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SCHOOL DOCUMENT NO. 18—1889.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

1889.



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REPORT.

The committee appointed to prepare the annual report of the School Committee for the year 1889 respectfully submit the following report.

STATISTICS.

For the purpose of comparison the following statistics 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, 1889	71,998
Whole number of different pupils registered in the public schools during the year ending June 30, 1889: —	
Boys	36,120
Girls	32,673
Total	68,793

REGULAR SCHOOLS.

Normal School.

Number of teachers	7
Average number of pupils belonging	136
Average attendance	129

Latin and High Schools.

Number of schools	10
Number of teachers	111
Average number of pupils belonging	2,938
Average attendance	2,764

Grammar Schools.

Number of schools	. . . . .	54
Number of teachers	. . . . .	711
Average number of pupils belonging	. . . . .	31,608
Average attendance	. . . . .	28,819

Primary Schools.

Number of schools	. . . . .	470
Number of teachers	. . . . .	470
Average number of pupils belonging	. . . . .	24,323
Average attendance	. . . . .	20,998

Kindergartens.

Number of schools	. . . . .	21
Number of teachers	. . . . .	39
Average number of pupils belonging	. . . . .	1,113
Average attendance	. . . . .	815

SPECIAL SCHOOLS.¹*Horace Mann School for the Deaf.*

Number of teachers	. . . . .	9
Average number of pupils belonging	. . . . .	80
Average attendance	. . . . .	69

Evening Schools.

Number of schools	. . . . .	16
Number of teachers	. . . . .	138
Average number of pupils belonging	. . . . .	3,781
Average attendance	. . . . .	2,514

Evening Drawing Schools.

Number of schools	. . . . .	5
Number of teachers	. . . . .	23
Average number of pupils belonging	. . . . .	502
Average attendance	. . . . .	438

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

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	21
Average attendance	19

RECAPITULATION.

Number of schools :—	
Regular	556
Special	23
Number of teachers :—	
Regular	1,338
Special	171
Average number of pupils belonging :—	
In regular schools	60,118
In special schools	4,384
Average attendance :—	
In regular schools	53,525
In special schools	3,040

EXPENDITURES.

The financial year of the School Board, like that of all the city departments, ends May 1. It has been customary in the annual reports of the Board to present the statement of expenditures for the year ending the first of the preceding May.

From a perusal of the last reports of the Committee on Accounts and the Committee on Supplies, the financial committees of the Board, it is safe to assert that the Board need fear no just criticism upon its management of the appropriations intrusted to them.

The following table shows the expenditures made by the School Committee, the number of pupils, and

the average cost per pupil for the past thirteen years: —

Year.	Expenditures.	Income.	Net Expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,523,199 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 . .	1,485,237 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
1888-89 . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11

The expenses of the School Committee, as compared with the year previous, show an increase of \$57,903.38. The expenses incurred by the Public Building Department for furniture, repairs, etc., of school-houses, were increased \$8,696.28, thereby increasing the net expenditures of both departments \$66,599.66. This increase is partly due to the establishment of the free public kindergartens. They added \$13,354.82 to the expenses of the Board the past year. During the year covered by this financial report, every grade of schools, shows an increase in the number of pupils, excepting that of the Evening Drawing Schools, in which the number of pupils was the same as for the preceding year. The total increase in the number of pupils was 2,358. Notwith-

standing this large increase in the number of pupils, and the consequent increase of expenses, and the natural increase in regular expenses, — as, for example, the salaries of teachers, — the average cost per pupil in the public schools was about the same as for the preceding year, the difference being only a fraction of one cent per pupil.

The table published in the City Auditor's report for 1888-89, showing the total expenditures of the public schools for the past thirty years, shows that the average cost per scholar, from 1859 to 1869, the first ten years, was \$20.16; from 1869 to 1879, the second ten years, was \$31.49; from 1879 to 1889, the past ten years, was \$27.13.

As shown in the last report of the State Board of Education, out of the 350 cities and towns in the Commonwealth, 324 of them appropriated more money in proportion to their means than did Boston.

It is gratifying to the Board to be able to present so favorable a record. There is no department of the city in which more careful and conscientious consideration of the financial part of the work is given than in the School Board. We assert this fearlessly. We invite the most searching scrutiny in this particular. The financial reports of the Board give in detail a full account of appropriations and expenditures, and are easy of access to all who wish to consult them. We trust it is unnecessary to dwell longer on the subject, after presenting the statement the Board has made this year.

NORMAL SCHOOL.

Since its establishment as an independent school, the Normal School has steadily secured the increased confidence of the community. Its sole purpose is that of giving a professional training to young ladies intending to become teachers. For many years the course was for one year; but in June, 1888, the course was extended to a year and a half. No pupils were, therefore, graduated in June of this year.

With the establishment of the public kindergartens it became necessary to provide for the special training of teachers for that work. In June last Mrs. Quincy A. Shaw, whose noble work in maintaining private kindergartens, industrial schools, day nurseries, etc., at her own expense, and whose interest in the education of the children of our city — manifested in so many varied ways — have endeared her name to so many of our people, again displayed that generosity which is ever overflowing and is boundless, and offered to provide, free of expense to the city, a trained teacher in kindergarten methods for service in the Normal School for one year. This offer the Board gratefully accepted.

The extended course of study and the increased demands made upon the school necessitated some changes in its organization. The Board has provided for the appointment of a sub-master in the Normal School, and has regraded the teachers, and reduced the number of pupils to a teacher in the training school.

With its extended course of study and its new or-

ganization, the school has received a new impetus, and its influence and possibilities for good have been greatly increased, as will undoubtedly be seen and felt in the near future.

LATIN AND HIGH SCHOOLS.

The Board has now under its control ten free public High Schools, including the two Latin Schools.

The Latin Schools prepare the pupils for admission to college, and give to those who are unable to avail themselves of the advantages of a collegiate education, a fair substitute for what has been termed a "liberal education."

The High Schools prepare the pupils for entrance to the higher scientific institutions, and furnish to those who are compelled to end their school-life with the High Schools, a sound, practical education which enables them to enter mercantile and commercial occupations.

The regular course of study in the High Schools is for three years, and an advanced course of one year more for such pupils as have completed the three years' course, is open to boys in the English High School and to girls in the Girls' High School. By a special order of the Board passed in September of this year, a fourth-year class is allowed in any suburban High School, whenever the number of candidates for such class will warrant the employment of a teacher.

Early in the year the Board assented to a plan for the coöperation between the Public Library and the

High Schools, submitted by the teachers. The plan provides for the issuing of cards to the pupils in those schools, which entitle them to take out and keep for a limited time books from the Public Library, bearing upon the subjects of their school-work. These cards are to be in the custody, and their use subject to the directions, of the teachers. The plan is strongly supported, and its successful operation will be of great and lasting benefit to the pupils.

In September, Mr. Elbridge Smith, the master of the Dorchester High School, resigned his position, after an honorable service of many years in the public schools. Mr. Charles J. Lincoln, master of the East Boston High School, was transferred to the Dorchester High School, and the latter was succeeded by Mr. John F. Eliot, principal of the Hyde Park High School.

GRAMMAR SCHOOLS.

There are at present fifty-four Grammar Schools in the city, the number remaining the same as last year. The Thomas N. Hart School at South Boston will probably soon be completed and ready for occupancy. It will be a great advantage to South Boston, where for the past four or five years it has been almost impossible to provide suitable school accommodations for the constantly increasing number of pupils.

The main object of these schools is to complete the elementary stage of education begun in the Primary Schools. The course of study comprises what is deemed essential for all children, and also fur-

nishes the minimum education to which every child is supposed to be entitled. Until about within forty years the age of pupils attending these schools was limited, none being admitted under seven, and boys were not allowed to continue their attendance after the termination of their fourteenth year. Girls were permitted to attend until sixteen years of age, as there was no Girls' High School to which they could go after leaving the Grammar Schools. Latterly there have been no rules in force prescribing the age of the pupils. The course is intended to comprise six years; so that entering when from eight to nine years of age, pupils would graduate when from fourteen to fifteen years of age. The average age of the graduating class in the Grammar Schools in June last was about fifteen years.

During the past year there have been no special changes in the course of study. The Board has recently provided that the Board of Supervisors prepare some method whereby pupils in the classes of cooking, carpentry, and sewing may receive the same credit, by marking in those studies, that they receive in other studies; but in proportion, however, that the time spent in those studies bears to the time spent in other studies. The Board has also voted that some provision be made in the course of study for instruction of the pupils in good manners. These changes will probably require, to some extent, a re-assignment of time to be given to instruction in the several subjects.

During the year the public schools have lost, by death, one of their most faithful and efficient Gram-

mar School masters, Mr. C. Goodwin Clark, of the Gaston School. Mr. Clark, during his service of nearly thirty years in the public schools of this city, devoted himself earnestly and conscientiously to the cause of education, and particularly to our public schools. He gained an enviable position in the minds of his associates, was respected and loved by his pupils, and was esteemed by the School Board a man of high character, and an honored and successful teacher.

Mr. Thomas H. Barnes, for many years the master of the Bigelow School, succeeded Mr. Clark as master of the Gaston School, and was himself succeeded by Mr. Frederic H. Ripley, the sub-master of the Andrew School.

Mr. Abner J. Nutter, principal of the Mount Vernon Grammar School, in West Roxbury, was compelled to retire from the service on account of impaired health. Mr. Nutter was for nearly half a century a teacher in public schools, and for thirty-one years was the master of the school in which he served at the time of his retirement. Earnest, diligent, and faithful to his trust, he retires from the profession, after his long, honorable, and successful service, with the respect and love of all who knew him, and with the best wishes of the Board for his health and happiness.

PRIMARY SCHOOLS.

The Primary Schools of Boston were established in 1818, and were in charge of the Primary School committee until 1855, when they were placed in

charge of the School Board. Many and varied have been the changes in their history. The tale has been so well told in the annual report of last year that it needs no repetition here. They form the first or lowest grade of the public schools excepting the Kindergartens, and in them are taught the rudiments of an English education. The course of study is arranged for three years, and pupils entering between the ages of five and six years are supposed to enter the Grammar Schools when eight or nine years old.

There have been no special changes in the organization of these schools, or in the course of study, during the past year.

Some years ago the pupils of the first classes were examined semiannually, in January and June, for promotion to the Grammar Schools. For a brief period this plan was set aside and annual promotions were substituted, and then the semiannual promotions were restored. The Board has recently passed an order "that the semiannual examination of the first classes of the Primary Schools for promotion to the Grammar Schools, to be held under the regulations in January, be not required this year; and that the Committee on Rules and Regulations be requested to present the necessary amendments to the regulations to provide that semiannual examinations of the first classes of the Primary Schools be no longer required." This does not mean that the examinations of these classes in January are to be abolished, but that they be no longer *required*. In some districts it may be desirable to continue the semiannual promotions, and in most of the districts it may be desirable

to do so in some years. The change proposed is to permit this, and wisely so, in our judgment; but there is to be no general semiannual examinations and promotions in *all* the schools every year.

The Grammar and Primary Schools, more than other grades, claim the larger share of attention and consideration. They are the foundation of our common-school system of education. These schools have been making advances year by year. The interest and watchfulness of Superintendent, Supervisors, Principals, and Committee have been keen and vigilant for increasing the efficiency of these grades of schools. It is because of the prominent position they have held in the minds of all, and the attention given to them, that they are in the excellent condition they are at present. Placed upon a sound, practical educational basis, they have been secure, and the Board has been permitted to give more attention than formerly to the higher grades of schools, and to the special schools and studies.

KINDERGARTENS.

There are at present twenty-four Kindergartens, with forty-six teachers and about fifteen hundred pupils. There has been little change in the complete and excellent course of instruction which was in operation in these schools when they were received from Mrs. Shaw and Mrs. Tolman, who had so generously maintained them before they were accepted by the city and incorporated into the public-school system. The interest manifested in the Kindergartens is increasing, and the requests for their estab-

lishment in the several sections of the city at present unprovided for gives the best evidence possible of their appreciation and usefulness. It is the intention of the committee in charge to establish Kindergartens as rapidly as the appropriations will allow, with the view of placing at least one Kindergarten in every Grammar School district in the city.

HORACE MANN SCHOOL.

This school, now in its twentieth year, was established for the education of the deaf and of deaf-mutes. The pupils receive instruction in sewing, cooking, and other branches of manual training, in addition to their regular instruction.

Under its efficient and devoted principal, who has been connected with the school since its establishment as its principal, this school has accomplished a peculiar and important work in the education of the young.

The State assumes a considerable portion of the expense for the school, and pays to the city \$100 for each resident pupil and \$105 for each non-resident pupil.

The total expense of the school for the financial year ending April 31, 1889, was \$9,627.27. The State paid to the city the sum of \$7,227.70.

We are pleased to state that the new building for this school, on Newbury street, will soon be completed.

EVENING SCHOOLS.

The value and importance of no grade of schools is more likely to be underestimated than the Evening Schools. Public attention is seldom called to them, and probably a great number of our citizens have no accurate conception of their work and its scope. Their influence is potent and far-reaching. They are a blessing to thousands who otherwise would not be able to obtain any education.

The city maintains the following schools of this class: —

Central Evening High School; branch Evening High Schools in Charlestown and East Boston. One Evening Elementary School in East Boston, one in Charlestown, six in the city proper, two in South Boston, three in Roxbury, one in Dorchester, and one in Brighton.

The term of the Evening Schools begins on the last Monday in September and closes on the first Friday in March. The sessions of the Evening High School begin at half-past seven o'clock and close at half-past nine o'clock; the sessions of the Evening Elementary Schools begin at seven o'clock and close at nine o'clock, on the five evenings of the week, from Monday to Friday, both inclusive, the evenings of legal holidays excepted. There is a brief recess at Christmas.

In 1888 the Board of Supervisors submitted very carefully prepared courses of study for the Evening High and Evening Elementary Schools, which were

adopted by the Board and put into operation at the opening of the schools in September, 1888.

The course of study for the Evening High School provides for instruction in English composition, German, French, Latin, penmanship, phonography, arithmetic, algebra, geometry, book-keeping, history, and civil government, physiology and hygiene. The course for the Evening Elementary Schools provides for instruction in English language, arithmetic, book-keeping, geography, history, and civil government, physiology and hygiene. These courses of study have proved of the greatest benefit to the schools. The increased interest shown by the pupils in having some definite work to do and some definite end to reach has been very marked. The classification of the pupils rendered possible will materially assist toward the success of these schools.

The Committee on Evening Schools have recently provided for the award of certificates and diplomas to those pupils in the Evening High School who satisfactorily complete the course of instruction in the several subjects, and pass the required examinations at the close of the term. The recent report of the Committee on Evening Schools closes as follows:—

The committee confidently express the opinion that never before in the history of the Evening Schools of Boston were they in so flourishing and satisfactory condition as they are at the present time. The number of pupils registered far exceeds that of previous years. The courses of study have occasioned a reawakened interest. Their classification and organization approaches nearer than ever before to the standard of the day schools. The teachers are earnest and interested in their work.

The pupils are regular and punctual in their attendance. A new era seems to have opened for these schools, and the patience and labor of years is rewarded by a system of evening-school instruction, not perfect, but practical, and within the reach of all who need and desire it.

MANUAL TRAINING.

It is useless and unnecessary to repeat the claims for the recognition in the school curriculum of industrial and manual training. We are convinced that there is no reasonable doubt in the minds of the people concerning the desirability and necessity of imparting to the pupils of our public schools instruction in this branch of education. When sewing was introduced into the public schools there were some who thought it would tend to reduce the standard of scholarship, and thus defeat to some extent the object of the schools. But no such results followed. Our schools should be adapted, as far as is possible, to the wants of the community.

In 1884, a school in carpentry was opened in the basement of the Latin School building, where it has been located since that time.

This school was the first practical experiment to introduce manual training into the public schools. The Board has considered the subject as too important to enter upon expensive and doubtful experiments, without some more definite information than has heretofore been given to them. The value of instruction in manual training, and its necessity, has long been conceded. The question of vital importance has been how it should be introduced into and carried on as a regular requirement of the schools.

We think the time has now come when this question can be wisely and judiciously considered. The experience of other cities, in which much has been attempted, and much progress has been made toward the solution of the question, is now available. The School of Mechanic Arts, in the Mass. Institute of Technology, the experiments in the schools of Boston, the earnest and thoughtful consideration given to the subject by the Board, the Superintendent of Schools, and those especially interested in our public schools and in manual training, have brought forth some very valuable and practical suggestions. The recent report of the Committee on Manual Training Schools, containing the very interesting statement of the Superintendent of his visit to the larger cities of the country, his description of the manual training schools of the cities visited, and his complete and comprehensive suggestions on the question of establishing a Mechanic Arts High School in our own city, should be carefully perused by every one interested in the subject of manual training. It may be found in the appendix to this report. The time has come, in our judgment, when Boston may safely proceed to the establishment of such a manual training school as the Superintendent suggests. The site proposed for the building is now owned by the city, is convenient in location, and possesses other strong reasons for its selection, not the least of which is the possibility of securing all the necessary power from the boilers of the High School building located on the adjacent lot.

The city maintains five schools of cooking. They

are located in the city proper, Roxbury, Jamaica Plain, South Boston, and Charlestown. The schools have been popular and successful from the beginning. The pupils seem interested in their lessons and show great proficiency in their work. In addition to the schools of cookery above mentioned the School Kitchen of the North Bennet-street Industrial School is under the supervision of the Committee on Manual Training Schools. The entire expense of the North Bennet-street school is provided for by several public-spirited ladies of this city. This school, in addition to the School Kitchen, provides instruction in printing, shoe-making, carpentry, and modelling. Upwards of a thousand pupils of our public schools receive instruction each week in this school. The Board desires to extend to those connected with the North Bennet-street Industrial School its grateful appreciation and thanks for the interest manifested in the children of our city, for the liberal support they have given to this school, and for their valuable assistance in the cause of manual training.

Instruction in sewing has been given in our public schools for many years. The regulations provide "that instruction in sewing shall be given twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar schools; and such instruction may be extended into other classes by the Board, on the joint recommendation of the Committee on Sewing and the Division Committee of the school, where such extension is proposed." Under the provisions of this regulation,

sewing has been extended into the upper classes of several of our Grammar schools, and instruction has been given in the cutting and fitting of garments.

We quote the following from the recent report of the Committee on Sewing:—

While manual and industrial training in the public schools is still in a very experimental state, the art of sewing, so quietly taught for the last thirty-five years, holds a firm and well-established place in the Grammar-school course, and so far from lessening the acquirements of pupils in other branches of school-work, tends to increase their interest in all other studies.

The neatness and great simplicity of sewing, interfering very little with the order and discipline of the classes, and, above all, the small expense attending it, render it the least objectionable of any form of industrial work, while as educational training it is certainly next to drawing in value.

The desire for its introduction into the upper Grammar classes is constantly increasing, both among pupils and teachers, showing that the results are valued, and that it does not encroach too much upon the time allotted to other branches of study. . . .

The teachers are, many of them, able and efficient instructors, and if the object of educational training is general preparation for the duties of life, no branch of our school course is more satisfactory than this.

DRAWING.

So much has been written and presented in the various reports of the Board on the subject of drawing in the public schools, that the value of this study, as a regular branch of instruction, need not be commented upon at any length in this report. It is regarded by some as an ornamental study, of little practical use to pupils. From its introduction, or, at least, for the past twenty years, we believe the

motives which actuated the Board in continuing the study of drawing in the schools, and giving it so prominent a place in the school-work, was the belief in its great advantage to all pupils, that it is an essential branch of education, and that it is the foundation of industrial education. At present, with the demand for industrial training in the schools, even the little opposition which drawing has met with will be removed. The marked progress of the past few years in this study, the improved text-books, and the many and varied helps provided to economize the time of pupils and teachers, have added very much to the progress and utility of the instruction. There is at present a carefully graded course of study in drawing, from the lowest class in the Primary schools to the highest class in the High schools.

EVENING DRAWING SCHOOLS.

There are at present five Evening Drawing Schools maintained by the city; viz., in the Latin school-house, Warren avenue; in the Starr King school-house, Tennyson street; in the Municipal Court building, Roxbury; in the old City Hall, Charlestown; and in Stephenson's Block, East Boston.

The term of these 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 from half-past seven to half-past nine o'clock P.M. on Monday, Wednesday, and Friday of each week, the evenings of legal holidays excepted. No person under the age of fifteen years

is admitted, or at any time other than the beginning of the term, except by express permission of the Committee on Drawing.

The course of study is arranged for two years. The first year's course is elementary, and general for all students ; that of the second year, applied elective in Freehand Design, Machine Drawing, Building Construction, and Ship-draughting. As arranged, the programme is of that character which best suits the needs of those who attend these schools. There is uniformity of class instruction and systematic arrangement of the work. The teachers are carefully selected for this special work, the instruction is kept to a high standard, and the results reached are satisfactory and encouraging. Diplomas are awarded at the end of the term to those pupils who have, in the judgment of the Committee on Drawing, completed the course creditably.

MUSIC.

Instruction in vocal music has long been recognized as an essential branch of instruction in our schools, and has held a prominent position in the course of study.

The report of the Committee on Music for 1888 contains an interesting and complete sketch of the introduction and progress of the instruction in music in our public schools. It is, therefore, unnecessary to repeat these facts in detail. In February, 1887, the Committee on Drawing and Music were requested to consider and report upon the advisability of arranging the study of music in the public schools

so as to secure uniformity in the methods and greater efficiency in the instruction. In October, 1887, the work of the Committee on Drawing and Music was divided, at its own request, and a Committee on Drawing and a Committee on Music were appointed. The Committee on Music, in May, 1888, recommended 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. The subject was before the Board for some months, and in October, 1888, the Board authorized the use of the Normal Music Course, as recommended. Subsequently, its use was authorized in the Normal School. The Board also authorized the use of the revised edition of the National Music Course in the Grammar and Primary schools of the First and Second Divisions. It was thought that by a fair and impartial use of the different systems of musical instruction, opportunity would be afforded the members of the Board to investigate the progress and result of each system, and form an idea of its value. It has now been about one year since these courses were introduced. Sufficient time may not have elapsed to give the needed information to the members of the Board to form a definite opinion in regard to the matter, but, undoubtedly, in the near future this subject will need to be considered and determined.

At present there are really three systems of instruction in use in our schools, — the National Course, the Revised National Course, and the Normal Course. Hasty and inconsiderate action upon any subject,

bearing upon the welfare of our schools, is to be deplored; but it seems to us the indefinite continuance of the present condition of the instruction in music is undesirable.

During the year the schools have lost the services of one of their most successful and skilful instructors. Mr. Joseph B. Sharland resigned his position as special instructor in music, to take effect Nov. 1, 1889. For twenty-seven years he has given to the public schools the benefit of his high professional attainments and his exceptional skill and ability as an instructor. To Mr. Sharland's never-failing enthusiasm and devotion to his work our schools are largely indebted for the progress made in the department of music, and for the high position they hold at present in this respect.

TEACHERS.

The number of teachers employed in the public schools at present is about fifteen hundred. Of this number about thirteen hundred are employed in the regular schools, and about two hundred are employed in the special schools and as instructors in special subjects. Our teachers in respect to practical skill and literary attainments have received the approbation of the Board of Supervisors and the final confirmation of the Board. The teachers of our schools are earnest and faithful, devoted in their work, and ever ready to devote themselves to self-improvement. In character, efficiency, and successful experience we believe our teachers as a whole have no superiors in the country.

In 1879 it was proposed to change the tenure of office of our instructors; but as legal questions were raised, it was deemed prudent not to take definite action at that time. In 1886 all legal objections were removed by the passage of an act by the Legislature giving permissive authority to school committees to elect teachers during the pleasure of such committees.

In January of the present year an order was passed by the Board requesting the Committee on Rules and Regulations "to consider the expediency of applying to the election of teachers in the public schools of this city the provisions of the bill entitled 'an Act relating to the tenure of office of teachers,' passed by the General Court of Massachusetts, and approved June 22, 1886, and if deemed advisable by them, to report to this Board such changes in the rules and regulations as will be necessary to carry the same into effect."

The Committee on Rules and Regulations reported to the Board in February that the committee "are unanimously of the opinion that the time has arrived when the provisions of this bill ought to be applied to the teachers of the public schools of the city of Boston." The committee presented the following as some of the most cogent reasons for their conclusions: —

1st. They believe that the annual election of teachers has never been known to attract, *per se*, first-class talent to the profession of teaching; neither has it availed in practice to drop poor, inefficient, or incompetent teachers; so that whatever good, if any, the custom may have subserved in former times, of late,

and for many years, it has been no benefit whatsoever either to our schools or to our teachers.

2d. They believe that men and women of the highest mental culture and attainments are deterred from entering a profession where they are annually subjected to what they consider the uncertainty of permanent employment.

3d. There is no greater responsibility on us as a community than the education of our children. "Reform the education of youth," says the great German philosopher, Leibnitz, "and you will reform the human race." "Educate the daughters of France," said Madame de Staël to the first Napoleon, "if you wish to make France a great nation." It is certain that whatever tends to promote the best interests of education, inures to the good of the State. It is of the utmost importance then, that the way should be made clear and every reasonable inducement offered to attract to the profession of teaching the highest mental and moral attainments in the State or nation. Your committee are of the opinion that the first step in this direction is the application of tenure of office to the position of public-school instructor.

4th. A rule or custom which is not applied to police-officers, who are charged with the preservation of the public peace; to firemen, who are charged with the protection of our property; to judicial officers, who are charged with the administration of justice, — should not, we think, be applied to our public-school instructors, who are charged with a greater responsibility, a more important duty, than either policemen, firemen, or even judicial officers.

5th. It is well known, at least to the older members of this Board, that at the annual election of instructors some of our very best and most humane and successful masters have been, year after year, black-balled for reasons which should have commended them to every sensible, practical, large-minded man and woman in this city; viz., for an insignificant number of reported tardinesses or absences of the pupils in their schools.

6th. The employees of our various corporations and business enterprises, as a rule, and even our domestic servants, retain their places during the pleasure of their employers. There seems to us

no just reason why our school instructors should hold their positions by a more precarious tenure.

The plan proposed by the committee is briefly as follows : —

All instructors now in the service, who have served successfully for a period of at least four successive years, and are recommended by the committees in charge of their respective schools, districts, and subjects, shall, when elected, hold their office during good behavior and efficiency. All other instructors now in the service, and all who may hereafter be elected, shall be annually elected until they have served successfully for four successive years, and are recommended by the committees in charge of their respective schools, districts, and subjects for a tenure of office during good behavior and efficiency. All new instructors, except those elected by ballot, shall be elected on probation, the time of probation and the conditions of confirmation to be the same as at present.

Instructors, after retiring from the service of the Board, shall, upon reëntering the service, be regarded as new teachers, except that if at the time of their retirement they were serving on a tenure of office during good behavior and efficiency, they may, after a service of one year on probation, and on the recommendation of the committees in charge, be elected for a tenure of office during good behavior and efficiency.

Annually, in the month of February, the committees in charge shall canvass the lists of instructors, and submit their recommendations for reëlection of instructors, and for the election of instructors for a tenure of office during good behavior and efficiency, to the Committee on Nominations. The Committee on Nominations shall report on such recommendations to the Board at the first meeting in March.

At the time of this annual canvass by the committees in charge, if it shall appear that any instructor has become inefficient or incompetent, or is unfaithful in the discharge of the duties of his office, such instructor shall be required to appear before the committee in charge of the school, district, or subject taught by such instructor. If, after careful investigation, the committee in charge is of the opinion that such instructor is unsuitable for his position, they shall report the facts in writing to the Board, and

such instructor may be removed by the Board. The report of any committee recommending the dismissal of an instructor shall lie on the table for at least two weeks before final action thereon be taken.

It shall be the duty of the Superintendent, Supervisors, and principals, whenever they are satisfied that any instructor has become inefficient or incompetent, or is unfaithful in the discharge of the duties of his office, to promptly report the same in writing to the committee in charge of the school, district, or subject taught by such instructor. Said committee shall immediately investigate such cases referred to them, and, if satisfied that such instructors are unsuitable for their positions, shall report, within two months from the time of reference, the facts, in writing, to the Board, and such instructors may be removed by the Board.

The report of the committee was accepted, and the necessary orders amending the rules and regulations were adopted to carry the plan into effect. At the meeting of the Board, June 25, 1889, the teachers were reelected under the amended rules and regulations.

We believe this is one of the most important measures the Board has adopted for many years. The anxiety concerning their election removed, the teachers will undoubtedly render better service. They will be free to better prepare themselves for their work. Every teacher in the service will be encouraged by the confidence implied by an appointment during the pleasure of the Board.

Another important measure relating to the teachers of our public schools was consummated by the Board at its meeting held Oct. 22, 1889, in making some definite provisions for the promotion of teachers to higher ranks. There can be no doubt

that people in all professions and conditions of life are, as a rule, actuated by just and ambitious desires to better their condition, and attain the highest rank in their chosen work, and it behooves those who are in a measure at least responsible for others, to place the opportunity for the gratifying of this proper and laudable ambition fairly within the reach of all. We want the best teachers to fill the highest and most honorable positions; best in every sense of the word, — in character, strength of mind, ability, and successful experience.

The Board has adopted the following regulation relating to the promotion of teachers:—

It shall be the duty of the Board of Supervisors, on or before the first day of May in each year, to prepare an approved list of the regularly confirmed teachers in the service below the grade of master, who are best fitted for promotion, as follows: Ten of the grade of junior-master in High Schools; ten each of the grades of sub-master, and first and second assistants in Grammar Schools; and fifty each of the grades of third assistants in Grammar Schools and fourth assistants in Primary Schools. This list shall be kept in the supervisors' office, and open only to the inspection of the members of the Board.

SCHOOL-HOUSES.

In the annual reports of the School Committee during the past twenty-five years, there have been suggestions as to the need of increasing the power of the School Board, with special reference to the location and erection of school buildings.

In 1887 an order was introduced into the City Council, and referred to the City Council of 1888,

proposing that a petition be presented to the Legislature to give the School Board exclusive control of all matters relating to the public schools and the power to fix the amount of annual appropriations therefor, such amounts to be levied as a separate tax. In the annual report of 1887 it is stated: "This power is not needed nor wished for by the School Board." We reiterate this statement. For many reasons such a course would, in our judgment, be most undesirable.

The School Committee has been strenuous, and we believe rightly so, in urging increased powers with regard to the location and plans for school buildings. The special Act of 1875, reorganizing the School Committee of the city of Boston, provides as follows:—

SECT. 5. The school committee shall have the supervision and direction of the public schools, and shall exercise the powers and perform the duties in relation to the care and management of schools, which are now exercised and performed by the school committee of said city, except so far as they may be changed or modified by this act, and shall have the powers and discharge the duties which may hereafter be imposed by law upon the school committees of cities and towns. They may elect teachers, and may discharge those now in office, as well as those hereafter elected.

They shall appoint janitors for the school-houses, fix their compensation, designate their duties, and may discharge them at pleasure. They may fix the compensation of the teachers; but the salaries established at the commencement of each school year shall not be increased during such year.

SECT. 6. Whenever, in the judgment of the school committee, a new building or any addition to or alteration of a building is needed for school purposes, of an estimated cost of over one thousand dollars, they shall make a statement in writing to the

city council of the necessity of the proposed building, addition, or alteration; and no contract for the purchase or lease of land, or for the erection, purchase, or lease of any building, or for any addition to or alteration of any building for school purposes, shall be authorized by the city council until such statement has been made, nor until the locality and plans for the same have been approved by the school committee, or by a sub-committee thereof, duly authorized to approve the same.

Thus the powers of the School Board were increased wisely and judiciously. The care of the school buildings was practically placed in the hands of the Board. There can be no reasonable doubt that the only proper authority to determine the necessity for the location, size, and plans of new school-houses is the School Board.

While it is true that this power was given to the Board, there was frequently considerable delay in securing the school accommodations asked for. Early in the present year the Board passed an order "That the Committee on Legislative Matters be requested to ask from the Legislature that the School Committee of the city of Boston have the right and power to locate school sites, to bond and purchase land for school sites if they deem it necessary, to provide temporary accommodations, to fix finally and exclusively the plans for school-houses to be erected." The following Act passed by the Legislature was approved May 3, 1889: —

[ACTS AND RESOLVES, 1889.]

CHAPTER 297.

An Act to enlarge the powers of the School Committee of the City of Boston.

Be it enacted, etc., as follows:—

SECTION 1. Section six of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five is hereby repealed, and the following substituted therefor: *Section 6.* The school committee shall have full power and authority to order to be made on the school buildings any additions, alterations and repairs for school purposes, which it deems to be necessary; to provide temporary accommodations for school purposes; to select, bond and purchase the land required for school buildings and their yards; and to fix finally and conclusively the plans for school buildings to be erected; provided that nothing herein shall authorize said school committee, in behalf of the city of Boston, to expend or contract to expend for said purposes any money in excess of the amount previously appropriated therefor.

SECT. 2. This act shall take effect upon its passage.

Approved May 3, 1889.

This act gives the Board the increased power in relation to location and plans of school buildings it has always wanted and needed, and is a step forward and in the right direction. Though the details concerning the purchase of sites is somewhat new to the Board, yet we feel confident that it will readily be conceded that its committees are discreet and prudent, and possess the necessary business caution and experience to properly protect the city's interests.

Under the new law the School Board asked for an appropriation of \$109,627.28 for new school-houses and improvements in present buildings. The City Council, with commendable zeal and liberality, entered

into the consideration of the matter and granted the amount asked for. Land was purchased for a new Grammar School-house in the Pierce District, Dorchester, and for new Primary School-houses in the Adams, Dudley, Emerson, George Putnam, and Lowell School Districts. A second application was made to the City Council for an appropriation for sites for new Primary School-houses in the Prince, Hillside, and Bunker Hill School Districts. The necessary amount was appropriated by the City Council, and the School Board has taken the necessary action to purchase the lots of land in the districts named. The City Council has been asked to erect new school buildings on the lots purchased.

This has been an exceptional year in regard to our school-buildings. So great was the pressing need of increased school accommodations, especially in the suburban districts, that in January last the Committee on School-houses were requested to report "what permanent and temporary school accommodations are needed in this city." The committee devoted much time and patient inquiry to the task given them, and in February submitted a report containing their recommendations of what, in their judgment, was absolutely necessary for the proper accommodation of the pupils. From this beginning the results obtained have been exceedingly gratifying. The School Board wishes to acknowledge the ready interest manifested, and the prompt and liberal action on the part of the Mayor and the City Council.

The perplexing question has been settled for the present at least, and we trust we are not over-san-

guine in our prophecy that never again will it be necessary to ask for so many school-houses and so many improvements in school-buildings in a single year. The true economical policy, we think, is to provide school accommodations *when they are needed*, and not to allow the demands for additional accommodations to accumulate until a large number of buildings are wanted. It would seem wiser and more economical to distribute the cost for school-buildings over several years, than to provide for a large outlay in one year.

From economical considerations, we presume, portions of our school-buildings have been used on election days and other occasions, for ward-rooms, to the serious detriment and disturbance of the schools. The Board has frequently called the attention of the City Council to the desirability of removing the cause of these repeated interruptions of the work of the schools. The present year it has been necessary to suspend the sessions of all public schools on election days, for the reason that most of the school-buildings were appropriated for polling-places. The interruption is not confined to election days, but on the day before, to clear the rooms, and on the day after, to restore them. It is true that the consent of the Board was reluctantly given this year, but this consent was accompanied with the request that the schools might be relieved of the serious interruption of the regular work which the continued use of the school-houses for this purpose would cause. It appears to us that the time has come when ward-rooms and polling-places should be provided for in other

than school-buildings. It may involve a large expenditure, but we believe it would prove a wise economy in the end.

PHYSICAL TRAINING.

During the year the subject of physical training has been brought prominently to the notice of the Board. It is undoubtedly one of the most important duties of school authorities to provide, as far as possible, against any injury to the health of pupils in consequence of the requirements of the schools. Every effort should be made to properly provide for and protect the physical condition of our children. Gymnastics received a formal recognition in our schools many years ago. The regulations have for years provided "that every scholar shall have, each forenoon and afternoon, some kind of physical exercise, for not less than five minutes." We are inclined to the belief that the general observance of this regulation has been the exception, and not the rule, and that the results have not been such as were contemplated originally, or so desirable and satisfactory as they should be. Military drill has been provided for boys, and special teachers of calisthenics have been provided for girls, in our High Schools. Precautionary measures have been taken by statute and rule to protect the health of our pupils and prevent the spreading of disease. The sanitary condition of our school-houses has always received the solicitous attention of the Board and of the City Council. A few years ago an instructor in hygiene was appointed, whose duties include the su-

pervision of the instruction in elementary anatomy, physiology and hygiene, and the inspection of the sanitary condition of school-buildings, etc. Notwithstanding all that has been done, we are of the opinion that much can and should be done toward the physical development of our pupils. At the first meeting of the Board of this year a proposition was presented to establish a committee on physical exercises. As the Committee on Hygiene was specially intrusted with all matters pertaining to the sanitary condition of the school-buildings, the instruction in physiology and hygiene, and in general all that pertains to the physical condition and health of the pupils, it was deemed unnecessary to add to the already large number of committees, but the Committee on Hygiene was increased from three to five members.

The Committee on Hygiene was given full powers in the department of physical exercises; and were empowered to issue such instructions to the teachers as, in the judgment of said committee, would secure the greatest benefit to the pupils.

In May, 1889, the Board received a communication from Mrs. Mary Hemenway, in which she stated that with the earnest coöperation of a number of public-school teachers, under the instruction of Nils Posse, M.G., she had been testing the Ling system of gymnastics, with a view to finding out whether it is adaptable to the public schools, and offering to have trained, without expense to the city, for one year beginning Sept. 1, 1889, one hundred public-school teachers, who may be permitted to use the system in their school work, thus enabling the Board, and edu-

cators in general, to decide upon the merits by actual results produced upon the school children in the school-room. This generous offer the Board gratefully accepted.

The Board of Supervisors, at the request of the Committee on Hygiene, presented a special report on the subject of physical training, favoring the introduction of the Ling system of gymnastics into the public schools. (School Document No. 10, 1889.)

Miss M. E. Allen has also presented to the Committee on Hygiene a plan for the physical training of the pupils in the schools.

This whole subject is now before the Board. Its importance demands, and will receive, the most careful consideration. The need for some practical and beneficial system of gymnastics for our schools is urgent, and we trust that the present investigation of the matter will result in securing the needed improvement in this department.

GOOD MANNERS.

The attention of the Board has recently been called to this subject by an order presented in September, "that the Committee in Examinations consider and report to this Board some plan by which the public schools can be brought to a much higher standard of etiquette than that existing at the present time." The Committee on Examinations reported an order "that the training of pupils in good manners be provided for in the courses of study," and this order was adopted by the Board.

The present regulations provide, that

Good morals being of the highest importance to the pupils, and essential to their progress in useful knowledge, instruction therein shall be given in all the schools. It shall be the duty of the instructors to secure good conduct and a proper deportment on the part of their pupils, both in school and out, and especially in going to and returning from school.

The schools are not wholly responsible, but they can do much to shape the character of the pupils. Whatever the requirements in respect to teaching morals and manners, the results will depend largely upon the character of the teachers. The teacher's character is a wonderful power, and its influence is ever impressing itself upon the pupils. So, also, with regard to good manners, in the restricted sense as meaning politeness, courtesy, and a proper consideration for the comfort and happiness of others, the chief and most efficacious instruction in good manners depends upon the teacher. Most of such instruction must, of necessity, be indirect. It is true, books on the subject might be placed on the teachers' desks, and be of some assistance; but it is not so much by books or by precept, as by the example of the teacher, that this quality is best acquired by pupils. If the teacher is animated by noble motives and the right spirit, is urbane and courteous, and considerate of the feelings of his pupils, his power will be felt and appreciated, and the pupils under his care will unconsciously be stimulated by the same motives, and be impelled to follow the wise counsels and example of their teacher.

FRANKLIN PLAYSTEAD.

In May last the Board received the following communication from the Park Commissioners:—

DEPARTMENT OF PARKS, CITY OF BOSTON,
BOARD OF COMMISSIONERS,
85 MILK STREET, May 3, 1889.

CHARLES T. GALLAGHER, ESQ., *President of the Boston School Committee*:—

SIR, — The Park Commissioners having prepared a space of about twenty-five acres of ground, with other accommodations suitable for the plays of children, in Franklin Park, are desirous that it may be opened for such use by a public ceremony, and that your Board shall unite with that of the Park Department for that purpose, and respectfully request a conference with a view to a discussion of arrangements therefor.

BENJ. DEAN,
Chairman.

This communication was referred to a special committee consisting of Messrs. Thomas J. Emery, James S. Murphy, Richard C. Humphreys, William H. Grainger, and Benjamin B. Whittemore. This committee, after several conferences with the Park Department and West End Railroad Company, presented the following report to the Board, May 28, 1889:—

The Special Committee, to whom was referred — May 14 — the communication from the Park Commissioners, that this Board unite with them in the dedication to the children of Boston of a play-ground at Franklin Park, report that they have conferred with the Park Commissioners and others, and are of the opinion that it is desirable and feasible that pupils in the public schools participate in the ceremonies of the dedication of the play-ground.

Your committee desire in the name of this Board, and of the

public-school children, to express to the Park Commissioners their appreciation of the thoughtfulness which suggested the setting apart of a portion of this beautiful park, and dedicating it to the use of the children of our city.

It is proposed that the dedication exercises be held on Wednesday, June 12, at 3 o'clock P.M. Although the committee would have been pleased, if it were practicable, to provide for the presence of all the children in the public schools, they reluctantly resigned what appeared to them impossible with proper regard to the safety and welfare of the pupils.

The committee suggests that the public-school children be represented by the first classes of the Grammar Schools, and by the school regiment. Arrangements will be made for a parade of the school regiment, and for singing by the pupils of the Grammar Schools.

Through the courtesy of the management of the West End Railroad, who have shown their public spirit and interest in this matter, and have generously tendered their assistance, the pupils will be transported, without expense to the children or city, to and from the Park.

The committee recommend the passage of the following orders to carry out their suggestions:—

Ordered, That there be no afternoon sessions of the public schools on Wednesday, June 12, 1889.

Ordered, That the principals of the Grammar Schools, with the pupils of their first classes, be invited to participate in the dedication of the play-ground at Franklin Park, on Wednesday, June 12; and that the principals be authorized to exercise their discretion in dismissing the pupils of their first classes for the whole or any part of the forenoon of that day.

Ordered, That the Boston School Regiment be invited to participate in the dedication of the play-ground at Franklin Park, and that the pupils of the Latin and High Schools be dismissed from study on Wednesday, June 12, for that purpose.

The plan suggested received the hearty endorsement of the School Committee and the Park Commissioners, and was very successfully carried out.

DORCHESTER CELEBRATION.

Prominent among the interesting events of the past year in connection with our public schools was the celebration of the two hundred and fiftieth anniversary of the establishment of the first public school in Dorchester. May 28, 1889, the Board passed the following order:—

Ordered, That a committee, consisting of the President of the School Board and the Ninth Division Committee, be appointed, with full powers to make all arrangements necessary for the proper observance of the two hundred and fiftieth anniversary of the establishment of the first public school in Dorchester and foundation of the first school committee in America, which occurs this year, and that a sum of money, not exceeding two hundred dollars, be appropriated for the use of that committee.

The exercises were held in a large tent provided for the purpose, located on Meeting-house Hill, Dorchester, on the afternoon of June 22, 1889, at two o'clock.

The graduating exercises of the Dorchester schools were consolidated, and the customary award of diplomas formed one of the features of the occasion. A full account of the interesting and instructive proceedings of the occasion will be found in the appendix to this report.

TRUANT OFFICERS.

The truant force consists of sixteen men, — a chief and fifteen officers, — who perform their duties under the immediate direction of the Committee on Truant Officers, consisting of five members of the Board.

The city is divided into districts so arranged as to make the work of the officers as equal as is possible, and an officer assigned to each district. It is the duty of the truant officers to procure the attendance at school of all children of the districts assigned to them, who are required by law to attend school, and especially such as are not members of any school, visiting them at their homes or places of employment, or looking after them in the streets for this purpose; and they are to strive by persuasion and argument, both with the children and their parents or guardians, and by other means than legal compulsion, to secure such attendance. They are also to have general oversight over the children at work, and see that they return to school on the expiration of the certificates issued under the law entitling them to work.

