himself heartily and wholly to the cause of others, and no sacrifice was too great to prevent his giving his time and strength where good might be done, or where the cause of education might be advanced. Determined and persistent in his opinions and in the cause he advocated, he aimed at what he felt was just and right and for the best interests of the people.

We shall sensibly miss his genial presence, his courteous and manly bearing in this Board.

We extend to his sorrowing relatives and friends our heartfelt sympathy in their great loss.

We recommend that this expression of our regard for our departed friend be entered in full upon the records of the Board, that a copy be sent to the brother of the deceased, that the desk lately occupied by Mr. Carrigan be draped in mourning for a period of thirty days, and that a committee of three be appointed to attend the funeral of our late associate.

In this brief statement of the School System, which leads its pupils from the Kindergarten to the University, the committee has attempted to show that the education given in the schools is broad, generous, and symmetrical. Criticised in some things as being antiquated, and not sufficiently progressive, our schools are yet *good*.

The course of study tried and sifted for years is, on the whole, an excellent course, and if properly carried out, by no means too hard for the ordinary child. Educational instruments and helps of all kinds at the disposal of the schools are plentiful and varied, and everything is done to make school-days happy and pleasant, and the studies attractive. The school-buildings are in good order, with very few exceptions among the older ones; and if the new ones are luxurious and far too costly, they are warmed, ventilated, and lighted in the best manner known to modern science. The position of teacher was never more respected than at the present time, and while it is perhaps too much to say that they are all first-class teachers, it would be hard to find more

faithful, earnest, devoted, and able teachers than those of our city. Most of them are inspired with a true professional enthusiasm, as may be seen in the societies formed for mutual improvement and social intercourse, such as the School Masters' Club, the Association of Lady Teachers, and the Sewing Teachers' Association.

It is to those teachers that we intrust the mental and moral training of the children, of such vital importance to the continued prosperity of our city. Is it too much to expect that our schools shall produce honest, helpful, intelligent, true American citizens?

EMILY A. FIFIELD, *Chairman*,
HENRY CANNING,
JAMES A. McDONALD.

EIGHTH ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1888.

REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his eighth annual report.

STATISTICS.

At the end of the last half-year, January 31, 1888, there were in the primary schools 24,620 pupils against 24,956 the year before, — a loss of 336; in the grammar schools 30,795 against 30,592, — a gain of 203; in the high schools 2,307 against 2,189, — a gain of 118; in the Latin schools 627 against 597, — a gain of 30; and in the normal school 122 against 98, — a gain of 24. Total 58,471 against 58,432, — a gain of 39.

The total gain in the number of pupils is unusually slight. The primary schools have lost, while the grammar and high schools have gained. In the two lower classes of the primary schools the loss was 427 pupils, while the gain in the two upper classes of the grammar schools, together with the lowest class of the high schools, was 344.

The gains and losses in all the day schools except the normal, taken by ages, were as follows:

Age.	Whole number belonging.	Gain.	Loss.
Five (and under)	2,590	—	70
Six . . .	4,820	—	158
Seven . . .	5,612	41	—
Eight . . .	5,823	—	280
Nine . . .	6,128	—	18
Ten . . .	6,278	44	—
Eleven . . .	5,941	—	133
Twelve . . .	6,025	—	62
Thirteen . . .	5,608	273	—
Fourteen . . .	4,097	113	—
Fifteen . . .	2,710	160	—
Sixteen . . .	1,473	42	—
Seventeen . . .	768	47	—
Eighteen . . .	332	26	—
Nineteen (and over)	144	—	10

Below the age of thirteen there was a net loss of 636 pupils; but for the ages of thirteen and over, the net gain was 651. This has been the drift for some years past,—a loss of younger and a gain of older pupils.

The existing distribution of pupils by classes is shown by the following schedule:

Classes.	Pupils.
Third class, primary schools . . .	10,237
Second class, “ “ . . .	7,800
First class, “ “ . . .	6,583
Ungraded	1,083
Sixth class, grammar schools . . .	6,785

Classes.	Pupils.
Fifth class, grammar schools . . .	6,618
Fourth class, " " . . .	6,002
Third class, " " . . .	4,667
Second class, " " . . .	3,429
First class, " " . . .	2,211
Third class, high schools . . .	1,038
Second class, " " . . .	626
First class, " " . . .	506
Advanced class, " " . . .	137
Latin schools, all classes . . .	627
Normal	122

There were 1,214 teachers in all the day-schools against 1,207 the year before,— a gain of 7. By reference to the proper tables it will be seen that the distribution of pupils among teachers has been, for the most part, quite even. There are, however, a few districts where the average number of pupils to a teacher is over sixty; and a few where the average is under forty-eight,— limits which ought not to be exceeded either way without good special reasons.

Promotions February 1 and July 1, 1887, carried up from the primary to the grammar-schools 5,983 pupils. The grammar-school diploma was granted June, 1887, to 1,992 graduates, of whom 1,081, or 54 per cent., have since been pupils in the high or Latin schools.

The evening high school had an average of 1,274 pupils belonging, and an average attendance of 988; the evening elementary schools an average of 2,085

belonging, and an average attendance of 1,305; and the evening drawing-schools an average of 557 belonging, and an average attendance of 488.

EMPLOYMENT OF CHILDREN.

The truant-officers are required by law, Public Statutes, Chapter 48, Section 5, once in every school term, and as often as the School Committee requires, to visit the manufacturing, mechanical, and mercantile establishments in the city, and inquire into the situation of the children employed therein, and ascertain whether the laws relating to the employment of children are duly observed, and report all violations thereof to the School Committee. The visitation thus required was made throughout the city simultaneously at an appointed time last October. For a few days the officers gave their whole time to the work, that it might be done as quickly and thoroughly as possible. The reports of this work are now in my hands, and from them I have gathered some information which is interesting, and ought particularly to be brought to the attention of the law-makers. It teaches the futility of making laws with no provision for their execution.

There is a surprising amount of neglect to observe some of the statutes relating to the employment of children, particularly those which require the keeping on file of certificates of age and school attendance. The officers found 1,968 children under the age of sixteen years in the service of employers, and reported their names, ages, residences, and places of employ-

ment. Of these children, 1,470 were boys and 498 were girls; 955 were fifteen years old, 790 were fourteen, 191 were thirteen, 30 were twelve, and 2 were eleven. Nine-tenths of the children resided in Boston.

It is satisfactory, at first view, to find among the employed children so few under the age of fourteen; but it would be more satisfactory to find a correspondingly large number of such children in the schools. There has been, doubtless, some improvement in this respect; for, as pointed out above, there has been a noteworthy increase in the number of pupils thirteen and fourteen years old. The discrepancy, however, is great enough to invite careful inquiry. Unfortunately, there is reason to suspect falsity in many of the statements of age. The uncertainty arising from this cause cannot be cleared up by any means now within my reach, and so the statements of age must be taken for what they are worth.

As to the observance of the laws, it was reported that in the cases of 932 children, somewhat less than one-half of the whole number, all the requirements of the statutes relating to their employment appeared to have been duly complied with; but that in the remaining 1,036 cases these requirements had not been observed.

It would not be right, however, to conclude that the employment of those 1,036 children was illegal in all cases; for among the employers were lawyers, physicians, and others, who might fairly claim that their places of business did not come within the

meaning of the terms "manufacturing, mechanical, and mercantile establishments." As a particular example of this, I have been told that truant-officers have been refused information concerning children employed in the Public Library, on the ground that this institution is not an establishment of the kind described in the statute. Aside from cases of this kind, it is still probable that some 700 children are illegally employed in establishments which clearly do come within the meaning of the statute.

The illegality in these cases usually consists in the employer's neglect to keep on file a certificate of the age and birthplace of the employee. Such a certificate is all that is required in the case of a child fourteen or fifteen years old, and nearly nine-tenths of the children were reported to be of those ages. For children under fourteen, the certificate must further state the amount of school attendance within the year next preceding the employment. Neglect to keep on file this sort of certificate appeared in eighty-eight cases. Such neglect, even when not illegal, is none the less mischievous, since it often occasions illegal absence from school. It is surely a grave defect in the law, which permits employers of any class — lawyers, physicians, or others — to keep children in their service without the proper vouchers of school attendance.

There are, however, some employers who, although not bound by the letter of the law, are ready to act up to its spirit, whenever school attendance is in question. Some good has been done in the last two years by the truant-officers spreading a knowledge of

the laws among the employers of children. Employers are now taking fewer children from whom school attendance is still due, which is probably one cause of the increase above noted in the numbers of pupils thirteen and fourteen years old.

The best observance of the law was found in the great retail stores and in the larger manufacturing establishments. These are the establishments which have been visited more or less frequently by the State officers. They are just such places as would be likely to be selected for visitation by an officer not having the time to make a thorough door-to-door canvass of the whole city. A list might be given of twenty firms and individuals employing the largest numbers of children, and having in all about 600 children in their service, whose observance of the law was found to be unexceptionable. To this list might be added the names of some two hundred more employers of one, two, or three children each, by whom also the laws were carefully observed. On the other hand, if a list were made of the twenty parties who employ the largest numbers of children in apparent violation of law, we should find only about 100 children in their service; but this list could be extended by several hundred more names of persons employing only one or two children each.

It appears, then, that neglect to observe the laws occurs chiefly among employers who hire comparatively few children each. Their places of business are such as would be likely to escape visitation except in a thorough canvass. So it happens that many employers are ignorant of the law, a fact which does

not excuse them, but may explain the existence of neglect.

Not in all instances, however, was ignorance the cause of neglect; for there were found in one manufactory 35 children employed, but 8 of these illegally; in another 24 employed, 10 illegally; in another 15 employed, 10 illegally; and many other similar instances, though with fewer children employed. In such instances, the observance of the law in some cases cuts off the plea of ignorance in the other cases.

Such, in general, is the information the truant-officers have gathered. It has been reported to the School Committee as the law requires. The question now is, what is to be done with it. In hundreds of cases the law has been violated; but the law does not direct the School Committee what to do about it. Nor is there any officer or other person under the control of the School Committee who appears to have any legal authority to prosecute in these cases. By reference to the Public Statutes (Chapter 48, Section 11) it will be seen that the truant-officer's authority to make complaint is limited to cases arising under sections numbered ten to sixteen, inclusive, of that chapter; but the cases in question arise under the first four sections. It would seem to be a vain and useless law that requires officers to gather evidence of law-breaking, but gives neither those officers nor the body to whom they report any authority to do anything more about it.

Nor are the four sections above cited the only enactments relating to the employment of children which are ineffectual for want of prosecuting author-

ity lodged in the truant-officer or in some other person. Attention was last year called to the fact that Chapter 71 of the Acts of 1885 needed a few prosecutions under it to create a proper respect for its requirements. This act is as follows:

Whoever, after notice from a truant-officer to refrain from so doing, offers a reward for service to any child in consequence of which reward such child is induced unlawfully to absent himself from school, or whoever, after notice as aforesaid, in any manner entices or induces any child to truancy, or whoever knowingly employs or harbors any unlawful absentee from school or truant, shall forfeit not less than twenty nor more than fifty dollars, to the use of the public schools of the city or town in which said offence occurs, to be recovered by complaint.

But who shall make the complaint? To test this question, a truant-officer undertook to make complaint in two cases of an aggravated nature arising under this act; but the judge refused to entertain the complaints on the ground that a truant-officer has no legal authority to make them. Nor did the officer's authority as a constable answer the purpose any better. In a recent report by the Committee on Truant-Officers (School Document No. 1, 1888) the suggestion is made in alternative form that either the statutes relating to the employment of children ought to be amended so as to give the truant-officers authority to prosecute in all cases of violation discovered by them, or these officers ought to be relieved of the useless labor of gathering information about law-breaking which they are powerless to prevent. The former alternative ought to be preferred. Surely an officer whose duty is to notify persons to

cease acting contrary to law ought to be armed with such power as will command respect for his warnings. It will always be necessary for truant-officers to follow children into their places of employment, and to acquaint employers with the requirements of the law. No other officers can have the intimate acquaintance with the employed children that these officers have; no other officers, therefore, could secure so thorough an execution of the employment laws, if only they should be armed with the proper powers.

ILLEGAL ABSENCE FROM SCHOOL.

For the fourth time the cases of children not attending school, reported by the census-taker, have been investigated. The results agree very well with those of former years. There is the same proportion of cases in which sickness or other unfavorable physical conditions undoubtedly prevented school attendance; the same proportion in which the absences were probably illegal; and about the same proportion in which conflicting evidence leaves the question in doubt.

The general conclusion to be drawn from the results of this and former investigations is that the number of children illegally absent from school is greater than ten and less than twenty in every thousand children to whom the law applies.

Further, the cases of illegal absence up to the age of twelve years are very rare, while those reported for the age of fourteen alone surpass in number those for all other ages put together. In other words, more

than a half of the illegal absence occurs during the last year that the law of compulsory school attendance applies.

The margin for doubt which must be allowed for conflicting and imperfect evidence, relates almost exclusively to cases in which the child's age was the important matter to be known. It is a significant fact that inconsistent statements on the question of age seldom occur except when the child is near the age of exemption from compulsory school attendance. Thus, children reported by the census-taker to be thirteen are frequently found, by the truant-officer, to be fourteen or over.

The frequency of such disagreements strongly suggests the need of better methods than we now have for discovering and recording the true ages of children. Indeed, it seems vain to expect a fully satisfactory enforcement of the school-attendance laws until the date of every child's birth is made a matter of public record, and that record made conveniently accessible. Such records would be found, as a matter of course, in the well-organized police departments of some European governments; but our American helter-skelter way of attending to such matters renders quite useless even such registration as we do attempt. We have no accessible public record, by reference to which a disputed question of age is likely to be settled.

It is easy enough to see the difficulty and to suggest the remedy; but a legislative enactment prescribing the remedy would be useless unless it should provide the means for a thorough enforcement. To

procure such thorough-going legislation might not be so easy as it would be desirable.

Meanwhile, for want of anything better, let me propose a slight addition to our present school records; so that there may be, in every school district, an accessible source of information concerning all public-school children. On the books of "Admissions and Discharges" now used, let the date of every pupil's birth be entered against his name; and let this same birth-date be copied on all "transfer" and "discharge" cards. This date would accompany the pupil's name in all subsequent school records concerning him. This date being, like his name, a fixed mark of the individual, would be a means of identification; but the age, being a variable mark, is not so useful for that purpose.

The value of such records of birth-dates would depend on the degree of care taken to have the original entries express the truth. In many cases, as is well known, the statements of children, and of their parents too, need to be supported by collateral evidence before they can be accepted. Hence the recorder must investigate before making his record. But the great advantage of the proposed plan is, that the recorder would usually make this investigation at a time when he would be most likely to ascertain the truth; for, with young children, the temptation to misrepresent the age is comparatively slight (except when the object is to procure the admission of children under the age of five years into primary schools), and the collateral evidence needed in doubt-

ful cases is more easily obtained for younger than for older children.

Such carefully made records, resting on the authority of the principals of the schools,—for they would be the recorders,—would furnish very trustworthy information; and many a disputed question of age might be settled by appeal to them. Of course these records would not include the names of all children in the city; but, with due care, they could be made to include the names of all who should ever enter a public school; and this would be an approach to completeness well worth the pains it might cost. With such information accessible, the enforcement of school-attendance laws could be improved; and the obstacles in the way of perfect enforcement could be more certainly known.

Interesting matter relative to the foregoing remarks and to other topics will be found in the report of Mr. Slavin, the census-taker, which is printed in the Appendix.

PROMOTIONS FROM PRIMARY TO GRAMMAR SCHOOLS.

The striking disparity continues between the number of pupils promoted from the primary to the grammar schools at the middle, and at the end of the school year. The numbers for the last four years are substantially ¹ as follows:

¹ I say “substantially” because the numbers for the mid-year and final promotions in each case include the few individuals promoted at times during the half year preceding the time of the regular promotion.

	Mid-year, February 1.	End of year, July 1.	Total.
1884	1,434	4,361	5,795
1885	1,106	4,761	5,867
1886	776	4,920	5,696
1887	850	5,133	5,983

This disparity is even greater now than it ever was during the period of annual promotions, when mid-year promotions could be made only by special permission. The so-called "restoration of the semi-annual promotions" seems rather to have become a more complete abandonment of them.

The amendments to the Regulations, passed September 25, 1883, were believed at the time to allow or permit mid-year promotions, not absolutely to require them. The matter was thought to be left in the discretion of the principal of each district; who was to have a mid-year promotion if he had primary pupils ripe for promotion at that time, otherwise not. The principals had, while yet the question was open, vigorously impressed upon the minds of committeemen the great desirableness of semiannual promotions. All they desired was that mid-year promotions be permitted, as in old times. And so the amendment was made, though not without hesitation and protracted discussion.

Judged by their words while it was a moot question, the principals seem to be strongly in favor of semiannual promotions; but, judged by their course of action since the question was settled, they appear to be strongly in favor of annual promotions. The truth, however, is that their opinions have always differed, and there has been no unanimity in either case.

Among members of the School Committee opinions have differed even more widely, not only on the main question but also as to the interpretation to be put upon the amended Regulation. The remarkably small number of pupils offered for the mid-year promotions, together with the fact that less than half of the schools offered any at all, attracted the attention of the Committee on Examinations, and moved it to ask for explanations.

These explanations show very clearly that, in the judgment of a large majority of the principals, the system of annual promotions is the best for their districts. They had acted on their judgment, believing that they were free to do so, as they had been during the former period when semiannual promotions were the rule. But this explanation was not satisfactory, and debate over the matter was renewed.

One view was that the School Committee, by restoring semiannual promotions, intended to hasten the movement of primary pupils into the grammar schools. The evil growing out of the rule of annual promotions was thought to be that the pupils got to be too old before leaving the primary schools, and the new rule, by moving them on twice a year instead of once, was going to cure that. But, it was believed, the principals had undertaken to defeat the operation of the new rule by bringing forward for the mid-year examinations, not the whole first class in each primary school, as the rule required, but only so many of the pupils as they wished at the time to promote.

Another view was that the new rule was a

thoroughly bad one, and that the School Committee took a long step backward in restoring semiannual promotions; but the language of the rule, clearly implied that the whole first class in every primary school was to be examined every January as well as every June; and therefore it was the duty of the principals to bring forward all the pupils in the first class every half year. A bad rule thoroughly executed would the sooner be repealed.

A third view was the one already alluded to, namely, that the new rule was permissive, and not mandatory; that it was simply the former rule of semiannual promotions restored, and restored with its old interpretation, which, as former practice under it proved, gave it a permissive and not a mandatory force.

For the acceptance of this third view by some of the principals I personally may have been in a measure responsible. If so, I ought to acknowledge it. At one of their meetings, held soon after the Regulations had been amended, being asked for my opinion, I stated without hesitation or misgiving that the old rule had been restored, retaining its permissive character; mandatory I thought it had never been. I believed then, and still believe, that the wisest course was to let the rule be permissive. For some districts annual promotions were as clearly preferable as semiannual promotions were for others. There were many districts, especially in the suburbs, in which mid-year promotions had never been the practice. To compel a radical change of practice in these districts would probably cause more harm than

good. The circumstances of such districts differed widely from those of districts in the central parts of the city containing many hundreds of primary pupils.

But on this point I will not now enlarge. I am aware, as I write, that this year's Committee on Examinations has decided the matter the other way, and has directed that henceforth mid-year examinations shall be held and promotions made in all first classes of primary schools throughout the city. It is declared that the rule shall have a mandatory and not a permissive meaning.

This decision having been made, it does not become me to remonstrate; and what I have written is not intended to be at all in the nature of a remonstrance, but rather in the nature of a historical review of the question up to the present time. It has been a vexed question, and there is a certain advantage in having it settled either way. The new policy must have free sway for at least two years before its consequences can be clearly known and measured.

One good result it will certainly have. It will do away with all embarrassment arising out of disagreements between the principals of neighboring grammar schools as to whether a mid-year examination shall or shall not be held in the primaries which feed their schools. These disagreements, I feel obliged to record, do not generally turn on the mere question of the pupils' fitness for promotion; but other considerations have great weight; such as the existing need of more pupils in one of the grammar schools to save a teacher from being dropped; or the crowded condition of a grammar-school building making it impossible

to receive more pupils from the primary, even though ripe and over-ripe for promotion; or the derangement of the grammar-school classification that would be occasioned by promoting from the primary a fraction of a room-full in the middle of a year. Cases illustrating the influence of such considerations have not unfrequently arisen.

COURSES OF STUDY IN THE PRIMARY AND GRAMMAR SCHOOLS.

Much time and thought have been spent during the year past on revisions of the courses of study, and on the investigations thereto necessary; but the fruits of this labor, so far at least as they appear in actual legislation, have not been abundant. Nevertheless, important information has been gathered, which may yet become the basis of the School Committee's action. In setting forth this information it is not my purpose or desire to reopen any questions that may be regarded as settled,—the recent "arithmetic question" for example,—but rather to draw attention to certain matters that may yet need to be considered and determined.

Chief among such matters is that of departures from the authorized course of study,—departures which, in some schools, have been found to be surprisingly wide.

For example, it was found by the Committee on Examinations, in the late investigation, that, in half of the grammar schools and in two-thirds of the primary schools, more time was used for arithmetic than

the course of study allowed. In many schools this excess of time was not great; but in four districts it was considerable, and in six more districts it was decidedly great, especially in the primaries, the extreme case being that of a district where the time spent on arithmetic in the primary schools was said to be double that specified in the course of study.

Again, from reports made to the same committee, setting forth what had been done by the graduating classes last year in history, physics, physiology, and civil government, — branches in which no written examinations were required that year, — it was learned that these four subjects had fared variously in different schools.

The time specified for English history in the course of study is three hours a week; but this amount of time was given in only twenty-three schools, and in the girls' department of one other. The time given in the remaining schools varied from two and a half hours to one hour a week. There are three schools in which a diminution of time given to history might have been accounted for by the time given to sewing in the first class; but in one of these schools there was no diminution of the history time to be accounted for, and in another only half an hour was taken away. The cooking and the carpentry classes in some of the schools may have interfered with the allotment of time to some extent. Still, all due allowance being made for these exceptions, there remain upwards of ten schools in which the diminution of time given to history has no apparent explanation. There was no school in which English history was untouched, as happened

some years ago in at least one large boy's school; but one hour a week instead of three is a surprisingly wide departure, for which, it would seem, an explanation ought to be required.

In physics, the course of study specifies two hours a week, and requires only so many of a certain list of topics as, in the judgment of the principals, this time is enough for. Twenty-four schools gave the full time, some of these covering all the topics in their instruction, and others only a part of them; a few schools covered all the topics in less than the specified time; but the rest fell short both in the time given and in the ground covered. In no school was physics wholly omitted; but in some the amount of time given to this branch was not reported. In one school, most of the time belonging to physics was given to classes in cooking and in carpentry; and in another school it was given to arithmetic.

In physiology and in civil government the inquiries did not relate to the amount of time given to each branch, but only to the amount and kind of work done during the year. Rather more than half of the schools appear to have given some serious attention to these two branches; but of the others it is doubtful if even this can be said. Indeed, there were sixteen schools — nearly one-third of the whole number — in whose reports either physiology or civil government or both received no mention whatever, leaving it to be inferred, apparently, that one or both these subjects were untouched in the work of those schools.

Such is the evidence which supports the general

assertion that in the primary and grammar schools the departures from the authorized course of study are many and wide. Had the investigations been pushed further, so as to cover all the classes, more evidence of the same kind would probably have appeared. There are, indeed, schools in which the course of study is closely followed. In perhaps fifteen or twenty districts the departures are only occasional and insignificant; but there are as many other districts in which the departures seem to surpass a reasonable latitude of interpretation.

These facts suggest two questions: first, whether all the schools ought not to be brought to a reasonably close observance of the course of study; and, second, by what means can this be done.

As to the first question, it may be enough to point out that all the School Committee's legislation relative to subjects of study, and the distribution of time amongst them, will be vain and ineffectual unless the schools are to be held to a reasonably close observance of such legislation. What effect, for example, can be expected from the recent action limiting very minutely the hours a week to be given to arithmetic in the primary and grammar schools, if the teachers do not feel bound by such action, and obliged to accept the specifications of time as something more authoritative than a mere series of recommendations? What hope can there ever be of reforming abuses or establishing improvements through legislation on the course of study, if the work in the schools is not responsive to such legislation?

As to the second question, that of the means

whereby a closer observance of the course of study can be brought about, it may be remarked, in the first place, that merely calling attention to existing errors is not unlikely to be followed by some corrections. But there is a more effectual remedy; a remedy which, moreover, is not merely a remedy but is in itself a highly beneficial measure in school management; it is the daily time-table.

Every teacher ought to work by a daily time-table. He should have for every week, and for every day of the week, a distinctly conceived plan of work. For each particular kind of work embraced in this plan there should be a definite appropriation of time in accordance with the specifications in the course of study. Then this plan of work should be followed as closely as circumstances permit. It is not to be supposed that deviations will not occur; but they should be noted and measured, and compensation should be made for them from time to time, so that, at the end of a given period it may be true that the total school time has been distributed amongst the several lines of work in accordance with the course of study.

A daily time-table, carefully prepared by the teacher who is to use it, if strictly followed, has this chief advantage, that it is a most effectual economizer. It prevents waste, and compels prudence in the expenditure of time. It is also a good regulator, ensuring that each kind of work receive due attention in due season, and causing the whole business of the class-room to move on like clock-work. It increases the efficiency of the teacher by removing all

occasion for doubt as to what work should follow that just completed, thus preventing that scattered, aimless effort with which unskilful teachers consume too much of their time.

The proof of these things lies in an appeal to experience. Most observers of school work will say that teachers who do the most work with the best results and the most easily withal, are the teachers who prepare their plans of work beforehand, make a careful appropriation of time, and then adhere steadfastly to their scheme. It may be said, of course, that a born genius of a teacher cannot be tied to a time-table. Well, let genius be accorded its full privilege whenever it appears; but let us remember meanwhile that a thriftless, ill-regulated expenditure of time is not necessarily a mark of genius; it may indicate qualities far less desirable.

There can be, indeed, but few exceptions to the rule that teachers work more easily and with better results under a good daily time-table than under a bad one or under none at all. It would be well, therefore, if every teacher were required to prepare a good time-table, and then to follow it.

In such a task there would be ample scope for the exercise of ingenuity and good judgment. The specifications of the course of study are very general, going no further than to fix the number of hours a week that shall be given to each study. In framing a time-table, the different days of the week need not be treated all alike. Variety in this respect is often necessary and always desirable. There is only one general limitation to be observed. The exercises of

each day and the time allotted to each exercise should be so defined in the daily time-tables that a week's work, taken as a whole, may accord with the course of study.

These time-tables, if not drawn up by the principal of a school for his assistants, should be subject to his revision and approval, after which copies should be given to the visiting supervisor for his information, and also posted up conspicuously in the class-rooms.

In following daily time-tables, teachers ought to keep an account of the losses of time each study may suffer by "one-session days," and other such interruptions, and to make compensations occasionally, so that the net losses may fall on the different studies in due proportion.

There is little that is new or unusual in the foregoing recommendation. Nearly all it contemplates, exists already in some of the schools. These are the models for the others to follow. By bringing all the schools under a strict requirement to make and to follow good daily time-tables, many would be improved, and none would be harmed. Not until a course of study has been closely followed can its defects be certainly known, and cured.

There is another means of securing a reasonably close observance of the course of study, which ought to be used more than it has been heretofore. It is the supervisors' examinations for the results of instruction in the several classes. These examinations have heretofore been in a measure departmental; and, in so far as they have been departmental, their work-

ing has, in my judgment, proved to be quite unsatisfactory. I think that all further attempts to apply systematic departmental examinations to primary and grammar schools should be relinquished. All examinations for the results of instruction should be by the supervisor in charge of the school. When he examines a class to ascertain its condition, he should examine it in all branches embraced in the course of study. Everything, both great and small, for instruction in which the teacher is responsible should be examined into by the supervisor, whose leading inquiry should be as to whether the teacher's work as a whole has been well balanced, including all the branches in due proportion, neglecting none, and placing undue stress on none.

Examinations of this kind — which, for the sake of a name, may be called *general* examinations — would, in my judgment, be preferable to any system of departmental examinations I have yet seen attempted; and one reason, among others, which may be given for preferring general examinations is, that they would tend to keep the school-work in agreement with the course of study, while departmental examinations have the opposite tendency.

It may be proper to add here that I have been slow in coming to the view just expressed on the merits of departmental examinations. I formerly held the opposite view; but experience during the last two or three years at first awakened doubts, and then gradually but clearly demonstrated to my mind that I was wrong. I have failed to see any fruits from this

method of conducting examinations which would at all justify further attempts to carry it on.

The chief difficulty, aside from the one just alluded to, is that a comprehensive scheme of departmental examinations is too large an undertaking to be carried through within a moderate space of time. It is only the minor portion of their time that the supervisors, under the most favorable circumstances, can devote to departmental examinations. Hence the results of such examinations are usually fragmentary; or if in any case they should be complete, so as to cover all the departments in some one school, still they would be scattered through a long period of time, it might be through several years. Notwithstanding the efforts made during the last three or four years to carry through a scheme of departmental examinations, a complete set of results has never been placed in my hands, except in one case, although partial results for a great many schools are on file.

This kind of experience strongly suggests the conclusion that further attempts to carry through so large a scheme would be fruitless, and that the time would be better used by each supervisor in making general and complete examinations of the classes and schools under his charge. These general examinations would, as already suggested, cover all particulars of the work laid down in the course of study. Their results would have the advantage of being complete as far as they went; and, so far, there would be a sufficient basis for forming a judgment on the condition of classes and schools and on the merits and defects of the teaching.

There is nothing revolutionary in the foregoing suggestion. The major portion of the supervisors' time has always been given to examinations of the general sort. My plan would be simply to give *all* available time to general examinations; making them, however, more complete and thorough than they have been heretofore, and making their results the subject-matter of more detailed reports.

There is one anomaly in the present course of study for the grammar schools which the next revision should remove, for the reason that it may easily be made a stumbling-block by any one so disposed. The two hours a week allowed to the girls for sewing, when added to the hours otherwise assigned, make a total of more than twenty-five hours a week,—“Twenty-seven hours of work and twenty-five hours to do it in,” say they who like to put it in a paradoxical form. The explanation, however, is simple enough. The time taken for sewing is deducted from the time appropriated by the course of study to other branches.

These deductions are made by the principal, or by his assistants, according to his or their discretion. Thus is produced a class of apparent departures from the course of study in girls' schools, and in the girls' classes of mixed schools. These departures are entirely distinct from those already described, being found only in the three lowest grammar classes of girls, to which classes sewing is now for the most part confined.

Although teachers have been expected to exercise a discretion in cutting down the time for other

branches, the manner in which this discretion has been used in some instances invites unfavorable criticism. It would seem to be a good rule that the sewing time should be deducted from the time of the other branches in proportion to the several amounts of time assigned to them in the course of study. Each branch would then lose its due proportion, and no more. But there are good reasons for believing that this rule is not generally observed. It appears that some studies are more likely than others to suffer an undue share of the loss. Thus, in particular, has it fared with the work formerly called "oral instruction," and now known as "observation lessons" or "elementary science." Indeed, this work, itself entitled to but two hours a week, has not infrequently borne the entire loss, yielding up its whole time to sewing. Clearly, such results go beyond the exercise of a reasonable discretion.

Heretofore the necessity of providing specially, in the manner described, for sewing has existed only in the lower grammar classes of girls. But of late a similar necessity has arisen wherever manual training, cooking, or sewing has been introduced into the upper classes. Thus the risks of misunderstanding and confusion are increased, and should be provided against. The time seems to have come for making a distinct assignment of hours for the industrial branches. These hours should no longer stand apparently outside the week's total school-time, but within, — the other hours being cut down to make room for them. This would probably necessitate a cutting down of the prescribed work in other branches,

especially in the upper classes. The two branches which seem most to invite such pruning are geography and technical grammar.

THE HIGH-SCHOOL COURSE OF STUDY.

A revised course of study for the high schools, in the preparation of which much labor was spent, was reported by the Committee on Examinations in May, 1887; but it has never been accepted by the School Committee. It is printed in School Document No. 10 — 1887.

As compared with the present course of study, this revised course certainly possessed some advantages. It was, on the face of it at least, simpler and more symmetrical. It contained less mathematics, and gave more time to language. It presented a continuous line of work in the sciences through three years. But it was a compromise. It grew out of an attempt to reconcile divergent if not conflicting views of the capacities and wants of the pupils in the several high schools. Its very simplicity and symmetry made it all the more ill-suited to the wants of each particular high school. Still, if the governing principle in the framing of high-school courses of study is to be that of uniformity for all the different schools, this revised course was much nearer perfection than the present one is.

But is uniformity of studies the one thing desirable for all the high schools, central and suburban; boys', girls' and mixed? May we not, nay, must we not have regard to the probable future occupations of high-

school pupils, if we are to frame their courses of study in the most satisfactory manner? Is there any one best course for all to pursue, and has any person yet discovered it? Should a boys' high school, nine-tenths of whose graduates are sure to enter mercantile pursuits, and a girls' high school, a half of whose graduates will enter the normal school and become teachers, be placed under identical courses of study? Would not either school do better work for its own pupils if not tied to the other in any such way?

Most of the inconveniences of the present course of study grow out of the fact that its ostensible uniformity exists only on paper, not in the actual practice of the schools. The controlling aim of the teachers of each high school is and should be to make their school in the best sense popular, that is, well suited to the wants of the community. Hence they will emphasize those parts of the course of study which seem best adapted to supply the needs of their particular pupils. They will, for example, give the boys more book-keeping and science, and the girls more literature and languages; and, where options are provided, they may lead the boys to choose one way and the girls another. Thus it comes to pass that the actual course in one school is quite different from the actual course in another school; and yet both schools are working under the same supposed-to-be uniform course of study.

This contradiction between theory and practice is embarrassing, and has been so for some years. But if, to remove this contradiction, the attempt should be made to bring all the schools into an absolute uni-

formity of practice, the results would probably be still more embarrassing.

The remedy, in my judgment, lies in the opposite direction. Cut the schools loose from one another, and free them from the necessity of sacrificing the interests of their pupils for the sake of uniformity. Let a course of study be drawn up for the boys' high school suited as nearly as possible to the needs of the boys there; another for the girls' high school likewise well suited to the needs of the girls; and still another for the smaller classes of boys and girls in the suburban high schools. Thus the three existing types of high school would be provided for in the best manner.

The differences between these courses need not be many; but such as there were would be important. Nor would the practical inconvenience arising from three courses, recognized as different but yet clearly defined, be any greater than that now arising from an ostensibly uniform course permitted to run into many variations. Indeed, drawing up the three different courses as suggested would be little more than bringing out clearly in view what already exists, and with good reason exists, beneath the surface of a fancied uniformity.

If the foregoing remarks are reasonable, the conclusion will be accepted that the next revision of the high-school courses of study ought to proceed not on the principle of uniformity alone, but chiefly on the principle of special adaptation of each type of high school to the needs of its own pupils.

And there is present need of such a revision.

Algebra cannot be satisfactorily completed in a year; it should have, as it formerly had, a year and a half. This would put off solid geometry till the third, or the fourth year, — a change in itself quite desirable. Thus the line of mathematical work would be narrowed, and thereby the whole course of study made easier. At the same time more liberal provision needs to be made for commercial arithmetic, at least in the boys' classes. This need has existed for some years; but the recent cutting down of arithmetic in the grammar-school course makes it imperative now that the high schools should take up commercial arithmetic as, for the most part, a fresh subject. There is need, too, of a more symmetrical provision of time for natural and physical science. One-third of the total school time given to science in one year, and no time in another year of the course, is certainly an ill-balanced appropriation of time, and a rectification ought to be made. Other particulars might be added to the same effect. And it seems reasonable to believe that all such matters can be dealt with more easily and satisfactorily on the principle above recommended than, as heretofore attempted, upon the principle of uniformity.

THE BOYS' LATIN-SCHOOL COURSE OF STUDY.

Recent changes in the requirements for admission to Harvard College have made possible several different courses of preparatory study. Of these courses two have been adopted for the boys' Latin school — the two which are believed to be most in accord with the

character and traditions of this school, and to be the best adapted to the wants of the boys who would naturally seek a classical course of preparation.

The first of the new courses is a full classical course, substantially the same as that hitherto pursued, but allowing some variations in matters of detail. The second new course embraces less Greek but more mathematics and German.

The school does not offer preparation for college without Greek; it remains, what it always has been, a classical school. Any demand for a preparation without Greek will be met, if met at all, by a school of a different character.

The English high school, for example, might, with perhaps slight changes in its curriculum, furnish a course of preparatory study that excluded Greek, and replaced it with larger amounts of mathematics, science, and modern languages. But it will be time to consider this when the demand for such a course makes itself felt.

Meanwhile, the boys' Latin school will develop the best possibilities of its two new courses; and among these possibilities we are likely to see a thoroughly rational and effective method of instruction developed in the department of physics.

THE EVENING SCHOOLS COURSES OF STUDY.

Courses of study for the evening schools have for some time been needed, and before another season that need will probably be supplied. At the present writing the Board of Supervisors has drafts of

such courses under consideration, and will soon submit them to the proper committees.

With regular courses of study in these schools should come a system of certificates testifying to the holders' proficiency in particular branches, as ascertained by examinations, after proper periods of study and instruction.

The importance of a regular, graded, and well-established course of study with examinations and certificates in the evening high school appears all the greater when we realize to what an extent this school is resorted to by graduates of our grammar schools and others, who ought to find here the same carefully-graded instruction that they would find in the day high schools if they could attend there.

With reference to this last point, I have thought it worth while to make a classification of the pupils, in order to show, in a general way, what their previous educational advantages may have been, and what may be their needs.

Among the 1,863 persons admitted to the evening high school during the season of 1887-88, are found:

Graduates or sometime members of Boston	
high or Latin schools	212
Graduates of Boston grammar schools . . .	505
Sometime members but not graduates of Bos-	
ton grammar schools	452
From private schools or academies in Boston,	121
From schools in other cities and towns of Mas-	
sachusetts	135

From schools in other States of the United States	157
From schools in foreign countries	119
Miscellaneous: Mass. Institute Technology, 5; State Normal Schools, 10; Boston Normal School, 17; Normal Art School, 2; evening elementary schools, 4	38
Unknown: records imperfect or wanting	124
<hr/>	
Total	1,863

Thus it appears that a full half of the pupils are from the grammar schools, graduates and non-graduates in about equal numbers.

It will be seen, too, that the number who should, under the Regulations, be examined for admission is very large, over a thousand. This work ought to be carefully done. It was carefully done the past term by the teachers of the school, but with two resulting inconveniences. First, the number of candidates was so great that many were sent away to return some evening later on to be examined; and, second, this process of postponement kept the teachers so long engaged in the work of registration and examination that the organization of the school was too long delayed, and its work, consequently, suffered serious drawbacks.

To remedy this, the following suggestion has been considered: Let a large corps of examiners be appointed to serve for a few evenings at the beginning of the term: This corps need not include any teacher of the evening high school itself, except the

head-master, under whose direction the examiners should do their work. The examiners might well be taken from among the teachers of the day-schools, both men and women. Doubtless a plenty of competent persons could be found there willing to serve for a few evenings as examiners.

The work of examination being thus provided for, the regular teachers of the school would be free to receive their former pupils, together with such new ones as were entitled to admission without examination, and proceed at once to organize their classes and begin their instruction. Thus pupils who were ready to begin work the first evening of the term would be saved a demoralizing delay; the work of examination would be much better done, for there would be no hurry about it; and yet the candidates would be examined as fast as they came if only the corps of examiners should be made large enough, as it easily could be. The plan seems to be so well worth trying that I hope it may be put in operation next season.

THE NORMAL SCHOOL.

The only school whose course of study has not been revised the past year is the normal school; but its time must soon come.

When the kindergarten shall have become an organic part of our school system the need will exist for a number of well-trained kindergartners. These ought to be persons not only practically familiar with the ways of kindergartens, but also well versed in the principles of education. This last, indeed, should

come first; and the future kindergartner should be, first of all, a graduate of the normal school. The special instruction to fit her for kindergarten work should follow the general instruction that the normal school gives.

This means that a post-graduate course in the normal school will be needed for the special purpose of training kindergartners. And it is to be hoped that this same training may be given also to all teachers of beginners in primary schools. A certificate of competency in kindergartening ought to be required of all who undertake the instruction of the youngest children, whether in the kindergarten or in the beginners' class of the primary schools.

This proposal of a post-graduate course in kindergartening for the normal school connects itself with another scheme which has been several times the subject-matter of conversation between the headmaster of that school and myself. I have for a long time been of opinion that the normal course might advantageously be extended from one year (its present length) to a year and a half. The only question has been whether the proper time had come for proposing the change. It is evident that a proper time for such a purpose would be whenever it becomes certain that other changes must be made for the sake of the normal kindergarten training above mentioned; and that, I trust, may be very soon.

CONCLUSION.

This report has touched chiefly on matters of adjustment and management of school-work, very little

on the school-work itself. The reason for this may be that such things have been uppermost in the business of the past year. These external conditions have their influence on the life of the schools; but they are not that life itself. That life has its seat, not in courses of study, nor in regulations, nor in supervision, nor in compulsory attendance, nor in statistics, salaries, buildings, or sanitation, indispensable as all these are, but always and only in the teacher. What may be called our school legislation or management, with all its machinery, has this one supreme purpose, to place each little flock of children in care of a wise, loving, inspiring teacher, and to give that teacher all encouragement, both material and spiritual, for the accomplishment of the best work; but the work itself is beyond the reach of mere management. Our school system is often spoken of as a growth, and this is a good way to look upon it. It has a history and a future. It has grown to be what it is, and it will continue to grow so long as the axe be not laid to the root thereof. But the laws of this growth are not of our own making, nor are they altogether within our control. As if it were a vine, we may prune away dead wood here and there; head in luxuriant branches, lest showy foliage usurp the place of rich fruit; bend the twigs this way and that, training them to follow, in some fashion, the lattice-work of our theories; but the inner principle of life and the characteristic habit of growth are beyond our power to create or to modify. These must abide so long as the system lives at all. It is only for us to study the conditions of this life and growth in the schools,

just as the gardener studies the conditions of life and growth in his vines, to the end that we may, by the wisest management, promote the healthiest growth and richest fruitage.

EDWIN P. SEAVER,
Superintendent.

APPENDIX.

REPORT OF SCHOOL CENSUS.

The School Census of May, 1887, was satisfactorily completed in the face of many obstacles. I find that it is becoming more and more difficult every succeeding year to obtain the required information. All the wards of the older part of the city — 6, 7, 8, 9, 10, 12, 16, 17, 18 — are shrinking materially in school population. Wards 11, 19, 20, 21, 22, 23, 24, 25 are gaining, but not so fast as the old part loses. I found this year that there were very many cases in which parents jumped ages from twelve to fifteen, and from thirteen to fifteen; this was especially noticeable in South Boston. The large falling off in some of the wards led me to think that many families with children had left the city; and upon inquiry I found this to be the case. Many families have moved from the West End to Cambridge, Chelsea, and Somerville. I have been informed by a gentleman, who makes a study of such matters, that South Boston reached its limit a year ago, and that a decrease in the number of school children would probably take place in that district from year to year. The great increase in the number of dwellings in North Cambridge, Malden, Everett, Chelsea, and Revere, shows what is becoming of a large part of our city population.

Wards 1 and 2 have gained considerably from other parts of the city, as well as from Maine and the Provinces. On the first of May there was hardly a vacant house in Ward 1, while Ward 2 was not far behindhand in this respect. Wards 3, 4, and 5 (Charlestown) show a loss of sixty-six children, partially owing, no doubt, to slack business in the Navy-yard. This district can hardly be expected to do anything better than hold its own from year to year. Ward 6 is slowly decreasing; in the tenement districts a number of houses have been taken for business purposes. Wards 7 and 8 have suffered more than any other portion of the city proper, owing to the great changes made by the West End Land Company and by the Street Commissioners, as well as by the encroachments of business. These changes are most noticeable

on Charles, Merrimac, South Margin, and Lyman streets, and Chilson place. There are a number of condemned houses in these two wards ; but, at the same time, model houses are going up, and it is quite likely that some of the old residents may return. Ward 9 has made no gain for many years ; I think it will continue to shrink. Ward 10 has fallen off 382 since 1885, and I think it will not be long before nearly all its school population will disappear. Ward 11 shows quite an increase this year, which seems reasonable in view of the number of new dwellings, and of the fact that all the bordering wards in the city proper have decreased. Ward 12 is also suffering from the advance of business. Wards 13, 14, 15 (South Boston) show a loss of 143 this year. Some of the parents in that district either misunderstand the questions, or wilfully misrepresent the facts. It is much more difficult to get information there than in other sections. The first returns from these three wards indicated a loss of nearly 1,000 ; but by a system of checking against last year's returns, and by diligent research, this loss was reduced to the small number mentioned above. Wards 16, 17, and 18 also showed at first quite a loss, but additional names were secured by checking and by repeated calls ; and I am now satisfied that the reports for these wards are fairly correct. Ward 19 has made quite a gain this year, probably because the flooded district has been repeopled by its old tenants. Wards 20, 21, 22, 23, 24, and 25 have all made gains. I am told that the number of parents who prefer to bring up their children in these comparatively country districts is increasing largely from year to year. I notice that the ages in these southern wards do not average high ; still I found that about eighty per cent. of the new houses which I myself visited contained children of school age.

I would add that the checking of entire wards by comparison with last year's census established the accuracy of last year's work in all such wards.

Finally, I would call attention to the preface of this year's Boston Directory, from which I take the following extract : " The percentage of changes is gradually increasing from year to year, showing that our population is not located so permanently, as a rule, as in former years."

JOHN W. SLAVIN,
Census-Taker.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1888.

SUMMARY.

January, 1888.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	124	119	5	96.	122
Latin and High	10	103	2,975	2,836	139	95.	2,934
Grammar	54	602	30,840	28,148	2,692	91.	30,795
Primary	464	464	24,284	20,901	3,383	86.	24,620
Totals	529	1,264	58,223	52,004	6,219	89.3	58,471

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	72	62	10	86.	76
Spectacle Island	1	1	15	13	2	88.	17
Evening High	1	21	1,274	988	...	...	...
Evening	12	102	2,085	1,305	...	...	...
Evening Drawing	5	23	557	488	...	...	...
Totals	21	156	4,003	2,856	...	...	...

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	3	4
Latin School	14	...	14
English High School	19	...	19
Girls' High School	2	19	21
Girls' Latin School	1	5	6
Roxbury High School	2	7	9
Dorchester High School	2	4	6
Charlestown High School	2	5	7
West Roxbury High School	1	2	3
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	99	554	653
Primary Schools . . . . .	...	464	464
Totals	146	1,068	1,214

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	55	68	123
Evening Drawing Schools	16	7	23
French and German: High Schools	3		3
Music: High, Grammar, and Primary Schools	5		5
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Instructor in Hygiene	1		1
Sewing		30	30
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Physics: Latin School	1		1
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Instructor in Manual Training School	1		1
Instructors in Cooking Schools		2	2
Spectacle Island		1	1
Totals	84	122	206

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1888.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal	124	124	248	119	119	238	5	96.	1				1	2	
Latin	444	444	888	430	430	860	14	97.	1	7	6				
Girls' Latin	158	158	316	151	151	302	7	96.	1					5	
English High	654	654	1308	630	630	1260	24	96.	1	8	10				
Girls' High	757	757	1514	716	716	1432	41	95.	1	1		1	1	1	17
Roxbury High	102	204	306	98	190	288	18	95.	1		1	1	1		6
Dorchester High	60	101	161	58	97	155	6	96.		1				5	
Charlestown High	59	149	208	56	138	194	14	93.	1					6	
West Roxbury High	26	59	85	25	56	81	4	95.		1				2	
Brighton High	21	38	59	20	36	56	3	94.		1				2	
East Boston High	60	83	143	58	77	135	8	94.		1				4	
Totals	1,426	1,673	3,099	1,375	1,580	2,955	144	95.	6	21	17	1	3	2	47

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1888.