In this connection we wish to call the attention of the members of the Board to the hardship which results in many cases from the practical operation in some directions of the statute of 1888 (1888, c. 348), relative to the employment of children. The main objects sought to be attained by the statute are, no doubt, commendable; but it often happens that its provisions operate to bring great distress upon fatherless families which cannot exist without the financial aid of children whose employment is practically prohibited by the law. There is no discretionary power vested anywhere to meet such cases. Education is a good thing, but in a great city like ours there are hundreds of cases where the preservation of the family circle demands imperatively the labor of children, technically within the terms of the

statute, and where the absence of such labor means abject poverty for the family. In such cases it would be well, we believe, to give to some one a discretion to dispense with the fulfilment of the law. This is rendered reasonable with respect to the public welfare by the greater efficiency now attained by our Evening Schools, in which children can devote time which they cannot do during the day. The discipline which the partial support of a mother or a sister brings to a boy is in itself an education not to be despised, and we should do all we can to encourage such devotion, so long as the public at large does not suffer thereby.

The specific duties of the truant officers required by statute form only a part of the work of these officers. The duties assigned to them have been considerably increased during the past few years. In addition to their work in connection with the enforcement of the laws relating to truants, absentees, neglected children, and of children employed in manufacturing, mechanical, and mercantile establishments, they are required to notify the schools of the cases of contagious diseases existing in their districts, in order that due precautions may be taken to guard against the spread of disease. The abolition of the regulation allowing pupils to be sent to ascertain the reasons for the absence of other children from school has greatly increased the work of the force. In cooperation with charitable institutions and individuals the officers are enabled to render much assistance to poor and deserving people in obtaining clothing and shoes for their children. This work is of a personal

nature, of which no formal account can be made, but which greatly increases the influence and helpfulness of the officers.

Acting under instructions from the Superintendent, they render valuable assistance in investigating and reporting upon cases of children who are returned by the census enumerator as being of school age, and not attending school.

When a truant officer is unable to procure the attendance at school of one who is a habitual truant, or who is by the provisions of law required to attend school, he makes a formal report upon the case to the chief officer, who, if he be satisfied that the case is a proper one for prosecution, and after obtaining the written consent of the chairman of the Division Committee, or in his absence of a member of that committee, or of the President of the School Board, shall authorize the application for a warrant for the arrest of such child.

The truants and absentees are still sent to Deer Island. The Committee on Truant Officers, in their annual report of 1883, six years ago, recommended the removal of the truant school from Deer Island to some more suitable location. The School Board in March, 1884, requested the City Council to remove the truant school from Deer Island. In September, 1884, the attention of the City Council was again called to the matter. In December, 1884, the order was again passed and sent to the City Council. At a meeting of the Common Council, Jan. 1, 1885, the Joint Standing Committee on Public Institutions submitted a report (City Doc. 171, 1884) con-

taining a communication from the Board of Directors of Public Institutions, in which it was stated that "the Board are of the opinion that, if a proper place could be secured, it would be advantageous to the truants to be removed from the influences which naturally prevail among the class of people sentenced to Deer Island, even though they are kept entirely separate, as is the case at present."

In January, 1886, the School Board requested its President to petition the Legislature for the passage of an act enabling and requiring the city of Boston to provide a special school for truants and absentees from school in a suitable location away from Deer Island, and on the mainland. An act was passed by the Legislature, and approved June 14, 1886 (chapter 282 of the Acts of 1886), the first section of which is as follows:—

SECTION 1. The city of Boston shall forthwith, upon being requested thereto by the school committee of said city, establish on the mainland, at some place removed from institutions occupied by criminal or vicious persons, a parental school for the confinement, discipline, and instruction of minor children convicted in the county of Suffolk under sections ten and twelve of chapter forty-eight of the Public Statutes.

The School Board passed an order, Sept. 14, 1886, requesting the City Council "to provide and establish a school for truants and absentees from school in the city of Boston, in accordance with chapter 282 of the Laws of 1886." In May, 1887, a proposition was presented to the Board from the committee of the City Council, to whom the above-

mentioned order had been referred, asking the Board to consent to an amendment to said act, striking therefrom the requirement that such school shall be established on the mainland. This the Board declined to consider. Nothing has since been done in the matter. The law requires the city on the request of the School Board to provide a truant school on the mainland ; the School Board has requested that such a school be provided in accordance with law, and yet three years and a half have passed since the passage of the law, and no such school has been provided, and the truants are still sent to Deer Island. The committee have reviewed at some length the legislation in regard to this matter, and believe that its importance justifies them in doing so. One reason which has actuated them is the hope that the subject may be clearly brought to the attention of the City Council and the people, and that some immediate action may be taken by the City Council to provide a truant school in accordance with the law, and because of its great necessity.

In March the Board received the sad intelligence of the death of one of its youngest members, Mr. Gerald Griffin. Mr. Griffin was elected April 13, 1886, to fill a vacancy in the School Board for the rest of that municipal year. He was reelected at the annual election in December, 1886, to serve on the Board for a term of three years. His courteous bearing, his genial presence, and his interest in the public schools gave promise of service of great use-

fulness as a member of the Board. He won the respect and esteem of his associates, who will always cherish his memory as an honest and upright man.

Having discharged the duty intrusted to them by the Board, your committee deem it their privilege to commend our system of public schools to the continued confidence of our fellow-citizens. For all the care and expense bestowed upon it, the returns have been remunerative and abundant. May it ever hold its present high position in the minds of our people.

GEORGE R. SWASEY, *Chairman*.
RICHARD J. WALSH,
RICHARD C. HUMPHREYS.

NINTH ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

CITY OF BOSTON.

MARCH, 1889.

REPORT.

To the School Committee:

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

STATISTICS.

At the end of the last half-year, January 31, 1889, there were in the primary schools 25,416 pupils, against 24,620 the year before, a gain of 796; in the grammar schools 31,407 against 30,795, a gain of 612; in the high schools 2,343 against 2,307, a gain of 36; in the Latin schools 690 against 627, a gain of 63; and in the normal school 170 against 122, a gain of 48. Total, 60,026 against 58,471, a gain of 1,555.

The gain in the total number of pupils is larger than usual this year. Last year the gain was unusually small. In the two years together the gain is nearly up to the average of the last six years.

This year, for the first time, appears a table giving the statistics of kindergartens. The number of children belonging to 19 kindergartens, under 36 teachers, was 1,074. As there were no *public* kindergartens the year before, this number of children is to be counted wholly as gain. This would make the total number of children in the day schools 61,100, and the total gain 2,629.

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

Age.	Whole number belonging.	Gain.	Loss.
Five (and under)	2,681	91	—
Six	4,875	55	—
Seven	5,732	120	—
Eight	6,020	197	—
Nine	6,018	—	110
Ten	6,207	—	71
Eleven	6,053	112	—
Twelve	6,192	167	—
Thirteen	5,843	235	—
Fourteen	4,542	445	—
Fifteen	2,836	126	—
Sixteen	1,593	120	—
Seventeen	782	14	—
Eighteen	353	21	—
Nineteen (and over)	129	—	15

It appears from these figures that there has been a gain in the number of younger pupils, although the gain is not so great as the gain in the number of older pupils. But the drift has changed; and, instead of the loss in the number of younger pupils which has been going on for several years past, there is now a considerable gain. Below the age of thirteen, the net gain is 561; and for the ages of thirteen and over, the net gain is 946.

The existing distribution of pupils by classes and the gain or loss in each class are shown by the following schedule:

Class.	Whole Number Belonging.	Gain.	Loss.
Third, primary school	10,740	503	—
Second "	8,002	202	—
First "	6,674	91	—
Ungraded	1,201	118	—
Sixth, grammar school	6,894	109	—
Fifth "	6,775	157	—
Fourth "	5,934	—	68
Third "	4,890	223	—
Second "	3,368	—	61
First "	2,345	134	—
Third, high school	1,098	60	—
Second "	642	16	—
First "	466	—	40
Advanced "	137	—	—
Latin (all classes)	690	63	—
Normal	170	48	—

By reference to the proper tables it will be seen that the distribution of pupils among the teachers has been more even than it was last year, only one district reporting an average of more than sixty pupils to a teacher.

The evening high school reports an average of 1,473 pupils belonging, and an average attendance of 988; the evening elementary schools an average of 2,330 belonging, and an average attendance of 1,468; and the evening drawing schools an average of 557 belonging, and an average attendance of 487.

THE SCHOOL CENSUS.

Although the last school census is now nearly a year old, it may be worth printing for the purpose of showing by wards the number of children in public

schools, in private schools, not in school, and the gains and losses in the totals for the year 1888 as compared with those for the year 1887.

SCHOOL CENSUS, MAY, 1888.

Children between Five and Fifteen Years of Age.

Ward.	In Public Schools.	In Private Schools.	Not in School.	Total.
1	2,321	450	545	3,316
2	1,993	675	563	3,231
3	1,961	8	372	2,341
4	2,069	1	337	2,407
5	1,645	41	255	1,941
6	1,967	872	317	3,156
7	1,062	728	200	1,990
8	1,546	218	135	1,899
9	1,254	123	125	1,502
10	373	51	51	475
11	1,572	454	251	2,277
12	1,282	226	242	1,750
13	3,221	750	857	4,828
14	4,035	570	915	5,520
15	2,924	121	462	3,507
16	1,775	201	295	2,271
17	1,641	92	224	1,957
18	1,228	333	133	1,694
19	3,560	309	458	4,327
20	3,192	513	552	4,257
21	2,737	321	356	3,414
22	3,078	205	381	3,664
23	3,396	377	453	4,226
24	3,942	237	472	4,651
25	1,825	6	158	1,989
	55,599	7,882	9,109	72,590

*Children between Five and Fifteen Years of Age.**Comparison, 1887 with 1888.*

Ward.	1887.	1888.	Gain.	Loss.
1	3,547	3,316	—	231
2	3,205	3,231	26	—
3	2,272	2,341	69	—
4	2,231	2,407	176	—
5	1,841	1,941	100	—
6	3,295	3,156	—	139
7	2,094	1,990	—	104
8	1,830	1,899	69	—
9	1,500	1,502	2	—
10	572	475	—	97
11	2,076	2,277	201	—
12	1,771	1,750	—	21
13	4,914	4,828	—	86
14	4,567	5,520	953	—
15	3,406	3,507	101	—
16	2,354	2,271	—	83
17	1,847	1,957	110	—
18	1,676	1,694	18	—
19	4,533	4,327	—	206
20	3,974	4,257	283	—
21	3,118	3,414	296	—
22	3,502	3,664	162	—
23	3,808	4,226	418	—
24	4,274	4,651	377	—
25	1,920	1,989	69	—
	<hr/>	<hr/>	<hr/>	<hr/>
	70,127	72,590	3,430	967

Net gain 2,463

EMPLOYMENT OF CHILDREN.

In my report of last year it was said that "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 certificates of age and school attendance." Since that was written the statutes referred to have been repealed and in their place a new statute much more stringent in its provisions has been enacted. The new statute went into effect July 1, 1888. The certificates of age and school attendance are now granted only by the superintendent of schools or by some person acting under his authority. It is made his duty to satisfy himself that the child is truly of the age represented, that the law relating to school attendance has been fully complied with, and that the child who takes the certificate is identically the one to whom the employment ticket was given by the intending employer.

Since this statute went into force there have been granted at this office between 1,700 and 1,800 certificates of age and schooling. Certificates have been refused in a large number of cases; how many cannot be stated, no record having been kept of them.

The work of investigating the cases of children whose parents apply for certificates, explaining to them the requirements of the law, filling out, duplicating, and indexing the certificates granted, takes one person nearly the whole working time every week. At the beginning, the Secretary of the School Committee, Mr. Bates, very kindly offered to take

care of this work, at least for the vacation months of July and August. As Mr. Bates had long been familiar with the certificate business under the old law, I was very glad to avail myself of his invaluable assistance. But the amount of labor was such as to oblige him to relinquish his undertaking; and after the schools opened in September, I had the assistance of Mr. Neuert and of Mr. Wetherbee, until Miss Tivnin was appointed. This lady has exercised great care and discrimination in the work; endeavoring to ascertain the truth as to all questions of fact, and referring to me all doubtful cases. What little time she has left, she gives to the correspondence of my office.

It is perhaps too early to make observations on the practical effects of the new statute. Already proposals to amend it have been made in the Legislature. But it should have a fair and thorough trial by steady enforcement for at least a year. Some of the difficulties incident to the change from the old law to the new may be expected to disappear in time, and the good effects to show themselves more distinctly. The very marked improvement in school attendance among children thirteen and fourteen years old shown by the statistics is probably due in part to the new law.

Still I feel impelled to say that this new law is a very hard law to enforce. No man who has not a heart of stone can listen to the pitiful tales of distress, seeing the little wages of a thirteen year old child are all that stand between a bereaved family and starvation, without ardently wishing he had the

power to mitigate the stern dictates of the law. The temptation to break the laws of men and rely for justification on "the higher law" is very strong — may become overpowering if the Legislature does not soon provide some way of relief in cases of dire need.

On the other hand the amount of falsehood, chicanery, and fraud attempted among certain classes of employers, parents, and children in relation to the employment certificates, is such as to perplex the most astute and dishearten the most humane administrator of the law.

COURSES OF STUDY.

The new courses of study for the evening high and elementary schools have been in operation one season; and the results are in general satisfactory. Scattering, aimless work has largely disappeared; the teachers now know just what is expected; the pupils can see their work for a season or series of seasons clearly marked out from beginning to end; and they are encouraged to attain to certain definite standards of scholarship, and to prove their attainments by the test of examinations, for the passing of which certificates of proficiency are given. The general result is a clearer perception and a steadier pursuit of the educational ends proposed in evening school instruction.

Printed courses of study for evening schools would seem to be an innovation in evening school administration, if one may judge from the interest our own experiment seems to have excited in other parts of the

country. I take it to be a most encouraging sign of healthy growth that the evening schools are ready for the application of such an improvement to them.

When it becomes well known that our evening school instruction results in solid acquirements, such as can stand the test of thorough examination, the State may then be willing to accept attendance at evening schools in place of attendance at day schools, to some extent, as a legal compliance with the statute of compulsory school attendance; which now it does not.

The courses of study for the day high schools have not been touched during the year that has passed since attention was called to the matter in my last report. (School Document No. 5, 1888, pp. 31-34.) The remarks made in that report need not be repeated here; but it may be said that the need of such a revision as was there recommended has increased with the lapse of time.

The supervisors in their report of last year (School Document No. 16, 1888, p. 13) call attention to "the need of a more detailed course of study for the high schools," saying that, even if the principle of uniformity should be abandoned, "the courses laid out for the three existing types [of high school] should contain a sufficient amount of detail, and be sufficiently definite to guide the teachers in their work and keep them within proper limits."

There is no doubt whatever that a course of study going quite far enough into details could be drawn up for the English High School alone, or for the Girls' High School alone, or for the suburban high

schools by themselves. The difficulty comes when the attempt is made to frame one uniform course of study for all these schools together. Then details must drop out; specifications must be broad and vague; and nothing fixed but the barest outlines. That is, in my opinion, the reason why the present course of study for the high schools is so unsatisfactory. Its alleged uniformity has never existed, and never will exist, because it never can exist so long as, in the selection of subjects of study, proper regard is had for the present wants and the probable future occupations of the boys and the girls respectively. My recommendation is that the Board of Supervisors, in consultation with the Head Master of the English High School, be instructed to draw up and submit to the School Committee for consideration a course of study specially adapted to the needs of the boys in that school; and that the same instructions be given with reference to the Girls' High School, and with reference to the suburban high schools.

The importance of having this work done in consultation with the head masters of the several high schools is, in my judgment, very great. The head masters are most intimately acquainted with the particular needs of their pupils, and with the internal administration of their schools. They can best tell how particular requirements are likely to work in practice, and on what points specifications and definite details are more or less needed. Therefore will their assistance be necessary for any satisfactory settlement of the troublesome questions that are con-

stantly arising out of the present ill-ordered state of things.

DAILY TIME TABLES.

The appeal made in my last report in favor of a closer observation of the courses of study in grammar and primary schools, to be promoted by means of daily time tables in the several school-rooms, has met with a very general and satisfactory response. Nearly all the masters have sent to me the time tables in use by the several teachers of their districts, in an excellent form prepared for the purpose by one of the supervisors, Mr. Conley. In some schools it was a very easy matter to transfer the time tables already in use to the blank forms that had been prepared; in other schools the work was more difficult, because the use of time tables was a new or at least an unusual thing.

The general opinion as to the merits of the improvement is, so far as I have learned, decidedly favorable. The benefits to be secured by the use of a daily time table are like those to be expected from the keeping of a daily cash account, so often recommended to young persons, and so frequently neglected.

As to further amendments in the courses of study for grammar and primary schools, I would suggest waiting two or three years to see what results may arise from the closer observance of the present courses now expected to follow.

KINDERGARTENS.

There is high educational authority for the opinion that the adoption of the Kindergarten is the most important step in the improvement of the Boston public school system that has been taken for a generation past, or likely to be taken for a generation to come. However this may be, it is clear that the full value of the improvement will not be realized unless it be developed and used in the best way. The kindergarten system came to Boston as a gift; the acceptance of the gift implies a trust; and the benefit of the gift will depend on the wisdom and fidelity with which the trust is executed. In the line of this general thought a few particular observations may not be out of place.

In the first place the very popularity of the kindergarten — the lively demand for them springing up in districts where they have not heretofore existed — may lead to so rapid a multiplication of them that the demand for fully competent teachers may exceed the supply. This might lead to the employment of inferior teachers and a consequent deterioration in the quality of the instruction. To guard against this danger is doubly important, now that the kindergarten system is still in an early stage of growth. It is not enough to secure the appointment of the best teachers who offer; no teachers at all should be appointed unless their fitness reaches an absolutely high standard.

This standard should be defined with careful discrimination. Of prime importance are certain natu-

ral endowments, as quick sympathies, love of children, gentleness, patience, cheerfulness; indeed, all the qualities summed up in the term "motherliness;" and these must be accompanied by culture, refinement, and technical skill. Girls just from the high school with never so great natural aptitude, and with culture and refinement as well, would certainly fail without technical skill. Nor is technical skill a sure support unless it grow out of a thorough knowledge of educational principles. Therefore it is necessary to the permanent prosperity of the kindergarten system that provision be made for a thorough professional training of all those who propose to take up kindergartening as a pursuit.

Such provision has already been made in the Normal School, so far as the enactment of regulations can do it; and next year it is expected that the new regulations will go into practical operation. The formation of a kindergarten training class in the Normal School, to be composed of graduates of that school and others of equal acquirements, will be a step of the greatest moment. It may be expected to secure all that art can contribute to the formation of good teachers of kindergartens; namely, the literary culture that comes from a four years' course in the high schools, the insight into educational principles that is given by the general course in the Normal School, and the technical skill that is gained by observation and practice in the special course of kindergarten training.

But, as already intimated, it will not do to rely on artificial means alone for a supply of good teachers of

kindergartens. Natural aptitude for the work is, if possible, even more essential than in the case of other teachers. One's literary culture may be excellent, intellect clear and keen, knowledge of educational philosophy profound, and even technical skill well perfected; but if the heart be cold, the manners harsh, the temper a little fretful or imperious, and faith in the power of love wavering, all hope of success in kindergartening may be abandoned. "Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass or a tinkling cymbal." So with the teacher of highest pedagogic skill who has no love for the children placed in her care.

All this doctrine is easy to state and to accept in the abstract, but the difficulty arises in the practical application. Candidates come who, by their testimonials, would appear to be possessed of every natural aptitude, but on examination prove to be deficient in scholarship. Others appear to have a good degree of practical skill, but little or no theory. An all-sided fitness too rarely manifests itself.

It seems necessary to say these things to prevent misunderstanding. The indications are that many young women and their friends look upon a course of training in kindergarten methods as something to be substituted for, not to be added to, the general course in the Normal School. Some even go so far as to declare a full high-school course unnecessary, believing that much scholarship in a kindergartener is superfluous. And so the opening of a kindergarten training-class in the Normal School is now

looked forward to by some who will be found quite unfitted to enter it.

Again, there is a possibility that the kindergarten may suffer from low estimates of its purpose. "Excellent place for the care and amusement of young children" is the phrase that would express the whole thought of many. The educational end is not obvious to the superficial observer. In some districts of the city kindergartens appear to be prized chiefly as feeders of the primary schools. The idea seems to be that children may be taken into the kindergarten and taken care of there until they are wanted to fill up the primary schools; but when they are wanted, up they must go, no matter whether much or little of the kindergarten training has been taken. At the time of the last mid-year promotions, there were some kindergartens seriously broken in upon in this way,—children being removed to primary schools before finishing a year in the kindergarten. A child under six years of age ought not, it seems to me, to be removed from the kindergarten unless he has already spent a whole year there.

This suggests another observation; and that relates to the importance of coördinating the work of the kindergarten and the work of the first year in the primary schools. Froebel's more advanced gifts ought to be systematically used in the primary schools. There should be an unbroken continuity of instruction, using in succession all the gifts, from first to last. Such a course would extend far into the primary school, and would improve it; for there is too little

objective instruction in the primary schools now. There is, indeed, less objective instruction now than there was a few years ago, the present tendency being to words, words, words; reading, forever reading.

The beginnings in drawing which are now successfully made in the kindergarten ought to be taken advantage of and further developed in the primary schools. Drawing, as now taught in most of the primary schools, does not appear to be rich in satisfactory results. Something needs to be done; probably the methods of teaching need to be reformed — less copying and more drawing directly from the object. The study of form, too, which now strangely enough is pursued as a separate branch — where it is pursued at all — ought to be intimately united with the drawing. So also might some of the observation lessons be helped by the drawing, and the drawing by them.

All this work would be most fruitful in good results if it could be properly coördinated and given its due share of time. It now seems to suffer neglect from a desire to obtain striking results in other directions, as in the reading of many primers and the doing of much abstract arithmetic. As elsewhere indicated, some improvement may be expected from closer observance of the present course of study; the rest must come from reformed methods of teaching under the influence of kindergarten doctrine.

A MECHANIC ARTS HIGH SCHOOL.

It is now six years since my great desire to see the educational wants of boys more fully provided for led me to make the recommendation "that there be added to our public-school system one manual training school, thoroughly equipped for its work, occupying a place in the system side by side with the high schools, and open, under suitable conditions, to boys of fourteen years of age, and upwards." (Superintendent's Report, 1883, p. 47.) This recommendation was made somewhat tentatively, and less with an expectation of its immediate adoption than with a purpose, then declared, that there might be "something definite and tangible to discuss and to urge upon public attention."

The time has now come when the same recommendation can be made with confidence, and urged by arguments drawn from accumulated experience. Six years ago there were only two schools of the kind recommended in the whole country. These were the School of Mechanic Arts in the Massachusetts Institute of Technology in Boston and the St. Louis Manual Training School connected with the Washington University in that city. Neither of these schools was a public school. The tuition in the former was \$150 a year, and in the latter about half as much. The former has ceased to receive pupils from outside the Institute of Technology; that is, has ceased to be a school at all, and is now simply a department of the Institute, being used now exclusively for shop instruction of students in mechanical

engineering. The latter has been, and still is, the model for similar schools in various parts of the country. The suggestion of a public high school devoted to manual training, or instruction in the mechanic arts, was novel in 1883; but is no longer so, since such schools have been established in Baltimore, Philadelphia, Cleveland, Toledo, and other cities; while the public high schools of many other places¹ have taken on manual training as a new branch of study. Meanwhile, endowed or private schools planned on the St. Louis model have been multiplied; the most conspicuous example being the Chicago Manual Training School.

The body of experience, therefore, to which appeal may be made in illustrating the advantages of manual training as a branch of public instruction, is already considerable, and it is rapidly growing. My study of this experience gives me confidence in the following conclusions:

1. That a three or four years' course of study, consisting of selected and graded shopwork two-fifths of the time daily, drawing one-fifth, and appropriate book-work two-fifths, results in a high degree of mechanical intelligence, a good degree of general mechanical skill, and a well-marked development in the power of independent thinking.

2. That such instruction takes a strong hold on the minds of a large class of boys who are either not so well reached or not reached at all by the subjects and methods of teaching current in the older high schools.

¹ Between forty and fifty in all.

3. That such instruction draws some pupils away from the older high schools, but more from a class of boys who have not, as matters have stood heretofore, become pupils of the older high schools at all.

4. That such instruction is very keenly relished and appreciated by boys; who usually like no studies so well as those which have an obviously direct bearing on their future occupations, and delight most of all in exercises that bring their executive powers into productive activity.

5. That up to a certain point such instruction is a substitute for apprenticeship, now gone out of use, and, so far as it is a substitute, is vastly better than apprenticeship ever was in its best days.

6. That such instruction forms an excellent — and no doubt ere long to be considered indispensable — part of the preparation of students for schools of science, technology, or industrial art. Indeed, it is to be remembered that the mechanic arts school, as we now know it, originated in a purpose to give such preparation to students of mechanical engineering.

7. That such instruction is very popular, apparently because it is meeting a widely felt want.

8. That such instruction — particularly the mechanic arts part of it — can be effectively and economically given to classes in a school.

9. That a school organized for giving such instruction is entirely convenient and manageable as a part of the public-school system in a large city.

10. The cost of such a school — building, equipment, and running expenses — is quite in keeping with the cost of any other high school.

In renewing my recommendation at this time, I wish to propose for the new school what seems to me the most appropriate because the most truly descriptive name, THE MECHANIC ARTS HIGH SCHOOL.

It should be called a *high* school to mark its place in the public-school system and its relation to the grammar schools. Its pupils will usually come from the grammar schools, having finished their course in them at the age of about fourteen years. Its course of instruction, partly in books and partly in the mechanic arts and in drawing, would keep its pupils on a level with boys in other high schools during three or four years. Its pupils after graduation would either pass to higher institutions, as the boys from classical high schools usually do, or into active life, with most of the graduates of other high schools. But in their case the higher institutions would be schools of science or technology rather than classical colleges, and the active life would be led more in the industrial than in the professional walks.

The new school should be called a *mechanic arts* school, in order to mark its special aim and the characteristic feature of its course of instruction.

Its aim, like that of any other high school, is both general and special. In general aim all high schools are much alike. They deal with knowledge as science, rather than with knowledge in its elements; they recognize that their pupils are at the age when the reasoning powers are developing the most rapidly; they give the beginnings of a liberal culture, for their instruction rises to the region of general principles, and furnishes the mind with some effective equipment

for independent thought and action. Limited and incomplete the liberal culture given by the high school may indeed be, yet, so far as it goes, it may rightly be described as liberal, if only the school be true to its general aim.

But high schools have their special aims, which are determined by various considerations of convenience or utility. These special aims are what characterize the different species of high schools. They determine in large measure the subjects to be taught and the manner of teaching them. Thus it happens that all high schools shape their courses of study *largely* with reference to the probable future occupations of their pupils. The classical high school, while pursuing its general aim of liberal culture, yet prescribes studies for its pupils with particular reference to their probable future occupations in the so-called learned professions. Likewise, the English high school, holding to the same general aim of liberal culture, chooses the particular subjects for its course of instruction with an eye to the wants of the many of its pupils whose pursuits in after life are probably to be commercial. Just so will the mechanic arts high school impart a culture as truly liberal as that given by either of the others; but in so doing will select studies and exercises with the fact in view that most of its pupils will be looking forward to occupations in which an experimental knowledge of the leading mechanic arts will be either highly serviceable or absolutely indispensable. So much in justification of the name *mechanic arts high school*.

One further remark should be made to guard against

the supposition that the mechanic arts high school teaches particular trades. It is not a *trade* school. And yet a good mechanic arts high school helps boys a long way on towards many trades. It deals with the leading principles involved in a great variety of mechanical processes; it develops general mechanical skill, by bringing mind and hand into ready and accurate coöperation; but it does not undertake to make its pupils finished artisans in any one trade. Prof. Runkle has pointed out that the mechanic arts are few, but the trades in which these arts are applied are many. Hence the mechanic arts, and not the trades, are proper subjects for school instruction. The former involve principles; the latter merely the details of application. Hence also the superiority of a mechanic arts school to ordinary apprenticeship as a means of preparation for a trade.

With regard to the existing schools of carpentry in the basement of the Latin school building and in North Bennet street, it should be said that they were organized temporarily as experiments on a small scale. From them much has been learned, but they have not solved the whole question. Far from it. Their entire course in shopwork covers but a small fraction — one fifteenth — of the shopwork of a mechanic arts high school with a three years' course. Even in woodwork alone these schools cover but about one-fifth of the course offered by the proposed school. Whatever these two experiments in manual training may have demonstrated in respect to the permanent introduction of such training into the grammar schools — a subject which I wish to reserve for dis-

cussion at some future time — they are not and could not be a satisfactory answer to the demand for a mechanical arts high school.

On the 14th of February, 1888, the School Committee received a communication from the City Council, conveying the request that the School Committee would "consider and report on the expediency of establishing a system of manual training in connection with the public schools of the city." I would respectfully urge that in response to this request the School Committee declare it expedient, as the best beginning in the establishment of a system of manual training, that one thoroughly equipped mechanic arts high school be established as soon as the money it would cost can be appropriated.

EXAMINATION, APPOINTMENT, AND PROMOTION OF TEACHERS.

There are some points connected with the examination, appointment, and promotion of teachers that need consideration. No one will question the supreme importance of such matters; for it may truly be said that the chief reason for the existence of school committees, superintendents, and supervisors is that the best teaching talent may be enlisted in the public-school service, and kept there by suitable encouragement.

The fitness of all candidates for appointment is ascertained by examination, and attested by certificates of qualification issued by the Board of Supervisors.

In the case of the pupils in the Boston Normal

School, the examinations take place from time to time during the school course and at the end of it. These examinations are by the Board of Supervisors and the Head Master of the Normal School, acting conjointly. At the end of the course all those who receive the diploma of the school receive also a certificate of qualification of the fourth grade. If any graduate of this school desires to hold a certificate of higher grade (that is, one implying more scholarship), she presents herself for a certificate examination with other candidates whenever she feels ready to do so.

All candidates not graduates of the Boston Normal School must prove their fitness at the certificate examinations held once a year, in August, by the Board of Supervisors. These examinations are publicly advertised, and are open to all comers who can show at least one year's experience in teaching school, or in lieu thereof a diploma of one of the State (of Massachusetts) normal schools.

The Board of Supervisors has pursued a steady policy with regard to certificate examinations now for thirteen years. The effects begin to appear. The standard both of scholarly attainment and of professional knowledge is higher now than formerly, certainly among the candidates who present themselves, and probably among teachers in this part of the country generally. Not a few teachers present themselves as candidates for the certificate of qualification with no intention of applying for situations in Boston. They find the certificate possesses a certain value for use elsewhere.

Another class of teachers, able, experienced, and

scholarly, continues to apply for the fourth grade certificate, in the hope of receiving appointments in the primary or grammar schools, especially in positions where experience is needed. Teachers of this class — a highly desirable class — have received so little encouragement now for several years that one marvels at their continuing to present themselves for examination. The cause for this marked neglect of outside talent is to be found in a strong and widespread feeling that the graduates of the Boston Normal School should first be provided for.

But what is to be the ultimate effect on the schools if this policy be closely pursued for many years? Is not a liberal infusion of new blood necessary to the vigor and health of the school system? The generally accepted maxim in the management of educational affairs is this, that the teaching staff of an institution should not be recruited exclusively from the graduates of the same institution. The neglect of this maxim generally results in deterioration of the teaching and of the teachers. New men with new ideas prevent stagnation, narrowness, conceit, and ignorance. Hence a wisely managed college recruits its faculty in part from among the graduates of other colleges; and the same rule will obtain as to the schools of this city, if the management is wise.

Of course the great body of the third and fourth assistants in the grammar and primary schools will be graduates of those schools; graduates, too, of the same high schools, and of the same normal school. All their conceptions of schools and teaching, all their ideals, all their principles and methods, will be

quite similar; they will have little to learn from each other; and so they may be led to imagine they have little to learn from any source. Guided by tradition and habit, they easily drop into the ways of their predecessors, to train up a like generation of successors. One dead level of uniform, self-satisfied mediocrity will be the natural result, unless these teachers can be brought into intimate association and comparison with other teachers whose professional training and school experience have been quite different from their own. Therefore ought good teachers from outside Boston to be welcomed to the ranks of third and fourth assistants in the grammar and primary schools. Such admission of teaching talent from abroad is necessary to keep up the vigor and tone of our own teaching.

The extent to which this principle should be followed is, of course, a matter of opinion; and opinions will vary much with the circumstances. Hardly any one would presume to lay down a hard and fast rule. Nevertheless, it has seemed necessary to draw attention to the matter now, because there appears to be in some quarters a strong and growing tendency towards the exclusive employment of Boston Normal graduates. Such a tendency unchecked would in time work serious mischief in the schools.

It is no disparagement whatever of the Boston Normal School to say that its graduates exclusively should not be employed in our grammar and primary schools, or to prove that an admixture of professional talent from other sources is necessary to the full health and vigor of our school system. Nor should it be for-

gotten that the claims of the schools to have none but the best teachers appointed are infinitely superior to the claims of normal graduates to receive appointments. Indeed, why should the latter be spoken of as *claims* at all?

There is another class of candidates whose hopefulness bears up against multiplied disappointments, and that is the better qualified among the men who take first and second grade certificates. They come to the examination, prove their fitness, so far, at least, as that can be done by passing the written examination, and go back to their schools, where they continue teaching as before, believing that they have gone as far in the matter of seeking appointment in Boston as a proper respect for themselves and for the appointing powers permits. The appointment of one of this class of candidates has sometimes appeared to be more a matter of chance than a result of careful inquiry.

Under good civil service rules, a candidate who had passed the examinations with high credit would be sure of being presented to the appointing powers before a candidate who had passed with less credit; but with the candidates who have passed our certificate examinations it is not so. They all seem to stand on the same level, because they hold the certificate. So it happens that candidates who are probably the least desirable among those who have passed, and who do not go back to their schools, being, in fact, out of a job, present themselves to the appointing powers the most persistently, and thus secure early consideration, and sometimes early ap-

pointment. Now, this is just the reverse of what ought to happen; for the best good of the schools would require that the most desirable candidates receive earliest attention.

But who, precisely, are the most desirable candidates? This question is not easily answered with the means of information now used. The examination serves, in the first place, to sift the scholarly from the unscholarly. The latter are rejected. Further, the examination distinguishes between the more scholarly and the less; also, between the well-versed and the less well-versed in educational theory. If these elements were enough, a rank-list might be prepared, and the candidates at the top of the list might be the first appointed. But these elements are not enough. Scholarship and theory, indispensable as they are, constitute but one factor, and that not the most important factor, in deciding the question of qualification.

The most important factor lies not in mental acquirements, but in character. It includes natural aptness to teach and ability in discipline; and it is best judged of, not by reading what the candidate writes or what is written of him by others, but by seeing him at work in school.

Here is the weak spot in our present system of testing candidates' qualifications. Aptness to teach and ability as a disciplinarian are estimated only from written testimonials. The contents of the testimonials, together with the impression made during a brief personal interview at the time of the examination, are usually the only means of deciding who are the more

and who are the less desirable candidates among those who pass in scholarship and theory. I am frequently embarrassed when questioned about candidates by my ignorance of them. The personal impression made by them in one brief interview soon wears away, and I am forced to rely on the official papers and on what may have been jotted down in my private notes. The same is true of each supervisor.

Now, the remedy I have to propose is very simple. It is to authorize the superintendent, in his discretion, to make or to direct a supervisor to make one or more visits in the school of any candidate concerning whose aptness to teach and ability in discipline more definite information is thought desirable; and further, to direct him to keep at hand, as the results of such inquiries and of all available information, a classified list of eligible candidates holding each grade of certificate, showing who are the most desirable and who less so, together with such particulars as may be of use to committees in selecting the best candidates for appointment.

A city much smaller than Boston could be named whose superintendent of schools travels thousands of miles annually to discover the best teachers for appointment, and the results are most satisfactory. A few thousand miles of such travel in the interest of the Boston schools would be of great assistance in discovering the best teachers for appointment, and would doubtless have a beneficial effect in more strongly encouraging the best teachers to make themselves eligible by passing the examinations.

Sure we may be that able, scholarly, successful, and self-respecting teachers will not long continue to flock to the certificate examinations, if they see less able, less scholarly, and less successful teachers receiving the earlier appointments.

Following in the same line of thought, we come to teachers already in the service, and ask whether the most meritorious service is generally rewarded by the earliest promotion. That promotion ought to be according to merit alone, nobody disputes; that all promotions are in practice so made, can hardly be said. Not that meritorious service is wholly disregarded, but other considerations seem to be allowed undue weight.

For example, when a vacancy occurs in the rank of master, who shall be promoted? The sub-master in the same school? He has what is called a claim; to pass over which and promote another would be construed as a slight put upon him; and yet his term of service may be shorter and his proved ability as a teacher distinctly inferior, in comparison with some other sub-master. To promote him under such circumstances would be recognizing certain personal claims as having more weight than claims based solely on long and meritorious service. And yet a committee would usually find it difficult to do otherwise. It seems to be a point of honor among sub-masters never to become candidates for the mastership in a school where there is a sub-master who desires the promotion. So it happens, oftentimes, that the committee is embarrassed, being reduced to the alternative of either promoting the

sub-master in the same school or going out of the city for a candidate. The former would be to the detriment of the school service, inasmuch as the true principle of promoting according to merit alone would be ignored, and the latter might give rise to unpleasant personal relations.

If the vacant mastership occurs in a school where there is no sub-master, as in a girls' grammar school, who shall be promoted? Such an opening would seem to be unencumbered by particular claims, and to give free scope for the application of the true principle of promotion according to merit. But this application may be defeated in various ways; as by insisting that the sub-master promoted shall be in the same division, or by transferring a master from another school, and then promoting the sub-master in that other school, or by limiting consideration to those who themselves choose to become candidates, or by preferring the one who has waited the longest.

Now, all these departures from the true principle could be avoided if it were once solidly established as a rule that for every vacant mastership all sub-masters in the city should, as a matter of course, be deemed candidates, the selection from among them to be determined by the merit and the length of their service, and not by local or personal or any other irrelevant considerations whatsoever. If such a rule could be rigidly adhered to for five or ten years, the benefit to the schools, through improved service, would be very great.

It may be that success in such an undertaking would require a more centralized administration than

exists at present, so that the influence of local considerations might be more thoroughly eliminated from questions of promotion. If so, the changes could easily be made. There would be no serious difficulty in the way of ascertaining, on the occasion of each particular vacancy, the two or three sub-masters among all in the city who were preëminent in point of meritorious service. Once it were understood that a choice would always be made of one of the two or three so ascertained, personal claims and personal disappointments would drop out of sight, more attention would be given to the making of excellent records, and less need would be felt of personal exertion on the part of the teachers to make those records and themselves better known.

The foregoing remarks have been illustrated by particular reference to the situation and circumstances of sub-masters in grammar schools; but the principle contended for is applicable to all grades and kinds of teachers whose situations are such as to permit of promotion. It might not, indeed, be desirable to take in the whole city when making choice of a first or second assistant from among the third and fourth assistants; but it would often be better not to limit the choice to a single school or a single district.

Probably there is no surer way of securing the best service from all grades of teachers than that of recognizing in meritorious service alone a claim to promotion, looking for that service not in a single school, nor in a single district, but in the whole city. The incentive that would be created by a thorough-

going application of this principle would be even greater than that which permanent tenure of office will furnish.

CORPORAL PUNISHMENT.

It appears to be necessary to call attention publicly once more to corporal punishment in the schools.

Nine years ago this matter was investigated, reported upon, and debated. Opinions in the School Committee were divided. Some members favored the entire abolition of this means of school discipline; others desired greater restrictions on its use; and still others defended the then existing rules and practice. A new rule was proposed, which followed the middle course. Corporal punishment was to be allowed, but it was to be inflicted "only by the principal of a school or by his express authority, and only at a session of the school subsequent to the one at which the offence was committed." This rule was adopted by the School Committee of 1880, but was refused a second reading by the School Committee of the following year; so the old rules have remained in force and unchanged ever since.

There were many who believed that the right to use physical force in school discipline should not be taken away from the teachers; some indeed who believed that it could not be legally taken away by any power less than that of the State Legislature. Moreover, there was confidence in the wisdom and humanity of the greater number of teachers; a belief that extreme measures of punishment would be resorted to only in extreme cases; and a hope that even under

the then existing rules the use of corporal punishment would in time be reduced to an insignificant amount. Only the comparatively incompetent teachers, it was conceded, made much use of the rod, and the number of such in the service could be gradually diminished, partly by dismissal and partly by exercising care in making new appointments.

To promote this most desirable reduction in the use of corporal punishment, the following resolution was passed, and a copy of it was sent to every teacher in the city:

Resolved, That in the judgment of this Board the use of corporal punishment in the public schools of this city can and ought to be greatly diminished; and that, while regard is to be had to the varying circumstances of schools, those teachers who resort to corporal punishment least frequently, and only for the gravest offences, will best satisfy the desires and expectations of this committee. [Minutes of 1880, p. 239.]

The passage of this resolution was the only conclusive action taken by the School Committee. It was merely an expression of opinion, not unanimous indeed, but believed to be in accord with the sentiments of the great body of teachers to whom it was addressed. It was, without doubt, the conclusion of the whole matter which was most desired by the teachers at that time.

The immediate effect of the agitation and public debate that had led to this conclusion was a marked reduction in the number of corporal punishments reported from month to month. The total number of cases reported during the school year 1879-80, before

the agitation had gone far, was 10,973; but during the following year it was only 7,344.

This was encouraging so far; but the wrong tendency began to show itself in the next year, 1881-82, when the number of cases rose to 8,144. The attention of the principals was then called to the facts, in the hope that the right tendency might be reëstablished. There was still a doubt as to what the ultimate effect of continued silence and inaction on the part of the School Committee might be. Were the teachers likely to use corporal punishment less and less after all special pressure should be removed?

Well, the experiment has been tried now for eight years without interference of any kind. No one can say that the teachers have not been left perfectly free, to act on their own judgment during all this time. What is the result?

The result can be gathered from the following record of the grammar schools:

School Year.	Average number of boys belonging.	Number of corporal punishments during the year.
1879-80	14,109	10,983
1880-81	13,954	7,344
1881-82	13,865	8,144
1882-83	14,204	9,818
1883-84	14,988	11,008
1884-85	15,446	11,349
1885-86	15,622	11,530
1886-87	15,978	11,242
1887-88	16,198	11,768

By comparing the numbers for the first and last years of this series, it will appear that the cases of corporal punishment have now become almost as numerous in proportion to the number of boys belonging as they were before the agitation began nine years ago; in other words, the effect of the School Committee's expression of its desire and expectations has nearly vanished. The improvement, or progress towards the desired minimum of corporal punishment, is represented by a change in the ratio, from 0.778 in the year 1879-80 to 0.727 in the year 1887-88. This rate of progress is certainly not encouraging.

Nor is the record of the primary schools any more encouraging. It is as follows:

School Year.	Average number of boys belonging.	Number of corporal punishments during the year.
1882-83	12,989	6,131
1883-84	12,833	6,623
1884-85	12,854	6,347
1885-86	13,183	7,565
1886-87	13,273	7,083
1887-88	13,382	6,896

The progress towards the minimum use of corporal punishment, which the defenders of that means of discipline often promise, and which all humane people earnestly pray for, is shown by these unpleasant records to be extremely slow. What can be done to hasten it? For I suppose no one will con-

tend that present practice is anywhere near the desirable minimum.

I am not, nor have I ever been, an advocate of the immediate and complete abolition of corporal punishment, especially in a system of public schools like that of this city where compulsory attendance is rigidly enforced. As things now are, and for some time are likely to be, the right to use corporal punishment ought not to be taken away. Nevertheless I deem the present use of it excessive, unreasonable, and injurious, amounting in fact to a gross abuse. These epithets are chosen with care, and the reasons for them shall be given.

First, it is excessive — over eighteen thousand cases a year for the last three years. In the debate nine years ago emphatic and repeated reference was made to a certain report on corporal punishment written in 1867 by Mr. Henry A. Drake, then a member of the School Committee. That report ably defends the use of corporal punishment as a necessary and proper means of school discipline; and it has been the magazine from which have been borrowed most of the arguments since offered in defence of our present rules and practice. But I do not now refer to this report for the purpose of borrowing such arguments, but rather to call attention to parts of it which have been overlooked. I shall borrow from it a standard, which the defenders of corporal punishment have themselves set up and must therefore accept as reasonable, by which to measure the excess of such punishment under the present rule and practice.