	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	100	22	. . .	. . .	. . .	. . .	122	. . .	. . .	. . .	. . .	. . .	. . .	1	17	43	35	26
Latin	87	66	82	69	49	36	1 473	4	29	60	86	109	87	60	26	9	2	1
Girls' Latin	35	45	33	22	10	9	154	1	13	19	42	22	21	16	13	3	2	2
English High	279	179	160	18	. . .	. . .	636	. . .	. . .	7	75	153	207	127	55	11	1	. . .
Girls' High	334	166	110	119	. . .	. . .	729	. . .	. . .	4	35	146	177	178	105	54	18	12
Roxbury High	141	88	69	. . .	. . .	. . .	298	. . .	. . .	5	32	80	80	65	28	7	1	. . .
Dorchester High	75	40	49	. . .	. . .	. . .	164	. . .	. . .	2	5	38	59	35	22	2	. . .	1
Charlestown High	87	63	49	. . .	. . .	. . .	199	. . .	. . .	1	16	50	59	51	18	3	1	. . .
West Roxbury High	41	21	22	. . .	. . .	. . .	85	. . .	. . .	. . .	8	25	12	16	15	6	3	. . .
Brighton High	25	22	11	. . .	. . .	. . .	58	. . .	. . .	. . .	3	8	27	15	4	. . .	1	. . .
East Boston High	55	47	36	. . .	. . .	. . .	198	. . .	. . .	. . .	7	20	45	37	25	3	1	. . .
Totals	1,259	760	621	228	59	45	3,056	5	42	98	309	651	774	601	328	141	65	42
Percentages	41.2	24.9	20.3	7.4	1.9	1.5	100	.2	1.4	3.2	10.1	21.3	25.3	19.7	10.7	4.6	2.1	1.4

1 Including 84 pupils in out-of-course class.

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1888.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	3	124	41.3
Latin	13	444	34.2
Girls' Latin	5	158	31.6
English High	18	654	36.3
Girls' High	20	757	37.8
Roxbury High	8	306	38.3
Dorchester High	5	161	32.2
Charlestown High	6	208	34.7
West Roxbury High	2	85	42.5
Brighton High	2	59	29.5
East Boston High	4	143	35.7
Totals	86	3,099	36.

ADMISSIONS SEPTEMBER, 1887.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	71	19	5
Girls' Latin School	2	19	2
From other sources	30	20	4
Totals	103	19	8

High School Graduates, June, 1887, Girls, 331.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	161	..	112	49	161	14	1
Girls' Latin .....	..	68	57	11	68	14	2
English High	323	..	268	55	323	15	5
Girls' High .....	..	374	311	63	374	16	..
Roxbury High	63	95	153	5	158	14	9
Dorchester High	32	40	67	5	72	15	..
Charlestown High	25	70	91	4	95	15	4
West Roxbury High	13	28	41	..	41	15	3
Brighton High	9	17	25	1	26	15	8
East Boston High	29	38	66	1	67	16	1
Totals	655	730	1,232	153	1,385	15	4

GRAMMAR SCHOOLS.

Semi-Annual Returns to January 31, 1888.

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	374	152	526	342	138	480	46	90.	1	1	1	1	7
Agassiz	340	. . .	340	313	. . .	313	27	92.	1	.	1	1	4
Allston	289	285	574	262	251	513	61	89.	1	.	1	2	8
Andrew	418	328	746	392	300	692	54	93.	1	1	2	2	9
Bennett	261	278	539	245	257	502	37	94.	1	1	1	1	7
Bigelow	823	. . .	823	776	. . .	776	47	94.	1	2	1	1	11
Bowdoin . . . . .	. . .	342	342	. . .	307	307	35	90.	1	.	2	1	6
Brimmer	631	. . .	631	568	. . .	568	63	90.	1	2	1	1	10
Bunker Hill	320	378	698	302	350	652	46	93.	1	1	2	2	8
Chapman	300	326	626	280	299	579	47	93.	1	1	2	2	7
Charles Sumner	238	206	444	220	188	408	36	92.	1	.	1	1	7
Comins	299	328	627	277	292	569	58	90.	1	1	2	1	8
Dearborn	349	261	610	322	235	557	53	91.	1	1	2	2	8
Dillaway . . . . .	. . .	633	633	. . .	572	572	61	90.	1	.	2	3	7
Dorchester-Everett	248	247	495	228	225	453	42	92.	1	1	1	1	7
Dudley	723	. . .	723	676	. . .	676	47	94.	1	2	1	1	9
Dwight	689	. . .	689	638	. . .	638	51	93.	1	2	1	1	9
Eliot	973	. . .	973	835	. . .	835	138	86.	1	3	1	1	15
Emerson	386	309	695	355	279	634	61	91.	1	1	2	2	8
Everett . . . . .	. . .	719	719	. . .	673	673	46	94.	1	.	2	3	9
Franklin . . . . .	. . .	666	666	. . .	606	606	60	91.	1	.	2	3	8
Frothingham	308	293	601	275	254	529	72	88.	1	1	2	2	7
Gaston . . . . .	. . .	518	518	. . .	477	477	41	92.	1	.	2	2	5
George Putnam	156	161	317	149	150	299	18	94.	1	.	1	1	4
Gibson	195	196	391	179	174	353	38	90.	1	.	1	1	5
Hancock . . . . .	. . .	526	526	. . .	466	466	60	88.	1	.	2	2	7
Harris	161	164	325	150	147	297	28	91.	1	.	1	1	4
Harvard	299	305	604	278	279	557	47	92.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.		Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Per cent.	of Attendance.					
Hillside . . . . .	...	366	366	...	329	329	37	90.	1	1	1	1	5
Hugh O'Brien	369	321	690	343	291	634	56	92.	1	1	1	2	9
Hyde . . . . .	...	596	596	...	542	542	54	91.	1	2	2	2	8
Lawrence	885	...	885	835	...	835	50	94.	1	3	1	1	13
Lewis	284	304	588	262	282	544	44	92.	1	1	2	2	7
Lincoln	881	...	881	823	...	823	58	93.	1	2	1	1	13
Lowell	344	363	707	320	322	642	65	91.	1	1	1	3	8
Lyman	441	168	609	397	159	547	62	90.	1	1	2	2	7
Martin	270	361	631	252	331	583	48	92.	1	1	2	2	7
Mather	234	243	477	212	213	425	52	89.	1	1	1	1	6
Minot	160	155	315	151	140	291	24	92.	1	...	2	5	
Mt. Vernon	92	106	198	87	96	183	15	92.	1	1	1	1	3
Norcross . . . . .	...	665	665	...	609	609	56	92.	1	2	3	9	
Phillips	734	...	734	672	...	672	62	92.	1	2	1	1	10
Pierce	90	83	173	80	73	153	20	89.	1	1	1	3	
Prescott	236	263	499	222	241	463	36	92.	1	1	1	1	6
Prince	252	242	494	225	213	438	56	89.	1	1	1	1	6
Quincy	552	...	552	484	...	484	68	88.	1	2	1	1	7
Rice	583	...	583	534	...	534	49	92.	1	2	1	1	7
Sherwin	551	...	551	501	...	501	50	91.	1	1	1	1	8
Shurtleff . . . . .	...	711	711	...	643	643	68	90.	1	2	3	9	
Stoughton	156	163	321	145	146	291	30	91.	1	1	1	1	4
Tileston	43	46	89	41	41	82	7	93.	...	1	1	1	
Warren	346	363	709	330	345	675	34	95.	1	1	2	2	8
Wells . . . . .	...	475	475	...	419	419	56	88.	1	2	1	5	
Winthrop . . . . .	...	940	940	...	825	825	115	88.	1	2	5	11	
Totals	16,283	14,557	30,840	14,978	13,179	28,148	2,602	91.	51	45	75	86	396

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, January 31, 1888.

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	33	54	111	104	111	120	..	533	..	16	47	64	100	102	109	54	33	4	2	..
Agassiz	27	34	49	81	85	57	..	333	1	3	21	59	60	64	58	43	17	5	1	1
Allston	37	59	101	98	111	159	..	565	..	27	77	70	90	69	94	59	46	29	4	..
Andrew	34	58	97	242	116	174	..	721	..	12	59	104	128	160	125	86	33	13	..	1
Bennett	46	54	110	110	115	107	..	542	..	5	48	72	105	86	93	77	39	11	6	..
Bigelow	57	54	101	217	229	167	..	825	..	29	100	134	160	154	120	71	41	15	1	..
Bowdoin	33	42	68	48	85	78	..	354	..	3	17	42	46	65	68	49	42	16	5	1
Brimmer	40	95	87	93	144	133	37	629	..	4	55	94	122	126	100	64	44	14	6	..
Bunker Hill	40	53	108	116	164	178	42	701	..	11	57	102	120	142	126	86	37	14	6	..
Chapman	46	55	99	108	165	155	..	628	..	25	67	91	87	107	75	90	53	22	9	2
Charles Sumner	26	37	46	101	118	109	..	437	1	11	47	64	65	78	81	48	30	11	1	..
Comins	51	101	97	105	156	115	..	625	1	9	49	90	115	132	120	78	25	5	..	1
Dearborn	27	62	89	107	109	167	44	605	3	14	45	103	123	130	85	67	25	8	2	..
Dillaway	42	85	122	131	132	115	..	627	..	8	47	92	94	101	97	96	63	26	3	..
Dorchester-Everett	41	51	90	104	114	113	..	513	..	7	52	72	99	84	79	67	38	12	2	1
Dudley	43	96	99	107	165	174	35	719	..	15	50	110	116	153	148	83	34	8	2	..
Dwight	46	107	100	159	109	116	39	676	1	10	35	110	114	107	118	106	52	19	3	1
Eliot	47	103	127	155	207	162	100	961	12	14	88	135	158	205	185	109	45	7	3	..
Emerson	43	73	114	126	141	132	50	679	1	7	41	86	117	120	134	90	55	16	10	2
Everett	79	114	108	164	99	118	31	713	..	6	58	86	113	112	116	117	66	31	7	1
Franklin	45	103	108	162	106	154	..	678	..	1	33	99	113	121	121	99	61	24	5	1
Frothingham	35	50	101	105	108	155	40	594	..	6	31	83	125	127	110	62	41	9	..	..
Gaston	39	52	113	118	120	155	..	597	1	11	44	76	98	107	102	72	55	21	8	2
George Putnam	24	66	55	55	56	58	..	314	1	7	34	49	46	54	40	49	27	4	3	..

Hibson	27	43	53	63	69	69	...	324	1	10	23	58	42	60	48	47	26	6	3	...
Lancock	55	37	49	91	103	101	103	519	1	15	47	101	106	96	79	51	21	2	...	...
Harris	26	45	52	43	55	87	...	318	...	5	21	46	42	64	52	45	29	12	...	1
Harvard	52	58	96	108	154	114	31	613	...	6	38	76	103	126	114	84	45	16	5	...
Hillside	49	51	54	85	77	50	...	366	...	4	25	40	58	71	64	53	38	10	2	1
Lough O'Brien	42	99	85	127	151	160	...	664	...	8	54	89	107	101	137	99	44	22	3	...
Hyde	35	98	96	100	113	129	44	606	...	10	45	87	108	115	107	56	52	23	3	...
Lawrence	82	91	97	206	158	290	48	882	...	19	71	139	191	159	177	87	40	8	...	...
Lewis	79	89	102	88	116	114	...	588	...	12	38	83	82	118	98	88	49	16	4	...
Lincoln	49	91	103	168	213	218	38	875	2	7	72	136	160	157	161	103	59	12	2	1
Lowell	47	92	108	138	212	218	...	715	...	9	56	120	150	145	131	73	23	8	...	...
Lyman	26	63	79	81	137	154	48	608	...	13	63	81	90	115	124	75	34	11	2	...
Martin	44	95	103	113	133	143	...	631	...	17	74	99	103	109	94	65	45	19	5	1
Mathew	40	49	47	113	107	116	...	472	...	14	43	68	71	86	84	58	35	10	3	...
Minot	30	45	51	50	46	48	37	397	1	10	27	42	46	51	56	39	25	9	1	...
Mt. Vernon	18	25	26	43	42	46	...	200	...	5	17	36	33	35	36	20	13	4	1	...
Norcross	49	50	90	134	148	171	...	642	...	9	45	92	117	136	125	77	33	7	1	...
Phillips	42	54	108	163	166	171	35	739	1	9	48	114	145	147	144	80	38	9	3	1
Pierce	16	23	34	35	37	30	...	175	...	...	16	25	30	27	30	28	13	4	2	...
Prescott	44	50	78	91	127	118	...	508	...	7	33	77	92	83	90	66	40	17	3	...
Prince	49	59	114	108	86	84	...	500	...	5	38	58	77	91	84	76	46	18	7	...
Quincy	28	41	81	103	106	161	30	583	1	13	42	97	95	114	104	63	22	2	...	...
Rice	44	50	106	154	108	118	12	592	...	2	34	89	102	122	109	81	37	15	1	...
Sherwin	34	51	107	98	115	115	40	560	...	5	42	89	91	118	125	58	14	13	5	...
Shurtleff	47	57	97	106	212	190	...	709	1	18	74	115	130	127	108	94	40	10	1	1
Stoughton	31	43	61	67	62	71	...	335	1	19	36	39	56	51	51	45	30	6	1	...
Tilston	9	14	14	10	26	19	...	92	1	2	10	18	23	12	11	11	4	...	...	...
Warren	43	56	111	117	165	175	53	729	...	11	54	101	110	141	115	90	54	25	11	...
Wells	43	57	56	117	62	114	34	483	1	9	34	77	87	85	83	53	33	18	2	1
Winthrop	60	95	109	166	227	221	52	930	1	15	69	119	171	182	167	100	73	25	8	...
Totals	2,211	3,429	4,967	6,992	6,618	6,785	1,983	30,795	34	549	2,491	4,480	5,332	5,750	5,415	3,783	2,039	699	168	21
Per cents	7.2	11.1	13.2	19.5	21.5	22.	3.5	100.	.11	1.78	8.09	14.58	17.31	18.67	17.58	12.3	6.69	2.27	.55	.67

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Totals . . . . .	. . . .	. .	. .	. .	. .	. .	. .
High Schools.	Advanced Class . .	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Third-year Class . .	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Second-year Class . .	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	First-year Class . .	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Totals . . . . .	. . . .	. .	. .	. .	. .	. .	. .
Grammar Schools.	First Class	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Second Class	Boys . . Girls . .	. .. .	. .. .	. .. .	. .. .	. .. .	. .. .
	Third Class	Boys . . Girls . .	. . . .	. . . .	. . . .	. . . .	. . . .	3 . .
	Fourth Class	Boys . . Girls . .	. . . .	. . . .	. . . .	. . . .	2 . .	18 14
	Fifth Class	Boys . . Girls . .	. . . .	. . . .	. . . .	. . . .	10 11	248 231
	Sixth Class	Boys . . Girls . .	. . . .	. . . .	. . . .	12 9	269 227	983 869
	Ungraded Class . .	Boys . . Girls . .	. . . .	. . . .	. . . .	12 1	16 14	73 52
	Totals . . . . .	. . . .	. .	. .	. .	34	549	2,491
Primary Schools.	First Class	Boys . . Girls . .	. . . .	. . . .	9 10	255 274	1,028 960	1,203 963
	Second Class	Boys . . Girls . .	. . . .	8 14	480 372	1,445 1,196	1,330 1,046	693 519
	Third Class	Boys . . Girls . .	20 15	1,424 1,109	2,162 1,787	1,347 1,061	512 398	136 123
	Totals . . . . .	. . . .	35	2,555	4,820	5,578	5,274	3,637
	Grand totals . . . . .	. . . .	35	2,555	4,820	5,612	5,823	6,128

TO AGE AND TO CLASSES, JANUARY, 1888.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
. .	4	29	60	86	109	87	60	26	12	473
. .	1	13	19	42	22	21	16	13	7	154
. .	5	42	79	128	131	108	76	39	19	627
. .	. .	. .	. .	. .	. .	5	3	4	6	18
. .	. .	. .	. .	. .	. .	2	19	41	57	119
. .	. .	. .	. .	. .	15	76	80	50	10	231
. .	. .	. .	. .	. .	9	42	110	74	40	275
. .	. .	. .	. .	17	66	108	62	16	1	270
. .	. .	. .	1	3	54	122	115	52	9	356
. .	. .	. .	10	94	156	128	44	9	. .	441
. .	. .	. .	8	67	220	183	91	26	2	597
. .	. .	. .	19	181	520	666	524	272	125	2,307
. .	1	26	187	348	322	155	27	†6	. .	1,072
. .	. .	11	129	319	384	215	73	†8	. .	1,139
1	31	243	531	587	267	73	19	†1	. .	1,753
. .	14	166	434	523	384	127	26	†2	. .	1,676
24	241	641	825	467	195	24	3	†2	. .	2,425
14	145	498	732	529	266	45	11	†2	. .	2,242
260	816	930	727	314	85	18	2	. .	. .	3,172
231	702	865	611	310	69	25	3	. .	. .	2,830
877	967	771	456	134	34	3	. .	. .	. .	3,500
784	911	714	332	104	25	5	1	. .	. .	3,118
1,094	700	372	157	41	6	1	. .	. .	. .	3,635
990	587	299	137	27	3	2	. .	. .	. .	3,150
155	142	131	95	45	10	3	2	. .	. .	684
59	75	83	62	40	9	3	1	. .	. .	399
4,489	5,332	5,750	5,415	3,788	2,059	699	168	†21	. .	30,795
654	227	67	†25	. .	. .	. .	. .	. .	. .	3,468
567	206	93	†42	. .	. .	. .	. .	. .	. .	3,115
241	66	29	†9	. .	. .	. .	. .	. .	. .	4,301
234	79	27	†12	. .	. .	. .	. .	. .	. .	3,499
40	12	7	†5	. .	. .	. .	. .	. .	. .	5,665
53	14	10	†2	. .	. .	. .	. .	. .	. .	4,572
1,789	604	233	†95	. .	. .	. .	. .	. .	. .	24,620
6,278	5,941	6,025	5,608	4,097	2,710	1,473	768	332	144	58,349

† Thirteen years and over.

† Eighteen years and over.

PRIMARY SCHOOLS.

Semi-Annual Returns, to January 31, 1888.

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	10	358	110	468	316	97	413	55	87.	246	236	482
Agassiz	3	112	72	184	98	60	158	26	86.	95	97	192
Allston	8	221	221	442	189	182	371	71	85.	254	184	438
Andrew	10	266	269	535	240	235	475	60	89.	265	263	528
Bennett	7	173	160	333	155	137	292	41	88.	182	164	346
Bigelow	13	368	271	639	335	238	573	66	90.	387	266	653
Bowdoin	8	181	158	339	156	129	285	54	84.	177	186	363
Brimmer	9	224	199	423	199	173	372	51	88.	245	178	423
Bunker Hill	12	322	250	572	287	222	509	63	89.	206	282	548
Chapman	6	195	146	341	159	114	273	68	80.	215	140	355
Charles Sumner . . .	7	185	161	346	160	130	290	56	85.	218	145	363
Comins	8	228	225	453	206	194	400	53	89.	262	194	456
Dearborn	12	362	270	632	321	227	548	84	86.	309	330	639
Dillaway	7	193	170	363	170	142	312	51	86.	196	177	373
Dor.-Everett	7	204	180	384	179	151	330	54	86.	206	181	387
Dudley	11	316	320	636	279	271	550	86	86.	310	314	624
Dwight	10	240	262	502	210	219	429	73	86.	297	245	542
Eliot	10	385	131	516	326	105	431	85	84.	294	228	522
Emerson	10	322	195	517	280	161	441	76	85.	264	274	538
Everett	9	285	285	570	246	235	481	89	84.	299	279	578
Franklin	12	322	304	626	280	255	535	91	85.	282	359	641
Frothingham	9	236	227	463	205	192	397	66	90.	259	227	486
Gaston	14	444	377	821	388	328	716	105	87.	424	362	786
George Putnam . . .	4	110	118	228	98	102	200	28	87.	155	84	239
Gibson	5	110	129	239	91	96	187	52	78.	137	109	246
Hancock	15	457	404	861	399	340	739	122	83.	488	378	866
Harris	5	121	110	231	104	88	192	39	85.	105	116	221
Harvard	12	314	299	613	270	249	519	94	85.	309	317	626

PRIMARY SCHOOLS. — *Concluded.*

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	5	148	101	249	126	86	212	37	85.	126	125	251
Hugh O'Brien .	11	358	201	559	314	172	486	73	88.	303	270	573
Hyde	8	233	200	433	209	174	383	50	88.	222	197	419
Lawrence . . .	19	684	242	926	619	215	834	92	90.	473	471	944
Lewis	10	263	271	534	224	231	455	79	86.	285	249	534
Lincoln	7	258	123	381	210	101	311	70	82.	209	166	375
Lowell	14	377	378	755	328	315	643	112	86.	399	329	728
Lyman	11	378	172	550	321	142	463	87	84.	276	292	568
Martin	6	143	173	316	125	153	278	38	88.	205	131	336
Mather	8	215	190	405	179	152	331	74	82.	221	192	413
Minot	5	111	117	228	93	96	189	39	83.	154	89	243
Mount Vernon .	2	62	69	131	52	57	109	22	83.	72	67	139
Norcross	13	227	486	713	209	437	646	67	91.	337	372	709
Phillips	6	171	155	326	146	126	272	54	83.	135	191	326
Pierce	2	54	47	101	45	33	78	23	81.	49	63	112
Prescott	9	248	219	467	222	191	413	54	88.	235	228	463
Prince	3	90	99	189	72	79	151	38	80.	105	94	199
Quincy	13	416	268	684	365	231	596	88	87.	339	363	702
Rice	8	227	194	421	189	156	345	76	82.	222	216	438
Sherwin	10	234	241	475	212	214	426	49	89.	266	232	498
Shurtleff	6	160	190	350	141	165	306	44	87.	210	160	370
Stoughton . . .	4	92	116	208	75	98	173	35	83.	134	77	211
Tileston	2	37	39	76	32	34	66	10	87.	50	28	78
Warren	7	197	193	390	180	171	351	39	91.	210	180	390
Wells	16	427	392	819	366	321	687	132	84.	441	379	820
Winthrop	6	165	156	321	144	135	279	42	87.	164	156	320
Totals	464	13,229	11,055	24,284	11,544	9,357	20,901	3,383	86.	12,988	11,632	24,620

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1888.

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	117	193	172	482	42	106	98	106	68	42	13	5	8
Agassiz	47	59	86	192	14	34	47	47	34	10	5	.	1
Allston	127	149	162	438	47	100	107	97	40	28	10	6	3
Andrew	147	197	184	528	46	97	122	112	88	42	14	5	2
Bennett	76	127	143	346	24	77	81	82	51	17	6	7	1
Bigelow	206	200	247	653	70	152	165	131	72	34	17	11	1
Bowdoin	87	131	145	363	36	72	69	80	66	31	5	4	.
Brimmer	136	138	149	423	47	88	110	88	63	24	2	1	.
Bunker Hill . .	164	203	181	548	40	99	127	139	81	43	14	5	.
Chapman	109	102	144	355	40	90	85	82	32	22	3	1	.
Chas. Sumner . .	97	105	161	363	64	78	76	77	42	19	2	3	2
Comins	112	166	178	456	52	104	106	106	55	16	11	3	3
Dearborn	191	172	276	639	42	129	138	105	103	79	26	13	4
Dillaway	109	113	151	373	27	87	82	97	51	22	5	2	.
Dor.-Everett . .	106	120	161	387	40	70	96	96	52	22	8	3	.
Dudley	163	179	282	624	57	120	133	137	107	46	14	6	4
Dwight	159	164	219	542	57	109	131	101	86	38	13	6	1
Eliot	97	200	225	522	71	103	120	101	60	42	17	6	2
Emerson	126	153	259	538	52	97	115	94	79	55	24	12	10
Everett	166	177	235	578	69	98	132	124	93	37	14	6	5
Franklin	147	212	282	641	53	96	133	150	117	58	27	4	3
Frothingham . .	166	163	157	486	56	91	112	98	82	37	10	.	.
Gaston	238	246	302	786	83	147	194	181	98	53	17	10	3
Geo. Putnam . .	59	74	106	239	33	54	68	38	28	16	.	2	.
Gibson	72	75	99	246	21	53	63	49	37	19	2	1	1
Hancock	161	216	489	866	111	186	191	162	127	60	21	8	.
Harris	57	75	89	221	13	39	53	50	42	16	6	.	2
Harvard	163	200	263	626	73	118	118	135	106	54	16	6	.
Hillside	77	94	80	251	17	55	54	49	46	22	4	3	1

PRIMARY SCHOOLS. — *Concluded.*

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.
Hugh O'Brien,	164	165	244	573	60	118	125	104	94	56	14	2	.
Hyde	107	112	200	419	41	88	93	89	54	36	8	6	4
Lawrence . .	251	302	391	944	77	170	226	199	151	79	32	5	5
Lewis	113	200	221	534	46	101	138	115	87	31	13	2	1
Lincoln . . .	102	117	156	375	47	84	78	73	60	20	8	5	.
Lowell	197	173	358	728	97	153	149	166	98	34	19	8	4
Lyman	157	162	249	568	60	104	112	114	96	62	18	2	.
Martin	97	96	143	336	51	82	72	74	29	20	7	1	.
Mather	113	122	178	413	34	78	109	92	54	30	12	2	2
Minot	65	70	108	243	58	44	52	42	30	10	6	1	.
Mt. Vernon . .	36	37	66	139	14	23	35	35	19	9	2	.	2
Norcross . . .	174	195	340	709	79	122	136	143	120	62	27	17	3
Phillips . . .	96	99	131	326	41	45	49	59	64	36	16	10	6
Pierce	33	29	50	112	8	17	24	29	21	7	4	2	.
Prescott . . .	119	143	201	463	51	77	107	101	64	41	17	2	3
Prince	62	61	76	199	15	40	50	53	32	9	.	.	.
Quincy	204	239	259	702	72	113	154	161	112	63	20	6	1
Rice	112	161	165	438	24	91	107	115	71	19	8	3	.
Sherwin	112	195	191	498	55	94	117	114	67	30	15	5	1
Shurtleff . . .	114	121	135	370	40	74	96	84	43	22	8	2	1
Stoughton . .	65	65	81	211	39	38	57	35	26	11	3	1	1
Tileston . . .	14	25	39	78	11	15	24	20	6	1	.	1	.
Warren	111	108	171	390	40	84	86	83	64	27	2	4	.
Wells	210	264	346	820	97	157	187	198	120	48	9	4	.
Winthrop . . .	73	136	111	320	36	59	69	68	49	22	10	3	4
Totals . . .	6,583	7,806	10,237	24,620	2,590	4,820	5,578	5,274	3,637	1,789	604	233	95
Percentages	26.7	31.7	41.6	100	10.5	19.6	22.7	21.4	14.8	7.3	2.4	.9	.4

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1888.

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	526	52.6	Hillside	7	366	52.3
Agassiz	6	340	56.6	Hugh O'Brien	13	690	53.1
Allston	11	574	52.2	Hyde	12	596	49.7
Andrew	14	746	53.3	Lawrence	18	885	49.2
Bennett	10	539	53.9	Lewis	12	588	49.0
Bigelow	15	823	54.9	Lincoln	17	881	51.8
Bowdoin	9	342	38.0	Lowell	13	707	54.4
Brimmer	14	631	45.1	Lyman	12	609	50.8
Bunker Hill	13	698	53.7	Martin	12	631	52.6
Chapman	12	626	52.2	Mather	9	477	53.0
Chas. Sumner	9	444	49.3	Minot	7	315	45.0
Comins	12	627	52.3	Mt. Vernon	5	198	39.6
Dearborn	13	610	46.9	Norcross	14	665	47.5
Dillaway	12	633	52.8	Phillips	14	734	52.6
Dor.-Everett	10	495	49.5	Pierce	4	173	43.3
Dudley	13	723	55.5	Prescott	9	499	55.3
Dwight	13	689	53.0	Prince	9	494	53.9
Eliot	20	973	48.6	Quincy	11	552	50.2
Emerson	13	695	53.5	Rice	11	583	53.0
Everett	14	719	51.4	Sherwin	11	551	50.1
Franklin	13	666	51.2	Shurtleff	14	711	50.8
Frothingham	12	601	50.1	Stoughton	6	321	53.5
Gaston	9	518	57.5	Tileston	2	89	44.5
Geo. Putnam	6	317	52.8	Warren	13	709	54.5
Gibson	7	391	55.9	Wells	8	475	59.4
Hancock	11	526	47.8	Winthrop	18	940	52.2
Harris	6	325	54.2				
Harvard	12	604	50.3	Totals	600	30,840	51.4

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1888.

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	10	468	46.8	Hillside	5	249	49.8
Agassiz	3	184	61.3	Hugh O'Brien.	11	559	50.8
Allston	8	442	55.3	Hyde	8	433	54.1
Andrew	10	535	53.5	Lawrence	19	926	48.7
Bennett	7	333	47.6	Lewis	10	534	53.4
Bigelow	13	639	49.2	Lincoln	7	381	54.4
Bowdoin ...	8	339	42.4	Lowell	14	755	53.9
Brimmer ...	9	423	47.0	Lyman	11	550	50.0
Bunker Hill.	12	572	47.7	Martin	6	316	52.7
Chapman ...	6	341	56.8	Mather	8	405	50.6
Ch's Sumner	7	346	49.4	Minot	5	228	45.6
Comins	8	453	56.6	Mt. Vernon ..	2	131	65.5
Dearborn ..	12	632	52.5	Norcross	13	713	54.9
Dillaway ...	7	363	51.9	Phillips	6	326	54.3
Dor.-Everett	7	384	54.9	Pierce	2	101	50.5
Dudley	11	636	57.8	Prescott	9	467	51.9
Dwight	10	502	50.2	Prince	3	189	63.0
Eliot	10	516	51.6	Quincy	13	684	52.6
Emerson ...	10	517	51.7	Rice	8	421	52.6
Everett	9	570	63.3	Sherwin	10	475	47.5
Franklin ...	12	626	52.2	Shurtleff	6	350	58.3
Frothingham	9	463	51.4	Stoughton	4	208	52.0
Gaston	14	821	58.6	Tileston	2	76	38.0
Geo. Putnam	4	228	57.0	Warren	7	390	55.7
Gibson	5	239	47.8	Wells	16	819	51.2
Hancock	15	861	57.4	Winthrop	6	321	53.5
Harris	5	231	46.2				
Harvard	12	613	51.1	Totals	464	24,284	52.3

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1888.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	64	19	83	Harvard	50	41	91
Agassiz.....	27	17	44	Hillside.....	26	19	45
Allston	51	65	116	Hugh O'Brien	81	70	151
Andrew.....	65	56	121	Hyde	18	31	49
Bennett.....	28	33	61	Lawrence	101	26	127
Bigelow.....	110	89	199	Lewis.....	56	66	122
Bowdoin.....	39	44	83	Lincoln.....	37	11	48
Brimmer.....	37	47	84	Lowell.....	81	89	170
Bunker Hill.....	68	78	146	Lyman.....	89	27	116
Chapman	57	42	99	Martin.....	48	51	99
Charles Sumner	46	38	84	Mather	43	55	98
Comins	54	51	105	Minot.....	17	18	35
Dearborn	68	62	130	Mt. Vernon	14	17	31
Dillaway.....	60	72	132	Norcross.....	29	114	143
Dor.-Everett	49	60	109	Phillips	39	17	56
Dudley	77	70	147	Prescott	52	54	106
Dwight	70	78	148	Prince	33	25	58
Eliot	54	17	71	Quincy	65	42	107
Emerson.....	62	54	116	Rice.....	49	42	91
Everett.....	53	43	96	Sherwin	39	43	82
Franklin.....	39	47	86	Shurtleff.....	20	33	53
Frothingham	68	69	137	Stoughton.....	14	21	35
Gaston.....	100	98	198	Tileston	9	8	17
George Putnam.....	23	24	47	Warren.....	42	52	94
Gibson.....	36	21	57	Wells.....	117	84	201
Hancock	65	60	125	Winthrop	16	20	36
Harris	17	31	48	Totals	2,672	2,461	5,133

GRAMMAR SCHOOLS.

Number of Diploma-Scholars, June, 1887. Number of these admitted to High and Latin Schools, September, 1887.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	15	10	25	7	Harvard ...	18	32	50	24
Agassiz	25	..	25	17	Hillside....	..	26	26	20
Allston	20	21	41	24	Hyde.....	..	26	26	13
Andrew.....	17	13	40	19	Lawrence .	51	..	51	8
Bennett	8	30	38	20	Lewis	47	44	91	62
Bigelow	50	..	50	16	Lincoln ...	42	..	42	25
Bowdoin.....	..	25	25	10	Lowell	30	30	60	33
Brimmer.....	33	..	33	17	Lyman	12	14	26	14
Bunker Hill...	18	22	40	16	Martin	19	23	42	17
Chapman	24	23	47	30	Mather	18	15	33	24
Chas. Sumner.	9	18	27	16	Minot	9	14	23	16
Comins	24	22	46	9	Mt. Vernon.	13	9	22	20
Dearborn	30	24	54	42	Norcross...	..	37	37	16
Dillaway .....	..	44	44	29	Phillips ...	38	..	38	20
Dor.-Everett..	22	22	44	22	Prescott ...	12	20	32	21
Dudley	50	..	50	29	Prince.....	22	29	51	40
Dwight	46	..	46	25	Quincy	31	..	31	14
Eliot	33	..	33	10	Rice	43	..	43	23
Emerson.....	18	22	40	18	Sherwin ...	28	..	28	15
Everett .....	..	53	53	34	Shurtleff ..	..	57	57	21
Franklin.....	..	40	40	28	Stoughton .	9	9	18	15
Frothingham..	11	28	39	23	Tileston ...	4	1	5	5
Gaston .....	..	40	40	22	Warren....	23	20	43	26
George Putnam	11	11	22	17	Wells .....	..	32	32	16
Gibson	19	15	34	23	Winthrop ..	..	56	56	20
Hancock .....	..	30	30	14					
Harris	9	14	23	16	Totals ..	961	1,031	1,992	1,081

R E P O R T

OF THE

COMMITTEE ON ACCOUNTS.

TWENTIETH ANNUAL REPORT.

BOSTON, June 1, 1888.

To the School Committee: —

In accordance with the Rules of the Board, the Committee on Accounts herewith present their annual report for the financial year 1887-88, including a detailed account of the expenditures required by the Regulations from the Auditing Clerk.

This report includes as usual a statement of the expenditures made under the direction of the Public Building Department, for furniture required and repairs needed in the various school-houses. The combined expenditures show the running expenses of the schools and form the basis for computing the average cost per scholar.

Under date of Feb. 8, 1887, this committee presented to the Board the estimated amount required for the schools exclusive of the amounts needed by the Public Building and City Architect's Departments for furniture, repairs, alterations, and the erection of new school-houses; and the estimates after receiving the unanimous approval of the School Committee were transmitted to the City Council.

The estimates transmitted were as follows: —

Salaries of instructors	\$1,242,088
Salaries of officers	57,760
School expenses	267,000
	<hr/>
	\$1,566,848
	<hr/>

The City Council reduced the estimates \$27,000, and granted the following:—

Salaries of instructors	\$1,242,088
Salaries of officers	57,760
School expenses	240,000
	<hr/>
	\$1,539,848
	<hr/>

The reduction made by the City Council was less than two per cent., and to offset it, it was necessary to omit some and curtail other items of expense contemplated when the estimates were prepared. By so doing the School Committee was able to carry on the schools within the appropriation granted. It is very difficult for a department spending \$1,500,000 per annum, to estimate in February precisely the amount needed for the year beginning the May following. Many contingencies may arise not contemplated when the estimates were prepared. A gain of pupils in one locality, although offset by a loss in another, adds to expenses. The increase of pupils in the higher grades adds to salaries even though the total number of pupils does not increase. It requires a loss of about 1,000 pupils in the Primary Schools to offset a gain of 250 pupils in the High Schools as far as expense is concerned. If the 62,226 pupils attending school the past year all belonged to the Primary grade, the cost for salaries of instructors based on the average cost now paid would have been \$837,561.96. If, on the other hand, they had attended the High Schools, the cost would have been \$3,583,595.34; therefore, not only the number of pupils but the grade attended must be considered in preparing the estimates. Another element to contend with is the price of coal, as an increase of one dollar per ton adds about \$12,000 to expenses.

These few instances will show how difficult it is to estimate just how much money will be required. The rule is to esti-

mate as closely as possible, and to confine expenses to what is absolutely required.

The expenditures of the past year were as follows : —

School Committee.

Salaries of instructors	\$1,238,584 42
Salaries of officers	57,608 00
School expenses : —	
Salaries of janitors . . . \$98,947 00	
Fuel, gas, and water . . . 71,133 28	
Books 33,834 52	
Printing 4,775 89	
Stationery and drawing materials 9,992 18	
Miscellaneous items . . . 20,673 69	
	<hr/>
	239,356 56
Expended from the appropriation . . . \$1,535,548 98	
Expended from income of Gibson Fund . . . 1,004 01	
	<hr/>
Total expenditure \$1,536,552 99	
Total income 37,092 81	
	<hr/>
Net expenditure, School Committee . . . \$1,499,460 18	

Public Building Department.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc. \$243,107 89	
Income 221 00	
	<hr/>
Net expenditure, Public Building Department 242,886 89	
	<hr/>
Total net expenditure for the year (exclusive of new school-houses) . . . \$1,742,347 07	
	<hr/>

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

Non-residents, State and City	\$13,000 00
Trust-funds and other sources	14,000 00
	<hr/>
Total estimated income	<u>\$27,000 00</u>

The income collected was as follows : —

Non-residents, State and City .	\$13,655 88
Trust-funds and other sources .	23,247 00
Sale of books	105 41
Rebate Boston Gas-Light Co. .	84 52
	<hr/>
Total income	<u>\$37,092 81</u>

The expenses of the School Committee as compared with the year previous, present an increase of \$47,505.17. The expenses incurred by the Public Building Department for furniture, repairs, etc., of school-houses, were increased \$72,150.10, thereby increasing the net expenditure of both departments \$119,655.27.

The average number of pupils belonging to all the schools was 62,226. The average cost per pupil incurred by the School Committee was \$24.10, by the Public Building Department, \$3.90, — making the total average cost per pupil, \$28.

The cost per pupil the past year was about 4 per cent. less than the average cost for the past twenty years ; but, as compared with the previous year (1886-87), it shows an increase of \$1.94 per pupil. The expenditures controlled by the School Committee increased 78 cents per pupil and those under the direction of the Public Building Department increased \$1.16. About two-fifths of the increase in the rate per pupil was caused by a serious fire in the Gaston school-house, which occurred early in the year, the City

Auditor charging the cost for repairs (\$44,276.42) to running expenses. Owing to this fire non-resident pupils attending the Grammar Schools the present year will each be required to pay about \$1.50 more for their tuition.

About 94 per cent. of the running expenses of the schools is directly chargeable to the different grades, and the remaining 6 per cent. is incurred for the schools in general. Later on in this report, under the headings of expenditures for the different grades of schools, only that portion directly incurred is charged.

The following shows the total net cost for carrying on the several grades of schools, including not only direct charges but also the just proportion of \$97,467.16 for general expenses incurred and a proper allowance to each grade of \$23,247.00, the general income collected : —

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$178,479 77
Salaries of janitors	11,414 79
Books, drawing materials, and stationery	7,269 92
Other supplies and miscellaneous items	2,059 33
Fuel, gas, and water	9,593 20
Proportion of general expenses	14,175 95
Total cost School Committee	<u>\$222,992 96</u>
Income from sale of books	\$55 68
Proportion of general income	3,381 12
	<u>3,436 80</u>
Net cost School Committee	\$219,556 16
Net expenses, Public Building Department	15,010 95
Total net cost	<u><u>\$234,567 11</u></u>
Average number of pupils, 3,099; cost per pupil, \$75.69.	
Cost for educating 3,099 pupils	\$234,567 11
Tuition paid by 87 non-resident pupils	6,141 00
Net cost for educating 3,012 resident pupils	<u><u>\$228,426 11</u></u>
Average cost for each resident pupil	\$75 84

GRAMMAR SCHOOLS.

Salaries of instructors	\$664,004 51
Salaries of janitors	48,151 90
Books, drawing materials, and stationery	30,347 38
Other supplies and miscellaneous items	3,173 69
Fuel, gas, and water	32,943 58
Proportion of general expenses	52,858 20
Total cost, School Committee	<u>\$831,479 26</u>
Income from sale of books	\$23 50
Income from non-resident tuition	578 58
Rebate, Boston Gas-Light Co.	84 52
Proportion of general income	<u>12,607 27</u>
	<u>13,293 87</u>
Net cost, School Committee	\$818,185 39
Net expenses, Public Building Department	139,146 51
Total net cost	<u><u>\$957,331 90</u></u>

Average number of pupils, 30,840; average cost per pupil, \$31.04.

PRIMARY SCHOOLS.

Salaries of instructors	\$326,981 56
Salaries of janitors	37,136 54
Books, drawing materials, and stationery	4,674 17
Other supplies and miscellaneous items	2,311 10
Fuel, gas, and water	24,679 48
Proportion of general expenses	26,868 49
Total cost, School Committee	<u>\$422,651 34</u>
Income from sale of books	\$20 95
Income from non-resident tuition	19 37
Proportion of general income	<u>6,408 43</u>
	<u>6,448 75</u>
Net cost, School Committee	\$416,202 59
Net expenses, Public Building Department	85,635 71
Total net cost	<u><u>\$501,838 30</u></u>

Average number of pupils, 24,284; average cost per pupil, \$20.67.

HORACE MANN SCHOOL.

Salaries of instructors	\$8,117 75
Salary of janitor	449 00
Books, drawing materials, and stationery	123 20
Other supplies and miscellaneous items	26 23
Fuel, gas, and water	263 77
Proportion of general expenses	609 62
Total cost, School Committee	<u>\$9,589 57</u>
Proportion of general income	145 40
	<u>\$9,444 17</u>
Net expenses, Public Building Department	495 44
	<u><u>\$9,939 61</u></u>

Average number of pupils, 72 ; cost per pupil, \$138.05.

Total cost for educating 72 pupils	\$9,939 61
Received from the State, etc., for tuition	6,847 16
Net cost for educating 72 pupils	<u>\$3,092 45</u>
Net average cost for each pupil	\$42 95

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$28,211 50
Salaries of janitors	1,532 27
Books, drawing materials, and stationery	749 50
Other supplies and miscellaneous items	53 18
Fuel, gas, and water	2,097 98
Proportion of general expenses	2,216 13
Total cost, School Committee	<u>\$34,860 56</u>
Income from sale of books	\$5 28
Income from non-resident tuition	12 97
Proportion of general income	<u>528 57</u>
	<u>546 82</u>
Net cost, School Committee	<u>\$34,313 74</u>
Net expenses, Public Building Department	816 92
Total net cost	<u><u>\$35,130 66</u></u>

Average number of pupils, 3,359 ; average cost per pupil, \$10.46.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$9,103 00
Salaries of janitors	262 50
Drawing materials and stationery	503 80
Other supplies and miscellaneous items	33 05
Fuel, gas, and water	980 03
Proportion of general expenses	738 77
	<hr/>
Total cost, School Committee	\$11,621 15
Income from non-resident tuition	\$56 80
Proportion of general income	176 21
	<hr/>
	233 01
	<hr/>
Net cost, School Committee	\$11,388 14
Net expenses, Public Building Department	1,425 24
	<hr/>
Total net cost	<u>\$12,813 38</u>

Average number of pupils, 557 ; average cost per pupil, \$23.

MANUAL TRAINING SCHOOLS.

Salaries of instructors	\$2,326 33
Books and stationery	56 42
Lumber and hardware	424 15
Crockery, groceries, and kitchen materials	198 11
Other supplies and miscellaneous items	23 89
Fuel, gas, and water	41 02
	<hr/>
	\$3,069 92
Net expenses, Public Building Department	356 12
	<hr/>
Total net cost	<u>\$3,426 04</u>

The pupils attending the Manual Training Schools belong to and are included in the number belonging to the other grades of schools.

The average number of pupils belonging to the day schools the past year was 58,310. The High schools show an increase of 155, the Grammar schools, 151 ; while the Primary, Horace Mann, and Spectacle Island schools together show a decrease amounting to 262 pupils, making a net gain in day-

school pupils of 44. The evening schools show a falling off of 77 pupils, so that the number of pupils belonging to all the schools shows a loss, as compared with the year previous, of 33 pupils.

The number of regular instructors on the pay-rolls, April 1, 1887, was 1,213. During the year 66 resigned and 9 died. Of the 66 instructors who resigned, 23 were appointed to higher positions, making the actual reduction 52, and leaving 1,161 of the original number. During the year there were, in addition, 70 new appointments, making the total of regular instructors, April 1, 1888, 1,231, — an increase of 18 for the year. In addition there have been 74 temporary teachers and 37 special assistants employed in the day schools; an average of 137 instructors in the Evening and Evening Drawing Schools, and 48 special teachers, — making a total of 1,527 instructors on the pay-rolls during the year.

Under the head of manual training two cooking-schools for girls and a school to teach carpentry to boys have been in successful operation during the year. These schools were supported by the city at an expense of \$3,426.04, the pupils attending coming from the regular day schools. In addition, three schools were carried on by private parties, which have been more or less under the supervision of the School Committee.

When the estimates were prepared (Feb. 8, 1887), the Committee on Manual Training requested \$8,000 to carry on the schools the past year; but not as many new schools were opened as was anticipated, and the amount expended was less than one-half of that estimated. During the year over 1,000 pupils received instruction in these schools; and it is expected that twice this number will enjoy the advantages the coming year.

The School Committee included in their estimates \$20,000 for the support of Kindergartens during the present year, which amount was granted by the City Council. The citizens of Boston have had for many years the advantages of a large number of these schools supported at private expense, which have been carried on very successfully ; and it seemed to be the general opinion that they should become a part of our school system. It is estimated that the money granted will enable the School Committee to carry on at least fifteen of these schools.

In the following pages of this report will be found a list of the buildings occupied by the High, Grammar, Primary, and Special schools, their location, number of rooms in each, and the number of instructors employed. The valuation of each building is also given, as appraised by the assessors May 1, 1887.

The total valuation of the buildings and land used for each of the different grades of schools was as follows :—

High Schools	\$1,260,000
Grammar Schools	4,340,000
Primary Schools	2,888,500
Special Schools	30,000
Total valuation. May 1, 1887	<u>\$8,518,500</u>

The original cost of the above to May 1, 1887, was about \$7,609,800.

The following table shows the expenditures made by the School Committee, the number of pupils, and the average cost per pupil as incurred by them for the past twelve 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	30,100 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 . . .	1,416,552 00	40,090 28	1,367,761 72	53,981	25 34
1880-81 . . .	1,413,763 96	73,871 03	1,339,892 88	54,712	24 49
1881-82 . . .	1,392,970 19	60,344 08	1,332,626 11	55,638	23 79
1882-83 . . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10

The following table shows the amount expended under the direction of the Public Building Department for repairs needed and furniture furnished the schools for the past twelve years : --

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	50,308	\$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 88	247 50	177,761 38	55,638	3 19
1882-83 . . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . . .	171,032 71	295 92	170,736 79	62,259	2 74
1887-88 . . .	243,107 89	221 00	242,886 89	62,226	3 90

¹ This amount includes \$7,921.33 (expense for heating apparatus, Hancock School) charged by mistake last year to new school-houses, but corrected in the tables of this year.

The foregoing tables represent the combined expenses incurred in carrying on the schools for the past twelve years, exclusive of the cost for new school-houses.

Of the net expenditures of the School Committee the past year,

80.21 per cent. was paid to instructors.

3.84 per cent. was paid to officers.

6.60 per cent. was paid to janitors.

4.74 per cent. was paid for fuel, gas, and water.

2.91 per cent. was paid for supplies to pupils.

1.70 per cent. was paid for miscellaneous expenses.

100.00 per cent. total.

The amount paid for salaries of instructors the past year was \$1,238,584.42, the largest amount ever paid for this item; and shows an increase of \$24,778.18, as compared with the previous year. The opening of the Hugh O'Brien School and the establishment of the new Pierce District partly caused this increase.

Although the average number of pupils belonging to the schools was about the same as for the previous year, still it was found necessary, owing to the increase in some localities, and in the higher grades of schools, though offset by a corresponding decrease in other places and in the lower grades, to elect eighteen additional instructors during the year, the cost for instruction in the High Schools, and in the upper classes of the Grammar Schools being more than double as much as in the lower Grammar and Primary classes.

The following shows the relative increase in the number of pupils in the Primary Schools, the two lower, the two middle, and the two upper classes of the Grammar Schools, and in the High Schools, as compared with 1883, five years ago: —

Primary Schools increased 1 per cent.

Grammar Schools : —

Two lower classes increased 1 per cent.

Two middle classes increased 11 per cent.

Two upper classes increased 20 per cent.

High Schools increased 44 per cent.

The above shows the changes in the distribution of pupils which have taken place within five years, and accounts to some extent for the increased amount paid for salaries, from the fact that nearly all the increase in pupils during that time is found in the upper grades where the cost for instruction is greater.

The variation in the amount paid for salaries in the different grades of schools the past year, as compared with the year previous, was as follows : —

High Schools increased	\$7,204 81
Grammar Schools increased	12,871 36
Primary Schools increased	1,873 36
Evening Schools increased	1,950 50
Evening Drawing Schools increased	34 00
Mannual Training Schools increased	878 33
Total increase	<u>\$24,812 36</u>

The Horace Mann School shows a decrease of \$34.18, which deducted from the above leaves \$24,778.18, the net increase in this item.

The average salary paid during the year to each regular —

High School instructor was	\$1,678 64
Grammar School instructor was	980 69
Primary School instructor was	691 36

The average salary paid each regular teacher in the service during the year was \$927.52.

The cost per pupil for salaries paid instructors in the

Normal, Latin, and High Schools, the past year, was as follows : —

Normal School	\$71 13
Latin School	79 27
Girls' Latin School	58 24
English High School	65 38
Girls' High School	42 79
Roxbury High School	40 98
Charlestown High School	52 07
Dorchester High School	53 22
Brighton High School	85 98
West Roxbury High School	71 25
East Boston High School	49 19

The location of the different schools and the rules regarding the employment of instructors are the principal causes for the large differences in the rate for instruction.

In the Grammar and Primary Schools the cost is more uniform, although some Grammar Schools would show a marked difference from others if comparisons were made.

During the past five years the number of regular instructors appointed (including 91 who resigned a lower position to accept a higher one) was 480, of which —

388 were placed on the first year or minimum salary.

19 on the second year.

18 on the third year.

17 on the fourth year.

4 on the fifth year.

13 on the sixth year.

17 on the seventh year.

2 on the tenth year.

2 on the fourteenth year.

The rules provide that when teachers are proposed for nomination, committees in charge may recommend, if they deem it advisable, that such teachers be placed on an advanced year of service. The statement above shows that 81

per cent. of the teachers elected the past five years are working up from the minimum salary, — a sufficient proof of the conservative policy of the School Board regarding expenses.

The following information was returned by the principals with the monthly pay-roll: —

Number of days teachers were absent	10,743
Number of days substitutes were employed	9,926
	<hr/>
Number of days teachers were absent without employing substitutes	817

The amount required to pay substitutes for the 817 days teachers were absent was \$2,256.97, which was saved to the absent teachers by reason of no substitutes being furnished.

During the year \$47,375.68 were paid for instruction by special teachers, as follows: Sewing, 30 teachers, in 219 divisions, \$16,121.07; Music, 5 teachers, \$13,200; Drawing, 1 teacher, \$3,000; Modern Languages, Director, \$3,000; 2 assistants, \$2,000; Hygiene, 1 teacher, \$3,000; Calisthenics and Elocution, 2 teachers, \$1,452; Physics in Boys' Latin School, 1 teacher, \$716.28 (service commenced Oct. 12, 1887); Military Drill, 1 teacher and 1 armorer, \$2,160; Manual Training, 1 teacher of carpentry, \$1,200; 1 teacher of Boston School Kitchen No. 2, \$744; 1 teacher of Boston School Kitchen No. 4, \$382.33 (service commenced Sept. 26, 1887); school on Spectacle Island, 1 teacher, \$400.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the lowest primary classes was 37, and the salaries paid the same amounted to \$2,489.

The number of temporary teachers employed during the year was 74, and the amount paid them was \$10,026.74, of which \$3,447.38 were expended for services in the High Schools, \$3,569.88 in the Grammar Schools, and \$3,009.48 in the Primary Schools.

The Evening High and thirteen Elementary schools opened Sept. 26, and were in session twenty-two weeks. The location of the school, which for many years occupied the ward-room in Anderson street, was changed at the beginning of the term to the Phillips Grammar School. All the Elementary schools now occupy Grammar School buildings, with the exception of the one in the Warren-street chapel. This school differs from the others inasmuch as it only holds sessions three evenings each week (Wednesday, Thursday, and Friday), and teachers who are connected with the chapel hold certificates of special grade, limiting them to teach in that particular school.

The cost for salaries paid instructors the past year in the Evening High School was \$9,356, and the Evening Elementary schools, \$18,855.50, as compared with \$8,616 and \$17,645 paid respectively the previous year.

The salaries paid teachers in the five Evening Drawing schools, for the twenty-two weeks the schools were in session the past year, amounted to \$9,103, as compared with the \$7,069 paid the year previous.

Under the head "Salaries of Officers" are included the Superintendent, six Supervisors, Secretary, Auditing Clerk, and their assistants, four messengers, and sixteen truant officers, — in all a force of thirty-three persons, to whom were paid during the year \$57,608, as compared with \$55,739.67 paid the year previous.

The appropriation granted each year under the head of "School Expenses" includes salaries paid janitors, and all items under the control of the Committee on Supplies.

The number of janitors employed the past year was one hundred and fifty-seven, including one engineer. The salaries paid amounted to \$98,947 (an increase, as compared with the previous year, of \$9,144.05), and range from

\$144 to \$2,640 per annum, the average salary being \$630.24. Very few, if any, of the janitors of the larger buildings are able to do all the work themselves, as the time allowed for certain parts of it is too short to admit of it being done by one person, and many of them pay out quite a percentage of their salaries for assistance.

At the commencement of the year, and for some time prior to it, the janitors complained that in the matter of salary they did not receive the same consideration as was shown to similar employees in other city departments, whose salaries had been increased. This committee, being of the opinion that a slight increase in salaries should be made, included in the estimates \$4,500 for this purpose, which was approved by the School Committee; and at the beginning of the year this amount (about five per cent.) was added to the salaries. Until the beginning of the past year janitors were paid the first of each month for services rendered to the twenty-first of the month preceding. Your committee felt that, as it was deemed advisable to continue paying salaries monthly, no part of the amount due should be held back, and they voted that payments be computed to the first of each month, to correspond with other employees of the School Board; this resulted in salaries for twelve and one-third months being paid within the past financial year, thereby increasing the expenses about \$2,500.

The increase in janitors' salaries beyond the two items mentioned was caused by the occupancy of additional buildings for school purposes and of extra rooms being used in others.

The janitors have performed their work during the year in a manner that called forth very few complaints; and in no instance was the dismissal of school reported owing to the negligence of the janitor. For the first time in a report of this committee a list is given of the salaries paid janitors who receive \$300 or more per annum, which can be found on pages 31, 32, and 33 of this report.

During the year very little expense was incurred in removing snow from the school-house yards. In only a few instances did the principals request that the work be done; and the entire cost, which was less than \$100, was charged under the head of salaries of janitors.

The Committee on Supplies presented to this committee during the year bills for approval to the amount of \$140,-409.56, which represented the total expenditure of the School Committee outside of salaries. The income was \$189.93, which deducted from the gross expenditures leaves the sum of \$140,219.63 as the net amount expended under their direction.

The supplying of the schools under the free text-book law continues to give satisfaction. The cost per pupil the past year was 71 cents. The financial result as compared with the former plan shows a saving to parents of \$60,000 annually at an expense to the tax-payers of about \$30,000. This reduction is brought about from the fact that, under the law, text-books are loaned to pupils and are now being used until worn out.

Nearly five per cent. of the expenses of the School Committee the past year was incurred for fuel, gas, and water, the cost of which was \$71,133.28, — an increase over the previous year of \$13,746.23. Bills were approved during the year for 11,193 tons of coal purchased at the following prices: —

57 tons at	.	.	.	\$4 17	44 tons at	.	.	.	\$5 60
152 "	.	.	.	4 27	2 "	.	.	.	5 74
182 "	.	.	.	4 29	907 "	.	.	.	5 90
58 "	.	.	.	4 33	12 "	.	.	.	6 15
236 "	.	.	.	4 52	2 "	.	.	.	6 40
20 "	.	.	.	4 73	207 "	.	.	.	6 60
5,587 "	.	.	.	5 10	544 "	.	.	.	6 63
370 "	.	.	.	5 24	2 "	.	.	.	6 85
390 "	.	.	.	5 28	5 "	.	.	.	6 88
2,162 "	.	.	.	5 35	230 "	.	.	.	7 10
14 "	.	.	.	5 49					

The average price paid was \$5.32 per ton.

In previous years the Superintendent of Public Buildings contracted in May for the year's supply ; but during the past year contractors would only submit bids for a term of sixty days from the date of the contract. This resulted in a great many different prices ; but the average price paid, \$5.32, was reasonable considering the state of the coal market during the year.

In the building of the new school-houses lately acquired much attention has been paid to the heating and sanitary arrangements, thereby protecting the health of the children, and no expense has been spared that would accomplish the best results. The running expenses that will be incurred each year for care and fuel needed to utilize the advantages of our spacious school-houses will be large. It is necessary, in order to keep the buildings in good condition and prevent damage to the heating-apparatus, that fires be kept running continuously throughout the cold season whether schools keep or not.

The number of non-resident pupils reported by the principals as attending the public schools the past year was 162, of which 118 paid tuition for the whole or a portion of the year. Of the number who paid tuition 7 attended the Normal School, 44 the Latin School, 1 the Girls' Latin School, 23 the English High School, 12 the Girls' High School, 25 the Grammar schools, 1 a Primary school, 2 the Evening High School, and 3 the Evening Drawing Schools. Of the number reported, 44 either left school or presented such reasons as justified the committee in exempting them from payment. Parents doing business in Boston, or belonging to firms paying taxes to the city, although residing elsewhere, feel that, as they contribute to the support of the schools, they should have the right to send their children ; but the Statutes regulate this matter by depriving any child

from having a right to attend school in two places. If a parent who has no legal right elects to have his children educated in our schools, he should be willing to pay the cost, particularly if he is abundantly able to do so.

The amount collected during the year for the tuition of non-resident pupils was \$6,808.72, — a decrease, as compared with the previous year, of \$1,041.40. This reduction was largely brought about by a reduction in the rate charged, which, in the High schools the past year, was \$76.11 as compared with \$84.26 the year previous.

An act was passed and approved April 14, 1887, providing, among other things, for the admission and discharge of pupils to certain institutions or schools for deaf-mute pupils; and also providing that the sums necessary for the instruction and support of said pupils be paid by the Commonwealth. It was thought that, after the enactment of this law, the State would bear the entire expense of this school. It is optional with the State as to which school a pupil is sent; and the State Board of Education claims that the amount now being paid Boston is more in proportion than what is paid for tuition in other schools. This committee, not having any special direction of the regulations pertaining to this school, presented the case, but did not deem it advisable to press the matter, and have simply made out bills as usual at the rate of \$100 for each Boston pupil, and \$105 for each out-of-town pupil, which bills have been paid by the State. The amount received on account of tuition for pupils attending this school the past year was \$6,847.16.

The total expenditure for the public schools, including new school-houses, for the past year, was as follows: —

School Committee	\$1,536,552 99
Public Building Department (ordinary)	243,107 89
Public Building and City Architect's Department, new school-houses (special)	127,875 90
Total gross expenditure	<u>\$1,907,536 78</u>

Income for the year was as follows : —

School Committee	\$37,092 81	
Public Building Department (ordinary),	221 00	
Sale of old buildings (special),	10,773 25	48,087 06
		<hr/>
Total net expenditure	\$1,859,449 72	<hr/>

Your committee have added to this report the estimates for the present financial year as prepared, approved, and presented to the City Auditor in February last : —

The amount asked for was as follows : —

Salaries of instructors	\$1,269,678 00
Salaries of officers	58,180 00
School expenses	268,000 00
Kindergarten Schools	20,000 00
	<hr/>
	\$1,615,858 00

The City Council reduced

School expenses	<u>\$57,678 00</u>
---------------------------	--------------------

Ten years ago the City Council granted the appropriation "School Expenses" \$251,500, and this year the amount granted is \$210,322, a reduction of \$41,178. During the past ten years the pupils have increased 10,417, the amount required for janitors' salaries has increased more than 30 per cent., and the School Board is supplying pupils under a law requiring all books and supplies to be furnished free. Under these circumstances your committee cannot understand why the City Council reduced the appropriation "School Expenses" over 16 per cent. from what was granted ten years ago; and it is difficult to see how the necessary expenses can be met with the money granted.

The School Committee, like the Police and Fire Departments, expends the greater part of the appropriation granted them for salaries. The following comparison shows, to

some extent, the drift of city expenditures for the past ten years : —

For 1878-79 the amount of money granted the

School Committee was	.	.	.	.	.	.	.	\$1,419,500	00
Police Department was	.	.	.	.	.	.	.	823,000	00
Fire Department was	.	.	.	.	.	.	.	586,249	00

For 1888-89 the amount of money granted the

School Committee was	.	.	.	.	.	.	.	\$1,558,180	00
Police Department was	.	.	.	.	.	.	.	1,181,972	00
Fire Department was	.	.	.	.	.	.	.	849,640	00

The increase in ten years was : —

School Committee	.	.	.	.	.	.	.	9.8	per cent.
Police Department	.	.	.	.	.	.	.	43.6	"
Fire Department	.	.	.	.	.	.	.	44.9	"

The appropriation requested by the School Committee the present year was reduced 3.6 per cent., while the amount requested by the Police and Fire Departments for ordinary expenses each suffered a reduction of only 1.7 per cent.

If the expenditures of the School Committee and the Police Department continue to increase in the same ratio as they have during the past ten years, it will only be a question of time when Boston will be paying more for police work than for education.

In conclusion, your committee would call the attention of the Board to the fact that, in the opinion of this committee, the appropriation granted by the City Council to the School Committee will prove insufficient to carry on the schools as they exist at present.

Believing that the citizens of Boston do not desire any reduction in school expenses which would in the slightest degree impair the usefulness of the schools, no action has been taken by the School Board towards reducing salaries or discharging any of the employees. It is probable that towards the end of the year the City Council will be obliged

to provide more money, or be responsible for closing the schools.

The attention of the School Board is called to the limited appropriation granted ; and any orders passed requiring additional expenditure will increase the amount that it will in all probability be necessary to request from the City Council to carry on the schools to the end of the financial year.

Respectfully submitted,

EDWIN H. DARLING,

Chairman.

HENRY CANNING,

GERALD GRIFFIN,

WM. C. WILLIAMSON,

GEORGE R. SWASEY,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging	No. of Evening Scholars Belonging	Total No. of Officers, School Belonging	Salaries of Teachers and Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1858-59	25,453	...	25,453	\$275,784 03	\$79,823 73	\$355,607 76	\$7,027 04	\$348,580 72	\$13 70	\$105,186 42	\$460,794 18
1859-60	25,328	...	25,328	284,920 46	89,548 60	374,469 06	6,906 35	367,562 71	14 51	144,362 67	519,031 73
1860-61	26,488	...	26,488	294,305 30	114,136 34	408,441 64	6,444 83	402,006 80	15 18	223,853 28	625,859 01
1861-62	27,081	...	27,081	308,348 28	110,127 06	418,475 34	6,805 06	411,670 28	15 21	155,392 40	574,167 74
1862-63	27,051	...	27,051	310,066 22	115,847 17	425,913 39	6,885 50	420,027 89	15 75	101,653 62	523,681 51
1863-64	26,961	...	26,961	352,710 66	132,761 75	485,472 41	7,185 78	478,286 63	17 00	5,870 87	471,343 28
1864-65	27,005	...	27,005	380,833 06	172,331 78	553,164 84	7,927 56	545,237 28	20 12	90,609 84	645,774 68
1865-66	27,204	...	27,204	412,550 82	163,270 76	575,821 58	8,574 22	567,247 36	20 83	200,553 64	776,375 22
1866-67	28,002	...	28,002	505,706 66	176,108 85	679,705 51	5,858 93	673,846 58	24 06	101,375 09	781,280 60
1867-68	27,982	...	27,982	561,169 98	211,359 43	772,529 41	10,407 05	762,122 36	27 24	185,790 80	961,497 21
1868-69	33,994	...	33,994	738,198 37	244,478 63	982,677 00	8,876 68	973,800 32	28 64	346,610 78	1,329,287 78
1869-70	35,442	...	35,442	739,345 65	248,066 95	987,412 60	14,661 16	972,751 44	27 45	612,337 86	1,599,750 46
1870-71	36,758	...	36,758	828,363 77	293,252 59	1,121,616 36	23,806 35	1,097,809 01	30 11	443,679 71	1,571,379 07
1871-72	41,778	5,128	41,778	886,940 47	323,639 18	1,210,579 65	26,809 98	1,183,769 67	28 47	97,800 68	1,314,580 33
1872-73	41,624	5,121	41,624	935,302 06	338,970 85	1,274,272 91	28,113 93	1,246,158 98	33 30	454,230 34	1,746,703 25
1873-74	41,544	1,714	43,258	1,041,375 82	377,681 52	1,419,057 34	28,848 73	1,390,208 61	32 14	446,063 26	1,865,720 29
1874-75	44,942	1,522	46,464	1,249,498 93	474,874 68	1,724,373 61	26,220 82	1,698,152 79	36 54	356,669 74	2,051,043 35
1875-76	45,924	3,393	49,317	1,296,803 36	470,890 68	1,767,694 04	20,635 72	1,747,058 32	34 82	277,746 57	2,015,380 84
1876-77	46,581	3,727	50,308	1,268,604 23	422,472 22	1,691,076 45	21,009 03	1,669,077 42	33 18	125,539 04	1,816,615 49
1877-78	47,675	4,084	51,759	1,215,782 03	366,334 06	1,582,116 09	30,993 31	1,551,006 78	29 99	174,324 75	1,756,440 84
1878-79	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 63	240,222 98	1,759,885 90
1879-80	50,851	3,130	53,981	1,162,402 69	353,108 23	1,515,510 92	49,090 28	1,466,420 66	27 16	136,878 45	1,652,245 20
1880-81	51,542	3,170	54,712	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,775,037 15
1881-82	52,611	3,027	55,638	1,166,629 71	405,349 36	1,571,979 07	60,501 58	1,501,387 49	25 98	139,126 88	1,710,105 95
1882-83	54,590	2,964	57,554	1,180,193 73	422,668 76	1,602,862 49	73,509 56	1,529,352 93	26 58	77,628 73	1,680,791 22
1883-84	55,640	3,148	58,788	1,206,685 23	433,023 33	1,639,708 56	79,364 66	1,560,343 90	26 54	268,879 72	1,908,586 28
1884-85	55,888	3,818	59,706	1,230,771 71	474,681 43	1,705,453 14	80,574 76	1,624,878 38	27 90	278,114 05	2,036,567 19
1885-86	57,180	4,079	61,259	1,251,043 29	472,269 54	1,723,312 83	81,350 84	1,641,962 00	26 81	362,796 15	2,096,468 98
1886-87	58,260	3,963	62,220	1,260,545 91	386,880 09	1,646,376 00	33,684 20	1,622,691 80	26 06	125,087 45	1,782,063 45
1887-88	58,310	3,916	62,226	1,266,192 42	483,468 46	1,779,660 88	37,313 81	1,742,347 07	28 00	127,875 90	1,907,336 78

(From report of James H. Dodge, Esq., City Auditor.)

SEMI-ANNUAL STATISTICS
OF THE
PUBLIC SCHOOLS.

JUNE, 1888.

SCHOOL CENSUS. — *May, 1888.*

Number of children in Boston between the ages of 5 and 15.....	72,590
Number attending public schools.....	55,599
“ “ private schools.....	7,882
Whole number of different pupils registered in the public schools during the year 1887-88: Boys, 34,733; girls, 31,049; total, 65,782.	

EXPENDITURES. — 1887-88.

Salaries of officers.....	\$57,608 00
“ “ teachers.....	1,238,584 42

Incidental Expenses.

By School Committee.....	\$239,356 56
From Income Gibson Fund.....	1,004 01
By Committee on Public Buildings.....	243,107 89
School-houses and lots.....	127,875 90
Total expenditures.....	<u>\$1,907,536 78</u>

INCOME.

School Committee.....	\$37,092 81
City Council.....	10,994 25
Total income.....	<u>\$48,087 06</u>
Net expenditures for public schools.....	<u>\$1,859,449 72</u>

SUMMARY.

June, 1888.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	5	100	96	4	96.	96
Latin and High	10	102	2,724	2,568	156	93.9	2,652
Grammar	54	694	30,310	27,641	2,669	91.	28,914
Primary	470	470	24,639	21,387	3,252	86.	24,849
Totals	535	1,271	57,773	51,692	6,381	89.5	56,511

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	73	63	10	87.	74
Spectacle Island	1	1	11	10	1	92.	13
Evening High	1	20	1,178	960	...	...	...
Evening	13	94	1,890	1,197	...	...	...
Evening Drawing	5	23	503	440	...	...	...
Totals	21	147	3,655	2,670	...	...	...

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	3	4
Latin School	14	...	14
English High School	19	...	19
Girls' High School	2	18	20
Girls' Latin School	1	5	6
Roxbury High School	2	7	9
Dorchester High School	2	3	5
Charlestown High School	2	5	7
West Roxbury High School	1	2	3
Brighton High School	1	2	3
East Boston High School	1	4	5
Grammar Schools	106	550	656
Primary Schools . . . . .	...	470	470
Totals	52	1,069	1,221

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	51	63	114
Evening Drawing Schools	16	7	23
French and German: High Schools	3		3
Music: High, Grammar, and Primary Schools	5		5
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Instructor in Hygiene	1		1
Sewing		30	30
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Instructor in Manual Training School	1		1
Instructors in Cooking Schools		2	2
Spectacle Island		1	1
Totals	79	117	196

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1888.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assts.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal	100	100	200	96	96	192	4	96.	1			1	2		
Latin	408	408	816	394	394	788	14	97.	1	7	6				
Girls' Latin	146	146	292	137	137	274	9	93.	1						5
English High	605	605	1210	575	575	1150	30	95.	1	8	10				
Girls' High	687	687	1374	645	645	1290	42	94.	1	1		1	1		16
Roxbury High	91	185	276	86	171	257	19	94.	1		1	1			6
Dorchester High	57	90	147	55	81	136	11	92.		1					5
Charlestown High	54	133	187	52	122	174	13	93.	1		1				5
West Roxbury High	26	56	82	25	53	78	4	95.		1					2
Brighton High	19	36	55	18	34	52	3	94.		1					2
East Boston High	57	74	131	53	67	120	11	92.		1					4
Totals	1,317	1,507	2,824	1,258	1,406	2,664	160	94.	6	21	18	1	3	2	45

	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	84	12	..	..	..	..	96	..	..	..	..	..	..	..	8	35	25	28
Latin	94	70	84	65	50	36	1483	2	7	55	88	112	99	62	34	19	3	2
Girls' Latin	28	41	28	19	7	9	132	..	7	15	32	21	25	8	15	4	4	1
English High	244	166	156	11	..	..	577	..	..	1	31	115	197	148	60	22	3	..
Girls' High	287	141	106	111	..	..	645	..	..	2	16	84	175	131	114	66	19	18
Roxbury High	122	65	67	..	..	..	254	..	..	3	19	55	69	61	32	13	2	..
Dorchester High	58	34	47	..	..	..	139	..	..	..	4	28	41	41	19	6	..	..
Charlestown High	65	57	45	..	..	..	167	..	..	1	6	38	46	48	21	5	2	..
West Roxbury High	39	19	22	..	..	..	80	..	..	..	1	25	18	21	16	2	3	..
Brighton High	23	22	9	..	..	..	54	..	..	..	..	5	29	19	7	2	1	..
East Boston High	44	42	35	..	..	..	121	..	..	..	2	10	40	30	24	13	2	..
Totals	1,088	669	599	206	57	45	2,748	2	14	77	199	433	730	589	344	187	64	49
Percentages	39.6	24.3	21.8	7.5	2.1	1.6	100	.07	.51	2.80	7.24	17.94	26.57	21.43	12.52	6.81	2.33	1.78

¹ Including 84 pupils in out-of-course class.

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	3	100	33.3
Latin	13	408	31.4
Girls' Latin	5	146	29.2
English High	18	605	33.7
Girls' High	19	687	36.2
Roxbury High	8	276	34.5
Dorchester High	5	147	29.4
Charlestown High	6	187	31.2
West Roxbury High	2	82	41.0
Brighton High	2	55	27.5
East Boston High	4	131	32.8
Totals	85	2,824	33.3

Graduates, June, 1888.

SCHOOLS.	Regular Course.	Four Years' Course.	Total.
Normal	84	.....	84
Latin	33	.....	33
Girls' Latin	9	.....	9
English High	138	.....	138
Girls' High	100	92	192
Roxbury High	65	.....	65
Dorchester High	46	.....	46
Charlestown High	45	.....	45
West Roxbury High	19	.....	19
Brighton High	10	.....	10
East Boston High	32	.....	32
Totals	581	92	673

EVENING SCHOOLS.

October, 1887 — March, 1888.

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, per Evening.
				Males.	Females.	Total.		
High	107	1,800	1,178	587	373	960	20	25
Bigelow School	108	327	121	65	38	103	8	15
Comins School, Rox. . .	108	303	155	68	24	92	7	15
Dearborn School, Rox. .	108	225	78	37	18	55	5	14
Eliot School	108	341	184	73	48	121	10	14
Franklin School	108	615	352	113	77	190	12	17
Lincoln School, S.B. . .	108	168	131	54	21	75	6	15
Lyman School, E.B. . .	108	360	185	80	21	101	8	14
Phillips School	108	197	112	38	19	57	4	17
Quincy School	107	190	102	61	22	83	7	14
Sherwin School, Rox. .	108	127	68	35	10	45	4	18
Warren School, Ch'n . .	108	409	145	62	39	101	9	13
Warrenton Street . . .	64	120	109	41	24	65	5	16
Wells School	108	472	148	69	40	109	9	15
Totals	1,466	5,714	3,068	1,383	774	2,157	114	16

EVENING DRAWING SCHOOLS.

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	64	158	103	75	14	89	5	24
East Boston	64	162	74	58	9	67	4	22
Roxbury	64	154	85	59	14	73	4	24
Tennyson Street	64	221	130	121	0	121	5	30
Warren Avenue	64	167	111	56	34	90	5	23
Totals	320	862	503	360	71	440	23	25

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1888.

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	361	144	505	328	130	458	47	90.	1	1	1	1	7
Agassiz	329	. . .	329	305	. . .	305	24	92.	1	. .	1	1	4
Allston	287	275	562	257	236	493	69	88.	1	. .	1	2	8
Andrew	390	305	695	365	276	641	54	92.	1	1	2	2	9
Bennett	276	295	571	257	269	526	45	92.	1	1	1	1	8
Bigelow	780	. . .	780	729	. . .	729	51	93.	1	2	1	1	11
Bowdoin . . . . .	. . .	341	341	. . .	303	303	38	89.	1	. .	2	1	6
Brimmer	611	. . .	611	553	. . .	553	58	91.	1	2	1	1	10
Bunker Hill	300	354	654	282	329	611	43	93.	1	1	2	2	8
Chapman	292	311	603	270	283	553	50	92.	1	1	2	2	7
Charles Sumner	231	196	427	209	176	385	42	90.	1	. .	1	1	7
Comins	291	326	617	269	288	557	60	91.	1	1	1	1	8
Dearborn	351	253	604	328	230	558	46	92.	1	1	2	2	7
Dillaway . . . . .	. . .	597	597	. . .	532	532	65	89.	1	. .	2	3	7
Dorchester-Everett	257	246	503	234	220	454	49	91.	1	1	1	1	7
Dudley	675	. . .	675	634	. . .	634	41	94.	1	2	1	1	10
Dwight	657	. . .	657	612	. . .	612	45	93.	1	2	1	1	9
Eliot	967	. . .	967	842	. . .	842	125	87.	1	3	1	1	15
Emerson	369	292	661	339	265	604	57	91.	1	1	2	2	8
Everett . . . . .	. . .	690	690	. . .	646	646	44	94.	1	. .	2	3	9
Franklin . . . . .	. . .	673	673	. . .	610	610	63	91.	1	. .	2	3	8
Frothingham	295	280	575	267	247	514	61	89.	1	1	2	2	7
Gaston . . . . .	. . .	573	573	. . .	517	517	56	90.	1	. .	2	2	6
George Putnam	153	157	310	144	145	289	21	93.	1	. .	1	1	4
Gibson	157	160	317	146	145	291	26	92.	1	. .	1	1	5
Hancock . . . . .	. . .	507	507	. . .	448	448	59	88.	1	. .	2	2	7
Harris	149	162	311	136	147	283	28	91.	1	. .	1	1	4
Harvard	316	325	641	292	292	584	57	91.	1	1	2	2	7

GRAMMAR SCHOOLS. — *Concluded.*

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	357	357	714	326	326	652	31	91.	1	1	1	5	
Hugh O'Brien	352	294	646	330	270	600	46	93.	1	1	2	2	8
Hyde	565	565	1130	515	515	1030	50	91.	1	2	2	2	8
Lawrence	965	965	1930	913	913	1826	52	95.	1	3	1	1	13
Lewis	284	290	574	263	275	538	45	92.	1	1	2	2	7
Lincoln	887	887	1774	827	827	1654	60	93.	1	2	1	1	12
Lowell	349	356	705	325	321	646	59	93.	1	1	2	2	8
Lyman	420	157	577	370	139	509	68	88.	1	1	2	2	7
Martin	264	351	615	244	319	563	52	92.	1	1	2	2	7
Mather	228	228	456	207	201	408	48	89.	1	1	1	1	6
Minot	155	146	301	147	131	278	23	92.	1	1	2	2	5
Mt. Vernon	90	105	195	82	95	177	18	91.	1	1	1	1	3
Norcross	682	682	1364	621	621	1242	61	91.	1	2	3	3	9
Phillips	705	705	1410	650	650	1300	55	92.	1	2	1	1	10
Pierce	98	87	185	92	78	170	15	92.	1	1	1	1	3
Prescott	247	280	527	228	251	479	48	91.	1	1	1	1	6
Prince	251	235	486	231	208	439	47	90.	1	1	1	1	6
Quincy	568	568	1136	499	499	998	69	88.	1	2	1	1	7
Rice	596	596	1192	558	558	1116	38	94.	1	2	1	1	7
Sherwin	526	526	1052	477	477	954	49	90.	1	1	1	1	8
Shurtleff	701	701	1402	625	625	1250	76	89.	1	2	3	3	9
Stoughton	175	181	356	161	161	322	34	91.	1	1	1	1	5
Tileston	51	53	104	47	47	94	10	91.	1	1	1	1	2
Warren	335	342	677	321	328	649	28	96.	1	1	2	2	8
Wells	463	463	926	411	411	822	52	89.	1	2	1	1	6
Winthrop	926	926	1852	815	815	1630	111	88.	1	2	5	5	11
Totals	16,040	14,270	30,310	14,770	12,871	27,641	2,669	91.	51	46	75	85	399

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1888.

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	33	47	57	61	104	103	. . .	465	. . .	2	31	51	89	82	103	59	39	7	2	. . .
Agassiz	26	29	47	81	77	56	. . .	316	. . .	1	11	48	59	59	68	34	24	9	3	. . .
Allston	38	58	102	104	105	150	. . .	557	. . .	8	46	77	88	98	103	80	42	14	1	. . .
Andrew	33	47	85	166	148	169	. . .	648	. . .	5	43	94	115	125	112	85	53	15	. . .	1
Bennett	45	52	98	97	149	100	. . .	541	. . .	15	44	71	93	87	85	72	51	14	6	3
Bigelow	54	50	84	184	217	166	. . .	755	1	9	62	127	154	159	111	82	32	24	3	. . .
Bowdoin	33	31	62	40	79	77	. . .	322	. . .	1	9	30	41	66	65	50	32	19	8	1
Brimmer	38	86	70	85	143	123	29	574	. . .	. . .	30	95	93	120	87	86	35	22	5	1
Bunker Hill	38	47	95	107	145	160	29	621	. . .	4	42	73	116	116	112	89	42	19	7	1
Chapman	43	51	94	95	159	146	. . .	588	. . .	7	58	75	82	107	74	79	57	34	9	6
Charles Sumner	25	34	44	91	112	109	. . .	415	. . .	3	30	61	75	69	73	50	39	11	4	. . .
Comins	50	90	89	99	144	118	. . .	590	. . .	1	80	60	82	125	136	99	41	15	1	. . .
Dearborn	26	58	87	103	101	163	46	584	. . .	9	28	79	128	118	106	65	39	9	3	. . .
Dillaway	40	60	113	128	104	108	. . .	553	. . .	4	32	69	92	108	104	72	55	13	2	2
Dorchester-Everett	40	48	83	98	105	110	. . .	484	. . .	2	35	58	69	91	76	65	54	23	9	2
Dudley	39	82	87	99	149	162	31	649	. . .	6	34	101	95	128	142	90	38	12	3	. . .
Dwight	47	96	94	140	96	108	37	618	. . .	2	35	81	107	100	104	97	56	28	6	2
Ellot	44	81	118	141	234	169	147	934	6	18	64	126	174	187	194	118	35	8	2	2
Emerson	40	65	100	118	117	127	45	612	. . .	5	28	74	90	109	116	100	61	20	7	2
Everett	75	104	91	131	108	111	25	645	. . .	1	32	72	84	106	118	105	77	34	13	3
Franklin	41	80	80	149	92	148	. . .	560	. . .	4	25	70	116	99	98	84	55	28	9	2
Frothingham	35	47	91	89	93	153	31	539	. . .	3	18	60	110	117	109	68	42	12	. . .	. . .
Gaston	38	45	96	104	107	152	. . .	542	. . .	3	34	61	89	97	97	77	50	23	7	4
George Putnam	23	63	50	51	53	64	. . .	304	. . .	4	22	42	60	50	43	41	32	6	3	1

Gibson	28	36	50	64	70	62	. . . .	310	. . .	5	18	31	57	57	40	31	9	5	. . .
Hancock	53	34	47	82	89	89	100	474	1	2	26	75	93	115	67	56	29	8	. . .
Harris	36	42	47	41	45	88	. . .	299	. . .	1	13	32	31	56	63	59	33	16	3
Harvard	52	49	77	96	138	154	24	590	. . .	5	40	85	90	118	98	84	43	17	8
Hillside	48	48	49	77	75	53	. . .	350	. . .	1	16	38	56	62	71	41	47	13	3
Hugh O'Brien	38	91	75	120	138	151	. . .	613	. . .	1	29	70	105	108	124	98	51	23	4
Hyde	35	79	89	95	101	118	40	557	. . .	3	34	67	95	102	117	56	49	31	3
Lawrence	81	91	127	147	162	259	37	904	. . .	22	84	152	173	187	147	86	38	15	. . .
Lewis	78	80	84	88	117	117	. . .	564	. . .	6	28	84	80	107	98	75	55	26	5
Lincoln	48	82	91	146	198	241	37	845	. . .	9	46	121	151	168	150	117	55	23	1
Lowell	45	88	96	135	201	135	. . .	700	. . .	1	59	100	135	136	127	100	31	11	. . .
Lyman	26	51	62	67	136	149	48	539	. . .	4	17	82	106	100	94	78	38	17	2
Martin	44	88	86	108	131	136	. . .	503	. . .	6	46	91	93	97	106	75	51	19	8
Mather	37	45	42	95	100	115	. . .	484	. . .	3	36	60	69	74	79	62	31	15	5
Minot	29	44	45	49	39	52	35	293	. . .	3	26	31	46	51	42	49	30	11	3
Mr. Vernon	17	24	28	39	43	44	. . .	195	. . .	2	14	22	40	37	34	21	17	6	2
Norcross	46	49	76	110	156	198	. . .	635	. . .	11	58	87	124	128	110	70	37	10	. . .
Phillips	40	48	99	147	147	152	34	667	. . .	5	22	85	136	144	131	70	37	25	9
Pierce	15	23	42	23	38	46	. . .	187	. . .	4	12	30	35	29	27	34	9	5	1
Prescott	44	47	68	86	126	160	. . .	531	. . .	3	20	90	87	100	87	72	50	14	6
Prince	49	58	113	103	82	82	. . .	487	. . .	2	36	42	69	88	82	66	61	30	10
Quincy	31	36	71	94	103	162	32	529	. . .	9	40	78	109	89	107	63	28	5	1
Rice	44	39	87	138	101	128	27	564	. . .	3	31	76	100	110	105	72	43	18	5
Sherwin	33	45	96	83	105	110	31	563	. . .	1	30	67	76	113	102	59	29	16	9
Shurtleff	47	50	90	98	209	189	. . .	683	1	19	57	92	124	120	111	95	47	16	1
Stoughton	28	43	60	71	64	89	. . .	355	. . .	22	34	44	51	51	56	50	36	9	2
Tilston	7	14	15	13	24	30	. . .	103	. . .	9	10	20	20	10	10	12	10	2	. . .
Warren	43	47	104	109	155	166	43	697	. . .	7	33	87	110	129	104	104	53	23	14
Wells	39	50	49	51	107	97	33	426	. . .	3	20	53	79	91	78	44	37	14	6
Winthrop	56	91	102	207	171	206	40	873	1	12	56	121	171	179	137	102	64	27	9
Totals	2,141	3,063	4,214	5,373	6,312	6,830	981	28,914	10	301	1,814	3,808	5,012	5,461	5,157	3,848	2,953	893	240
Per cents	7.4	10.6	14.6	18.6	21.8	23.6	3.4	100.	.3	1.	6.2	13.3	17.3	18.9	17.8	13.3	7.8	3.1	.8

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1888.

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	505	50.5	Hillside	7	357	51.0
Agassiz	6	329	54.8	Hugh O'Brien.	13	646	49.7
Allston	11	562	51.1	Hyde	12	565	47.1
Andrew	14	695	49.6	Lawrence	18	965	53.7
Bennett	11	571	51.9	Lewis	12	583	48.6
Bigelow	15	780	52.0	Lincoln	16	887	55.4
Bowdoin	9	341	37.9	Lowell	13	705	54.2
Brimmer	14	611	43.6	Lyman	12	577	48.1
Bunker Hill .	13	654	50.3	Martin	12	615	51.2
Chapman ...	12	603	50.2	Mather	9	456	50.7
Chas. Sumner	9	427	47.5	Minot	7	301	43.0
Comins	11	617	56.1	Mt. Vernon...	5	195	39.0
Dearborn ...	12	604	50.3	Norcross	14	682	48.7
Dillaway	12	597	49.7	Phillips	14	705	50.4
Dor.-Everett.	10	503	50.3	Pierce	4	185	46.2
Dudley	14	675	48.2	Prescott	9	527	58.5
Dwight	13	657	50.5	Prince	9	486	54.0
Eliot	20	967	48.4	Quincy	11	568	51.6
Emerson	13	661	50.8	Rice	11	596	54.2
Everett	14	690	49.3	Sherwin	11	526	47.8
Franklin	13	673	51.8	Shurtleff	14	701	50.1
Frothingham.	12	575	47.9	Stoughton ...	7	356	50.9
Gaston	10	573	57.3	Tileston	2	104	52.0
Geo. Putnam.	6	310	51.7	Warren	13	677	52.1
Gibson	7	317	45.4	Wells	9	463	51.4
Hancock ...	11	507	46.1	Winthrop	18	926	51.4
Harris	6	311	51.8				
Harvard	12	641	53.4	Totals	602	30,310	50.3

GRAMMAR SCHOOLS.

Graduates, June, 1888.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams	23	10	33	Hillside .....	..	44	44
Agassiz	26	..	26	Hugh O'Brien....	14	23	37
Allston	16	19	35	Hyde.....	..	31	31
Andrew.....	19	14	33	Lawrence	77	..	77
Bennett	18	27	45	Lewis	38	37	75
Bigelow	52	..	52	Lincoln	48	..	48
Bowdoin.....	..	33	33	Lowell	20	24	44
Brimmer.....	36	..	36	Lyman	17	8	25
Bunker Hill.....	12	26	38	Martin	22	22	44
Chapman	16	27	43	Mather	23	13	36
Chas. Sumner.	9	16	25	Minot	12	13	25
Comins	20	30	50	Mt. Vernon.....	7	10	17
Dearborn	11	15	26	Norcross.....	..	33	33
Dillaway .....	..	38	38	Phillips	40	..	40
Dor.-Everett	21	19	40	Pierce	7	7	14
Dudley	37	..	37	Prescott	19	25	44
Dwight	47	..	47	Prince... ..	23	26	49
Eliot	44	..	44	Quincy	31	..	31
Emerson.....	20	19	39	Rice	43	..	43
Everett.....	..	75	75	Sherwin	33	..	33
Franklin.....	..	40	40	Shurtleff .. ..	..	47	47
Frothingham	19	16	35	Stoughton	13	15	28
Gaston .....	..	38	38	Tileston	4	3	7
George Putnam.....	8	12	20	Warren.....	20	23	43
Gibson	7	17	24	Wells .....	..	35	35
Hancock .....	..	31	31	Winthrop .....	..	55	55
Harris	13	19	32				
Harvard	31	21	52	Totals	1,071	1,001	2,072

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1888 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

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.	8½ years.	9 years and over.	Not
Adams		2			5		20	3	2					1
Agassiz					6		10		1			1		8
Allston					12	1	14							8
Andrew					4		24		5					
Bennett					2		17		16		4	1		5
Bigelow					3		13		30	1	3	1	1	
Bowdoin	1				5		11		12	3			1	
Brimmer			1	1	6	3	9		9	1	2		1	3
Bunker Hill					2		25		6		1			4
Chapman		2			2		7		9		16		7	
Charles Sumner							15		5		1			4
Comins	2	1	2		24	2	17		1					1
Dearborn							18	1	7					
Dillaway					1		19		10		2			6
Dor.-Everett			1		3		16		14					6
Dudley	1		2		5		21		7					1
Dwight					6		9		15		3			14
Eliot					1	2	36		5					
Emerson					1		9		20		6		1	2
Everett							22		14		6	1	1	31
Franklin	4	3			2	1	14		11		5			
Frothingham	4				3		15		9		2		1	1
Gaston					2		14		12		8			2
George Putnam			2		2		8		8					
Gibson	2				2		18		1				1	
Hancock			1		5		19		4		1			1

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1888 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.—*Concluded.*

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.	8½ years.	9 years and over.	Not given.
Harris					1	....	11	...	7	...	10	...	1	2
Harvard					2	1	33	1	11	1	2	...		1
Hillside			1	1	12	2	15	...	5	...		1	...	7
Hugh O'Brien		1	1	...	1	...	30	...	3	...				1
Hyde		1	1	...	3	1	7	...	16	...	2			...
Lawrence					14	4	33	8	13	4	1	...		...
Lewis					13	...	27	...	21	...	2	...		12
Lincoln					6	1	30	...	9	...				2
Lowell					2	18	13	3	3	...	1	...		4
Lyman							9	...	13		2	...		1
Martin	2	...			10	...	24	...	7	...	1	...		...
Mather			3	...	9	...	21	...	2	...	1	...		...
Minot							15	...	7	...	3	...		...
Mt. Vernon					2	...	9	2	2	...				2
Norcross					2	...	15	4	8	...	2	...	1	1
Phillips					4	...	28	...	5	1	1	...	1	...
Pierce				1	1	...	7	...	5	...				...
Prescott		1	2	...	1	...	31	...	6	...	2	...	1	...
Prince	3	5	4	...	11	...	22	...	4	...				...
Quincy					5	...	16	...	7	...	2	...	1	...
Rice					11	...	21	...	4	...				7
Sherwin					4	...	15	...	10	...	4	...		...
Shurtleff							14	...	19	...	13	...		1
Stoughton					1	...	9	1	10	1	3	...		3
Tileston					1	...	5	...						1
Warren	1	...	3	2	1	1	14	...	6	...	15	...		...
Wells	6	...	1	...	2	...	14	1	11	...				...
Winthrop					7	...	12	...	19	...	5	...	2	10
Totals	26	16	25	5	230	37	920	24	466	12	132	5	21	153

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1888.

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	9	375	116	491	330	101	431	60	87.	226	272	498
Agassiz	3	124	80	204	111	66	177	27	87.	89	125	214
Allston	9	241	241	482	202	199	401	81	84.	177	202	469
Andrew	10	291	271	562	264	236	500	62	89.	247	329	576
Bennett	7	158	134	292	145	118	263	29	90.	190	130	320
Bigelow	13	376	285	661	345	252	597	64	90.	335	329	664
Bowdoin	8	184	158	342	154	131	285	57	83.	162	201	363
Brimmer	9	228	190	418	209	172	381	37	91.	211	206	417
Bunker Hill	12	320	259	579	287	230	517	62	89.	248	336	584
Chapman	7	227	174	401	185	132	317	84	79.	198	180	378
Charles Sumner . .	7	196	177	373	171	148	319	54	85.	202	205	407
Comins	8	239	231	470	216	200	416	54	89.	243	236	479
Dearborn	12	375	268	643	332	228	560	83	86.	273	368	641
Dillaway	7	208	174	382	182	142	325	57	85.	185	201	386
Dor.-Everett	8	210	190	400	186	158	344	56	86.	187	218	405
Dudley	12	320	324	644	289	281	570	74	89.	284	363	647
Dwight	10	266	283	549	225	230	455	94	83.	256	285	541
Eliot	10	367	129	496	320	109	429	67	85.	260	234	494
Emerson	10	339	210	549	297	175	472	77	85.	240	321	561
Everett	10	283	285	568	239	231	470	98	83.	234	328	562
Franklin	12	316	306	622	279	258	537	85	86.	264	358	622
Frothingham	9	261	244	505	233	215	448	57	89.	224	290	514
Gaston	14	439	357	796	392	312	704	92	88.	358	431	789
George Putnam . . .	4	114	119	233	103	105	208	25	89.	120	109	229
Gibson	5	116	136	252	100	106	206	46	82.	122	132	254
Hancock	16	464	416	880	406	353	759	121	87.	423	444	867
Harris	5	141	127	268	121	104	225	43	84.	125	132	257
Harvard	12	311	301	612	274	259	533	79	87.	303	322	625

PRIMARY SCHOOLS. — *Concluded.*

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.	Average	Absence,			
Hillside	5	152	104	256	135	89	224	32	87.	125	142	267
Hugh O'Brien .	11	377	213	590	332	183	515	75	88.	276	328	604
Hyde	8	226	204	430	210	182	392	38	91.	180	258	438
Lawrence . . .	19	647	245	892	587	218	805	87	89.	486	424	910
Lewis	10	250	287	537	215	242	457	80	85.	244	288	532
Lincoln	7	213	128	341	187	111	298	43	87.	173	171	344
Lowell	14	390	392	782	343	338	681	101	87.	385	397	782
Lyman	11	407	182	589	359	151	501	88	86.	280	317	597
Martin	6	152	183	335	134	162	296	39	89.	171	160	331
Mather	8	224	198	422	190	163	353	69	84.	210	233	443
Minot	5	122	128	250	102	109	211	39	84.	144	107	251
Mount Vernon .	3	64	80	144	57	64	121	23	84.	76	75	151
Norcross . . .	13	188	426	614	176	386	562	52	91.	298	327	625
Phillips	6	164	160	324	137	126	263	61	81.	129	199	328
Pierce	2	66	52	118	56	42	98	20	84.	50	65	115
Prescott	9	237	203	440	212	183	395	45	89.	220	229	449
Prince	3	89	98	187	76	79	155	32	83.	75	115	190
Quincy	13	426	269	695	373	230	603	92	87.	315	382	697
Rice	8	216	183	399	170	142	312	87	78.	189	216	405
Sherwin	10	248	261	509	225	230	455	54	89.	234	284	518
Shurtleff	6	156	181	337	136	154	290	47	86	184	142	326
Stoughton . . .	4	93	114	207	76	94	170	37	83.	163	64	227
Tileston	2	29	35	64	26	29	55	9	87.	42	24	66
Warren	7	188	189	377	172	171	343	34	91.	151	200	351
Wells	16	443	389	832	398	330	728	104	87.	380	453	833
Winthrop . . .	6	153	141	294	135	120	255	39	87.	165	141	306
Totals	470	13,469	11,230	24,639	11,807	9,580	21,387	3,252	86.	11,731	13,118	24,849

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1888.