In defining the position that was taken by the School Committee at that time, the report lays down some highly important limitations. It recommends that the School Committee "continue in the future as in the past to justify the occasional and judicious use of corporal punishment in the schools." Observe the limitations *occasional* and *judicious*. "We feel," the report goes on to say, "that only in cases of gross impropriety, of wilful, determined disobedience, and persistent defiance of the regulations, or of the authority of the teacher, is corporal punishment justifiable. To this extent and no further do we propose to advocate it; and in the arguments which we shall adduce, we desire it to be understood that our advocacy reaches to this point only."

Does not our present practice go far beyond this point? Will anybody seriously contend that a record of eighteen thousand cases a year indicates an "occasional" and "judicious" use of the rod; or that we have annually more than eighteen thousand cases "of gross impropriety, of wilful, determined disobedience, and persistent defiance of the regulations and of the authority of the teacher"? Making all due allowance for inexperienced teachers and substitutes, is there not an enormous remainder which it would be difficult, nay, impossible to justify?

Or, on the other hand, if all this whipping is justifiable, what is to be said of the moral condition of our schools, and of the general competency of the teachers? If, as is often said, most of the whipping is done by incompetent teachers, is it not high time these incompetent teachers were discovered and dis-

missed, that the reputation of the competent ones may be cleared of the imputation arising from so much use of the rattan?

At present I have no means of knowing the names of the teachers who indulge in excessive whipping, for the reports that come to me merely give the total number of cases in each district each month, no particulars being required by the regulations to be reported. The regulations need amendment in this particular. The teachers who do the most of this whipping should be known in this office.

Secondly, the present use of corporal punishment is unreasonable. Not that it is so in every case; there are extreme cases in which whipping is a reasonable punishment; but in a vast number of cases the offences are trivial, evincing neither "wilful, determined disobedience nor persistent defiance" of authority.

How do I know this? I do not know it from an examination of all the cases, one by one, surely; but by inference from such instances as have come to my knowledge, just as a geologist knows the nature of the strata underlying a whole valley by observing their out-croppings here and there among the surrounding hills. The justifications and excuses offered by teachers in answer to complaints of parents often disclose unexpectedly the spirit pervading the internal discipline of whole schools, revealing things that casual visitors would never suspect.

This point might be illustrated by a chapter of details which would be unpleasant reading, to say the least; but as such details, if given with historical

accuracy, could easily be construed into personal allusions, which I have no desire to make in public, my meaning shall be suggested in a more general way through the language of another. In Mr. Drake's defence of corporal punishment, already cited, occurs the following passage, which is believed to be as profitable for admonition to-day as it was twenty-one years ago:

There would be no good purpose accomplished by concealing the fact that the prejudice which exists with regard to corporal punishment is due largely to its indiscriminate, unwise, and excessive use by some teachers. The constant infliction of it for trifling offences, if not an abuse, is an unwise use of it, not only because it takes the place of those moral and ennobling influences that teach the pupil to govern himself, but because it destroys the principal power of this kind of punishment, which should be found not in the infliction of bodily pain, but in the disgrace and shame associated with it. Teachers lacking in capacity to govern or instruct, too often attempt to supply their deficiency in personal power by the frequent use of the rod, "keeping school" with a book in one hand, and a stick in the other — the most perfect personification of petty tyranny. Nothing looks more suspicious than the constant occurrence of such reasons for corporal punishment as impertinence, inattention, disorder, restlessness, disturbance, playing, tardiness, not one of which, unless aggravated in its character, is worthy of it, but should be met by some other form of punishment. The kind, sympathetic teacher rarely reports impertinence as a cause for punishment, for it is generally the reflection in the pupil, of anger, undeserved reproof, or bitter sarcasm on the part of the teacher. Children would be more than human to sit quietly under the taunts and jokes which we have known some teachers to indulge in. Inattention and restlessness too often originate in the teacher's lack of ability to make the studies interesting; disorder, disturbance, playing, in a want of that quiet power which makes itself constantly felt as a check

upon the pupils, or it may be in a most foolish waste of power, by attempting to enforce too strict discipline.

If the greater part of the eighteen thousand corporal punishments is due to trivial causes like those above mentioned, and if another portion springs not so much from the frowardness of children as from the impaired digestion, unstrung nerves, fretful temper, or uncivil manners of unfit teachers, then surely is the present use of corporal punishment fitly characterized as unreasonable. There are also cases of unreasonable severity, which have come to my knowledge, and which still further justify the language chosen.

Thirdly, I suppose no one will question the fact that serious moral injury is wrought to the child by every unreasonable punishment.

The appeal in corporal punishment is to the lowest motive within the teacher's reach — the fear of bodily pain. Every time an appeal is made to a lower motive when a higher one might be reached, an injury is done to the child's character. Is there risk of failure in government? It is even better to fail sometimes in the appeal to higher motives than never to make the appeal. How is the character to be elevated through bringing into play the higher motives, unless the teacher hopefully appeals to them again and again at the risk of failure and in spite of disappointments?

There is an unsafe doctrine afloat which one sometimes meets in this guise: In school discipline the appeal should be to the highest motives *that will move*. The danger lurks in the limitation implied in the last

three words. The doctrine seems to make more of the mere fact of outward obedience than of the internal motive; more of good order in the school than of good character in the children. Success in securing obedience being placed seemingly above improvement of character, as an end in school discipline, the teacher is tempted to make sure of the former even at some sacrifice of the latter. A teacher who appeals only to the motives he is sure will move, takes his pupils on the level where he finds them and keeps them there. He runs no risk of failure by vain appeals to higher motives. Such a teacher is pretty sure to leave his pupils morally worse than he found them, although he may have secured a remarkable show of outward obedience.

It may be granted at once that true moral culture—the development of character through systematic efforts to bring into habitual activity the higher motives—is the very highest and most difficult part of the teacher's work. Mere intellectual instruction is much easier. The teacher, therefore, needs every encouragement to persist in this highest and most difficult part of his work. The danger with the doctrine in question is that he may be drawn away from the highest aims and satisfy himself with lower and more surely attainable ones. The doctrine seems to promise the reward of success in "keeping school" to the prudent teacher, who will always keep his appeal low enough down in the scale of motives to make sure of reaching such as will move. Thus some, too many, are tempted to go at once to the bottom of the scale, and to appeal to the fear of

physical pain; so that there may be no doubt about the power of the motive to move, and consequently no doubt about success in government. So it comes to pass not infrequently that the plausible maxim, "appeal to the highest motives that will move," is loosely construed into an approval of unlimited corporal punishment; and even where such a careless inference is not made, the tendency is to draw teachers away from the higher to the lower planes of effort and influence.

Such are the reasons which lead me to characterize the present use of corporal punishment in our schools as excessive, unreasonable, and injurious. The amount of necessary, reasonable, and beneficial corporal punishment cannot be more than a very small fraction of eighteen thousand cases in a year.

I am told by those whose personal knowledge goes far back, that the state of things as regards whipping in the schools is vastly better to-day than it was forty years ago. I am not prepared to question its being better now than it was twenty years ago. But what troubles me, and ought to trouble me, is the fact that so little progress has been made in the last ten years.

Perhaps the matter has been too much neglected of late, and the present state of things may be the natural consequence. However that may be, I feel that it would be a culpable neglect of duty on my part not to call attention to the facts shown by the records that have been accumulating in my hands for the last eight years.

Possibly I ought to be blamed for keeping silent about the matter so long. Eight years ago I was one

of those who believed that corporal punishment would gradually, but surely, be reduced to an insignificant amount under the influence of public opinion, and of the well-known desires and expectations of the School Committee. The record would seem to show that this belief was ill-founded.

So the question returns, What can be done to reduce the use of corporal punishment to a minimum?

Abolish it altogether, say some. While I do not accept that position, I will not argue against it; for I verily believe that the temporary evils that would arise from immediate abolition would be less serious, because less insidious and pervasive, than the evils growing out of the present state of things.

I am told that the abolition, if made, should be made, not by the School Committee, but by the teachers themselves voluntarily; that a teacher who *may* use the rod, but *will* not, possesses an effective moral influence that a teacher who would like to use the rod, but is forbidden, is wholly deprived of. There is some experience to be cited in favor of this view. Corporal punishment was abolished in the schools of Chicago voluntarily by the teachers in 1875, and by rule of the Board of Education in 1880.

In another Western city, noted for excellent public schools, and where compulsory attendance is enforced, the change took place in much the same way. One principal of a school, of his own motion, deprived his assistants of the function of administering corporal punishment, by directing that all cases thought deserving such treatment should be referred to him, to be dealt with as he might deem best. Other prin-

cipals followed his example with good success; and then the School Board passed a rule that none but principals should be authorized to inflict corporal punishment. The result has been a reduction of the amount of corporal punishment to about one-tenth of its former amount. It should be added that there has been for several years in the city referred to a special school to which troublesome boys may, with the consent of the proper officials, be removed for a longer or shorter time. It is not a truant school, although there is a truant school in the same city, but an ordinary day school, in all respects like any other, except that it is in charge of a corps of excellent disciplinarians. Thus the principals of other schools, many of whom are women, are relieved of their most troublesome cases of discipline.

There is no doubt in my mind that the principals of our schools would, if backed by proper legislation, take the matter into their own hands, and reduce corporal punishment to a tenth of its present amount.

I have taken some pains to gather information relative to corporal punishment in the schools of other large cities. This information is ready for use at the proper time, but needs not to be printed here. The thirty-two cities from which this information has come may be thus classified: (1) Those where corporal punishment is absolutely prohibited, as in New York, Philadelphia,¹ Chicago, Cleveland, Toledo, Syracuse,

¹ In Philadelphia the rules do not refer to the matter at all; and corporal punishment is practically unknown in the schools, and has been unknown for many years.

Denver, and the whole State of New Jersey except the city of Newark; (2) those where only the principals of schools are authorized to administer corporal punishment, as in Albany, Brooklyn, Rochester, Troy, New Haven, Newark, Detroit, Milwaukee, St. Louis, San Francisco, and New Orleans, to which may be added Cambridge, where a peculiar, but very beneficial rule is in force; (3) those where corporal punishment may be used by the teachers generally, as in Boston.

It does not seem necessary now to describe the various measures that might be employed to restrict corporal punishment within proper bounds; nor to answer in advance the multitudes of objections that will assail any or all such measures; still, it would hardly be right for me to leave this subject without making definite recommendations. I would, therefore, propose, in the first place, that only the principals be authorized to inflict corporal punishment; secondly, that corporal punishment of children under ten years of age be prohibited absolutely, which would practically abolish it in the primary schools; thirdly, that corporal punishment be limited to cases of gross impropriety, of wilful, determined disobedience, or of open defiance of the teacher's authority, which causes should be fully described in the record; fourthly, that a record of every case be made, showing the name of the pupil, his age, the name of the teacher reporting him for punishment, the nature of the offence, and all circumstances necessary to a clear understanding of the case; and in general, that rules and practice be so reformed that the infliction of this extreme penalty of school discipline

become a deliberate, dignified, and impressive act of the supreme authority of the school.

I earnestly hope this whole subject may be taken into most careful consideration by the teachers, the principals, and the School Committee, and that the result may be to place Boston further along in the right line of progress than she stands to-day in relation to school discipline.

The Appendix contains the usual semiannual statistics.

EDWIN P. SEAVER,
Superintendent.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1889.

SUMMARY.

January, 1889.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	7	153	145	8	95.	170
Latin and High	10	110	3,082	2,915	167	94.6	3,033
Grammar	54	706	31,448	28,827	2,621	91.7	31,407
Primary	471	471	24,467	21,413	3,054	87.5	25,416
Kindergartens	19	36	976	748	228	76.4	1,074
Totals	555	1,330	60,126	54,048	6,078	89.8	61,100

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	76	66	10	87.	84
Spectacle Island	1	1	22	20	2	88.	23
Evening High	1	21	1,473	988	.....	.....	.....
Evening	14	109	2,330	1,468	.....	.....	.....
Evening Drawing	5	23	557	487	.....	.....	.....
Totals	22	163	4,458	3,029	.....	.....	.....

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	5	6
Latin School	15	.....	15
English High School	20	.....	20
Girls' High School	2	20	22
Girls' Latin School	1	6	7
Roxbury High School	2	7	9
Dorchester High School	2	4	6
Charlestown High School	2	5	7
West Roxbury High School	1	3	4
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	187	479	666
Primary Schools . . . . .	.....	471	471
Kindergartens . . . . .	.....	36	36
Totals	236	1,041	1,277

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Elementary Schools	58	72	130
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		5	5
Spectacle Island		1	1
Totals	87	129	216

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to Jan. 31, 1889.

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	153	153	145	145	8	95.	1								
Latin	450	450	435	435	15	97.	1	9	5						
Girls' Latin	196	196	187	187	9	95.	1								6
English High	725	725	690	690	35	95.	1	8	11						
Girls' High	786	786	737	737	49	94.	1	1		1	1	1	1	18	
Roxbury High	103	192	295	100	179	279	16	95.	1	1	1	1	1	6	
Dorchester High	79	101	180	74	89	163	17	91.	1	1				5	
Charlestown High	44	121	165	42	113	155	10	94.	1	1				5	
West Roxbury High	28	59	87	27	55	82	5	94.	1	1				3	
Brighton High	25	50	75	24	47	71	4	96.	1	1				2	
East Boston High	52	71	123	50	66	116	7	95.	1	1				4	
Totals	1,506	1,729	3,235	1,442	1,618	3,060	175	94.6	6	23	18	1	3	4	49

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JAN. 31, 1889.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course 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	117	53	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	170	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1	18	57	45	49
Latin	85	65	74	87	57	42	83	493	13	23	59	87	109	83	64	37	13	2	3
Girls' Latin	43	38	42	26	14	8	26	197	1	4	28	30	55	39	21	11	6	1	1
English High	358	181	139	26	. . . . .	. . . . .	. . . . .	704	. . . . .	. . . . .	10	86	188	202	147	61	10	. . . . .	. . . . .
Girls' High	332	185	120	111	. . . . .	. . . . .	. . . . .	748	. . . . .	. . . . .	1	50	142	197	164	125	46	14	9
Roxbury High	139	91	54	. . . . .	. . . . .	. . . . .	. . . . .	284	. . . . .	. . . . .	10	37	71	72	66	23	5	. . . . .	. . . . .
Dorchester High	85	50	31	. . . . .	. . . . .	. . . . .	. . . . .	175	. . . . .	. . . . .	3	12	33	59	46	19	3	. . . . .	. . . . .
Charlestown High	54	48	54	. . . . .	. . . . .	. . . . .	. . . . .	156	. . . . .	. . . . .	. . . . .	3	23	56	50	19	5	. . . . .	. . . . .
West Roxbury High	49	25	12	. . . . .	. . . . .	. . . . .	. . . . .	86	. . . . .	. . . . .	2	14	21	39	9	7	3	. . . . .	. . . . .
Brighton High	41	13	18	. . . . .	. . . . .	. . . . .	. . . . .	72	. . . . .	. . . . .	1	14	13	16	20	7	1	. . . . .	. . . . .
East Boston High	40	40	38	. . . . .	. . . . .	. . . . .	. . . . .	118	. . . . .	. . . . .	2	5	18	32	36	18	7	. . . . .	. . . . .
Totals	1,343	798	582	250	71	50	109	3,203	14	27	116	338	673	786	624	345	156	62	62
Percentages	41.9	24.9	18.2	7.8	2.2	1.6	3.4	100	.4	.9	3.6	10.6	21.	24.5	19.5	10.8	4.9	1.9	1.9

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1889.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	5	153	30.6
Latin	14	450	32.1
Girls' Latin	6	196	32.7
English High	19	725	38.2
Girls' High	21	786	37.4
Roxbury High	8	295	36.9
Dorchester High	5	180	36.0
Charlestown High	6	165	27.5
West Roxbury High	3	87	29.0
Brighton High	2	75	37.5
East Boston High	4	123	30.8
Totals	104	3,235	30.1

ADMISSIONS SEPTEMBER, 1888.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	83	19	9
Girls' Latin School	1	20	9
From other sources	33	20	9
Totals	117	20	....

High School Graduates, Fourth year class, June, 1888, Girls, 92.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	169	..	119	50	169	14	1
Girls' Latin .....	...	75	58	17	75	14	8
English High	430	...	346	84	430	15	6
Girls' High .....	...	415	315	100	415	16	..
Roxbury High	60	99	148	11	159	15	..
Dorchester High	40	50	81	9	90	15	4
Charlestown High	19	44	62	1	63	16	..
West Roxbury High	17	34	49	2	51	15	2
Brighton High	14	31	42	3	45	15	9
East Boston High	18	31	46	3	49	15	5
Totals	767	779	1,266	280	1,546	15	5

GRAMMAR SCHOOLS.

Semi-Annual Returns to Jan. 31, 1889.

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	366	150	516	331	137	468	48	90.	1	1	1	1	6
Agassiz	358	. . .	358	333	. . .	333	25	93.	1	. . .	1	1	4
Allston	303	303	606	267	263	530	76	89.	1	1	1	1	8
Andrew	414	329	743	388	303	691	52	93.	1	1	2	2	9
Bennett	256	280	536	232	250	482	54	90.	1	1	1	1	7
Bigelow	839	. . .	839	794	. . .	794	45	95.	1	2	1	1	11
Bowdoin . . . . .	. . .	341	341	. . .	311	311	30	91.	1	. . .	2	1	6
Brimmer	599	. . .	599	552	. . .	552	47	92.	1	2	1	1	10
Bunker Hill	346	366	712	326	339	665	47	93.	1	1	2	2	8
Chapman	298	307	605	275	276	551	54	91.	1	1	2	2	7
Charles Sumner	269	226	495	250	209	459	36	93.	1	. . .	1	1	8
Comins	303	340	643	283	307	590	53	92.	1	1	2	1	8
Dearborn	358	276	634	334	253	587	47	93.	1	1	2	2	7
Dillaway . . . . .	. . .	624	624	. . .	557	557	67	89.	1	. . .	2	3	7
Dorchester-Everett	288	268	556	267	245	512	44	92.	1	1	1	1	7
Dudley	722	. . .	722	679	. . .	679	43	94.	1	2	1	1	10
Dwight	676	. . .	676	631	. . .	631	45	93.	1	2	1	1	9
Eliot	992	. . .	992	867	. . .	867	125	88.	1	3	1	1	15
Emerson	406	296	702	380	271	651	51	93.	1	1	2	2	9
Everett . . . . .	. . .	684	684	. . .	636	636	48	93.	1	. . .	2	3	9
Franklin . . . . .	. . .	670	670	. . .	614	614	56	92.	1	. . .	2	3	8
Frothingham	314	297	611	288	265	553	58	91.	1	1	2	2	7
Gaston . . . . .	. . .	634	634	. . .	567	567	67	89.	1	. . .	2	2	8
George Putnam	162	165	327	155	154	309	18	95.	1	. . .	1	1	4
Gibson	167	180	347	157	164	321	26	93.	1	. . .	1	1	5
Hancock . . . . .	. . .	540	540	. . .	476	476	64	88.	1	. . .	2	2	7
Harris	159	173	332	148	159	307	25	93.	1	. . .	1	1	5
Harvard	319	319	638	298	296	594	44	93.	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 . . . . .	. . .	361	361	. . .	329	329	32	93.	1	.	1	1	5
Hugh O'Brien	387	311	698	364	286	650	48	93.	1	1	2	2	8
Hyde . . . . .	. . .	604	604	. . .	559	559	45	92.	1	.	2	2	8
Lawrence	863	. . .	863	816	. . .	816	47	95.	1	3	1	1	13
Lewis	287	314	601	269	290	559	42	93.	1	1	2	2	7
Lincoln	929	. . .	929	872	. . .	872	57	94.	1	2	1	1	14
Lowell	368	394	762	345	361	706	56	92.	1	1	2	1	10
Lyman	442	163	605	398	146	544	61	90.	1	1	2	2	7
Martin	252	376	628	235	347	582	46	93.	1	1	2	2	7
Mather	227	246	473	206	218	424	49	89.	1	1	1	1	6
Minot	158	167	325	150	155	305	20	94.	1	.	.	2	5
Mt. Vernon	89	118	207	82	104	186	21	90.	.	1	1	1	3
Norcross . . . . .	. . .	679	679	. . .	619	619	60	91.	1	.	2	3	9
Phillips	796	. . .	796	733	. . .	733	63	92.	1	2	1	1	11
Pierce	112	101	213	106	93	199	14	93.	.	1	.	1	3
Prescott	255	286	541	238	259	497	44	92.	1	1	1	1	7
Prince	257	264	521	229	232	461	60	89.	1	1	1	1	6
Quincy	545	. . .	545	476	. . .	476	69	87.	1	2	1	1	7
Rice	558	. . .	558	518	. . .	518	40	93.	1	2	1	1	7
Sherwin	591	. . .	591	544	. . .	544	47	92.	1	1	1	1	8
Shurtleff . . . . .	. . .	732	732	. . .	658	658	74	90.	1	.	2	3	9
Stoughton	172	193	365	155	168	323	42	89.	1	1	1	1	5
Tileston	47	50	97	44	45	89	8	92.	.	1	.	.	2
Warren	326	372	698	315	355	670	28	96.	1	1	2	2	8
Wells . . . . .	. . .	483	483	. . .	441	441	42	91.	1	.	2	1	6
Winthrop . . . . .	. . .	891	891	. . .	780	780	111	87.	1	.	2	5	11
Totals	16,575	14,873	31,448	15,330	13,497	28,827	2,621	91.7	51	48	76	83	408

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1889.

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	46	105	112	102	113	. . .	511	. . .	7	39	74	77	110	91	79	24	10	. . .	. . .
Agassiz	27	35	62	90	92	60	. . .	366	. . .	8	25	48	82	66	73	38	19	7	. . .	. . .
Allston	50	57	117	112	116	148	. . .	600	1	12	69	80	86	102	108	80	44	13	5	. . .
Andrew	39	54	110	207	177	182	. . .	769	. . .	18	54	128	130	128	153	90	49	14	5	. . .
Bennett	49	54	109	114	105	109	. . .	540	. . .	8	53	78	89	84	88	69	55	15	1	. . .
Bigelow	58	59	106	221	219	163	. . .	826	1	14	89	125	139	179	137	86	45	8	3	. . .
Bowdoin	36	35	84	35	65	98	. . .	353	. . .	3	9	43	59	62	67	45	26	18	9	2
Brimmer	32	81	85	97	133	128	38	594	. . .	7	35	82	104	129	117	63	41	11	5	. . .
Bunker Hill	46	68	102	122	155	168	44	705	. . .	13	63	95	121	132	125	90	52	13	1	. . .
Chapman	47	51	104	105	153	135	. . .	595	. . .	2	31	85	103	103	88	67	63	38	11	4
Charles Sumner	36	39	52	109	114	110	40	509	1	12	46	83	78	81	80	75	28	11	5	. . .
Comins	55	90	89	152	103	147	. . .	636	1	8	41	76	118	141	120	91	33	5	2	. . .
Dearborn	37	66	85	99	143	162	30	622	. . .	7	41	96	125	131	113	74	29	5	1	. . .
Dillaway	43	64	145	110	120	129	. . .	611	1	7	47	88	94	109	103	84	63	14	1	. . .
Dorchester-Everett	48	58	115	110	117	113	. . .	561	. . .	10	45	64	86	108	74	89	49	28	7	1
Dudley	46	97	100	103	169	164	36	715	1	9	53	95	131	132	140	92	53	7	1	1
Dwight	51	111	114	144	117	112	37	686	1	9	41	85	109	128	106	107	74	23	2	1
Eliot	51	103	100	155	163	199	222	993	7	22	76	143	166	190	208	137	31	13	. . .	. . .
Emerson	41	77	86	197	232	116	42	701	. . .	9	31	84	133	123	128	110	56	22	3	2
Everett	76	104	120	111	158	92	21	682	. . .	9	54	80	104	113	113	107	68	25	7	. . .
Franklin	43	108	151	104	110	162	. . .	678	. . .	4	27	66	128	117	126	104	61	35	10	. . .
Frothingham	42	57	99	105	112	150	33	598	. . .	12	40	81	90	132	124	68	41	9	1	. . .
Gaston	42	52	112	113	167	147	. . .	633	1	16	47	87	89	118	101	92	50	27	4	1
George Putnam	21	67	54	62	57	58	. . .	319	. . .	6	33	45	53	58	48	38	29	8	1	. . .

Gibson	35	46	64	64	65	72	...	346	...	8	27	44	67	55	59	42	29	14	1	...
Hancock	51	38	45	92	103	114	128	552	2	12	59	90	101	108	95	48	28	9	...	...
Harris	32	42	43	53	87	78	...	335	...	5	23	44	66	46	76	40	24	10	10	...
Harvard	41	62	104	113	146	142	33	641	...	5	51	81	100	123	132	89	44	15	1	...
Hillside	52	49	58	59	72	77	...	367	...	3	23	53	54	55	68	51	29	21	9	1
Hugh O'Brien	59	99	111	116	155	113	45	698	...	2	29	113	111	133	125	106	45	26	8	...
Hyde	35	88	103	110	105	125	47	613	...	14	33	85	113	112	104	90	39	19	4	...
Lawrence	53	93	101	212	179	181	36	855	...	13	76	146	154	197	143	92	23	10	1	...
Lewis	72	85	96	110	112	123	...	598	...	7	41	87	102	94	106	86	45	24	6	...
Lincoln	77	70	98	214	230	193	40	922	...	8	66	84	141	211	179	149	63	18	2	1
Lowell	61	100	128	194	119	156	...	758	...	15	52	100	136	163	146	91	44	11	...	...
Lyman	30	47	88	98	156	120	45	584	...	1	34	86	110	116	120	68	37	10	2	...
Marlin	63	78	102	112	135	133	...	623	1	16	52	85	99	111	125	75	41	17	...	1
Mather	35	48	70	89	119	112	...	473	1	3	49	72	77	95	70	69	25	12	...	...
Minot	32	42	46	50	54	50	44	318	...	9	34	52	46	49	50	51	19	6	2	...
Mr. Vernon	17	21	38	42	38	46	...	202	...	1	19	28	43	39	24	34	10	3	...	...
Norcross	45	48	94	153	133	193	...	666	...	14	44	93	121	132	125	92	32	12	1	...
Phillips	52	57	114	100	167	200	36	786	...	5	54	97	167	172	129	101	43	12	4	2
Pierce	26	32	47	41	36	48	...	230	...	3	18	26	26	41	49	32	19	6	...	...
Prescott	44	60	93	81	121	100	...	559	...	11	35	75	102	110	89	69	49	16	3	...
Prince	54	64	121	99	97	95	...	530	3	15	33	75	67	77	80	85	53	36	5	1
Quincy	32	44	50	99	105	165	40	535	...	6	42	75	98	106	99	76	24	7	2	...
Rice	44	57	105	132	108	109	...	555	...	2	26	72	98	97	109	89	44	15	2	1
Sherwin	32	51	109	109	122	127	40	590	1	10	45	77	92	96	108	87	53	16	4	1
Shurtleff	54	48	98	102	220	203	...	725	1	22	65	101	130	129	128	92	45	11	1	...
Stoughton	32	54	75	61	68	77	...	367	3	20	36	54	51	56	61	49	23	12	2	...
Tilston	10	16	12	23	17	22	...	100	...	4	13	12	22	23	10	12	2	2	...	...
Warren	43	53	104	119	167	178	43	707	...	9	49	99	123	113	138	89	54	26	4	3
Wells	43	51	57	62	124	116	39	492	...	8	38	69	95	95	83	68	21	11	4	...
Winthrop	60	91	110	166	216	201	42	886	1	12	55	108	175	189	148	107	63	21	5	2
Totals	2,545	3,398	4,800	5,934	6,775	6,894	1,291	31,407	28	495	2,310	4,294	5,391	5,919	5,611	4,204	2,163	807	159	26
Per cents	7.5	10.7	15.5	18.9	21.6	21.9	3.8	100	.1	1.6	7.3	13.7	17.1	18.8	17.9	13.4	6.9	2.6	.5	.1

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 . .	..	..	..	..	1	12
		Girls . .	..	..	..	..	..	13
Fifth Class {	Boys . .	..	..	..	..	12	225	
	Girls . .	..	..	..	..	9	195	
Sixth Class {	Boys . .	..	..	..	11	212	882	
	Girls . .	..	..	..	8	236	853	
Ungraded Class . . . {	Boys . .	..	..	..	7	15	91	
	Girls . .	..	..	..	2	10	39	
Totals . . . . .	..	..	..	..	28	495	2,310	
Primary Schools.	First Class {	Boys . .	..	..	4	293	1,050	1,165
		Girls . .	..	..	8	232	964	935
	Second Class {	Boys . .	..	7	425	1,435	1,382	716
		Girls . .	..	9	368	1,247	1,113	586
Third Class {	Boys . .	16	1,431	2,281	1,336	548	154	
	Girls . .	18	1,200	1,789	1,161	468	152	
Totals . . . . .	..	34	2,647	4,875	5,704	5,525	3,708	
Grand totals . . . . .	..	34	2,647	4,875	5,732	6,020	6,018	

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.
	13	23	59	87	109	83	64	37	18	493
	1	4	28	30	55	39	21	11	8	197
	14	27	87	117	164	122	85	48	26	690
						4	9	10	3	26
						6	20	40	45	111
					13	56	86	43	6	204
					3	43	97	90	29	262
				4	68	106	73	22	4	277
				7	50	137	119	40	12	365
			23	121	188	134	43	7		516
			6	89	187	178	91	27	4	582
			29	221	509	664	538	279	103	2,343
	1	27	203	374	360	150	27	†8		1,150
		10	133	359	384	241	59	†9		1,195
1	22	225	484	568	317	90	18	†2		1,727
	13	136	381	560	354	162	30	†5		1,641
14	211	646	795	555	194	52	9	†1		2,477
6	178	586	791	523	255	64	9	†1		2,413
219	748	983	804	381	95	13	4			3,260
189	619	799	653	298	89	13	1			2,674
825	997	785	469	211	33	6				3,563
736	951	729	409	147	34	2				3,212
1,097	726	392	172	60	12	3				3,567
985	669	372	160	34	8	2				3,327
140	161	146	97	86	23	7	1			774
82	95	83	60	48	5	2	1			427
4,294	5,391	5,919	5,611	4,204	2,163	807	159	†26		31,407
703	236	82	†88							3,571
565	251	104	†44							3,103
272	65	18	†13							4,333
238	71	22	†15							3,669
70	6	8	†6							5,856
65	19	12								4,884
1,913	648	246	†116							25,416
6,207	6,053	6,192	5,843	4,542	2,836	1,593	782	353	129	59,856

† Thirteen years and over.

‡ Eighteen years and over.

PRIMARY SCHOOLS.

Semi-Annual Returns, to Jan. 31, 1889.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	8	284	112	396	249	100	349	47	87.	192	234	426
Agassiz	4	118	84	202	107	75	182	20	90.	99	113	212
Allston	9	232	235	467	184	183	367	100	80.	258	222	480
Andrew	10	258	290	548	236	257	493	55	90.	277	264	541
Bennett	7	151	131	282	124	103	227	55	80.	177	132	309
Bigelow	13	361	281	642	329	253	582	60	91.	429	258	687
Bowdoin	8	154	179	333	136	157	293	40	88.	192	179	371
Brimmer	9	240	193	433	216	173	389	44	91.	287	189	476
Bunker Hill	12	315	262	577	284	231	515	62	89.	295	311	606
Chapman	7	207	149	356	170	116	286	70	80.	204	152	356
Charles Sumner . . .	8	195	197	392	173	169	342	50	88.	248	162	410
Comins	8	169	146	315	153	128	281	34	89.	290	213	503
Dearborn	13	374	262	636	328	225	553	83	87.	362	293	655
Dillaway	7	206	160	366	182	137	319	47	87.	219	181	400
Dor.-Everett		194	184	378	171	155	326	52	86.	193	181	374
Dudley	12	326	331	657	293	288	581	76	88.	328	359	687
Dwight	10	71	302	573	243	258	501	72	87.	305	284	589
Eliot ^s	10	362	131	493	313	106	419	74	85.	269	231	500
Emerson	10	282	217	499	253	192	445	54	89.	238	269	507
Everett	10	267	260	527	236	221	457	70	86.	278	279	557
Franklin	12	339	339	678	300	293	593	85	88.	282	408	690
Frothingham	9	244	252	496	221	226	447	49	90.	249	257	506
Gaston	15	409	384	793	364	331	695	98	88.	467	344	811
George Putnam . . .	4	150	137	287	138	125	263	24	90.	123	102	225
Gibson	5	121	136	257	107	119	226	31	88.	155	118	273
Hancock	16	459	451	910	401	392	793	117	87.	506	411	917
Harris	5	133	114	247	118	98	216	31	87.	137	119	256
Harvard	12	344	295	639	310	257	567	72	89.	322	322	644

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	145	115	260	124	98	222	38	86.	133	145	278
Hugh O'Brien .	11	387	217	604	341	189	530	74	88:	328	304	632
Hyde	8	208	214	422	191	190	381	41	90.	209	221	430
Lawrence . . .	19	690	240	930	618	213	831	99	89.	482	460	942
Lewis	10	270	297	567	236	255	491	76	86.	282	305	587
Lincoln	7	266	139	405	234	119	353	52	87.	215	202	417
Lowell	15	400	414	814	361	358	719	95	83.	433	385	818
Lyman	10	348	159	507	306	137	443	64	87.	238	282	520
Martin	6	133	132	265	116	115	231	34	87.	171	149	320
Mather	8	225	203	428	190	165	355	73	81.	224	208	432
Minot	5	115	117	232	104	100	204	28	88.	144	89	233
Mount Vernon .	3	75	70	145	65	57	122	23	84.	78	76	154
Norcross . . .	13	201	435	636	177	399	576	60	92.	318	335	653
Phillips	6	176	174	350	154	147	301	49	86.	158	184	342
Pierce	2	62	50	112	55	40	95	17	83.	56	62	118
Prescott	9	241	202	443	220	180	400	43	90.	247	219	466
Prince	3	92	87	179	74	69	143	36	80.	93	102	195
Quincy	13	447	286	733	394	239	633	100	87.	380	371	751
Rice	8	227	167	394	197	140	337	57	86.	189	230	419
Sherwin	9	268	242	510	244	214	458	52	90.	252	270	522
Shurtleff	6	166	174	340	149	152	301	39	89.	175	164	339
Stoughton . . .	4	101	106	207	86	86	172	35	83.	133	80	213
Tileston	2	43	43	86	37	36	73	13	85.	55	31	86
Warren	7	184	184	368	168	165	333	35	91.	235	138	373
Wells	15	459	388	847	411	333	744	103	89.	475	420	895
Winthrop	6	160	144	304	139	119	258	46	85.	176	137	313
Totals	471	13,254	11,213	24,467	11,730	9,683	21,413	3,054	87.5	13,260	12,156	25,416

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1889.

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	114	169	143	426	39	71	82	91	71	38	19	6	9
Agassiz	54	58	100	212	8	42	49	60	32	9	8	2	2
Allston	133	148	199	480	52	84	122	111	51	39	12	5	4
Andrew	152	164	225	541	52	105	120	109	76	46	23	5	5
Bennett	55	155	139	309	36	65	76	67	44	11	5	3	2
Bigelow	178	217	292	687	84	156	189	142	64	27	14	8	3
Bowdoin	92	132	147	371	28	84	80	75	65	29	9	..	1
Brimmer	127	123	226	476	81	99	107	92	72	20	3	..	2
Bunker Hill . .	175	221	210	606	59	107	129	135	99	50	17	7	3
Chapman	112	99	145	356	33	70	101	86	40	17	5	1	3
Chas. Sumner . .	122	129	159	410	52	99	97	83	52	18	5	1	3
Comins	112	163	228	503	59	104	127	102	68	32	6	2	3
Dearborn	175	145	335	655	83	114	165	116	77	54	30	14	2
Dillaway	106	137	157	400	41	75	103	93	60	20	5	1	2
Dor.-Everett . .	114	118	142	374	31	64	98	82	54	32	7	5	1
Dudley	183	188	316	687	53	124	151	145	119	49	27	12	7
Dwight	173	145	271	589	63	122	120	143	77	49	11	3	1
Eliot	130	147	223	500	72	96	101	105	70	37	11	5	3
Emerson	123	152	232	507	54	86	98	114	71	55	14	12	3
Everett	162	213	182	557	58	93	127	114	96	51	11	6	1
Franklin	167	216	307	690	69	97	116	165	139	61	26	14	3
Frothingham . .	161	169	176	506	49	95	105	102	84	47	19	5	..
Gaston	207	289	315	811	105	148	214	150	106	59	14	9	6
Geo. Putnam . .	57	70	98	225	19	44	60	65	14	13	7	3	..
Gibson	63	92	118	273	37	64	54	67	31	14	4	1	1
Hancock	165	249	503	917	110	190	206	182	130	71	21	5	2
Harris	55	84	117	256	31	38	68	52	33	21	10	1	2
Harvard	149	212	283	644	64	126	132	142	104	54	18	4	..
Hillside	78	98	102	278	28	49	56	71	37	24	10	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,	209	159	264	632	73	120	135	134	99	46	20	5	.
Hyde	110	109	211	430	32	79	98	106	64	31	10	8	2
Lawrence . . .	234	276	432	942	85	177	220	225	110	101	17	4	3
Lewis	157	223	207	587	26	104	152	140	104	48	9	2	2
Lincoln	109	121	187	417	35	88	92	88	67	29	12	5	1
Lowell	219	288	311	818	89	162	182	172	131	60	17	4	1
Lyman	148	143	229	520	49	89	100	106	104	57	14	3	1
Martin	99	93	128	320	52	60	59	77	41	18	9	3	1
Mather	119	139	174	432	46	70	108	99	70	22	10	5	2
Minot	64	63	106	233	33	59	52	48	27	11	3	.	.
Mt. Vernon . .	41	39	74	154	8	44	26	39	23	11	3	.	.
Norcross	200	234	219	653	76	106	136	130	79	56	39	21	10
Phillips	87	92	163	342	33	57	68	69	43	46	10	9	7
Pierce	29	47	42	118	12	19	25	24	23	13	.	2	.
Prescott	121	143	202	466	53	92	102	100	71	35	8	3	2
Prince	60	66	69	195	18	30	45	54	33	13	1	1	.
Quincy	198	250	303	751	70	140	170	149	121	58	27	12	4
Rice	120	150	149	419	20	75	94	117	79	25	9	.	.
Sherwin	92	221	209	522	41	100	111	113	86	39	22	6	4
Shurtleff	106	115	118	339	26	71	78	92	42	17	9	4	.
Stoughton . . .	63	64	86	213	38	50	45	47	14	14	4	1	.
Tileston	23	16	47	86	6	21	28	20	9	1	1	.	.
Warren	106	100	167	373	53	89	93	57	46	28	6	1	.
Wells	207	257	431	895	111	194	170	203	141	62	11	3	.
Winthrop	59	132	122	313	46	68	62	58	45	25	6	2	1
Totals	6,674	8,002	10,740	25,416	2,681	4,875	5,704	5,525	3,708	1,913	648	246	116
Percentages	26.3	31.5	42.2	100	10.5	19.2	22.4	21.7	14.6	7.5	2.6	1.	.5

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1889.

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	9	516	57.3	Hillside	7	361	51.6
Agassiz	6	358	59.7	Hugh O'Brien.	13	698	53.7
Allston	11	606	55.1	Hyde	12	604	50.3
Andrew	14	743	52.4	Lawrence	18	863	47.9
Bennett	10	536	53.6	Lewis	12	601	50.1
Bigelow	15	839	55.9	Lincoln	18	929	51.6
Bowdoin	9	341	37.9	Lowell	14	762	54.4
Brimmer	14	599	41.4	Lynian	12	605	50.4
Bunker Hill . .	13	712	54.8	Martin	12	628	52.3
Chapman	12	605	50.4	Mather	9	473	52.5
Chas. Sumner . .	10	495	49.5	Minot	7	325	46.4
Comins	12	643	53.6	Mt. Vernon . . .	5	207	41.4
Dearborn	12	634	52.8	Norcross	14	679	48.5
Dillaway	12	624	52.0	Phillips	15	796	53.1
Dor.-Everett . .	10	556	55.6	Pierce	4	213	53.2
Dudley	14	722	51.6	Prescott	10	541	54.1
Dwight	13	676	51.2	Prince	9	521	57.9
Eliot	20	992	49.6	Quincy	11	545	49.5
Emerson	14	702	50.1	Rice	11	558	50.7
Everett	14	684	48.8	Sherwin	11	591	53.7
Franklin	13	670	51.5	Shurtleff	14	732	52.3
Frothingham . .	12	611	50.9	Stoughton	8	365	45.6
Gaston	12	634	52.8	Tileston	3	97	32.3
Geo. Putnam . . .	6	327	54.5	Warren	13	698	52.9
Gibson	7	347	49.6	Wells	9	483	53.7
Hancock	11	540	49.1	Winthrop	18	891	49.5
Harris	7	332	47.4				
Harvard	12	638	53.2	Totals	613	31,448	51.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, Jan. 31, 1889.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	8	396	49.5	Hillside	5	260	52.0
Agassiz	4	202	50.5	Hugh O'Brien.	11	604	54.9
Allston	9	467	51.9	Hyde	8	422	52.8
Andrew	10	548	54.8	Lawrence	19	930	48.9
Bennett	7	282	40.3	Lewis	10	567	56.7
Bigelow	13	642	49.4	Lincoln	7	405	57.9
Bowdoin ...	8	333	41.6	Lowell	15	814	54.3
Brimmer ...	9	433	48.1	Lyman	10	507	50.7
Bunker Hill.	12	577	48.1	Martin	6	265	44.2
Chapman ...	7	356	50.9	Mather	8	428	53.5
Ch's Sumner	8	392	49.0	Minot	5	232	46.4
Comins	8	315	39.4	Mt. Vernon ..	3	145	48.4
Dearborn ..	13	636	48.9	Norcross	13	636	56.6
Dillaway ...	7	366	52.3	Phillips	6	350	58.3
Dor.-Everett	8	378	47.3	Pierce	2	112	56.0
Dudley	12	657	54.7	Prescott	9	443	39.2
Dwight	10	573	57.3	Prince	3	179	59.7
Eliot	10	493	49.3	Quincy	13	733	56.4
Emerson ...	10	499	49.9	Rice	8	394	49.3
Everett	10	527	52.7	Sherwin	9	510	56.7
Franklin ...	12	678	56.5	Shurtleff	6	340	56.7
Frothingham	9	496	55.1	Stoughton ...	4	207	51.8
Gaston	15	793	52.9	Tileston	2	86	43.0
Geo. Putnam	4	287	71.8	Warren	7	368	52.6
Gibson	5	257	51.4	Wells	15	847	56.5
Hancock	16	910	56.9	Winthrop	6	304	50.7
Harris	5	247	49.4				
Harvard	12	639	53.2	Totals	471	24,467	51.9

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1889.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	82	36	118	Hillside.....	32	23	55
Agassiz.....	33	17	50	Hugh O'Brien.....	70	62	132
Allston.....	46	55	101	Hyde.....	58	47	105
Andrew.....	70	71	141	Lawrence.....	99	36	135
Bennett.....	26	25	51	Lewis.....	56	72	128
Bigelow.....	111	82	193	Lincoln.....	32	14	46
Bowdoin.....	48	28	76	Lowell.....	64	95	159
Brimmer.....	49	41	90	Lyman.....	68	35	103
Bunker Hill.....	83	72	155	Martin.....	35	51	86
Chapman.....	50	49	99	Mather.....	50	55	105
Charles Sumner.....	51	45	96	Minot.....	27	38	65
Comins.....	36	35	71	Mt. Vernon.....	11	24	35
Dearborn.....	77	72	149	Norcross.....	51	92	143
Dillaway.....	30	38	68	Phillips.....	32	27	59
Dor.-Everett.....	59	39	98	Pierce.....	11	12	23
Dudley.....	73	75	148	Prescott.....	35	43	78
Dwight.....	54	49	103	Prince.....	23	36	59
Eliot.....	46	24	70	Quincy.....	55	31	86
Emerson.....	82	40	122	Rice.....	51	40	91
Everett.....	62	67	129	Sherwin.....	45	55	100
Franklin.....	39	38	77	Shurtleff.....	18	34	52
Frothingham.....	59	53	112	Stoughton.....	14	34	48
Gaston.....	103	98	201	Tileston.....	1	5	6
George Putnam.....	27	31	58	Warren.....	49	53	102
Gibson.....	27	37	64	Wells.....	101	98	199
Hancock.....	83	65	148	Winthrop.....	16	24	40
Harris.....	27	26	53	Totals.....	2,674	2,501	5,175
Harvard.....	37	57	94				

GRAMMAR SCHOOLS.