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	119	103	276	498	49	79	98	104	81	53	21	7	6
Agassiz	50	62	102	214	13	35	41	46	46	20	8	3	2
Allston	127	155	187	469	37	70	70	119	95	42	22	11	3
Andrew	163	166	247	576	39	100	108	130	99	63	24	10	3
Bennett	51	114	155	320	39	76	75	63	47	11	6	1	2
Bigelow	197	200	267	664	36	135	164	150	104	38	25	8	4
Bowdoin	88	126	149	363	19	60	83	71	70	37	17	6	.
Brimmer	132	109	176	417	33	68	110	107	68	28	1	1	1
Bunker Hill . .	159	169	256	584	36	92	120	129	114	48	32	10	3
Chapman	112	100	166	378	32	92	74	92	48	26	9	4	1
Chas. Sumner . .	106	115	186	407	43	77	82	88	79	28	8	2	.
Comins	108	153	218	479	48	92	103	117	73	31	7	6	2
Dearborn	166	178	297	641	31	115	127	127	103	85	37	11	5
Dillaway	107	105	174	386	21	79	85	84	75	28	10	3	1
Dor.-Everett . .	98	110	197	405	33	76	78	94	73	29	15	5	2
Dudley	160	174	313	647	36	109	139	141	126	57	31	5	3
Dwight	109	175	257	541	38	91	127	111	99	46	18	9	2
Eliot	95	199	200	494	58	95	107	95	69	42	18	7	3
Emerson	130	204	227	561	41	82	117	106	93	66	34	12	10
Everett	150	232	180	562	34	85	115	135	102	59	23	5	4
Franklin	156	204	262	622	44	85	135	139	125	52	29	9	4
Frothingham . .	168	164	182	514	42	77	105	118	90	55	25	2	.
Gaston	233	239	317	789	39	150	169	173	141	70	31	16	.
Geo. Putnam . .	64	61	104	229	16	40	64	44	36	21	5	3	.
Gibson	70	81	103	254	19	48	55	61	44	17	8	2	.
Hancock	155	209	503	867	46	178	199	180	141	74	32	17	.
Harris	55	76	126	257	20	49	56	48	45	22	12	2	3
Harvard	153	204	268	625	56	113	134	141	96	56	24	3	2
Hillside	80	95	92	267	20	47	58	48	40	38	13	2	1

PRIMARY SCHOOLS. — *Concluded.*

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.
Hugh O'Brien,	181	166	257	604	49	95	132	107	119	67	27	8	.
Hyde	107	163	168	438	24	58	98	109	71	51	16	7	4
Lawrence . .	256	243	411	910	78	159	249	198	131	59	27	5	4
Lewis	115	223	194	532	34	85	125	116	109	48	11	3	1
Lincoln . . .	71	115	158	344	28	68	77	73	55	26	12	4	1
Lowell	260	212	310	782	65	150	170	173	134	52	23	9	6
Lyman	144	164	289	597	56	94	130	99	98	73	40	6	1
Martin	86	91	154	331	54	54	63	73	51	23	10	1	2
Mather	113	119	211	443	38	73	99	101	72	35	15	9	1
Minot	68	65	118	251	50	44	50	46	34	18	6	3	.
Mt. Vernon . .	36	40	75	151	13	26	37	37	20	11	6	.	1
Norcross . . .	159	177	289	625	69	100	129	117	92	72	28	13	5
Phillips . . .	90	93	145	328	26	47	56	58	51	54	11	17	8
Pierce	24	40	51	115	12	15	23	28	22	9	4	2	.
Prescott . . .	82	155	212	449	31	85	104	96	78	42	8	2	3
Prince	59	63	68	190	7	28	40	51	41	19	4	.	.
Quincy	207	246	244	697	65	107	143	161	113	73	24	6	5
Rice	108	100	197	405	29	81	79	109	64	32	10	1	.
Sherwin	106	143	269	518	41	81	112	113	103	38	23	5	2
Shurtleff . . .	105	104	117	326	36	63	85	84	33	22	3	.	.
Stoughton . .	61	47	119	227	74	38	51	33	15	13	3	.	.
Tileston . . .	7	22	37	66	11	12	19	22	2	.	.	.	.
Warren	109	97	145	351	14	55	82	69	77	43	7	4	.
Wells	204	255	374	833	66	130	184	204	139	83	18	9	.
Winthrop . .	64	130	112	306	35	69	61	63	43	27	6	.	2
Totals . .	6,383	7,555	10,911	24,849	2,023	4,512	5,396	5,401	4,189	2,232	887	296	113
Percentages	25.7	30.4	43.9	100	8.2	17.4	21.4	21.8	16.9	9.	3.6	1.2	.5

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 5 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
		Totals . . . . .	. . . . .	. .	. .	. .	. .	. .
High Schools.	Advanced Class . . {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
	Third-year Class . . {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
	Second-year Class . {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
First-year Class . . {	Boys . .	. .	. .	. .	. .	. .	. .
	Girls . .	. .	. .	. .	. .	. .	. .
Totals . . . . .		. . . . .	. .	. .	. .	. .	. .	. .
Grammar Schools.	First Class {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
	Second Class {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
	Third Class {	Boys . .	. .	. .	. .	. .	. .	. .
		Girls . .	. .	. .	. .	. .	. .	. .
	Fourth Class {	Boys . .	. .	. .	. .	. .	. .	7
		Girls . .	. .	. .	. .	. .	. .	6
Fifth Class {	Boys . .	. .	. .	. .	. .	7	133	
	Girls . .	. .	. .	. .	. .	5	129	
Sixth Class {	Boys . .	. .	. .	. .	2	142	770	
	Girls . .	. .	. .	. .	3	129	680	
Ungraded Class . . {	Boys . .	. .	. .	. .	5	12	50	
	Girls . .	. .	. .	. .	. .	6	39	
Totals . . . . .		. . . . .	. .	. .	. .	10	301	1,814
Primary Schools.	First Class {	Boys . .	. .	. .	1	127	789	1,190
		Girls . .	. .	. .	3	138	741	1,046
	Second Class {	Boys . .	. .	1	217	1,138	1,402	872
		Girls . .	. .	4	186	930	1,156	677
	Third Class {	Boys . .	25	1,122	2,192	1,653	722	213
		Girls . .	25	846	1,713	1,410	591	191
Totals . . . . .		. . . . .	50	1,973	4,312	5,396	5,401	4,189
Grand totals . . . . .		. . . . .	50	1,973	4,312	5,406	5,702	6,003

TO AGE AND TO CLASSES, JUNE, 1888.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
.	2	7	55	88	112	99	62	34	24	483
.	.	7	15	32	21	25	8	15	9	132
.	2	14	70	120	133	124	70	49	33	615
.	.	.	.	.	.	1	3	3	4	11
.	.	.	.	.	.	1	9	39	62	111
.	.	.	.	.	6	54	85	52	27	224
.	.	.	.	.	1	30	90	84	58	263
.	.	.	.	5	39	109	74	18	2	247
.	.	.	.	2	24	93	113	52	15	299
.	.	.	4	40	141	128	60	9	2	384
.	.	.	3	32	149	190	85	30	9	498
.	.	.	7	79	360	606	519	287	179	2,037
.	.	9	108	290	355	211	56	†16	.	1,045
.	.	5	62	256	386	257	103	†27	.	1,096
.	18	131	419	551	307	106	32	†3	.	1,567
.	3	72	316	490	419	160	32	†4	.	1,496
6	125	516	758	554	200	38	2	†2	.	2,201
5	88	382	670	519	269	71	6	†3	.	2,013
134	566	894	765	323	117	20	2	.	.	2,828
118	518	777	665	345	100	15	1	.	.	2,545
656	1,019	814	486	190	28	3	1	.	.	3,337
513	885	775	445	151	33	7	2	.	.	2,975
1,214	856	462	184	67	14	1	.	.	.	3,712
1,009	711	396	140	40	8	1	1	.	.	3,118
113	152	139	90	49	11	2	2	†1	.	626
70	71	89	49	23	6	1	.	†1	.	355
3,868	5,012	5,461	5,157	3,848	2,253	893	240	†57	.	28,914
775	332	97	†33	.	.	.	.	.	.	3,344
672	284	115	†40	.	.	.	.	.	.	3,039
353	116	31	†9	.	.	.	.	.	.	4,139
287	121	37	†18	.	.	.	.	.	.	3,416
71	19	9	†7	.	.	.	.	.	.	6,033
74	15	7	†6	.	.	.	.	.	.	4,878
2,232	887	296	†113	.	.	.	.	.	.	24,849
6,100	5,901	5,771	5,347	4,047	2,746	1,623	829	393	212	56,415

† Thirteen years and over.

† Eighteen years and over.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1888.

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	9	491	54.5	Hillside	5	256	51.2
Agassiz	3	204	64.0	Hugh O'Brien	11	590	53.6
Allston	9	482	43.5	Hyde	8	430	53.8
Andrew	10	562	56.2	Lawrence	19	892	46.9
Bennett	7	292	41.7	Lewis	10	537	53.7
Bigelow	13	661	50.8	Lincoln	7	341	48.7
Bowdoin ...	8	342	42.8	Lowell	14	782	55.9
Brimmer ...	9	418	46.5	Lyman	11	589	53.5
Bunker Hill.	12	579	48.2	Martin	6	335	55.8
Chapman ...	7	401	57.3	Mather	8	422	52.8
Ch's Sumner	7	373	53.3	Minot	5	250	50.0
Comins	8	470	58.8	Mt. Vernon ..	3	144	48.0
Dearborn ..	12	643	53.6	Norcross	13	614	47.2
Dillaway ...	7	382	54.6	Phillips	6	324	54.0
Dor.-Everett	8	400	50.0	Pierce	2	118	59.0
Dudley	12	644	63.7	Prescott	9	440	47.8
Dwight	10	549	54.9	Prince	3	187	62.3
Eliot	10	496	49.6	Quincy	13	695	53.5
Emerson ...	10	549	54.9	Rice	8	399	49.9
Everett	10	568	56.8	Sherwin	10	509	50.9
Franklin ...	12	622	51.8	Shurtleff	6	337	56.2
Frothingham	9	505	56.1	Stoughton	4	207	51.7
Gaston	14	796	56.9	Tileston	2	64	32.0
Geo. Putnam	4	233	58.2	Warren	7	377	53.9
Gibson	5	252	50.4	Wells	16	832	52.0
Hancock	16	880	55.0	Winthrop	6	294	49.0
Harris	5	268	53.6				
Harvard	12	612	51.0	Totals	470	24,639	52.4

ANNUAL SCHOOL FESTIVAL.

1888.

ANNUAL SCHOOL FESTIVAL, 1888.

THE Annual School Festival, in honor of the graduates of the public schools, was held in the Massachusetts Charitable Mechanics' Building, Huntington avenue, on the afternoon of Saturday, June 30, under the direction of the Committee of the School Board appointed for the purpose, consisting of Messrs. Gerald Griffin (Chairman), William H. Grainger, M.D., Richard J. Walsh, Caroline E. Hastings, M.D., and Thomas O'Grady, Jr.

The occasion was honored by the presence of His Honor the Mayor, members of the City Council and School Committee, distinguished officials and citizens, teachers of the public schools and parents of the graduates.

The bouquets provided for the graduates were tastefully arranged on the stage. They were furnished by the following-named florists: — James Delay, James P. Clark, Norton Brothers, T. H. Meade, James O'Brien, John Mooney, and Marston B. Bunker. The graduates were marshalled to their places under the direction of Mr. Alonzo G. Ham, master of the Lincoln School.

The Boston Cadet Band, under the direction of Mr. J. Thomas Baldwin, furnished the music for the occasion.

The collations for the committee and pupils were provided by Mr. William Tufts.

The graduates filled the first balcony, and about five hundred occupied front seats on the floor of the hall.

The Chairman of the Special Committee, Mr. Gerald Griffin, delivered the opening address.

REMARKS OF MR. GERALD GRIFFIN.

My Young Friends, — As chairman of the sub-committee having the arrangements in charge, it is my privilege to welcome you on behalf of the School Committee to this festival, given in your honor, and to tender you our congratulations upon your graduation.

This festival is a repetition of what we have had in Boston year after year, with a few exceptions, for nearly a century, but year after year upon an increased scale of magnificence. The actors change, graduates and members of the School Committee come and go, but the spirit of the benign, patriotic, and benevolent Franklin continually presides over the scene, lighting it up with a refulgence that is reflected to-day by 2,600 pair of eyes, and warms 2,600 grateful hearts, throbbing responsive to the music and joy of this, the happiest day in the school year.

I have said that for nearly 100 years has this festival been dedicated to the graduates of our public schools. In 1788, just 100 years ago, Franklin wrote in his will: "I was born in Boston, New England, and owe my first instruction in literature to the free grammar schools established there. I, therefore, give one hundred pounds sterling to be put out at interest and so continued at interest forever, which interest annually shall be laid out in silver medals, and given as honorary rewards for the encouragement of scholarship."

Thus was the Franklin medal fund provided for, and to the ceremony attendant upon the presentation of the Franklin medals we owe this beautiful festival to all the graduates.

We extend to you, your parents, teachers, and friends, a most cordial welcome, and we indulge in the hope that for a hundred years to come it may be the privilege of the School Committee to meet the graduates in this way and exchange congratulations.

To many of you, your recent graduation is simply a station that

marks your course along the line of education provided by the city of Boston for her children, but to a very large number, mingled with the greeting we extend there is something of the sadness of farewell. You begin at once the struggle for self-preservation, for the obtainment of sustenance, and for the regulation of social and political conduct."

If we thought we had succeeded in simply making you acquainted with the contents of your school text-books, we should be denied much of the pleasure we experience in meeting you this afternoon. It is the love of truth, honesty, and justice, the lessons in perseverance, application, and endeavor, that are behind all text-books and the aim of all education of the youth, in which we place our trust and upon which you must depend for success in life.

Herbert Spencer says: "How to live? — that is the essential question for us. Not how to live in the material sense, only, but in the widest sense. The general problem which comprehends every special problem is — the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to behave as citizens; in what way to utilize all those sources of happiness that nature supplies — how to use our faculties to the greatest advantage to ourselves and others; how to live completely. And this being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge."

Much of this education, much of this training, my young friends, is in your own hands; but if we have succeeded in implanting in you an ardent desire for improvement, there need be no fear for your future welfare.

Those of you to whom this festival is simply an incident, and to whom the great privilege is to be given of continuing your relations with our teachers in higher institutions of learning, we welcome with all the warmth and affection of which we are capable.

Boston lays her riches at your feet, and dedicates to your use the most magnificent monuments known to civilization.

To all of you, whether you part with us as pupils to-day, or continue at school a few years longer, I say God speed. May he

take you into his keeping and help you to develop into true and perfect men and women, preparing you for usefulness in this life and happiness in the life to come.

Ladies and gentlemen, we meet here to-day under the most auspicious circumstances. It is a day for congratulations upon the part of parents, teachers, graduates, and committee, and indeed for all the citizens of Boston: a day we celebrate with feelings of gratification and thankfulness. As I look out upon this vast number of bright and youthful faces, I am convinced that we present to Boston to-day the most impressive, significant, and beautiful sight she has beheld during the past year. The children of her free schools holding her diplomas of graduation through this great building in attendance upon her 95th annual school festival, and at the close of the exercises to-day, whether they return as graduates of higher schools or not, they go forth with feelings that will develop into profound veneration for the public schools, and make them friends of popular education throughout the land.

Popular education must go on under the public-school system; and should danger ever threaten that system, of which there is no probability, to-day these 2,600 graduates would jump to its defence and champion its cause.

This, ladies and gentlemen, it seems to me, is one of the most important lessons of this occasion.

Mr. Griffin, in presenting His Honor Mayor O'Brien, said:—

One of the pleasantest duties I have to perform this afternoon is the introduction of His Honor the Mayor. Up to a few years ago His Honor attended the annual festival in the dual capacity of Mayor of the City and President of the School Committee. Since the law has severed his official connection with the committee, I suppose we ought to receive him as a guest: but, whether he be host or guest, I am sure our festival would be incomplete without him. He, too, "owes his first instruction in literature to the free grammar schools established there."

REMARKS OF HIS HONOR MAYOR O'BRIEN.

Mr. Chairman and Graduates.—This is the fourth time I have had the pleasure of attending your annual festival. To the Mayor

of Boston it is the most delightful event of the year. It is refreshing to leave City Hall for an hour or two, with its cares and responsibilities, to be surrounded by so large a number of boys and girls, with their pleasant, happy, and earnest faces.

This is graduation day, when all graduates from the different schools meet, and it is proper that it should be a joyous and memorable occasion — that the graduates of the Public Schools should receive the congratulations of the School Board, the congratulations of the Mayor, and through him the congratulations of all our citizens, for your good conduct during the year, and for the satisfactory progress you have made in your studies. We also surround you with flowers and music, because now, when many of you are about to commence the journey of life, we want you in the future to always remember that you are Boston school graduates, and to recall this day as the happiest of your life.

I wish to impress upon you, my dear children, that, although you are about to leave the Public Schools, your education has not been completed, and I might say has but commenced. The foundation only has been laid, and it depends upon you, if you have the will, to build on this foundation until you reach the highest state of culture.

It is only a few years ago when you commenced your studies in the primary school, but how much has been accomplished in these few years! Every day of your life you can learn something, and in a lifetime, by persevering study on your part, what an amount of knowledge can be obtained!

Our Public Schools are model institutions. Our school system is as perfect as money can make it. We employ the best teachers. We erect splendid and costly school buildings. We furnish books and other material free, to all alike, the children of the rich and poor, all on a perfect equality, because it is our desire to turn out the best and brightest scholars without distinction.

It is admitted by all that our schools have reached a high standard of excellence, and as graduates your future life ought to show that you have benefited by this high standard. As you increase in knowledge you are also better qualified to fill all the duties and obligations of an American citizen, the highest distinction that any man can reach.

My dear children, I hope that your vacation may be a pleasant one, and that all your bright anticipations of youth will be realized in the future.

The Chairman said: —

I am about to present to you a gentleman whom you all ought to know, and whom I hope you will always remember. Boston has no truer or more devoted friend of her public-school system than he, or one who has given more time or thought to the care of her public schools. He has been a member of the School Committee for several years, and is now the honored president of that body. You all know his name; it is signed to all the diplomas of all the graduates of the year, — William C. Williamson.

Mr. Williamson cordially thanked the corps of teachers whose labors in behalf of the schools have, he believed, never been more unremitting, more careful, more conscientious, more successful, than they have been during the school year which is now brought to a close. He also felicitated the children upon the good, honest, successful work by which they mastered their studies, and which, the committee know from the reports, have been thoroughly done, to their great credit and great honor.

After the address of President Williamson, the graduates marched across the stage in full view of the audience, each school being designated by a special banner. Each graduate received from the hand of His Honor the Mayor, a bouquet.

At the close of the distribution of the bouquets a collation was served to the committee and invited guests, and to the graduates. The doors of the adjoining Exhibition Hall were then thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.
1888.

FRANKLIN MEDALS, 1888.

LATIN SCHOOL.

William S. Bangs,
S. Percy R. Chadwick,
Nathan B. Day,
Elias Grossman,

William F. Harris,
Eugene A. Reed,
Winthrop P. Tryon,
Joshua Whitmarsh.

ENGLISH HIGH SCHOOL.

Charles F. Wallace,
Thomas A. Murray,
Allen French,
Harry D. Shute,
Richard R. Boynton,
Ralph C. Larrabee,
James Humphreys,

Charles H. Cole, Jr.
Herbert F. Sawyer,
Sanford Tappan,
Julius Nelson,
James A. Walsh,
Frank M. Ridler.

LAWRENCE PRIZES, 1888.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — W. E. Harris, E. W. Capen, A. A. W. Boardman, J. J. Shea, H. W. Conant, F. G. Jackson, M. M. Skinner, B. O. Foster, J. P. Warren, P. H. Thomas, E. A. Baldwin, G. H. Nettleton, E. E. Southard.

FOR EXCELLENCE IN MODERN STUDIES. — W. S. Bangs, W. L. Van Kleieck, C. E. Noyes, W. C. Rogers, W. H. Vincent, F. A. Horlter, G. C. Fiske, S. N. Kent, R. Dow, H. O. Marcy, C. S. French, E. P. Starbird, A. W. Hoitt.

FOR EXCELLENCE IN DECLAMATION. — *First Prize* — E. A. Reed. *Second Prizes* — E. G. De Wolf, H. S. Potter, Jr. *Third Prizes* — W. P. Tyron, G. H. Hickey.

FOR EXCELLENCE IN READING. — *First Prize* — E. A. Reed. *Second Prizes* — E. L. Perry, H. S. Potter, Jr. *Third Prizes* — H. E. Sears, I. M. Conness.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — W. F. Harris, E. A. Baldwin, F. G. Katzman, F. B. Tower, C. H. Warren, F. G. Jackson, S. Blakemore, G. H. Nettleton, J. P. Warren, M. M. Skinner, M. B. Evans, E. P. Starbird, G. B. Abbott.

FOR EXEMPLARY CONDUCT AND FIDELITY. — W. J. H. Strong, J. Clement, E. W. Corr, A. D. K. Shurtleff, L. S. Mussey, E. W. D. Merrill, C. G. Bearse, R. S. Hosmer, J. E. Young, C. J. Herlihy, W. C. Mackie, B. C. Andrew, J. G. Cutler.

FOR ORIGINAL WRITTEN EXERCISES.

Latin Essay. — W. F. Harris.

English Poem. — (Second Prize) — G. H. Thomas.

English Essay. — (Second Prize) — G. E. Hume.

Poetical Translation from Virgil. — J. H. Hickey.

FOR TRANSLATION AT SIGHT INTO

Greek. — W. P. Tyron, F. G. Jackson.

Latin. — W. P. Tyron, F. G. Jackson.

French. — (Second Prize) — H. A. Hildreth.

FOR TRANSLATION AT SIGHT FROM

Greek. — W. P. Tyron, F. G. Jackson.

Latin. — W. F. Harris, D. S. Mussey.

French. — W. F. Harris, F. G. Jackson.

FOR WRITTEN EXAMINATIONS.

Latin. — (Third Class) — D. J. J. Mulqueeney, G. C. Fiske. (Fourth Class) — E. A. Baldwin, H. A. Sleeper. (Fifth Class) — B. O. Foster, E. P. Starbird, J. J. Shea, J. P. Warren. (Sixth Class) — E. E. Southard, F. A. Hendricks.

English. — W. F. Harris.

Roman History. — P. H. Thomas.

Geometry. — J. G. Moulton.

Algebra. — F. G. Jackson.

Arithmetic. — E. A. Perkins.

Physics. — W. P. Tryon.

Pennmanship. — W. J. J. Young.

GARDNER PRIZE ESSAY.

W. S. Bangs.

ENGLISH HIGH SCHOOL.

ESSAYS. — *Graduating Class Prize* — (Second Prize) — J. Walter Smith.

DECLAMATION. — *First Prizes* — (First Class) — Abraham Marzynski, Alfred E. Adams. *Second Prizes* — (First Class) — John V. Neary. (Third Class) — George P. Robie.

FOR READING ALOUD. — *First Prize* — (First Class) — J. Walter Smith. *Second Prize* — (First Class) — Thomas C. Wales, Jr., John V. Neary. (Second Class) — Lindsay T. Damon. (Third Class) — Frank R. Porter, Edgar P. Benjamin.

FOR TRANSLATION OF GERMAN AT SIGHT.

First Prize. — (First Class) — John A. Curtin. *Second Prizes*. — (First Class) — Charles E. Wallace, Moses L. Myers.

FOR TRANSLATION OF FRENCH AT SIGHT.

First Prize. — (Second Class) — George Guppy. *Second Prizes*. — (Second Class) — Francis O. Yost, William F. Boos.

FOR ORIGINAL DEMONSTRATIONS IN GEOMETRY.

First Prize. — (First Class) — Sidney M. Ballou. *Second Prizes*. — (First Class) — Thomas A. Murray. (Second Class) — Frank Houghton.

FOR EXAMINATION IN ALGEBRA.

First Prizes. — (Third Class) — Albert H. Newman, Frederick A. Merrill. *Second Prizes*. — (Third Class) — Julius C. Swain, Henry L. Clapp.

FOR DRAWING.

First Prize. — (First Class) — Charles A. E. Long. *Second Prizes*. — (First Class) — John B. Wells, James J. O'Brien.

FOR DEPORTMENT AND SCHOLARSHIP.

First Class. — A. Wolfson, E. B. Miles, J. L. Bartlett, J. W. Smith, W. F. Steffens, E. H. Willett, C. A. J. Smith.

Second Class. — W. S. Fretch, G. Guppy, G. Livermore, F. O. Yost, C. P. Loveland, W. A. Tucker, C. A. Fogg, J. D. Remmonds, M. L. Lourie, A. A. Shurtleff, Leo Spitz, F. Houghton, J. J. Silverman, G. A. Underwood, A. H. Cross.

Third Class. — H. L. Clapp, A. H. Newman, F. A. Merrill, M. F. Rogers, R. B. Price, J. F. Wall, F. L. Clapp, F. C. Remick, J. R. Jones, E. H. Green.

FOR DEPORTMENT AND FIDELITY.

First Class. — E. B. Ladd, H. E. Fairfield, A. M. Worthington, W. J. McConnell.

Second Class. — J. G. Witherington, F. S. Allen, W. W. Cobb, H. B. Harding, W. H. Bartlett.

Third Class. — A. Rogers, Jr., E. P. Benjamin, E. R. Field, J. W. Regan, P. A. Linehan, J. A. Gahn, A. D. Davis.

DIPLOMAS OF GRADUATION, 1888.

NORMAL SCHOOL.

Angie P. S. Andrews,
Maggie D. Barr,
Eugenia D. Bearse,
Louise W. Betts,
Matilda F. Bibbey,
Lucy L. C. Bigelow,
Isabella L. Bissett,
Ellen S. Bloomfield,
Katharine L. Campbell,
Rose A. Carrigan,
Bessie H. Chapin,
Amy Cheever,
Sadie G. Christie,
Elenora R. Clare,
Addie F. Cleary,
Velma E. Cobb,
Anna S. Coffey,
Agnes F. Collier,
Evelyn Condon,
Alice T. Cornish,
Adelaide L. Corson,
Katharine M. Coulahan,
Ellen V. Courtney,
Mary P. Crosby,
Grace R. Curtis,
Sarah R. Dodge,
Sarah A. Driscoll,
Helen L. Dunklee,
Annie P. Elwell,
Fanny Frizzell,
Agnes G. Giltether,
Gertrude M. Gleason,
Abby G. Grandison,
Annie V. Hagerty,
B. Louise Hagerty,
Celia B. Hallstrom,
Sarah J. Handrahan,
Florence Harlow,
Belle M. Harrington,

Rose S. Havey,
Theresa E. Hayes,
Mary L. Hennessy,
Edna A. Hill,
Edith Hovey,
Emma J. Irving,
Jennie M. Jamison,
Cecilia A. Kelley,
Anna M. Keough,
Helena F. Leary,
Ella F. Little,
Margaret H. Manning,
Susie L. Mara,
Edith M. Martine,
Mary F. McDonald,
Annie C. McFarland,
Annie S. McKissick,
Sara Mock,
Rose A. Mohan,
Mary C. Moller,
Florence I. Morse,
Julia Genevieve L. Morse,
Florence E. Neill,
Sarah L. Park,
Mary M. Perry,
Elizabeth F. Pinkham,
Theresa G. Power,
Leila L. Rand,
Harriet Rice,
Emeline W. Ripley,
Gertrude E. Sackrider,
Edith A. Scanlan,
Mary N. Sherburne,
Grace L. Sherry,
Bertha Smith,
Helen D. Smith,
Isabel A. Smith,
Annie M. Stickney,
Henrietta Thompson,
Eliza L. Tilden,

Althea M. Todd,
 Mary N. Valentine,
 Ingemisea G. Weyse,
 Mabel F. Wilkins,
 Helen A. Woods.

BOYS' LATIN SCHOOL.

Frederick W. Alexander,
 George S. C. Badger,
 Robert M. Baker,
 Robert C. Baldwin,
 William S. Bangs,
 George F. Brown,
 Stillman P. R. Chadwick,
 Louis A. Corne,
 Nathan B. Day,
 Ernest F. Flanders,
 Argyll Fraser,
 Robert McM. Gillespie,
 Elias Grossman,
 William F. Harris,
 William F. Jones,
 Vincent S. McDonough,
 Edward M. Moore,
 Harris P. Mosher,
 John G. Moulton,
 Richard P. Nute,
 Edgar Pierce,
 Henry S. Potter,
 John R. Rablin,
 Albert M. Readly,
 Eugene A. Reed,
 William H. Shea,
 Joseph E. Stevens,
 George H. Thomas,
 Winthrop P. Tryon,
 Howard Whiteomb,
 Joshua Whitmarsh,
 Arthur H. Wood,
 James E. Young.

GIRLS' LATIN SCHOOL.

Blanche B. Baker,
 Blanche L. Clay,
 Susie E. Currier,
 Alice F. Daly,

Jennie M. Farber,
 K. Mathilde Knudsen,
 Anna K. Rogers,
 Gertrude B. Smith,
 Maria G. Webber.

BRIGHTON HIGH SCHOOL.

Boys.

John J. Hannon,
 George H. Lee.

Girls.

Clara E. Buckley,
 Katherine H. Callahan,
 Lillian M. Coffran,
 Mabelle E. Harvey,
 Gertrude W. Livermore,
 Edith M. Smith,
 Elizabeth A. Spaulding,
 Ede F. Travis.

CHARLESTOWN HIGH SCHOOL.

Boys.

Joseph Byrnes,
 Dennis P. Carey,
 Wallace G. Crowell,
 Frank N. Emery,
 Maurice J. Freeman,
 George E. Hayes,
 Otis E. Little,
 Thomas R. McMahon,
 Thomas C. Merriman,
 Thomas N. Mullen,
 Joseph E. Murphy,
 William H. Parker,
 George W. Sanborn,
 Frederic Tomfohrde,
 Warren H. Wooffindale.

Girls.

Agnes S. Addie,
 Lillian E. Baldwin,
 Kittie C. Brown,
 Josie A. Byrnes,
 Mary E. Carey,
 Nellie F. Chapman,

Mary E. Cochran,
 Agnes G. Corbett,
 Florence L. Dyer,
 May E. Emery,
 Annie L. Gammell,
 Hannah P. Hannon,
 Helena G. Herliby,
 Lilla B. Knapp,
 Eliza A. Maguire,
 Laura W. Martin,
 Mary A. McMahon,
 Carrie A. Meade,
 Catharine V. Morrissey,
 Alice G. Morse,
 Georgiana Norton,
 Sadie E. Norton,
 Grace M. Richards,
 Lizzie M. Simmons,
 Grace H. Skilton,
 Helen D. Skilton,
 Carrie A. Thorndike,
 L. Gertrude Tobey,
 Alice Tufts,
 Tressie M. Wright.

DORCHESTER HIGH SCHOOL.

Boys.

Eugene L. Bassett,
 Henry H. Brett,
 Winthrop L. Carpenter,
 Guy B. Carter,
 Charles R. Cavanagh,
 David A. Driscoll,
 William S. Hutchinson,
 John A. Johnston,
 George R. Mair,
 Herbert N. Nute,
 George W. Oakman,
 Gilbert F. Ordway,
 Fred C. Parker,
 Sylvester Riley,
 Theodore W. Souther.

Girls.

Minnie G. Abbott,
 Bertha L. Adams,

Grace G. Babbitt,
 Emma L. Baker,
 Caroline F. Barnes,
 Mary M. Beale,
 Addie L. Bowker,
 Catherine L. Clark,
 Rubina S. Copeland,
 Mary D. Dutton,
 Ada D. Elms,
 Mary E. Farrell,
 Bertha C. Fox,
 Mabel E. Galloup,
 Amy B. Hurlbert,
 Sabina F. Kelly,
 Nellie V. Kenney,
 Emma J. Libby,
 Kittie F. Loring,
 Alice F. McMannus,
 Mary L. Merrick,
 Gretchen Piper,
 Milla A. Plummer,
 Mary B. Pope,
 Emily F. Pratt,
 Alice L. Reinhard,
 Gertrude M. Reinhard,
 Bessie L. Roberts,
 Annie L. Smith,
 Anna G. Tuttle,
 Winifred C. Waterman.

EAST BOSTON HIGH SCHOOL.

Boys.

William L. Adams,
 William H. Bird,
 William R. Cobb,
 John M. Colby, Jr.,
 John J. Cronin,
 Charles B. Grimes,
 Luville H. Higgins,
 Christopher P. Lyons,
 Thomas F. Mansfield,
 William H. Messenger,
 Arthur G. Pierce,
 Walter P. Thacher,
 John P. Toomey.

Girls.

Margaret E. Campbell,
 Annie Carbee,
 Blanche Carruthers,
 Florence Chamberlain,
 Florence Covington,
 E. Mabel Dillaway,
 Clara T. Dutton,
 Edith L. Ferreira,
 Lizzie M. Fitch,
 Elizabeth J. Green,
 Susan S. Hancock,
 Hattie M. Harding,
 Kittie P. Horr,
 Emily D. McKenna,
 Alice L. McLauthlin,
 E. Marion Morrison,
 Helen E. Palmer,
 Ada E. F. Pitcher,
 Gertrude L. Plummer.

ENGLISH HIGH SCHOOL.

THIRD-YEAR CLASS.

J. Russell Abbott,
 Alfred E. Adams,
 Hollis W. Alexander,
 Joshua Atwood,
 Walter C. Babcock,
 Sidney M. Ballou,
 William T. Barnes,
 Joseph L. Bartlett,
 George E. Barton,
 George H. Belknap,
 Henry A. Bloom,
 Charles E. Boothby,
 Edward C. Bourne,
 Richard W. Boynton,
 George H. Briggs,
 Charles J. Brooks,
 Robert S. Burr,
 Charles A. Bussell,
 Dennis E. Callahan,
 George E. Chapin,
 John H. Chapin,
 Charles H. Cole, Jr.,
 Clement H. Colman,

Chester Corey,
 Arthur G. Cullis,
 Thomas C. Cummings,
 John A. Curtin,
 Fred Cutter,
 Gustaf A. Danielson,
 Oliver F. Davenport,
 Edward H. Delano,
 Thomas F. Delury,
 Robert F. Denvir,
 Martin F. Donlan,
 George H. Dows,
 Alfred E. Draper,
 Charles I. Eaton,
 William E. Evans,
 Herbert E. Fairfield,
 John B. Faxon,
 Walter R. Field,
 Thomas E. Fitzgerald,
 Fred H. Follett,
 Allen French,
 Daniel M. Gallivan,
 John J. Gartland, Jr.,
 Henry W. Gore, Jr.,
 Edward W. Groll,
 William P. Hare,
 Raymond S. Hayes,
 Dudley P. Holden,
 William Housman, Jr.,
 Frank E. Howard,
 James Humphreys,
 Henry L. Jouve,
 Joseph M. Kelley,
 Thomas A. Kelly,
 John F. Kenniff,
 Edward B. Ladd,
 George A. Lapham,
 Ralph C. Larrabee,
 Chester R. Lawrence,
 Charles A. Little,
 Charles A. E. Long,
 Moses J. Look,
 Joseph B. Lyons,
 Gustave F. Magnitzky,
 Lawrence B. Manley,
 William J. McConnell,
 John J. McElligott,

Charles A. McGinley,
 Robert W. Merrick,
 Edward B. Miles,
 George A. Moore,
 John F. Morse,
 George J. Moulton, Jr.,
 John H. Murphy,
 Thomas A. Murray,
 Moses L. Myers,
 John V. Neary,
 Julius Nelson,
 Ernest L. Newcomb,
 Irving F. Newcomb,
 Walter C. Nickerson,
 John P. Nowell,
 James J. O'Brien,
 Hugh F. O'Donnell,
 Otis F. Olevadoes,
 Arthur J. O'Neil,
 René E. Paine,
 Leslie P. Phinney,
 George F. Powers,
 Joseph W. Putnam,
 Edward A. Quincy,
 George H. Quirk,
 Frederick N. Reed,
 Frank M. Ridler,
 Otto H. Riecke,
 William H. Robey,
 George W. Rogers,
 William P. Rourke,
 Herbert F. Sawyer,
 Frank L. Sears,
 Clarence P. Seaverns,
 William A. Sherry,
 Harry D. Shute,
 James E. Sleeper,
 Charles A. J. Smith,
 Charles F. Smith,
 J. Walter Smith,
 Mark E. Smith,
 Marshall S. P. Smith,
 Frederic W. Soule,
 Adelbert L. Sprague,
 Harry B. Stebbins,
 William F. Steffens,
 Jacob L. Stern,

Arthur W. Stowe,
 David A. Sullivan,
 Joseph F. Sullivan,
 Sanford Tappan,
 Thomas C. Wales, Jr.,
 Charles F. Wallace,
 Frank H. Wallis,
 James A. Walsh,
 John L. Wells,
 Albert R. Wentworth,
 Charles T. Wentworth,
 Frank R. Wheeler,
 William A. Wheeler, Jr.,
 Edward H. Willett,
 William D. Williams,
 John J. Wilson,
 Aaron Wolfson,
 James T. Woodward,
 Henry E. Woodworth,
 Arthur M. Worthington,
 Freeman L. Zittel.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Keziah J. Anslow,
 Agnes A. Ashman,
 Esther G. Babson,
 Bertha Bamber,
 Ethel M. Barry,
 Mary E. Bernhard,
 Lilian S. Bourne,
 Mary H. Brick,
 Emily C. Brown,
 Louisa W. Burgess,
 Hattie R. Christiernin,
 Annie W. Clark,
 Hattie L. Cottrell,
 Eva B. Crosby,
 Emily L. Croswell,
 Elizabeth E. Daily,
 Isabel W. Davis,
 Christine Dean,
 Elizabeth G. Dowd,
 Sarah F. Doyle,
 Annie M. Driscoll,
 Susie T. Dundon,

Nellie M. Durgin,
 Mary G. Ellis,
 Emily A. Evans,
 Mary F. Finneran,
 Ada M. Fitts,
 Etta G. Fitzgerald,
 Margaret C. Flynn,
 Susan S. Folger,
 Helen P. Folsom,
 Catharine W. Fraser,
 Nellie French,
 Mary H. Fruean,
 Mary V. Gormley,
 Clara G. Hinds,
 Gertrude L. Hodges,
 Mabel E. Hodgkins,
 Alice G. Holmes,
 Anna B. Hoyt,
 Annie G. Hughes,
 Margaret C. Hunt,
 S. Janette Jameson,
 Roxana L. Johnston,
 Mabelle F. Jones,
 Gertrude D. Kean,
 Mary E. Keyes,
 Mary S. Laughton,
 Mary E. Leach,
 Julia G. Leary,
 Celia V. Leen,
 Alice M. Macomber,
 Lillian J. MacRae,
 Martha C. McGowan,
 Mary E. McIntire,
 Annie E. McWilliams,
 Mary C. Mellyn,
 Ida M. Mitchell,
 Mary F. Mooney,
 Eva C. Morris,
 Ellen M. Murphy,
 Annie Neville,
 J. Adelaide Noonan,
 Annie J. O'Brien,
 Jessie G. Paine,
 Mary E. Palmer,
 Fannie J. Paul,
 Grace S. Peirce,
 Florence C. Pond,

Caroline N. Poole,
 Lottie G. Ray,
 Mary N. Regan,
 Elizabeth M. Richardson,
 Henrietta B. Rowe,
 Josephine A. Seidensticker,
 Elizabeth G. Shea,
 Mabel F. Spaulding,
 Annie F. S. Stone,
 Margaret J. Sweeney,
 Mary A. Tebbetts,
 Ella L. Thompson,
 Jessie E. H. Thompson,
 Lillian Tishler,
 Nellie L. P. Uehlein,
 E. Louise Ward,
 Caroline O. Washington,
 Mary J. A. Watson,
 Mary L. Wells,
 Augusta B. Williams,
 Mary E. Winn,
 J. Josephine Wood,
 Agnes G. Wright.

THIRD-YEAR CLASS.

Marion S. Anderson,
 Elizabeth J. Andrews,
 Clara B. Barry,
 Martha W. Barry,
 Blanche E. Bean,
 Florence E. Bean,
 Rachel Bearon,
 Nellie Beatty,
 Lillian G. Betts,
 Mary V. Blackmann,
 Annie E. Briggs,
 Catherine M. Browne,
 Alice C. Butler,
 Elizabeth J. Collins,
 Hannah E. Collins,
 Alice B. Conant,
 Annie S. Conant,
 Annie G. Conroy,
 Mary H. D. Coolidge,
 Cecilia Coyle,
 Lizzie R. Crockett,
 Minnie A. Cronan,

Frances A. Cronin,
 Mary C. Crowley,
 Jennie Cunningham,
 Sarah M. Dean,
 Mary E. Denning,
 Bertha E. Dennis,
 Grace C. Dillon,
 Katharine Downing,
 Sarah T. Driscoll,
 Frances S. Duncan,
 Margaret L. Eaton,
 Angie E. Ellis,
 Mary St. B. Eustis,
 Mary H. Finley,
 Lillias N. Ford,
 Nellie E. Foster,
 Jennie G. Fruean,
 Maud B. Frye,
 Amelia J. Gill,
 Elsie Gordon,
 Lillian G. Greene,
 Lillian M. Hall,
 Jennie B. Hartley,
 Mary B. Haslam,
 Katherine V. Havey,
 Edith M. Hedges,
 Elizabeth E. Henchey,
 Catherine E. Hicks,
 Martha N. Hobart,
 Rebecca F. Hovey,
 Annie E. Jameson,
 Joanna G. Keenan,
 Nellie A. Kennedy,
 Georgianna Kimball,
 Annie C. Lamb,
 Charlotte M. Lamkin,
 Maud Lamprey,
 Anna M. Leach,
 Mary F. Lindsay,
 Emily H. Macdonald,
 Mary A. Manning,
 Daisy Mayo,
 Helena C. McAleer,
 Elizabeth M. McDonough,
 Harriette E. Merriam,
 Stella M. Miller,
 Mary E. Moran,

Annie M. Muleahy,
 Mary J. Murphy,
 Agnes J. Murray,
 Rose A. O'Brien,
 Julia K. Ordway,
 Florence Potter,
 Lena M. Rendall,
 Florence H. Rich,
 Charlotte K. Richardson,
 Rosanna L. Rock,
 Hetty B. Row,
 Charlotte S. Ruhl,
 Edith I. Sanborn,
 Madeleine Sandford,
 Edith G. Shankland,
 Lucinda M. Smith,
 Annie M. Sommers,
 Florence L. Spear,
 Kate Stanley,
 Grace G. Starbird,
 Catherine T. Sullivan,
 Bertha L. Taft,
 Milla H. Temple,
 Angeline M. Weaver,
 Daisy E. Welch,
 Annie M. Wilcox,
 Mabel Wilder,
 Alice G. Williams,
 Hattie C. Willis,
 Flora E. Wise,
 Edith C. Worcester.

ROXBURY HIGH SCHOOL.

Boys.

William T. Aiken,
 Thomas F. Finneran,
 Peter T. Greene,
 Franklin H. Hutchins,
 William A. Mahoney,
 Benjamin T. Marshall,
 Walter S. McIntosh,
 Augustus L. Morse,
 George H. Mulvey,
 Frederick B. Munroe,
 Patrick E. Murray, Jr.,
 Albert A. Pollard,

Arthur L. Reagli,
 Frederic D. Shay,
 John L. D. Single,
 George W. St. Amant.

Girls.

Katie F. Albert,
 Elizabeth M. Bacon,
 Julia G. R. Baird,
 Ellen M. Barry,
 Cecilia C. Bradt,
 Mary E. Briggs,
 Williamina R. K. Brown,
 Emma Burrows,
 Rosa I. Byrne,
 Ida A. E. Carver,
 Elsie B. Clark,
 Carrie H. Conley,
 Clarabella S. Curtis,
 Mary L. Daly,
 Kate Darling,
 Louise M. Davis,
 Clara M. Drew,
 Ida A. Eckman,
 Mabel G. Emerson,
 Lottie M. Fobes,
 Mary L. Green,
 Elizabeth A. Hooper,
 Norah A. Jackson,
 Margaretta M. Kelly,
 Mary E. Knight,
 Helen F. Lambert,
 Ellen M. Mackinaw,
 Annie A. Maguire,
 Nellie A. Manning,
 Ada M. Margeson,
 Mabel C. Mason,
 Mary E. McCormick,
 Louise Meenen,
 Bertha M. Moses,
 Minnie E. O'Brien,
 Elizabeth A. O'Neil,
 Mary Y. Orrok,
 Jennie E. Reed,
 Gertrude A. Ruddick,
 Mattie Seaver,
 Bessie Shuman,

Annie M. Stoddard,
 Lula Sullivan,
 Emma J. Todd,
 Carrie A. Waugh,
 Josephine M. Wesch,
 Grace M. Wethern,
 Alice E. Wheelock,
 Edith A. Willey.

WEST ROXBURY HIGH
 SCHOOL.

Boys.

John M. Minton,
 Arthur C. Page,
 James E. Reiley,
 George R. Slader,
 George A. Walker, Jr.

Girls.

Hettie O. Ballard,
 Eva W. Barrett,
 Georgiana C. Bell,
 Mary L. Bryan,
 Blanche Chamberlain,
 M. Ethelyn Dorr,
 Alice Greene,
 Annie V. Lynch,
 Cora B. Mudge,
 Minnie A. Pearce,
 Mattie A. Smith,
 Alice M. Spear,
 Edith F. Walker,
 Helen L. Wilder.

ADAMS SCHOOL.

Boys.

Frederick A. Adams,
 Edward J. Brown,
 Rhoderic W. Brown,
 Simon F. X. Curran,
 Charles J. Denchy,
 Harry L. Dillaway,
 Charles C. Donoghue,
 John F. Elder,
 Fred W. Harding,

William C. S. Healey,
 Herman B. Honckamp,
 Harry W. Johnson,
 Timothy F. B. LeGallo,
 Walter A. Lyon,
 Frank L. Martin,
 Thomas P. McGinn,
 Henry F. Ross,
 David F. Savage,
 Alfred T. G. Smith,
 Charles A. Snow,
 Alfred E. Wellington,
 Phares L. Woods,
 William F. Young.

Girls.

Emily M. Bloomfield,
 Helen E. Edwards,
 H. Carrie H. Grothe,
 Lizzie M. Hagan,
 Annie Harvie,
 Katie F. McCarthy,
 Lizzie S. Petri,
 Carrie E. D. Schwaar,
 Ella M. Stewart,
 Maggie M. F. Wilson.

AGASSIZ SCHOOL.

Boys.

Charles W. Atherton,
 James F. Bigelow,
 Charles C. Cook,
 Frank B. Cotter,
 James L. Dixon,
 Richard J. Donnelly,
 George W. Erickson,
 Joseph E. Frank,
 Thomas H. Glennon,
 Russell T. Greene,
 Ernest G. Hindenlang,
 John F. Maguire,
 Justin A. Margot,
 Edward B. May,
 Thomas C. McDonald,
 James L. Mosman,
 Edwin T. Niver,

Francis W. Robinson,
 Houghton Seaverns,
 Carl S. Strauss,
 Charles C. Taft,
 Ernest H. Tucker,
 Erwin S. Wester,
 Henry A. Withington,
 Roland C. Withington,
 William A. Wood.

ALLSTON SCHOOL.

Boys.

Leslie G. Abell,
 William H. Abbott,
 Thomas Arnold,
 Walter Aylsworth,
 Harry G. Chesley,
 Harold E. Corson,
 Timothy Eagan,
 James T. McDermott,
 James P. Muldoon,
 Harry O. Osgood,
 Frank E. Parker,
 William D. Parker,
 Robert Pillow,
 Herbert S. Robbins,
 Edward P. Van Etten,
 Charles Weitz.

Girls.

Mabel Ashley,
 Gertrude M. Bent,
 Florence S. Bowser,
 Mary F. Callahan,
 Mary L. Coffey,
 Kittie Dolan,
 M. Grace Full,
 Blanche Hampton,
 Gertrude F. Jones,
 Margaret J. Kingston,
 Clarissa Newcomb,
 Mabel L. Rhodes,
 Daisy M. Rich,
 Etta F. Ringer,
 Maggie V. Rooney,
 Maude M. Smith,

Carrie I. Wentworth,
Bessie D. Williams,
Mabel L. Wilson.

ANDREW SCHOOL.

Boys.

Charles A. Carolan,
Thomas H. Carr,
William T. Cloney,
Francis E. Connolly,
John J. Creed,
William P. Cross,
Joseph J. Donovan,
Irving J. Felleman,
Thomas J. Finn,
John C. Hogan,
Albert King,
Henry J. Lampe,
Edward F. Lennon,
William H. Lowery,
Frederick J. Mangler,
John S. Ross,
Andrew Y. Sharpe,
William J. Shea, Jr.,
William H. Whalen, Jr.

Girls.

Alice L. Buckner,
Nellie T. Barrison,
Isabella E. Chalmers,
Margaret L. Chalmers,
Mary Cook,
Bella Douglas,
Mary A. Duffey,
Emma A. Horne,
Winifred T. Judge,
Ethelyn G. McKeen,
Elizabeth V. Murphy,
Grace M. Palmer,
Mabel A. Shankland,
Nellie J. Terry.

BENNETT SCHOOL.

Boys.

Elson M. Blunt.

John C. Brennan,
James H. Broder,
Edward B. Burlingame,
John A. Callahan,
John L. Crimlisk,
James M. Grace,
Thomas J. Lee,
Harry B. Livermore,
George L. McKinney,
Albert D. Monroe,
James P. Murden,
George E. Murphy,
Henry C. Sanderson,
Charles A. White,
John O. Wilson,
Gilpin B. Woodbrey,
Charles B. Wormelle.

Girls.

Mabel F. Adams,
Emma R. Berry,
Mary J. Costello,
Bessie L. Cotton,
M. Elizabeth Davis,
Mary A. Duncanson,
Ethel L. Fuller,
E. May Hastings,
Nellie E. Hayes,
Clara R. Keene,
Agnes G. Kelley,
Annie E. Kelly,
Mary L. Kenney,
Ella A. Macdonald,
Adelaide Maddern,
Mary E. McGue,
Mary E. Miller,
Annie E. Mitchell,
Jennie B. Pattee,
Beatrice I. Poole,
Ethel Sanger,
Mary Shaw,
Emma J. Stearns,
Mabel M. M. Turner,
Mabelle J. Waugh,
Lucy J. Welch,
Olive M. Wormelle.

BIGELOW SCHOOL.

Boys.

Forrest L. Amsden,
 Samuel T. Archer,
 Thomas V. Barry,
 Thomas J. Casey,
 Joseph W. Chambers,
 William B. Chipman,
 James P. Colbert,
 George L. Cook,
 John F. Cronin,
 William S. Cully,
 Edward J. Dumphy,
 John H. Drury,
 Frank G. Elms,
 George P. Field,
 Fred L. Flynn,
 Edward H. Freeman,
 John H. Giblin,
 Richard B. Hamor,
 Walter H. Hatch,
 Elmer W. Hinchliffe,
 James Hooley,
 William E. Hurley,
 Gilbert C. Jackson,
 James E. Johnston,
 Robert F. Kiley,
 John King,
 George H. F. La Mountain,
 Harry W. Lane,
 John W. Lantry,
 William C. Leary,
 William G. Leary,
 Herbert S. Locke,
 Dennis Looney,
 Daniel McCarthy,
 Thomas J. McMahon,
 Michael J. McNerny,
 Joseph A. McVey,
 Ernest E. Mead,
 Timothy F. O'Leary,
 Dennis V. O'Reilly,
 Robert A. Provan,
 Edwin F. Rogers,
 John R. S. Ross,
 James Snow,

Cornelius T. Sullivan,
 John J. Sullivan,
 John J. Swanton,
 Charles E. Welch,
 Amos T. White,
 Charles H. Whiting,
 Solomon Wolfson,
 Frederick W. Zoehler.

BOWDOIN SCHOOL.

Girls.

Mabel F. Adams,
 Jessie M. Anderson,
 Gertrude F. Avery,
 Elsie M. Baker,
 Marion A. Beals,
 Barbara Brown,
 Mary A. Chase,
 Mary J. L. Doyle,
 Alice E. Drake,
 Mattie L. Dunmore,
 Florence E. Farwell,
 Florence E. Francis,
 Ola W. Gay,
 Catherine C. Gorman,
 Annie H. Harris,
 Florence D. Hill,
 Mary E. Johnson,
 Dora Lindgreen,
 Annie G. Long,
 Mary E. Mackenzie,
 Grace F. Merrill,
 Marietta Nixon,
 Cora E. Osborne,
 Charlotte A. Parker,
 Helen Parker,
 Anna Peyser,
 Martha L. Power,
 Elizabeth G. Punch,
 Julia F. Ring,
 E. Mabel Taylor,
 Sarah E. Treanor,
 Mabel P. Wall,
 Florence A. Wescott.

BRIMMER SCHOOL.

Boys.

Charles C. A. Ames,
 Edward J. Bartlett,
 John J. T. Cameron,
 Charles L. Carter,
 William E. Chute,
 James F. Daily,
 Harry E. Davidson,
 Patrick H. Diggin,
 Patrick E. F. Driscoll,
 William F. Fellows,
 John J. Fitzgerald,
 James C. Garland,
 Ira B. Goodrich,
 John J. Goslin,
 Henry G. Halloran,
 Frederic J. Hemmings,
 John A. Hughes,
 Louis J. Lague,
 Osear Lenk,
 Alonzo G. Long,
 Stephen H. Long,
 Jacob Lyons,
 George A. Mahoney,
 Charles F. McCarthy,
 William D. F. McLaughlin,
 Henry N. Moore,
 John F. L. Murphy,
 Michael J. O'Donnell,
 John C. Pendleton,
 Allan C. Prescott,
 Warren E. Rawson,
 Harry N. Rounsefell,
 Benjamin G. Russell,
 Edward R. Schlicht,
 Frank Schriftgiesser,
 Walter Sherwood.

BUNKER HILL SCHOOL.

Boys.

George E. Bird,
 Robert S. Brown,
 Arthur E. Cutler,
 Charles H. Fitzgerald,
 Denis A. Henchey,

Walter J. King,
 Henry E. Lesage,
 Patrick H. Mackin,
 Charles P. Marks,
 Joseph F. McEnery,
 James M. O'Brien,
 Herbert E. Wright.

Girls.

Carrie E. Bean,
 Gertrude V. Byam,
 Julia A. Callahan,
 Mary C. Crawford,
 Edna L. Derrick,
 Evelyn W. Dickson,
 Kate F. Dolan,
 Lizzie T. Driscoll,
 Mabel M. Fisher,
 Nellie I. Fletcher,
 Mary E. Gracey,
 Melicent E. Hanley,
 Alice J. Howard,
 Mary T. Kelley,
 Mary E. Leahy,
 Ada F. Lord,
 Gertrude A. Lovering,
 Ella F. Magurn,
 Jennie E. McDonough,
 Maggie F. Miles,
 Estella M. Smith,
 Louisa F. Spratt,
 Mattie C. Stone,
 Ruby F. Stoodley,
 Gertrude L. Warner,
 Hattie M. Woods.

CHAPMAN SCHOOL.

Boys.

Frank H. Carruthers,
 Myron Davis,
 Charles A. Estey,
 Charles C. Fisher,
 Frank E. Fisher,
 James J. Grady,
 Frank D. Hancock,
 Henry S. Keen,

Elbridge F. Kennedy,
John M. Knudsen,
John H. Miller,
Osborne H. Pitcher,
Percival G. Power,
Ralph M. Smith,
Ernest W. Woodside,
George H. Woolley.

Girls.

Harriotte E. Barker,
Ella F. Barnes,
J. Helen Bartholomew,
Fannie R. Bent,
Lillian A. Bragdon,
Florence F. Burdakin,
Ida M. Cameron,
Amy H. Cook,
Helen I. Doherty,
Flora M. Ellsworth,
Carrie A. Fernald,
Mattie L. Frisbie,
Ellen L. Goodwin,
Carrie E. Greenwood,
Florence A. Greenwood,
Mabel Hussey,
Lizzie E. Kelsey,
Anne M. Knudsen,
Lizzie F. Light,
Cora M. Logan,
Isabella G. Moir,
Gertrude B. Moore,
Elizabeth V. Morrison,
Louise D. Nickerson,
Alice G. O'Brien,
Margaret A. Reid,
Edith H. Wood.

CHARLES SUMNER SCHOOL.

Boys.

Charles P. Casson,
J. Frederick Howarth,
Edward L. Lynch,
Patrick H. Norton,
Albert F. Schmitt,

Otto Schreiber,
Robert W. Spear,
Harry W. Waldron,
Mason B. Whittemore.

Girls.

Helen G. Brooks,
Annie C. Dakin,
Nellie A. Fish,
Harmina L. Friese,
Alice C. Haskell,
Matilda L. J. Hesse,
Mary G. Hudson,
Addie E. Lindall,
Mamie J. Mahoney,
Mabel A. Marshall,
Eleanor J. Murphy,
Grace G. Reed,
Lillian E. Shapleigh,
Nellie S. Whittemore,
Grace N. Wildmer,
Gertrude A. Wise.

COMINS SCHOOL.

Boys.

Frank E. Altmiller,
Charles E. Baldner,
Charles V. Burgess,
Ross J. Burgess,
John G. Cleary,
Timothy J. Driscoll,
Frederick W. Engstrom,
Joseph T. Hanley,
Charles C. Johnson,
Frank P. McCarty,
George J. McElroy,
Alvin E. A. Montgomery,
Samuel J. Rantin,
William M. Russell,
Henry Sondheim,
Walter F. Spinney,
John H. Stevens,
Vernon F. Stockman,
Charles A. Tracy,
John F. Wanders.

Girls.

Lena K. Becker,
 Anna C. Bletzer,
 Rose A. Dolan,
 Mary E. Dorcey,
 Mary A. Doyle,
 Mary J. Dunning,
 Emma H. Ethier,
 Mary I. Greene,
 Catherine R. Hannon,
 Sophie L. Hoeschle,
 Jessie M. Hueston,
 Jane D. Kenyon,
 Helen J. Killion,
 Ottilie L. Lorenz,
 Mary E. Lynch,
 Ann H. McGloin,
 Maud I. McGowan,
 Mary F. McHugh,
 Charlotte F. McKenney,
 Mary A. Moylan,
 Margaret L. Myers,
 Catharine A. Noonan,
 Mary L. Norton,
 Mary A. O'Connor,
 Christina C. Odenweller,
 Tryphena O'Leary,
 Catharine F. Osborne,
 Gracie H. Smith,
 Edith L. Strout,
 Elizabeth G. Watson.

DEARBORN SCHOOL.

Boys.

Alexander Batchelor,
 James A. Bearens,
 Walter J. Dolan,
 Malachi L. Jennings,
 Emil J. Johnson,
 Herbert R. Kay,
 William A. Kenney,
 Herbert A. Kenny,
 Walter J. O'Malley,
 Richard Weil,
 Nicholas F. Williams.

Girls.

Emma W. Bacher,
 Fannie M. Baker,
 Florence M. Brown,
 Nellie Burrows,
 Alice M. Corbett,
 Gertrude Gunther,
 Ada E. Jacobs,
 Mary C. Jesser,
 Adeline V. Jones,
 Nellie A. Kelley,
 Maude R. Kendrick,
 Eva E. McCarthy,
 C. Edith Moulton,
 Maude A. Poore,
 Martha H. Sloan.

DILLAWAY SCHOOL.

Girls.

Abbie G. Abbott,
 Ellen H. Atwater,
 Fannie W. Bacon,
 Katherine G. Brennan,
 L. Eva Brickett,
 Alice A. Brownell,
 S. Louise Brownell,
 Alice T. Carnes,
 Carrie W. Carpenter,
 Mary V. Conway,
 Mary E. Coogan,
 A. Blanche Edwards,
 Mary E. Follen,
 Anastasia G. Greene,
 Mary L. Greene,
 Ella B. Griffin,
 Zaidee A. Hedges,
 Martha F. Higgins,
 M. Emily Hodge,
 Florence P. Hunt,
 Ellen A. Kelley,
 Louise M. C. Knappe,
 Bertha D. Lewis,
 Cora L. Loring,
 Agnes T. Lyons,
 Nellie MacDonald,
 Mary A. McClintock,

Orphise A. Morand,
 Mabelle L. Moses,
 C. Frances Murray,
 Pauline Nelson,
 Stella Pickert,
 Florence B. Read,
 Helen M. Reed,
 M. Louise Thym,
 Harriet E. Trask,
 Maud F. Tucker,
 Mary R. White.

Myrtie Howell,
 Abbie M. Lewis,
 Grace G. Miles,
 Clara M. Murphy,
 J. Anna Norris,
 Agnes L. Olmstead,
 Geraldine L. Pindell,
 Mary A. Ryder,
 Abbie A. Tobin,
 Minnie Wallen,
 Annie G. White.

DORCHESTER-EVERETT
 SCHOOL.

Boys.

John S. Allard,
 Bliss P. Boultenhouse,
 John A. Christie,
 Sidney K. Clapp,
 William M. Connell,
 Chauncey W. Copeland,
 Alfred H. Griswold,
 Albert F. Heald,
 Ernest F. Hodgson,
 George E. Hyde,
 Hermon D. Ladd,
 Ralph R. Lawrence,
 Edmund A. Lindsay,
 Charles A. McCarthy,
 Charles F. Neiley,
 Carleton H. Norris,
 William F. Patten,
 Richard Pope,
 Frederic L. Tarbox,
 Charles H. Wells,
 Frank E. Wells.

Girls.

Clara S. Baker,
 Mabel C. Boynton,
 Mary E. Clapp,
 Catharine A. Crowley,
 Ida M. Eadie,
 Martha F. Finley,
 Laura B. Fosdick,
 Edith M. Howe,

DUDLEY SCHOOL.

Boys.

George W. Abele,
 Charles J. Anderson,
 George W. Bicknell,
 George H. Brazer,
 Patrick Broderick,
 Frank H. Cobb,
 William T. Cranston,
 Patrick F. Downey,
 George H. K. Drew,
 John J. Earley,
 John H. Edmonds,
 Henry F. Feeley,
 Albert Friedman,
 Harry L. Friend,
 Joseph V. Godfrey,
 Elmer F. Goff,
 Albert A. Hanson,
 Percival S. Hatch,
 Gideon S. Holmes,
 Irving B. Howe,
 John O. Johnson,
 James S. Jones,
 William J. Lavey,
 Arthur W. Lewis,
 James F. Lucas,
 John A. McCarty,
 John A. McGrath,
 Clarence C. Minard,
 Thomas N. Monahan,
 Henry A. Peters,
 Fred N. Russell,
 Percy W. Russell,

Waiter B. Russell,
Joseph Ryan,
Fred A. Tarbox,
Charles W. Thomas,
George K. Watson.

DWIGHT SCHOOL.

Boys.

Louis A. Abbot,
Bernard Basch,
Frank W. Bavinew,
Einar F. Brauner,
Olaf M. Brauner,
John T. Cassidy,
John P. Coligan,
William E. Costello,
George S. Day,
Judson C. Dickerman,
Shirley P. Draper,
John G. Ford,
Edward R. Fowle,
William H. Graves,
William T. Hall,
Arthur M. Hamlin,
William J. Hogan,
Luther G. Hoyt,
Frank J. Isbister,
John N. Ives,
Lewis B. Jackson,
Allen C. Jones,
Benjamin P. Kimball,
Frederic B. Knapp,
Arthur W. Learnard,
George E. Learnard, Jr.,
Harry J. Louis,
Labert R. Lovelace,
Joseph J. Maguire,
Dennis A. McManns,
Albert A. Merrill,
Henry E. Nelson,
Michael A. O'Brien, Jr.,
William M. O'Brien,
James J. Powers,
Warren E. Pressey,
Joseph Rowe,
Charles B. Royce,

Harry H. Russell,
Thomas A. Ryan,
Robert A. Seaman,
Judah H. Sears,
William A. Spalding,
Austin Sperry,
Walter B. Swan,
Walter F. Upham,
Langley W. Wiggin.

ELIOT SCHOOL.

Boys.

David J. Brady,
William J. Brickley,
David K. A. Brophay,
Thomas J. Carroll,
Alfred T. Charlos,
Frederick J. Collins,
Eugene P. Connelly,
Thomas F. Connolly,
Frederick Corcoran,
Leo P. De Caro,
William F. Dias,
Jeremiah F. Donahue,
Alexander F. Douglas,
William J. Dwyer,
Frank Fopiano,
Louis A. Freedman,
John J. Golden,
Patrick R. Greene,
Francis F. Harrington,
Bernard M. Hession,
James H. Hollingsworth,
John J. Jordan,
James E. Keough,
Henry J. Leen,
Thomas Leen,
Jacob Levi,
Moses S. Louie,
Charles A. Lurten,
Owen A. Lynch,
Dennis F. McCarthy,
William H. McCrackin,
John J. McElaney,
Robert McIlroy,
Alfred N. Nelson,

Peter Nicolini,
Charles J. Nissen,
Charles Reinherz,
Joseph Spektorsky,
Florence J. Sullivan,
John G. Sullivan,
Joseph A. Sullivan,
James E. Thompson,
Walter H. Uraun,
William B. Verry.

EMERSON SCHOOL.

Boys.

John A. Benson,
George E. Breckenridge,
Mortimer A. Dill,
Edward J. Flanigan,
Walter V. Fletcher,
William E. Foster,
Leslie A. Lavers,
Walter E. Lyons,
William F. McKenney,
John R. McLaughlin,
James L. Minott,
Hamilton Morse,
William J. Relph,
Joseph Robbins,
William B. Roe,
John Sheridan,
William F. Simpson,
John R. Sweeney,
Alton S. Vose,
Thomas R. Wood.

Girls.

Alice W. Anglin,
Alice T. Atwood,
Edith C. Chamberlain,
Esther G. Cushing,
Annie G. Davidson,
Minnie H. Dawie,
Bessie F. Fisher,
Alice M. Hayes,
Louise E. Horsley,
Emma G. Logan,
Gertrude F. Morse,

Mary E. Nielson,
Florence B. Palmer,
Alice W. Peterson,
Gussie A. Reade,
Esther M. Scott,
Cora E. Watts,
Georgianna Williams,
Lillie M. Woodside.

EVERETT SCHOOL.

Girls.

Rose Barnet,
Catherine A. Barrett,
Charlotte M. Berry,
Mary E. Boucher,
E. Louise Brainard,
Ethel Brigham,
Marguerite E. Brookings,
Ellen C. Burchill,
Grace W. Burrill,
Ethie A. Calnan,
Blanche M. Church,
Josephine Crockett,
Elizabeth G. Crotty,
Blanche M. Cunningham,
Ellen J. Curran,
Katharine K. Davis,
Helene Dreyfus,
Elizabeth A. Driscoll,
Nettie G. Dudley,
Ceecilia T. Duston,
Jessie A. Eddy,
Emma Ehrlich,
Annie L. Flinn,
Fannie Fox,
Ida E. Fox,
Juliett M. Green,
Florence E. Griffith,
M. Estelle Hall,
Myrtie A. Hall,
Helen E. Harding,
Annie G. Hare,
Mary E. Healey,
Lauretta M. Heaney,
Lillie C. Heller,
Mary E. Hogan,

Mabel E. Jacobs,
 Jessie L. Johnson,
 Josephine J. Lang,
 Minnie A. Lechmere,
 Frances V. Leimbarger,
 M. Frances Loring,
 Lizzie M. Lyman,
 Abbie M. Mara,
 Grace K. Masterson,
 Josephine H. McCarthy,
 Winnifred C. McGrady,
 Alice J. McKim,
 Mary G. Morissey,
 Charlotte R. Morse,
 Alice R. Murphy,
 Clementina E. Murray,
 Josephine Murray,
 Bertha D. Newcomb,
 Helen Nolan,
 Jennie M. O'Brien,
 Katherine L. O'Brien,
 Marion G. Peirce,
 Helen L. Pettee,
 Clare L. Plummer,
 Mary F. Quinn,
 C. Maule Robinson,
 Harriet L. Ryan,
 Helen L. Savage,
 Mary T. Sheils,
 Emma B. Shelton,
 Eliza S. Smith,
 Jennie Strecker,
 Alice W. Swett,
 Catherine C. Tobin,
 Essie M. Weston,
 Martha T. Whiting,
 Cordelia M. Whittier,
 Grace M. Wilson,
 Estelle L. Winsor,
 Mary H. Winsor.

FRANKLIN SCHOOL.

Girls.

Bessie O. Abbot,
 Lucy Ashton,
 Cleora S. Barton,

Florence J. Bearse,
 Jessie E. Bigelow,
 Ella L. Connelly,
 Mabel H. Cook,
 Grace N. Danforth,
 Mary E. L. De non,
 Mary J. E. Dowd,
 Annie G. Finnegan,
 Ellen M. Gilbert,
 Minnie A. Grover,
 Mabel H. Harris,
 Charlotte K. Holmes,
 Mary E. Hurley,
 Susie F. Jordan,
 Elizabeth E. Kelly,
 Mabel E. Latta,
 Rachel F. Levy,
 A. Isabelle Macarthy,
 Jennie C. Madden,
 Ina B. Morrison,
 Lizzie A. Murray,
 Annie G. O'Brien,
 Mary D. Orpen,
 May E. Pratt,
 Flora E. Ramsell,
 Bertha Raphael,
 Marguerite C. Rice,
 Lizzie J. Scott,
 Bertha F. Smith,
 Emily L. Spike,
 Frances Stern,
 Margaret G. Sullivan,
 Annie Van Tyn,
 Sallie Viles,
 Adeline J. Welch,
 Vinnie M. White,
 Jessie E. Williams.

FROTHINGHAM SCHOOL.

Boys.

Frederick W. Carpenter,
 Frederick A. Costello,
 Thomas T. Craven,
 William J. Curtis,
 Charles W. Dennett,
 Charles H. Holm,

John C. Holton,
 John W. Hughes,
 Charles E. Jameson,
 Alfred W. Jones,
 William H. Kelley,
 John J. Lamb,
 William F. Mahoney,
 James P. Maloney,
 Robert L. Meade,
 George H. O'Hara,
 Charles J. Schoenherr,
 Philip Tague,
 George A. Warren.

Girls.

Lillian G. Brown,
 Lillian J. Carmichael,
 Katie G. Christy,
 Elizabeth F. Cotter,
 Elizabeth F. Crinnion,
 Mary E. Donovan,
 Mary F. Donovan,
 Nora L. Flynn,
 Anna M. Gilmartin,
 Bertha Klous,
 Carrie M. Lowell,
 Annie G. Sheehan,
 Alice L. Smith,
 Helen G. Stark,
 Annie L. Thompson,
 Julia A. Yates.

GASTON SCHOOL.

Girls.

Lillian A. Abbott,
 Louise V. Barry,
 Eloise A. Barstow,
 Blanche M. Barton,
 Addie H. Bent,
 Annie E. Buckley,
 Lilian M. Burgess,
 Edith E. Butler,
 Edith R. Caldwell,
 Lucy A. Cargill,
 Clara E. Collins,
 Mabel E. Collins,

Grace J. M. Cook,
 Margaret A. Davis,
 Ida M. De Lue,
 Eva M. Fretch,
 Georgiette L. Grant,
 Katherine F. Hickey,
 Alice L. Jacobs,
 Josephine H. Kelley,
 Annie I. Lang,
 A. Frances Mace,
 Mary E. McDevitt,
 Blanche M. McPhail,
 Ethel S. Middleton,
 Anna G. Morrison,
 Ellen V. Norton,
 Margaret A. O'Neil,
 Lizzie G. Osborn,
 Alice C. Palmer,
 Nellie I. Rice,
 Grace E. Skelton,
 Goldie Spring,
 Margaret C. Sullivan,
 Katherine E. Turner,
 Daisy B. Watson,
 Sarah E. Wheeler,
 Mary T. Whittemore.

GEORGE PUTNAM SCHOOL.

Boys.

William W. Bell,
 Stanley M. Bolster,
 Robert T. Coe,
 James R. Gormley,
 Peter J. Green,
 LeForrest A. Hall,
 Ned G. Kenison,
 William B. Miley.

Girls.

Ida C. Bradley,
 Katharine Dahl,
 Blanche A. Gerrish,
 Mabel F. Hefler,
 Lucy M. Hoyt,
 Lucy A. Jackson,
 Elizabeth G. Kelleher,

Annie C. Kelly,
Kittie A. Quigley,
Rosa A. Sampson,
Mabel F. Tewksbury,
Edith L. Whitney.

GIBSON SCHOOL.

Boys.

Albert H. Beal,
Everett F. Mann,
John J. O'Brien,
Alfred P. Rexford,
George M. Robie,
Charles F. Schlegel,
John L. Tatten.

Girls.

E. Maude Calder,
Sarah E. Conniff,
Alice Fobes,
Mary J. Gleavy,
Lillian M. Hobbs,
Jessie E. Kline,
Annie R. Leary,
Hattie M. Lothrop,
Margaret A. Murphy,
Bertha R. Peppeard,
Lillie E. Rollins,
Helen L. Swan,
Mary H. Waite,
Sally P. Waite,
Alice I. Whitney,
Stella L. Wilde,
Jennie L. Williams.

HANCOCK SCHOOL.

Girls.

Josephine M. Ahearn,
Mabel A. Anderson,
Mary A. Bonner,
Mary R. E. Carter,
Georgiana F. Clark,
Rebecca F. Collins,
Bernedetta De Caro,
Julia De Caro,
Maggie J. Doherty,

Ella M. Dolan,
Ellen T. Donahoe,
Maud E. Downing,
Florence I. Evans,
Agnes A. Fraser,
Betsey Goodman,
Julia A. Guacobbé,
Nellie A. Hackett,
Grace N. Hallet,
Addie B. Hutchinson,
Etta Isenberg,
Mary A. Lafferty,
Annie M. O'Neil,
Emma L. Roberts,
Annie E. Robinson,
Naomi M. Rodgers,
Margaret A. Rohan,
Florence Silverman,
Annie F. Smith,
Edith D. Smith,
Georgiana Watson,
Pearl Wittenberg.

HARRIS SCHOOL.

Boys.

Ellwood G. Babbitt,
Thomas F. Buckley,
Timothy J. Delurey,
Henry M. Fiske,
Alphonsus H. Godfrey,
Henry F. Knight,
Edward A. Lally,
John R. McLaughlin,
Elmer A. Phillips,
David W. Taylor,
Charles E. Watson,
Francis H. Willcutt, Jr.,
George M. Wood.

Girls.

Mary A. Abbott,
Margaret L. Brophy,
Alice J. Caverly,
Maude E. Colby,
Fannie L. Dean,
Sarah T. DuRoss,

Mary L. Eddy,
Maude Foster,
Ellie P. Margesson,
Mary F. McMorrow,
Mabel V. McQuade,
Marion Nute,
Carrie L. Phillips,
Mary L. Rourke,
Annie M. Smith,
Jennie M. Spencer,
Nettie R. Stackpole,
Margaret E. White,
Ruth B. Whittemore.

HARVARD SCHOOL.

Boys.

Edward E. Barrett,
William E. Bennett,
Ernest A. Blood,
William H. Brower,
Howard G. Chapin,
Nelson B. Coll,
Michael P. Coughlin,
Thomas J. Coyne,
James P. Crogan,
John J. Cronin,
Dennis J. Crowley,
John H. Crowley,
Timothy P. Donegan,
Francis E. Downer,
Frank B. Finnegan,
Guy R. Greene,
Herbert E. Harrington,
Floyd D. Jaquith,
Herbert J. Mahoney,
Daniel P. McCarthy,
Frank L. McDowell,
George H. McLeod,
Edward S. Nichols,
Patrick J. O'Connor,
Martin J. O'Hearn,
Timothy J. Regan,
Harry S. Remick,
Maurice F. Ryan,
Alfred E. Stockbridge,

Daniel F. Sullivan,
Benjamin F. Teel.

Girls.

Mary J. Blake,
Mary J. Cades,
Nellie E. Cahill,
Ida M. Conquest,
Katie T. Cullen,
Marion E. Davis,
Annie M. Hambleton,
Leah Klous,
Bessie Z. Leonard,
Abbie A. Lombard,
Edith G. Mason,
Margaret A. Mernin,
Nellie J. Murphy,
Grace A. Pearson,
C. Antoinette Pierce,
Grace E. Philpot,
Nellie E. Quinlan,
Jeannette M. Rice,
Edith W. Savage,
Lillian C. Thain,
Ella M. Tully.

HILLSIDE SCHOOL.

Girls.

Etta M. Adams,
H. Marion Allen,
Etta W. Anderson,
Alice G. Blanchard,
Lucy M. Bruha,
Mary W. Capen,
Jessie H. Carrington,
Eva A. Carter,
Winnifred M. Chester,
Annie J. L. Condry,
Margaret J. C. Connell,
Maude L. Cook,
Rosa E. Cunningham,
Mabelle E. Cutter,
Annie M. Dickie,
Sarah E. Dickie,
Robina J. R. Dickson,
Mabel S. Dorr,

Susie E. Dorr,
 Nellie F. Eayrs,
 Carrie W. Fernald,
 Cora K. Hixson,
 Amy H. Jones,
 Winnetta Lamson,
 Marion Lewis,
 Marion L. Lewis.
 Margaret E. Long,
 Elizabeth J. McCormack,
 Frances V. McCormack,
 Teresa G. McDonald,
 Annie G. Mehan,
 Helena F. Mehan,
 Mary A. M. Papineau,
 Maria G. Parker,
 Martha O. Ramsey,
 Frances E. Read,
 Millie O. Richardson,
 Laura B. Rittenhouse,
 Elizabeth S. Sargent,
 Josephine M. Schmitt,
 Emma Schweizer,
 Elizabeth Watson,
 I. Florence Weld,
 Amy Wilson.

HUGH O'BRIEN SCHOOL.

Boys.

Robert H. Black,
 Joseph D. Carlin,
 William J. Daly,
 Robert F. Gibson,
 Frank Golding,
 Stephen E. Hadley,
 Thomas J. Johnson,
 Fletcher Robie,
 Charles F. Rose,
 Edward F. Trask,
 Charles S. Wentworth,
 Melbourne Wilson,
 Walter P. Wright,
 Harry E. Wry.

Girls.

Mabel H. Butts.

Rosetta G. Carrier,
 Mary A. Cronin,
 Abbie Curley,
 Henrietta C. Dakin,
 Nellie L. Estey,
 Maude Felch,
 Maggie L. Foley,
 Josephine P. Fuller,
 Grace E. Guyer,
 Sadie E. Hamilton,
 Grace P. Kelsey,
 Amy S. Lynch,
 Louisa A. McNamee,
 Florence B. Merrick,
 Maude Pease,
 Bessie W. Peirce,
 Mary E. Quinn,
 Josie M. Ratigan,
 Mary C. Tighe,
 Grace M. Upham,
 Emma F. Wilson,
 Myra E. Wilson.

HYDE SCHOOL.

Girls.

Virginia M. Ayvad,
 Mattie E. Bacon,
 Louise M. Chadwick,
 Frances G. Cleary,
 Mary J. Donovan,
 Grace O. Emerson,
 Lizzie V. Fee,
 Charlena I. Graham,
 Lizzie V. Hall,
 Katie A. Hayde,
 Mary E. Heintz,
 Lillian A. Hollis,
 Mary E. Kenny,
 Ada M. Kerrigan,
 Etta A. Kingsley,
 Lizzie T. Kirchgassner,
 Sarah A. Messer,
 Etta J. Miller,
 Annie E. Murray,
 Jennie J. O'Donnell,
 Maria R. O'Donnell,

Helen A. Powderly,
Helen A. Riley,
Mary M. Riley,
Matilda M. C. Rosengren,
Henrietta C. Schaab,
Louise M. Schrepel,
Susie M. Sommers,
Maud I. Stimpson,
Helen L. Tetlow,
Margaret J. White.

LAWRENCE SCHOOL.

Boys.

Max Bernhardt,
Samuel Bernhardt,
John J. Burke,
William B. Carey,
George S. Clark,
John B. Clough,
Thomas J. Colton,
John H. J. Cooney,
Francis D. S. Corcoran,
Peter F. Coughlin,
John H. Crowley,
William W. Cunningham,
Michael J. Delay,
John B. Denning,
Michael J. Devin,
Bernard F. Devine,
James J. E. Devine,
John M. Donovan,
James A. Downey,
James F. Driscoll,
James H. F. Dwyer,
William H. Faduloff,
John P. F. Farrell,
John J. Fitzgerald,
John J. Flaherty,
Patrick H. Flaherty,
Thomas A. Flaherty,
James W. Fleeson,
James L. Flynn,
Edmund F. Furze,
James W. Gavin,

Thomas M. Gill,
John J. Hagerty,
Morris J. Hamelburg,
William J. Handrahan,
Timothy J. Hayes,
Jeremiah J. Healy,
Daniel F. J. Hickey,
George A. Hughes,
Lawrence J. Kelley,
Thomas J. A. Kelley,
James F. Kennedy,
Patrick H. Lane,
Owen M. Leonard,
William F. Mahoney,
Daniel J. McFaul,
John McGinn,
John V. McGowan,
John A. McKenzie,
James F. J. Moley,
George V. Moran,
Cornelius E. Murphy,
Daniel R. Murray,
John J. O'Connell,
Joseph A. O'Connor,
Gilbert Patterson,
John J. Ryan,
Patrick J. Sheehan,
Michael J. Slamon,
Thomas E. Smith,
John E. Stencel,
Edward V. Stone,
Dennis J. Sullivan,
Felix I. Sullivan,
Patrick J. Sullivan,
Edward F. Swan,
Dennis C. Teban,
Otis A. Thompson,
David F. Tilly,
Joseph F. Toole,
Michael A. Toole,
John M. J. Ward,
William A. Waters,
John M. Wattendorf,
John J. Welch,
Alfred D. Weller,
William L. White.

LEWIS SCHOOL.

Boys.

William T. Abbott,
 Charles M. Adams,
 Warren A. Allen,
 Herbert A. Bartlett,
 John J. Brown,
 Lawrence A. Brown,
 Paul F. Burke,
 Michael F. Carney,
 Arthur W. Child,
 Elmer S. Chipman,
 Ernest F. Clymer,
 John M. Conboy,
 William S. Cram,
 J. Frederick Gleason,
 George W. Hayden,
 Nelson C. Hayford,
 Wendell P. Hayford,
 William J. Holloway,
 William P. Howe,
 Harry O. Jordan,
 William M. Jordan,
 Albert W. Kaffenberg,
 Royal T. Langlan,
 Carl H. Litzelmann,
 James H. Maloney,
 Frank R. McCollagh,
 Robert M. Molineux,
 Albert H. Nolan,
 Howard Norton,
 Henry C. O'Brien,
 Ralph E. Parker,
 William A. Payson,
 Frederick E. Richmond,
 George F. Shepard,
 Walter F. Stevens,
 Louis H. Trautman,
 Samuel W. Vinson,
 Chester W. Whitten, Jr.

Girls.

Martha A. Ashton,
 Laura E. Banta,
 Alberta A. Bedford,
 Josephine E. Bowditch,

Gertrude F. Briggs,
 Mabel S. Caverly,
 Nellie J. Coffey,
 Helen S. Conley,
 Maud L. Chamberlain,
 Grace F. Dunham,
 Mary E. Dutton,
 Elsie L. Ewer,
 Agnes L. Fitz,
 Sophie M. Friedman.
 Mary W. Golden,
 Harriet B. Hall,
 Katie T. Higgins,
 Elizabeth C. Hunneman,
 Mabel A. Jenkins,
 Sarah L. Knapp,
 Annie E. Lally,
 N. Maud Lawrence,
 Katie J. McDonald,
 Helen P. Moore,
 Mabel S. O'Brien,
 Hannah M. Penney,
 Edith L. Phelan,
 Lucy M. Presby,
 Evelyn F. Sampson,
 Mary E. Stetson,
 Florence A. Stevenson,
 Mabel H. Thomas,
 Carrie L. Tyler,
 Ella M. Ward,
 Florence A. Webb,
 Clara L. Winn,
 Alice M. Woodward.

LINCOLN SCHOOL.

Boys.

Arthur L. Atwood,
 Archie F. Baird,
 William H. Billings,
 Edward W. Casey,
 George W. Cole,
 Edward F. Cotter,
 Joseph F. Creado,
 William Crowley,
 George Defren,
 George L. Dolbeare,

William H. Donovan,
 Michael J. Driscoll,
 Charles L. Ellis,
 Fred R. Emery,
 Chester N. Fernald,
 Frank E. Fleet,
 Joseph F. Flinn,
 James L. Hughes,
 Richard F. Johnson,
 James A. Kelley,
 Henry Kramer,
 Daniel F. Lauten,
 George J. Leveredge,
 Willard A. Little,
 George T. Locke,
 Fred B. Locke,
 Albert McLellan,
 Herbert G. Merrill,
 James J. Murphy,
 Edmund P. Osborn,
 Edmund A. Packard,
 Charles S. Palmer, Jr.,
 Willard W. Parker,
 Ralph G. Perkins,
 Thomas C. B. Reardon,
 John J. Reilly,
 Walter H. Rich,
 George S. Robinson,
 Ellerton F. J. Ross,
 Charles E. Scallon,
 Frank Schofield,
 John B. J. Sheehan,
 John A. Sullivan,
 Arthur E. Sweetland,
 Howard C. Ward,
 Will B. Weatherbee,
 Clarence W. Wright,
 George L. York.

LOWELL SCHOOL.

Boys.

William F. Albert,
 George W. Dakin,
 Walter E. S. Deming,
 William B. Ernst,
 William A. Gavin,

Harry M. L. Hamilton,
 Henry Heindl,
 James G. Hutchison,
 Franz Listemann,
 Lawrence H. Logan,
 William J. Mulcahy,
 Paul L. Naber,
 Hermann R. Rothfuss,
 Milton P. Sadler,
 Frederick G. Schaehrer,
 Henry C. Schormann,
 Joseph O. B. Smith,
 James O. Sturks,
 William J. Weigmann,
 Henry F. White.

Girls.

Harriett E. Atton,
 Adelaide I. Blair,
 Mary J. Carney,
 Bessie W. Childs,
 Linda A. Ekman,
 Edith Ferris,
 Mary J. FitzSimmons,
 Mary J. Gallagher,
 Katherine C. Gleason,
 Isabelle Golding,
 Adelia M. Hanley,
 Maude C. Hartnett,
 Josephine E. Hudson,
 Annie F. Judge,
 Theresa J. Kelly,
 Agnes G. Killion,
 Ellen M. Lewis,
 Alice F. Magee,
 Mary E. McGrath,
 Mabel E. Robinson,
 Elizabeth M. Stolze,
 Emma Tirrell,
 Evelina M. Trefry,
 Clara E. Walther.

LYMAN SCHOOL.

Boys.

Charles Brandt,
 William B. Coppens,

Cornelius J. Crowley,
 William J. Currie,
 William A. Dando,
 Alfred J. J. Deering,
 Ervin F. Eaton, Jr.,
 John F. Fennessy,
 Thomas P. Gildea,
 Frank H. Harding,
 John J. Hartnett,
 John E. Henreckson,
 John J. Nugent,
 George A. Reardon,
 William H. A. Ryan,
 Joseph T. Smith,
 Charles A. Whitstead.

Girls.

Annie C. Carstensen,
 Adelia E. Crosley,
 Bessie Kline,
 Annie L. Ludwig,
 Lidie Morris,
 Elizabeth A. Quirk,
 Caroline L. Stone,
 Ada C. Whitehouse.

MARTIN SCHOOL.

Boys.

John J. Colahan,
 John J. Conroy,
 Daniel J. Crane,
 John T. Culhane,
 Daniel P. Donovan,
 James M. Farren,
 John W. Finneran,
 Albert Geiger, Jr.,
 Fred J. Gilligan,
 John H. Gould,
 Edward H. Grant,
 Daniel F. Hickey,
 David L. Hunter,
 Harry R. Kenyon,
 John P. Leonard,
 Charles E. Littlefield,
 Mark J. Mackey,
 Edward W. Murphy,

John H. Prendergast,
 Maurice Silverstein,
 Frederick A. Suck,
 Royal J. Vila.

Girls.

Rose M. Addison,
 Mary A. Corbett,
 Mary A. Davis,
 Katie E. Driscoll,
 Louise U. Gigie,
 Frances M. Guidrey,
 Mary M. Hanly,
 Evelyn E. Harrington,
 Flora P. Hatch,
 Susie G. Hurley,
 Mary E. Kenney,
 Josephine E. Kilroy,
 Elizabeth M. Lindenmann,
 Carrie M. Lohr,
 Mary E. Mahan,
 Josephine L. McCarthy,
 Adaline C. McDonough,
 Annie J. Mottel,
 Clara F. Nudd,
 Kittie A. O'Brien,
 Margaret L. Oswald,
 Mary J. Thomson.

MATHER SCHOOL.

Boys.

Edmund D. Barry,
 Webster T. Bird,
 Francis A. Brick,
 Charles S. Capelle,
 Terence R. Cunningham,
 David J. Dannahy,
 Herbert W. Deering,
 Fred T. Elliott,
 George H. Feehey,
 Patrick J. Finnegan,
 William L. Glover,
 Henry L. Hall,
 William E. Hannan,
 Richard Jasper,
 James P. Jones,

John W. Mahoney,
Joseph H. McNabb,
John H. Mulhern,
Lawrence W. Nutley,
William H. Phillips,
Edgar R. Piper,
Harry Shipp,
Julius H. Treadway.

Girls.

Mabel E. Bennett,
Susan J. Berrigan,
Helen M. Carew,
Tressie Eltz,
Alice L. Fogler,
Alice M. Frizell,
Mabel C. Greenwood,
Alice B. Hennessey,
Mary V. Hollaran,
Edith A. Nickels,
Mary E. O'Reilly,
Katharine H. Perry,
Julia E. Twohey.

MINOT SCHOOL.

Boys.

Leon E. Brett,
William H. Colgan,
William C. Dacey,
John C. Daggett,
William Daley,
John Haley,
Patrick McAvinney,
Michael McGrail,
Eugene T. Nolte,
Nathan B. Robinson,
Frank White,
Porter W. Whitmarsh.

Girls.

Anna B. Adams,
Lavinia C. Adams,
Cora B. Berry,
Lena M. Cleaves,
Mary A. Dacey,
Kate E. Dorsey,

Elizabeth J. Flanagan,
Jennie L. Miller,
Mary Murray,
Kate Sullivan,
Emma L. Tuttle,
Edith M. Whittemore,
Clara O. Wright.

MOUNT VERNON SCHOOL.

Boys.

Frank E. Coughlan,
Thomas A. Joyce,
William J. Lynch,
Joseph J. Nannery,
Thomas I. Nannery,
Frederick F. Read,
Charles B. Wetherbee.

Girls.

Maggie A. Conway,
Louisa E. F. Lewis,
Katie A. McDonough,
Maggie B. McNeil,
Emma M. Nichols,
Alice M. Prince,
Grace A. Robinson,
Mary E. Rourke,
Annie G. Shumway,
Edith G. Spear.

NORCROSS SCHOOL.

Girls.

Elizabeth Aarons,
Mary A. E. Barker,
Fannie J. Bartlett,
Mary I. G. Bersig,
Ellen M. Coleman,
Elizabeth G. Crotty,
Katie B. Crowley,
Margaret E. Crowley,
Margaret L. Desmond,
Josephine A. Donovan,
Mary J. C. Duggan,
Mary E. Fitzgerald,
Catharine I. Glenn,

Georgiana Godfrey,
 Mary A. E. Healey,
 Ida E. Hill,
 Mary E. Kiley,
 Doretha E. A. Kohler,
 Catharine G. Leary,
 Lydia G. Leonard,
 Teresa McCamley,
 Blanche L. McLean,
 Grace M. Moynihan,
 Katharine J. Nagle,
 Eva A. Newman,
 Hannah T. O'Donnell,
 Margaret E. O'Neill,
 Catharine G. Powers,
 Jennie M. Pray,
 Catharine G. Reilly,
 Mary J. V. Sullivan,
 Mary Thayer,
 Hannah C. Twomey.

PHILLIPS SCHOOL.

Boys.

Joseph Bellé,
 Alfred Benson,
 Abram G. Berenson,
 Joseph A. Boyle,
 Joseph J. Bragdon,
 Walter A. Bundy,
 James Callahan, Jr.,
 Charles F. Campbell,
 Francis E. Carter,
 William J. Coveny,
 Harry W. Crockett,
 Joseph H. Cross,
 Nathan H. Daniels, Jr.,
 Frank E. Dennis,
 George C. Di Fatta,
 Bernard J. Doherty,
 John F. Harrington,
 Patrick W. Kenney,
 Charles W. Levi,
 Joseph E. Livingston,
 James H. Lynch,
 Joseph V. Maddock,
 James McGaw,

Frank A. McKenney,
 Arthur S. McLean,
 Bernard J. McMorrow,
 John A. Murphy,
 John J. Murphy,
 William Peyton,
 William T. Peyton,
 William H. Pierce, Jr.,
 Frederick A. Pillsbury,
 Julian P. Pillsbury,
 Robert M. Powers,
 Frank A. Rice,
 George P. L. Riley,
 Joseph M. Sherburne,
 Charles H. Virgin,
 Joseph A. Wentworth,
 Robert J. White.

PIERCE SCHOOL.

Boys.

Herbert R. Acorn,
 Pitt E. Eaton,
 F. Pythias Elms,
 Frederick W. Hayes,
 Ernest C. Jones,
 John O'Brien,
 Herbert R. Talbot.

Girls.

Alice Brine,
 Catherine Gallagher,
 Maud Heffer,
 Amy A. Homer,
 Mabel Hutchinson,
 Alice W. Jones,
 Elizabeth Murrie.

PRESCOTT SCHOOL.

Boys.

James F. Anderson,
 Thomas J. Anderson,
 Thomas L. Berry,
 James A. Bovey,
 David A. Butler,
 Thomas B. J. Colgan,

John A. Collins,
 Samuel A. Dwight,
 Edwin J. Hinckley,
 Frederick J. Johnston,
 Frederick H. Keyser,
 Albert E. Knight,
 Melville D. Mason,
 George A. McDonald,
 Charles A. Meserve,
 John F. O'Brien,
 Windsor E. Plumridge,
 James H. Stevens,
 John F. Tierney.

Girls.

Lavinia M. Almeder,
 Laura A. Atwood,
 Edith M. Beebe,
 Margaret B. Bradshaw,
 M. Alice Butler,
 Ellen E. Carey,
 Elizabeth S. Conley,
 Grace M. Dennison,
 Mary E. Gill,
 Edith M. Goodspeed,
 Ida E. Houseman,
 Mabel F. Maxfield,
 Annie F. McGlone,
 Bessie J. McLam,
 Ellen V. McLam,
 Rose A. McMahon,
 Flora E. Ormond,
 Mary E. Ormond,
 Grace M. Perkins,
 Charlotte A. Philbrick,
 Hattie E. Ross,
 Annie F. Sherman,
 Louise G. Smith,
 Mary C. Stotz,
 Ida P. Swift.

PRINCE SCHOOL.

Boys.

Frederic H. Brown,
 Augustus C. Bubier,
 Henry Bubier,

John B. Chamberlin,
 J. Bradley Cumings,
 Michael Donovan,
 Thomas L. Drew,
 Edgar M. Forbush,
 Charles L. Hastings,
 Walter R. Mansfield,
 George L. J. Mauduit,
 C. Howard Roberts,
 Harry E. Robinson,
 George E. Sawyer,
 Charles F. Smith,
 Fitz Henry Smith,
 Herbert O. Stetson,
 Frank J. Tighe,
 Ernest D. Wales,
 Fred J. Walker,
 George B. Wendell,
 Albert W. White,
 Horace P. Wood.

Girls.

Mabel E. Atkins,
 Cornelia B. Boardman,
 Mary H. Chase,
 Mira Chevalier,
 Emma B. Comer,
 Bertha Darrow,
 Helen A. Dooling,
 Ellen Douglass,
 Rosa Frankenstein,
 Amy E. L. Goodrich,
 May E. Guild,
 Jessie K. Hampton,
 Alice Herrick,
 Mabel Hovey,
 Frances E. Jones,
 May M. O'Brien,
 Sada E. Parish,
 Jennie F. Rich,
 Harriot L. Robinson,
 Edna S. Seaverns,
 Alice M. Simmons,
 Edna A. Skilton,
 Almira Skinner,
 Guida L. Van Derlip,

Daisie B. Waters,
Anne P. Whittier.

QUINCY SCHOOL.

Boys.

Louis Barrant,
James F. Barrett,
Richard T. Berger,
Gustave A. Bleyle,
Patrick F. Carney,
John J. Casey,
Daniel J. Connelly,
Maurice J. Corcoran,
Eugene F. Cowhig,
John P. Daley,
George Daniels,
Dennis Driscoll,
John J. Driscoll,
Thomas J. Elwell, Jr.,
John F. Fitzpatrick,
John J. Fleming,
Arthur H. Gallagher,
Gerald J. Griffin,
Arthur J. Haney,
George W. Kelly,
John E. Lucas,
John F. McCarthy,
William J. S. McGrath,
Francis S. McKay, Jr.,
Edward A. Moore,
George A. Moore,
William J. O'Brien,
Michael F. Shea,
John T. Sullivan, Jr.,
Joseph W. Wharton,
Michael A. Wheeler.

RICE SCHOOL.

Boys.