Number of Diploma-Scholars, June, 1888. Number of these admitted to High and Latin Schools, September, 1888.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	23	10	33	18	Hillside .....	..	44	44	40
Agassiz	26	..	26	17	Hugh O'Brien	14	23	37	21
Allston	16	19	35	21	Hyde .....	..	31	31	6
Andrew	19	14	33	15	Lawrence	77	..	77	28
Bennett	18	27	45	29	Lewis	38	37	75	64
Bigelow	52	..	52	21	Lincoln	48	..	48	22
Bowdoin .....	..	33	33	21	Lowell	20	24	44	22
Brimmer	36	..	36	24	Lyman	17	8	25	5
Bunker Hill	12	26	38	19	Martin	22	22	44	15
Chapman	16	27	43	21	Mather	23	13	36	24
Chas. Sumner	9	16	25	13	Minot	12	13	25	16
Comins	20	30	50	29	Mt. Vernon	7	10	17	12
Dearborn	11	15	26	12	Norcross .....	..	33	33	3
Dillaway .....	..	38	38	30	Phillips	40	..	40	16
Dor.-Everett	21	19	40	22	Pierce	7	7	14	8
Dudley	37	..	37	22	Prescott	19	25	44	18
Dwight	47	..	47	31	Prince	23	26	49	30
Eliot	44	..	44	19	Quincy	31	..	31	14
Emerson	20	19	39	17	Rice	43	..	43	27
Everett .....	..	75	75	45	Sherwin	33	..	33	10
Franklin .....	..	40	40	22	Shurtleff .....	..	47	47	22
Frothingham	19	16	35	17	Stoughton	13	15	28	22
Gaston .....	..	38	38	15	Tileston	4	3	7	4
George Putnam	8	12	20	13	Warren	20	23	43	21
Gibson	7	17	24	16	Wells .....	..	35	35	14
Hancock .....	..	31	31	20	Winthrop .....	..	55	55	25
Harris	13	19	32	22					
Harvard	31	21	52	26	Totals	1,071	1,001	2,072	1,106



REPORT

OF THE

COMMITTEE ON ACCOUNTS.

TWENTY-FIRST ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, June 1, 1889.

To the School Committee:—

Your committee, in accordance with the Rules, submit their report for the financial year ending April 30, 1889, together with the expenditures in detail furnished by the Auditing Clerk of the Board.

The running expenses of the schools, which form the basis for computing the average cost per pupil, include not only the expenditures of the School Committee, but also the cost for the furniture required and repairs needed for the various school-houses. These expenses are incurred under the direction of the Public Building Department, and are included in this report.

Feb. 14, 1888, this committee presented to the Board the estimated amount required for the schools exclusive of the amounts needed by the Public Building Department and City Architect's Department for furniture, repairs, alterations, and the erection of new school-houses; and the estimates, after being approved by the School Committee, were transmitted to the City Auditor.

The estimates were as follows:—

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

The City Council reduced the estimates \$57,678, granting the following amounts:—

Salaries of instructors	\$1,269,678 00
Salaries of officers	58,180 00
School expenses	210,322 00
Kindergartens	20,000 00
	<hr/>
	\$1,558,180 00
	<hr/>

When the Committee on Schools and School-houses, who represent the School Committee in the City Council, approved the reduced estimates, it was not with the expectation that the amount approved would be sufficient, as they intimated that later in the year more money would be available that could be used to meet the deficiency.

In September, the School Committee wanted accommodations for additional Kindergartens, but the Public Building Department had no money to fit them up; and to prevent delay, it was necessary to get authority from the City Council to transfer \$1,500 from the appropriation for Kindergartens to that of the Public Building Department, which was done. In January and in March last, two additional appropriations amounting to \$39,000 were granted, which made the total amount appropriated, less the \$1,500 transferred, \$1,595,680, a reduction from the original estimate of \$20,178. The desire on the part of the School Committee to keep down expenses led them to omit certain expenditures and curtail others, which would not have been considered necessary if the original estimates had been granted.

In addition to the appropriation granted, the City Auditor credited "School Expenses" with \$194.45 received from the State on account of travelling expenses of pupils in the Horace Mann School.

In the estimates for the coming year, the School Committee requested of the City Council that instead of granting money for "salaries of janitors," "fuel, gas, and water," and "supplies and incidentals," under one appropriation, it be granted under three appropriations, which has been done. This will

have the effect of making the uses for which the money is granted better understood.

The expenditures the past year were as follows:—

School Committee.

Salaries of instructors	\$1,274,349	17
Salaries of officers	58,157	00
School expenses:—		
Salaries of janitors	\$99,248	74
Fuel, gas, and water	75,067	07
Books	36,898	34
Printing	5,708	14
Stationery and drawing ma- terials	9,304	11
Miscellaneous items	25,806	74
		<u>252,033 14</u>
Kindergartens, "salaries of instructors"		11,325 78
Expended from the appropriation	\$1,595,865	09
Expended from income of Gibson Fund	1,083	99
		<u>1,596,949 08</u>
Total expenditure	\$1,596,949	08
Total income	39,585	52
		<u>1,557,363 56</u>

Public Building Department.

Furniture, masonry, carpentry, roofing, heating-apparatus, etc.	\$251,736	17
Income	153	00
		<u>251,583 17</u>
Net expenditure, Public Building Department		251,583 17
		<u>1,808,946 73</u>
Total net expenditure for the year (exclusive of new school-houses)	\$1,808,946	73

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	15,000 00
	<hr/>
Total estimated income	<u>\$28,000 00</u>

The income collected was as follows:—

Non-residents, State and City,	\$14,458 21
Trust-funds and other sources,	24,817 95
Sale of books	114 91
State of Massachusetts, travelling expenses pupils Horace Mann School	194 45
	<hr/>
Total income	<u>\$39,585 52</u>

The expenses of the School Committee, as compared with the year previous, present an increase of \$57,903.38. The expenses incurred by the Public Building Department for furniture, repairs, etc., of school-houses, were increased \$8,696.28, thereby increasing the net expenditure of both departments, \$66,599.66.

The increase in expenses is partly due to the introduction of the Kindergartens, which have been made part of the school system. They added \$13,354.82 to the expenses of the School Committee the past year.

The average number of pupils belonging to all the schools was 64,584. The average cost per pupil incurred by the School Committee was \$24.11; by the Public Building Department, \$3.90,—making the total average cost per pupil, \$28.01.

The cost per pupil the past year was about the same as the year previous, the difference being only a fraction of one cent per pupil.

The increase in the average number of pupils attending the schools the past year was very gratifying. Every grade

shows an increase, excepting the Evening Drawing Schools, where the number was the same as for the previous year. The different grades increased as follows: High Schools, 136; Grammar Schools, 608; Primary Schools, 183; Special Schools, including Evening Schools, 455. Add to this the number attending the Kindergartens — 976 — and it gives a total increase of 2,358, the largest increase since 1875-76.

The number of regular instructors on the pay-rolls, April 1, 1888, was 1,231. During the year 72 resigned and 3 died. Of the 72 instructors who resigned, 23 were appointed to higher positions, making the actual reduction 52, and leaving 1,179 of the original number. During the year there were, in addition, 75 new appointments, making the total of regular instructors, April 1, 1889, 1,254, divided among the several grades of schools as follows: High Schools, 107; Grammar Schools, 672; Primary Schools, 466; Horace Mann School, 9, — an increase of 23 for the year. During the past year the School Board has introduced Kindergartens into the regular school system, and thereby 41 teachers have been added to the rolls, making the number of regular instructors in all grades of schools, April 1, 1889, 1,295. In addition, there have been 69 temporary teachers and 47 special assistants employed in the day-schools; an average of 152 instructors in the Evening and Evening Drawing Schools, and 51 special teachers, — making a total of 1,614 instructors on the pay-rolls during the year.

Later in this report, under the different headings of High, Grammar, Primary, and Special Schools, is given a brief account of each school or district, with the number of pupils attending and the number of instructors employed. In addition to other information, it shows that of the fifty-four Grammar Schools, all but three — the Bunker Hill, Hillside, and Mt. Vernon Schools — received their names from men so distinguished as to be given this mark of honor by the School Board. Of the fifty-one persons thus honored, seven

have been governor, eighteen mayor, two mayor and governor, five clergymen, two distinguished educators, two members of the School Board, and fifteen have held honorable positions or been benefactors of the schools.

The expenses of each grade of schools following the descriptions include only that portion of the expense directly chargeable, and is included for the purpose of comparison with previous years.

The expenses given in that part of the report do not include general expenses, such as cost of supervision, salaries of officers and directors of special studies, cost of the annual festival, and similar expenditures, amounting to about 6 per cent. of the running expenses of the schools.

The following, however, shows the total net cost for carrying on the several grades of schools, including not only direct charges, but also a just proportion of the charges made for the schools as a whole, and a corresponding credit for the general income collected: —

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$189,419 40
Salaries of janitors	11,233 00
Books, drawing materials, and stationery	9,155 75
Other supplies and miscellaneous items	2,147 20
Fuel, gas, and water	9,767 41
Proportion of general expenses	14,981 04
<hr/>	
Total cost School Committee	\$236,703 80
Income from sale of books	\$43 69
Proportion of general income	3,681 95
<hr/>	
	3,725 64
<hr/>	
Net cost School Committee	\$232,978 16
Net expenses Public Building Department	24,702 90
<hr/>	
Total net cost	<u>\$257,681 06</u>

Average number of pupils, 3,235; cost per pupil, \$79.65.	
Cost for educating 3,235 pupils	\$257,681 06
Tuition paid by 99 non-resident pupils	6,667 72
	<hr/>
Net cost for educating 3,136 resident pupils	<u>\$251,013 34</u>

Average cost for each resident pupil, \$80.04.

GRAMMAR SCHOOLS.

Salaries of instructors	\$677,545 73
Salaries of janitors	47,980 30
Books, drawing materials, and stationery	32,983 48
Other supplies and miscellaneous items	4,568 21
Fuel, gas, and water	35,811 88
Proportion of general expenses	53,978 21
	<hr/>
Total cost, School Committee	\$852,867 81
Income from sale of books	\$39 52
Income from non-resident tuition	459 29
Proportion of general income	13,266 44
	<hr/>
	13,765 25
	<hr/>
Net cost School Committee	\$839,102 56
Net expenses Public Building Department	126,295 76
	<hr/>
Total net cost	<u>\$965,398 32</u>

Average number of pupils, 31,448; average cost per pupil, \$30.70.

PRIMARY SCHOOLS.

Salaries of instructors	\$332,909 09
Salaries of janitors	37,278 53
Books, drawing materials, and stationery	5,207 99
Other supplies and miscellaneous items	3,122 42
Fuel, gas, and water	25,061 67
Proportion of general expenses	27,268 49
	<hr/>
Total cost School Committee	\$430,848 19
Income from sale of books	\$24 20
Proportion of general income	6,701 88
	<hr/>
	6,726 08
	<hr/>
Net cost School Committee	\$424,122 11
Net expenses Public Building Department	92,857 39
	<hr/>
Total net cost	<u>\$516,979 50</u>

Average number of pupils, 24,467; average cost per pupil, \$21.13.

HORACE MANN SCHOOL.

Salaries of instructors	\$8,206 12
Salary of janitor	440 00
Books, drawing materials, and stationery	47 24
Other supplies and miscellaneous items	28 29
Fuel, gas, and water	225 59
Proportion of general expenses	604 53
	<hr/>
Total cost School Committee	\$9,551 77
Proportion of general income	148 58
	<hr/>
Net expenses Public Building Department	\$9,403 19
	728 08
	<hr/>
	<u>\$10,131 27</u>
Average number of pupils, 76; cost per pupil, \$133.31.	
	4
Total cost for educating 76 pupils	\$10,131 27
Received from the State, etc., for tuition and travelling expenses of pupils	7,422 15
	<hr/>
Net cost for educating 76 pupils	<u>\$2,709 12</u>
Net average cost for each pupil	\$35 65

KINDERGARTENS.

Salaries of instructors	\$11,325 78
Salaries of janitors	151 07
Books, drawing materials, and stationery	23 89
Kindergarten supplies	726 73
Pianos and stools	882 50
Miscellaneous items	127 52
Fuel, gas, and water	117 33
Proportion of general expenses	902 34
	<hr/>
Total cost School Committee	\$14,257 16
Proportion of general income	221 77
	<hr/>
Net cost School Committee	\$14,035 39
Net expenses Public Building Department	1,930 17
	<hr/>
Total net cost	<u>\$15,965 56</u>

Average number of pupils, 976; average cost per pupil, \$16.36.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors		\$31,216 50
Salaries of janitors		1,897 41
Books, drawing materials, and stationery		1,175 38
Other supplies and miscellaneous items		48 14
Fuel, gas, and water		2,571 40
Proportion of general expenses		2,493 80
Total cost School Committee		<u>\$39,402 63</u>
Income from sale of books	\$7 50	
Proportion of general income	612 91	
		<u>620 41</u>
Net cost School Committee		\$38,782 22
Net expenses Public Building Department		2,386 35
Total net cost		<u>\$41,168 57</u>

Average number of pupils, 3,803; average cost per pupil, \$10.83.

EVENING DRAWING SCHOOLS.

Salaries of instructors		\$9,197 00
Salaries of janitors		268 43
Drawing materials and stationery		775 71
Other supplies and miscellaneous items		13 68
Fuel, gas, and water		850 62
Proportion of general expenses		750 36
Total cost School Committee		<u>\$11,855 80</u>
Income from non-resident tuition	\$103 50	
Proportion of general income	184 42	
		<u>287 92</u>
Net cost School Committee		\$11,567 88
Net expenses Public Building Department		1,784 12
Total net cost		<u>\$13,352 00</u>

Average number of pupils, 557; average cost per pupil, \$23.97.

MANUAL TRAINING SCHOOLS.

Salaries of instructors		\$3,855 33
Books and stationery		27 67
Lumber and hardware		356 23
Crockery, groceries, and kitchen materials		506 41

Other supplies and miscellaneous items	\$34 74
Fuel, gas, and water	135 36
	<hr/>
	\$4,915 74
Net expenses Public Building Department	898 40
	<hr/>
Total net cost	<u>\$5,814 14</u>

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

The foregoing shows the total net cost of the various grades of schools, and includes not only the expenditures of the School Committee, but also the expenditures of the Public Building Department for repairs needed and furniture supplied during the financial year 1888-89.

Under date of May 10, 1887, Mrs. Quincy A. Shaw sent a communication to the School Board requesting the appointment of a committee to look into the workings of the Kindergartens which had existed in Boston for nearly ten years at private expense, with a view of ascertaining their value in connection with the public schools. The communication was referred to the Committee on Examinations, who reported in favor of adopting the Kindergartens as a part of the school system; and to carry their recommendations into effect, an order was reported which was adopted Dec. 27, 1887, requesting the Committee on Accounts of the year 1888 to include in their estimates the sum of \$20,000 for the support of Kindergartens during the year 1888-89. The City Council granted this appropriation, and Sept. 5, 1888, the schools, which had for many years been so generously carried on at private expense, became a part of our system of public instruction. When their care was assumed by the city, the furniture and much of the material required for the instruction were presented to the city by Mrs. Quincy A. Shaw and

Mrs. James Tolman, who are entitled to the gratitude of the citizens for the time and money freely given to promote the welfare of so large a number of the young children of Boston. At the beginning of the September term, Kindergartens were opened in fourteen different buildings with twenty-eight instructors. Since that time eight additional schools have been opened, making twenty-two schools with forty-one teachers at the present time.

The amount charged to the appropriation for Kindergartens included only the salaries paid instructors; viz., \$11,325.78, the balance being transferred to other appropriations. The expenses for carrying on these schools other than for salaries were charged to "School Expenses," as the items being of a like nature, it seemed the best way to tabulate the expenditures.

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 since the reorganization of the Board, — a period of thirteen 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 . .	1,485,237 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
1888-89 . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11

In the last report of the State Board of Education is given a graduated table, in which all the cities and towns in Massachusetts are numerically arranged according to the percentage of their taxable property apportioned to the support of the public schools for the year 1887-88. Out of the 350 cities and towns tabulated, 324 of them appropriated more money in proportion to their means than did Boston.

On page 23 of this report is given a table, to be published in the City Auditor's report, showing the total expenditures of the public schools for the past thirty years. The table shows that the average cost per scholar from 1859 to 1869, the first ten years, was \$20.16; from 1869 to 1879, the second ten years, was \$31.49; from 1879 to 1889, the past ten years, was \$27.13. If the rate for the past ten years (1879 to 1889) had equalled that for the previous ten years (1869 to 1879) the expenditures of the city would have been increased \$2,575,-917.15, — an average of more than \$250,000 for each year.

The amount paid for salaries of instructors the past year was \$1,285,674.95. If from this be deducted \$11,325.78 paid for instructors in Kindergartens, it leaves \$1,274,349.17 as a proper amount for comparison with previous years. This amount shows an increase over the previous year of \$35,764.75, — a much larger increase than usual. The average increase the past ten years was not one-half this amount.

The variations in the number of pupils and the salaries paid in the different grades exclusive of Kindergartens the past year, as compared with 1887-88, were as follows: —

High Schools,	pupils increased 136,	salaries increased,	\$10,939 63
Grammar Schools,	“ 608,	“	13,541 22
Primary Schools,	“ 183,	“	5,927 53
Horace Mann School,	“ 4,	“	88 37
Evening Schools,	“ 444,	“	3,005 00
Evening Drawing Schools,	“ 0,	“	94 00
Manual Training Schools,	“	“	1,529 00
Special teachers,	“	“	640 00
Total increase in salaries,			<u>\$35,764 75</u>

The number of pupils and the cost for instruction in the High Schools during the past five years show a much larger percentage of increase than do the other grades of schools. This is undoubtedly partly due to the supplying of books free of expense to pupils.

The average salary paid each regular instructor in High Schools is less than it was five years ago, but the number has increased from 84 to 107, — a gain of over 25 per cent.

The average salary paid to Grammar and Primary teachers, as compared with five years ago, remains about the same, but the force of instructors has increased 68, of which 53 are in the Grammar department and 15 in the Primary department.

Under date of March 21, 1889, your committee received the following communication from the Corporation Counsel, as to the legality of an order concerning the salary of the late Mr. C. Goodwin Clark, passed by the Board at a meeting held March 12, 1889: —

CITY OF BOSTON,

OFFICE OF THE CORPORATION COUNSEL.

To the Honorable the Committee on Accounts of the School Committee: —

GENTLEMEN, — Referring to the order offered in the School Committee at its session on March 12, that a sum be paid to the widow or legal representative of a recently deceased master, sufficient to make the amount seven-tenths of the year's salary, as to the legality of which my opinion has been asked, I have the honor to say that I do not know of any law authorizing or warranting the continuance of the salary or payment by the city of a salary of such master or other employee of the School Board for any period after his death.

The deceased referred to in said order, I am informed, died on March 8, 1889. I do not know of any law authorizing the payment by the city to his legal representative of an amount sufficient with what has been paid to make the whole equal to seven-tenths of a year's salary.

Respectfully yours,

J. B. RICHARDSON,

Corporation Counsel.

Instructors receive their yearly salary on the basis of twelve monthly payments, although no work is required during July and August. This arrangement in many cases is more convenient for the teachers than equitable.

It would seem that a more equitable plan would be to pay the yearly salary on a basis of ten months from September 1 to July 1, as by this arrangement an instructor who began service September 1 and resigned June 1 would receive 90 per cent. of the year's salary instead of 75 per cent., as at present. Again: a teacher appointed May 1, who resigns September 1, would only receive 20 per cent. of the year's salary, instead of $33\frac{1}{3}$ per cent. The method now in use is based upon the time covered, not upon the work performed. If, for the better convenience of the teachers, it is deemed wise to continue the present plan of dividing the yearly salary into twelve payments, some legislation might be effected that would ensure a more equitable adjustment of salaries in certain instances. Take the case in point of Mr. C. Goodwin Clark, late master of the Gaston School, who performed faithful service for many years. Under the present arrangement the School Committee, in the opinion of the Corporation Counsel, could legally pay him but fifty per cent. of the year's salary, although he had performed sixty per cent. of the work required for the year.

During the year, \$51,664.20 were paid for instruction by special teachers, as follows: Sewing, 30 teachers, in 223 divisions, \$16,372.87; Music, 5 teachers, \$13,200; Drawing, 1 teacher, \$3,000; Modern Languages, director, \$3,000, 2 assistants, \$3,000; Hygiene, 1 teacher, \$3,000; Calisthenics and Elocution, 2 teachers, \$1,452; Physics in Boys' Latin School, 1 teacher, \$1,584; Military Drill, 1 teacher and 1 armorer, \$2,800; Manual Training, 1 teacher of carpentry, \$1,200; 5 teachers of schools of cookery, \$2,655.33; school on Spectacle Island, 1 teacher, \$400.

The number of special assistants employed during the year, under Section 101 of the Regulations, to assist teachers of the lowest primary classes was 47, and the salaries paid the same amounted to \$2,646.

The number of temporary teachers employed during the year was 69, and the amount paid them was \$9,772.74, of which \$2,363.70 were expended for services in the High School, \$3,804.36 in the Grammar Schools, and \$3,604.68 in the Primary Schools.

The Evening High School opened at the time fixed by the rules, in the High School building on Montgomery street, and early in November a branch High School was opened in the Charlestown High School building. The number of Elementary Evening Schools maintained during the year was fifteen, an increase of two over the previous year. The two Schools opened for the first time were located in the Hancock School and the Old Minot Building at Neponset.

The cost for salaries of instructors in the Evening High and Elementary Schools during the year amounted to \$31,216.59, an increase, as compared with the previous year, of \$3,005.

The cost for salaries of instructors in the five Evening Drawing Schools carried on during the year amounted to \$9,197, an increase of \$94 over the cost the previous year.

The amount paid from the appropriation salaries of officers the past year was \$58,157, an increase, as compared with the previous year, of \$549. The number of persons employed under this head is 33, and includes, among others, the superintendent, supervisors, and sixteen truant-officers.

During the year, the Committee on Supplies presented to this committee bills properly approved to the amount of \$152,784.40. Deducting the income received (\$309.36) on account of these expenses, it leaves \$152,475.04 as the net expenditure incurred under the direction of that committee, an increase, as compared with the previous year, of \$12,-

255.41. The full details of this expenditure are given in the report of the Committee on Supplies, lately issued.

The amount paid for salaries of janitors the past year was \$99,248.74, an increase, as compared with the previous year, of \$301.74. The number of buildings used the past year for school purposes was 183. The number of janitors employed was 157, including 1 engineer. The average annual salary paid janitors was \$632.16; but as they employ temporary or permanent assistants, as a rule, the net amount received is considerably less. On pages 29, 30, and 31 of this report will be found a list of the salaries paid janitors for the care of buildings that pay \$300 or more per annum.

The average cost for taking care of each of the eight buildings occupied for High Schools the past year was . . .	\$1,404 12
The average cost for each of the fifty-five buildings occupied for Grammar Schools was	834 80
The average cost for each of the one hundred and ten buildings occupied for Primary Schools was	338 90
The average cost for each Evening School was	108 29

In some of the outside buildings used in part for Kindergartens, no janitor has been appointed, the expense for the service being borne by private parties.

The position of a janitor, especially in a large school, is a responsible one, requiring a man of ability and good judgment; and if by strict attention to duty the class-rooms are kept at a uniform temperature in cold weather, and he understands the business of utilizing coal so as to secure the greatest amount of heat, and also understands the importance of keeping a building clean, he is a valuable employé of the city, and should be well paid for his services. The janitors of the larger buildings, with very few exceptions, are giving satisfaction, and even in the remaining buildings, where the salaries are small, complaints are not frequent. The small buildings with a separate janitor are not, as a rule, as well

cared for as in cases where one man has charge of two or three buildings, and has sufficient employment to entitle him to a fair salary.

During the latter part of the year, the following order was unanimously passed by the School Board : —

Ordered. That the President be directed to petition the Legislature for such legislation as will make it possible to procure from the Civil Service Commissioners a form of examination for engineers and others who may hereafter apply for positions having charge of steam-boilers, furnaces, etc., in all school-buildings.

When the legislation asked for goes into effect, your committee will be relieved from the responsibility of placing untried men in responsible positions.

On account of complaints received from parents that the health of their children was endangered by being refused admittance to school buildings when they arrived before a stated time on stormy mornings, the following circular was sent to the principals, with the hope that the action taken, would prevent any complaints in the future : —

MASON STREET, BOSTON, Dec. 6, 1888.

To Principals of Schools : —

The Committee on Accounts request that you will please notify the janitors in your district to allow pupils to enter the school buildings on very cold or stormy days at such time as they may arrive, even though it should be prior to the arrival of the teachers.

In the opinion of this committee, an order of this kind seems to be necessary to prevent further complaints by parents that the health of their children is endangered by their being obliged to wait on cold or very stormy days at the school-house doors until they are opened.

By direction of the Committee on Accounts.

The number of non-resident pupils returned by the principals as attending the schools was 153. Of this number 122 paid tuition, the balance having been excused by the committee, or left school. More than four-fifths of this number attended the Normal, Latin, and High Schools. The income received from this source was \$7,230.51.

The amount received for the tuition of pupils attending the Horace Mann School was \$7,227.70, which was less than 90 per cent. of the salaries paid the instructors. The law of the State provides that the sum necessary for the instruction and support of deaf-mute pupils shall be paid by the Commonwealth. On the ground that the cost for tuition incurred by the city is more than in similar institutions where the State has the option of sending pupils, the State Board of Education limits its approval of bills to \$100 for each Boston pupil and \$105 for each out-of-town pupil attending the Horace Mann School. Under this arrangement the State pays about three-quarters and the city one-quarter of the expenses of this school. In April of last year, an act was passed whereby the State pays all travelling expenses of the pupils. Every three months a bill is presented to the State for these expenses, which is collected by the City Collector and credited to School Expenses. To get the money from the City Treasurer a bill is made out by the principal of the Horace Mann School, who collects the money and refunds it to the individual parents. The result of this arrangement will be that School Expenses will show a gross expenditure increased by about \$800 each year, above what it would be if the State dealt directly with the parents.

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

School Committee	\$1,596,949 08
Public Building Department (ordinary)	251,736 17
Public Building and City Architect's Department, new school-houses (special)	121,328 95
Total gross expenditure	\$1,970,014 20
Income for the year was as follows:—	
School Committee	\$39,585 52
Public Building Department (ordinary),	153 00
Sale of old buildings (special)	534 45
	<u>40,272 97</u>
Total net expenditure	<u>\$1,929,741 23</u>

The school-houses owned by the city number 170, and occupy 3,189,222 square feet of land.

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

High Schools	\$1,305,000 00
Grammar Schools	4,359,800 00
Primary Schools	2,897,600 00
Special Schools	67,100 00
	<hr/>
Total valuation, May 1, 1888	<u>\$8,629,500 00</u>

The original cost of the above to May 1, 1888, was about \$7,726,900.

Your committee have added to this report the estimates for the financial year 1889-90, as prepared, approved, and presented to the City Auditor in February last. Formerly the amount asked for was placed under three heads. This year, in order that the uses for the money could be better understood, it was decided to request the appropriation under five different heads, which was granted.

The amount asked for was as follows:—

Salaries of instructors	\$1,331,540 00
Salaries of officers	58,300 00
Salaries of janitors	102,000 00
Fuel, gas, and water	80,000 00
Supplies and incidental expenses	95,600 00
	<hr/>
A total of	\$1,667,440 00
The City Council reduced:—	
Supplies and incidental expenses	\$10,000 00
	<hr/>
Granting the School Committee	<u>\$1,657,440 00</u>

In comparison with the appropriations made for other departments, the School Committee has no just ground for com-

plaint regarding the amount granted, as the reduction only amounts to about one-half of one per cent. The reduction made will, no doubt, have a tendency to keep expenses down, and if nothing unusual occurs it is probable that the School Committee will be able to carry on the schools within the appropriation granted.

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

Of the eight members responsible for the work covered by this report, only four remain. The retirement of Messrs. Darling and Williamson, and the lamented death of the late Mr. Gerald Griffin, deprived the School Board of the services of three gentlemen who served successively as chairman of the committee during the past five years. They, with Mr. Henry Canning, a faithful member of the committee for two years, have earned the gratitude of the citizens of Boston for the valuable time they freely gave to the cause of education and for the disinterested motives which actuated them in the discharge of their duties as members of the Boston School Committee.

GEORGE R. SWASEY,
Chairman.
SAMUEL B. CAPEN,
LIBERTY D. PACKARD,
WILLARD S. ALLEN,
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. Amusements 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 Scholars Belonging	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1850-50	25,328	25,328	50,656	\$284,920 46	\$89,548 60	\$37,406 06	\$6,006 33	\$67,562 71	\$14 51	\$144,562 67	\$519,631 73
1860-61	26,488	26,488	52,976	294,305 39	114,336 34	408,531 73	6,414 83	402,086 90	15 18	223,833 28	632,385 01
1861-62	27,081	27,081	54,162	308,348 28	110,427 06	418,775 34	6,805 06	411,970 28	15 21	155,392 42	574,167 74
1862-63	27,051	27,051	54,102	319,066 22	113,847 17	432,913 39	6,885 50	426,027 89	15 75	101,953 62	534,867 01
1863-64	27,301	27,301	54,602	332,710 66	132,761 75	465,472 41	7,185 78	458,286 63	17 00	5,870 87	471,343 28
1864-65	27,095	27,095	54,190	380,833 66	172,234 75	553,068 41	7,927 56	545,140 85	20 12	90,609 84	643,774 68
1865-66	27,204	27,204	54,408	412,560 82	163,270 76	575,831 58	8,574 92	567,256 66	20 85	200,553 64	777,810 30
1866-67	28,002	28,002	56,004	505,566 66	175,108 85	679,675 51	9,858 95	673,816 56	21 06	101,575 00	781,390 60
1867-68	27,982	27,982	55,964	561,169 98	211,536 43	772,706 41	10,407 19	762,299 22	27 24	188,700 80	951,000 21
1868-69	33,994	33,994	67,988	738,108 37	244,478 63	982,587 00	8,876 68	973,710 32	28 61	346,610 78	1,320,321 10
1869-70	35,442	35,442	70,884	739,345 65	263,232 59	1,002,578 24	14,051 16	988,527 08	27 45	612,337 86	1,600,864 94
1870-71	36,758	36,758	73,516	838,366 77	263,622 59	1,101,989 36	23,806 35	1,078,183 01	30 14	443,679 71	1,521,862 72
1871-72	36,750	36,750	73,500	886,940 47	329,639 19	1,216,579 65	26,899 98	1,189,679 67	28 47	97,800 68	1,287,480 35
1872-73	35,624	35,624	71,248	953,502 06	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	454,250 33	1,718,609 31
1873-74	41,944	41,944	83,888	1,041,375 52	377,681 52	1,419,057 04	28,818 73	1,390,238 31	32 14	446,663 25	1,836,901 56
1874-75	44,942	44,942	89,884	1,249,498 93	474,874 68	1,724,373 61	20,220 82	1,704,152 79	36 54	356,669 74	2,060,822 53
1875-76	48,921	48,921	97,842	1,266,803 59	470,850 68	1,737,654 27	20,635 72	1,716,998 55	34 82	277,746 57	2,014,745 12
1876-77	46,581	46,581	93,162	1,268,604 23	422,472 22	1,691,076 45	21,999 63	1,669,077 42	33 18	125,539 04	1,794,616 49
1877-78	47,675	47,675	95,350	1,275,782 03	386,333 03	1,662,115 06	30,149 34	1,631,965 72	29 99	174,324 75	1,806,290 47
1878-79	49,700	49,700	99,400	1,172,180 69	347,173 23	1,519,353 92	32,115 54	1,487,238 38	27 93	240,222 78	1,727,461 16
1879-80	50,851	50,851	101,702	1,162,258 61	353,108 25	1,515,366 84	49,000 28	1,466,366 56	27 16	136,878 45	1,603,245 01
1880-81	51,942	51,942	103,884	1,165,402 69	334,274 82	1,500,677 51	74,076 68	1,426,600 83	27 15	215,359 64	1,641,960 45
1881-82	52,611	52,611	105,222	1,165,629 71	405,349 36	1,570,978 07	69,391 58	1,501,586 49	26 98	189,126 88	1,690,713 37
1882-83	54,590	54,590	109,180	1,180,193 73	422,968 76	1,603,162 49	73,569 56	1,529,592 93	26 58	277,628 73	1,807,221 70
1883-84	55,610	55,610	111,220	1,182,853 23	433,023 33	1,615,876 56	73,364 66	1,542,511 90	26 54	268,879 72	1,811,390 62
1884-85	56,888	56,888	113,776	1,182,853 23	433,023 33	1,615,876 56	73,364 66	1,542,511 90	26 54	268,879 72	1,811,390 62
1885-86	57,180	57,180	114,360	1,182,853 23	433,023 33	1,615,876 56	73,364 66	1,542,511 90	26 54	268,879 72	1,811,390 62
1886-87	58,259	58,259	116,518	1,182,853 23	433,023 33	1,615,876 56	73,364 66	1,542,511 90	26 54	268,879 72	1,811,390 62
1887-88	58,310	58,310	116,620	1,182,853 23	433,023 33	1,615,876 56	73,364 66	1,542,511 90	26 54	268,879 72	1,811,390 62
1888-89	60,224	60,224	120,448	1,332,506 17	516,179 08	1,848,685 25	33,738 52	1,814,946 73	28 01	121,328 95	1,936,275 68

SEMI-ANNUAL STATISTICS

OF THE

PUBLIC SCHOOLS.

JUNE, 1889.

SCHOOL CENSUS. — *May, 1889.*

Number of children in Boston between the ages of 5 and 15.....	71,998
Number attending public schools.....	56,436
“ “ private schools.....	8,361
Whole number of different pupils registered in the public schools during the year 1888-89: Boys, 36,120; girls, 32,673; total, 68,793.	

EXPENDITURES. — *1888-89.*

Salaries of officers.....	\$58,157 00
“ “ teachers.....	1,285,674 95

Incidental Expenses.

By School Committee.....	252,033 14
From Income Gibson Fund.....	1,083 99
By Committee on Public Buildings.....	251,736 17
School-houses and lots.....	121,328 95
<hr/>	
Total expenditures.....	\$1,970,014 20

INCOME.

School Committee.....	\$39,585 52
City Council.....	687 45
<hr/>	
Total income.....	\$40,272 97
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Net expenditures for public schools.....	\$1,929,741 23

SUMMARY.

June, 1889.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	7	118	112	6	95.	174
Latin and High	10	111	2,793	2,613	180	94.	2,707
Grammar	54	716	31,767	28,810	2,957	91.	30,307
Primary	468	468	24,178	20,582	3,596	85.	24,100
Kindergartens	22	41	1,251	881	370	70.	1,299
Totals	555	1,343	60,107	52,998	7,109	88.	58,587

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	84	72	12	86.	86
Spectacle Island	1	1	19	17	2	91.	23
Evening High	1	25	1,369	972	397	74.	1,369
Evening	15	113	2,297	1,462	832	64.	2,297
Evening Drawing	5	23	502	433	67	86.	502
Totals	23	171	4,271	2,961	1,310	69.	4,271

SCHOOLS AND TEACHERS.

	TEACHERS.		
	Males.	Females.	Total.
Normal School	1	5	6
Latin School	16	0	16
English High School	20	0	20
Girls' High School	2	20	22
Girls' Latin School	1	6	7
Roxbury High School	2	7	9
Dorchester High School	2	4	6
Charlestown High School	2	5	7
West Roxbury High School	1	3	4
Brighton High School	1	2	3
East Boston High School	2	3	5
Grammar Schools	105	577	682
Primary Schools	0	468	468
Totals	155	1,100	1,255

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Evening Schools	63	75	138
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		5	5
Spectacle Island		1	1
Totals	92	132	224

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1889.

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		118	118		112	112	6	95.	1			1	4		
Latin	419		419	402		402	17	96.	1	9	6				
Girls' Latin		181	181		169	169	12	93.		1					6
English High	667		667	624		624	43	94.	1	8	11				
Girls' High		685	685		637	637	49	93.	1	7		1	1		18
Roxbury High	97	169	266	94	158	252	14	95.	1		1		1		6
Dorchester High	73	93	166	67	81	148	18	89.		1					5
Charlestown High	40	107	147	38	98	136	11	93.	1		1				5
West Roxbury High	25	54	79	23	50	73	6	92.		1					3
Brighton High	24	45	69	22	43	65	4	93.		1					2
East Boston High	49	65	114	46	61	107	7	94.		1					4
Totals	1,394	1,517	2,911	1,316	1,409	2,725	186	94.	6	23	19	1	3	4	49

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1889.

	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course 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	117	57	74	87	58	42	85	174	13	24	59	87	110	84	64	37	47	54	66
Latin	86	65	74	87	58	42	85	497	13	24	59	87	110	84	64	37	47	54	66
Girls' Latin	34	31	38	22	14	7	21	107	1	1	17	34	40	31	23	8	11	1	1
English High	316	157	131	21	21	21	21	625	1	1	4	52	133	196	147	73	17	3	3
Girls' High	257	168	106	94	94	94	94	625	1	1	4	52	133	196	147	73	17	3	3
Roxbury High	114	81	54	249	249	249	249	249	2	2	2	22	45	80	63	29	3	2	2
Dorchester High	88	50	28	166	166	166	166	166	1	1	1	6	24	59	47	22	5	1	1
Charlestown High	40	42	48	130	130	130	130	130	1	1	1	1	12	42	44	24	6	1	1
West Roxbury High	43	24	9	76	76	76	76	76	1	1	1	7	16	30	12	6	4	1	1
Brighton High	35	12	17	64	64	64	64	64	8	8	8	8	11	12	23	8	1	1	1
East Boston High	32	40	35	108	108	108	108	108	6	6	6	6	11	17	35	18	11	10	10
Totals	1,162	727	541	224	72	49	106	2,881	13	25	84	246	494	702	617	310	183	95	82
Percentages	40.3	25.2	18.8	7.8	2.5	1.7	3.7	100	.5	.9	2.9	8.5	17.1	24.4	21.4	11.8	6.4	3.3	2.8

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	5	118	23.6
Latin	15	419	27.9
Girls' Latin	6	181	30.2
English High	19	667	35.1
Girls' High	21	685	32.6
Roxbury High	8	266	33.3
Dorchester High	5	166	33.2
Charlestown High	6	147	24.5
West Roxbury High	3	79	26.3
Brighton High	2	69	34.5
East Boston High	4	114	28.5
Totals	94	2,911	31.

Graduates, June, 1889.

SCHOOLS.	Regular Course.	Four Years' Course.	Total.
Latin	40	.....	40
Girls' Latin	7	.....	7
English High	115	.....	115
Girls' High	102	90	192
Roxbury High	50	.....	50
Dorchester High	27	.....	27
Charlestown High	45	.....	45
West Roxbury High	8	.....	8
Brighton High	17	.....	17
East Boston High	35	.....	35
Totals	446	90	536

EVENING SCHOOLS.

October, 1888 — March, 1889.

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	100	1,979	1,369	575	397	972	21	24
High, Ch'n Branch . . .	44	195	115	48	32	80	4	28
Bigelow School	105	315	125	66	29	95	8	14
Comius School, Rox. . .	105	353	152	81	20	101	8	15
Dearborn School, Rox. .	105	237	131	51	28	79	7	14
Eliot School	105	547	295	124	68	192	15	14
Franklin School	105	788	431	137	102	239	15	17
Hancock School	59	161	122	61	4	65	5	20
Lincoln School, S.B. . .	105	220	129	49	28	77	6	15
Lyman School, E.B. . .	105	220	126	63	19	82	7	14
Neponset School	24	87	67	36	10	46	5	13
Phillips School	105	175	86	37	15	52	4	18
Quincy School	105	185	126	65	24	89	7	15
Sherwin School, Rox. . .	105	115	78	42	11	53	4	18
Warren School, Ch'n . .	105	390	142	58	37	95	8	13
Warrenton Street	60	115	108	42	30	72	5	18
Wells School	100	506	179	72	53	125	9	15
Totals	1,542	6,588	3,781	1,607	907	2,514	138	20

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	154	97	73	11	84	5	21
East Boston	64	127	68	42	14	56	4	19
Roxbury	64	185	101	76	16	92	4	31
Tennyson Street	64	228	129	117	0	117	5	29
Warren Avenue	64	160	107	54	35	89	5	22
Totals	320	854	502	362	76	438	23	24

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1889.

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	373	146	519	329	131	460	59	88.	1	1	1	1	8
Agassiz	352	. . .	352	322	. . .	322	30	91.	1	.	1	1	4
Allston	322	316	638	280	267	547	91	85.	1	1	2	2	6
Andrew	409	349	758	371	310	681	77	90.	1	1	2	2	10
Bennett	246	273	519	230	245	475	44	82.	1	1	1	1	7
Bigelow	837	. . .	837	786	. . .	786	51	94.	1	2	1	1	12
Bowdoin . . . . .	. . .	351	351	. . .	305	305	46	87.	1	.	2	1	6
Brimmer	616	. . .	616	561	. . .	561	55	91.	1	2	1	1	10
Bunker Hill	333	355	688	315	328	643	45	93.	1	1	2	2	11
Chapman	303	308	611	280	284	564	47	92.	1	1	2	2	7
Charles Sumner	266	231	497	241	211	452	45	91.	1	.	1	1	8
Comins	297	338	635	274	299	573	62	90.	1	1	2	1	8
Dearborn	349	265	614	324	240	564	50	92.	1	1	2	2	7
Dillaway . . . . .	. . .	595	595	. . .	532	532	63	88.	1	.	2	3	7
Dorchester-Everett	272	254	526	247	225	472	54	90.	1	1	1	1	7
Dudley	724	. . .	724	677	. . .	677	47	94.	1	2	1	1	10
Dwight	698	. . .	698	652	. . .	652	46	93.	1	2	1	1	9
Eliot	1026	. . .	1026	899	. . .	899	127	88.	1	3	1	1	15
Emerson	403	278	681	370	251	621	60	91.	1	1	2	2	9
Everett . . . . .	. . .	693	693	. . .	647	647	46	93.	1	.	2	3	9
Franklin . . . . .	. . .	696	696	. . .	622	622	74	89.	1	.	2	3	9
Frothingham	308	283	591	275	249	524	67	89.	1	1	2	2	7
Gaston . . . . .	. . .	642	642	. . .	562	562	80	88.	1	.	2	2	7
George Putnam	156	161	317	147	151	298	19	95.	1	.	1	1	4
Gibson	173	188	361	161	168	329	32	91.	1	.	1	1	6
Hancock . . . . .	. . .	576	576	. . .	506	506	70	86	1	.	2	2	8
Harris	153	172	325	141	156	297	28	91.	1	.	1	1	5
Harvard	340	321	661	315	292	607	54	92.	1	1	2	2	8

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		361	361		324	324	37	90.	1	1	1	5	
Hugh O'Brien	381	298	679	357	269	626	53	92.	1	1	2	2	8
Hyde		605	605		553	553	52	91.	1		2	2	9
Lawrence	885		885	827		827	58	94.	1	3	1	1	13
Lewis	293	330	623	272	301	573	50	92.	1	1	2	2	7
Lincoln	958		958	874		874	84	91.	1	2	1	1	14
Lowell	406	423	834	371	383	754	80	91.	1	1	2	2	11
Lyman	469	183	652	424	165	589	63	90.	1	1	2	2	8
Martin	251	368	619	234	336	570	49	92.	1	1	2	2	7
Mather	223	246	469	199	213	412	57	88.	1	1	1	1	6
Minot	152	157	309	143	144	287	22	93.	1			2	5
Mt. Vernon	83	115	198	77	104	181	17	91.		1	1	1	3
Norcross		702	702		622	622	80	89.	1		2	3	9
Phillips	799		799	728		728	71	91.	1	2	1	1	11
Pierce	132	117	249	125	104	229	20	92.		1		1	4
Prescott	250	274	524	234	250	484	40	92.	1	1	1	1	7
Prince	258	266	524	238	235	473	51	90.	1	1	1	1	6
Quincy	572		572	495		495	77	87.	1	2	1	1	7
Rice	571		571	519		519	52	91.	1	2	1	1	7
Sherwin	603		603	544		544	59	90.	1	2	1	1	8
Shurtleff		731	731		653	653	78	89.	1		2	3	9
Stoughton	169	189	358	156	168	324	34	91.	1	1	1	1	5
Tileston	51	51	102	48	46	94	8	93.		1			2
Warren	318	360	678	307	344	651	27	96.	1	1	2	2	8
Wells		519	519		466	466	53	90.	1		2	1	7
Winthrop		896	896		780	780	116	87.	1		2	5	10
Totals	16,780	14,987	31,767	15,369	13,441	28,810	2,957	91.	51	49	77	85	420

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1889.

SCHOOLS.	Number of Pupils in each Class, Whole Number, and Ages, June 30, 1889.																			
	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	29	44	87	94	98	109	29	490	...	3	24	82	74	92	92	76	87	6	4	...
Agassiz	24	30	52	76	86	62	...	330	...	2	17	46	66	66	58	46	20	6	3	...
Allston	51	55	116	103	104	196	...	625	...	5	61	96	100	108	90	86	57	16	6	...
Andrew	38	44	99	132	194	210	...	717	1	20	58	98	135	125	88	54	9	3	...	
Bennett	44	52	92	104	110	111	...	513	1	5	42	60	86	86	85	73	48	22	3	...
Bigelow	56	53	94	185	201	205	...	794	1	17	62	105	140	149	131	99	69	17	4	...
Bowdoin	35	34	60	31	62	101	...	332	...	8	34	55	49	64	50	39	22	6	5	...
Brimmer	29	88	74	93	137	123	33	577	...	6	39	87	105	113	86	72	51	14	3	1
Bunker Hill	45	67	94	120	141	152	29	648	...	5	41	86	93	124	119	92	60	24	4	...
Chapman	47	51	95	98	150	156	...	597	1	21	51	77	81	85	80	85	57	29	18	3
Charles Sumner	34	36	62	95	102	111	45	475	1	9	40	67	84	77	74	60	45	15	3	...
Comins	50	76	81	135	105	160	...	607	2	...	13	57	102	138	110	111	62	9	2	1
Dearborn	35	64	77	99	127	154	26	582	1	1	31	78	106	132	120	64	37	9	3	...
Dillaway	42	63	108	92	110	131	...	546	...	7	29	87	87	93	92	83	36	29	3	...
Dorchester-Everett	44	54	99	93	102	105	...	497	...	1	33	61	85	88	71	61	53	30	12	2
Dudley	44	79	97	94	163	184	30	691	...	14	39	92	117	128	120	120	35	12	3	1
Dwight	48	103	96	154	117	103	30	651	1	7	31	90	111	106	97	99	74	27	6	2
Elliot	52	90	91	112	212	230	202	989	6	17	59	147	174	172	175	141	69	24	5	...
Emerson	41	67	76	96	208	109	47	644	1	3	26	64	126	128	107	98	59	25	5	2
Everett	73	99	109	98	148	106	23	656	...	10	41	80	96	104	103	97	79	39	6	1
Franklin	39	81	116	89	156	155	...	629	...	6	30	65	111	100	109	102	59	36	11	...
Frothingham	42	48	83	97	95	151	24	540	...	8	29	73	81	106	107	79	45	9	3	...
Gaston	43	49	97	95	154	168	...	606	...	19	45	87	74	112	94	80	54	30	10	1
George Putnam	19	60	50	64	58	60	...	311	...	2	24	40	53	60	48	42	26	13	3	...

Gibson	33	42	64	58	65	91	353	2	29	49	51	63	59	53	30	15	2	..	
Hancock	28	36	49	99	103	110	121	2	13	45	78	119	98	114	44	24	9	..	
Harris	27	38	39	47	85	69	305	..	23	32	51	56	53	49	30	9	1	..	
Harvard	45	55	88	97	151	148	29	6	36	81	95	118	126	76	52	18	5	..	
Hillside	48	45	56	55	68	83	355	..	4	27	48	78	86	56	28	20	8	2	
Hugh O'Brien	61	73	96	104	144	115	42	1	21	85	106	129	109	95	55	24	8	2	
Hyde	34	75	88	92	105	150	34	8	36	81	91	115	89	87	40	25	6	..	
Lawrence	49	86	131	180	145	196	37	1	31	69	126	162	156	147	84	40	6	2	
Lewis	62	80	80	94	102	161	597	6	37	89	99	82	114	89	50	27	4	..	
Lincoln	68	72	86	199	218	244	45	1	11	71	126	145	195	157	82	22	3	1	
Lowell	59	89	119	195	115	216	37	32	43	118	152	182	145	96	47	14	1	..	
Lyman	29	43	98	101	141	162	87	10	38	74	123	127	105	69	48	12	4	..	
Martin	62	69	97	108	133	141	605	1	9	39	77	96	116	106	91	43	22	4	
Mather	34	43	67	83	119	119	465	1	36	68	83	83	80	69	33	9	3	..	
Minot	30	41	43	49	47	42	50	3	20	49	48	47	52	40	33	7	3	..	
Mr. Vernon	16	19	38	40	39	44	196	..	16	23	36	45	33	33	13	1	1	1	
Norcross	34	43	60	130	149	221	637	8	57	86	132	127	100	78	28	18	3	..	
Phillips	42	56	97	155	151	216	30	11	54	92	132	172	125	94	43	15	7	1	
Pierce	26	39	49	35	48	62	259	7	19	31	37	47	42	39	28	7	1	1	
Prince	43	57	81	83	139	131	534	6	24	52	100	94	91	87	42	28	10	..	
Quincy	53	64	121	90	86	88	511	13	30	60	68	81	76	78	55	38	11	1	
Rice	30	44	46	105	111	168	38	542	7	32	84	96	109	104	66	37	6	2	
Sherwin	43	51	94	102	96	138	539	2	28	71	87	104	91	88	37	23	6	2	
Shurtleff	30	44	90	99	115	154	32	564	9	45	72	75	85	120	95	51	11	1	
Stoughton	51	45	91	106	207	214	714	1	73	84	124	107	141	96	48	15	4	..	
Tilleyton	32	49	72	60	63	73	349	14	28	46	55	51	56	52	31	12	3	..	
Warren	9	14	12	23	22	22	102	1	14	11	22	19	16	9	6	3	1	..	
Wells	39	52	94	114	160	176	56	691	1	42	71	114	137	104	107	76	29	8	
Winthrop	37	40	52	108	102	111	29	488	6	47	54	95	89	78	69	32	16	2	
Winthrop	58	95	107	209	141	190	36	836	9	91	101	142	147	138	102	68	26	9	
Totals	2,216	3,104	4,418	5,473	6,503	7,422	1,171	30,307	25	437	2,014	3,960	5,128	5,600	5,234	4,210	2,455	959	248
Per cents	7.3	10.2	14.6	18.1	21.4	24.5	3.9	100	.08	1.44	6.65	13.7	16.92	18.48	13.89	8.10	3.16	.82	.12

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1889.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	11	519	43.6	Hillside	7	361	51.6
Agassiz	6	352	58.7	Hugh O'Brien.	13	679	52.2
Allston	11	638	58.0	Hyde	13	605	46.5
Andrew	15	758	50.5	Lawrence	18	885	46.9
Bennett	10	519	51.9	Lewis	12	623	51.9
Bigelow	16	837	52.3	Lincoln	18	958	53.2
Bowdoin	9	351	39.0	Lowell	16	834	52.1
Brimmer	14	616	44.0	Lyman	13	652	50.1
Bunker Hill . .	16	688	43.0	Martin	12	619	51.6
Chapman	12	611	50.9	Mather	9	469	52.1
Chas. Sumner	10	497	49.7	Minot	7	309	44.1
Comins	12	635	52.9	Mt. Vernon . . .	5	198	39.6
Dearborn	12	614	51.2	Norcross	14	702	50.1
Dillaway	12	595	49.6	Phillips	15	799	53.3
Dor.-Everett.	10	526	52.6	Pierce	5	249	49.8
Dudley	14	724	51.7	Prescott	10	524	52.4
Dwight	13	698	53.7	Prince	9	524	58.2
Eliot	20	1,026	51.3	Quincy	11	572	52.0
Emerson	14	681	48.6	Rice	11	571	51.9
Everett	14	693	49.5	Sherwin	12	603	50.2
Franklin	14	696	49.7	Shurtleff	14	731	52.2
Frothingham.	12	591	49.3	Stoughton	8	358	44.8
Gaston	11	642	58.4	Tileston	2	102	51.0
Geo. Putnam.	6	317	52.8	Warren	13	678	52.2
Gibson	8	361	45.1	Wells	10	519	51.9
Hancock	12	576	48.0	Winthrop	17	896	52.7
Harris	7	325	46.4				
Harvard	13	661	50.8	Totals	628	31,767	50.6

GRAMMAR SCHOOLS.

Graduates, June, 1889.

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams.....	18	12	30	Hillside.....	48	48	
Agassiz.....	24	...	24	Hugh O'Brien.....	35	26	61
Allston.....	26	24	50	Hyde.....	34	34	
Andrew.....	19	19	38	Lawrence.....	49	49	
Bennett.....	20	24	44	Lewis.....	27	31	58
Bigelow.....	56	...	56	Lincoln.....	68	68	
Bowdoin.....	...	32	32	Lowell.....	24	35	59
Brimmer.....	29	...	29	Lyman.....	18	11	29
Bunker Hill.....	20	25	45	Martin.....	22	40	62
Chapman.....	18	29	47	Mather.....	19	14	33
Charles Sumner....	14	19	33	Minot.....	15	15	30
Comins.....	21	29	50	Mt. Vernon.....	6	10	16
Dearborn.....	15	20	35	Norcross.....	...	28	28
Dillaway.....	...	41	41	Phillips.....	39	39	
Dor.-Everett.....	25	20	45	Pierce.....	15	10	25
Dudley.....	44	...	44	Prescott.....	21	21	42
Dwight.....	48	...	48	Prince.....	27	26	53
Eliot.....	52	...	52	Quincy.....	27	27	
Emerson.....	26	15	41	Rice.....	42	42	
Everett.....	...	72	72	Sherwin.....	30	30	
Franklin.....	...	40	40	Shurtleff.....	...	51	51
Frothingham.....	21	21	42	Stoughton.....	13	19	32
Gaston.....	...	43	43	Tileston.....	4	4	8
George Putnam.....	12	7	19	Warren.....	22	17	39
Gibson.....	12	21	33	Wells.....	...	35	35
Hancock.....	...	25	25	Winthrop.....	..	54	54
Harris.....	16	11	27	Totals.....	1,130	1,052	2,182
Harvard.....	25	20	45				

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1889 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 given.	Total.
Adams	1				2		19		5		2	1			30
Agassiz					8		9		4		1			2	24
Allston					3		7		25		2			13	50
Andrew		1	2		7	1	17		7					3	38
Bennett	1	2	1		11		6		20		3				44
Bigelow				1	6	6	31	2	10						56
Bowdoin	2	5	1		4		10		7		3				32
Brimmer			2		11	2	9		5						29
Bunker Hill					1		33		4		1			6	45
Chapman		1				1	4		16		13		11	1	47
Charles Sumner					6		19		4					4	33
Comins					5	1	42		2						50
Dearborn					1	2	24	1	5	1	1				35
Dillaway					3		19		16		1			2	41
Dor.-Everett					3		16		17		3		1	5	45
Dudley	3			3	3	1	25		7		2				44
Dwight					3	1	14		16		3			11	48
Eliot		2	1		4		40		5						52
Emerson							14		16		4	1	2	4	41
Everett					1	5	28		17		6			15	72
Franklin	1						12		10		4		2	11	40
Frothingham	2		1				18		19				2		42
Gaston					3		15		18		6		1		43
George Putnam	2	1	1		4		5		6						19
Gibson	1		1				29		2						33
Hancock	1		1		6		11		5		1				25

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1889 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.	Total.
Harris					2	12	4	2						7	27
Harvard					1	8	21	1	8			2		4	45
Hillside					3	6	20		8		2		1	8	48
H. O'Brien					2		15		17		3		1	23	61
Hyde	1	1	1		3		10		17					1	34
Lawrence				1	15	12	16	1	4						49
Lewis		1	1	1	8	4	23		7					13	58
Lincoln					22	2	26	5	12		1				68
Lowell						5	41		4					9	59
Lyman					3		12		5		4		1	4	29
Martin	4	3	1		5	4	32		13						62
Mather	2	3	1		15		4		6		1			1	33
Minot					3		16		7		2			2	30
Mt. Vernon	1						14		1						16
Norcross					5		11		8		4				28
Phillips				1	5		19		6		3		2	3	39
Pierce					8		13				1			3	25
Prescott				1	1	2	26		9		3				42
Prince					13		20		4		1			15	53
Quincy			1		2		14		7		1			2	27
Rice					6		18		12					6	42
Sherwin			1		5		15		3		6				30
Shurtleff					3		11		21		7			9	51
Stoughton					1		13		4		6			8	32
Tileston					1		5							2	8
Warren		1			1	1	13	1	19		3				39
Wells	1		2		2	2	16	1	8	1	2				35
Winthrop			1		8		24		9		6		2	4	54
Totals	23	21	20	8	238	66	956	12	491	2	114	4	26	201	2182

PRIMARY SCHOOLS.

Semi-Annual Returns, to June 30, 1889.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	8	272	122	394	243	107	350	44	88.	130	258	388
Agassiz	3	119	81	200	107	70	177	23	88.	89	123	212
Allston	9	226	236	462	191	188	379	83	82.	284	207	401
Andrew	10	256	275	531	222	226	448	83	84.	260	258	518
Bennett	7	154	135	289	134	114	248	41	86.	174	160	334
Bigelow	13	368	276	644	310	227	537	107	83.	343	282	625
Bowdoin	8	166	187	353	143	154	297	56	84.	160	196	356
Brimmer	9	242	205	447	215	179	394	53	88.	232	206	438
Bunker Hill	12	321	270	591	284	236	520	71	88.	245	341	586
Chapman	6	203	138	341	176	117	293	48	86.	180	153	333
Charles Sumner	9	205	213	418	175	178	353	65	85.	244	199	443
Comins	8	267	237	504	234	199	433	71	86.	244	251	495
Dearborn	13	355	271	626	332	223	555	101	85.	303	348	651
Dillaway	7	229	171	400	200	144	344	56	86.	202	190	392
Dor.-Everett	8	199	178	377	169	139	308	69	81.	160	211	371
Dudley	12	317	325	642	281	281	562	80	87.	266	364	630
Dwight	10	258	277	535	192	206	398	137	74.	250	266	516
Eliot	9	356	136	492	310	109	419	73	85.	257	247	504
Emerson	10	293	231	524	265	203	468	56	89.	220	307	527
Everett	10	253	245	498	215	209	424	74	84.	218	268	486
Franklin	12	318	318	636	272	269	541	95	85.	257	358	615
Frothingham	9	224	256	480	197	222	419	61	88.	194	242	436
Gaston	14	385	359	744	316	288	604	140	81.	358	368	726
George Putnam	5	135	130	265	120	117	237	28	90.	133	129	262
Gibson	5	126	136	262	101	107	208	54	80.	138	102	240
Hancock	16	439	433	872	378	365	743	129	85.	444	424	868
Harris	5	140	123	263	123	105	228	35	86.	115	162	277
Harvard	12	311	278	589	273	241	514	75	87.	272	309	581

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	152	124	276	126	101	227	49	82.	136	144	280
Hugh O'Brien	11	394	224	618	351	193	544	74	88.	282	321	603
Hyde	8	198	208	406	178	185	363	43	71.	203	212	415
Lawrence	18	615	200	815	545	167	712	103	87.	440	410	850
Lewis	10	256	286	542	215	231	449	93	83.	233	283	516
Lincoln	7	248	127	375	203	104	307	68	82.	186	186	372
Lowell	14	393	406	799	331	338	669	130	84.	417	375	792
Lyman	9	289	145	434	260	125	385	49	89.	191	237	423
Martin	6	161	163	324	142	141	283	41	87.	166	166	332
Mather	9	243	222	465	198	173	371	94	81.	209	237	446
Minot	5	118	123	241	107	106	213	28	88.	137	111	248
Mount Vernon	4	81	72	153	64	57	121	32	79.	78	83	161
Norcross	13	193	408	601	171	350	521	80	87.	287	314	601
Phillips	6	175	174	349	145	137	282	67	81.	132	227	359
Pierce	2	61	50	111	53	39	92	19	84.	56	58	114
Prescott	9	242	196	438	220	170	390	48	89.	199	255	454
Prince	3	99	91	190	81	73	154	36	81.	95	101	196
Quincy	13	412	271	683	351	226	577	106	84.	333	350	683
Rice	8	208	158	366	172	124	296	70	80.	165	206	371
Sherwin	9	240	204	444	214	179	393	51	88.	213	244	457
Shurtleff	6	163	170	333	138	141	279	54	89.	174	161	335
Stoughton	4	118	118	236	102	101	203	33	86.	148	102	250
Tileston	2	40	45	85	35	36	71	14	84.	45	43	88
Warren	7	173	182	355	157	166	323	32	91.	169	170	339
Wells	15	441	387	828	393	325	718	110	87.	432	380	812
Winthrop	6	155	147	302	125	113	238	64	79.	175	122	297
Totals	468	13,035	11,143	24,178	11,258	9,324	20,582	3,596	85.	11,673	12,427	24,100

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1889.

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	95	159	134	388	34	53	43	68	96	58	25	7	4
Agassiz	55	57	100	212	12	31	46	46	42	20	8	5	2
Allston	107	149	235	491	45	98	141	95	64	25	13	8	2
Andrew	110	201	207	518	32	101	127	89	78	47	30	8	6
Bennett	55	140	139	334	35	67	72	75	48	26	5	4	2
Bigelow	180	192	253	625	53	143	147	153	78	24	14	10	3
Bowdoin	80	137	139	356	21	61	78	79	63	37	16	1	.
Brimmer	114	131	193	438	43	90	99	99	73	23	10	.	1
Bunker Hill . .	164	227	195	586	28	88	129	130	112	67	22	8	2
Chapman	109	101	123	333	24	60	36	78	49	17	8	1	.
Chas. Sumner .	122	136	185	443	51	93	100	91	67	29	5	5	2
Comins	106	160	229	495	29	87	128	99	89	39	17	3	4
Dearborn	147	175	329	651	50	105	148	126	95	65	31	26	5
Dillaway	103	136	153	392	37	54	111	87	61	37	3	2	.
Dor.-Everett . .	106	109	156	371	23	63	74	81	64	43	16	6	1
Dudley	165	191	274	630	29	85	132	137	127	58	24	13	5
Dwight	138	147	231	516	44	94	112	128	77	42	15	4	.
Elliot	142	147	215	504	77	93	87	99	72	44	21	7	4
Emerson	113	151	263	527	39	83	98	109	88	72	17	16	5
Everett	139	159	188	486	32	71	115	112	96	43	11	5	1
Franklin	151	194	270	615	36	96	125	129	131	61	26	7	4
Frothingham . .	100	197	139	436	30	72	92	96	83	43	13	7	.
Gaston	208	225	292	726	51	123	184	175	97	61	19	9	7
Geo. Putnam . .	61	57	144	262	29	47	37	70	25	20	7	4	3
Gibson	59	56	125	240	33	60	45	47	40	7	4	3	1
Hancock	109	287	472	868	85	166	193	193	123	70	33	5	.
Harris	53	93	131	277	26	32	57	60	50	26	16	5	5
Harvard	146	197	238	581	48	119	105	145	98	50	12	4	.
Hillside	77	103	100	280	25	49	62	63	39	28	8	3	3

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,	182	149	272	603	54	99	129	141	100	46	25	8	1
Hyde	103	103	209	415	27	52	98	98	58	35	14	6	1
Lawrence . .	222	285	343	850	85	173	182	185	124	68	23	8	2
Lewis	115	215	186	516	27	78	128	128	101	38	13	3	..
Lincoln . . .	82	104	186	372	24	70	92	75	65	28	6	10	2
Lowell	155	302	335	792	80	162	175	176	135	50	10	4	..
Lyman	107	139	182	428	28	63	100	124	70	38	2	3	..
Martin	92	94	146	332	32	71	63	83	49	23	7	3	1
Mather	119	128	199	446	34	75	100	95	77	35	18	7	5
Minot	66	65	117	248	35	47	55	59	30	14	1	4	3
Mt. Vernon . .	37	39	85	161	14	30	34	35	28	12	7	..	1
Norcross . . .	141	192	268	601	81	88	118	119	97	49	27	14	8
Phillips . . .	90	87	182	359	24	44	64	67	64	41	33	10	12
Pierce	19	44	51	114	8	24	24	16	22	13	7	..	..
Prescott . . .	122	176	156	454	28	71	100	103	72	54	17	7	2
Prince	59	67	70	196	20	27	48	44	37	18	1	1	..
Quincy	202	240	241	683	44	140	149	142	115	66	21	4	2
Rice	112	141	118	371	9	63	93	94	80	28	4	..	..
Sherwin	99	209	149	457	36	81	96	99	89	36	13	7	..
Shurtleff . . .	107	119	109	335	27	66	81	86	41	24	7	3	..
Stoughton . .	71	73	106	250	37	49	62	52	30	12	6	2	..
Tileston . . .	25	28	35	88	8	17	20	24	17	1	..	1	..
Warren	98	89	152	339	20	55	94	76	52	28	13	1	..
Wells	201	250	361	812	94	166	172	173	118	70	14	5	..
Winthrop . . .	61	124	112	297	52	56	67	48	37	23	9	3	2
Totals	6,001	7,877	10,222	24,100	2,029	4,283	5,361	5,301	3,933	2,032	747	300	114
Percentages	24.9	32.7	42.4	100	8.4	17.8	22.2	22.	16.4	8.4	3.1	1.2	.5

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1889.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	8	394	49.3	Hillside	5	276	55.2
Agassiz	3	200	66.6	Hugh O'Brien	11	618	56.2
Allston	9	462	51.3	Hyde	8	406	50.8
Andrew	10	531	53.1	Lawrence	18	815	45.3
Bennett	7	289	41.3	Lewis	10	542	54.2
Bigelow	13	644	49.5	Lincoln	7	375	53.6
Bowdoin	8	353	44.1	Lowell	14	799	57.1
Brimmer	9	447	49.7	Lyman	9	434	48.2
Bunker Hill	12	591	49.3	Martin	6	324	54.
Chapman	6	341	56.8	Mather	9	465	51.7
Ch's Sumner	9	418	46.5	Minot	5	241	48.2
Comins	8	504	63.	Mt. Vernon	4	153	38.3
Dearborn	13	656	50.5	Norcross	13	601	46.2
Dillaway	7	400	57.1	Phillips	6	349	58.2
Dor.-Everett	8	377	47.1	Pierce	2	111	55.5
Dudley	12	642	53.5	Prescott	9	438	48.7
Dwight	10	535	53.5	Prince	3	190	63.3
Eliot	9	492	54.7	Quincy	13	683	52.5
Emerson	10	524	52.4	Rice	8	366	45.7
Everett	10	498	49.8	Sherwin	9	444	49.3
Franklin	12	636	53.	Shurtleff	6	333	55.5
Frothingham	9	480	53.3	Stoughton	4	236	59.
Gaston	14	744	53.1	Tileston	2	85	42.5
Geo. Putnam	5	265	53.	Warren	7	355	50.7
Gibson	5	262	52.4	Wells	15	828	55.2
Hancock	16	872	54.5	Winthrop	6	302	50.3
Harris	5	263	52.6				
Harvard	12	589	49.1	Totals	468	24,178	51.7

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 . .	..	..	..	..	11
		Girls . .	..	..	..	..	4
	Fifth Class {	Boys . .	..	..	..	14	117
		Girls . .	..	..	..	2	147
Sixth Class {	Boys . .	..	..	8	193	833	
	Girls . .	..	..	8	199	795	
Ungraded Class . . {	Boys . .	..	..	6	17	72	
	Girls . .	..	..	3	12	35	
Totals . . . . .	..	..	..	25	437	2,014	
Primary Schools.	First Class {	Boys . .	..	4	172	827	1,116
		Girls . .	..	3	138	726	954
	Second Class {	Boys . .	3	280	1,218	1,441	852	
		Girls . .	..	263	1,032	1,190	674
	Third Class {	Boys . .	11	1,075	2,061	1,528	587	179
		Girls . .	14	926	1,672	1,273	530	158
Totals . . . . .	..	25	2,004	4,283	5,361	5,301	3,933
Grand totals . . . . .	..	25	2,004	4,283	5,386	5,738	5,947

TO AGE AND TO CLASSES, JUNE, 1889.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
. .	13	24	59	87	110	84	64	37	19	497
. .	. .	1	17	34	40	31	23	8	13	167
. .	13	25	76	121	150	115	87	45	32	664
. .	. .	. .	. .	. .	. .	1	8	6	6	21
. .	. .	. .	. .	. .	. .	1	15	33	45	94
. .	. .	. .	. .	. .	5	35	78	56	17	191
. .	. .	. .	. .	. .	1	21	82	85	49	238
. .	. .	. .	. .	1	27	104	76	28	6	242
. .	. .	. .	. .	2	19	119	117	44	31	332
. .	. .	. .	7	78	164	143	62	9	1	464
. .	. .	. .	1	44	128	163	92	27	6	461
. .	. .	. .	8	125	344	587	530	288	161	2,043
. .	. .	14	119	302	411	183	59	† 8	. .	1,096
. .	. .	3	67	251	388	297	96	† 18	. .	1,120
. .	8	107	379	557	402	111	25	† 2	. .	1,591
1	1	90	295	529	390	169	35	† 3	. .	1,513
8	115	501	713	616	246	50	13	† 2	. .	2,264
3	85	441	721	553	253	86	11	† 1	. .	2,154
125	579	901	758	396	118	21	3	† 1	. .	2,913
117	497	763	669	387	106	13	4	. .	. .	2,560
654	1,020	878	500	238	44	6	. .	† 1	. .	3,472
593	945	712	441	154	32	4	. .	† 1	. .	3,031
1,223	853	519	189	68	17	2	. .	. .	. .	3,905
1,037	769	449	193	53	10	4	. .	. .	. .	3,517
129	169	138	126	80	29	8	1	. .	. .	775
70	87	84	64	26	9	5	1	. .	. .	396
3,900	5,128	5,600	5,234	4,210	2,455	959	248	37	. .	30,307
718	271	91	† 33	. .	. .	. .	. .	. .	. .	3,232
565	220	123	† 40	. .	. .	. .	. .	. .	. .	2,769
321	99	27	† 17	. .	. .	. .	. .	. .	. .	4,258
299	103	43	† 15	. .	. .	. .	. .	. .	. .	3,619
66	24	4	† 4	. .	. .	. .	. .	. .	. .	5,539
63	30	12	† 5	. .	. .	. .	. .	. .	. .	4,683
2,032	747	300	† 114	. .	. .	. .	. .	. .	. .	24,100
5,992	5,888	5,925	5,432	4,456	2,949	1,661	865	370	193	57,114

† Thirteen years and over.

† Eighteen years and over.

ANNUAL REPORT

OF THE

BOARD OF SUPERVISORS.

1889.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, MASON ST., Oct. 22, 1889.

To the President of the School Committee: —

The Twelfth Annual Report of the Board of Supervisors is
herewith respectfully submitted.

EDWIN P. SEAVER,
Superintendent of Schools.

REPORT.

To the School Committee: —

In accordance with Section 140 of the Regulations, the twelfth annual report of the Board of Supervisors is hereby respectfully submitted.

The requisition first laid down by the School Committee for the Board is contained in Section 138, as follows: "The Supervisors, one or more, as their Board shall determine, shall visit all the schools as often as practicable, and shall once a year examine carefully each teacher's method of conducting a school, and of teaching classes in various branches of study; and shall, before February 15, record the results of the examinations in suitable books, kept in the Supervisors' office, and open only to the inspection of the Board and of the Superintendent." First requisition.

The Supervisors have, during the last year, discharged these duties as faithfully as opportunity allowed.

The practice of the Board is to divide the school districts equally among the several members of the Board for visiting and reporting, subject to the direction of the Superintendent. Division of labor.

The regular day and class teachers, with the teachers of evening schools, kindergartens, sewing and cookery classes, number about fifteen hundred, which gives each Supervisor two hundred and fifty to visit and report upon in the course of a year; of these nearly fifty are probationary teachers, whose confirmation depends largely upon the report of the visiting Supervisors, and who must, therefore, receive more extended and thorough attention than those teachers already confirmed. Number of teachers. If we assume that one-half of the time of the Board can be devoted to the work of inspection, which, considering the

Time for inspection. many and onerous responsibilities involved in fulfilling the further requirements of their office, is a liberal proportion of time, we have one hundred days to devote to immediate supervision. Now, how much time can be given to each teacher during the year?

Number of visits.

It will be easily seen that the number of visits must be few, if they are of sufficient length to inform the Supervisor adequately on the points specified in Section 138, although the habit of the several Supervisors may vary as to their length and frequency.

The Supervisors desire nothing so much as harmony and coöperation with all the teachers, but especially with the masters, as their interests and aims are, or should be, identical, and neither can accomplish the important duties intrusted to them under constraint, or in any but the most cordial relations with each other.

Method of inspection.

In visiting a school for inspection, it is, therefore, usually a point of courtesy, as well as of inclination and expediency, to have an interview with the principal regarding the condition of the school, the plan of work, the mode of government, the quality of the teaching force, and various minor interests and individual cases which require consultation and coöperation.

Conference with the principal.

This allows a free discussion of principles, methods, and details of every-day management of the school, and affords the main opportunity for the Supervisor to attend to specification 3, under Section 139 of the Regulations; viz., to investigate the principles and methods of classifying and promoting pupils.

Details of inspection.

In visiting the various class-rooms, the Supervisor aims to extend courtesy and sympathy to the teachers, and to form a considerate, well-grounded estimate of the teacher's aptness to teach, method of teaching and government, scholarship and power to educe power, as well as of the personal factor in her unconscious influence; he endeavors to

REPORT OF SUPERVISORS.

make suggestions, which can be clearly grasped and may prove useful, in developing the strength, correcting the faults, or supplying the deficiencies of the teacher as a teacher; he attempts to enlighten and encourage the teacher, as well as to illustrate pedagogical principles and methods in the class-room. For this purpose he sometimes takes the class into his own hands, as an object-lesson, or to present a mode of treatment, either moral or intellectual, not yet reached by the teacher; he investigates individual cases among the pupils to some extent, according to a clause of the Regulations, which instructs him to study the physical, mental, and moral condition of the scholars.

Cases of physical disability, of which there is an increasing number, he reports to the Instructor in Hygiene (most of these cases are of defective mental or nervous organization, or of serious or threatening affection of the eyes); he examines the written work of the class, maps, drawings, abstracts, etc.; observes the general aspect of the room, with its indications of spirit and method; he looks over the records of the teacher and notes the condition of both teacher and pupil as thoroughly as practicable, that he may be able to meet in some way their demand for assistance, whether expressed consciously and directly or in the more urgent appeal of unconscious need; and he may sometimes call the teachers together at the close of the session for general remarks on government, or for elaboration and elucidation of departmental work.

In visiting the teachers on probation, the Supervisor considers it necessary to observe and weigh with great care every element which goes to make up the fitness of candidates for confirmation. On the report of two Supervisors, at the close of the term of probation, the Board recommends confirmation or an extension of probation, in some cases a close of probation without confirmation.

Teachers on probation.

The welfare of our schools depends upon nothing so much

as upon the fitness of its teachers for their work, each teacher having the responsibility of from fifty to sixty children. All the certificated teachers, both Normal School graduates and those who have passed the Supervisors' examination, on receiving appointments, become permanent teachers only after this final test of supervision.

Fitness of
teachers.

Of course the intellectual qualifications, both professional and general, make up an important element in a judgment of the fitness of a candidate; physical and personal characteristics also enter largely into the general estimate of the qualities of the teacher; but above all, character must remain the vital and decisive element for consideration; the communicative force, the moral power, the virtue which continually emanates from the teacher, is the real moulding agency of our schools. No superficial qualifications, such as familiarity with methods and subjects of instruction, or facility in manipulating machinery and attending to the details of class-work, can be regarded as in any degree a substitute for moral power and magnetic force of character in the candidate; especially in the case of the male assistants, who by natural promotion may early become candidates for the position of sub-master or master, is the most conscientious dealing imperative with the Supervisor, who must be helpful, patient, kind, frank, and faithful with the young teacher, but should never be betrayed into a course which would fix in our schools an unhealthful moral influence, or rivet a connection likely to hinder the progressive development of the young.

Character the
chief factor.

Interviews at
the office.

In addition to the opportunities of communication between the teachers and Supervisors provided by visiting the schools, each Supervisor holds himself ready to meet at his office regularly once a week such teachers or others as choose to call upon him for any business in connection with the schools. These office hours are thoroughly utilized for conference, advice, or sympathy, and contribute an important

share to the adjustment of difficulties and all that is incident to the work of supervision.

In accordance with the last clause of Section 138, the Supervisors have recorded by rank-figures and remarks the results of this inspection, in books kept for that purpose; these records are frequently referred to for information of the School Committee; or of masters, who are seeking a suitable teacher; or of some teacher who wishes to know his own record; but in no case are the books given up for general inspection, or even submitted to the inspection of a single teacher.

Section 139 of the Regulations has four specifications. The first names an office which has now passed over to the Instructor in Hygiene, but which, to a superficial extent, necessarily falls upon any Supervisor in visiting a school-room, inasmuch as he cannot avoid observing, in some degree, the heating and ventilation of the room. He, however, attempts merely to correct the immediate fault, and in very defective cases notifies the Instructor in Hygiene, who may not have had equal opportunity of observing the condition of the room.

The second specification names one of the most fundamental articles in pedagogical science; viz., "The mode of government, including motives to study." We might reverse these phrases on the ground that the motive to study clearly indicates and premises the mode of government.

If the child is driven to study, if he is forced to take up his lesson as a task, and obliged to attend to it for fear of penalty, we all understand that he is under a mode of government in which there is not the first element of growth and development, whether mental or moral. The child grows from within, outward; the motive to study must spring from the natural desire to know, quickened by the presentation of the object of knowledge. The object must be within reach of the child's sympathy, comprehension, and natural curiosity,

and must be so presented as to arouse that curiosity ; or, if the pupil is old enough to have discovered that he is dependent on the recorded observation of others for some facts he needs, then he should be stimulated to the possession of those results by appreciating their value to him in his preparation for life. A teacher who is full of his subject communicates unconsciously this enthusiasm of interest and study.

Learning easy
under right
conditions.

It is comparatively easy to learn when the desire is thoroughly aroused. Apprehension and memory respond quickly to desire. Other motives, such as love for the teacher and conscientious devotion to duty, may sometimes enter into the motive to study ; but the spontaneous desire to know will always spring forward toward any new subject of knowledge which meets the student's stage of intelligence. So, in the mode of government the motive-power must be an inspiration ; the teacher must start into operation some agency more radical, inclusive, and expansive than any external compulsion. The higher activities must be aroused, if not directly, yet through the interaction and correlation of other activities, beginning with such right activities as the child is easily impelled to ; for the child is a unity of diverse elements, every one reticulated with every other ; and work of the hands makes easier work of the head and work of the heart, by the law of the diffusion of energy throughout every part of one organism.

Inspiration a
motive-power.

Growth by ex-
ercise.

Also the laws which govern the physical nature are continuous in the realm of intellectual and moral growth. All structure grows by the exercise of its functions. We must therefore build up the moral nature by developing the moral activities. This is done by arousing the feelings and the will and directing them into the right channels, as well as by giving moral ideals to the apprehension. Besides all that has been done toward informing the moral nature in our schools, such as the religious exercises of the school, the

Usual moral in-
struction.

silent influence of the character of the teacher, the maxims of good morals, the memorizing of gems from the best literature, the reading of biographies of the wise and great, and the requirement of right behavior in the school-room, we now add pleasurable and useful occupation of the child during the time of its school hours. This is provided partly by supplementary reading and partly by exercises connected with the regular lessons. But when these fail to interest or stimulate, what further can we offer for the child's moral growth? The department of Elementary Science is placed in our schools as one important means to that end. It brings the child into loving and thoughtful communion with nature; it introduces him to the forms of wonder and beauty about him, and leads to the consciousness of the divine love and power which surround him; it reveals to him the fatherhood of God and the brotherhood, not only of man, but of all created beings; it cultivates his æsthetic sense, which is the connecting link between the intellectual and moral powers, and awakens in him those activities which express the functions of the soul. In addition to this observation of nature, which ministers to his sense for beauty, and thus opens the way to moral progress, we must also provide for the practical exercise of his constructive faculties and creative power through various kinds of manual accomplishment which shall put him into helpful relations with his fellows, thus offering right scope and opportunity for those stored-up energies, which will work evil, if not good for a human being, whether man or child.

The science of pedagogy and the modern developments of physiological psychology, with the light thrown by modern science upon the development of the race, and of the child as an epitome of the race, have all contributed to a change of method in education which has been growing so rapidly into our courses of study and means of training as to bring about an entire change of front of our educational forces.

We recognize the fact that we are on our way from animal to human living, struggling with animal propensities and lower organic tendencies in our reach after the higher and truly human activities, yet with a new and distinctive germ of evolutionary power within us. If we but glance at the material in our schools, — a heterogeneous mass of growing humanity, children of every nationality, of every social grade, of every form of political and religious inheritance, — we begin to understand the era in which we live, — the era of a vast phenomenal migration from the Old World into the New, from the old civilizations and barbarisms into new possibilities of growth, larger freedom of life, broader relationships, and from the mediæval philosophy of education to the inductive methods and unobstructed outlook of the modern philosophy. When we comprehend this grand era of educational opportunity, we shall accommodate our educational resources more exactly to its conditions and its spirit; we shall provide more intelligently for the half-awakened little human animal now almost wholly within the grasp of his physical instincts; we shall give him help to arouse his human ambitions, to stimulate his human interests, and to kindle into flame that little spark of Promethean fire which makes him human. By all that the child can be and do beyond what the young animal can be and do, we must lead him to believe in his human superiority. We must give to our moral training the benefit of the differentiation of man as a tool-using animal, and put tools into the hands of the children, that they may think their thoughts out into conscious completion, into tangible form, not only through the power of human speech, but the power of human handling and shaping, of finishing and beautifying. A boy who takes a tool and produces something from raw material is so much the more a boy rather than a brute, and more likely than before to leave off brutish ways. To work with the hands is to be

Era of educational opportunity.

in process of evolution toward humanity; to embody a thought for the benefit of others is to be in progress of evolution toward perfect humanity. To think is not merely to dream; if the thought is not expressed it falls back into vagueness, and is not built into the mental or moral organism; it must be completed, cleared up, expressed, and communicated in order to contribute to intellectual or moral growth. The physical, intellectual, and moral steps are all on one road, in an ascending scale, but equally on the way to true and integral education; there is no partition between them. To teach the fingers skill in order to give to the thought precision, to put high motive behind all expression in order to involve moral functions, and to learn to work for others through the exercise of distinctively human activities, is the way to better action, both mental and moral, and in that way lie the methods of manual occupations, of useful industries, of the cultivation of all human activities as stepping-stones in educational progress.

Thought must
be expressed.

The present educational trend is the outcome of the philosophy of evolution; it involves the idea of harmonious development; the body, mind, and soul must act and grow together, not in identical, but rightly subordinated relations, in a harmony of degrees and attuned elements; the body as the medium and instrument of the mind, and both as the instruments of moral supremacy; let the child think not only with his brain but through his fingers, and put his ideals and affections into his work, and we shall see him grow human and develop into a moral agent, sloughing off the chrysalis of his embryonic stage and taking to himself the birthright of his higher activities.

Educational
trend.

This aspect of educational purpose and scope has governed this Board in dealing with the school-curriculum, in criticising modes of government, and in suggesting methods of intellectual and moral instruction. The mode of government especially, as indicative of the whole educational spirit and

outlook, has during the past year claimed our attention. The arbitrary and external method has lingered too long in many of our schools. It may be called the cave method, where light enters through but one narrow aperture, and all is repression, limitation, and discouragement; it belongs to epochs of darkness and disintegration. We have observed school-rooms in our midst, under the shadow of this repression, where corporal punishment is but one feature of a mode of government that is artificial as opposed to natural, mechanical as opposed to inspirational, despotic as opposed to parental, and antagonistic as opposed to sympathetic. The monthly reports of the Grammar masters advertise but too obviously the prevalence of these effete modes of government as indicated by the number of corporal punishments, — a method of discipline contrary to the philosophy and spirit of an enlightened age and the form of political government for which we must train the young American.

We turn from these discouraging subjects of consideration to those schools which have found out better ways, and report their various plans with a great sense of relief that a high dominant purpose has been seized and used as a lever by so many of our masters to lift their schools into the light. One class-room, for example, is built up on the democratic idea of government, as far as possible. It recognizes the first conditions of right government to be sympathy, mutual helpfulness, and a common aim. It enlists all its pupils in the best welfare of the school; by delegating a tentative authority, the teacher at times gives the boys and girls a chance to try popular government; participation in this governing power arouses a sense of responsibility which is very strengthening to the moral nature; the school-room becomes a little republic, and assumes the administration of its own affairs and the formulation and imposition of its own rules of discipline, which are usually more severe and more rigidly observed, even by the most unruly pupils, than the

The sense of
responsibility a
moral tonic.

teacher would require; the class thus makes and executes its own laws to very good purpose, and learns a practical lesson in civics, while developing a true manhood and womanhood.

Different schools have their distinctive and characteristic modes of government. As illustrations of these various modes we may cite a few instances, which are not, however, to be taken as singular. One large Grammar School of girls is so permeated by the paternal influence of the master, that it is like a well-regulated home; kindness and mutual consideration pervade its classes; the teachers are like mothers and sisters, whom the pupils tenderly love and respect, rarely disappoint, and seldom disobey. In the Primary School the head teacher has long been familiar with the homes of the district, and visits them as the Kindergarten teachers habitually visit theirs; she therefore understands the needs of the incoming classes, and can adjust her methods to them wisely. With more than twelve hundred pupils in a district where conflicting interests would be very likely to occur, no disturbance or jealousy arises, no pupils are withdrawn to private schools, and no division of feeling or lack of confidence has ever interfered with the general harmony and good-will, because the animus of government has been so wisely liberal, and the administration so justly considerate of all the duties of every pupil, where every pupil is known in her going-out and her coming-in, and in all the obligations of her environment. In accordance with the general motive of this long beneficent policy, the home-building arts, sewing and cookery, were here early introduced, both as a means and as an end, as an educational and a utilitarian measure. The atmosphere of a true home transfigures the school: the ambition to add to the safety and happiness of home is held up as the highest motive, which works itself out in blessing to the community from one generation to another.

Illustrative examples.

The paternal mode of government.

In another school there is built up an inspirational method

Arousing all the activities of the child.

of discipline, which, beginning with social and intellectual, rather than moral incentive, reaches all the ends of government with equal carrying power, because all the activities of the child are healthfully aroused and related. A session spent in its bright and airy rooms is an exhilaration to mind and heart. Boys and girls sit companionably in the same room, exchange courtesies, and are not hindered from any natural action that does not disturb others; the pupils in recitation express themselves eagerly, without fear of harsh reproof, and emulate each other in every exercise of mind and body; there is hardly a sign of repression, and yet the essence of order pervades the whole body; the organization is complete, the communication of motive magnetic, and the whole school constantly alive and growing in every member; enthusiasm quickens the pulse of the teacher and lights up the faces of the children; the joyous play of imagination and productive activity of thought are apparent everywhere; the children cluster about the teacher in little groups at their reading or number lesson, and in their bodily movements express their alert posture of mind, their loving spontaneity of feeling, and the freedom of their natural impulse to know; "busy work" of various sorts gives pleasurable excitement; games and occupations akin to the Kindergarten have stolen a march on the primary methods, and everywhere the thoroughly natural development of childhood and youth is toning up the *morale* of the school beyond the need of directly imposed discipline; the unity of the school in its aggregated presentation is perfect; the files from every room march through the corridors with the precision of well-drilled platoons; military order is secured not by military authority, but by a genius for thorough organization and a *corps d'esprit* involving the willing and hearty coöperation of every member of the school. This great feeder of our High Schools is growing so healthfully in all the old lines of work, and leading out so effectively in the new ones, that disaffec-

Pleasurable excitement.

Direct discipline unnecessary.

tion and germs of mischief are outgrown by the very law of healthful activity; the restless propensity for doing something is constantly satisfied; constructive methods are building up body, mind, and soul harmoniously, and destructive methods are left behind even the remembrance of a necessity.