Alfred B. Alexander,
Frederic H. Barker,
Lewis F. Chase,
Samuel W. Clapp,
George B. Clarke,
Robert L. Colson,

Louis W. Crawford,
William F. Ebbett,
William G. Farwell,
Benjamin S. Frost,
William F. Goodwin,
Harrie W. Greene,
John S. Hall,
Charles E. J. Harley,
William P. Harrison,
Nathan Hecht,
Allen M. Hervey,
Manasseh Hirsch,
Walter B. Howe,
John E. Johnson,
Creighton T. Jones,
Joseph Kalesky,
Edward A. Lash,
Charles H. Miller,
Fred P. Miller,
Ernest A. Mudge,
John T. Murphy,
Timothy W. Murphy,
Willard Pierce,
E. Duval Poole,
Arthur H. Prade,
Charles J. Prescott, Jr.,
Harry W. Prescott,
Frank H. Purington,
Charles I. Schofield,
Louis C. Sears,
George A. Simonds,
John E. Sullivan,
Chester E. Tarbell,
Ansel S. Wass,
Hubert T. Webb,
Eugene L. Webber,
Levi Weber.

SHERWIN SCHOOL.

Boys.

Chauncey R. Bailey,
John A. Barry,
John F. Barry,
Joseph Bopp,
George A. Cully,
Thomas E. P. Dailey,

Edward C. Daly,
 George H. Davis,
 Francis J. Doherty,
 James V. Doherty,
 George H. Donnelly,
 Joseph M. Donovan,
 Edgar A. Dunn,
 John A. Johnson,
 A. Arthur Kuhns,
 James F. Lambert,
 Joseph W. Luke,
 Peter Lundberg,
 William J. McRae,
 Frederick H. Merrill,
 Martin Milmore,
 Raphael A. Moses,
 William P. Mulloy,
 Alexander R. Pennie,
 Thomas P. Preble,
 Edward L. Richards,
 Isy Schloss,
 William E. Thompson,
 Alexander Towns,
 Alfred M. Walton,
 James F. Waul,
 Edgar S. Winn,
 David Young.

SHURTLEFF SCHOOL.

Girls.

Addie L. Appleton,
 Mary F. Atkins,
 Nancy E. Brownell,
 Margaret A. Carroll,
 Anna M. Chadbourn,
 Helen L. Chandler,
 Alice B. Cherrington,
 Winnifred L. Chipman,
 Annie M. Connors,
 Elizabeth J. Curvin,
 Mary E. Derrick,
 Helena M. P. Devine,
 Sarah A. Devine,
 Alice B. Dunham,
 Lilla E. Fernald,

Florence E. Gleason,
 Ida J. Greene,
 Annie V. Herrick,
 Mary A. Hoban,
 Blanche E. Huntress,
 Ella M. Kenniff,
 Ella L. Kivlan,
 Julia A. Lane,
 Josephine J. Mahoney,
 Nellie A. Mahoney,
 Isabel N. McLeod,
 Katie J. McMahon,
 Annie M. Morrison,
 Lillian A. Moulton,
 Cecilia G. Murray,
 Margaret M. Nolan,
 Nellie B. O'Neill,
 Helena L. Parker,
 Charlotte Patterson,
 Katie L. Roche,
 Mary F. Roche,
 Helen A. Sawyer,
 Grace W. Smith,
 Mary L. Spear,
 Rose M. Starkey,
 Annie P. Sullivan,
 Katie Thomson,
 Gertrude L. Tilden,
 Florian L. Webster,
 Ida Wood,
 Letitia H. Young,
 Louisa A. Young.

STOUGHTON SCHOOL.

Boys.

Leslie M. Cain,
 Charles P. Copeland,
 Alfred R. Davis,
 Ernest B. Fletcher,
 Joseph H. Hall,
 E. Lawrence Hurd,
 Frank G. Hutchinson,
 Frank L. Locklin,
 James E. McLaughlin,
 Archie L. Mitchell,

William H. Sadlier,
Frederic W. Swan,
Frank D. Wilde.

Girls.

Annie M. Beal,
Catherine T. Campbell,
Emma F. Clark,
Ellen L. Cunniff,
Mary E. Desmond,
Mary E. Kinney,
Nella P. Lapham,
Mary A. Malley,
Mary E. McGovern,
Annie M. Murphy,
Abbie J. Parker,
Ida F. Plummer,
Catherine E. Reed,
Mary L. Schreider,
Susie L. Voyer.

TILESTON SCHOOL.

Boys.

Frank N. Blanchard,
George E. Cook,
Ernest A. George,
Frederic H. Hird.

Girls.

Carlotta L. Goward,
Abigail A. Scannell,
Annie F. Stone.

WARREN SCHOOL.

Boys.

Edward E. Churchill,
Walter F. Day,
Herbert A. Drew,
Fred W. D. Dunklee,
Tilly H. Eaton,
Chester P. Eeles,
Leander P. Fernandez,
James Fleming,
Edwin C. Fullonton,
John L. Glover,

Wilbur F. Hayes,
Charles O. Hopkins,
Arthur H. Johnson,
Alfred V. Lincoln,
Edward C. Morse,
George W. Norwood,
George W. Proctor,
Clarence E. Tasker,
Lyman P. Washburn,
Edwin H. Wright.

Girls.

Anna B. Boardman,
Helen M. Burchmore,
Ella M. Dean,
Georgia G. Doyle,
Teresa L. Forster,
Emily M. Hall,
Alice A. Haviland,
Mabel B. Le Favor,
Elizabeth M. Marshall,
Annie A. McBride,
Martha A. O'Callaghan,
Catherine C. O'Connell,
Ida F. Pearce,
Grace A. Proctor,
Emma W. Raymond,
Cora L. Rea,
Elizabeth R. Reagan,
Nettie L. Rich,
Emma L. Symonds,
Mertie F. Smiley,
Mabel F. Smith,
Louisa M. Taplin,
Marion H. Williamson.

WELLS SCHOOL.

Girls.

Sarah Anderson,
Florence Bell,
Mary E. Cantwell,
Ethel W. Chadwick,
Mary E. Conner,
Elizabeth J. Dever,
Annie G. Downing,
Mary L. Elvert,

Josephine E. Fitzsimmons,
 Catherine V. Forde,
 Agnes F. Gallagher,
 Hattie P. Giles,
 Catherine F. Glynn,
 S. Rachel Goldstein,
 Martha L. Green,
 Freda C. Haberman,
 Rachel J. Hillson,
 Annie Hollander,
 Ellen T. Kelleher,
 Evaleen E. Kelley,
 Helena L. Kelley,
 Inez M. Knox,
 Margaret Leary,
 Ella A. Linscott,
 Jeannette A. Livingston,
 Ellen T. Malone,
 Mary E. Nary,
 Catherine E. O'Dowd,
 Lydia E. Sawyer,
 Eva B. Shanklin,
 Lura D. Sleeper,
 Josephine L. Smith,
 Mabel U. Swan,
 Lulu Walker,
 Mary W. Walsh

WINTHROP SCHOOL.

Girls.

Amy W. Alden,
 Olive I. Alexander,
 Edith M. Ashley,
 Charlotte Belmont,
 Florence A. Bigelow,
 Agnes E. Daly,
 Etta A. Daniels,
 Katherine F. J. Donahoe,
 Marion A. Donovan,
 Nellie T. A. Flynn,
 Regina Fox,
 Edith Gardner,

Louisa Goosmann,
 Catherine A. Griffin,
 Mary C. Haley,
 Mary G. Hogan,
 Bessie E. Johnson,
 Elizabeth M. Jordan,
 Mary F. Keleher,
 Katie Laughlin,
 Minnie L. Lee,
 Minnie E. Little,
 Mary L. Mahoney,
 Mary Mansfield,
 Mary P. McCann,
 Margaret V. McCarthy,
 Kate D. McDougall,
 Mary E. McLaughlin,
 Annie F. Meinhardt,
 Mary A. Mitchell,
 Jeanette L. Moldenhauer,
 Eileen Murphy,
 Gertrude L. Murphy,
 Grace A. Murphy,
 Margaret G. Murphy,
 Annie C. Murray,
 Nellie D. Murrell,
 Florence Paul,
 Grace Pratt,
 Edith R. Putnam,
 Mary E. Ring,
 Florence M. Roast,
 Edna E. Robinson,
 Bessie Stone,
 Mary E. Sullivan,
 Teresa M. Sullivan,
 Lillian B. Thayer,
 Margaret A. Troy,
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 Bertha Vogel,
 Blanche B. Whitten,
 Mary L. Wirth,
 Nellie T. G. Wiseman,
 M. Katharine Wolff,
 Beatrice S. Young.

ROSTER
OF THE
BOSTON SCHOOL REGIMENT.

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER, 1887-88.

Colonel. — T. C. Wales, Jr. (English High School).

Lieutenant-Colonel. — E. Pierce (Boston Latin School).

FIRST BATTALION (English High School).

Major. — C. H. Cole, Jr.

Adjutant. — C. E. Boothby.

Quartermaster. — E. B. Ladd.

Sergeant-Major. — C. H. Colman.

COMPANY A. — *Captain*. — H. B. Stebbins; *First Lieutenant*. — W. H. Robey; *Second Lieutenant*. — W. A. Wheeler, Jr.

COMPANY B. — *Captain*. — Allen French; *First Lieutenant*. — A. G. Cullis; *Second Lieutenant*. — O. F. Davenport.

COMPANY C. — *Captain*. — G. F. Powers; *First Lieutenant*. — E. H. Willett; *Second Lieutenant*. — F. R. Wheaton.

COMPANY D. — *Captain*. — H. W. Alexander; *First Lieutenant*. — H. F. Sawyer; *Second Lieutenant*. — S. H. Briggs.

COMPANY E. — *Captain*. — F. E. Kimball; *First Lieutenant*. — J. L. Stern; *Second Lieutenant*. — H. W. Patterson.

COMPANY F. — *Captain*. — C. F. Wallace; *First Lieutenant*. — E. B. Miles; *Second Lieutenant*. — A. Marzynski.

COMPANY G. — *Captain*. — Aaron Wolfson; *First Lieutenant*. — H. D. Shute; *Second Lieutenant*. — F. I. Sears.

SECOND BATTALION.

Major. — F. W. Emery (Charlestown High School).

Acting Adjutant. — J. Finneran (Roxbury High School).

Quartermaster. — J. B. Toomey (East Boston High School).

Sergeant-Major. — P. E. Murray, Jr. (Roxbury High School).

COMPANY A. (Roxbury High School). — *Captain*. — A. A. Pollard; *First Lieutenant*. — F. H. Hutchins; *Second Lieutenant*. — F. R. Munro.

COMPANY B. (Dorchester High School). — *Captain*. — J. W. Southey; *First Lieutenant*. — W. S. Carpenter; *Second Lieutenant*. — W. H. Brett.

COMPANY C. (Roxbury High School). — *Captain*. — B. F. Marshall; *First Lieutenant*. — J. Finneran; *Second Lieutenant*. — G. H. Mulvay.

COMPANY D. (Dorchester High School). — *Captain*. — G. B. Carter; *First Lieutenant*. — G. W. Oakman; *Second Lieutenant*. — G. R. Mair.

COMPANY E. (Charlestown High School). — *Captain*. — F. Mullen; *First Lieutenant*. — C. M. Freeman; *Second Lieutenant*. — O. E. Little.

COMPANY F. (Brighton High School). — *Captain*. — J. J. Harmon; *First Lieutenant*. — W. H. Lee; *Second Lieutenant*. — H. A. Wilson.

COMPANY G. (West Roxbury High School). — *Captain*. — A. C. Page; *First Lieutenant*. — G. A. Walker; *Second Lieutenant*. — G. R. Slader.

COMPANY H. (East Boston High School). — *Captain*. — F. G. Davis; *First Lieutenant*. — A. G. Pierce; *Second Lieutenant*. — J. Colby.

COMPANY I. (East Boston High School). — *Captain*. — W. P. Thacher; *First Lieutenant*. — C. B. Grimes; *Second Lieutenant*. — W. Messenger.

COMPANY K. (Charlestown High School). — *Captain*. — J. Sanborn; *First Lieutenant*. — J. Hayes; *Second Lieutenant*. — W. Woofindale.

THIRD BATTALION (Boston Latin School).

Major. — E. A. Reed.

Adjutant. — R. M. Baker.

Quartermaster. — E. M. Moore.

Sergeant-Major. — Willis W. Stover.

COMPANY A. — *Captain*. — W. F. Harris; *First Lieutenant*. — R. M. M. Gillespie; *Second Lieutenant*. — J. E. Young.

COMPANY B. — *Captain*. — S. P. R. Chadwick; *First Lieutenant*. — W. F. Jones; *Second Lieutenant*. — E. F. Flanders.

COMPANY C. — *Captain*. — J. E. Stevens; *First Lieutenant*. — G. H. Thomas; *Second Lieutenant*. — C. W. Purington.

COMPANY D. — *Captain*. — R. C. Baldwin; *First Lieutenant*. — Nathan B. Day; *Second Lieutenant*. — T. W. Stearns.

COMPANY E. — *Captain*. — W. P. Tryon; *First Lieutenant*. — H. E. Sears; *Second Lieutenant*. — J. R. Flanagan.

COMPANY F. — *Captain*. — H. Whitcomb; *First Lieutenant*. — F. W. Alexander; *Second Lieutenant*. — E. M. Conness.

COMPANY G. — *Captain*. — W. S. Bangs; *First Lieutenant*. — A. Fraser; *Second Lieutenant*. — G. E. Hume.

COMPANY H. — *Captain*. — E. Grossman; *First Lieutenant*. — L. A. Come; *Second Lieutenant*. — H. O. Marcy.

FOURTH BATTALION (English High School).

Major. — J. W. Smith.

Adjutant. — T. C. Cummings.

Quartermaster. — T. A. Murray.

Sergeant-Major. — M. I. Myers.

COMPANY A. — *Captain.* — S. M. Ballou; *First Lieutenant.* — A. W. Stowe; *Second Lieutenant.* — W. Housman, Jr.

COMPANY B. — *Captain.* — H. E. Fairfield; *First Lieutenant.* — M. E. Smith; *Second Lieutenant.* — J. P. Nowell.

COMPANY C. — *Captain.* — J. A. Curtin; *First Lieutenant.* — J. V. Neary; *Second Lieutenant.* — C. Corey.

COMPANY D. — *Captain.* — R. W. Boynton; *First Lieutenant.* — W. T. Barnes; *Second Lieutenant.* — J. L. Bartlett.

COMPANY E. — *Captain.* — S. Tappan; *First Lieutenant.* — F. M. Rider; *Second Lieutenant.* — M. S. P. Smith.

COMPANY F. — *Captain.* — R. C. Larrabee; *First Lieutenant.* — J. F. Kunniff; *Second Lieutenant.* — D. A. Danielson.

Drum-Major. — C. A. J. Smith.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR
1888.

SCHOOL COMMITTEE, 1888.

WILLIAM C. WILLIAMSON, *President.*

[Term expires January, 1889.]

William C. Williamson,
William A. Dunn,
Henry Canning,
Bordman Hall,
Edwin H. Darling,

Raphael Lasker,
George B. Hyde,
Harvey N. Collison,¹
Caroline E. Hastings.²

[Term expires January, 1890.]

Charles T. Gallagher,
James S. Murphy,
James A. McDonald,
Gerald Griffin,

Richard J. Walsh,
William H. Grainger,
Nahum Chapin,
John C. Crowley.³

[Term expires January, 1891.]

Emily A. Fifield,
John G. Blake,
Joseph T. Duryea,
Thomas O'Grady, Jr.,

George R. Swasey,
Russell D. Elliott,
Edward C. Carrigan,⁴
Joseph D. Fallon.

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President.

WILLIAM C. WILLIAMSON.

Secretary.

PHINEAS BATES.

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WILLIAM J. PORTER.

Superintendent of Schools.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,

ELLIS PETERSON,

ROBERT C. METCALF,

JOHN KNEELAND,

GEORGE H. CONLEY,

MRS. LOUISA P. HOPKINS.

Messenger.

ALVAN H. PETERS.

¹ To fill vacancy caused by death of Hon. Timothy J. Dacey.

² To fill vacancy caused by resignation of John C. Crowley, Esq.

³ Resigned February 14, 1888.

⁴ Died November 7, 1888.

STANDING COMMITTEES.

- ACCOUNTS. — Edwin H. Darling, *Chairman*; Messrs. Canning, Griffin, Williamson, and Swasey.
- ANNUAL REPORT. — Emily A. Fifield, *Chairman*; Messrs. Canning and McDonald.
- DRAWING. — Charles T. Gallagher, *Chairman*; Messrs. Lasker, Hall, McDonald, and O'Grady.
- ELECTIONS. — Edwin H. Darling, *Chairman*; Messrs. Grainger and Hyde.
- EVENING SCHOOLS. — Charles T. Gallagher, *Chairman*; Messrs. Lasker, Murphy, Carrigan, and Williamson.
- EXAMINATIONS. — George B. Hyde, *Chairman*; Messrs. Fallon, Duryea, Mrs. Fifield, and Miss Hastings.
- HORACE MANN SCHOOL. — William A. Dunn, *Chairman*; Mr. McDonald and Mrs. Fifield.
- HYGIENE. — Russell D. Elliott, *Chairman*; Messrs. Blake and Grainger.
- LEGISLATIVE MATTERS. — Joseph D. Fallon, *Chairman*; Messrs. Swasey and Hall.
- MANUAL TRAINING SCHOOLS. — James S. Murphy, *Chairman*; Messrs. Blake and O'Grady.
- MUSIC. — Gerald Griffin, *Chairman*; Messrs. Canning, Dunn, Williamson, and Duryea.
- NOMINATIONS. — William A. Dunn, *Chairman*; Messrs. Grainger, Murphy, Collison, and Miss Hastings.
- RULES AND REGULATIONS. — Joseph D. Fallon, *Chairman*; Messrs. Murphy, Hall, McDonald, and Mrs. Fifield.
- SALARIES. — George B. Hyde, *Chairman*; Messrs. Hall, Griffin, Grainger, and Walsh.
- SCHOOL-HOUSES. — Nahum Chapin, *Chairman*; Messrs. Darling, Lasker, Canning, and Walsh.
- SEWING. — Emily A. Fifield, *Chairman*; Messrs. Hall, Canning, Walsh, and Swasey.
- SUPPLIES. — Nahum Chapin, *Chairman*; Messrs. Elliott, Murphy, Hyde, and Carrigan.
- TEXT-BOOKS. — John G. Blake, *Chairman*; Messrs. Fallon, Swasey, Duryea, and Carrigan.
- TRUANT-OFFICERS. — Russell D. Elliott, *Chairman*; Messrs. Hyde, Dunn, Griffin, and Duryea.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

- NORMAL SCHOOL. — Edward C. Carrigan, *Chairman*; Messrs. Hyde, Murphy, Mrs. Fifield, and Mr. Duryea.
- HIGH SCHOOLS. — John G. Blake, *Chairman*; Messrs. Gallagher, Fallon, Williamson, and O'Grady.
- FIRST DIVISION. — William H. Grainger, *Chairman*; Messrs. Hall, Chapin, Dunn, and McDonald.
- SECOND DIVISION. — James A. McDonald, *Chairman*; Messrs. Chapin, Murphy, Darling, and Griffin.
- THIRD DIVISION. — Edwin H. Darling, *Chairman*; Messrs. Elliott, Dunn, Carrigan, and Collison.
- FOURTH DIVISION. — William C. Williamson, *Chairman*; Messrs. Swasey, Duryea, O'Grady, and Miss Hastings.
- FIFTH DIVISION. — George B. Hyde, *Chairman*; Messrs. Lasker, Blake, Fallon, and Walsh.
- SIXTH DIVISION. — Joseph D. Fallon, *Chairman*; Messrs. Gallagher, Canning, Walsh, and Swasey.
- SEVENTH DIVISION. — James S. Murphy, *Chairman*; Messrs. Lasker, Griffin, Collison, and Miss Hastings.
- EIGHTH DIVISION. — George B. Hyde, *Chairman*; Messrs. Elliot and O'Grady.
- NINTH DIVISION. — Emily A. Fifield, *Chairman*; Messrs. Canning and Grainger.
-

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. — Brimmer, Prince, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Hyde, Sherwin.

Sixth Division. — Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin.

Eighth Division. — Agassiz, Allston, Bennett, Charles Sumner, Hillside, Mt. Vernon.

Ninth Division. — Dorchester-Everett, Gibson, Harris, Mather, Minot, Pierce, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Newton Highlands. Office hours, Mondays to Fridays, 1 to 2 P.M.; Saturdays, 12 A.M. to 1 P.M.

BOARD OF SUPERVISORS.

SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Friday, 1 P.M.

ELLIS PETERSON, corner Chestnut ave. and Green street, Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, 97 Mt. Pleasant ave., Roxbury. Office hour, Friday, 1 P.M.

JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4.30 P.M.

GEORGE H. CONLEY, 96 Mt. Pleasant ave., Roxbury. Office hour, Monday, 4.30 P.M.

MRS. LOUISA P. HOPKINS, 11 St. James ave. Office hour, Wednesday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the Friday following each regular meeting of the School Committee, at 2.30 P.M.

Office hours of Supervisors at School Committee Building.

SUPERVISORS OF SCHOOLS.

SAMUEL W. MASON. — Charlestown High School; Bowdoin, Brimmer, Bunker Hill, Frothingham, Harvard, Phillips, Prescott, Warren, and Wells Districts.

ELLIS PETERSON. — Latin, Girls' Latin, and West Roxbury High, and Horace Mann Schools; Agassiz, Charles Sumner, Dwight, Everett, Franklin, Hillside, Hyde, Mt. Vernon, and Sherwin Districts.

ROBERT C. METCALF. — Normal, Roxbury High, and Rice Training Schools; Bigelow, Gaston, Lawrence, Lincoln, Norcross, Prince, and Shurtleff Districts.

JOHN KNEELAND. — Dorchester High School; Andrew, Dearborn, Dorchester-Everett, Gibson, Harris, Hugh O'Brien, Mather, Minot, Pierce, Quincy, Stoughton, and Tileston Districts.

GEORGE H. CONLEY. — Brighton, East Boston, and English High Schools; Adams, Allston, Bennett, Chapman, Eliot, Emerson, Hancock, and Lyman Districts.

MRS. LOUISA P. HOPKINS. — Girls' High School; Comins, Dillaway, Dudley, George Putnam, Lewis, Lowell, Martin, and Winthrop Districts.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

SAMUEL W. MASON. — Physical Culture, Physiology, and Hygiene, History, Writing.

ELLIS PETERSON. — Arithmetic, in a part of the city (Divisions 5, 6, 7, 8, 9), Algebra, Geometry, Trigonometry, Greek, Psychology.

ROBERT C. METCALF. — Language (oral and written expression), Grammar, Chemistry.

JOHN KNEELAND. — Reading, English Literature, Physics.

GEORGE H. CONLEY. — Arithmetic, in a part of city (Divisions 1, 2, 3, 4). Book keeping, Latin, French.

MRS. LOUISA P. HOPKINS. — Observation Lessons, Geography, Astronomy, Botany, Zoology, Sewing.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head Master. — Larkin Dunton. *1st Asst.* — L. Theresa Moses. *2d Assts.* — Annie E. Chace, Katharine H. Shute, Dora Williams, V. Colonna Murray. *Special.* — W. Bertha Hintz.

RICE TRAINING SCHOOL.

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — D. A. Hamlin. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Florence Marshall. *2d Asst.* — Almira I. Wilson. *3d Assts.* — Ella T. Gould, Eliza Cox, Dora Brown, Mattie H. Jackson, Harriet H. Norcross, Lizzie M. Burnham, Gertrude E. Bigelow. *Janitor.* — Amos Albee.

PRIMARY.

Appleton street.

2d Asst. — Ella F. Wyman. *4th Assts.* — Grace Hooper, Sarah E. Bowers, Anna B. Badlam, Emma L. Wyman, Mabel I. Emerson, Clara C. Dunn, Miriam W. Dike. *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, Edward P. Jackson, Frank W. Freeborn, John K. Richardson, Greenville C. Emery. *Junior Masters.* — George W. Rollins, Henry C. Jones, Thomas A. Mullen, Francis De M. Dunn, George E. Howes, Theodore P. Farr. *Physics.* — Joseph Y. Bergen, Jr. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head Master. — John Tetlow. *Master.* — Lyman R. Williston. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Alice H. Luce, Mary C. C. Goddard. *Physical Culture.* — Martha S. Hussey. *Janitor.* — John Murphy, Jr.

ENGLISH HIGH SCHOOL.

Montgomery street.

Head Master. — Francis A. Waterhouse. *Masters.* — Robert E. Babson, L. Hall Grandgent, Charles B. Travis, Alfred P. Gage, John F. Casey, Manson Seavey, Jerome V. Poole, Samuel C. Smith. *Junior Masters.* — Wm. H. Sylvester, Rufus P. Williams, Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, James A. Beatley, Albert P. Walker, Charles P. Lebon, Harry C. Shaw. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head Master. — John Tetlow. *Junior Master.* — Samuel Thurber. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Emma W. Kaan, Augusta C. Kimball, Mary B. King, Katherine Knapp, Parnell S. Murray, S. J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorcy, Lizzie L. Smith, Adeline L. Sylvester, Emma A. Temple, Clara E. Webster, Lucy R. Woods. *Vocal and Physical Culture.* — Helen D.

Baright. *Chemistry*. — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor*. — John Murphy, Jr.

ROXBURY HIGH SCHOOL.

Kenilworth street.

Head Master. — Charles M. Clay. *Junior Master*. — Nathaniel S. French. *1st Asst.* — Emily Weeks. *Assistants*. — Eliza D. Gardner, Clara H. Balch, Edith A. Parkhurst, Persis P. Drake, Annie N. Crosby, Nellie A. Bragg. *Janitor*. — Thomas Colligan.

DORCHESTER HIGH SCHOOL.

Centre street, corner Dorchester avenue.

Master. — Elbridge Smith. *Assistants*. — Rebecca V. Humphrey, Laura F. Hovey, Elizabeth M. Ritter, Albert S. Perkins, Mary A. H. Fuller. *Janitor*. — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL.

Monument square.

Head Master. — John O. Norris. *Junior Master*. — Edward F. Holden. *Assistants*. — Adelaide E. Somes, Alla F. Young, Abbie F. Nye, Sarah Shaw, Mary E. Upham. *Janitor*. — Joseph Smith.

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

Master. — George C. Mann. *Assistants*. — Edna F. Calder, Josephine L. Sanborn, Clarabel Gilman. *Janitor*. — J. J. Wentworth.

BRIGHTON HIGH SCHOOL.

Academy Hill.

Master. — Benjamin Wormelle. *Assistants*. — Marion A. Hawes, Ida M. Curtis. *Janitor*. — J. Q. A. Cushman.

EAST BOSTON HIGH SCHOOL.

Public Library Building, Paris and Meridian streets.

Master. — Charles J. Lincoln. *Assistants*. — Lucy R. Beadle, Kate W. Cushing, Sarah L. Dyer, Josiah P. Ryder. *Janitor*. — Samuel H. Gradon.

SPECIAL INSTRUCTORS.

John B. Moran, M.D., *Instructor in Hygiene.*

DRAWING.

Henry Hitchings, *Director.*

MUSIC.

Joseph B. Sharland. Latin, Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

Hosca E. Holt. Normal, Rice, Wells, Eliot, Hancock, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Bowdoin, Phillips, Schools.

J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Charles Sumner, Mt. Vernon, Quincy, Winthrop, Schools.

Henry G. Carey. Rice, Brimmer, Prince, Dwight, Everett, Allston, Bennett, Dorchester-Everett, Gibson, Harris, Mather, Minot, Pierce, Stoughton, Tileston, Schools.

James M. McLaughlin. Hyde, Franklin, Sherwin, Comins, Dearborn, Dudley, Dillaway, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Hillside, Schools.

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Alphonse N. van Daell, *Director.*

Henri Morand, J. Frederick Stein, *Assistants.*

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. Winthrop School.

C. L. Bigelow. Bowdoin, Prince, Schools.

Mrs. Sarah J. Bray. Harvard, Prescott, Frothingham, Schools.

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Mrs. Eliza M. Cleary. Shurtleff School.

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Isabella Cumming. Winthrop School.

Mrs. Kate A. Doherty. Hancock School.

Mrs. Olive C. Hapgood. George Putnam, Hillside, Schools.

Mrs. Mary E. Jacobs. Dearborn, Hugh O'Brien, Schools.

Margaret A. Kelley. Hyde School.
 Lizzie S. Kenna. Andrew School.
 Delia Mansfield. Comins, Martin, Schools.
 Catherine C. Nelson. Gibson, Stoughton, Tileston, Pierce, Schools.
 Sarah H. Norman. Gaston, Shurtleff, Schools.
 Mary E. Patterson. Gaston School.
 Mrs. Elizabeth A. Power. Lyman School.
 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, Bennett, 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.
 Ellen M. Wills. Charles Sumner, Mt. Vernon, Schools.

FIRST DIVISION.

ADAMS SCHOOL.

Belmont square, East Boston.

Master. -- Frank F. Preble. *Sub-Master.* -- Joel C. Bolan. *1st Asst.* -- Mary M. Morse. *2d Asst.* -- C. Howard Wilson. *3d Assts.* -- Clara Robbins, Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaill, Albertina A. Martin, Harriet Sturtevant, M. Luetta Choate. *Janitor.* -- Michael J. Burke.

PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

4th Assts. -- Jennie A. Mayer, Ellen M. Robbins.

WEBSTER-STREET SCHOOL.

2d Asst. -- Anna E. Reed. *4th Assts.* -- Emma W. Weston, Mary A. Palmer, Grace M. Remick, Nellie B. Tucker, Jane A. Soutter. *Janitor.* -- Mary Campbell.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

Master. -- George R. Marble. *Sub-Master.* -- James Burrier. *1st Assts.* Annie M. Crozier, Jane F. Reid. *2d Assts.* -- Maria D. Kimball, Sarah F.

Tenney. *3d Assts.* — Angeline Crosby, Carrie M. Locke, Margaret B. Erskine, Lucy E. Woodwell, Mary E. Buffum, Jennie L. Waterbury. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

2d Asst. — Hannah E. Crafts. *4th Assts.* — Nellie F. Holt, Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod. *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. DeMerritt, Frances H. Turner. *3d Assts.* — Carrie Ford, Mary D. Day, Sarah A. Bond, Helen M. Souther, Laura S. Plummer, H. Elizabeth Cutter, Juliette J. Pierce, Mary E. Sullivan. *Janitor.* — Edward S. Chessman.

ORIENT HEIGHTS.

3d Asst. — Lillian G. Bates.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

4th Assts. — Hannah L. Manson, Almaretta J. Critchett.

PRINCETON-STREET SCHOOL.

2d Asst. — Mary E. Plummer. *4th Assts.* — Margaret A. Bartlett, Elizabeth A. Turner, Harriette E. Litchfield, Ida J. Breckenridge, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

ORIENT HEIGHTS.

4th Asst. — Caroline E. Nutter.

LYMAN SCHOOL.

Corner Paris and Decatur streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — George K. Daniell, Jr. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, Ida E. Haliday, Sibylla A. Bailey, Fannie M. Morris, Clara B. George, Mary E. Morse, Wm. A. Lenihan. *Janitor.* — William Gradon.

PRIMARY SCHOOLS.

LYMAN SCHOOL, PARIS STREET.

4th Asst. — Joseph A. Ayers.

AUSTIN SCHOOL, PARIS STREET.

2d Asst. — Anna I. Duncan. *4th Assts.* — Martha L. Frame, Fidelia D. Merrick, Mary E. Williams, Lena E. Synette. *Janitor.* — Mrs. Higginson.

WEBB SCHOOL, PORTER STREET.

2d Asst. — Nellie M. Porter. *4th Assts.* — Abby D. Beale, Charlotte A. Pike, Mary L. Sweeney. *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.* — Mary E. Minter, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Annie F. McMahon, Clara B. Brown, Eleanor S. Wolff, Ruth C. Mills, Anna M. Prescott, Cora V. George, Charlotte E. Seavey. *Janitor.* — Josiah C. Burbank.

PRIMARY SCHOOLS.

HAVERHILL-STREET SCHOOL.

4th Assts. — Mary S. Thomas, Annie B. Hunter. *Janitor.* — Margaret O'Brien.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

2d Asst. — Elizabeth B. Norton. *4th Assts.* — Mary E. Flanders, Sarah A. Smith, Kate C. Thompson, Carrie M. Arnold, Effie G. Hazen, Jennie F. White, Ada E. Bowler, Mary D. Richardson. *Janitor.* — Josiah C. Burbank.

MURRAY CHAPEL, BUNKER HILL STREET.

4th Asst. — Lucy A. Wilson. *Janitor.* — Samuel C. Smith.

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — James E. Hayes. *1st Assts.* — Charlotte E. Camp, Harriet F. Frye. *2d Assts.* — Bial W. Willard.

Arabella P. Moulton. *3d Assts.* — Ellen R. Stone, Margaret J. O'Hea, Sarah H. Nowell, Jennie E. Tobey, Lucy A. Seaver, Ellen A. Chapin, Ellen L. Kelley. *Janitor.* — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

4th Assts. — Persis M. Whittemore, Martha Yeaton, Helen E. Ramsey, Mary E. Corbett.

MOULTON-STREET SCHOOL.

4th Assts. — Nellie L. Cullis, Louisa W. Huntress, Mary E. Delaney, Fannie M. Lamson. *Janitor.* — Jeremiah F. Horrigan.

FREMONT-PLACE SCHOOL.

4th Asst. — Abbie C. McAuliffe. *Janitor.* — Mrs. Mary Watson.

HARVARD SCHOOL.

Devens street, Charlestown.

Master. — W. E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Abbie M. Libby, Julia E. Harrington. *3d Assts.* — Elizabeth W. Allen, Ida B. Nute, Amy R. Chapman, Sarah J. Perkins, Cally E. Gary, Annie E. O'Connor, Mary E. Kelley, *Janitor.* — Francis A. Hewes.

PRIMARY SCHOOLS.

HARVARD SCHOOL, DEVENS STREET.

4th Asst. — Catherine C. Brower.

HARVARD-HILL SCHOOL.

4th Assts. — Grace A. Bredeen, Fanny A. Foster, Louise A. Whitman, Elizabeth F. Doane, Lucy M. Small, Elizabeth R. Cormier, Annie F. Childs, Lana J. Wood. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

4th Assts. — Elizabeth A. Prichard, Elizabeth R. Brower, Alice T. Smith. *Janitor.* — L. H. Hayward.

PRESCOTT SCHOOL.

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master.* — Seth Sears. *1st Asst.* — Belle P. Winslow. *2d Asst.* — Mary C. Sawyer. *3d Assts.* — Julia C. Powers,

Lydia A. Nason, Elizabeth J. Farnsworth, Frances A. Craigen, Julia F. Sawyer, M. Lizzie Mailman. *Janitor.* — Thomas Merritt.

PRIMARY SCHOOLS.

FOLK-STREET SCHOOL.

4th Assts. — Mary E. Franklin, Hattie L. Todd, Alice Simpson, Nellie J. Breed, Elizabeth J. Doherty. *Janitor.* — Walter L. Sprague.

MEDFORD-STREET SCHOOL.

4th Asst. — Lydia E. Hapenny, Kate M. Porter, Ruphine A. Morris. *Janitor.* — Mrs. Catharine C. Smith.

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, Marietta F. Allen, Abby E. Holt, Alice M. Raymond, Alice Hall, Mary E. Pierce, Anna M. Pond, Katharine A. Sweeney. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, PEARL STREET.

4th Asst. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

4th Assts. — Mary F. Kittredge, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

4th Assts. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Abby P. Richardson. *Janitor.* — James Shute.

THIRD DIVISION.

BOWDOIN SCHOOL.

Myrtle street.

Master. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, Mary Young. *2d Asst.* — Sarah O. Brickett. *3d Assts.* — Eliza A. Fay, Irene W. Wentworth, Dora E. Pitcher, Mary E. Pitcher, Ella L. Macomber, S. Frances Perry. *Janitor.* — James Hamilton.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

4th Assts. — Sarah E. Brown, Mabel West, Clara J. Reynolds. *Janitor.* — Mary A. Maguire.

SHARP SCHOOL, ANDERSON STREET.

2d Asst. — Elizabeth R. Preston. *4th Assts.* — Barbara C. Farrington, Ella A. Morrill, Mary E. O'Leary, Mary E. Abercrombie. *Janitor.* — Henry Randolph.

ELIOT SCHOOL.

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Tilson A. Mead, Benjamin Tenney. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Kate L. Dodge, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Elizabeth C. Harding, Agnes C. Moore. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

3d Assts. — Flora F. Joslin, Genevieve C. Roach, Margaret E. Dacey. *Janitor.* — Wm. Swanzey.

FORMORT SCHOOL, SNELLING PLACE.

3d Assts. — Mary V. Cunningham; M. Persis Taylor.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

4th Assts. — Cleone G. Tewksbury, Sophia E. Krey, Rosa M. E. Reggio. *Janitor.* — Wm. Swanzey.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Juliaette Davis. *4th Assts.* — J. Ida Monroe, A. Augusta Coleman, Nellie G. Murphy, Marcella E. Donegan, Harriet E. Lampee. *Janitor.* — Rebecca Marshall.

HANCOCK SCHOOL.

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen B. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Mary E. Skinner. *3d Assts.* — Helen M. Hitchings, Susan E. Mace, Honora T. O'Dowd, Sarah E. Ward, Adeline S. Bodge. *Janitor.* — Joseph P. Fleming.

CUSHMAN SCHOOL, PARMENTER STREET.

3d Assts. — Katharine E. Gillespie, Elizabeth A. Fisk.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Theresa M. Gargan. *4th Assts.* — Agnes L. Dodge, Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, Margaret A. Nichols, M. Lizzie Bryant, Annie B. Grimes, Esther W. Gilman, Lucy A. G. McGilvray, Julia E. Collins, Florence E. Phillips. *Janitor.* — Charles E. Miley.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Assts. — Josephine B. Silver, Lucy M. A. Moore. *Janitor.* — Mary McDermott.

PHILLIPS SCHOOL.

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — George Perkins, Edwin P. Shute. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeline F. Cutter. *3d Assts.* — Alice L. Lanman, Ruth E. Rowe, Alice M. Cushing, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinckley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Mary E. Towle. *Janitor.* — Jeremiah W. Murphy.

PRIMARY SCHOOLS.

GRANT SCHOOL, PHILLIPS STREET.

4th Assts. — Elizabeth S. Parker, Mary J. Leahy, Florida Y. Ruffin. *Janitor.* — Mrs. Catherine O'Sullivan.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Olive Ruggles. *4th Assts.* — Elizabeth K. Bolton, Mary L. Bibbey. *Janitor.* — Charles E. Stone.

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 M. Perry, Lizzie F. Stevens, Eliza A. Freeman. *Janitor.* — James Martin.

WINCHELL SCHOOL, BLOSSOM STREET.

3d Asst. — Adelaide E. Badger.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

2d Asst. — Maria W. Turner. *4th Assts.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Sarah G. Fogarty, Sarah C. Chevaillier, Lydia A. Isbell, Mary E. Ames, Elizabeth Campbell, Lillian W. Prescott. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Georgia D. Barstow, Jeannette A. Thompson, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison. *Janitor.* — Mrs. B. F. Bradbury.

FOURTH DIVISION.

BRIMMER SCHOOL.

Common street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Rebecca L. Duncan. *2d Asst.* — Ella L. Burbank. *3d Assts.* — L. Maria Stetson, Lilla H. Shaw, Josephine Garland, Sarah J. March, Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Elizabeth A. Noonan, Mary E. W. Hagerty, Eliza E. Foster. *Janitor.* — George W. Fogg.

PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

4th Assts. — Nellie T. Higgins, Mary E. Tiernay, Alice Patten. *Janitor.* — E. L. Weston.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

2d Asst. — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Mary E. Whitney, Elizabeth G. Cahill, Mary E. Collins. *Janitor.* — Michael Ring.

PRINCE SCHOOL.

Newbury street, corner of Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Sylvester Brown. *1st Asst.* — Mary Wilson. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Mar-

tin, Alice M. Dickey, Annie C. Murdock, M. Louise Fynes, Kate A. Raycroft, Clara E. Fairbanks. *Janitor*. — Thomas F. Durkin.

PRIMARY SCHOOL.

PRINCE SCHOOL, EXETER STREET.

4th Assts. — Laura M. Kendrick, Minnie R. Leavitt, E. Isabelle Bense.

QUINCY SCHOOL.

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — William R. Morse, Frank F. Courtney. *1st Asst.* — Mary L. Holland. *2d Asst.* — Harriette A. Bettis. *3d Assts.* — Bridget A. Foley, Ida H. Davis, Charlotte L. Wheelwright, Emily B. Peck, Emma F. Colomy, Ellen L. Collins, John O'Driscoll. *Janitor.* — James Daley.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

4th Asst. — Kate A. Kiggen.

WAY-STREET SCHOOL.

4th Assts. — Maria A. Callanan, Mary E. Conley, Mary E. Graham. *Janitor.* — Thomas B. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

4th Assts. — Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — Thomas B. Brennick.

TYLER-STREET SCHOOL.

2d Asst. — Hannah E. G. Gleason. *4th Assts.* — Octavia C. Heard, Mary A. B. Gore, Kate L. Wilson, Emma I. Baker, Julia I. McIntyre. *Janitor.* — Ellen McCarthy.

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, Margaret T. Wise, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Adelaide M. Odiorne, Minnie L. Hobart, Mary G. Harkins, Carrie Merrill, Mary A. Murphy, Louise K. Hopkinson, Mary E. Barstow, Helen E. Hilton. *Janitor.* — A. H. B. Little.

EAST-STREET SCHOOL, CORNER OF COVE STREET.

3d Asst. — Emma A. Gordon.

STARR KING SCHOOL, TENNYSON STREET.

2d Asst. — Mary T. Foley. *3d Asst.* — Caroline S. Crozier. *Janitor.* — E. L. Weston.

PRIMARY SCHOOL.

EAST-STREET SCHOOL, COR. COVE STREET.

2d Asst. — Amelia E. N. Treadwell. *4th Assts.* — Mary A. Reardon, Maria J. Coburn, Priscilla Johnson, Mary E. Noonan, Marian A. Flynn. *Janitor.* — Nancy Ryan.

FIFTH DIVISION.

DWIGHT SCHOOL.

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — J. Langdon Curtis, Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Nellie L. Shaw, Mary E. Trow, Georgiana Benjamin, Alice P. Lord, Isabelle H. Wilson, Mary L. Farrington, Isabella G. Bonnar, Mary McSkimmon, Agnes J. Cushman. *Janitor.* — James Craig.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

2d Asst. — Martha B. Lucas. *4th Assts.* — Emma F. Gallagher, Jennie I. Kendall, Delia L. Viles. *Janitor.* — George W. Marsh.

BATES SCHOOL, HARRISON AVENUE.

4th Assts. — Ella Bradley, Cora F. Plummer, Eva L. Munroe, Mitiam Sterne, Mary E. O'Brien, Caroline A. Farrell. *Janitor.* — James L. Wilson.

EVERETT SCHOOL.

West Northampton street.

Master. — Walter S. Parker. *1st Assts.* — Janet M. Bullard, Eliza M. Evart. *2d Assts.* — Emily F. Marshall, L. Gertrude Howes, Susan S. Fos-

ter. *3d Assts.* — Abby C. Haslett, Ann R. Gavett, Sarah L. Adams, Ruth H. Clapp, Evelyn E. Morse, Sara W. Wilson, Anna E. Grover, Lucy W. Eaton, Mary H. Gibbons. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

2d Asst. — Eliza C. Gould. *4th Assts.* — Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Hannah M. Coolidge, Alice E. Stevens, Florence A. Perry, Nellie G. McElwain, Lydia F. Blanchard, Marguerite J. Flynn. *Janitor.* — James Nugent.

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.* — Margaret C. Schouler, Elizabeth J. Brown, Roxanna W. Longley, Kate E. Blanchard, Mary A. Mitchell, Anna E. L. Parker, Martha L. Beckler, Annie G. Merrill, Clara M. Moseley. — *Janitor.* — Patrick J. Hasson.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

2d Asst. — Harriet M. Faxon. *4th Assts.* — Georgianna E. Abbott, Effie T. Wier, Jennie M. Plummer, Kate R. Hale. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

2d Asst. — Josephine G. Whipple. *4th Assts.* — Georgianna A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Jennie E. Haskell, Maude G. Hopkins. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL.

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Mary E. Parsons, Lucy L. Burgess. *2d Assts.* — Ester Fletcher, E. Elizabeth Boies. *3d Assts.* — Alice G. Maguire, Caroline K. Nickerson, Isabel G. Winslow, Ettie L. Denel, Marion Henshaw, Etta Yerdon, Jane Reid, Fannie L. Learned. *Janitor.* — Thomas J. Kinney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

2d Asst. — Anna G. Fillebrown. *4th Assts.* — Mary E. Cogswell, Mary G. Murphy, Rose A. Mitchell, Delia E. Cunningham, Louise A. Kelley, Abby M. Thompson, Carrie M. Bayley. *Janitor.* — Patrick F. Higgins.

SHERWIN SCHOOL.

Madison square.

Master. — Frank A. Morse. *Sub-Master.* — John R. Morse. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Alice T. Kelley. *3d Assts.* — Louisa Ayer, Emma T. Smith, Adella L. Baldwin, Mary E. T. Healy, Gertrude Halladay, Nellie F. Brazer, Mary B. Chaloner. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell, Helen Perry.

AVON-PLACE SCHOOL.

4th Assts. — Abby E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

DAY'S CHAPEL.

4th Asst. — Rose E. Conaty.

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, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Elizabeth A. Souther, Mary L. Fitzgerald, Ella L. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, Emma M. Cleary, May J. Cunningham. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

2d Asst. — Mary A. Jenkins. *4th Assts.* — Laura M. Young, Sarah E. Ferry, Caroline M. Walsh, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Emily F. Hodsdon, Sadie E. Welch, Grace L. Tucker. *Janitor.* — Alexander McKinley.

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Master. — Thomas H. Barnes. *Sub-Masters.* — J. Gardner Bassett, F. Morton King. *1st Asst.* — Amelia B. Coe. *2d Asst.* — Ellen Coe. *3d Assts.* — Eliza B. Haskell, Mary Nichols, Malvena Tenney, Stella A. Hale, Catherine H. Cook, Angeline S. Morse, Kittie A. Learned, Ida A. Bloom, Sabina G. Sweeney, Nellie S. Henry. *Janitor.* — Samuel P. Howard.

HAWES HALL, BROADWAY.

3d Asst. — Cara W. Hansecom. *Janitor.* — Joanna Brennan.

PRIMARY SCHOOLS.

HAWES HALL, BROADWAY.

2d Asst. — Ann J. Lyon. *4th Assts.* — Florence N. Sloane, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Josephine B. Cherrington, Lucy E. Johnson. *Janitor.* — Joanna Brennan.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Tiley A. Bolcom, Emily T. Smith, Mary L. Howard. *Janitor.* — Joanna Brennan.

FOURTH-STREET SCHOOL.

4th Assts. — Kate A. Coolidge, Margaret H. Price. *Janitor.* — Matthew G. Worth.

BANK-BUILDING SCHOOL, E STREET.

4th Asst. — Edith M. Bradford. *Janitor.* — Catherine Sheehan.

GASTON SCHOOL.

L. corner of E. Fifth street, South Boston.

Master. — C. Goodwin Clark. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Assts.* — Annie E. Hills, A. Delancey Sutherland. *3d Assts.* — Emogene F. Willett, Ellen R. Wyman, Clara A. Sharp, Mary B. Barry, Emma M. Sibley, Margaret Cunningham, Isabella J. Murray. *Janitor.* — Albion Elwell.

PRIMARY SCHOOLS.

GASTON SCHOOL, L STREET.

4th Assts. — Carrie A. Harlow, S. Lila Huckins.

CHAPEL, L STREET.

4th Asst. — Florence K. Manson. *Janitor.* — John H. Brown.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Josephine A. Powers. Mary A. Crosby, Frances A. Cornish, Laura L. Newhall, Anna E. Somes. *Janitor.* — A. D. Bickford.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Elia R. Johnson. *4th Assts.* — Susan Frizzell, Carrie W. Haydn, Lelia R. Hayden, Mary E. Dee, May M. Ham. *Janitor.* — Charles Carr.

LAWRENCE SCHOOL.

Corner B and Third streets. South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst.* — Emma P. Hall. *2d Asst.* — Cora S. Locke. *3d Assts.* — Isabella F. Crapo, Hannah E. Burke, Nellie R. Grant, Kate Haushalter, Mary J. Buckley, Margaret A. Gleason, Mary A. A. Dolan, Mary A. Conroy, Mary A. Montague, Mary E. McMann. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

Sub-master. — Edward H. Cobb. *3d Assts.* — M. Louise Gillett, Ellen E. Leary, Margaret A. Moody. *Janitor.* — George D. Rull.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

2d Asst. — Sarah E. Lakeman. *4th Assts.* — Margaret M. Burns, Ada A. Bradeen, Annie M. Connor, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — George D. Rull.