A similar mode of government operates under a somewhat different motive of inspiration in a school which has been led to take hold of observation and demonstration lessons in all practicable directions of natural science, under the leadership of an enlightened student of nature. Every department of school-work is vivified by the enthusiasm aroused in the study of minerals, plants, and animals. The results of this delightful experiment illuminate the studies of geography, language, number, and all branches of the old course, to give them new zest and greater thoroughness, and to wake up the interest of the child so healthfully as to communicate its momentum to the moral nature. The child thus becomes originaive and enterprising; he is surrounded in his class-room by the forms of life and beauty which he has gathered for himself; he utilizes his spare time in arranging and providing for his treasures; he acquires scientific habits of thought and skilful methods of work; his hands and his eyes, his mind and his affections, are well employed; his teacher is his friend and companion in and out of school-hours; he grows apt and zealous to learn, to express, to embody, and to communicate his fresh fancies and newly acquired facts; he becomes self-helpful and helpful to others, and so gets beyond the atmosphere of wrong thinking, feeling, and doing, and is moulded into right habits unconsciously by all this fine contact and conduct. The creative spirit evolved by this training leads the teachers also to find out new ways of presenting the ordinary branches of study, to unfold new patterns of method and forms of demonstration, and to become the most productive of educators.

Observation and
demonstration
lessons.

These modes of government may have been approximately reached in many of our schools; they are intangible, and

hardly to be expressed by conventional statements, yet they are productive of the highest results; they are radically opposed to the habit of governing by petty remonstrance or constant prodding and attacking the details of conduct; they are rather conformed to the laws of a true psychology, which show us that the conscious will comes into play only in those channels of vibration which the unconscious will has opened, and that to start into activity some absorbing interest or dominant purpose will soon clear the way for the unconscious will, so that its operation will outstrip compulsion or even resolve, and bring into obedience every faculty to reorganize effectually the most complex structure.

The unconscious will most effectual.

Ungraded classes.

In the ungraded classes, the problem of school government is a still more difficult one; some of these classes are made up of children of many nationalities; a fusing and unifying motive is at once essential; we must Americanize them; as soon as they become members of our schools, we must remind ourselves and them that they are already and only Americans; we must teach them to love the flag, to feel that they are bound together by the strong tie of patriotism; we introduce them as early as possible to the study of our history and our institutions; to this end we bring into all our schools some study of civil government, and of our American principles of free government, that we may turn out from the least promising of our schools, loyal citizens, imbued with a sense of their civic obligations and political responsibilities.

Americanize the school.

In the ungraded classes truancies are perhaps more likely to occur than elsewhere; some teachers have been so illogical in their methods as to visit the returning truant with exasperating punishment, thus increasing the difficulty of reclaiming him. It has been found over and over again that a word of welcome, or an act of kindness, may do more to cure truancy than the last resource of penal authority. To give the ragged boy clean and whole clothing, to aid him in any way to present a respectable appearance, to give him a germ

Self-respect morally elevating.

of self-respect, and to put confidence in him as a helper, will do more toward making him a faithful and manly pupil than any expression of scorn or rebuke, or any attitude of shame and disgrace.

Experiments were undertaken, in these classes and other elementary classes, during the last year, of introducing some simple tools and manual training as an indirect means of moral training. Scissors and knives were furnished from private sources, to be used at the teacher's discretion under the guidance of the Supervisor, and with the consent and sympathy of the master of the school. A new avenue of interest was opened to the most unresponsive and irresponsible pupils, which proved to be a way to an awakened interest in their regular work and right relations with the school. Perhaps the following direct reports from some of the teachers will best serve to justify the experiment:—

Manual training
a means of
moral training.

REPORT OF THE TEACHER OF AN UNGRADED CLASS OF BOYS.

"Last year our Supervisor gave us a dozen each of knives and scissors, as a sort of beginning in manual training, and as an incentive to good conduct and good lessons. The class was a difficult one, composed chiefly of backward and peculiar pupils, between eight and fifteen years of age, in a district where a large proportion of the charity of the city is expended. The boys looked forward with great pleasure to the privilege of using the tools two or three times a week after good conduct and diligent effort. Many times they would voluntarily remain after school to finish the articles begun.

Reports.

"Among other things they made small easels and frames, toy tables and chairs, toy sleds, and boats with oars; one German boy developed great ingenuity and aptitude in working up his fancies into forms cut out of paper, cardboard, and wood, representing scenery, and forms of animal and vegetable life, as well as mechanical contrivances, such

as wind-mills, etc. Sometimes maps were drawn on thick paper and cut out, or other forms were drawn on wood and cut out with the knife; the boys brought an abundance of soft wood and cigar-boxes for material, as well as paper and cardboard.

"The beneficial effect of this work on the pupils was surprising; whereas before there had been cases of truancy which were considered incorrigible, and corporal punishments were of daily necessity, after the introduction of this work not a case of truancy occurred, nor was corporal punishment once necessary."

REPORT OF A PROMINENT PRIMARY-SCHOOL TEACHER.

"A generous gift of scissors for our children to use has been of great assistance the latter part of the year; it furnished us with a much-needed opportunity to illustrate the observation lessons in form and color. The children tire of matching a scrap of colored material to colors on a chart. If, in addition, simple forms of colored paper are given them to fold, cut, and paste, harmony of color, design, accuracy, neatness, industry, and attention soon follow. Tools indulge the young child in his first and most natural occupation, — use of his hands; while this instinctive desire is complied with, all his energies are concentrated upon it, so as to correct idle and mischievous tendencies, and he is instructed while fancying he is only playing.

"Some of these features of work formed an excellent basis for what we called 'Friday afternoon fun;' the children brought their mothers to see the pretty things made in this way, and our rooms, once a week, were full of eager and sympathetic friends of the children. No extra time was taken for the work of paper folding and cutting, but it proved a great source of delight to the children, by allowing them to make objects, illustrating their observation lessons. Form lessons in drawing were also supplemented in the

moulding of clay solids, and in paper cut and joined so as to represent solids. We need more variety of material to prosecute this work; but under proper conditions, with wise direction, I feel sure great benefits would result from training little children to work with their hands."

REPORT FROM A THIRD CLASS PRIMARY TEACHER.

"Near the close of last year I was supplied with a small amount of material, and thirty pairs of small scissors, for paper-cutting, etc. I congratulated myself, that with the aid of clay, peas, colored paper, colored worsted, and scissors, my children knew, by actual experiment, spheres, cubes, cylinders, straight and curved lines, and angles.

"And not this alone, their artistic sensibilities were awakened by the arrangement (directed and original) of the bits of paper cut by themselves into desired forms, into the first elements of design.

"I used no more time in this work than is granted for this department in the regular 'Course of Study.'

"The time was spent profitably and pleasantly, by both teacher and pupils.

"No time was lost in correcting this or that child. The little ones were happily employed, and there was no chance or desire for mischief.

"The threat of depriving a child of its clay, or paper-cutting, was sufficient to bring the most wayward to terms.

"I think all primary teachers, particularly third class teachers, will unite with me in sincerely wishing that the happy time would speedily arrive, when material necessary to carry on this branch of our work in a logical, thorough manner will be supplied."

Much testimony has come to hand in cases of children of deficient intellectual development, whom the simple forms of manual training have been potent to arouse and stimulate.

A boy of fourteen, unable to learn to read, was given a chance in one of the cookery classes. He took a lively interest in the matter, and not only became proficient in house-work and cookery, but his awakened mind for the first time grasped the intellectual work of the school, and he made unlooked-for progress in his studies. Another very dull boy, much too old for the class he was in, became interested in paper-cutting, and applied his newly found energy to the regular school-work, so that he was able to take a step forward. Girls have been rescued from complete passiveness by the exercise of sewing, and the stimulus of accomplishing something useful.

All this goes far to show the value of manual training as an effectual, though indirect, means of moral training.

Classification
and promotion.

Clause 3 of Section 138 holds the Supervisors responsible for ascertaining the principles and methods of classifying and promoting pupils. This must be reached mainly, as before stated, by consultation with principals and other teachers. It is well known that many written examinations are held for the purpose of classification, besides the Supervisors' examination for diplomas. Whether an unreasonable strain is thus thrown upon teachers and pupils is a matter for further investigation. In many minds there is a prejudice against written examinations; they are regarded as involving too great nervous anxiety and labor. A reaction has already set in against them in other cities, and it is conceded that they are by no means an infallible test of the attainments of the pupil. The promotions from the Primary Schools, by a ruling of the Committee on Examinations, are now uniformly made once a year, for pupils over ten years of age, as it is not thought productive of benefit to a child to be kept with children much younger than himself, while the presence of a mentally undeveloped child physically in advance of the majority of the class is often a baneful element in the room. The only relief from the dilemma

Examinations.

would be the establishment of more ungraded classes for backward or defective pupils.

Clause 4 of Section 139 names the merits, defects, and needs of the various schools and classes, and as a subject of investigation in general, the physical, mental, and moral condition of the scholars. The reports of the various Supervisors to the Division Committees generally include these points, which represent their very arduous and continuous attention. These reports have been duly made on or about the middle of January.

Also, in obedience to Section 141, the Board of Supervisors prepared during the last year, as usual, the annual diploma examination questions of the High and Grammar Schools; they have, moreover, as far as practicable, examined the marking of the teachers thereon,—each Supervisor in his own department of instruction. In preparing these examination papers the Supervisor aims to bear in mind the purpose and scope of the study as taught in the schools examined, and to test by their questions the methods of the teacher as well as the memory and inductive power of the pupil. Each Supervisor prepares the examination paper of his own department of study, different departments being permanently assigned to each; the Board of Supervisors examines, criticises, and adopts all papers after mutual consultation or revision. It is presumed, therefore, that each Supervisor has interpreted his own subject thoroughly, understands the treatment of it in the schools, and is in touch with the latest development of method and research in that direction. A series of examination papers will go far to fix a standard of attainments in any branch of study. It may easily be seen that the accomplishment of this requirement of his office is not one that can be passed over lightly or hastily by the Supervisor, but requires his best effort of scholarly deliberation and professional study.

Diploma exami-
nations.

Departmental
supervision.

Under Section 143 the Board of Supervisors is instructed

to interpret the courses of study, to fix proper standards of study, and to indicate the best methods to be pursued in reaching those standards.

Interpretation.

This is one of the most distinctive and responsible duties of a board of educational advisers. In pursuance of the first requisition the Supervisors have tried to keep at least in line with the most progressive intellectual standards, have consulted together at their meetings, have drawn up reports of various departments of study, and issued circulars or manuals for the formulation and elaboration of method and aim for the direction of the teachers, and to fix a standard of attainment. In these branches, which have long been acknowledged as legitimate parts of the school curriculum, there has been little need of this work during the past year, although some modification in these lines is from time to time suggested by important educational movements, and embodied in detail for the benefit of the teachers. The study of language in the Elementary Schools has been very much affected during the last few years by the introduction of elementary science and natural methods of training; the synthetical has, to a great extent, taken the place of the analytical method, not only in the newer, but in the older branches of instruction. The subject of supplementary reading has been in the hands of a committee of three Supervisors, who have given much time and attention during the last year to the selection of suitable books for distribution in the various school grades. They have recommended such books as were considered interesting, instructive, and healthful in their influence, and they propose to add to the list as they discover the right books. Serious examination and consideration of all the factors in the case accompany every recommendation, as the subject is, in the opinion of the Board, a very important adjunct to the regular work of the schools. A report drawn up by the chairman of the committee referred to has been incorporated in a printed report of the Committee on Text-Books in School Document No. 12.

Study of language.

Supplementary reading.

Various reports have from time to time been prepared in Special reports. response to orders from the School Committee, either as to the scope, method, and aim of some branch of study, or the merits and advantages of some text-book or system of instruction. In every case not only a special Supervisor, but the Board as a whole, has given earnest attention to the matter, discussing it from every point of view, and seeking all the light accessible on the subject. These reports fall into the hands of sub-committees of the School Committee, and occasionally appear as School Documents.

But it is in the newer departures of school-work that most of this responsibility of interpreting courses of study, and indicating methods and standards, has been called for. The department of observation lessons and elementary science especially awaited this effort when the present Supervisor took charge of it; a very general demand was made by the teachers for indication of standards and elaboration of method. It became necessary for the Supervisor first to understand the wants of the schools, by ascertaining what had been done, and to what extent the teachers were ignorant of its purpose and significance as an educational scheme, and of the proper mode of presenting it. It was found that very few understood it to be a rational mode of developing the child's Elementary Science. powers according to psychological laws, and thus many lost sight of its purpose altogether; it soon became evident that its use in many schools was altogether mechanical, defeating its whole aim, and that in many schools it was wholly ignored as a part of the course. Only in two or three schools had it been successfully and adequately undertaken. A very general complaint was made that no material could be obtained for its practice, and the whole work had a very discouraging aspect.

The Supervisors' Report of last year included a statement of the gradually improved condition of this department during the two years then closed, and now we are able to speak

with still greater assurance of its growing firmness of tenure in the schools; the teachers are beginning to understand a kind of education which rests upon self-activity, and leads the child to the acquisition of knowledge by training the senses to complete observation. The next step in the interpretation of this course should be the apprehension of the educational value of expression, by which we mean not only formulating the results of observation in spoken or written language, but through any form of tangible demonstration. To this end the Supervisor of Elementary Science has prepared a manual for the instruction and assistance of the Primary teachers, which has been adopted by the School Committee, and ordered to be placed in the hands of the Primary teachers and graduating classes of the Normal School. The whole philosophy of this method of education is closely allied to that of the Kindergarten, and makes, therefore, a vital connection between those schools now at the foundation of our public-school system and the Primary Schools which they feed.

Connection between Kindergarten and Primary grades.

It may be easily shown that the natural development of the child is by the exercise of all its activities,—not its mental activities alone, but its physical, mental, and moral activities, progressing simultaneously and harmoniously. The feelings, the will, the intelligence, and the physical powers act in concert in every natural effort of the child to acquire knowledge. The senses perceive, the feelings arouse, the will directs, and the hands work out and re-create the facts of knowledge in whatever material is supplied; no knowledge is complete which is not demonstrated by some productive activity. The study of form, size, color, plant and animal life, and physical phenomena of nature, which connects the child with the world about him, should be carried on not by passive observation alone, but by the use of every sense, by the exercise of the imitative faculty so early developed in children, and by the exercise of the creative faculty, which involves

manual training. This opens the whole subject of manual training in the Elementary Schools, which is waiting for an entrance into our curriculum. The time is now ripe for the inter-relation of all these departments, — observation lessons, elementary science, and such forms of manual training as carry up the Kindergarten methods into our Primary grades. The harmonious connection of all grades of work and all branches of study is an end greatly to be desired in our schools, and very much at heart as an aim of the Board of Supervisors; every modification which can be made to break down the rigid partitions which threaten to distract the teachers with so many detached lines of work, instead of one inclusive and inter-related plan, is in the direction of true pedagogical science, and is constantly before this Board as a goal in every department. Harmony of method as well as harmony of spirit is the only condition of right development, whether for the school system or for the child. All organization rests upon harmoniously related activities, and the child is the type of all organisms in this respect.

Manual training
in Elementary
Schools.

Harmonious
connection of all
grades of work.

In this connection we turn to the next paragraph of the instructions of the School Committee, which announces the right of the Supervisors to hold occasional meetings of the teachers, for the purpose of explaining any part of the course of study, etc. This is a much-needed opportunity for conference both between the teachers themselves and between them and the Supervisors.

The Sewing Teachers' Association, referred to in the Supervisors' Report of 1887, has continued to this date, and has proved of great service to its members. A very full attendance has attested its value. At some of the meetings methods have been presented by representatives of this department from abroad, and lately the system pursued in the Swedish public schools has been introduced to the attention of the Association by an experienced teacher in those schools. More uniform methods and results, and more in-

Teachers' Asso-
ciation.

telligent handling of the subject, have thus been secured in our own schools, and this opportunity for mutual conference has met with the warm appreciation of every teacher.

A similar association of the teachers of cookery has lately been organized, which promises to be equally helpful. During the past year a strong effort was made by this Board, through one of its members, to initiate a society including all the Primary teachers, in order that an attempt might more easily be begun, to mortise carefully the Kindergarten and Primary grades, and build wisely for united action. It was found that the teachers were not altogether ready for such action, although many of them were disposed to coöperate heartily, and prepared a programme of exercises for a first meeting. The full organization, however, has only recently been accomplished; but it is believed that such organizations will soon be as popular here as in the city of New York and elsewhere, and lead to the more thorough consolidation of grades and departments.

Exhibit of
school work.

An exhibit of some of the new work in the Primary and Grammar Schools was made at the close of the year as a specimen of what has been already attempted in manual training in the elementary classes. This has become the nucleus of a permanent exhibit of school work, to be kept open in the Latin School building, for contributions from every department, so that all our teachers, and others in the city, as well as many strangers who desire to see something of what is done in our schools, may have an opportunity. The success of our exhibit in drawing and sewing at the Paris Exposition will no doubt stimulate this undertaking, which will aid in the more general and concerted effort to produce what is worthy the reputation of Boston schools, and create an ambition in each school to represent its own work creditably.

Coöperative
action.

It is time for an advance to be made which will necessitate coöperative action among the teachers of each grade,

as well as among the teachers of all grades, that they may become more generally acquainted with each other's methods, and have free communication of spirit and purpose, thus unifying the now quite various aims of the instruction, and regulating the excess or default of influence in all grades in the teaching constituency.

The only organizations of teachers in our schools until these above mentioned, have been the Masters' Club, the Sub-Masters' Club, and a private society of South Boston teachers; they have fully demonstrated the practicability and efficiency of such organizations, and the moral support they give to every teacher who belongs to them. The Masters' Club, especially, has been a very positive power in the management of the schools; it should be balanced and emulated by other concerted alliances.

An association of Kindergarten teachers has existed for some years, and since the connection of the Kindergarten with the public schools, still holds weekly meetings for mutual aid and improvement. At the formal request of this association, the Superintendent appointed a member of this Board to give them a course of lectures on Psychology. A course of twelve lectures was accordingly given last year, which is to be continued the coming year.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

Sections 144, 145, 146, and 147 of the Rules and Regulations relate to the Supervisors' examinations for teachers' certificates, which are held annually in August. Examinations in all the regular branches were carried on as usual last August, with excellent results. It was arranged, for the first time, that candidates for the Sewing, Cookery, and Kindergarten certificates should appear at that time, and should be required to pass the substance of the examination for the fourth-grade certificate, as well as the technical examination for their special grades. This course was determined upon

Examination
for teachers'
certificates.

by the Board, after much deliberation, in order to protect the schools from illiterate, untrained, and inexperienced teachers in the special grades.

Kindergarten
certificates.

The technical examination for the Kindergarten certificate was prepared on the basis of the diploma examinations of Kindergarten training schools, and included the theory and practice as laid down by Fröebel. The cookery examination was based upon the requisitions of this course as an educational method as well as a preparation for the industries of every-day life. It included the chemistry of cookery, the physiology of the digestive organs, household economy, and the care of a school-kitchen, or, as it should be called more properly, *cooking laboratory*.

Cookery teach-
ers' certificates.

Careful search was made for precedents for such an examination. The reports of the Liverpool Cookery Training Schools and of the Cookery Schools in Philadelphia and New York were studied, and affected to some extent the shaping of our requirements. It seemed highly important that the educational bearing of a course in cookery should be made most prominent, and that a very natural danger of putting teachers into our schools who were simply experts in the practice of cookery should be guarded against. It was found, after a year's experience, that this view of the necessities of the case had not been a mistaken one. It should be still more emphasized if we would have teachers able to govern and direct a class so as to develop the educational power and value of that department, and worthy to represent the Boston schools in every department of its work.

Sewing teach-
ers' certificate.

In sewing, the candidates fell far behind the requirements of the general examination, and it is believed that experience has demonstrated that our sewing teachers should be trained by the School Board for their office, as every other grade of teachers is trained in special training schools or Normal classes. Anything short of training or long experience fails to produce a good teacher in any department of instruction,

since governing and educating power is the outcome of thought, study, and intelligent instruction in those directive agencies which build up practical and intellectual skill and moral strength and enable one to develop such skill and strength in others.

The preparation of all these examination papers and the supervision of the examination itself, as well as the reading and ranking of all the papers of the candidates, occupied a large proportion of the summer vacation, especially in the case of the Chairman of the Printing Committee, whose duties, in this connection, are most arduous. A large number of candidates from a distance presented themselves, and many received the certificates they sought. There were also several "transfer candidates" whose laudable ambition led them to seek higher grade certificates than they already held. They, as well as the candidates from beyond our city, take the examination quite as much for the satisfaction to themselves and prestige it gives them, as for any expectation of direct appointment or promotion. We may pertinently ask why such excellent candidates as many of them prove to be should not be allowed to hold influential positions in our schools, and contribute their talent and experience to our advantage; or, if not, why should we give the time and strength to their papers? Would not the gathering in of some of these outside elements enrich our resources and give our younger teachers an opportunity to enter gradually upon the full responsibility of a large class?

Sewing and cookery, as well as other departments of manual training, present themselves in two aspects as parts of a school course; the first is an educational, the second an industrial aspect, as a preparation for practical usefulness. These aspects run parallel with each other, and are both best subserved by laboratory methods. Our schools should

NOTE. — The examination papers for certificates of special grade — Instructors in Kindergartens, Schools of Cookery, and Sewing — are printed in the appendix to this report.

prepare the boys and girls for active helpfulness in all the industrial interests of the age, for we must fit them, not for some remote contingency, but for the work of life which they will be called to do at once, and should be led to respect and dignify. Labor of the hands should be honored in our educational scheme; mere money-getting, as an end of life, should not be held up as the highest challenge to ambition; our theories of school instruction should not lead out only in the direction of purely intellectual success, but to a high standard of usefulness at home and in the community, and to the generation and interchange not only of ideas, but of helpful activities, and the exercise of individual energy of every kind for the good of humanity. We therefore undertake to consider both aspects of these industrial departments, which do not conflict, but complement each other. From the educational point of view, we value them as training of the eye and hand, of the development of the sense of touch and the sense of measurement, and that training of all the senses which is the motive of the observation lessons. In the preparation of garments, which has characterized our sewing instruction thus far, we still follow an educational principle which combines the moral activities of interest and sympathy with the physical and intellectual training, and produces a concrete and tangible expression of all. Both sewing and cookery, in this light, educate the moral nature by exercising it in a productive act for a useful object, or from an unselfish motive. And why should not some training in household duties be begun in the Primary Schools as it is in the Kindergarten, with the use of the needle, the care exercised in handling all the material, in keeping everything in order, in the careful arrangement of the room, even to the vase of flowers on the desk, and all the appointments of the social lunch? In these ways the child may exercise patience, neatness, order, kindness, and the sense for beauty, so that the training of his moral nature shall begin to build up char-

Educational
value.

Industrial value.

acter; this end should never be lost sight of, for even in its utilitarian aspect, integrity of character — strictly the wholeness or sum of all right development — is the most valuable contribution which the individual can make to the Commonwealth.

And it should be admitted that one important function of our school system is to elevate the home-life, which is the fundamental unit of national life; also to prepare our children for their practical duties to the community as well as to the home. We educate them in all that fits them for business, why not for the natural industries? We train them for useful citizenship, why not for useful home-building? Yet we cannot fail to remember that these specific directions of educational development are all to be comprehended in one great, unifying purpose; viz., to train the child for a well-rounded and progressive manhood or womanhood, and for character as the consummate flower of culture.

The addition of Mrs. Shaw's Free Kindergartens to the public-school system has this year opened a new field of inspection to this Board. These schools have proved models of their kind in organization, teaching-force, educational motive, moral influence, and all the best pedagogical methods; in fact, they have served as an object lesson in right principles of child-culture and true nurture to all previously connected with the public schools, especially to the teachers of Primary classes: and it is astonishing to witness the revolution quietly going on through this association of the older schools with such a new and vitalizing presentation of the principles of education. The standard which the Kindergartens have already established is a high one, and the Board of Supervisors has determined that it shall not degenerate in its hands. Fortunately, we have the benefit of the presence of their former superintendent under Mrs. Shaw's *régime*, on the School Committee, and may avail ourselves of

Home the unit
of national life.

Character the
inclusive aim.

The Kinder-
gartens.

the results of her experience and familiarity with the theory and practice of Kindergartens. We shall endeavor to carry up its method into the Primary Schools so far as to join them consecutively, and make one continuous course of work and study throughout the elementary courses. In considering the matter in detail it has seemed feasible to introduce some of the occupations of the Kindergarten as "busy work" in the Primary classes without delay; the Primary teachers are already entering upon the study of those occupations with great zest, and beginning several branches of manual training in preparation for this coördination and complete amalgamation of school-work. Classes in *Slojd*, offered them by Mrs. Shaw, are filled to overflowing. Kindergarten training is this year provided by the same generous friend of education for the graduating class of the Normal School. Free instruction in the *Ling* gymnastics is given both to teachers' classes and Normal-School pupils by the characteristic munificence of Mrs. Hemenway. The inspiration and concerted movement is so general all along the line that it is hard to distinguish the leaders from the main body, so that the union of the Kindergarten with the Primaries and the consolidation of all our forces will overtake us as a surprise which has come about as things come that are born of the spirit, like the wind which bloweth where it listeth, and one cannot tell whence it cometh or whither it goeth.

Slojd classes.

Ling gymnastics.

Regular meetings.

The regular meetings of the Board have taken place as usual during the year. Many special meetings have been called to meet the exigencies of our complicated and increasing responsibilities. Special examinations of candidates for certain departments of instruction have been demanded from time to time, and referred to some sub-committee which could deal more effectually with them.

Other legitimate subjects of report from this Board, such as the Normal, High, and Evening Schools, and the classes of Grammar-school pupils in Industrial schools, have been so

thoroughly treated in previous years, and have changed their status so little, that we may be pardoned for passing them lightly, while dwelling upon some of the newer departures, and especially upon the common aim and inter-relation of all departments, emphasizing the moral side of the educational problem which we are trying to solve.

But we may already prophesy that the so-called "manual training" is to be the connecting link between all our grades and departments of school-work. Self-activity in observation, thought, and expression, involving the functions of body, mind, and soul, is the key-note of this new harmony, and we shall endeavor so to mingle it in every chord we strike

"That mind and soul according well
May make one music."

Respectfully submitted,

LOUISA PARSONS HOPKINS,

For the Board of Supervisors.

APPENDIX.

The results of the examination for certificates of qualification, held August 21, 22, and 23, 1888, are given in the following table: —

	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Special Grade.	Total.
Whole number of candidates	13	13	17	17	7	67
Number who withdrew from the examination	1	1	. . . . .	. . . . .	. . . . .	2
Number to whom certificates were granted	12	8	7	15	4	46
Number to whom certificates were not granted . . . . .	. . . . .	4	10	2	3	19
Number who having been refused certificates for which they had applied were granted lower certificates . . . . .	. . . . .	2	1	. . . . .	. . . . .	3
Whole number to whom certificates were granted	12	8	7	18	4	49
Number of those who had held certificates of a lower grade . . . . .	. . . . .	3	3	. . . . .	. . . . .	6
Number to whom certificates were granted for the first time	12	5	4	18	4	43

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 Evening Drawing Schools, 7; teachers in Kindergartens, 31; teacher in Schools of Cookery, 1. During the year four certificates of service were issued by order of the School Board.

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, 1888, to Sept. 1, 1889	144
Number of teachers whose term of probation regularly expired in that year	97
Number of the latter who were regularly recommended and confirmed	85
Number whose probation was extended and who were afterwards confirmed	3
Number whose probation was extended beyond that year	5
Number who resigned before confirmation	4

One teacher whose term of probation had been extended into this year from a previous year, resigned.

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 refused Diplomas.
Boys' Latin	40	40	. . . . .
Girls' Latin	7	7	. . . . .
English High	127	115	12
Girls' High	{ 4th year	90	. . . . .
	{ 3d year	103	1
Charlestown High	45	45	. . . . .
Roxbury High	50	50	. . . . .
Dorchester High	27	27	. . . . .
East Boston High	36	35	1
West Roxbury High	8	8	. . . . .
Brighton High	17	17	. . . . .
Total	550	536	14

The number of candidates for Grammar-School diplomas, in June, 1889	2,205
The number to whom diplomas were granted	2,182
“ “ “ “ refused	12
The number to whom certificates of honorable mention were granted	11
The number of graduates allowed to enter the High Schools “ clear ”	1,873
The number of graduates allowed to enter the High Schools “ on probation ”	309

Subjects of the Special-Grade Examinations.

The examination in cookery, sewing, and the kindergarten is divided into the “General Examination” and the “Special Examination.” The purpose of the “General Examination” of special candidates is to give them an opportunity of proving that they possess the elements of a good school training. A candidate that already holds a fourth-grade or higher certificate may omit the “General Examination.” In place of the “General Examination,” a candidate may take the regular examination for a fourth-grade or higher certificate.

Kindergarten.

General Examination.

1. English. 2. Arithmetic. 3. Geography. 4. United States history and civil government. 5. Physiology. 6. Any *one* of the subjects, algebra, plane or practical geometry, physics, chemistry, and German. 7. Psychology.

Special Examination.

1. Kindergarten theory. 2. Kindergarten practice. 3. Music. 4. Drawing and clay modelling. 5. Number and form. 6. Plant and animal life.

Cookery.

General Examination.

1. English. 2. Arithmetic. 3. Geography. 4. United States history and civil government. 5. Physiology. 6. Any *one* of the subjects, algebra, plane or practical geometry, physics,

botany, zoölogy, geology, and astronomy. 7. Principles of teaching.

Special Examination.

1. Principles and processes of cooking. 2. Chemistry as applied to cookery. 3. Household economy. 4. A demonstration lesson.

Sewing.

General Examination.

The same subjects as are under the "General Examination" for candidates in cookery.

Special Examination.

1. Principles and processes of sewing. 2. Draughting and cutting. 3. Household economy. 4. A demonstration lesson.

The questions used for the "General Examination" were included in the questions given to candidates for the fourth-grade certificate. This is also true of the questions for the "Special Examination" in Kindergarten Theory and in Music. The other questions for the "Special Examination" of teachers of Kindergartens, of Cookery, and of Sewing are printed below.

Examination for Certificates of Qualification.

BOSTON, AUGUST, 1889.

SPECIAL GRADE FOR TEACHERS OF KINDERGARTENS.

KINDERGARTEN PRACTICE.

Mother-Play and Nursery Songs.

1. State some of the educational principles on which the Mother-play and Nursery Songs are constructed.

2. How are the visible phenomena of nature connected with their invisible natural causes in such plays as The Sun-bird and The Weather-cock?

3. How are the visible phenomena of nature made to lead up to higher knowledge in The Bird's Nest or The Finger Games?

4. What is the spiritual interpretation of the song called The Little Fishes or of The Cuckoo Play?

The Gifts.

1. (a) Give the points of method governing the use of the gifts, and (b) illustrate by an exercise with any one of them.
2. (a) Describe the Fourth Gift, stating its distinguishing features. (b) Outline a lesson illustrating them.
3. (a) What is the Seventh Gift? (b) How should it be used, and what results should be reached?

The Occupations.

1. Give an outline of lessons on form from the occupation of paper-folding.
2. What is the special significance of the weaving exercises?
3. Show the connection between the gifts and the occupations.

DRAWING AND CLAY MODELLING.

1. What would you give as regular exercises in drawing to pupils in kindergartens?
2. How would you present those exercises? Illustrate your method, and shorten your description of it, by pen or pencil sketches.
3. Give some practical directions for using clay in modelling.
4. What are the principal mental and moral effects of drawing and clay modelling?
5. Model any two of the following-named objects: A flower, an ivy leaf, a nest, a church, a shovel, a cylinder.

NUMBER AND FORM.

1. (a) What is the main purpose of teaching form and number in the kindergarten? (b) Why are these taught together? (c) Which is made the more prominent, and why?
2. (a) Why did not Froebel begin by using, for his gifts, natural objects instead of regular geometrical forms? (b) Why did he have his "children" begin with solids and end with points, instead of the opposite?
3. (a) Define a form of life, a form of knowledge, and a form

of beauty. (b) Illustrate each by an example from the Fifth Gift.

4. (a) Apply the law of harmony, or union, of opposites to solids, to surfaces, and to lines. (b) Sketch a fundamental form and a series of other forms that are derived from or are modifications of this.

5. Using the Fourth or the Eighth Gift, give the points of such a lesson on form and number as you would give in a kindergarten.

PLANT AND ANIMAL LIFE.

1. How would you introduce children to a knowledge of plant-life?

2. Give a lesson, as to a kindergarten, on the Indian corn, the morning-glory, or the English ivy.

3. Give a model of a lesson on the spider, the rabbit, or the dog, suited to kindergarten pupils.

4. How would you teach children the love of the Creator for all living creatures, from a consideration of plant or animal life? Illustrate by an example from each.

Examination for Certificates of Qualification.

BOSTON, AUGUST, 1889.

SPECIAL GRADE FOR TEACHERS OF COOKERY.

PRINCIPLES OF COOKERY.

1. Give the temperatures of boiling and simmering water, and describe boiling water.

2. What is the test for frying-fat, and what causes its apparent boiling when the food to be fried is placed in it?

3. What are some of the tests for a hot and a moderate oven for bread?

4. Describe the proper cuts of meat for roasting, broiling, stewing, and soups.

5. (a) Why do we beat eggs? (b) Why is butter unnecessary

for broiled meat? (c) Why is fried meat less digestible than broiled or baked meat?

PROCESSES OF COOKING.

1. How would you instruct a class (a) in the making of a stew with vegetables? (b) in the making of soup-stock?
2. Describe the best method of making yeast-bread.
3. Give the receipts for a breakfast consisting of corn-meal mush, baked potatoes, broiled steak, and coffee, or their equivalents.
4. How would you prepare fish to boil, both salt and fresh?
5. What are the best methods of making (a) beef-tea, (b) oat-meal gruel, and (c) dry toast?

CHEMISTRY AS APPLIED TO COOKERY.

1. Name the chemical elements to be supplied to the human body by food.
2. What are the four most important chemical elements of food, and what is their especial adaptation to the growth of the body?
3. Name some (a) of the carbonaceous foods and (b) of the principal nitrogenous foods. (c) What is the value of albuminous food?
4. Upon what does the nutritive value of a diet depend?
5. Explain the chemical changes produced by the action of yeast upon dough; by the action of baking-powder or of soda and cream of tartar. Name other ferments.

DEMONSTRATION LESSON.

Each candidate will conduct a demonstration lesson at the Hemenway School of Cookery, in the Starr King School-house, on Tennyson street.

HOUSEHOLD ECONOMY.

1. How would you clean and keep in order the various kitchen utensils?
2. How should a coal-fire be made, and be taken care of during the day?

3. How should the table be spread and the dishes served for an ordinary dinner?
4. What is about the minimum expenditure for food-material per week for a family of six healthy grown persons?
5. What is the necessary outfit for a school-kitchen or cooking laboratory?
6. Name some points of economy in the management of the food-supply and in cooking for a family.

Examination for Certificates of Qualification.

BOSTON, AUGUST, 1889.

SPECIAL GRADE FOR TEACHERS OF SEWING.

PRINCIPLES AND PROCESSES OF SEWING.

1. Name the various stitches with which a good seamstress should be familiar.
2. When is each kind of stitch demanded?
3. When are measuring and basting necessary to good work?
4. What kind of stitch is best for sewing together breadths of carpet? for joining curved edges?
5. Describe a course of lessons for a class in sewing, beginning with children about eight years of age.
6. Describe how you would teach hemming and felling to a class in concert, with blackboard illustrations.
7. Describe the proper method of cutting from paper patterns in order to secure economy and the right adjustment of the strain.
8. How would you instruct a class in patching and darning, and in making buttonholes, gussets, and bindings?
9. How would you instruct a class in the right beginning and ending of seams and in the finish of corners?

DRAUGHTING AND CUTTING.

1. Outline a course of lessons in the draughting and cutting of a dress-waist.
2. Draw on your paper a small model of a pattern for some undergarment usually worn by a child.

DEMONSTRATION LESSON.

Each candidate will conduct a demonstration lesson. It will include all the common stitches, buttonholes, draughting and cutting a dress-waist, and cutting patterns of plain undergarments.

HOUSEHOLD ECONOMY.

1. What is a sufficient outfit for a housekeeper's work-basket?
2. What directions would you give a child in regard to the selection of needle and thread and the use of thimble and of scissors? also the use of wax and emery or soap as aids in sewing?
3. What articles made with the needle would you name to your class as essential to house-keeping.
4. Mention some of the uses to which pieces of cloth or fragments and threads of any kind may be put in a family.
5. What other forms of economy in sewing are, in your opinion, worth the attention of pupils?

ANNUAL REPORT

OF THE

COMMITTEE ON MANUAL
TRAINING SCHOOLS.

REPORT.

The Committee on Manual Training Schools submit the following annual report :

Early in 1888 the following order was received by the School Board from the City Council :

“ Ordered, That the School Board be requested to consider and report on the expediency of establishing a system of manual training in connection with the public schools of the city.”

A communication was received in June, 1888, from the Massachusetts Institute of Technology, that for several reasons, which were given in the communication, it had been decided to no longer maintain the High School of Mechanic Arts in connection with that institution. The corporation stated that they wished to urge upon the School Committee the desirability of introducing into the High Schools of this city studies and exercises in mechanic arts, and offered the results of their experience and their assistance in making the scheme a success.

The Committee on Manual Training Schools conferred with Gen. Francis A. Walker, President of the Institute of Technology; Ex-President John D. Runkle, and Hon. Edward Atkinson. These gentlemen are unanimous in favor of the recommendations made in this report.

For some years manual training has been a part of the educational system of many of the larger cities of our country. New York, Philadelphia, Baltimore, Chicago, St. Louis, Cleveland, and Cambridge have all admirable and well-equipped schools, and supported either by public money or private endowments.

With us, lessons in drawing, sewing, and cookery are offered to nearly all, but besides these we have only a small shop in carpentry. This has been conducted as an experiment since 1883.

Your committee have always thought that a school in manual training, of the same rank as the English High School, should be established. Every year the reasons for such action have grown upon us. We have waited patiently for some time to make sure the people of our city were desirous for such a school.

Hon. James MacAllister, superintendent of the schools of Philadelphia, says: "Our education should seek harmonious development of all the powers and faculties of man, and it should begin with the development and training of the perceptive powers. The ultimate end of all education should be to bring man into right relations to his natural and social environment — that is, to nature and life."

Prof. Felix Adler, of New York, says: "About the moral advantages of shop-work it is almost needless to speak, for they are so obvious. The dignity of labor is impressed upon the pupils in the shop. They learn patience, perseverance, mutual coöperation, and willing subordination under superior ability. We find that many pupils that are deficient in the ordinary studies of the schools excel in shop-work. Their writing is poor, their spelling execrable, but tools fall into their hands and they are easily aroused. This builds up self-respect and confidence, and is a means of progress to them, even in those studies in which hitherto they have been deficient."

Our age is essentially an industrial age. During most generations of the world war has been considered the most honorable employment. To-day it is more honorable to create than to kill. It is more honorable to invent, to build up, to do good, than to pull down and destroy.

To think and to labor is a training fitting to the present

time. Everybody, however humble, can and should contribute to the common welfare.

In the past much time and thought have been given to the ornamental part of life and but little to the practical.

There seems to be a natural inclination of humanity to love first the ornamental.

The ancient nations of Europe were thus distinguished.

Humboldt tells of the Orinoco Indians who will labor weeks to buy a bit of paint to ornament their bodies. Bushels of bright-colored glass beads are shipped every year to the coast of Africa. They sell better than more useful articles. It seems natural, even in a highly civilized state, to love exceedingly the ornamental. This influence has affected our system of education, and to-day good authorities insist it is too ornamental.

To-day, however, there is much less of the ornamental than there has been within the memory of men now living.

Turn to the stories of the English public schools, — "Tom Brown at Rugby" and the like, — and think of the time given to the "doing" of Latin and Greek verses. Not one person in one hundred can write poetry in English, much less in Greek or Latin, and yet Greek and Latin odes were expected from all the boys. This work, it was thought, gave a certain polish to the gentleman, and fitted him for the parlor and society.

The study of languages and grammar has, even in some respects, a narrowing effect on the mind. Every word has a fixed meaning, which you accept. We all bow to the rules of the grammar. We accept, almost without question, whatever we find established. There is little to encourage original inquiry.

The natural training of man should begin with the perceptive powers.

Drawing encourages us to look around and to note the peculiarities of all objects. It brings about a man or woman of accurate observation.

This was the first step in manual training introduced into our schools. It is the basis of all mechanical work. An accurate, observing man is the basis on which will arise a successful industrial country.

Work in wood, work in iron, work in any substance, encourages observation and investigation.

One kind of wood is valuable for one purpose and worthless for another; one kind of wood is elastic, another solid and obdurate; one withstands moisture, another is best in a dry place, and so on.

Copper, lead, tin, iron, and all other metals, have their different purposes. One kind of copper is brittle, another is not; one kind of iron has tensile strength, another has not. Iron with a slight per cent. of phosphorus cannot be made into steel. All things have their good qualities and their bad qualities; all things have their use. The same is true of all men.

Manual labor compels observation; compels investigation. It is a mental discipline; it is a moral discipline. It leads children to look into themselves, and to recognize they have deficiencies. If they make any mistake in their work, they cannot shoulder it on to anybody else. A mistake, once made, runs all through their work. They see this; they are compelled to acknowledge the mistake is their own. They try to do better the next time.

Ability to acknowledge a mistake and a determination to atone for it, make the corner-stone for true mental and moral discipline. Industry, reflection, economy, patience, perseverance, hope, charity, and the good qualities, are the natural results.

I have read that Faraday believed the most prevalent defect, among men, was lack of judgment. The observation, investigation, and thoroughness, developed by manual training, lead to more careful and better judgment.

Men of such training would think more than once, more

than twice, before coming to their conclusions on any subject. Through their own experience and mistakes they realize how far removed from the true and the right may be the best and most experienced men at times. They investigate; they turn to their own judgment; to their own efforts, in emergencies. In difficulty, they have courage; in failure, they have perseverance. Such men are of great value to any country. They are not rushed hither and thither by every wind of thoughtless prejudice that sweeps at times through every land. Such men would be a rudder to our nation in any storm. The "power of a nation to hold its own against other nations depends upon the skilled ability and activity of its citizens."

A good brain is of little value unless it have vital energy behind it. Good machinery is of little value without a good motor. Manhood suffrage is the motor behind our machinery of government.

We have the ballot with a man behind it. Behind that ballot we need a man—not a man in the mere anatomical sense, but a man with all the attributes that should make up a man.

It should be the constant purpose of our schools to produce just such men. It should be their constant purpose to develop all the powers of the whole man, especially his powers of observation, investigation, and judgment. With such men the future of our Republic would be assured.

Every year the nations of the earth become more industrial in their nature. This is particularly true of our own country. The manufacturer, the railroad man, and the electrician are taking wonderful strides forward. Every year the man who works with hands and brains is becoming more and more the prominent factor in our country.

In 1635 the Latin School of Boston was established. It prepared boys for college. Thence they went out to follow the professions of divinity, the law, and medicine.

In 1821 the English High School was established. Its young men go mostly into mercantile life.

It is now nearly two hundred and fifty-five years since our city made provisions for the encouragement of the professions of divinity, law, and medicine. In the opinion of your committee it is now full time for the encouragement of the latent industrial ability of our people. Our country is an industrial country, and must always remain one. New England is more dependent on her industries than any other section.

Your committee therefore recommend the establishment of a school on the same plane with the English High School. We think such a school deserves the support of our people for two reasons :

1st. The mental and moral discipline of manual training work which cannot be obtained from rote work.

2d. The proper development of the industrial talents of our people, — our country being a natural industrial country.

We recommend a three-years' course in practical mathematics, natural philosophy, chemistry, shop-work, etc.

We append a full statement by Superintendent Seaver of his visit to the prominent Manual Training Schools of the country, together with his plan for organizing, equipping, and putting into operation a similar school in this city.

Your committee recommend the passage of the following order.

For the Committee on Manual Training Schools.

JAMES S. MURPHY,
Chairman.

Ordered, That the City Government be requested to erect a school-building adapted to manual training work on the lot of land on the corner of Warren avenue and Dartmouth street, belonging to the city.

REPORT

OF A

VISIT TO MANUAL TRAINING SCHOOLS, ACCOMPANIED
BY A DETAILED PLAN FOR A MECHANIC ARTS HIGH
SCHOOL IN BOSTON.