PARKMAN SCHOOL, SILVER STREET.

2d Asst. — Martha S. Damon. *4th Assts.* — Laura S. Russell, Amelia McKenzie, Carrie T. Hale, Lizzie J. Thing. *Janitor.* — Michael Murray.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

2d Asst. — Mary W. Bragdon. *4th Assts.* — Emma Britt, Henrietta Nichols, Sarah M. Brown, Marie F. Keenan, Minnie E. T. Shine, Annie L. Treanor. *Janitor.* — Samuel T. McLellan.

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.* — Martha F. Wright. *3d Assts.* — Sarah M. Tripp, Vodisa J. Comey, Sarah A. Curran, Louise A. Pieper, Katharine G. Sullivan, Silence A. Hill, Jennie F. McKissick, Mary B. Powers, Hannah L. Manson, Mary H. Faxon. *Janitor.* — Michael J. Quinlan.

HAWES-PLACE CHURCH, FOURTH STREET.

3d Asst. — L. Idalia Provan.

BENJAMIN POPE SCHOOL, O STREET.

3d Assts. — Emma J. Channel, Anastasia G. Hyde.

PRIMARY SCHOOL.

CAPEX SCHOOL, CORNER OF I AND SIXTH STREETS.

2d Asst. — Mary E. Powell. *4th Assts.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, Joanna C. Wilkinson, S. Louella Sweeney. *Janitor.* — A. D. Bickford.

NORCROSS SCHOOL.

Corner of D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Mary J. Fennelly, Susan H. Thaxter. *2d Assts.* — Sarah A. Gallagher, Juliette Wyman, Juliette Smith. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Emma L. Eaton, Emma F. Crane, Jennie A. Mullaly, Martha G. Buckley, Caroline Bernhard. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

2d Asst. — Nellie J. Cashman. *4th Assts.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Patrick Mullen.

CYRUS ALGER SCHOOL.

2d Assts. — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Julia S. Dolan, Ellen T. Noonan, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demerriett.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catharine A. Dwyer, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Jane M. Bullard, Winnifred C. Folan, Roxanna N. Blanchard, Harriet S. Howes, Edith A. Pope, Marion W. Rundlett, Annie L. Scallan, Julia F. Baker, Isabel L. Marlow. *Janitor.* — James Mitchell.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

2d Asst. — Lucy A. Dunham. *4th Assts.* — Mary E. Morse, Alice C. Ryan, Alice G. Dolbeare, Catherine E. McDonald, Lottie B. Lucas. *Janitor.* — M. E. Brady.

SEVENTH DIVISION.

COMINS SCHOOL.

Tremont street, corner of Terrace street.

Master. — Myron T. Pritchard. *Sub-Master.* — William H. Martin. *1st Assts.* — Sarah E. Lovell, Elizabeth G. Melcher. *2d Asst.* — Almira W. Chamberlain. *3d Assts.* — Ervinia Thompson, Julia A. C. Gray, Penelope G. Hayes, Caroline A. Gragg, Alice A. Sanborn, Alice M. Johnson, Martha A. Cummings, Jane E. Gormley. *Janitor.* — George S. Hutchinson.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

2d Asst. — Anna R. McDonald. *4th Assts.* — Charlotte R. Hale, Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan, L. Addie Colligan. *Janitor.* — Thomas F. Whalen.

DEARBORN SCHOOL.

Dearborn place.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Meyers. *1st Assts.* — Lily B. Atherton, Philena W. Ronnseville. *2d Assts.* — Martha D. Chapman, Frances L. Breeden. *3d Assts.* — Catherine M. Lynch, Bell J. Dunham, Anne M. Backup, Lizzie M. Wood, Alice W. Peaslee, Mary F. Walsh, Ida M. Presby. *Janitor.* — Michael J. Lally.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

2d Asst. — Mary A. P. Cross. *4th Assts.* — Susan F. Rowe, Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Elizabeth D. Mulrey, Louise D. Gage, Kate A. Nason, Abby W. Sullivan. *Janitor.* — Charles A. Spencer.

EUSTIS-STREET SCHOOL.

4th Assts. — Mary F. Neale, M. Agnes Murphy, Mary K. Wallace. *Janitor.* — Mrs. Mary Tracy.

DILLAWAY SCHOOL.

Kenilworth street.

Principal. — Sarah J. Baker. *1st Assts.* — Eldora A. Pickering, Jane S. Leavitt. *2d Assts.* — Corinne Harrison, Mary C. Whippey, Abby M. Clark. *3d Assts.* — Cordelia G. Torrey, Lydia G. Wentworth, Eliza Brown, Elizabeth M. Blackburn, Helen C. Mills, Mary S. Sprague, Abby M. Clark, Mary L. Gore. *Janitor.* — Luke Riley.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

2d Asst. — Anna M. Balch. *4th Assts.* — Anna M. Stone, Celia A. Scribner, Elizabeth Palmer. *Janitor.* — Thomas Colligan.

THORNTON-STREET SCHOOL.

4th Assts. — Alice C. Grundel, Mary L. Shepard. *Janitor.* — Erick Erickson.

DUDLEY SCHOOL.

Corner of Dudley and Putnam streets.

Master. — Leverett M. Chase. *Sub-Masters.* — W. E. C. Rich, Augustine L. Rafter. *1st Asst.* — Susie C. Lougee. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Ruth H. Brady, Margaret T. Dooley, M. Alice Kimball, Amanda E. Henderson, Edith F. Parry, Ida S. Hammerle, Maria E. Wood, Abby S. Hapgood. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

4th Assts. — Mary A. Brennan, Lucy G. M. Card, Mary I. Chamberlin, Ella T. Jackson. *Janitor.* — Mrs. Kelley.

ROXBURY-STREET SCHOOL.

2d Asst. — Helen P. Hall. *4th Assts.* — Lizzie F. Johnson, Alice L. Williams, Hattie A. Littlefield, Delia T. Killion, Ella M. Seaverns, Kate F. Lyons, Sarah E. Rumrill. *Janitor.* — S. B. Pierce.

GEORGE PUTNAM SCHOOL.

SEAVER STREET.

Master. — Henry L. Clapp. *1st Asst.* — Katherine W. Huston. *2d Asst.* Alice E. Farrington. *3d Assts.* — Maria F. Bray, Martha W. Hanley, Ellen E. Leach, Annie G. D. Ellis. *Janitor.* — Luke Kelley.

PRIMARY SCHOOL.

GEORGE PUTNAM SCHOOL, SEAVER STREET.

4th Assts. — Alice M. May, Isabel Shove, Josephine L. Goddard, Amoritta E. Esilman.

HUGH O'BRIEN SCHOOL.

Corner of Dudley and Langdon streets, Roxbury.

Master. — Harlan P. Gage. *Sub-Master.* — John C. Ryder. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen F. Brigham, Helen M. Mills. *3d Assts.* — Abbie L. Baker, M. Louise Foster, Ellen F. A. Hagerty, Sarah H. Hosmer, Sarah W. Loker, Maria L. Mace, Mary J. Mohan, Esther M. Meserve. *Janitor* — Thomas J. Gill.

PRIMARY SCHOOLS.

GEORGE-STREET SCHOOL.

2d Asst. — Mary M. Sherwin. *4th Assts.* — Abby S. Oliver, Emily M. Pevear, Sarah S. Burrell, Bridget E. Scanlan. *Janitor.* — William P. Tiernay.

HOWARD-AVENUE SCHOOL.

2d Asst. — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Mary W. Currier, Matilda Mitchell. *Janitor.* — Richard H. Howard.

MOUNT PLEASANT AVENUE SCHOOL.

4th Assts. — Adaline Beal, Eloise B. Wolcott. *Janitor.* — Catherine Dignon.

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

Master. — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Sarah E. Fisher, Alice O'Neil. *2d Assts.* — Amanda Picker-

ing, Emily B. Eliot. *3d Assts.* — Kate M. Groll, Susan A. Dutton, Emma F. Black, Martha C. Gerry, Ellen M. Murphy, Mary H. Thompson. *Janitor.* — Antipas Newton.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

4th Assts. — Frances N. Brooks, Mary E. Deane, Fannie E. Merriam, Alice M. Sibley. *Janitor.* — Catherine Dignon.

QUINCY-STREET SCHOOL.

4th Assts. — Helen Crombie, Isabel Thacher, Almira B. Russell, Blanche L. Ormsby. *Janitor.* — Charles H. Reardon.

MONROE-STREET SCHOOL.

4th Assts. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mrs. Kirby.

LOWELL SCHOOL.

310 Centre street.

Master. — Daniel W. Jones. *Sub-Master.* — Maurice P. White. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Asst.* — E. Josephine Page. *3d Assts.* — O. Augusta Welch, Bessie L. Barnes, Mary F. Cummings, Mary E. Morse, Susan E. Chapman, Rebecca Coulter, Anna M. Edmands, Helen C. Laughlin. *Janitor.* — Frank L. Harris.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL.

2d Asst. — Caroline F. Cutler. *4th Assts.* — Jeannie B. Lawrence, Helen O. Wyman, Fanny B. Wilson, Anna J. Bradley, Elizabeth T. Gray, Marguerite G. Brett, Ella F. Howland, Anna G. Wells. *Janitor.* — Michael Gallagher.

CHESTNUT-AVENUE SCHOOL.

4th Assts. — Sarah P. Blackburn, Mary J. Capen, Clara I. Stevens. *Janitor.* — Thomas Alchin.

HEATH-STREET SCHOOL.

4th Assts. — Lizzie F. Fickett, Ellen C. McDermott. *Janitor.* — Catharine H. Norton.

MARTIN SCHOOL.

Huntington avenue.

Master. — Charles W. Hill. *Sub-Master.* — Edward W. Schnerch. *1st Assts.* — Jeremiah G. Foley, Emily F. Carpenter. *2d Assts.* — Annetta F.

Armes, Nellie W. Leavitt. *3d Assts.* — Jane F. Gilligan, Nellie I. Lapham, Emma E. Lawrence, Emily Swain, Elinor F. Buckley, Charlotte P. Williams, Anna F. Bayley. *Janitor.* — Thomas M. Houghton.

PRIMARY SCHOOLS.

MARTIN SCHOOL, HUNTINGTON AVENUE.

4th Asst. — Martha Palmer.

FRANCIS-STREET SCHOOL.

4th Assts. — Mary E. Crosby, Eleanor F. Lang, Lena L. Carpenter. *Janitor.* — Mrs. Ann McGowan.

SMITH-STREET SCHOOL.

4th Assts. — Fannie D. Lane, Alicia F. McDonald. *Janitor.* — John Cole.

EIGHTH DIVISION.

AGASSIZ 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, Nellie J. Kiggen. *Janitor.* — Adelia Ronan.

PRIMARY SCHOOL.

THOMAS-STREET SCHOOL.

4th Assts. — Caroline D. Putnam, Annie C. Gott, Emma M. Smith. *Janitor.* — Adelia Ronan.

ALLSTON SCHOOL.

Cambridge street, Allston.

Master. — G. W. M. Hall. *1st Asst.* — Alexander Pearson. *2d Assts.* — Sarah F. Boynton, Marion Keith. *3d Assts.* — Mary F. Child, Annie E. Bancroft, Alice A. Swett, Mary J. Cavanagh, Eliza F. Blacker, Josephine Rice, Jessie W. Kelley, Ella L. Bird. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

EVERETT SCHOOL, PEARL STREET.

4th Assts. — Clara B. Hooker, Adelaide C. Williams. *Janitor.* — Charles McLaughlin.

AUBURN SCHOOL, SCHOOL STREET.

4th Assts. — Ella L. Chittenden, May L. Gooch, Gertrude R. Clark. *Janitor.* — John Devlin.

WEBSTER SCHOOL, WEBSTER PLACE.

2d Asst. — Emma F. Martin. *4th Assts.* — Anna N. Brock, Helen L. Brown, Elizabeth L. Muldoon. *Janitor.* — Otis Wilde.

BENNETT SCHOOL.

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Melissa Abbott. *2d Assts.* — Lillian M. Towne. *3d Assts.* — Annie M. Hotchkiss, Jennie Bates, Kate McNamara, Helen I. Whittemore, Clara L. Harrington, Sarah M. Taylor, Myrtie B. Symonds. *Janitor.* — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

2d Asst. — Charlotte Adams. *4th Assts.* — Fannie W. Currier, Annie L. Hooker, Emma P. Dana. *Janitor.* — John Hickey.

OAK-SQUARE SCHOOL.

4th Asst. — Eliza W. Warren. *Janitor.* — J. Q. A. Cushman.

UNION-STREET SCHOOL.

4th Asst. — Margaret I. Scollans. *Janitor* — John Hickey.

HOBART-STREET SCHOOL.

4th Asst. — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Master. — Artemas Wiswall. *1st Asst.* — Charlotte B. Hall. *2d Asst.* — Angie P. Nutter. *3d Assts.* — Lena S. Weld, Mabel L. Warner, Elvira L. Austin, Mand G. Leadbetter, Mary E. Lynch, Alice M. Barton, Harriet E. Tower, Marian A. McIntyre. *Janitor.* — John L. Chenery.

PRIMARY SCHOOLS.

CHARLES SUMNER SCHOOL, ASHLAND STREET.

4th Asst. — S. Louise Durant.

POPLAR-STREET SCHOOL.

4th Asst. — Dora M. Leonard. *Janitor.* — John L. Chenery.

FLORENCE-STREET SCHOOL.

4th Asst. — Grace J. Freeman. *Janitor.* — Frank Spinnie.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

WASHINGTON-STREET SCHOOL.

4th Asst. — Clara L. Metcalf. *Janitor.* — Kate Morrissey.

CLARENDON-HILLS SCHOOL.

4th Asst. — Almira G. Smith. *Janitor.* — Daniel B. Colby.

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

Master. — Albert Franklin Ring. *1st Asst.* — Amy Hutchins. *2d Asst.* — Louise P. Arnold. *3d Assts.* — Alice P. Stephenson, Emily H. Maxwell, Mary Bradley, Alice M. Robinson, Elizabeth L. Stodder. *Janitor.* — S. S. Marrison.

PRIMARY SCHOOLS.

WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

4th Assts. — E. Augusta Randall, Mary A. Riordan. *Janitor.* — Michael Kelly.

GREEN-STREET SCHOOL.

4th Assts. — Margaret E. Winton, Anna M. Call. *Janitor.* — Mrs. J. Follan.

WASHINGTON-STREET SCHOOL.

4th Asst. — Mary E. McDonald.

MOUNT VERNON SCHOOL.

Mount Vernon street, West Roxbury.

Sub-Master. — Abner J. Nutter. *2d Asst.* — Emily M. Porter. *3d Assts.* — Frances R. Newcomb, J. Lillian Colson, Jennie M. Jackson. *Janitor.* — James M. Davis.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

CENTRE-STREET SCHOOL.

4th Asst. — Ella F. Parsons. Janitor. — James M. Davis.

BAKER-STREET SCHOOL.

4th Asst. — Mary C. Richards. Janitor. — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst. — Emma L. McDonald. Janitor. — Gottlieb Karcher.

NINTH DIVISION.

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Master. — Henry B. Miner. Sub-Master. — George M. Fellows. 1st Asst. — Mary F. Thompson. 2d Asst. — Henrietta A. Hill. 3d Assts. — Sara M. Bearse, Emma M. Savil, Anna M. Foster, Abbie E. Wilson, Clara J. Doane, Harriet A. Darling, L. Cora Morse. Janitor. — Lawrence Connor.

PRIMARY SCHOOLS.

DORCHESTER-EVERETT SCHOOL, SUMNER STREET (*old building*).

4th Assts. — M. Rosalia Merrill, Annie L. Newcomb, Mary H. Reid, Kittie Wark. Janitor. — Lawrence Connor.

DORCHESTER-AVENUE SCHOOL, CORNER HARBOR-VIEW STREET.

4th Assts. — Cora L. Etheridge, Caroline D. Bere. Janitor. — Mrs. M. A. Regan.

SAVIN HILL-AVENUE SCHOOL.

4th Asst. — Lucy G. Flusk. Janitor. — Henry Randolph.

GIBSON SCHOOL.

Columbia street, Dorchester.

Master. — William E. Endicott. 1st Asst. — Ida L. Boyden. 2d Asst. — Fidelia A. Adams. 3d Assts. — Emma R. Gragg, Charlotte E. Andrews, Elizabeth L. B. Stearns. Janitor. — Thomas Shattuck.

GIBSON SCHOOL, SCHOOL STREET.

3d Asst. — Benjamin F. Brown.

PRIMARY SCHOOLS.

GIBSON SCHOOL, SCHOOL STREET.

4th Assts. — E. Louise Brown, Ellen A. Brown. *Janitor.* — Hannah Clarkson.

ATHERTON SCHOOL, COLUMBIA STREET.

4th Assts. — Marietta L. Valentine, Mary A. Merritt. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE-HILL AVENUE.

4th Asst. — Florence M. De Merritt. *Janitor.* — Margaret Kelley.

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Sub-Master. — N. Hosea Whittemore. *1st Asst.* — Emma F. Simmons. *2d Asst.* — E. M. Harriman. *3d Assts.* — M. Ella Tuttle, Almy C. Plummer, Charlotte A. Powell, Cora I. Young. *Janitor.* — John Buckpitt.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Elizabeth A. Flint, Ida F. Kendall.

DORCHESTER-AVENUE SCHOOL.

4th Assts. — Mary Waterman, Alice M. Murphy, Annie B. Drowne.

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Asst.* — J. Annie Bense. *2d Asst.* — Kate A. Howe. *3d Assts.* — Lucy J. Dunnels, Lillie A. Hicks, Mary B. Corr, Charlotte L. Voigt, Mary A. Lowe, M. Esther Drake. *Janitor.* — Benjamin C. Bird.

PRIMARY SCHOOLS.

MATHER SCHOOL, MEETING-HOUSE HILL.

4th Asst. — Ella L. Howe.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

2d Asst. — Ada K. Richards. *4th Assts.* — Mary E. Bradley, Elizabeth Donaldson, Elizabeth C. White, Mary M. Clapp. *Janitor.* — Benjamin C. Bird.

QUINCY-STREET SCHOOL.

4th Assts. — Florence J. Bigelow, Ina F. Cook. Janitor. — Mary Leary.

MINOT SCHOOL.

Walnut street, Dorchester.

Master. — Joseph T. Ward, Jr. 2d Assts. — Gertrude P. Davis, Kate M. Adams. 3d Assts. — Mary E. Glidden, Sophia W. French, Annie H. Gardner, Ellen M. S. Treadwell, E. Gertrude Cushing. Janitor. — James T. Murphy.

PRIMARY SCHOOLS.

MINOT SCHOOL, WALNUT STREET.

4th Assts. — Kate S. Gunn, S. Maria Elliott, Hattie J. Bowker, Annie T. Kelley.

ADAMS-STREET SCHOOL.

4th Asst. — Mary J. Pope. Janitor. — Ellen James.

PIERCE SCHOOL.

Thetford avenue, corner of Evans street.

Sub-Master. — Horace W. Warren. 2d Asst. — Mary E. Mann. 3d Assts. — Lizzie C. Estey, Lucina Dunbar. Janitor. — Timothy Donohue.

BAILEY-STREET SCHOOL.

3d Asst. — George R. Keene.

PRIMARY SCHOOLS.

PIERCE SCHOOL.

4th Asst. — Emma A. Cochran.

ARMANDINE-STREET SCHOOL.

4th Asst. — Elinor F. Decatur.

STOUGHTON SCHOOL.

River street, Lower Mills.

Master. — Edward M. Lancaster. 1st Asst. — Elizabeth H. Page. 3d Assts. — Caroline F. Melville, Clara A. Brown, Camelia M. Collamore, Minnie E. Gaskins, Esther S. Brooks. Janitor. — M. Taylor.

BAILEY-STREET SCHOOL.

2d Asst. — Isabel F. P. Emery.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Carrie M. Watson, Gertrude L. Howard, Maria A. Shields.

BAILEY-STREET SCHOOL.

4th Asst. — Helen F. Burgess. *Janitor.* — Timothy Donohue.

TILESTON SCHOOL.

*Norfolk street, Mattapan.**Sub-Master.* — Hiram M. George. *3d Assts.* — Martha A. Baker, Ida T. Weeks. *Janitor.* — Peter Cook.

PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

4th Assts. — Elizabeth S. Fisher, Elizabeth K. Shea.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 WARRENTON STREET.

Principal. — Sarah Fuller. *1st Asst.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart, Florence E. Leadbetter, Ida H. Adams, Sallie B. Tripp. *Janitor.* — Daniel H. Gill.

MANUAL TRAINING SCHOOL.

LATIN-SCHOOL BUILDING.

George Smith.

COOKING SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

Annabel G. E. Hope.

DRAKE SCHOOL, SOUTH BOSTON.

Sarah C. Woodward.

CHILDS STREET, JAMAICA PLAIN.

Hattie I. Davis.

QUINCY STREET, ROXBURY.

Althea W. Somes.

HARVARD SCHOOL, CHARLESTOWN.

Caroline J. Duff.

KINDERGARTENS.

SHARP SCHOOL, Anderson street. *Principal*. — Serena J. Frye.

WINCHELL SCHOOL, Blossom street. *Principal*. — Ellen Gray. *Assistant*. — Harriet H. Gordon.

BALDWIN SCHOOL, Chardon court. *Principal*. — Ida A. Noyes. *Assistant*. — Mary B. Bacon.

64 NORTH MARGIN STREET. *Principal*. — Anna Spooner.

CUSHMAN SCHOOL, Parmenter street. *Principal*. — Anne L. Page. *Assistant*. — Mary Carter.

39 NORTH BENNET STREET. *Principal*. — Mary C. Peabody. *Assistants*. — Mary G. Murray, E. Louise Richards.

PRIMARY SCHOOL, Hudson street. *Principal*. — Abbie M. Small. *Assistant*. — Emily B. Stodder.

HOWE SCHOOL, Fifth street, South Boston. *Principal*. — Emelie F. Bethmann. *Assistant*. — Frieda M. Bethmann.

WARREN CHAPEL, Warrenton street. *Principal*. — Lucy H. Symonds. *Assistant*. — Etta D. Morse.

PRIMARY SCHOOL, Rutland street. *Principal*. — Emma L. Alter. *Assistant*. — Isabel G. Dame.

147 RUGGLES STREET. *Principal*. — Caroline E. Josselyn. *Assistant*. — Ellen L. Sampson.

933 ALBANY STREET. *Principal*. — Mary T. Hale. *Assistant*. — Jennie B. Brown.

SCHOOL-HOUSE, Cottage place, Roxbury. *Principal*. — Caroline E. Carr. *Assistant*. — Ada L. Peabody. *Principal*. — Anna E. Marble. *Assistant*. — C. Mabel Rust.

STARR KING SCHOOL, Tennyson street. *Principal*. — Mary T. Smith. *Assistant*. — Angie B. Towne.

FIELD'S CORNER. *Assistant*. — Grace H. Mather.

PRIMARY SCHOOL, Appleton street. *Principal*. — Mabel Hooper. *Assistant*. — Lucile Campbell.

PRIMARY SCHOOL, Common street, Charlestown. *Principal*. — Sallie Bush. *Assistant*. — Frances Williamson.

PRIMARY SCHOOL, Princeton street, East Boston. *Principal*. — Lelia A. Flagg. *Assistant*. — Flora S. McLean.

PRIMARY SCHOOL, Porter street, East Boston. *Assistant*. — Clara L. Hunting.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts:—

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
Daniel J. Sweeney.....	Eliot and Hancock.
George M. Felch	Brimmer, Quincy, and Winthrop.
C. E. Turner.....	Adams, Chapman, Emerson, and Lyman.
Richard W. Walsh.....	Bowdoin, Phillips, Prince, and Wells.
James Bragdon.....	Bigelow, Gaston, Lincoln, and Shurtleff.
Warren A. Wright.....	Andrew, Lawrence, and Norcross.
A. M. Leavitt	Dwight, Everett, Franklin, and Rice.
Jeremiah M. Swett	Hugh O'Brien, Dorchester-Everett, and Mather.
James P. Leeds	Gibson, Harris, Minot, Pierce, Stoughton, and Tileston.
Charles S. Woolfindale.....	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
Frank Hasey.....	Dearborn, Lewis, and George Putnam.
Warren J. Stokes	Agassiz, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.....	Allston and Bennett.
Henry M. Blackwell	Dudley, Dillaway, and Lowell.
William B. Shea	Comins, Martin, Hyde, and Sherwin.

Truant-Office, 12 Beacon street.

Office-hours from 12.30 P.M. to 1.30 P.M.

REPORT
OF THE
COMMITTEE ON MUSIC,
1888.

REPORT.

The Committee on Music presents the following report :—

In view of the recent prominence given to the subject of musical instruction in the public schools, and as a matter of special interest to the Board at this time, the committee have thought it expedient and proper to embody in this report a brief sketch of the introduction and progress of the instruction in music in the public schools of this city. In doing this they must necessarily repeat, to some extent, the information contained in previous reports on this subject.

In August, 1830, a lecture was delivered in Boston before the American Institute of Instruction, by Mr. Wm. C. Woodbridge, the eminent geographer, advocating the practicability and expediency of introducing vocal music as a branch of common school education. The effort of Mr. Woodbridge produced a profound impression at the time. By this lecture the first impulse was given to music as a branch of the common school education in America. In December, 1831, Mr. George H. Suelling, in behalf of a special committee, appointed for the purpose, presented to the Primary School Board a report strongly urging the adoption of music as a regular study in the primary schools. Appended to this report was a resolution, "that one school from each district be selected for the introduction of systematic instruction in vocal music under the direction of the district and standing committee." The report was, after discussion, accepted and its recommendations adopted in January, 1832. The experiment received a partial trial, but the plan

was never fully carried out. At a meeting of the School Board, August 10, 1836, a memorial was received from the Boston Academy of Music, supported by petitions from numerous citizens, praying that vocal music be introduced as a branch of popular instruction into the schools of this city. The memorial was referred to a special committee, who offered an able and interesting report in its favor on August 24, 1837. On the 19th of September following, the report was accepted and the orders appended to it were passed. Failing to obtain from the City Council the necessary appropriation, the measure was for the time defeated. Meanwhile one of the professors of the Academy (Dr. Lowell Mason) offered to give instruction gratuitously in one of the schools, in order to test the experiment, and in November it was voted that the experiment be tried in the Hawes Grammar School in South Boston.

The next year the School Board, well satisfied with the result of the experiment, at a meeting August 28, 1838, voted to introduce vocal music as a regular branch of instruction in the public schools. The department was placed in charge of Dr. Mason, under whose able supervision the measure was carried into effect. In August, 1846, it was decided to make two divisions of the grammar schools, and to appoint an additional instructor of music. In February, 1848, upon the abandonment of the double-headed system, so called, in the grammar schools, and the substitution of the plan requiring *one* master at the head of each school, certain changes were made in the plan for the instruction in music. Instruction was to be given in each department of the schools where there was a separate and independent organization, and the superintendents of these departments were requested to give instruction in music to all the female teachers of the grammar schools under their care, and also to all the teachers of the primary schools who might choose to attend. At this time fruitless efforts were made for the

introduction of music into the primary schools. In 1849 the plan of electing superintendents of musical instruction by the School Board was discontinued, and the sub-committees of the several grammar schools were instructed to procure a teacher of music for the schools under their charge. This plan seems to have been continued until February, 1857, when a special committee, consisting of Dr. William Read, Samuel J. M. Homer, Esq., and Rev. Warren H. Cudworth, was appointed to take into consideration the subject of music in the public schools. This committee submitted a full and valuable report in the month of June following, recommending important improvements, especially, that a standing committee on music be appointed; that simple musical exercises be practised twice a week by the lower classes in the grammar schools under the direction of the regular teachers; and that so much time be given to singing in the primary schools as their committees may deem expedient. These recommendations were adopted by the Board, but the new requirements received little if any attention. At this time no instruction in music was given except in the Girls' High and Normal School, and in the two upper classes of the grammar schools. The responsibility of such instruction was divided among four teachers, — Messrs. Butler, Bruce, and Drake, and Mr. Samuel Swan, master of the Mayhew School, who taught the music in his school. Two half-hours a week were required to be devoted to the study and practice of vocal music.

In 1858, by vote of the Board, it was ordered "that for this year, the usual School Festival in Faneuil Hall be suspended, and that in place thereof there be held at Music Hall, at 4 P.M., on the day of the annual exhibition of the grammar schools, a musical exhibition of the pupils in the public schools in connection with the introduction of the medal scholars to the Mayor, the presentation of bouquets, speeches, addresses, etc., and that a committee of five be

appointed to act with the Committee on Music as a joint special committee, to make all necessary arrangements." This change in the usual plan of the school festival proved so pleasant and successful, that the dual festival was continued until 1868, when the music festival and the annual school festival were separated. The first regular musical exhibition of the public schools of Boston was held in Music Hall, May 20, 1868. An annual exhibition was given until 1874, when the seventh and last *annual* musical exhibition was held. One was given in 1877, and in 1883 the last musical exhibition was given, in connection with the annual school festival.

The first change made by the Committee on Music after its establishment as a standing committee in 1858 was the appointment of a separate teacher of music in the Girls' High and Normal School. Though the committee made strenuous efforts, it was evident that the instruction in music in the lower classes of the grammar schools and in the primary schools was unsatisfactory. The committee in their report of 1861, and again in 1863, urged the necessity of the more extended introduction of music into the primary schools. It was not until 1864 that a special instructor in music was appointed for the primary schools. Mr. Luther W. Mason was elected to the position, and entered upon his work in September, 1864. The lower classes of the grammar schools were unprovided for until 1868, when Mr. Hosea E. Holt was elected special instructor, and placed in charge of these classes. In April, 1869, the Committee on Music presented a complete plan for the reorganization of the music department, and in July of that year, upon the recommendation of the joint committee on Rules and Regulations and Salaries, the Board adopted the plan presented by the Committee on Music. By this plan Mr. Julius Eichberg was appointed supervisor of music in the public schools — to instruct the pupils in the high schools, and in addition to

exercise a general supervision of the musical instruction in all the schools. Mr. J. B. Sharland had charge of the music in the first classes of the grammar schools except those in Dorchester. Mr. Henry W. Alexander had charge of the second classes of the grammar schools except those in Dorchester. Mr. Hosea E. Holt had charge of the lower classes in the grammar schools except those in Dorchester. Mr. Luther W. Mason was placed in charge of the classes of the primary schools except those in Dorchester. Mr. Hiram Wilde was placed in charge of the schools of Dorchester except the high school. This distribution of the work among the music instructors was called the "horizontal plan." With the opening of the schools in September, 1870, the complete plan of a progressive and systematic teaching of music was, by the almost unanimous consent of the Board, agreed to and entered upon.

In 1871 Mr. Sharland, upon the withdrawal of Mr. Alexander from the service, was placed in charge of the musical instruction in the two upper classes of the grammar schools.

In February, 1872, the first book of the National Music Course was adopted. Music charts, arranged and prepared by Mr. L. W. Mason, had been in use in the schools since 1866. In July, 1872, the second book of the National Music Course was adopted, and the other books of the series were adopted at different times subsequently.

At the close of the year 1872, Dr. J. Baxter Upham, who was a member of the first Committee on Music, and its chairman for thirteen years, retired from the School Board. To him in no small measure belongs the successful establishment of musical instruction in our public schools. His earnest, laborious, and practical efforts were rewarded, and he had the satisfaction before he retired from the Board of seeing his labor crowned with success. Dr. Upham was succeeded as chairman of the committee by Dr. John P.

Ordway, who served for the following two years, when Mr. Charles C. Perkins, who had been a member of the Committee on Music since 1873, was made its chairman. In 1878 the Committees on Drawing and Music were consolidated, and Mr. Perkins continued chairman of the committee until his retirement from the Board in 1884. His thorough knowledge of the science and art of music, his untiring devotion to the public schools, especially in the department of music, have given him a prominent place among those who have secured the present high standard of instruction in that branch of study in our schools.

On account of the annexations to the city in 1874 certain changes were required in the music department. The greatly increased area of the city rendered it impossible to carry on the "horizontal plan" successfully with the limited number of special instructors employed, and the "vertical system," so called, was established. The grammar and primary schools of the city were divided into districts, and each district placed in charge of a special instructor in music, Mr. Eichberg retaining charge of the instruction in the high schools, under the title of director.

In 1878 Mr. Luther W. Mason resigned his position to accept the appointment of musical director of the schools of Japan. His long and successful service in the primary schools, his enthusiasm in his work, his labors in the preparation and arrangement of charts and books for use in the schools, entitle him to great praise, and has placed his name on the rôle of those who have rendered exceptional service to the cause of popular musical education.

As has been stated, the Committees on Drawing and Music were consolidated in 1878, and the interests of these two departments were intrusted to a single committee.

In 1884, upon the recommendation of the Committee on Drawing and Music, the office of director was abolished, and

five special instructors of music were elected. Previously a director and three special instructors had been appointed.

In 1886 an order was passed by the Board "that the Superintendent and Board of Supervisors be requested to institute an investigation into the methods and the efficiency of the instruction in music in the public schools, for the purpose of ascertaining whether there is a substantial uniformity in the results obtained, and whether any changes can be suggested which will be likely to improve this branch of the service, and to report what reorganization may be necessary to effect such improvement."

The superintendent presented a report on the subject in June, 1886. We quote the following from the report:—

As a first step, each one of the special instructors in music was invited to make a written statement of what he aimed to accomplish, and by what means, in the schools under his charge. From these statements, as well as from subsequent conferences with the instructors separately, it appeared that the authorized course of instruction for the primary and grammar schools is not closely followed, save, perhaps, in one instance. The departures, however, are not so much in the ground covered as in the methods of instruction used.

The reason for these departures is quite plain. The authorized course of instruction in music, unlike that in almost all the other branches, is based upon a certain series of books and charts. Each year's work is defined by assigning certain pages of these books and charts. Now, as these publications were prepared to exemplify a certain method of instruction, it follows that an instructor who uses a different method must neglect some pages of the books and charts, and thereby, strictly speaking, depart from the authorized course of instruction. All the instructors appear to have made some departures of this kind, and three of them have made quite broad departures. And they have felt the more free to do this because no specific instructions, like those formerly issued, have been given to them during the last two years, and they have understood that reasonable latitude in choice of methods was encouraged.

The report states that with a view of ascertaining something of the ability of the pupils in the schools to sing simple

music at sight, the supervisors experimented with a test which had been suggested to them, "but were prevented from going very far with it, partly by lack of time and partly by the children being seriously disturbed by the unfamiliar nature of the test. . . . The second classes of sixteen grammar schools, in different parts of the city, were tested in order to determine the degree of facility shown by individuals in singing at sight simple music."

A piece of music in two parts was used.

The report, in alluding to the results of these tests, states : —

The results of the tests in different parts of the city were remarkably uniform. The number of children who sang the piece at sight, and, at least, passably well, varied from one-half to two-thirds of the whole; and in nearly all the schools there was a fair proportion of the children whose performances were deemed excellent.

The report further states that the last step in the investigation was to invite the music instructors separately to a conference with the Board of Supervisors, and that "one fact became distinctly apparent at these interviews, and that is, that every one of the instructors has a clearly conceived plan of work which he has been steadily pursuing for at least two years. These plans of work differ, and the opinions upon which they are based, differ. But the differences are no greater than one would naturally expect to find among able men who understand their work."

The report concludes with the suggestions, that the course of instruction in music be re-cast in a form to leave instructors reasonably free as to methods; that proper tests be devised and applied to individual pupils; that the liberal use of supplementary material be encouraged; that the regular teachers be better prepared for their part in the musical instruction; and that stated meetings of the special instructors in music be held. This report was accepted, and the recom-

mendations contained therein were referred to the Committee on Drawing and Music, who reported in November, 1886, that they had established rules for the guidance of the instructors in music, and had provided that stated meetings of these instructors should be held, at which the superintendent should preside.

In February, 1887, the Board passed an order "that the Committee on Drawing and Music consider and report at the first meeting of the Board in April, upon the advisability of so arranging the study of music in the public schools of the city as to secure uniformity in the method, and greater efficiency in the instruction in music."

The committee had the matter under advisement for some time, and in June, 1887, reported to the Board that the Committee on Drawing and Music should be divided, and recommended that the Committee on Rules and Regulations be requested to report the necessary amendments to provide for a Committee on Drawing and a Committee on Music, which committees when appointed should have the general supervision of these branches of instruction. The Committee on Rules and Regulations reported the necessary amendments, which were adopted by the Board in October, 1887, and a Committee on Drawing and a Committee on Music were appointed.

The Committee on Music began immediately a thorough and systematic investigation into the subject of music in the public schools. Weekly meetings of the committee were held for three months, and fortnightly meetings for four months more. The Superintendent of Schools was invited to be present at all the meetings of the committee. At their first meeting the committee issued a circular to the special instructors in music requesting them to inform the committee in writing—(1) How the schools are divided among the instructors. (2) What time each gives to the several schools under his charge. (3) Under what rules and regulations they act in the

performance of their duties. (4) To whom they report in case of absence from their work. (5) What arrangement is made in the schools for the instruction in music when they are absent. The replies to these inquiries were promptly sent to the committee. It was ascertained that the grammar-school districts — each comprising a grammar school with the primary schools assigned to it — were divided into four divisions, and one division assigned to each special instructor in music. The high schools were placed in charge of one of the special instructors. These assignments, so far as the committee are informed, has been in operation several years. Upon the retirement of Mr. Eichberg in 1887, after an honorable service of nearly twenty years in the public schools of Boston, during which time his faithful devotion to his work, his great ability, and his broad culture in the art of music did much to improve the instruction in music in our schools, Mr. J. B. Sharland was placed in charge of this branch of instruction in the high schools.

The committee learned through the replies of the special instructors that they acted under no specific instructions, assuming that they were to continue the work as had been their custom in the past. The cases of absence from duty appeared very slight, and the practice adopted by the music instructors of informing the masters of their absence, and so laying out their work that there should be no interruption to the music lessons, seemed to be all that could be reasonably expected of them, as they had received no definite instructions from the committee. The music instructors were in the habit of visiting the grammar schools regularly once a fortnight. The visits to primary schools were somewhat irregular, on account of the lack of time and the great distances to be covered in travelling. From the replies received it was evident to the committee that there was a decided want of uniformity in the instruction in music, and a departure

from the prescribed course of study. One instructor in his reply to the committee made the following statement : —

“ When a programme was printed and the copy sent to me at the beginning of each year, I considered it my duty to carry out that programme faithfully to the best of my ability. At present there seems to be no programme, but each instructor is left to work as he pleases ; at least I so understand it, and with that understanding I do not feel bound to any particular programme, though I have seen no reason to make any radical departure from the old one.”

Another instructor stated that

“ Each master (music instructor) made his own plan.”

The committee in considering these replies decided to hold personal interviews with each of the special instructors in music. Each instructor was urged to present anything and all that he cared to present to the committee. The committee were seeking information, and felt that they had found the best source for such information in the men who had been performing the duty ; men fully acquainted with the working of the required programme knew what, if any, difficulties there were in the way of its absolute fulfilment, and could suggest from their practical experience valuable suggestions to assist the committee in the work they had entered upon. These conferences proved of great value to the committee. It was clearly manifest that the instructors were thoroughly interested in their work, enthusiastic and faithful in their service.

The important information which the committee obtained in these interviews will be of great assistance to them in their further consideration of the subject.

In the course of their consideration of this subject, the attention of the committee was called to the different methods employed by the special instructors, and the departures from the prescribed course of study. The inquiries relating to the methods of instruction were pursued deliber-

ately and minutely, and the details of each method explained and exemplified to the committee. At one of the meetings one of the instructors appeared with six little girls, from the sixth class of a grammar school, and illustrated his method of instruction. At a subsequent meeting, another instructor appeared before the committee and gave a practical illustration of his method, assisted by a few pupils from his district. The committee were so interested and instructed by these practical illustrations of the actual work of music in the schools, that they decided to continue their investigations, and to arrange for a series of tests of the ability of the children in the schools to read music at sight, and to more particularly inform themselves of the condition of the instruction in music in the schools. The Board granted the means by which it was possible to continue their investigations and apply such tests.

A thorough musician, a successful and experienced teacher, who was entirely disinterested, was engaged to conduct and superintend the tests agreed upon by the committee. Notices of the meetings at which the tests were to be given were sent to the members of the Board and to the superintendent and supervisors. Pupils from the districts of the several special instructors appeared before the committee. The exercises used were arranged by the gentleman engaged to conduct the tests, and were kept in his custody while the tests were being given. The tests were conducted under the sole direction of this gentleman, the special instructors not being present.

The first of these tests occurred Friday, April 13. Twenty-four pupils from the first and second classes of the Warren School were present. These pupils were from Mr. J. M. Mason's district. Of the pupils present two were receiving instruction in vocal music outside of the public schools, twelve had or were receiving instruction in instrumental music, and one was a choir-boy.

On Friday, April 20, the second test was given. As there was no school in Boston where the books and charts of the Normal School Course had been used and the system in full operation, through the courtesy of the school authorities and the instructor of music in Quincy, a class of twenty-five pupils, who had been under the instruction of the Normal Music Course for two years, was present. Of this number ten had received instruction in instrumental music, and none had received instruction in vocal music outside of the public schools.

The third test occurred on Friday, April 27. A class of about twenty-five pupils from the district assigned to Mr. H. G. Carey, was present.

The committee then arranged for another test, and on Friday, May 4, classes of primary pupils, who entered the primary schools in September, 1886, twenty-four pupils in each class, from the schools taught by Mr. Carey, and from Quincy were present. The exercises were written on the blackboard, and sung by the classes alternately.

The committee, after careful consideration of the results of these tests and other information obtained, came to the unanimous conclusion that the Normal Music Course ought to be placed in a part of the schools at least, and submitted to a fair and impartial trial. In May last this committee presented an order "that the Normal Music Course be authorized for use in the Rice Training School and in the grammar and primary schools of the Third and Sixth Divisions. This order was passed unanimously by the Board at a meeting held October 9, eighteen members of the Board being present. At the meeting following the Board passed an order "that the National Music Course, revised edition, be authorized for use in the grammar and primary schools of the First and Second Divisions."

The committee believe that a step in advance has been

taken in the department of musical instruction in the public schools. The placing of the Normal Music Course and the revised edition of the National Music Course in an equal number of schools, under the charge of those instructors in music who are, perhaps, best qualified to conduct the instruction under each method, furnishes a fair test of the merits of these systems.

Last year for the first time *singing* formed an element of the diploma examinations in music. The several instructors arranged this examination in their respective districts. This committee have under consideration the question of arranging a uniform plan for the examination of all the graduating classes in music.

It is the intention of this committee to rearrange, as soon as possible, the course of study in music to conform to the recent changes in the music text-books. They further propose to recommend such changes in the reorganization of this department as will secure the best results in the instruction in this important study.

The committee desire to bear their testimony of the appreciation due to the musical instruction in our schools in the past. They do not intend, by any action of theirs, to depreciate that record. The committee and instructors, under whose guardianship it was introduced and carried forward, performed their duties with zeal and fidelity. They did a grand work and accomplished much good, and the benefit to our public schools has been great indeed.

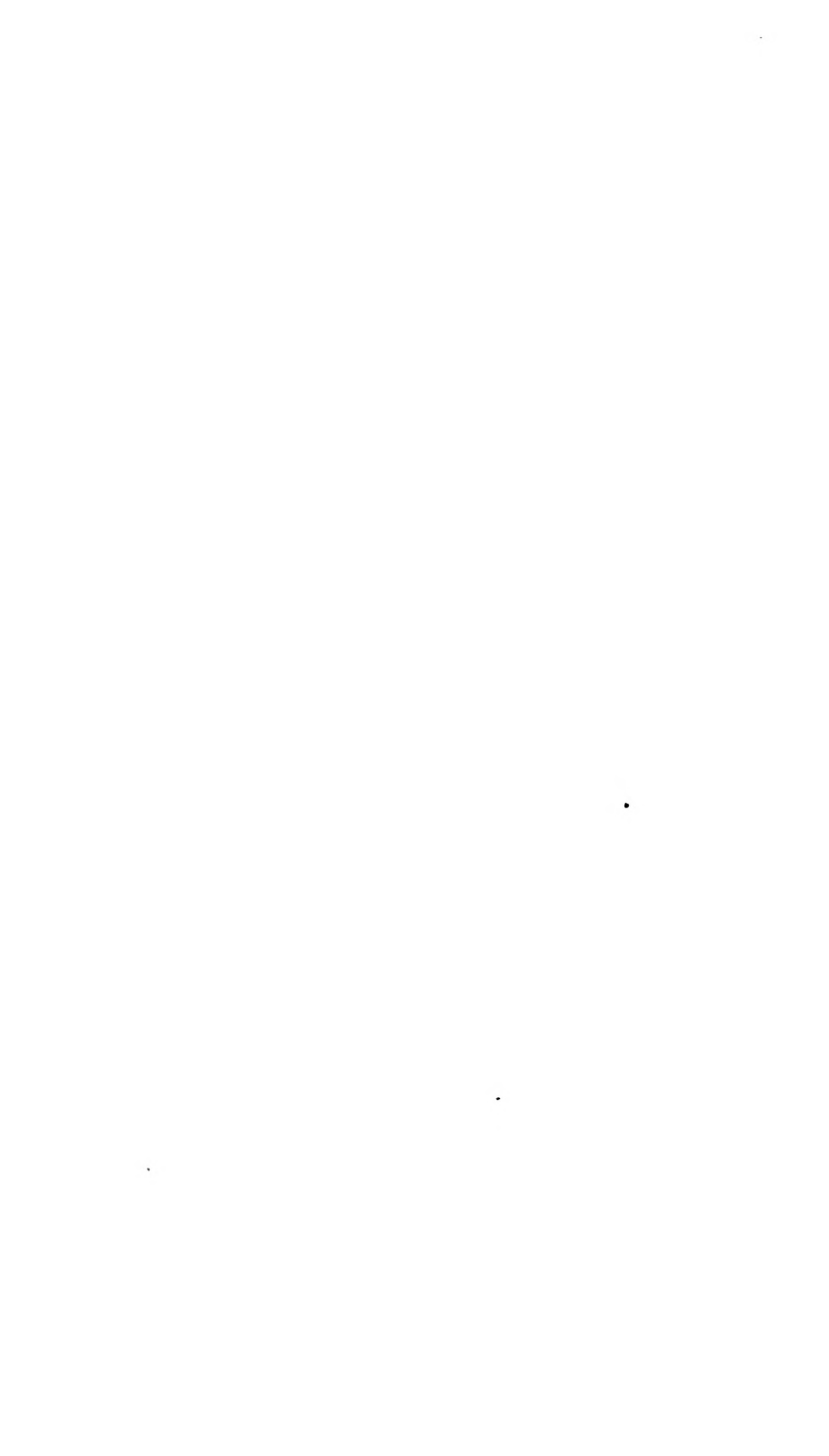
It is natural that there should be differences of opinion as to the policy of so radical a change as the adoption of a new system of music text-books, but in the opinion of the committee, the schools must be supplied with the best material for the completion of its prescribed work, and the changes made were prompted by a desire to that end. The course taken with regard to these text-books seems to your com-

mittee a just and equitable means of giving the Board full and desirable information to guide them in their future action in the department of musical instruction in our public schools.

GERALD GRIFFIN,
Chairman.

HENRY CANNING.
WILLIAM A. DUNN.
WM. C. WILLIAMSON.
JOSEPH T. DURYEA.

ANNUAL REPORT
OF THE
BOARD OF SUPERVISORS.
1888.



BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, MASON ST., Dec. 26, 1888.
To the President of the School Committee:
The Eleventh Annual Report of the Board of Supervisors
is herewith respectfully submitted.

EDWIN P. SEAVER,
Superintendent of Schools.

REPORT.

To the School Committee:

In compliance with the requirements of the Regulations the following is presented as the eleventh annual report of the Board of Supervisors:—

MEETINGS OF THE BOARD.

Regular meetings of the Board of Supervisors have followed the regular meetings of the School Committee, as in former years, and many adjourned and special meetings have been held. The time of these meetings was occupied in the transaction of routine business and in the consideration of matters specially referred to the Board of Supervisors by the School Committee or by the sub-committees thereof. These special matters and the increase of routine work demanded much time for their proper consideration and disposal; and little opportunity was afforded for the discussion of methods and for interpretations of courses of study, except occasionally and casually in connection with other questions. It is hoped that some portion of the time of regular meetings may be made available the coming year for the special consideration of these important subjects.

INSPECTION OF THE SANITARY CONDITION OF THE SCHOOLS.