To the Committee on Manual Training:

In obedience to your instructions I have prepared, and now have the honor to submit, a plan, hereto appended, for a mechanic arts high school, otherwise known as a manual training school, to be established by the city of Boston, if the School Committee and the City Council should see fit so to do. In the preparation of this plan I have drawn freely upon the experience of other schools, and more especially upon the experience of those I was commissioned to visit and inspect in St. Louis, Chicago, Toledo, Cleveland, Baltimore, and Philadelphia. The results of my observations in these schools are, for the most part, embodied in the plan now submitted. Still, a preliminary description of the schools themselves may be not without interest, and will be useful as throwing light on the details that are to follow.

The St. Louis Manual Training School was organized under the charter of Washington University, in the year 1879. Under the same charter had been organized already two other schools of like grade, — one a classical school preparing boys for the University, and one a girls' school pursuing academic studies. The Manual Training School also serves as a preparatory school, sending about three-fifths of its pupils into the polytechnic department of the University, or into similar institutions elsewhere. The other two-fifths of the pupils, however, end their schooling here, and pass at once into active life. The catalogue of graduates shows that most of these latter have chosen pursuits in which their training in the mechanic arts is highly advantageous, if not indispensable.

It is well to remember that this school, as conceived and established ten years ago, was the outcome of efforts that had for some time been making to supply the polytechnic students of the University with a knowledge of the mechanic arts in the only really effective way in which such knowledge can be imparted, that is, through actual shop-work done by the students themselves.¹ In the course of these efforts it was discovered that the use of tools and machinery could be taught to boys of fourteen or fifteen, as well as to the older polytechnic students, and with decidedly satisfactory results. Hence arose the idea of a preparatory school, with its course of study composed of book-work, shop-work, and drawing. Then came a very natural enlargement of this idea, when it was understood that such a preparatory school would also be a useful kind of high school for general purposes. Thus a new type of school was originated, examples of which now exist in a score or more of cities.

The experience of the St. Louis school is the longest among existing schools of its kind,² and may possess on that account the greater interest. The school has been decidedly successful from the beginning. The last catalogue shows the names of 241 pupils; or 53 in the graduating class, 83 in the middle class, and 105 in the junior class. Five-sevenths of the pupils resided in St. Louis, and two-sevenths were from other towns in Missouri or from other States. There is a considerable charge for tuition, — \$75, \$100, or

¹There seems to be a growing recognition of this principle. Harvard University has recently established a course leading to a degree in electrical engineering; and one indispensable part of the instruction in this course — instruction in the mechanic arts by shop-work — is to be given by the Cambridge Manual Training School.

²The School of Mechanic Arts in the Massachusetts Institute of Technology was the earliest school of the new type, and antedated the St. Louis schools by about two years; but never having received adequate support in that character, it has latterly ceased to exist as a high school, and has devoted its whole time and energy to the single purpose of giving mechanic arts instruction to engineering students already members of the Institute of Technology.

\$120, according to class, — but there are some free scholarships that were established in connection with the permanent endowment of the school. The school building occupies a fine site near the University, and is a neat, substantial structure of brick, containing three school-rooms (one for each class in the school), two drawing-rooms, and four shops. The plan of this building is good; but experience has suggested improvements, which have been realized elsewhere.

At the time of my visit, the school was in full operation. The director, Professor Woodward, — who is a professor of civil engineering in Washington University, and exercises only a supervisory function in the Manual Training School, — bade me make myself perfectly at home, question the teachers, question the boys, and make my investigation as thorough as was in my power with all the help they could give. I devoted four days to the investigation. The results were a large book full of notes, and a clear impression in my mind of a well-organized and vigorously working school. I cannot here go into details. Suffice it to say, I used my privilege of questioning freely and thoroughly. I followed classes from the school-rooms into the drawing-rooms, and into the shops. I found the boys equally alert and intelligent in all branches of their work. They were as ready to describe and give the reasons for every step in the process of forging a pair of blacksmith's tongs, as they were to state and give the reasons for every step in the demonstration of a geometrical theorem. There are those who doubt the "educative value" of manual training. Let any such person spend a few hours in a good manual training school, like this, observing the boys at their work and questioning them about it; and if his doubts about the "educative value" of manual training do not vanish, it will be because he measures "educative value" by standards not in common use. I should desire him particularly to

converse with those boys in the machine-shop, now drawing near the close of their school course, and busily at work on their "projects" for graduation day. Let him ask for explanations, question them closely for reasons, observe the quality of their work, note their own criticisms and estimates of it, and he must be an unreasonable man if he does not admit that somehow their school training has developed in them a high degree of intelligence. The result is too striking to be overlooked, analyze and account for it as we may.

The Chicago Manual Training School resembles the St. Louis school in most particulars; but not being related as a preparatory school to a higher institution, it has embodied more distinctly the other idea, that of a high school for general purposes. The Commercial Club of Chicago became interested in the idea of such a school, and determined to provide one for the youth of that city. Between the 25th of March, 1882, and the 4th of February, 1884, — less than two years, — the necessary funds were subscribed, land purchased, a building erected and furnished, a plan of organization prepared, teachers appointed, and regular school exercises commenced. The school is carried on by the Chicago Manual Training Association, a corporation created by the Legislature of Illinois, and the object of the school is thus stated in the Articles of Incorporation :

"Instruction and practice in the use of tools, with such instruction as may be deemed necessary in mathematics, drawing, and the English branches of a high-school course. The tool instruction as at present contemplated shall include carpentry, wood-turning, pattern-making, iron chipping and filing, forge work, brazing and soldering, the use of machine-shop tools, and such other instruction of a similar character as may be deemed advisable to add to the foregoing from time to time, it being the intention to divide the working hours of the students, as nearly as possible, equally between manual and mental exercises."

Boys must be at least fourteen years of age, and prove themselves by examination to be well versed in the studies of the ordinary grammar-school course. There is a charge for tuition of \$80, \$100, or \$120 per year, according to the class a pupil belongs to. The last catalogue shows 229 pupils, mostly residents of Chicago. About two-fifths of the graduates enter higher institutions of learning, and three-fifths go into active life. The school hours are from 9 A.M. to 3.30 P.M., with an intermission of thirty minutes from 1 o'clock. These boys spend six and a half hours daily in school, and have all their book-lessons and some exercises in drawing required of them as "home study."

It will be seen that this requirement of daily work in school and at home is considerably in excess of that made of high-school boys here in Boston. The case is the same at St. Louis. My first idea of the reason was, that these Chicago and St. Louis boys might be stimulated by the consideration that their tuition was costly to make all the more effort to get their money's worth. But this idea lost its color when I observed that the public high-school boys in Toledo and Cleveland, paying no tuition, took their instruction in mechanic arts as a clear addition to their work in the regular high-school course. They willingly spend, in the workshops or in "home study," the time which some of their classmates in the high school use for recreation. And it appears to be no transient blaze of enthusiasm that moves them; they stick to their shop-work throughout the school year; indeed, the experience in Toledo is that some of them stick to the high school itself longer than they otherwise would, merely for the sake of the shop instruction thus open to them. Now the inference to be drawn from these facts ought not to be that Boston boys are any less willing to work than the Western boys are. It would probably be more reasonable to conclude that the kind of school-work makes the difference; or, in other words, that

boys willingly spend on a combination of shop-work, book-work, and drawing from twenty to twenty-five per cent. more time daily than they are willing to spend on the studies of the ordinary high-school course alone.

In the Chicago school I was much impressed with the earnestness of the boys at their shop-work and drawing. The recitations of book-lessons I chose to omit for want of time. I noted particularly the excellence of the joinery and wood-turning, showing that tools were kept in excellent order; the ornamental character of some of the forge-work; the successful use of soft metal (zinc) in casting; and the boys' steam-engine at work. This engine is of eight-horse power, and was designed by the instructor in charge of the machine-shop; but the drawings, the patterns, the moulding (not the casting), the fitting, and the finishing were all done by the pupils of the school. They may justly feel a pride in their work.

The school occupies a fine building fronting on Michigan avenue, in a neighborhood occupied by a good class of dwelling-houses. Additional land for an extension of the building is much needed to accommodate the growing school. The general management of the school is admirable. Dr. Belfield was for some years principal of a grammar school in Chicago, then for seven years principal of one of the high schools, whence he was taken to be placed over the Manual Training School. He is in full sympathy with the manual training idea; and, thanks to his long experience in the management of schools, he has been able to carry a course of study embodying that idea into complete and harmonious operation. So successful has his school been, that the Chicago Board of Education has been led to add manual training to the course of study in the West-side High School. Also the wealthy Hebrews of Chicago are about to enter upon an undertaking to establish a manual training school for the benefit of the youth of their race.

The manual training schools at Toledo and at Cleveland are unlike those already described; for they are not complete and independent schools, but are annexed to the public high schools in those cities. They are supported, however, by private endowments, not by public funds. The tuition is free, except a slight charge for material, loss, and breakage. The management is by trustees acting in coöperation with the public-school boards. The buildings are, in one case, attached to, and in the other quite a distance away from, the high school-house. They contain only shops and drawing-rooms. These shops, in both schools, are decidedly superior to any I have ever seen elsewhere; but if a choice were to be made between the two for a model to follow in planning and furnishing new shops and drawing-rooms, my preference would be given to Cleveland.

The Toledo Manual Training School is the fruit of a gift by which Jesup W. Scott conveyed to the Toledo University of Arts and Trades — a corporation created for the purpose — certain real estate “in trust for the promotion of education in the arts and trades and related sciences, in addition to what is furnished by the public schools of the city.” This deed bears date Oct. 21, 1872. This gift, together with others subsequently made, proved insufficient for the realization of the purpose of the donors; so that the trustees of the proposed university were moved to make a tender of the entire university property to the city of Toledo, on condition that the city would assume the trust. The city assumed the trust, and on the 1st of October, 1884, opened the first department of the proposed university, in rooms of the high-school building, naming it “The Manual Training School,” and ordaining that it should be “devoted to instruction in the practical arts and trades.” The formal opening of the school in the new wing of the high-school building took place in December, 1885. The work in the mechanic arts and in drawing for the boys is substantially like that in

St. Louis and Chicago schools. But this Toledo school is open to the girls as well as to the boys, and domestic economy — that is, sewing, cooking, and dress-making — holds a place by the side of the mechanic arts in the course of study. The girls share with the boys the instruction in drawing, wood-carving, and light joinery. This girls' department may serve as a suggestion by and by to us here in Boston.

The Toledo school is open to boys and girls, not only from the three classes of the high school, but from the "senior grammar" class as well. This makes the course in manual training four years long, covering the eighth, ninth, tenth, and eleventh years of schooling. As already stated, the boys and girls who take this course take it as a clear addition to their other school-work, they being obliged to learn by home study lessons which their classmates not taking manual training have the time to study in school. But there have been no complaints of overwork, no falling off in interest on the part of the pupils who have once chosen manual training. On the contrary, manual training appears to be so attractive to the pupils, or to their parents, that the tendency to drop out of school before the end of the course has been in late years decidedly checked. The number of pupils in the Toledo High School has doubled within the last few years; and a large share of this increase, the teachers say, is clearly due to the introduction of manual training.

It is worth mentioning that the labor unions made hostile demonstrations towards this school soon after the introduction of manual training; but a large delegation of their members made an all-day visit to the school and went away favorably impressed, as they said, and subsequently all opposition was withdrawn.

The Cleveland Manual Training School originated in a small carpentry class, started in February, 1885, by Mr. Newton M. Anderson, then a teacher of physics in the Cleve-

land High School, for the benefit of some of his high-school boys. The time taken was out of school hours, and the place was a barn. "Through the diligence and enthusiasm of these boys, this little school, and the value of manual training, was brought to the notice of some of the business men of the city. One or two meetings were held, at which the question of the establishment of a manual training school in Cleveland was thoroughly discussed. It was decided to form a stock company with a capital of \$25,000, with which money to erect and equip a building, and then to charge a tuition-fee just sufficient to cover running expenses." The new building was opened for the school in February, 1886. The tuition is free to all pupils of the Cleveland public schools (except a small charge for materials); to all others, \$30 a year.

There were 179 pupils at the time of my visit. I saw but little of the boys at their work, for they work only afternoons. Most of my attention was given to the building and its equipments. These, as I have already said, are superior to anything of the kind I have ever seen elsewhere.

The course in this school is three years long, but the experiment of a post-graduate course of one year has been made with two pupils. The work of each of these two pupils was to be the construction of a three-horse power steam-engine. "The result of the experiment," says the principal, in a recent report, "has been very satisfactory in many ways, as it has been shown that pupils can apply what they learn, that they are interested in their work, and that they work much more rapidly than would be supposed by judging from their former work, when some difficulty had to be overcome at every step. Both of the engines will be running by the end of the term."

The same report contains this statement: "At the request of the pupils, the school was open, and the instructors in their places, every day during the Christmas vacation, while the at-

tendance was about 50 pupils per day." Such requests to be allowed to work in the shops extra time have been granted to pupils in the St. Louis and Toledo schools: but in Chicago such requests, though occasionally made, have always been denied. When pupils petition their teachers for instruction out of school hours and during the holidays, we may be sure the instruction is uncommonly interesting.

The Baltimore and the Philadelphia Manual Training Schools resemble those in St. Louis and Chicago in being complete and independent schools, with a course of study occupying the pupils' whole time; but they differ from all the schools hitherto spoken of, in that they are purely public schools, receiving no support whatever from any source other than the city taxes. The Baltimore school started in 1884, and the Philadelphia school in the following year. Both are large schools, being very inadequately accommodated in the old grammar-school buildings which they occupy; and both have proved so popular that new or enlarged buildings are soon to be provided. There were 394 names on the Baltimore catalogue, and 326 names on that of Philadelphia. The Philadelphia boys must have finished the grammar-school course before they can be admitted to the manual training school, — a requirement which makes that school a true high school in its relations with other parts of the public-school system. At St. Louis, Chicago, and Cleveland the requirements are practically the same. At Baltimore, boys from the two upper grammar grades are admitted to the manual training school, which is a step beyond the practice at Toledo. In the tinsmith's shop at Baltimore, there were observed a number of boys under twelve years of age. The work they were engaged in was light work. Experience here, at Toledo, and elsewhere has shown that city-bred boys under the age of fourteen seldom undertake the regular shop-instruction in mechanic arts with satisfactory

results. If such boys are admitted, lighter kinds of work must be provided for them.

The course of shop-instruction at Baltimore, aside from the tinsmith's work just mentioned, is much like that of the other schools; but there is an observable tendency towards the practical, as opposed to the æsthetic, side of the work. This is shown in one way by the comparatively larger number of completed and useful articles to be found among the products of the boys' shop-work. The most remarkable product of the boys' work is the large steam-engine built by the members of the graduating class of 1887. This engine now drives all the machinery of the shops, and has been in operation since September, 1887. The last catalogue has a picture of a similar engine, built by the graduating class of 1888. The Baltimore school, almost from the beginning, has been in charge of an officer of the United States Navy, Past Assistant Engineer John D. Ford, who has been detailed from time to time, by the department, for this special duty. The school undoubtedly owes much of its success to the vigor and skill that have been exercised in the management, not only of its internal affairs, but particularly of its external relations with the municipal authorities and the public at large.

The Philadelphia school has a course of shop-work that is distinguished from others by two prominent features. The first is the distinct emphasis placed on the æsthetic side of the work. Free-hand drawing, clay-modelling, and wood-carving are all coördinated with, and intimately related to, the successive stages of the shop-work. The ornamental work in wrought iron is worthy of special praise, not so much in point of workmanship, though that is good, but particularly because of the systematic art-instruction it illustrates. The second prominent feature appears in the arrangement of shop-work. A part of the iron work

is placed in the first year, parallel to the joinery. The exercises are so arranged in many cases that the same idea may be worked out first in soft material (cutting wood), and then in hard material (chipping and filing iron); or again by shaping from the outside soft material (clay), and then harder material (lead or hot iron). This apparently logical arrangement is quite attractive. The same idea I found quite well carried out in the School of Manual Training in Girard College, which I visited for the second time while in Philadelphia.

In both the Baltimore and the Philadelphia schools I observed a deficiency in the supply of tools. The "individual kits," consisting chiefly of edged tools, for the good condition of which each pupil is held individually responsible, were not furnished; but the same tools were used by several boys in succession; the consequence being that a boy seldom found his edged tools in good order, or left them so. The effect of this on the quality of the work is quite apparent. An obvious improvement, therefore, would be to supply "individual kits" of edged tools.

In closing this report, I wish to make one remark about the name to be given to the proposed school. In the foregoing descriptions, I have used the name by which all the schools visited are designated,—"the manual training school." The name has obtained wide, almost universal, currency during the last eight or nine years. I have elsewhere given my reasons for preferring a more truly descriptive name,— "the mechanic arts high school;" and this name has been used by me in the preparation of the following plan. But now the feeling comes upon me that, in view of the wide currency the other name has already obtained, it might justly be deemed pedantic to persist in the use of a name which, up to the present time, has not been affixed to any school of the kind denoted. I wish, therefore, to leave the question

of name an open one, still believing in the validity of the reasons I have adduced in favor of the truly descriptive name, the mechanic arts high school, but ready to bow to usage, the arbiter in all questions of language, if it should be thought best to adopt the other name.

Respectfully submitted,

EDWIN P. SEAVER.

APPENDIX.

A PLAN FOR A MECHANIC ARTS HIGH SCHOOL IN THE CITY OF BOSTON.

The grade of the proposed school and its relations to existing public schools are best marked by naming it a *high* school, while the words *mechanic arts* indicate the characteristic feature of its course of study. The curriculum of this school, like that of the other high schools, should begin when that of the grammar school ends. It should be three years long. The requirements for admission should be a grammar-school diploma or the equivalent examination, age not less than thirteen, and a good character.

The school time, twenty-five hours a week, should be shared by shop-work, book-work, and drawing in about the proportion of ten hours to each of the two former and five hours to the last. But if it should be thought best to introduce military drill into the curriculum of this school, — and there are good reasons to be urged for doing so, — the needed time could be taken from the book-work and the drawing equally. Then the distribution of time would be as follows :

Shop-work	10 hours a week
Book-work	9 “ “
Drawing	4 “ “
Military drill	2 “ “
<hr/>	
Total	25 “ “

Before speaking of the shop-work in detail, it may be well to dispose of the other branches of the school-work in a few words.

The book-work should be in English language, in mathematics, and in science; but a part or the whole of the science could be replaced by a foreign language if circumstances made it desirable

for any considerable number of boys to make such a substitution. This might well be the case with boys preparing to enter some higher institution of learning, as, for example, the Massachusetts Institute of Technology.

In English language, the chief effort should be in the direction of training to clear and correct use of language in both oral and written expression. Literature and history would not be directly the subjects of study in this department, but they would supply the material to be worked upon; and thus incidentally the pupils would become acquainted with a few works of the great writers.

The mathematics should include elementary algebra, plane and solid geometry, descriptive geometry, and plane trigonometry. A thorough acquaintance with these branches has been found essential to the best success, both in drawing and in mechanical construction.

The science should be physics and chemistry. The method of teaching both these branches should be that known as the laboratory method. If circumstances make this method impracticable, — as is the case now in some high schools, — the time would be better spent in the study of a foreign language. The day for mere book-work and lecture-notes in science has gone by. Some of the apparatus used in the laboratories may be made in the shops by the boys; but not all. There is an important limit to be observed in this matter. Boys should not be set to making their own chemical or physical apparatus unless the knowledge to be gained from such making be at least as valuable as the knowledge to be gained from any other kind of shop-work that could fill the same time. To set boys to making things for no other reason than to save money in the running expenses of the school is wrong; for it is to sacrifice the boys to the school, whereas the school exists only for the benefit of the boys.

The drawing should be carried on with constant reference to the shop-work, which it is designed to assist, and from which in turn it will receive assistance. As educational agencies, drawing and construction belong together as two parts of one whole. Neither is fully efficacious without the other. Like the two blades of a pair of scissors, each requires the aid of the other to do its own work. The drawing teacher will, therefore, keep the shop-

work constantly in view, coöperating with it, and using it as the chief source from which to take illustrations. The shop teacher, on his side, will see that every piece of work, however simple, be executed from drawings made by the pupil. Thus the whole work of the drawing-rooms and shops becomes one course of practice in the expression of ideas, through drawing, and construction. The drawing will be chiefly of the kind known as mechanical drawing; but the æsthetic side of the work should be provided for by adding a reasonable amount of free-hand drawing.

The shop-work will be described first in outline and then in more detail.

The first year's shop-work should consist of carpentry and wood-turning chiefly; but, for the æsthetic side of the work, there should also be a considerable number of lessons in wood-carving. The year's work should be drawn up in a fully detailed series of lessons or exercises, which should be required of all pupils alike, the whole class beginning each new exercise in the series simultaneously. Then there should be drawn up a parallel series of supplementary exercises, to be given, as occasion may require, to those quicker pupils who complete the regular exercises in less than the allowed time.

In the shop-work of the second year the wood-work is continued and becomes pattern-making. This is accompanied and followed by a brief course in moulding and casting. The material used for casting may be either plaster or soft metal. The latter is easily managed, and may be melted over and over again, thus avoiding waste. The same may be said of brass. Although there appears to have been little experience with the casting and finishing of brass thus far in the schools, there is good reason for believing that experiments in this direction would prove very satisfactory.

Iron cannot advantageously be used, for it would necessitate the expense and the trouble of a cupola. Besides, the process of iron-casting, to be of much educational value, would involve more knowledge of metallurgy than could well be contemplated in a school of the character now proposed.

Whatever iron-castings might be needed for the third year's work could best be procured at a commercial foundry in the usual

way; that is to say, the boys would make the patterns of the castings they needed, send them to the foundry, and receive the castings in due time. It would, doubtless, be found practicable occasionally to arrange a visit to the foundry by a class when castings were to be made from their patterns, or at other times.

After the pattern-making, moulding, and casting, which altogether should occupy twelve or thirteen weeks in the early part of the second year, should come the forging, which will occupy the remaining two-thirds of the year. The forging begins with simple exercises in bending, drawing-out, and upsetting; then follows welding, with exercises of increasing difficulty requiring more and more knowledge and skill; and the course concludes with each boy's forging and tempering a set of tools which he will use next year in the machine-shop.

Supplementary exercises in forging should be provided for the quicker boys. There is an endless variety of ornamental wrought-iron work that may be suggested for supplementary exercises, although some ornamental work should have a place in the required exercises. Thus the æsthetic side of the work would receive due attention. Ornamental wrought-iron work is now so much in vogue that the boys would find it very interesting, both in designing and in working out their designs. Their designs should first be made on paper and submitted to the teacher for criticism.

Not until the designs have been approved does work at the forge begin. By this double process of making designs and working them out in material, is the great lesson learned that mere prettiness, or beauty even, in a design is not necessarily an element of value. If a design be unworkable in the material intended, it is worthless.

The shop-work of the third year should be almost wholly in the machine-shop, consisting of exercises in chipping and filing and of exercises at the machines.

After the prescribed exercises of the year have been done, each pupil should be ready to undertake, either alone or in partnership with one or more other pupils, some project, or complete piece of mechanical work, which may serve as the crowning exercise of the whole instruction in mechanic arts. These projects correspond to the graduation theses of academic courses of study.

A project is begun in the drawing-room, where the plans and shop-drawings are prepared from given specifications. Then the patterns are made in the wood-working shops. The iron castings are best obtained at a commercial foundry, for reasons already explained. The pupils take the castings to the machine-shop, where they do the fitting and finishing, and where the whole project is put together and tested. In this way the boys, in their third year, are taken over the whole ground of their previous instruction in mechanic arts, and their knowledge is unified and solidified. The projects usually undertaken by two or more boys in partnership are steam-engines, dynamos, speed-lathes, steam-pumps, and other such machines. Some of the schools now possess machines thus constructed by pupils which have been doing good work for some years. At Baltimore is a steam-engine, made by the pupils of the school, which furnishes all the power used in the shops. At Chicago is a smaller engine, made in the school by pupils, which is used for driving some of the machinery of the shops. In the Naval School at Annapolis, where instruction in the mechanic arts is given to the cadets, there are good steam-engines of various patterns, all the work of past graduating classes. At Cleveland is a 40-light dynamo, made by the boys, which will be used to light the machine-shop.

Machines like these are undertaken only by several boys working together; for single boys the projects must be simpler and less time-consuming. As has been stated already, the boys' work on these projects begins with the preparation of drawings from *given* specifications. To originate designs of machinery, or to make specifications in accordance with scientific principles, would be too high a task for the boys to undertake at this stage of advancement. They must therefore take the designs and specifications of their projects from their teacher, or from some other competent authority. These having been obtained, all the rest of the work, save the casting, is the boys' own work, done under the general advice and guidance of the teachers.

Projects are not necessarily confined to the third year. They may be advantageously introduced near the end of the carpentry course in the first year, or near the end of the whole wood-working course in the second year, or near the end of the forging

course in the same year. These would be especially desirable for those boys who had finished the prescribed exercises in an excellent manner and in less than the allowed time. Boys of this sort there will always be; and the highest success of the school will depend on keeping such boys interested and busy. Pieces in cabinet-making ornamented with wood-carving, and pieces in ornamental wrought-iron work would be quite within the boys' power to execute satisfactorily; and such pieces would serve well, not only to display acquired skill in workmanship, but also to bring into play the artistic feeling. As to the material used in any of the projects, if its cost should be worth considering, the boys should be expected to provide it or pay for it, in case they desire to possess the completed article. All projects, however, should be held by the school so long as they may be needed for exhibition.

Such in outline is the shop-work which experience has shown to be practicable and useful, resulting in a good degree of general mechanical skill and a high degree of mechanical intelligence. The main features of this shop-work course may be regarded as permanent, although the details may be expected to change from year to year as taste or convenience may suggest. Nevertheless, at the outset the proposed school will need a fully detailed course of shop-work, showing all the particular exercises, both required and supplementary, together with suggestions of suitable projects for the end of the whole course and of other periods; and such a detailed course would be presented here in this report, with woodcuts to illustrate it, were it not, fortunately, so easy to refer to a recently published book¹ containing all the needed descriptions and illustrations. The exercises in carpentry, wood-turning, pattern-making, wood-carving, forging, chipping, filing, shaping, and finishing, fully described and pictured in this book, as executed in the St. Louis Manual Training School, leave little to be desired; and these may be adopted with all the more confidence since the other schools have adopted substantially the same. For exercises in moulding and casting, reference may be made to the courses of some other schools, especially to that of the Massachusetts Institute of Technology. Also there are good

¹ "The Manual Training School," by C. M. Woodward. Boston: 1887.

examples of ornamental wrought-iron work to be taken from the schools at Chicago and Philadelphia. From these sources of information is derived the following brief statement of the contents of the various courses of shop-work that should have place in the proposed school :

(1.) Exercises in carpentry. Rip and cross-cut sawing. Pieces of rough stock sawed out to given dimensions. Planing pieces of board to given width and thickness—true faces, straight and square edges. Squaring the ends of pieces. Nailing pieces together to form a box. Making a mitre-box. Testing the mitre-box by cutting four pieces for a square frame with mitre-joints. Making a picture-frame from a piece of moulding—mitre-joints. Paring with a chisel, (*a*) the end of a square piece in the form of a square pyramid, (*b*) the other end in the form of a semi-cylinder, (*c*) a circular disc from a piece of board, (*d*) an elliptical disc from a piece of board. Joints: a half-and-half open joint, a half-and-half closed joint with pieces at right angles, the same with pieces at oblique angles (60° and 120°), a frame of four pieces joined with half-and-half closed joints with the projecting ends finished in semi-cylindrical form and the edges chamfered, an open mortise and tenon joint, a double open mortise and tenon joint, a closed mortise and tenon joint with projecting end of tenon rounded, a double closed mortise and tenon joint with projecting ends of tenons rounded, an oblique (45°) mortise and tenon joint, a half dovetailed joint halved together, a dovetailed joint with a single tongue, a half dovetailed mortise and tenon joint with a key, a half-blind dowel-joint, a small door with one panel, two pieces of board dovetailed together, a box dovetailed together (which may be a tool-box with the small door above mentioned for a cover), blind dovetails, a drawer. Completed articles like the following, which were among those made in one school by members of one class: oak tool-chest, antique-oak table, walnut footstool, cherry card-box, shoe-blackening stool, bob-sled, wall-cabinet, centre-table, book-shelves, bookcase, mantel-cabinet, music-stand, wash-bench, screen door, chiffonier. Several of these articles required wood-carving as well as joinery, and would, therefore, be properly placed after the exercises in that branch.

(2.) Exercises in wood-carving. These are from the Toledo Manual Training School, and are described and pictured in Woodward's "Manual Training School," pp. 68-71. Grooving or fluting across the grain; the same with the grain; the same both ways, the design being a series of rectangles, one within another; circular grooving; convex panel with tracery; engraved panel with flowing curves; long panel with engraved tendril; carved square panel; quadrifolium in relief; long panel with carved vine in relief; concave circular ground on square panel with design carved in high relief; carved diagonal panel with design of overlapping leaves sharply undercut.

(3.) Exercises in wood-turning. Turning a cylinder, a cone, a stepped cylinder, a double-stepped cylinder, a double cone, cylinders and cones combined, small cylinder between larger ones, convex beads, concave beads, sharp-pointed beads, long curves convex and concave and both combined, tool handles, balusters, table-legs, dumb-bells, base-ball bats, hat-pins, drawer-knobs, and various other things of like kind; face-plate work, three or four pieces to illustrate the method, rosette, cylindrical and oval cavities; chuck work, as a hollow-stepped cylinder, rings, and balls; extra pieces, as cups, goblets, saucers, napkin rings, croquet balls, hollow cylindrical or spherical boxes, and similar articles made of hard wood and finely finished.

(4.) Exercises in pattern making and moulding. Exercises in moulding with patterns already made (left over by last year's class), in order to learn the use of a pattern; three prescribed exercise patterns to be made from the pupils' own drawings, figured with the usual allowances for draft, shrinkage, and finish; plaster casts of three patterns; from two to six other patterns (according to time and ability), each being tested either with plaster or with white metal; some of the patterns after being tested by plaster castings taken to an iron foundry, the iron castings there made to be kept for subsequent exercises in the machine-shop.

Articles suggested for casting: a simple grate, a bracket, a crank arm, a hose-nozzle, a straight-joint pipe-coupling, an elbow-joint pipe-coupling, a T-joint pipe-coupling, a globe valve, a pillow block, a pulley, a sheave, a cone-pulley. Also various ornamental or useful articles in zinc or brass.

(5.) Exercises in forging. All the more difficult exercises to be forged in cold lead before being forged in hot iron.

A bent ring (round iron) ; a bent double ring, or figure 8 ; the end of a rod bent in form of a ring ; drawing out and upsetting, as in nails, staples, and bolts ; a hasp (tapering, bending, and twisting) ; angle-irons (flat bend and edge bend) ; a hook hanger ; a bent brace ; a fork ; a trace-chain cross-bar (upset at middle and punched, ends tapered and bent) ; fuller piece (flat piece of iron fullered, drawn out at each end, and swaged) ; round piece of iron upset at middle and squared ; a lap weld ; a tongue weld ; a flat ring or ferule, welded ; a welded eye ; a piece of chain with welded links, ring, hook, and swivel ; welded bolt-heads ; a twisted open-work handle for fire tools ; riveting (the handle riveted to a fire-shovel) ; two pieces of boiler-plate riveted together ; a pair of blacksmith's tongs ; a lathe-dog ; tempering ; forging and tempering a set of machine-shop tools (cold chisel, threading-tool, round-nose tool, side tool, parting-tool, diamond point, and inside tool). Also pieces of ornamental work, as hall lamps, lamp-stands, window-grating, fences, gates, cresting, etc.

(6.) Exercises in chipping and filing, accurately to given dimensions. Material, cast iron.

A square prism or a cube, a rectangular block with chamfered edges, a hexagonal prism, a piece for interior finish of angles, two pieces fitted together with square tongue and groove, the same with dovetail tongue and groove (die block). two pieces halved together in form of a Greek cross, hexagonal bolt heads and nuts, an hexagonal wrench, slot-piece, valve seat, gears, chipping off rivets. Exercises with machine-tools : some of the foregoing repeated with planer and shaper and finished with the file ; also, a plain cylinder, a taper-piece, a right and a left handed screw, a finished handle, bolts and nuts, a lathe-dog, a face-plate, a pin and flanged nut, shaft couplings, a compass joint (pair of compasses or calipers), a try-square (for machinists' use), a jack-screw, a bench-screw, taps and dies. The latter part of the third year will be taken for fitting, finishing, and setting up the steam-engines, lathes, dynamos, or other pieces of machinery that have been selected for final projects.

These courses of shop-work are recommended as good courses

to begin with, being the outcome of considerable experience; but there is no reason why desirable modifications may not be introduced at any time. Indeed, there is no school in which the shop-work has been precisely the same from year to year. Small changes regarded as improvements are frequently made, but the main features have not been disturbed.

The accommodations necessary for carrying on the course of study above described consist of school-rooms, drawing-rooms, and workshops, with their appropriate adjuncts. In deciding on the number and size of these, there is one important fact to be kept in mind; namely, that each school-desk, work-bench, and drawing-table will be occupied by three different pupils in the course of a day; so that the number of desks, benches, or tables need never exceed one-third of the number of the pupils to be accommodated. In the ordinary school, each pupil is allowed the exclusive possession of one desk, which he occupies all day; so that the number of desks must be equal to the number of pupils. But while, in the proposed school, two-thirds of the usual number of desks may be dispensed with, there will be needed some provision by which each pupil can keep his books safe from being meddled with while not in use. The same need will arise also in the drawing-rooms and work-shops; indeed, in every room, the occupants of which change from time to time during a day or week. This need should be met by providing a system of lockers, — one locker for the exclusive use of every occupant of the room.

Two plans for doing this have found favor, which, for the sake of having names, may be called the *key-board plan* and the *drawer-rack plan*.

By the first, or key-board, plan, each bench, desk, or table has as many locked drawers as it is to have different occupants, so that each occupant may have exclusive use of one drawer. All the keys belonging to the members of one class are kept on the class key-board; and this key-board is inaccessible at all times, except when the class is in the room. The teacher keeps the key-boards safe when not in use, and has as many of them as he has different classes in the room.

By the second, or drawer-rack, plan, each bench, desk, or table is provided with one place in which a drawer may be kept while in

use; but while not in use all the drawers are kept in a rack at the side of the room; the intention being that the drawers belonging to any one class shall be removed from the racks and placed in the benches, desks, or tables at the beginning of the class session, and put back again at the end of the session. When the drawers are placed in the rack, the teacher's key with one motion locks or unlocks them all. Thus the teacher's trouble in working the plan is very slight.

The choice between these two plans will be governed by circumstances. For example, when the drawers are large and heavy, as those containing carpenter's tools usually would be, the key-board plan would be the preferable one. But when the drawers are small, so as to be carried across the room without difficulty, the drawer-rack plan would have greater advantages. In school-rooms, since a school-desk with three drawers in it large enough to be serviceable is an impossibility, the drawer-rack plan would be the only practicable one. The same plan has been found an excellent one for the drawing-rooms and the machine-shop; also for the blacksmith's shop, with the further advantage in the latter case that the drawers need not be taken from the racks.

The great merit of these two plans is, that they reduce the number of desks, benches, or tables necessary for a given number of pupils to a minimum. The second, or drawer rack, plan should be preferred whenever practicable, for it is the most economical plan yet devised for furnishing rooms that are to be occupied successively by different classes.

The next point to be considered is the size of the classes or divisions; for upon the number of pupils to be instructed at one time depends the number of desks, benches, or tables in each room, and the size of the room. The experience of mechanic arts schools thus far seems to have fixed the number twenty-four as the largest number of pupils that can conveniently receive instruction at one time. Although in some book-studies more than twenty-four pupils can be well instructed at one time, yet in the shop-instruction, as in chemical and physical laboratories, divisions of twenty-four have been found fully large enough — sometimes even too large for really profitable work. The time may indeed come when teaching-skill in the mechanic arts will be as highly

developed as it now is in the academic branches. When that time comes it may be practicable to make classes in shops and laboratories as large as those in school-rooms; but for the present it would seem unwise to go beyond what experience has shown to be fairly within reach. Twenty-four pupils, then, should be assumed as the basis for determining the number of desks, benches, or tables in a room; and these in their turn will determine the size of the room.

As each room would be occupied in the course of the day by three different divisions of twenty-four pupils each, the total capacity of a room furnished with twenty-four places would be seventy-two pupils. Thus, a class of seventy-two members would need for its whole work one school-room, one shop, and one other room; which other room would be either a drawing-room or a laboratory. Assuming that the school to be provided for would have a course three years long, and therefore three classes, — junior, middle, and senior, — each with seventy-two pupils in three divisions, or two hundred and sixteen pupils in all, there would be needed three school-rooms, three shops, and three other rooms, or nine rooms in all. These rooms would be occupied all the time, and would constitute the least provision that would meet the conditions of the case. But the number of rooms actually found necessary by reason of the differing kinds of work to be done is somewhat greater, — four shops instead of three, and four other rooms (that is, two drawing-rooms, a chemical and a physical laboratory) instead of three; or, in all, eleven rooms instead of nine. Such would be the provision for a school of two hundred and sixteen pupils. A smaller school could hardly do with less; but a school of double the size would not need to duplicate the whole provision.

The school-rooms, drawing-rooms, chemical and physical laboratories need not be particularly described in this report, since no special modifications in such rooms have been found necessary to adapt them to the wants of a mechanic arts school.

But the shops, being a wholly new feature in school accommodations, need to be described fully. They are:

- (1.) The first wood-working room, or carpenter's shop.
- (2.) The second wood-working room, or pattern-maker's shop.

(3.) The first metal-working room, or blacksmith's shop and foundry.

(4.) The second metal-working room, or machine-shop.

Necessary adjuncts to these are the engine-room, the boiler-room, a storeroom for lumber near the wood-working rooms, a moulding-shed near the foundry, and wash-rooms. The best shape and size for all four of the shops would be thirty-six feet wide by forty-eight long. These dimensions are large enough, but two feet more each way would not be space thrown away. The shops should all be high, well lighted (on three sides if possible), by windows running clear to the top. There should be as much window-space as possible consistently with due strength in the walls of the building; for abundance of light is a matter of the very highest importance. In planning a new building this consideration would govern all others except the stability of the structure.

Another matter of some importance is the placing of the rooms relatively to one another. Two of the shops are to be furnished with machinery and two are not. By placing the two latter together in one wing a freedom from the troublesome jar of machinery is secured for that wing. Here the drawing-rooms should be placed; for it has been found that drawing-rooms placed over moving machinery are seriously troubled by the vibration.

Again, it is important that the two wood-working rooms should be of easy access the one from the other; and the same advantage is even more important in regard to the two metal-working rooms. This advantage would be secured by placing the two metal-working rooms in the first story, and the two wood-working rooms in the second story. Then by placing the blacksmith's shop under the carpenter's shop, one side of the building would have no machinery. Between the shops on each floor would be placed the wash-rooms, together with the lumber storeroom above and the moulding-shed below. But further details with regard to the arrangement of a building would seem uncalled for, and may well be postponed until the prospect of an actual building to be arranged becomes immediate. Meanwhile, attention may be directed to the furnishings of the four shops, — the benches, the tools, and the machinery, — all which would be the same, in whatever building the shops were placed.

(1.) The first wood-working room, or carpenter's shop, should contain twenty-five carpenter's benches — one being for the teacher — and one grindstone.

Within easy reach from both wood-working rooms should be a circular saw and a jig saw. These saws are not for the teachers' use alone; the boys should be taught to use them with care. The benches should be placed with head to the light, and the teacher's bench should have a space behind it where the whole class can gather occasionally to receive instruction. The best dimensions for the benches are six feet long, two feet wide, and thirty, thirty-two, and thirty-four inches high. The different heights are for boys of different stature.

The top of the bench should be a thick hard-wood plank, which may be removed occasionally and given a new smooth surface. Each bench should be provided with a good carpenter's vise — jaws long and on a level with the top of the bench — and with one drawer to hold the tools that belong with the bench. Then there would be needed seventy-two other tool-drawers to contain the tools for which each pupil is held individually responsible. These seventy-two drawers would be placed either in the benches, three in each bench, or in racks at the side of the room, according as the "key-board plan" or the "drawer-rack plan," already described, should be adopted for this shop. Under the key-board plan each bench would have four drawers, one for the bench-tools, which need not be locked, and three for individual tools, which should be kept locked with keys that are kept on the class key-board. This may be the preferable plan; but if carrying the rather large drawers of tools across the room at the beginning and end of every lesson be not considered a serious objection, there may be an advantage in the drawer-rack plan; for under that plan each bench would have but one drawer — that for the bench-tools — and a place for holding another drawer while its owner was working at the bench. Thus there would be room under the bench for a pair of trestles, and the inconvenience of using lower drawers would be obviated. But the choice between these two plans might turn on circumstances not now foreseen. Either plan would be preferable to the plan hitherto usual, by which the bench-tools are kept on a tool-board attached to the bench, extending nearly its whole

length, and rising above its top about two feet. These tool-boards are seriously inconvenient in several ways, and the problem has been how to get rid of them. Either of the plans above suggested is believed to be a satisfactory solution.

As already implied, there is a classification of the tools to be supplied in the carpenter's shop. There are, first, the tools which the pupil needs to have constantly within reach, but which are not likely to be kept in good condition unless some one is held individually responsible for them. These are planes, chisels, and gouges — indeed, all edged tools that are in constant or frequent use. Such tools are issued to each pupil at the beginning of a term, and are kept by him in the drawer provided for his individual use, as above described. They may be called *individual tools*.

Then, secondly, there are tools which the pupil needs to have constantly at hand, but which need no special care to keep them in good condition. These are hammers, mallets, chalk-lines, try-squares, compasses, screw-drivers, etc. They are issued one to each bench, and may be called *bench-tools*. They are kept in the drawer provided for them.

Thirdly, there are the tools which are not in constant or frequent use, and which may be kept in the teacher's tool-closet, thence to be issued on check to the several pupils who may need occasionally to borrow them. These may be called *occasional tools*.

Of the occasional tools, one or two of a kind would generally be found a sufficient supply for the whole shop.

Of the bench-tools, there would be needed as many of each kind as there were benches; and of the individual tools, as many as there were pupils.

To provide so large a number of individual tools is somewhat costly, but seems not uncalled for. There has been some experience on this point worth considering. There are schools in which no provision of individual tools is made, the edged tools in most frequent use being supplied only as bench-tools. The economy of such a plan is evident, but the great objection to it is the practical certainty that the edged tools so used will be constantly in bad condition. A boy finding the plane dull will not be disposed to take the utmost pains to put it in perfect order, and leave it so, if he knows that before he will use it again others will use it and

leave it dull; but if he can be secured the full benefit of his pains in sharpening his tools, he will be disposed to keep them always in the best of order. This is what we might have expected beforehand, and experience has realized the expectation. Now it is well known that accurate joinery depends on the sharpness of the cutting-tools, — good joints cannot be made with dull tools, — and it is an observed fact that the quality of the carpenter-work is distinctly better in those schools which provide each pupil with a kit of edged tools for his exclusive use.

The extra outlay required by such provision of individual tools seems fully justified by the better results that are sure to follow. Without this provision it seems hardly practicable to teach the boys that best accomplishment of a good workman, the art of keeping his tools in perfect order.

The following lists of tools are given as approximate statements of what may be needed. The third list, consisting of special tools for occasional use, could be extended at moderate cost, as needs might arise.

Lists of tools for the carpenter's shop :

(a.) Individual tools, one for each pupil: jack-plane, jointer (22"), smoothing-plane, block-plane, set of chisels ($\frac{1}{4}'$, $\frac{1}{2}'$, $\frac{3}{4}'$, 1", 2"), gonges ($\frac{1}{4}'$, $\frac{1}{2}'$, $\frac{3}{4}'$, 1").

(b.) Bench-tools, one to each bench: cross-cut saw (20"), rip saw (20'), back saw, claw-hammer, mallet, try-square, bevel, compasses, marking-gauge, mortise-gauge, two-foot rule, small steel square, nail set, screw-driver, bit-brace, oil-stone, oil-can, bench brush, and pair of trestles.

(c.) Occasional tools, one, two, or more of a kind as may be needed: hatchets, draw-shaves, spoke-shaves, wood rasps, wood files, compass-saws, bits of all sorts and sizes, monkey-wrench, clamps, pair matching-planes, beading-planes, moulding-planes, rabbeting-planes, plough, fillister, and as many full sets of wood-carving tools as might be needed.