During the year no changes have been made in the Regulations respecting the duties of the Supervisors, either as individuals or as a Board, except the formal transfer of the duty of inspecting the sanitary conditions of the schools to the Instructor in Hygiene. When the office of Instructor in Hygiene was created it was generally understood that the Supervisors were to be relieved of this duty, though no change was made in the Regulations till this year. This relief from an onerous duty, which took up much more time than the Supervisors could well afford to give from their other duties and satisfactorily perform them, was gladly welcomed. Besides, the Supervisors claimed no special fitness for this work; and their satisfaction was increased not only because they would gain more time for the discharge of their many other duties more particularly connected with the purely educational interests of the schools, but also because the important matter of sanitation, by which these interests are so largely affected, would be intrusted to more special and more competent and authoritative ministration. The evidence already afforded attests the wisdom of the School Committee in assigning this important duty to the special charge of an official eminently fitted both by scientific training and personal qualifications for this line of work.

All examinations have been conducted upon the same plan as in preceding years, the slight modifications made being at the suggestion of the Superintendent or resulting from an added year's experience.

EXAMINATION FOR CERTIFICATES OF QUALIFICATION.

An examination for certificates of qualification was held Aug. 23, 24, and 25, 1887, and the results were considered at meetings of the Board in September. The detailed results in regard to this examination are given in the following table: —

	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Special Grade.	Total.
Whole number of candidates	22	7	12	24	4	69
Number who withdrew from the examination	1	1	. . . .	2	. . . .	4
Number to whom certificates were granted	20	4	7	22	3	56
Number to whom certificates were not granted	1	2	5	. . . .	1	9
Number who having been refused certificates for which they had applied, were granted lower certificates	1	1	4	. . . . .	. . . .	6
Whole number to whom certificates were granted	20	5	7	27	3	62
Number of these who had held certificates of a lower grade	3	3	1	. . . . .	. . . .	7
Number to whom certificates were granted for the first time	17	2	6	27	3	55

The examination of candidates for teachers is considered the most important duty the Board of Supervisors is called upon to perform.

Every provision that the wisdom of experience would recommend is made for testing the qualifications and judging the merits of the applicants. The records of these examinations are trustworthy indications of the mental ability and mental attainments of those examined; but while good scholarship and a fair degree of culture are positive requirements, evidence of successful experience in teaching, except in the case of Normal School graduates, has no less weight in determining results. The degree of certainty arrived at with regard to these essentials differs materially. The evidence of scholarship furnished is proof; but the evidence of successful experience often depending upon the good faith of unknown vouchers, may be misleading. And, notwithstanding the care and discrimination exercised by the examiners, a certificate may be issued to an undeserving candidate. However, such instances have been few. As a rule, the judgment of the Board, that the candidate is

qualified to meet the full responsibilities of a school, has, upon trial, been confirmed.

A superior class of candidates has of late years been attracted to the examination for the higher grade certificates; and there is, yearly, a decreasing number of incompetent applicants for lower grade certificates. Hence, through these examinations results a high grade of excellence in scholarship and teaching ability in the men and women rendered eligible for appointment as teachers. The demand for sets of questions used at past examinations is considerable. This demand comes from near and far, and it is among the probabilities that the circulation the questions have attained has not served to lessen the requirements of teachers elsewhere.

SPECIAL EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION.

In examining candidates for special-grade certificates the Board of Supervisors requires of the applicants a correct use of the English language in both speaking and writing. It was found necessary to call the attention of candidates to this requirement by inserting in the circular issued in March the following:—

“Candidates for special-grade certificates to teach other subjects [than French or German] must show not only that they possess the requisite skill, but also that they can speak and write the English language correctly.”

At the request of committees in charge, the Committee on Examinations ordered several special examinations for certificates of qualification, special grade, during the year. Certificates were granted as follows:—

Teachers in the Horace Mann School, 2; teachers in Evening Drawing Schools, 5; teachers of Phonography, 2; teacher of Penmanship, 1; teacher of School on Spectacle Island, 1; instructor of Music, 1; teachers in Schools of Cookery, 3. During the year 3 certificates of

service were issued by order of the School Board, and 13 certificates were renewed by the Board of Supervisors.

Special-grade certificates were issued to 30 teachers in Kindergartens, who were not required to undergo a formal written examination, evidence of excellent service in Mrs. Shaw's Kindergartens having been obtained through the Superintendent.

EXAMINATION OF CANDIDATES FOR CERTIFICATES TO TEACH MODERN LANGUAGES.

The examination for teachers of French and German is conducted by the Director of Modern Languages. This examination is both oral and written, the requirements being: (1) perfection in speaking the language proposed to be taught; (2) a satisfactory degree of proficiency in speaking and writing the English language; (3) translations into and from English; (4) a thorough knowledge of the structure and history of the foreign language; (5) a good knowledge of the history of its literature.

The examiner submits the results of this examination to the Board of Supervisors with such remarks and recommendations as he may have to offer. Before certificates are issued satisfactory evidence of successful experience in teaching must be presented, and also certificates of health and moral character.

TEACHERS ON PROBATION.

The number of teachers who were appointed on probation last year, and the subsequent action with regard to them, may be seen from the following table: —

Number of teachers appointed on probation from Sept.

1, 1887 to Sept. 1, 1888	97 ¹
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¹ Of this number one teacher died during the year.

Number of teachers whose term of probation regularly expired in that year	95
Number of the latter who were regularly recommended and confirmed	75
Number whose probation was extended and who were afterwards confirmed	12
Number whose probation was extended and who afterwards resigned	2
Number whose probation was extended beyond that year	1
Number who resigned before confirmation	4

Of four teachers whose terms of probation had been extended into this year from previous years three were confirmed and one resigned.

When a teacher is appointed on probation, two Supervisors are designated "to examine from time to time his work in the class-room," as Section 89 of the Regulations directs. At or near the close of the year's probation reports are submitted by the examiners to the Board of Supervisors. If these reports agree, recommendations are made to the School Committee accordingly; but if they express a difference of opinion as to the fitness of the candidate for confirmation, an extension of the term of probation is recommended, and a third Supervisor may be designated to examine and report.

With many newly appointed teachers success from the beginning is assured; and in these cases the visits of the regular Supervisor, in the opinion of some members of the Board, should be deemed sufficient, and only in cases of doubtful success should the visits of other Supervisors be required. On the other hand, it is argued that by these extra visits both teachers and schools are provided with additional safeguards, and the committee possessed of valuable information with regard to the standing of the teachers, as viewed from the different stand-points of two Supervisors acting independently.

Whether the time sought to be saved by some Supervisors for concentration of effort within their own districts would compensate for a change in plan in view of the disadvantages that might arise, is a question that should be well considered before the present arrangement is altered. However, this is a matter that may meet with the attention of the School Board, and it is a question for that Board alone to decide.

DIPLOMA EXAMINATIONS.

As required by the Regulations of the School Committee the questions for all diploma examinations are prepared by the Board of Supervisors.

Each Supervisor prepares, in his respective department, sets of questions, which he submits to each of the other Supervisors for suggestions and criticism. The questions are finally considered by the Board, and when adopted are presented to the Committee on Examinations for approval.

The diploma questions are made uniform for the same grade of schools, though options in questions are to a certain extent provided, to allow for difference in conditions of classes and for differences as well in methods of work; but an even standard is, as far as possible, maintained. It is the aim of the Supervisors to present a fair opportunity to the pupils to show what they have learned relating to essentials in the different studies pursued, and to indicate their ability in the practical application of such principles as a well-instructed class should know.

These examinations have exerted a unifying influence upon the schools, and, without hampering them with routine, have led to more uniform purposes and methods of instruction.

The number of pupils examined in each class of schools, and the number to whom the Committee on Examinations awarded diplomas and certificates of honorable mention, are given in the following tables: —

SCHOOLS.	Number of Candidates for Diplomas.	Number granted Diplomas.	Number granted certificates of Honorable Mention.	Number refused Diplomas and Certificates.
Normal	84	84	. . .	. . .
Boys' Latin . . .	34	33	. . .	1
Girls' Latin . . .	9	9	. . .	. . .
English High . .	153	138	10	5
Girls' High {	4th year.	95	92	. . .
	3d year.	100	100	. . .
Charlestown High .	45	45	. . .	. . .
Roxbury High . .	65	65	. . .	. . .
Dorchester High .	47	46	1	. . .
East Boston High .	34	32	2	. . .
West Roxbury High.	19	19	. . .	. . .
Brighton High . .	10	10	. . .	. . .
Total	695	673	13	9

The number of candidates for Grammar-School di-	
plomas, in June, 1888	2,112
The number to whom diplomas were granted . . .	2,072
“ “ “ “ refused . . .	16
The number to whom certificates of honorable men-	
tion were granted	24
The number of graduates allowed to enter the High	
Schools “clear”	1,779
The number of graduates allowed to enter the High	
School “on probation”	293

EXAMINATIONS FOR ADMISSION TO THE HIGH AND LATIN SCHOOLS.

Examinations for admission to the two Latin Schools were held in June and September, and for admission to the High

Schools in September. The following table shows the number of candidates examined, and the action of the Committee on Examinations in regard to them : —

	High Schools.	Boys' Latin School.	Girls' Latin School.
No. of candidates examined for admission .	79	139	66
No. of candidates admitted	71	119	55
No. of candidates refused admission . . .	8	20	11

The Regulations provide for the admission of pupils to the High Schools through the diploma examination in June, and through the special examination in September of applicants who are not graduates of the Boston Grammar Schools.

With regard to the admission of pupils at other times, no definite provision is made. It is suggested that examinations be required of all applicants for admission during the year, and that the results be submitted to the Board of Supervisors with the recommendations of the masters, to be presented, as in the case of regular admissions, for approval to the Committee on Examinations.

PROBATIONERS IN HIGH SCHOOLS.

At the close of the year some confusion existed in regard to the pupils who had been admitted to the High Schools on probation. This arose from the change made in the Regulations which now provide that the probations shall "close at or near the end of the school-year." The final decision rests with the Committee on High Schools, to whom the Board of Supervisors is required to present the facts and the recommendations based upon them. Further misapprehension may be avoided by furnishing proper blanks for the returns required.

No. of pupils who entered High Schools on probation in September, 1887	123
No. of these who left school	43
No. who were allowed to remain in school	80
No. whose probation was closed in June, 1888	36

PROMOTIONS FROM PRIMARY SCHOOLS.

Examinations for promotion from the Primary to the Grammar Schools were held in January and June. The number of pupils promoted in January was much smaller than at the close of the year, as has been found to have been the result yearly since the restoration of the plan of semiannual promotions. To some school districts mid-year promotions are advantageous; but to others they prove a great disturbance, and particularly in the classification of the Grammar departments. It would seem desirable that promotions of Primary classes in February be required only when the necessities of school-districts demand such promotions to be made. The number of Primary pupils examined, and the number promoted to the Grammar Schools by the Committee on Examinations, are as follows: —

	January, 1888.	June, 1888.
No. of pupils examined for promotion from Primary to Grammar Schools	725	5,186
No. of pupils promoted to graded classes of Grammar Schools . .	702	5,113
No. of pupils promoted to ungraded classes of Grammar Schools .	3	43
No. not promoted	20	30

COURSES OF STUDY.

An important work has been accomplished in preparing courses of study for the Evening Schools. The difficulties presented in the diverse needs and conditions of these schools were recognized as formidable; but measures, well-

planned and carefully considered in conjunction with the material and means provided, have led to the adoption of courses that are deemed most serviceable for reaching practical and educational ends.

In regard to the recently attempted revision of the High School course of study, which was not adopted by the School Committee, it is but proper to state that the work of revision was not intrusted to the Board of Supervisors; in effect, the Board of Supervisors was not even consulted in reference to any of the changes proposed in the revised course, the Committee on Examinations having assumed the entire responsibility of the revision. The proposed course, as compared with the present course, was simpler and more symmetrical; it contained a continuous line of science, while more time was given to language and less to mathematics; and, if adopted, it might have tended to more uniformity, the end aimed at; yet an important point to which attention has been frequently called by the Board of Supervisors was not considered—the need of a more detailed course of study for the High Schools.

Even if the suggestions contained in the last report of the Superintendent were adopted, if the High Schools were “cut loose from one another,” the courses laid out for the three existing types should contain a sufficient amount of detail, and be sufficiently definite to guide the teachers in their work and keep them within proper limits. In the larger schools, where there are different teachers with parallel classes in the same study, if, at least, the order of subjects and the succession of topics were given, the teaching would be more systematic, and the results more uniform.

The Board of Supervisors was required to modify the course of study in the Primary and Grammar Schools so as to make the study of arithmetic conform to the changes and to the reduction in time recommended by the Committee on Examinations. The experiences of the past have shown

that it is a difficult matter to obtain from teachers a reasonably close observance of the time authorized for each study. The Superintendent's report dwelt at length upon this fact, and suggested a remedy in the form of a time-table for each teacher. A form for an order of exercises has been devised by the Supervisors, providing for the time of beginning and ending, and the amount of time given, each exercise for each day of the week, together with a summary of the time devoted to each study for the week. It is intended that this order of exercises, when filled out by the teacher and approved by the master, shall be posted in a conspicuous place in the class-room, and a copy of it furnished the Superintendent. It is expected that by this measure the teachers will be held more closely to the authorized time for each study; that the efficiency and regularity of work of teachers will be promoted by it; and that, in other ways, as has been pointed out by the Superintendent, the well-being of the schools will be increased.

A matter for consideration at no distant day would appear to be the modification of the course of study of the Primary and Grammar Schools to meet the changed and changing condition of some of the school districts. The present course of study is no doubt admirably suited to the great majority of the schools; but there are certain schools that are unable to meet its requirements. For instance, to cite an extreme case, in one district there are in the Kindergarten, Primary, and Grammar classes, 1,530 pupils, most of whom are of foreign birth, and nearly all of whom are of foreign parentage, representing a dozen different nationalities. Yearly to these classes are admitted about 300 pupils of different ages, who cannot speak or understand the English language. Much time and labor are given by the teachers of the different grades to simplify the subjects taught, in order to bring them within the reach of the understanding of the pupils. The necessary abbreviation of the course of study to meet the necessities of

these classes is left entirely to the teachers. Great assistance might be afforded them, and great benefit result to the classes, were an abbreviated form of the present course of study prescribed. There are other schools that are affected by like conditions, if not to the same extent; yet for which there is evidently need of a modification of the present course of study.

NORMAL SCHOOL.

The total number of graduates from the Normal School since its organization in 1872 is 974. In June, 84 were granted diplomas entitling them to certificates of eligibility for appointment as assistant teachers in all the public schools of the city except the High Schools and Special Schools. Of the 97 teachers appointed on probation from September, 1887, to September, 1888, 53 were Normal School graduates. In 1887-88 the number of graduates of the school who were made regular teachers after a year's probation was 55.

While Normal Schools and Normal departments in other institutions throughout the country have of late years been gaining in character of professional instruction and in facilities for training purposes, there have been no steps taken, till this year, to increase the efficiency of the work of the Boston Normal School. The appointment of an additional teacher for service in the Normal and Training Schools has recently been authorized. This means a closer union of these two schools, and a greater conformity of the practice of the Training School to the theories developed in the Normal School.

During the sixteen years that have passed since the separation of this school from the Girls' High School, and its establishment as a distinct Normal School, the length of time devoted to professional instruction and training has continued the same. Nor has any material change been made

in the course of study during this time. Both are substantially the same as they were in 1872.

It is true that the requirements for admission ensure excellent preparation for the work which the school aims to accomplish. Only those pupils who have completed the four years' course in the Girls' High School can be admitted without an examination. All other applicants must show both by examination and recommendation that they are qualified to undertake the work of the school. The head-master is made the judge of the qualifications of all candidates seeking admission through examination; and, as this examination is equivalent to the diploma examination at the end of the four years' High School course, but few other than High School graduates are members of the school. Moreover, all pupils on admission are placed upon probation; and if any prove, in the opinion of the head-master and the Board of Supervisors, unsuitable for the work of the school, their probation ceases at the end of the first half of the year.

It is undoubtedly due to this care in admitting and retaining pupils, and to the faithful performance of the work required of each pupil by the teachers, that so much that is of value to the schools of this city has been accomplished in the brief period of time given to the Normal School course of study.

Still, were the same preparation and aptitude for the school-work maintained on the part of the pupils, and the teachers no less exacting, even double the amount of time now given would not be too great to accomplish the objects of the Normal School instruction.

Whenever vacancies exist, or wherever additional teachers are to be employed, it is required by the Regulations that "the graduates of this school shall have the preference, other things being equal." Of the number of teachers appointed yearly on probation, more than half are Normal School graduates. The worth of the instruction which the school affords

its pupils is attested by the esteem in which its graduates are held by the School Committee, and by an increasing desire, which has supplanted a former unwillingness, of the masters to admit them to their schools as permanent teachers.

Some of these graduates, through service as substitutes, have acquired the strength and skill that enable them to enter upon their work at once with little or no apparent strain or friction. Many others, without such experience, though in the main conscious of aim and means and methods connected with their work, find difficulty in adapting themselves to the situation, and show that they need more time to develop the power necessary to meet the responsibilities thrust upon them. With ample time afforded there are few absolute failures; but many beginners might have been spared the mortification of temporary failure, and the schools have suffered less from many costly experiments, had the Normal pupils, before graduation, been given the needed time for trial and preparation for actual school-work.

A fractional part of a year is too short a term for a thorough grounding in the principles of education and for the proper study of the methods of teaching — the end and aim of the school's instruction. Moreover, the six weeks which are spent during the latter half of this year in observation and practice, under the eye of the instructors and in the presence of the regular teachers, do not afford sufficient opportunity to the pupils for the proper application of the principles they have learned, or for obtaining or displaying a reasonably desirable degree of skill in teaching, while slight occasion, if any, is offered for testing their power in the important part of school government.

A proposition has been made to extend the term of the school from one year to a year and a half, in order to afford more time both for study and for practice in teaching. The plan as submitted by the head-master is in substance as follows: (1) The time of the required attendance to be a

year and a half; (2) the first half-year to be spent as at present; (3) the second half of the first year to include two weeks of observation and practice in the Primary Schools, and two weeks of observation and practice in the Grammar Schools of the city; (4) the third half-year to include ten weeks of observation and practice in the public schools, the pupils to be divided into two sections, and the sections to visit schools alternately a month at a time.

The head-master states that by the adoption of this plan the graduates from the school would have ten weeks more of theoretical instruction than they have at present, and, in all, fourteen weeks of observation and teaching would be afforded them under more favorable conditions. This would be an increase of practical work in the schools of eight weeks for each pupil; and, as computed by the head-master, the pupil's actual experience would be three times what it is at present. The head-master states that from the execution of the plan proposed it might be reasonably expected that these results would follow:—

“First, the graduates of the Normal School would be able to do better substitute service on account of their larger experience in the schools.

“Second, for the same reason they would be able to do acceptable substitute service in higher grades than at present.

“Third, for the same reason they would be able to begin work when regularly appointed, with less friction.

“Fourth, on account of their greater theoretical knowledge they would ultimately make more intelligent and better teachers.

“In a word, the schools would be benefited by better service, and the Normal graduates benefited by more frequent appointments.”

As it is evident that a majority of the teachers are to be trained in the Normal School, and its influence upon the schools of the city is, therefore, sure to be great, it is

plainly the part of wisdom that the school be given every opportunity and be furnished with all the aids required to do its work in the best manner.

KINDERGARTEN TEACHERS.

It may be presumed that, with the extension of the term of the Normal School as proposed, another department of instruction will be provided. As the Kindergarten has become an organic part of the school system it will be necessary to provide for the special training of teachers in Kindergarten methods.

These teachers should be required to have a good degree of general culture and a good knowledge of the principles of education, in addition to their practical knowledge of Kindergarten work. As in every other sphere, the higher their qualifications the more efficient will be the discharge of their duties. Though nature may out-rank education, and figures at examinations be as dust in the balance compared to the qualities required for Kindergarteners; yet, when personal fitness and thorough knowledge are combined, they go to make up the ideal teacher everywhere. Such qualities of mind and heart, upon which so much stress is laid, are to be found in the High School graduates if they are to be found anywhere. The supply from this source would, undoubtedly, largely exceed the demand.

It is suggested, therefore, as a matter deemed worthy of consideration, that such of the High School graduates as are specially recommended by the masters or head-masters and are approved by the Board of Supervisors, might be appointed as pupil-teachers in the Kindergarten Schools. These pupil-teachers might be required to observe and assist in these schools during the daily session for a year or longer, and during this period be required to attend afternoon sessions at the Normal School for instruction in principles and

theory : and, at the end of the term fixed upon, special certificates of qualifications as Kindergarten teachers might be granted by the Board of Supervisors after satisfactory evidence of competency has been furnished.

Again, such pupils of the Normal School as may have expressed a predilection for Kindergarten teaching, and as may be adjudged adapted for such work by the head-master, might be made to constitute a Kindergarten class ; the members of this class to receive special instruction in Kindergarten methods, to spend in the Kindergarten Schools the time given for observation and practice, and to receive special certificates of qualification for Kindergarten instruction at the close of the Normal School term.

MODERN LANGUAGES.

When the Director of Modern Languages was appointed two years ago a great diversity both in aims and methods existed in this department of study in the schools. The teachers did not agree in their views of teaching, and this disagreement showed itself in the unequal degrees of proficiency of the several classes. Many teachers made little use of the language in the class-room, and in some cases not even an attempt was made at pronunciation. Some teachers aimed at what was called theoretical and thorough knowledge ; others went slowly through a few prescribed texts, which in many cases had become encrusted in their memory with stereotyped explanations. The Director, by personal visits to the teachers, by advising many to study the language they were teaching, and in some cases by asking the head-masters to transfer teachers to other departments, endeavored to remedy these deficiencies and reform this kind of teaching in the schools. Many obstacles to this work of reformation were overcome, but some still continue to exist. One may be mentioned, namely, the deference not unfrequently shown to the wishes of some teachers,

who are not particularly fitted to teach foreign languages, and who desire to obtain one or more classes in French or German. The consequence is that the best teachers available are not always obtained for the classes.

In order to obtain a greater uniformity and a better average of results, a Normal class for teachers, meeting during afternoon hours, once a week for German and once a week for French, was instituted by the Director. Hours were also assigned for personal interviews between the Director and the teachers; and at the beginning of this year was issued a paper indicating in outline what was deemed the desirable amount of knowledge each class should attain. As this paper contains valuable suggestions for the guidance of teachers of French and German it is given in full.

The study of French and German in our High Schools should to be given with the following objects mainly in view :

1. The knowledge of the language and of the literature of the language studied. By the knowledge of the language is meant the ability to read at sight, to understand the spoken language, to speak, and to write. While a direct study of the literature will be impossible with most classes, the teacher should be acquainted with the masterpieces in French of the seventeenth, eighteenth, and nineteenth centuries; in German, of the latter half of the eighteenth and nineteenth centuries. Many opportunities will be found to introduce this knowledge into the lessons. It is expected that the teacher will be able to speak correctly and with sufficient fluency the language which he is teaching. Oral exercises should form a part of the lessons, and it is by no means the least important part. Whatever method may be adopted, the ear of pupils must be trained from the first lesson to catch the foreign sounds. Teachers who feel their own incompetency in this regard are earnestly requested

to take the proper means for correcting accentuation and pronunciation, and to confer with the Director of Modern Languages about their wants.

2. The improvement in the knowledge of the English language. This end can best be reached by carefully watching the translations into English. The teachers should insist upon correctness, and should avail themselves of every opportunity for the comparison of idioms.

3. Discipline of the mind. A direct benefit will result to most of the pupils from a rational and careful analysis, not of subtleties, but of the sentence, into its fundamental elements. Many pupils cannot find subject, predicate, object, etc., in inverted sentences. Where the knowledge is deficient a comparison of foreign with English forms will often shed light. Train the pupil to observe, to notice every word; do not allow him to refer immediately to a dictionary, and do not tell him the meaning of a word which he ought to know from its resemblance to the English, or which he has seen in a different form; call attention to the value of prefixes and suffixes, especially in German, and, that value being once given, let the pupil draw inferences. Reading at sight should be introduced not later than the middle of the first year, and should receive increased attention from that time forward.

The above considerations have led to the forming of the following programme, which must be considered as only the skeleton of the work. It is not possible to tell in advance what a given class will do, but the programme will serve to indicate approximately the quantity; the teacher's work will give the quality:—

FRENCH.

First Year. — Forms of nouns, adjectives, and pronouns. Auxiliary verbs; regular verbs; general uses of the tenses of the indicative mood. (Keetel's Elementary Grammar, 28 lessons.)

Reading matter : —

1. Keetel's Reader.
2. Sauveur's Petites Causeries.
3. Peppino.

Remarks. — It is expected that pupils will be taught to understand the words of exercises when spoken, and that dictation-exercises will be resorted to. The matter drawn from the Reader or from Petites Causeries ought to be developed by questions asked in French. Peppino may be used during the latter half of the first year, especially in classes where Keetel's Reader shall be retained.

Second Year. — Review of grammatical forms. Irregular verbs. Uses of moods and tenses. Prepositions. (Keetel's Grammar complete.)

The teachers should supply the deficiencies of Keetel by referring to standard books. Easy translations from English into French ; if possible, French compositions.

Reading matter : —

1. Bôcher's Series of French Plays.
2. Madame Thérèse. Le Conscriit.
3. L'Abbé Constantin.
4. Herrig, La France Littéraire. Roemer, Vol. II.
5. Philosophe sous les Toits. Au Coin du Feu. Picciola.

Remarks. — It is preferred that teachers should choose 1, 2, 3, 4. No new copies of 4 or 5 ought to be ordered. In schools where 4 and 5 exist in sufficient number they may be used for the present.

Third and Fourth Years. — General review of grammar. Idioms. Translations into French. French compositions.

Reading : —

1. Les Nouvelles Genevoises.
2. Les Fables de la Fontaine.
3. Molière. Le Bourgeois Gentilhomme.

Then, if the pupils are able to read French prose at sight, but not before, teachers may choose from the following matter : —

Le Cid, Athalie, Les Précieuses Ridicules, Andromaque, Les Horaces, Iphigénie.

GERMAN.

First Year. — Regular declensions of nouns and adjectives, auxiliary verbs, regular verbs. (Otto's or Whitney's Grammar.)

Reading matter : —

Otto's or Whitney's Reader. (The latter contains many difficult pieces, which must not be given except to a very bright class.)

Grimm's Maerchen.

The remarks made above for the study of French (see after First Year) apply also to German.

Second Year. — Grammar reviewed and continued. Irregular forms. (Otto's or Whitney's Grammar.) Easy translation into English.

Reading matter : —

Whitney's Reader.

Der zerbrochene Krug.

Das Herz vergessen.

Third and Fourth Years. — Whitney's or Otto's Grammar. Idioms. Translations into German. German compositions.

Reading matter ; —

Whitney's Reader.

Wilhelm Tell.

Maria Stuart.

Hermann und Dorothea.

When teachers have a shorter course for one or two years to arrange for senior or advanced pupils, they are expected to suit the matter to the intelligence of their classes.

It is well known that the above course is not an ideal one, but it is thought to be the best possible under the circumstances. Teachers are requested not to deviate from it without having previously conferred with the Director on the subject. It is also desired that the Director should be informed of the need of new books, so that he may prevent the purchase of books which might be replaced on the programme by better ones.

The aim has been to concentrate the teaching of a language by giving one language to one teacher in each of the suburban schools, and to as small a number of teachers as possible in each of the Central Schools. This reform has the advantage of allowing the teachers to become more proficient in their special study ; and the classes must gain by the enlarged experience and added proficiency of the teachers.

The end of the instruction has been to render it as practical as possible ; that is, to make the pupils read at sight, to understand the spoken language, and to speak and write a little. The last two accomplishments are difficult to obtain in large divisions. The difficulty is particularly great in the matter of speaking, as in a division of thirty, it is impossible to secure more than one answer from

every pupil in the time assigned for a recitation. Still, not only in the Central Schools where most of the personal work of the Director is done, but also in the outlying schools, great improvement is constantly manifested in this direction.

Though fluent speaking has not been attained, a good foundation has been laid. When the more advanced pupils are called upon to answer in the language studied, they respond without hesitation or timidity and make themselves readily understood.

It needs little, if any, demonstration, to show that, in the limited time given to the study of language in the High Schools, the pupils are unable to pursue very extensively the study of the ancient and classical authors in French and German. Excursions in literature, before common prose has become familiar, have not been allowed; and the spectacle of a pupil obliged painfully to wade through classical tragedies, when unable to read the common everyday language, is no longer presented.

To understand the language when spoken to, and to frame plain and easy answers without complicated constructions, and to read at sight and fluently common prose, and, if possible, to begin the reading of poetry and the classics, is the extent of the attainments expected to be realized by the pupils in their three-years' course.

The choice of text books has been regulated by a strong desire to furnish good, easy prose. And there exists a great need of proper reading-matter in modern prose in the schools; so much, in fact, has this want been felt in some schools, that the Director and the teachers have contributed towards the purchase of suitable books, in order that the classes might have proper material for sight-reading.

There is need also of reference-books in some schools. Other books in the languages studied would be helpful to pupils and teachers. Additions of books of this character to

every High-School library would be a means of encouragement to the teachers, and of great advantage to the classes, and would entail but slight expense yearly.

In the High Schools every year a greater appreciation of the advantages which the study of modern languages offers may be observed in the increasing number of pupils who elect them.

The total number of pupils studying French and German in the High and Latin Schools is 2,255, distributed as shown in the following table : —

SCHOOL.	No. of Pupils belonging.	No. of Pupils studying French.	No. of Pupils studying Ger- man.
Boys' Latin	426	217	. . .
Girls' "	151	106	. . .
English High	630	597	101
Girls' "	722	432	154
Brighton "	57	56	12
Charlestown High	198	57	30
Dorchester "	154	103	49
East Boston "	136	48	29
Roxbury "	291	151	69
West Roxbury "	84	44	. . .

The reasons which operate in other countries to impel to the acquisition of other tongues than the vernacular, do not act with like force upon our people. A speaking knowledge of a foreign language is a desirable accomplishment; but this is the least important end of this study in our schools. Its chief advantages are known; but few appreciate the full value of the opportunity it offers to pupils in the public schools to enlarge their vocabulary in their own

tongue, and at the same time to cultivate their judgment in a direction in which mathematics can do but little.

In the Latin Schools the practical study of French is gaining ground, despite the conservative spirit of many teachers and the demand of many higher institutions. Even now many colleges are beginning to set more value upon this part of the study, while the expressed desire of parents is to see more practical, tangible results. To the diversity in entrance examinations, and to the variety of the requirements of the different colleges, is to be attributed the confused condition that exists in regard to this study in preparatory schools. But it is more than probable that at no distant day some agreement in regard to entrance requirements will be reached by the New England colleges; and this agreement in all probability will include more of the practical, if not less of the grammatical or literary, order of requirements.

In answer to the objection frequently made that the time given is not sufficient to provide for both scientific knowledge and practical requirements, the Director maintains that the time now given in some schools would be amply sufficient if the practical drill were sufficiently systematic and persistent. Were sentence building required from the first, and correct pronunciation then and there insisted upon, in his opinion the familiarity thus acquired would be of great avail in helping translation. An experiment is being tried in the Boys' Latin School which will no doubt demonstrate the ability of pupils to acquire both a theoretic and practical knowledge of French in the time now assigned to that study.

DEPARTMENTAL EXAMINATIONS.

At the suggestion of the Superintendent a departure was made from the plan formerly pursued in departmental examinations. Experience had shown that the scheme comprised too large an undertaking to be completed within a

reasonable time. To cover all the departments of study as laid down in the course would require several years, as the time each year that the Supervisors could devote to this special examination for results in the several classes is very limited.

The results obtained from the four years' continuance of the plan, though valuable as far as they went, were too scattered and too incomplete to justify, in the opinion of the Board, further attempt to carry it on as at first contemplated. It was proposed by the Superintendent that an examination or investigation of the same subject of study should be conducted at the same time by all the Supervisors in their own districts. In this way more particular and definite information would be obtained, and information of the present condition in regard to some one study in all the schools.

This proposition was received with favor by the Board, and arrangements were made to carry it into effect. As recent changes had been made by the School Committee affecting the study of arithmetic and the time to be given to it, it was deemed desirable to take up this subject first, that the attention of the teachers might be called to the changes in topics and time. Moreover, as the largest reduction of time had been made in the third class of the Grammar Schools, it was deemed of importance that an examination in written arithmetic of these classes throughout the city be required. The several Supervisors conducted these examinations in their own schools simultaneously, upon questions prepared by the Superintendent; and the results were placed in his hands. As an indication of attainments under past conditions they are valuable, and they may prove useful for comparison with future results.

As the whole subject of arithmetic could not be satisfactorily completed in the given time, the Supervisors' attention was mainly directed to the manner of observance of the

course of study in arithmetic in general, and to the methods of teaching and results in mental arithmetic in particular.

Under the name of oral and sight arithmetic in the course of study, the Board of Supervisors has expressed the importance which it attaches to the training of pupils by means of mental exercises; indeed, questions in mental arithmetic have formed a prominent part of every diploma examination. The objects of this study and the best means of accomplishing these objects have been treated at length in a report of the Board of Supervisors to the School Committee, "On how a text-book in mental arithmetic may be used to the best advantage" (School Document, No. 14, 1883). A reprint of this document to be furnished to the teachers would be valuable in keeping in view the principal ends to be reached by this study.

From an inspection of the reports on file in the office of the Board of Supervisors it would appear that there is a reasonably close adherence to the course of study in arithmetic throughout the city, and that the work in mental arithmetic is well done on the whole. Of some of the schools it is reported that the subject of mental arithmetic is admirably conducted, that it seems thorough and logical in method, and that the training in accuracy and facility is all that could be demanded. Of others it is said that the teachers confine their classes too strictly to the class-work respectively assigned them by the course of study; that is, they do not give occasions enough for the recalling of previous knowledge and of the principles previously learned. In most schools the reasoning powers are carefully trained in practical operations, and in some "mental gymnastics waste the time and energy of the pupils."

Many teachers were found who devoted more time to arithmetic than is prescribed in the course of study; and especially teachers of the first classes in the Primary Schools, who are led to violate the mandate of the School Board through

their anxiety to have as many of their pupils as possible ready for promotion to the Grammar Schools. But among teachers of both Primary and Grammar Schools it is agreed that the time assigned to arithmetic is altogether too short to teach the required subjects thoroughly. Even when more time was assigned to this subject, it was found that a large excess over and above the allotment prescribed was given to it by the teachers generally. As the large reduction in time recently made was not accompanied by a corresponding reduction in quantity or in kind of work required, the quality of the work must suffer. But the drift of sentiment at the present time is averse to the study of arithmetic. The inclination is strongly in the direction of language and kindred subjects which afford more showy results. From hearing much, and from reading much, the memory of the pupil is stored with much useful and useless knowledge, which is obtained at the expense of his powers of thought. To a mind that permits others to think for it, inactivity is a necessary condition; and the tendency of teaching and studies that require little or no exercise of thought on the part of the pupil must needs be offset. Arithmetic serves as a balance. It serves to counteract the superficial tendencies of other studies by training to keen mental action and by forming the habit of concentration, and should not be abridged to a minimum of consideration or of time.

PHYSIOLOGY AND HYGIENE.

While investigating the subject of elementary science, under which head physiology and hygiene are classed in the course of study, the Supervisors took note of the attention given this study, to which there is no test applied in the examinations. While some of the teachers fail to understand the ultimate object for which this instruction is intended, many appreciate that there is no subject of instruction in the

schools of which a good knowledge can be of more practical value in its bearings upon the future welfare of their pupils.

The following statement of the Instructor in Hygiene accords with the opinion of the Supervisors, based upon their recent inquiries : —

“As a general rule, physiology receives faithful attention and as full treatment as is possible under the present scheme of the distribution of time. Although the subject of physiology and hygiene is assigned for study in some form in every class, it is only in the second grade in the Grammar and High Schools that a text-book in this branch is introduced, and from which recitations are required. In these grades the best results are naturally obtained, and a half-hour spent with a class at the end of the year plainly demonstrates the proficiency of the pupils and the interest they (and the teachers as well) take in the study. For the past two years towards the close of the school year I have asked for and received from every pupil in the second classes a short paper on some topic in physiology. This I do for my own information as to the work of the pupils, and in order to establish some kind of a test which may be looked for each year, and for which pupils will be expected to prepare. The examination of these papers has on each occasion furnished evidence that in the great majority of cases the study of physiology and hygiene receives all the attention that the prescribed time will allow.”

The other subjects coming under the head of elementary science are in some schools faithfully and intelligently studied ; but in many cases elementary science is not only partly but totally neglected. This neglect may be ascribed in part to the want of proper material for carrying on the study, but chiefly to the want of consideration this study is given in the estimation of the standing of a class. Teachers as a rule attach most importance to studies to which an examination is applied.

The Supervisor of elementary science writes as follows : —

"The elementary science work seems to have had less uniformity and regularity of attention and more limited success than any other department of study, although there are indications of conscientious and intelligent control of it during the last year. A growing public sentiment in favor of its educational value may have had influence in dissipating the prejudice of many teachers against it, and in enlightening the minds of those who did not understand its purpose and scope; the example of a few schools which have done the work excellently under especially favorable conditions has worked like a leaven among the more torpid schools, and the stringent demands of late for thorough adherence to the plan of work laid down in the course of study has, no doubt, operated in favor of elementary science as a distinct requisition in that course. There have been from time to time and from various quarters threatening rumors against the continuance of the work as a part of the course, and it cannot be denied that much of the work has been little better than nothing in the hands of indifferent or incompetent teachers. Great complaint has been made of the want of material and want of time, but fortunately such difficulties have been met in the schools to so large an extent as to waive that excuse. Wherever the work has been intelligently carried on, its educational value and practicability are no longer in question. Some of the masters have thrown great spirit into the department, and have inspired their teachers with interest and active effort in its various branches, so that very good outlines of work have been planned and effectually carried out with considerable originaive ability. Color and form have been carefully studied by some of the most enterprising teachers in our Primary Schools, so as to enable them to present quite a systematic and inclusive series of lessons. Plant and animal life, in the hands of those teachers who are skilled in drawing as well as in the subjects they handle, have become highly stimulating and engaging to many of

our Primary and Grammar School classes. The subject of minerals has been presented in so masterly a manner, in some at least of our Grammar Schools, as to win unqualified appreciation as a method of education, both as a mental discipline and as a foundation for specific study of science; in fact, it is already demonstrated by the best of our schools that the day has gone by when we can afford to ignore or laugh at the elementary science work as one of the strongest factors in a progressive educational scheme.

"The primary object of this branch of education is to lead the child to gain knowledge and growth by self-activity. This idea permeates the Kindergarten course of training so thoroughly as to be reckoned its chief motive. The training of the senses to accurate and complete observation, the training of the mind to clear perception, and the training of the muscles to accurate and complete expression, involves all the earlier, if not the later, possibilities of education.

"The department of elementary science begins with the earliest Kindergarten instruction, and is continued through the Primary and Grammar Schools. It is a course of study by observation and expression in connection with the presentation of the physical forms and phenomena of nature. It is based on that educational philosophy which makes self-activity essential to development. It demands living forms and active observation of them by each child. In the Kindergarten the work is constant, and related to all the material prescribed by the founders of that method of child-culture. It includes equally observation as a means of knowledge and mental training, and expression as a further means and end of complete knowledge and thought. It lays the foundation of physical, mental, and moral growth through well-directed self-activity. Expression is required in a variety of forms, and with various material. Language, drawing, coloring, moulding, movement-plays, building, sewing, cutting, and every kind of manual training for the main

arts and industries of life, are offered to the child's instinct for expression which shall embody the results of his observation and creative thought. Nature presents typical forms, color, and all other subjects of sense-perception. This furnishes the training of the senses and perceptive faculties for accurate and complete observation. This observation, through comparison and classification, gives opportunity for cultivating the higher intellectual powers in their natural order of development, and leads to scientific methods of study. Such study supplies systematic knowledge of nature, and lays the foundation of later and more technical scientific study.

"In the Primary and Grammar Schools about two hours a week are prescribed for elementary science. This would give about one lesson of fifteen minutes at each session of the Primary School, four days in the week. In the Grammar School thirty minutes once a day, four days in the week, may be allowed. The order of subjects laid down in the course of study should be followed, as it is a natural order and carefully graded to the conditions and relations of the child. Some of the subjects may be taken together, as *color, light, form, plant-life*, etc., because nature presents them together. The different subjects should be studied not only in their individual qualities, but in their related qualities, as connected with the ordinary subjects of school-education. That part of elementary science-work which involves expression may be related to language-lessons, to drawing-lessons, and number-lessons, so that the unity of aim in all branches of study shall be preserved, and each department work into every other in the course of instruction. In many of the schools this object has been accomplished, so that all departments are thorough, effective, and inter-related. Great interest is given to language and number-work by the infusion of the ideas gained through elementary science. Geography especially has been stimulated and enriched by all the preparatory work in the observation of nature.

" On the whole, so much satisfactory work has been done in the development of this method of education that we may hope very soon to see it fully established. The introduction of the Kindergarten as the foundation of our school-system has a constant tendency to project these methods into the Primary and Grammar grades, and to secure their more sympathetic and intelligent presentation. The whole subject of manual-training, which is rapidly taking its place in our schools, is so closely allied to elementary science in the direction of expression that its influence will be to strengthen and harmonize the whole educational plan, to which both are essential, and those beneficent results which are already apparent in the departments of sewing and cookery, will follow, involving moral and physical as well as mental culture, and tending to develop character in school and home. Many of the teachers have discovered how to make the members of their classes not only self-helpful in these exercises, but helpful to each other, and by this means have established fraternal relations and friendly conduct of the most salutary nature, a corrective of much that is annoying and discouraging in the behavior of children. The interest and sympathy with nature is shown to be morally healthful, and the habit of happy occupation does more to eradicate careless, insubordinate, and perhaps vicious tendencies than hoards of maxims or the multiplied blows of the rattan. The pupils are constantly made more human and less brutish, more intelligent and sympathetic, less stolid and indifferent or discouraged, and the teachers are brought into more inspiring relations with their study and their classes by the gradual evolution of the elementary science work as a broadening and elevating part of the course of study.

" Ways and means will no doubt appear for providing the requisite material for observation of minerals, and of plant and animal life, and the resources of both pupils and teachers will prove more abundant as time goes on, and a lively

interest is aroused in the subject everywhere. The whole outlook of the work is growing rapidly more encouraging, and in a few years will, we are convinced, be only inspiring to the most disaffected of our public-school teachers."

SUPPLEMENTARY READING.

In the Primary Schools a plentiful supply of easy and interesting reading matter has always been urged by the Supervisors as indispensable to successful teaching, and the introduction of supplementary reading in these schools was largely a measure of the Supervisors.

Later, the importance of the introduction of supplementary reading in the Grammar Schools was fully recognized and encouraged by the Board; and not alone because it would tend to accomplish the purpose of the originators, to make the public-school pupils patrons of the public library, but because it might more immediately avail in furnishing valuable aid to the instruction of the schools in language-work. The former purpose has become well nigh forgotten, or is now considered secondary to the latter, even by those teachers who were largely instrumental in effecting the introduction, from the excellent means of training which it has afforded in oral and written expression.

In the Primary and Grammar Schools the supplementary reading furnished is of two kinds: —

1. In every school there is a permanent supply which is used in the school-room as collateral reading to the studies pursued. In the distribution of these books careful regard is had for their relation and adaptability to the instruction of the several classes.

2. In every group of schools there is a circulating supply which is for use both at home and in school. These books are intended to aid indirectly the regular class instruction, and to cultivate in the pupils a taste for good reading.

In every High School there is a permanent supply of col-

lateral reading, to which valuable additions have been made the past year. The selection of these books has been made with reference to supplementing the instruction in history and promoting a better acquaintance with the authors studied in the department of English literature.

EVENING SCHOOLS.

Every year marks the progress of improvement in system and effectiveness of the Evening Schools. Obstacles to proper organization and classification have to a great extent been overcome, and many of these schools contrast favorably with the day schools.

The Evening High School numbers among its teachers some of the most efficient in the city's service. It is organized upon a solid basis and its classification is excellent.

Candidates for admission must pass a satisfactory examination, unless they be graduates of a Boston Grammar or High School, or teachers in the public schools of the city, or graduates of colleges (not commercial), or of other institutions of as high a grade. The examination required is (1) in oral reading; (2) in writing an abstract, letter, or other composition; (3) in arithmetic, through the ground rules and decimal and common fractions; (4) in general geography and in the special geography of North America and Europe. The questions for this examination are prepared by the Board of Supervisors, and are approved by the Committee on Examinations. After the pupils select their studies, they are classified and graded according to their qualifications. Promotion is made during the term, should the pupil's progress warrant it; and it is provided that, should he not keep up with his class, he may be placed in a class of lower grade.

It has been suggested also by the Supervisor of the school that the classes be examined from time to time during the term, and that near its close those pupils who have completed a course of study receive certificates upon passing a

satisfactory final examination ; a certificate in English to be given only to those who have acquired a good knowledge of English grammar, rhetoric, and English literature, and all other certificates to imply, besides a knowledge of their subject, a good knowledge of English composition, including hand-writing and spelling.

For certificates in French, German, and Latin it is recommended that a knowledge be required, at least equivalent in degree and kind, to that acquired by pupils who have passed a three years' course of study in a day High School. A suggestion has also come from the same source that a diploma of graduation be granted to such pupils as have gained any four of the seven certificates proposed. These suggestions have been favorably received by the Committee on Evening Schools, and will be probably put into effect the coming term.

As was recommended in a former report of the Board of Supervisors, courses of study have been laid out for the several departments of this school. The preparation of these courses was largely the special work of the Supervisor in charge of the school who held frequent conferences with the principal and consulted the several teachers with regard to their different departments. All that extended experience, intimate acquaintance, thorough knowledge and recognition of the various and diverse needs of the school could suggest to give point and method to the instruction and to set up a high standard of attainments, has been adopted. Great freedom has been given the teachers of some of the departments on account of the difficulty of holding evening classes to regular and systematic study ; as, for instance, in the department of English literature, a note appended reads : " The teacher is not bound to keep always within the course here laid out. He should seize his opportunity for accomplishing the great object of studying literature. He should aim to direct the reading of his pupils in right channels : to cultivate their

imagination and taste ; to enable them to appreciate and enjoy good literature ; and to communicate readily to others some of the pleasure they have received." Again, in other departments, the topics and their sequence are specifically determined, the methods of instruction indicated, and the amount deemed desirable to accomplish stated. In the department of Book-keeping, where it is particularly desirable to hold the parallel classes as much as possible together, the principal in consultation with the teachers of this subject decides the order and methods of instruction to be pursued.

The endeavor has been to make this course of study as comprehensive in outline and as specific in detail as the demands of the school require. It is deemed sufficiently elastic and yet enough binding in all its departments to ensure thorough and systematic instruction.

At the request of the School Committee, a course of study has also been prepared for the Evening Elementary Schools. The principals of the schools were consulted in the preparation of this elementary course, and their views with regard to the subjects to be taken up, and the extent to which they might be profitably carried, were submitted in writing to the Board of Supervisors. Their opinions were carefully weighed, and such of their suggestions embodied as were deemed applicable to all or most of the schools. A plain course of study, based upon the course of study in the Primary and Grammar Schools, has accordingly been provided, in reading, writing, oral and written expression, and arithmetic. Much of what is done in the day schools is omitted on account of the short time the pupils have for study, but the essentials have been preserved. As many details are given as have been thought necessary and useful to serve as proper guidance for the teachers, to keep the work within proper limits, and to render it logically progressive from class to class. In the copious notes, which are thought

to be wisely added, are contained definite and clearly-stated directions relating to the instruction in the different subjects.

It is hoped that this course of study will do much to improve the character of the instruction in these schools ; but, as before, a great deal depends upon the spirit and the ability of the teachers. The different conditions of the various pupils, and the peculiar obstacles to be overcome in the case of each, demand the best efforts of skilled and devoted teachers. Here is pointedly illustrated the adage that "the teacher makes the school." Pupils quickly learn to appreciate the efforts of a teacher in their behalf, and show their appreciation by their interest and regular attendance. With indifferent teachers they soon become dissatisfied, fall away in attendance, or leave the school altogether.

In the Evening High School the character of the instruction is nearly all that can be desired. Many of the day teachers are here employed, and find a degree of satisfaction in their work that largely compensates for their extra labors. Such earnestness and avidity to acquire, as shown by the evening pupils, are seldom witnessed in the day schools. In the Elementary Schools there are many competent teachers, and there is need of more. The instruction ^{of pupils} so much in need of being taught and taught well should be intrusted only to those who possess the power and value the privilege of teaching them.

GEORGE H. CONLEY,
For the Board of Supervisors.

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