The tool-closet is intended for both wood-working rooms; hence the foregoing list is fuller than would be necessary for one room alone. In the tool-closet should be kept a supply of glue, sand-paper, shellac, stains, varnish, nails, brads, and screws.

The cost of the benches and tools for the first wood-working room, as above described, should not exceed \$1,500.

(2.) The second wood-working room, or pattern-maker's shop. This should be furnished with benches and tools in much the same way as the other shop was furnished, with the important addition, however, of twenty-four wood-turning lathes. In some shops the lathes are attached to the benches, which, for economy of space, are made double; but a better arrangement appears to be to place the lathes by themselves around the edge of the room near the windows, and then to place the benches so that each one may stand near a lathe, thus allowing the boy using both to step readily from one to the other. By this arrangement the boys are not exposed to each other's turning-chips, as they are when the lathes are attached to the double benches.

If the room be well lighted, the benches may be placed far enough away from the windows to allow the lathes to be placed as proposed. The benches in this room are in all respects like those in the carpenter's shop, except that the vises are of the variety known as coach-makers' vises, the jaws of which are some six or eight inches above the top of the bench.

The tools to be supplied to this shop are substantially the same as those supplied to the carpenter's shop, with the addition to the individual tools of a few tools for turning. The turning-tools should be two turning-gouges ($\frac{1}{4}$ " and $\frac{7}{8}$ "), two turning-chisels ($\frac{3}{8}$ " and $\frac{7}{8}$ "), one parting-tool, one round-nose tool, and one pair of calipers ($5'$). Any other tools that may be needed may be added to the occasional tools already provided in the carpenter's shop, the closet containing them being accessible from this shop as well as from the other.

The cost of furnishing the pattern-maker's shop in the manner described should not exceed \$2,000.

(3.) The first metal-working room, or blacksmith's shop. This shop will necessarily be placed on the ground, for it should have no wooden floor; and the anvils should be mounted on posts running down some four feet into the ground. Twenty-four anvils, twelve double forges, a teacher's anvil and forge, hoods over the forges, smoke-pipes, and an exhaust fan to draw out the smoke are the furnishings required for the principal business of this room. If metals of any kind are used for casting, the melting-furnace should be placed in this shop and the casting should

be done here. The moulding-trays are stored, when not in use, in some adjoining room or shed; but when in use some of them may be placed temporarily in this shop. Hence, the whole provision for moulding and casting may be considered as belonging to the first metal-working room; in other words, this room is a foundry as well as a blacksmithy. As already stated, the use of iron for casting is not contemplated.

The tools needed for forging are all of the kind named bench-tools; that is, all the occupants of one forge use the same kit of tools. There is no reason for providing individual tools.

The tools at each forge are one anvil (84 lbs.), blacksmith's hammer (1½ lbs.), four pairs tongs (¼", ¾", ½", ¾"), a poker, a rake, a shovel, a sprinkler, a hardy, a steel square, and a leather apron. One sledge to two forges. Occasional tools, as cold chisels, punches, etc., are not numerous. Moulding-trays should be 4½ feet long by 1½ feet wide and 1 foot deep, the top being about 30 inches from the floor. Over one end of the tray should be placed a movable board 1½ feet square. The backs of the trays may come up high enough to hang the tools on, provided they do not obstruct the light; but if they do, they should be dispensed with.

The tools needed for moulding are a small shovel, a 12-inch brass-wire sieve (⅛" mesh), a moulder's trowel (1" × 4"), a ¼-inch lifter, a draw-spike (6" long, ¼" diameter), a larger draw-spike (8" × ⅜"), a vent wire, two rammers (1½" and 3" diameter), a dredging-box, several conical wooden plugs, a straight-edge, a small sponge, and a small square piece of tin bent to form a gate-cutter. Most of the moulder's tools can be made by the boys, and so may some of the blacksmith's tools. The making of a pair of blacksmith's tongs, for example, is an excellent exercise in forging, and the product is usually worth keeping for use. The turning of wooden tool handles is a good exercise towards the end of the first year in school. The second year's work includes the making of a number of tools that will be used in the blacksmith's or the machine shop.

For the forges, anvils, moulding-trays, blacksmith's and moulder's tools a safe estimate is \$1,200. For the smoke-pipes, exhaust fan, and power blast necessary for ventilating the room and blowing the fires, no close estimate can be made until the condi-

tions of the actual room to be ventilated are known. But allowing \$1,300 for this, the total estimate for this room will be \$2,500.

(4.) The second metal-working room, or machine-shop. This shop is furnished with a machinist's bench around the outside of the room, and with machinery filling the rest of the floor space. On the bench are twenty-four machinist's vises, and underneath are drawers for the bench-tools and places for other drawers which are kept in a drawer-rack. These drawers are not large, and so the drawer-rack plan will be convenient for the machine-shop. The bench on one side of the room should be lower than that on the other, and the shorter boys should be placed at the lower bench.

The machinery should consist of twelve engine-lathes (some larger, others smaller), four speed-lathes, one planer, one shaper, one goose-neck drill, one post-drill, two emery grinders, and a gas forge. The *bench-tools* consist of a machinist's hammer, a pair of compasses, a pair of calipers, a measuring scale, and a set of files. The *individual tools* are the tools made by the pupils the preceding year for use in the machine-shop. They are cold chisels, centre punch, centre chisel, threading-tool, round-nose tool, side tool, parting-tool, diamond-point tool, inside tool. These were forged and tempered last year. This year they are to be ground to the proper shapes and kept in good condition under the teacher's directions. The *occasional tools* to be issued on check are not numerous, and may be supplied as needs arise.

The cost of the machinery will vary widely according to the different patterns and sizes and with different makers; but with any machinery at all suited to the purposes in view, the expense of furnishing the machine-shop will be large. The opinion of those who have had experience is that small and cheap machines are not worth buying. Solid machines of the best construction are needed to stand the wear and tear of school-shop use. Indeed, the same remark applies to all the machinery and all the tools throughout the shops. They should all be the best of their kind. Inferior tools are not easily kept in good order, and inferior work is the result. It is not safe to estimate the expense of tools and machinery in the machine-shop at less than \$6,000.

Estimates for the wash-rooms would depend so much on the

plan and style of plumbing adopted and on local circumstances that they may here be omitted. Caps, aprons, blouses, overalls, soap, and towels should be kept in the individual drawers in the two wood-working rooms, for there the drawers are large enough to hold these things ; but in the blacksmith's shop, and possibly in the machine-shop, pigeon-holes should be provided for the purpose. In these pigeon-holes or in the individual drawers, as the case may be, are to be kept any unfinished pieces of work the teachers may prefer to have cared for by the pupils themselves.

Such are the four shops with their furnishings and the tools. These shops are not fully occupied all the time, for there are four shops and only three classes. But it does not appear to be practicable to carry on the proposed work in fewer shops. To explain briefly how the shops would be occupied, let the school year be divided into three equal terms, say of thirteen weeks each. A class in passing through the school in three years would spend the nine terms as follows : the first and second in the carpenter's shop, the third and fourth in the pattern-maker's shop, the fifth and sixth in the blacksmith's shop, and the seventh, eighth, and ninth in the machine-shop. Thus, apparently, the carpenter's shop would be vacant in the third term of the year, the pattern-shop vacant the second term, and the blacksmith's shop the first term. But these shops would not be wholly unoccupied in the terms mentioned, for the boys in the pattern-shop during the first term of the year would use the blacksmith's shop to some extent for moulding and casting, and boys in the machine-shop during the second term of the year will need to use the pattern-shop to some extent in making patterns for their projects, or during the third term of the year might need occasionally to use benches in the carpenter's shop. Thus the provision of four workshops for three classes appears to give no more than a reasonable margin for convenience in working.

It now remains to consider how the proposed school should be provided with a habitation, and what order of steps to follow in organizing it and bringing it into full operation.

Among the possible ways of obtaining the necessary accommodations are the following :

(1.) The city of Boston to erect a building with school-rooms, drawing-rooms, workshops, and motive-power complete, on land now belonging to, or to be purchased by, the city.

(2.) Buildings now belonging to the city to be occupied for school-rooms and drawing-rooms, the shops to be built as an addition thereto or in the immediate vicinity thereof.

(3.) The city of Boston to become the tenant of some party who has suitable premises to lease.

The last way is suggested because it is understood that suitable premises are now obtainable from parties who would be heartily interested in promoting the success of the proposed school. For the securing of permanent quarters, the first or the second way would undoubtedly be preferable. The first would involve the largest outlay, and may therefore be reserved for future consideration.

The second way may be supported by the suggestion that the high and Latin school buildings on Warren avenue still contain a few vacant rooms which could be occupied by the proposed school, if the necessary workshops could be built in the immediate neighborhood. This could be done on land now belonging to the city, by using the vacant lot at the corner of Warren avenue and Dartmouth street. A building could be erected there which, from an architectural point of view, should be the completion of the present Latin-school building, — not, indeed, according to the original design, but according to a design no less noble and appropriate that could be suggested. The tower of the original design would not be necessary; that could be reserved for the other corner now unfinished; but to be finished, we may suppose, when the School Committee shall find it necessary to abandon its present quarters. But omitting the tower, the remainder of the original design for the Warren avenue and Dartmouth street corner would need but little modification to adapt it to the needs of the proposed school. Moreover, the motive-power for the shops is already provided in the main building. It has never been found necessary to use all of the eight boilers that were provided for heating. One of those boilers would furnish all the power, and heat as well, needed in the shops. It would only be necessary to place in the shops an engine of fifty or sixty horse-power. This

engine could be used for another important purpose which has been thought desirable, the electric lighting of the main building.

If, for any reason, it should be thought undesirable to use the land suggested, so as to interfere with the original design of the high and Latin school building, it is perhaps possible that other land in the immediate neighborhood could be purchased.

Perhaps it would be well to take ample time for the consideration of the foregoing suggestions as to permanent quarters, and meanwhile the school itself might be started at once and allowed to grow to its full size in the temporary quarters, which may be leased. The suggestion may be made here, that the Charitable Mechanics Association, by its executive officers, has expressed a desire to aid in providing mechanic-arts instruction for the youth of this city, and has signified a willingness to furnish the proposed school with rooms in its great building on Huntington avenue.

As regards organizing the school, it may be assumed that the full school of three classes would not be in operation until the beginning of the third year, and the full equipment of tools and machinery would not be needed until that time; but, on the other hand, it will be necessary to order the machinery six months or a year in advance of the time when it will go into use.

At the start, the school would need to have ready one school-room, one drawing-room, and the *second* wood-working room with its benches, lathes, and tools. This would provide for the shop-work for one full year and some weeks of the second year, assuming, as already explained, that the entering class would not exceed seventy-two in number.

At the beginning of the second year the *first* wood-working room should be ready; and then, or very soon afterwards, the blacksmith's shop; both with their outfit of tools, including also trays and tools for moulding, and the melting-furnace. Another school-room would also be needed at this time.

At the beginning of the third year the machine-shop should be ready; also another school-room and a second drawing-room. Thus the full school of two hundred and sixteen boys would be provided with rooms, except in the matter of chemical and physical laboratories. If foreign language should take the place of these sciences in the course of study, — which has been left an

open question,— then these laboratories would not be needed. It is also possible that one of the drawing-rooms might be large enough to accommodate the work in physics. Therefore the provision of the chemical and physical laboratories may be left an open question for the present.

Respecting the appointment of teachers, it may not be out of place to remark on a few points of prime importance. The principal of the school should be a man in thorough sympathy with the kind of work the school is to do. If he should have some practical knowledge of shop-work himself, so much the better. He should be a man of full academic training, a man of experience, and accustomed to the management of large schools. He should have supervision and control over the entire school in all its branches of work. His rank and salary should be equal to those of other high-school principals of the city.

After the selection of the right man for principal, the next most difficult matter will be the finding of entirely suitable persons to be assistants in the different branches of shop-work. To find a good carpenter, a good blacksmith, or a good machinist is comparatively an easy matter. But this is not enough. The men selected must possess the faculty of imparting their knowledge to classes. They must possess the essential qualifications of a good teacher,— must know not only the art they would teach, but the art of teaching. Sometimes it happens that a practical mechanic has had in his youth a thorough academic and even a collegiate education. If such a person could be found who also had the gift of teaching, his combination of qualifications would be the best. The discovery of such persons may appear difficult, but it is not a hopeless task; in proof of which might be named a college graduate, who, after taking his degree, passed seven years in a machine-shop, and is now a highly successful teacher in a mechanic arts school. Still it must be recognized that the happy combination of all the desirable qualifications is rare, and cannot reasonably be insisted on.

What ought, however, to be insisted on as absolutely essential, is that any assistant teacher, in whatever capacity employed, should have the habit of using the English language clearly and correctly. Too much emphasis cannot be laid on the importance

of taking care lest the introduction of sewing, of cooking, or of manual training in any form into the schools become a source of injury to them through the appointment of persons to teach these things whose instruction would be conveyed in ill-chosen or incorrect language.

Of course it needs no pointing out that the moral character and personal habits of any person appointed to teach anything should be wholly unexceptionable.

E. P. S.

ANNUAL SCHOOL FESTIVAL.

1889.



ANNUAL SCHOOL FESTIVAL, 1889.

THE Annual School Festival in honor of the graduates of the Boston public schools was held in the Massachusetts Charitable Mechanics' Building, Huntington avenue, on the afternoon of Saturday, June 29, under the direction of the Committee of the School Board appointed for the purpose, consisting of Mr. Samuel B. Capen (Chairman), Mr. Nahum Chapin, Mr. George R. Swasey, James A. McDonald, M.D., and Mr. Willard S. Allen.

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 and friends of the graduates.

The bouquets provided for the graduates were tastefully arranged on the stage. They were furnished by the following-named florists: James P. Clark, James Delay, M. B. Bunker, Norton Brothers, T. H. Meade, Twombly & Sons, J. Newman's Sons, and J. E. Mooney. 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 were marshalled to their places

under the direction of Mr. E. Bentley Young, master of the Prince School.

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

The Chairman of the Special Committee, Mr. Samuel B. Capen, delivered the opening address.

REMARKS OF MR. SAMUEL B. CAPEN.

Graduates of the Boston Schools, — All my words this afternoon shall be addressed to you. I would be glad to speak to the teachers, and, if I might, inspire them anew with the infinite importance of the trust committed to their care. A fact has come to my knowledge within a few days that has given me a new vision of the opportunities they possess to mould character forever. I would be glad, in the presence of the official head of the city and before these hundreds of citizens, to speak again of the needs of the schools, and endeavor to show that the grandest work any city can do is to provide with a liberal hand for all its children. But there will be other occasions for these things. This hour, graduates, belongs to you, and you alone.

You have come to-day to a turning-point in your lives. For most of you the school-room is a thing of the past. These friendships you have been forming, as your lives have been running along with your comrades in parallel lines, are to grow less and less; and when you say good-by to-day to teachers and friends, you step out into a new world. Whatever mistakes you have made, whatever you have left undone, cannot now be altered. That record with its failures, as well as its successes, is closed with the other books which you put down to-day.

But facing the future as you all do, and speaking in behalf of the School Board of Boston, that loves you each and all, and would have its last message to you a helpful one, may I say in the briefest manner some very plain and common truths?

There are few of you this afternoon, under the inspiration of this occasion, that do not have some noble thoughts and wishes for yourselves. There is not one among you all that would to-day be

ready to take any course that would mean failure. How, then, may you achieve success?

The first essential is for every one of you to *plan your work* for the future. Too many young people dream; they do not plan. We shall get something of value, not by dreaming, but by working. When we dream, we drift. As surely as the mariner must know the port he is to make and lay his course for that alone, so surely must you have some clearly formed purpose in life and sail steadily towards it. Drifting always ends in shipwreck. Fix clearly in your mind at the beginning of your course some noble ideal. Be as eager as the "Volunteer" or "Puritan" to get a good start.

Then, *work your plan*. It will not work itself. We boast that everything in our country is free, and that every place is open to all. That is a falsehood. There is nothing free except to the one who works. There is not the slightest chance here for the idler; he might as well move out. The age is too intense to allow anything for the indifferent and careless. And in working out your plan, you will need to concentrate your powers in some one direction. Concentration is economizing force and saving waste. This is the age of the specialist. The demand is so great to-day that success comes only by bending one's whole powers in some one channel. You may call it narrow, but it is the same kind of narrowness you see in the mountain stream, which, instead of scattering itself over the meadow to little purpose, cuts a deep channel and accumulates the power that sets in motion the loom and the spindle.

Further, in order successfully to work your plan, you must be in earnest. An inferior person with some deep convictions and positive enthusiasm will outstrip in the race altogether the easy-going and the listless. It has been well said that it is not the twang of the string but the arrow which does the execution; but the arrow will never reach its mark unless there is some snap.

And let us not be misunderstood about the meaning of this word *success*. It does not consist necessarily in gaining wealth or fame, but in attaining to pure and noble character. What we often call success, God calls failure; and what we often call failure, he calls success. His dictionary and ours are not always the same. "It is not what you have, but what you are," that makes the man and the woman. Thank God, we have no aristocracy in this country

but an aristocracy of character. And all can reach this goal; it is not a selfish race, where the gain of one is another's loss, but one where the gain of each is an inspiration to all. Few men can be presidents, or judges of the Supreme Court, but all can be pure and noble, and thereby, in the truest sense, great. And character is made by the fidelity or the indifference with which we meet the common, daily duties of life. "Sow an act, and you reap a habit. Sow a habit, and you reap a character. Sow a character, and you reap a destiny." I almost hear some one say these old homely truths are "behind the age." Yes, that is just it; they are *behind the age* and pushing it forward. They are the very truths that have pushed it up to this point, and there was never so much positive good in the world as there is at the present hour; never so many earnest men and women trying to lift this world higher and make it better. You may call these truths small, if you will. The acorn is small, but it holds the oak.

This has been familiarly known as centennial year, and we are only recently through with the celebration which marked the one hundredth anniversary of the inauguration of George Washington. As you are standing on the threshold of life, eager to get into its battles, this, then, is an especially fitting time for the Board to urge upon you all to be interested in public matters, and to be fitting yourselves thereby to take your place very speedily as intelligent and patriotic citizens. Do not waste your leisure moments in reading light literature, or that which is worse. Have some of the principle of the great painter who would never look at a poor picture, because it injured his work ever afterwards. Read American history, and study the great problems of the present, and thereby fit yourselves for great usefulness. This is one of the best ways in which you can repay to the city the obligation you are under for the education she has given you. The dangers to this great American Republic that we all love are now not from without, but from within. It is irreverence and godlessness, impurity and intemperance, that we have most to fear. These are the subtle poisons that, working in the blood, make men careless about the purity of the ballot-box, that make it possible to buy votes, and cause patriotism to languish and to die. When you have the responsibility, put the same principles of honor into your

political duties as govern you in the family, the counting-room, and the shop, and never turn so much as a hair's breadth from that which is honest and square. Let patriotism and fidelity to the right be above everything else. "Dirty politics," so called, will cease to be filthy when the coming generation refuse to be led by the bad, selfish, and scheming men who have high places now in all our parties. Do not fear to stand alone occasionally. It will not be long; for "courage is as contagious as cowardice." Women, also, are often braver than men, and can inspire all. It was Barbara Freitchie that "took up the flag the men hauled down."

In all the ages that have passed there has never been such a grand time in which to live as the present. Twenty years now, in its power for good, is equal to twenty centuries in the slow-moving past. As the stage-coach has given place to the railroad, the telegraph, and the telephone, so our whole social, business, and professional life has made equally rapid progress. The good and evil you may do now is not kept to itself within narrow limits, but reaches and touches around the world. We have harnessed the lightning and made it do our errands for us; and while we sleep, under the ocean thoughts and influences go throbbing around the world. A human life may count for so much, if we only will. Do not play at life, but *live*. There is an infinite difference and distance between a fountain and a sponge. One lives to give out, and the other to suck and to draw to itself. Have some grand purpose, and live for others, not for yourself. Selfishness is consummate meanness, and it dwarfs, shrivels, and withers all that is noble and worthy in us.

There seems to be in us all a twofold nature, — appetite contending with self-restraint, selfishness with self-sacrifice. One or the other of these natures is going to win, and each of you holds for himself, and will throw, the decisive vote. Not parent, or teacher, or employer can make this decision. You must make it. That decision will determine whether your life is to be a success; whether the education thus begun is of any value, or whether the life is to end in shipwreck.

At Fort Wagner, when the Fifty-fourth Massachusetts colored regiment made that famous charge, the color-sergeant was killed;

but another by his side grasped the flag, and, after receiving three terrible wounds, one of which shattered his arm, in his clenched teeth he brought to the rear the torn banner, stained with his own blood, shouting, when it was safe, "Boys, it never touched the ground!" In behalf of the School Board, may I not urge you to go from here to-day with the earnest purpose that no trust committed to your hands in all the future shall ever be stained or defiled? Be loyal to the flag that floats over you; be loyal to the city that has educated you; be loyal and true to yourselves; be loyal to God!

At the conclusion of his remarks, Mr. Capen introduced His Honor Mayor Hart, who spoke as follows:—

REMARKS OF HIS HONOR MAYOR HART.

Mr. Chairman and Graduates,—It is a privilege and a pleasure to take part in these exercises. The graduates of our public schools take a just pride in their achievement. Having finished a good work, they approach the greater work of life with growing confidence and courage. As a plain man of the people, I wish to call to the minds of our graduates a few rules of conduct that will bear, perhaps, the test of reason and experience:—

You will never do the great things of life until you have attended to all the trivial and petty things of daily occurrence.

A competence is never acquired and retained save by spending less than one's income, however small.

I wish I could write in your mind and conscience with a pen of fire that none of us can do wrong, in public or private, without paying the full penalty here in this world.

It seems to me that life is not perfect without the blessings of holy religion. Yet what our schools need to-day is not, I am sure, the teaching of religion,—for the best part of religion cannot be taught in schools,—but manual and industrial training. Our schools should not only train the head and the heart, but also the eye, the hand, the whole body, and the whole child.

Judging from the fair scene before me, our schools produce good results. When we do more in manual and industrial training, our graduates will appear as well as they do now, and they will be still better fitted for the duties of life and citizenship.

After the address of the Mayor, the graduates marched across the stage in full view of the audience, each school being designated by a banner with the name of the school printed thereon. Each graduate received from the hand of the Mayor a bouquet.

At the conclusion 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 thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.
1889.

FRANKLIN MEDALS, 1889.

LATIN SCHOOL.

Irvin M. Conness,
William O. Farnsworth,
Arthur H. Gordon,
James H. Hickey,
Frederick G. Jackson,

Henry O. Marcy,
David S. Muzzey,
Percy H. Thomas,
Samuel P. Waldron.

ENGLISH HIGH SCHOOL.

Francis O. Yost,
William S. Fretch, Jr.
Lindsay T. Damon,
Albert H. Cross,
George Guppy,
John D. Remmonds,
Arthur A. Shurtleff,

Jacob J. Silverman,
Windsor N. Cobb,
William A. Tucker,
Myer L. Lourie,
Charles P. Loveland,
Leo Spitz.

LAWRENCE PRIZES, 1889.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — Henry O. Marcy, Frederick G. Jackson, Edward W. Capen, George C. Fiske, Edward A. Baldwin, Charles S. French, Carleton E. Noyes, Joseph P. Warren, Frederick B. Tower, Henry W. Prescott, Charles D. Drew, Ernest E. Southard, Charles H. Warren, Laurence H. Parkhurst, Carl N. Jackson.

FOR EXCELLENCE IN MODERN STUDIES. — David S. Muzzey, Walter L. Van Kleeck, Macy M. Skinner, Evan W. D. Merrill, David A. Ellis, Albert W. Bullard, George H. Nettleton, Howland Twombly, Louis A. Freedman, Harry B. Wilson, Rufus W. Sprague, Alfred W. Hoitt, Walter J. L. O'Brien, Richmond L. Chipman.

FOR EXCELLENCE IN DECLAMATION. — *First Prize* — Joseph B. Groce. *Second Prizes* — James H. Hickey, George E. Hume. *Third Prizes* — Chester W. Purington, Henry A. Hildreth.

FOR EXCELLENCE IN READING. — *First Prize* — Frederick G. Jackson. *Second Prizes* — George E. Hume, Harry E. Sears. *Third Prizes* — Henry W. Prescott, Carleton E. Noyes.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — David S. Muzzey, Henry O. Marcy, George H. Nettleton, Edward W. Capen, Walter L. Van Kleeck, Edward P. Starbird, Richmond L. Chipman, Macy M. Skinner, Charles H. Warren, Carl N. Jackson, Frederick G. Jackson, Percy H. Thomas, Laurence H. Parkhurst.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Patrick T. Campbell, George B. Wilson, Thomas F. Currier, Josiah Bon, Arthur W. Fairbanks, Michael J. Cuddihy, Willis E. Hartshorn, Marshall B. Evans, Walter J. O'Malley, George B. Hastings, Joseph Fyffe, Frank G. Neal, William W. Baker, Winfred M. Hartshorn.

FOR ORIGINAL WRITTEN EXERCISES.

Essay in Latin. — Joseph P. Warren.

Poetical Translation from Virgil. — David S. Muzzey.

FOR TRANSLATIONS AT SIGHT INTO

Greek. — (First Class) — Frederick G. Jackson. (Second Class) — Edward W. Capen.

Latin. — (First Class) — Frederick G. Jackson. (Second Class) — Walter L. Van Kleeck.

French. — (First Class) — *Second Prize* — William O. Farnsworth. (Second Class) — *Second Prize* — Walter L. Van Kleeck.

FOR TRANSLATIONS AT SIGHT FROM

Greek. — (First Class) — Henry O. Marcy. (Second Class) — John R. Nichols.

Latin. — (First Class) — David S. Muzzey. (Second Class) — Daniel J. J. Mulqueeny.

French. — (First Class) — George E. Hume. (Second Class) — *Second Prize*, — Lucius P. Lane.

FOR WRITTEN EXAMINATIONS.

Latin. — (Third Class) — Edward A. Baldwin, Charles S. French, Carleton E. Noyes. (Fourth Class) — Joseph P. Warren, Rogers Dow. (Fifth Class) — Frank Hendrick, Charles H. Warren, William A. Wood, Charles D. Drew. (Sixth Class) — Davis Hastings, Carl N. Jackson.

English. — William O. Farnsworth.

Roman History. — Edward A. Perkins.

Geometry. — David S. Muzzey.

Algebra. — Edward W. Capen.

Arithmetic. — George B. Wilson.

Physics. — Percy H. Thomas.

Penmanship. — David S. Muzzey.

FOR MILITARY DRILL.¹

First Prizes. — Company B, Capt. C. W. Purington, 1st Lieut. R. M. Merri-
 rick, 2d Lieut. L. F. Foss.

Second Prizes. — Company D, Capt. H. E. Sears, 1st Lieut. H. G. Nichols,
 2d Lieut. C. A. Blake.

Special Prizes. — Company E, Capt. I. M. Conness, 1st Lieut. S. P. R.
 Waldron, 2d Lieut. A. J. Shaw.

Individual Prizes. — (First Prize) — Sergt. L. W. Woolston, Company H.
 (Second Prize) — Sergt. A. C. Potter, Company F.

GARDNER PRIZE ESSAY.

First Prize. — George E. Hume.

ENGLISH HIGH SCHOOL.

ESSAYS. — *Graduating Class Prize.* — (Second Prize) — Lindsay T. Danion.

DECLAMATION. — *First Prize.* — (First Class) — Harry B. Harding. *Second*
Prizes. — (Second Class) — Bertram Lord, John T. Prince, 3d.

FOR READING ALOUD. — *First Prize.* — (Third Class) — William H. Graves.
Second Prizes. — (First Class) — George R. Barbour. (Second Class) —
 Raymond B. Price.

FOR TRANSLATION OF GERMAN AT SIGHT.

First Prize. — (First Class) — George W. Harring. *Second Prize.* — (First
 Class) — William S. Forbes.

FOR TRANSLATION OF FRENCH AT SIGHT.

First Prize. — (Second Class) — Albert H. Newman. *Second Prize.* —
 (Second Class) — Raymond B. Price.

FOR ORIGINAL DEMONSTRATIONS IN GEOMETRY.

First Prize. — (Second Class) — Melville F. Rogers. *Second Prizes.* —
 (First Class) — William A. Tucker, Arthur A. Shurtleff. (Second Class)
 — Harry L. Clapp, Raymond B. Price.

FOR EXAMINATION IN ALGEBRA.

First Prize. — (Third Class) — William F. Patten. *Second Prizes.* —
 (Third Class) — Joseph Robbins, Edward W. Murphy.

FOR LABORATORY WORK IN PHYSICS.

First Prize. — (Advanced Class) — Frederic H. Holmes.

¹ These prizes are awarded at the annual prize drill, from funds contributed by the school.

FOR DEPARTMENT AND SCHOLARSHIP.

- First Class.* — W. J. McAvoy, E. A. Dowd, G. R. Barbour, W. H. Bartlett.
Second Class. — A. H. Newman, R. B. Price, H. L. Clapp, J. F. Wall, R. B. Adams, E. H. Green, P. A. Linehan, F. A. Merrill, W. H. King, F. C. Remick, J. G. Underwood, W. J. Hickey, A. Rogers, Jr.
Third Class. — S. K. Clapp, W. F. Patten, M. A. Aldrich, J. Robbins, M. L. Lourie, L. A. Abbot, T. J. Johnson, A. A. Merrill, J. C. Dickerman, C. C. A. Ames.

FOR DEPARTMENT AND FIDELITY.

- First Class.* — T. F. Donahue, J. C. Donovan, A. W. Fleming, T. A. Gore.
Second Class. — R. E. Burke, F. L. Clapp, J. A. Gahm, I. R. Jones, T. J. Kenney.
Third Class. — G. A. Bleyle, F. H. Brown, D. N. Carpenter, N. H. Daniels, Jr., E. C. Fullonton, M. Grossman, H. S. Locke, C. A. Meserve, G. B. Wendell, E. H. Wright.

MILITARY PRIZES.

FIRST BATTALION.

Company Drill.

- First Prize.* — (Company B) — Capt. S. G. Creden, 1st Lieut. C. P. Loveland, 2d Lieut. G. W. Hight, Jr., 1st Sergt. A. W. Fleming.
Second Prize. — (Company A) — Capt. A. T. Lord, 1st Lieut. G. A. Underwood, 2d Lieut. W. G. Newell, 1st Sergt. W. C. Littlefield.
Special Prize. — (Pony) — (Company E) — Capt. A. H. Cross, 1st Lieut. M. Lourie, 2d Lieut. H. B. Lent, 1st Sergt. H. G. Bourne.
Special Prize. — (For best setting up) — Company B.

Individual Drill.

- First Prize.* — Sergt. C. L. J. Frohwitter, Company F.
Second Prize. — Corporal F. C. Jones, Company G.

FOURTH BATTALION.

Company Drill.

- First Prize.* — (Company B) — Capt. George Livermore, 1st Lieut. R. T. Churchill, 2d Lieut. J. P. Murray, 1st Sergt. F. R. Wing.
First Prize. — (Company E) — Capt. Frank Houghton, 1st Lieut. J. J. Silverman, 2d Lieut. D. J. Carney, Jr., 1st Sergt. J. F. Jordan.

Second Prize. — (Company A) — Capt. F. G. Benedict, 1st Lieut. A. H. Chamberlain, 2d Lieut. F. W. Davison, 1st Sergt. L. W. Ham.

Special Prize. — (Pony) — (Company F) — Capt. C. E. De Lue, 1st Lieut. T. C. Erb, 2d Lieut. E. A. Dowd, 1st Sergt. F. B. Pitcher.

Special Prize. — (For best setting up) — Company B.

Individual Drill.

First Prize. — Sergt. F. R. Wing, Company B.

Second Prize. — Sergt. C. S. Clifford, Company G.

Drumming.

School Prize. — John J. Fitzgerald.

Charles E. Cook Prize. — Arthur P. Guild.

DIPLOMAS OF GRADUATION, 1889.

PUBLIC LATIN SCHOOL.

Charles A. Blake,
 Henry F. Blake,
 Arthur N. Broughton,
 William P. Bullard,
 John R. Burke,
 Lewis T. Byron,
 Patrick T. Campbell,
 Charles S. Chase,
 Irvin McD. Conness,
 Alfred F. Coulter,
 John J. Dolan,
 William O. Farnsworth,
 Archer L. Faxon,
 James R. Flanagan,
 William H. Furber,
 Frank B. Gallivan,
 Louis W. Gilbert,
 Arthur H. Gordon,
 Joseph B. Groce,
 James H. Hickey,
 Henry A. Hildreth,
 George E. Hume,
 Frederick G. Jackson,
 John M. Kendricken,
 Henry O. Marcy,
 Robert M. Merrick,
 David S. Muzzey,
 Howard G. Nichols,
 Chester W. Purington,
 Charles I. Quirk,
 Thomas F. Ray,
 Harry E. Sears,
 Townsend H. Soren,
 Francis U. Stearns,
 Frederick St. J. Stearns,
 William J. H. Strong,

Percy H. Thomas,
 Samuel P. Waldron,
 Albert B. White,
 George A. Williams.

GIRLS' LATIN SCHOOL.

Florence G. Bickford,
 Grace E. H. Casey,
 Gertrude G. Davis,
 Belle S. Hall,
 Catharine O. Harnden,
 Elizabeth Hubbard,
 Virginia A. Payne.

BRIGHTON HIGH SCHOOL.

Boys.

Edward A. Bigelow,
 Russell V. Matthews,
 William F. Murphy,
 William H. Scollans,
 Charles O. Whitney,
 Herbert A. Wilson.

Girls.

Mary E. Barnaby,
 L. Mabel Brock,
 Jennie C. Hicks,
 Ida A. Ricker,
 Lillian W. Ricker,
 Grace I. Small,
 Elvira B. Smith,
 Lydia E. Stevenson,
 Nellie E. Taylor,
 Mary A. Warren,
 Edith S. Wyman.

CHARLESTOWN HIGH SCHOOL.

Boys.

William C. Crane,
 Liverus H. Howe,
 William F. Lamont,
 Frederick J. Murphy,
 Thomas G. Murphy,
 Edward J. Ripley,
 Charles D. Sanderson,
 Frederick W. Young, Jr.

Girls.

Lillian K. Aborn,
 Helena G. Ahearn,
 Bessie Bean,
 Carrie D. Beddoe,
 Mary A. Brennan,
 Alice C. Burgess,
 Lillian E. Carey,
 Alice F. Carter,
 Lotta A. Clark,
 Catherine V. Cochran,
 Helen L. Coleman,
 Alice F. Fifield,
 Grace M. Flint,
 Mary L. Golden,
 Bertha E. Harrington,
 Grace I. Hayden,
 Julia A. Hill,
 Nettie H. Kelley,
 Margaret E. Kenny,
 Harriet E. Lawler,
 Mary T. Laydon,
 Jennie F. Libby,
 Margaret A. Mackin,
 Babette A. Mülle,
 Mary L. Murphy,
 Agnes C. O'Brien,
 Cecilia A. O'Callaghan,
 Grace A. Park,
 Georgietta Sawyer,
 Eva Smith,
 Grace H. Smith,
 Mary W. Smith,
 Julia E. Sullivan,
 Mary J. Tierney,
 Josephine S. Titus,

Henrietta L. Vivian,
 Annie I. Webster.

DORCHESTER HIGH SCHOOL.

Boys.

John J. Cunningham,
 Frank E. Greenwood,
 Frederick R. Jenkins,
 Walter P. Jones,
 Charles F. Phipps,
 Charles O. Richardson,
 Frank R. Sewall,
 Ralph H. Smith,
 Loring W. Stone,
 John E. Walsh.

Girls.

Edith F. Abbott,
 Gertrude J. Chase,
 Susan J. Clark,
 Jane T. Cook,
 Mercy A. Y. Crosman,
 Mary M. Dacey,
 Josephine T. Farrell,
 Janet B. Halliday,
 Hannah L. Johnson,
 Emma E. Mitchell,
 Gertrude H. A. O'Hara,
 Louise Robinson,
 Mary Sanford,
 Etta A. Sheehan,
 Carrie C. Stecker,
 Mary Stock,
 Maud A. Tice.

EAST BOSTON HIGH SCHOOL.

Boys.

Edward J. Cahill,
 Peter F. Dolan,
 Harry A. Fraser,
 A. Howard Graves,
 William I. Hahn,
 Francis L. Halligan,
 Frederic F. Hill,

Fred C. Hosea,
Lawrence S. James,
Walter T. Marris,
S. Howard Martin,
John S. C. Nichols,
Harry S. Smith.

Girls.

Elizabeth A. Bloomfield,
M. Alice Brooks,
Hattie H. Coan,
Jennie I. Connor,
Grace M. Crawford,
Alice H. Day,
Grace Emmons,
Jennie Emmons,
Mabel L. Hodsdon,
Louise A. Jenkins,
Lydia W. Johnson,
Jennie T. Lally,
Fannie S. Littlefield,
Esther C. Moore,
Rosa D. Munroe,
Mabel V. Roche,
Helen B. Stevenson,
J. Estelle Stevenson,
Lucie F. Stover,
Grace M. Strong,
Katie A. Sullivan,
Susie A. Wood.

ENGLISH HIGH SCHOOL.

THIRD-YEAR CLASS.

Charles F. R. Allard,
Fred S. Allen,
George R. Barbour,
Wilfred H. Bartlett,
Frank E. Bennett,
Ernest Y. Berry,
John E. Bishop,
Edward F. Blake,
Frederic Blake,
William F. Boos,
Harrison G. Bourne,
Joshua S. Bragdon,
Robert O. Brigham,

George A. Brooks,
Frederic M. Brown,
John J. Buckley,
Henry G. Burke,
Charles S. Butler,
Daniel J. Carney, Jr.,
Arthur H. Chamberlain,
Russell T. Churchill,
Charles A. Cline,
Windsor N. Cobb,
Arthur S. Colby,
Edward J. A. Colman,
Robert R. Congdon,
Samuel G. Creden,
Henry H. Crocker,
Albert H. Cross,
Thomas F. Daly,
Lindsay T. Damon,
Frederic W. Davison,
Clarence E. DeLue,
Fred W. Dickerman,
William H. Doherty,
Thomas F. Donahue,
John C. Donovan,
Eugene A. Dowd,
Theodore C. Erb.
Edward T. Feeley,
Alfred W. Fleming,
Charles A. Fogg,
William S. Forbes,
William S. Fretch, Jr.,
Charles L. J. Frohwitter,
Thomas J. Gleavy,
Albert W. Goodnow,
Theodore A. Gore,
George R. F. Gray,
Arthur E. Green,
George Guppy,
Leon W. Ham,
Harry B. Harding,
George W. Harring,
Fred P. Hayward,
James Hearn,
Fred T. Hemenway,
George W. Hight, Jr.,
Henry W. Hitchings,
Frank Houghton,

Henry R. Ilsley,
 Herbert J. Keenan,
 Charles G. King,
 Charles A. Kingsley,
 William F. Lamb,
 William H. Leonard,
 Wilbur C. Littlefield,
 George Livermore,
 Albert T. Lord,
 Myer L. Lourie,
 Charles P. Loveland,
 John D. Lowrie,
 William J. McAvoy,
 Ignatius S. McDonough,
 Thomas F. Meany,
 William Murphy,
 Jerome P. Murray,
 Charles F. Nagle,
 Walter G. Newell,
 Guy F. Newhall,
 Walter T. Peck,
 George B. Perkins,
 Leo W. Pickert,
 Edward H. Pinkham,
 William B. Piper,
 Robert W. Puffer,
 John D. Remmonds,
 Walter E. Scannell,
 John F. Shannon,
 James P. Shea,
 Arthur A. Shurtleff,
 Jacob J. Silverman,
 Samuel F. Skelton,
 Fitz H. Smith,
 Leo Spitz,
 Harry K. Stanley,
 Michael J. Sullivan,
 Kenson E. Taylor,
 Winthrop P. Tenney,
 Arthur F. Timson,
 William B. Toomey,
 William A. Tucker,
 George A. Underwood,
 Arthur N. Weaver,
 Henry West,
 Albert F. White,
 Willard M. Whitman,

Edward F. Williams,
 Frank A. Wing,
 Franklin R. Wing,
 James G. Witherington,
 Isaac Wyzanski,
 Solomon Yeretsky,
 Francis O. Yost,
 Otto W. Youngren.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Bertha L. Adams,
 Marion S. Anderson,
 Elizabeth J. Andrews,
 Louise Baker,
 Caroline F. Barnes,
 Clara B. Barry,
 Martha W. Barry,
 Mary M. Beale,
 Nellie Beatty,
 Annie E. Briggs,
 C. Margaret Browne,
 Emma Burrows,
 Jeannie L. Chapman,
 Nellie F. Chapman,
 A. Maude Clark,
 Mary E. Cochran,
 Hannah E. Collins,
 Carrie H. Conley,
 Annie G. Conroy,
 Florence Covington,
 Cecilia Coyle,
 Sarah J. Coyle,
 Mary C. Crowley,
 Margaret J. Cunningham,
 Louise M. Davis,
 Persis S. Davis,
 Sarah M. Dean,
 Mary E. Denning,
 Bertha E. Dennis,
 Grace C. Dillon,
 Sarah T. Driscoll,
 Frances S. Duncan,
 Margaret L. Eaton,
 Mary H. Finley,

Ellen E. Foster,
 Mary L. Green,
 Lillian G. Greene,
 Bertha C. Gunn,
 Julia G. Hagerty,
 Lillian M. Hall,
 Anna P. Hannon,
 Elizabeth E. Henchey,
 Helena G. Herlihy,
 Joanna G. Keenan,
 Sabina F. Kelly,
 Gertrude H. Lakin,
 Annie C. Lamb,
 Helen F. Lambert,
 Anna M. Leach,
 Mary F. Lindsay,
 Annie V. Lynch,
 Emily H. Macdonald,
 Annie A. Maguire,
 Nellie A. Manning,
 M. Louise Merrick,
 Stella M. Miller,
 Mary E. V. Moran,
 Cora B. Mudge,
 Annie M. Mulcahy,
 Mary J. Murphy,
 Elizabeth T. O'Brien,
 Julia K. Ordway,
 Gretchen Piper,
 L. Gertrude Plummer,
 Alice L. Reinhard,
 Lena M. Rendall,
 Florence H. Rich,
 Rosanna L. Rock,
 Mary L. Rose,
 Charlotte S. Ruhl,
 Edith E. Sanborn,
 Grace H. Skilton,
 Helen D. Skilton,
 Annie M. Sommers,
 Elizabeth A. Spaulding,
 Florence L. Spear,
 Catharine T. Sullivan,
 Ede F. Travis,
 Alice Tufts,
 Edith F. Walker,
 Ellen C. Walsh,

Carrie A. Waugh,
 Angeline M. Weaver,
 Daisy E. Welch,
 Margaret M. Whalen,
 Annie M. Wilcox,
 Alice G. Williams,
 Winifred C. Wolff,
 Edith C. Worcester,
 Mary T. Wright.

THIRD-YEAR CLASS.

Edna M. Aldrich,
 Sarah S. Allen,
 Mabel M. Anderson,
 Elizabeth C. Barry,
 Grace M. Beltis,
 Elizabeth A. Breivogel,
 Edith E. Bryant,
 Ema W. Burt,
 Mary E. Cahill,
 Pauline R. Carney,
 Florence A. Chamberlin,
 Grace I. Cleveland,
 Rose M. Cole,
 Margaret R. Corliss,
 Isabella G. Cronon,
 C. Gertrude Cunningham,
 Carrie Cushing,
 Jeannette T. Dary,
 Helen Dennison,
 Ellen G. Desmond,
 Charlotte F. Dewick,
 Adelaide R. Donovan,
 Mary E. Donovan,
 Grace H. Dunn,
 Elizabeth G. Eastman,
 Eleanor F. Elton,
 Georgie H. Emery,
 Annie M. Evans,
 Charlotte Fitzgerald,
 Mary L. Fitzpatrick,
 M. Loretto Foley,
 Mabel P. Foster,
 Theresa E. Fraser,
 Bertha A. O. Freeman,
 Mary B. Freeman,
 Jane F. Furlong,

Annie L. Gilbert,
 Bessie B. Gilbert,
 Aimée T. Goulston,
 Elizabeth M. Grant,
 Sophronia I. Grant,
 Helen F. Greene,
 Lora A. Guernsey,
 Estella M. Hall,
 Fannie A. Hall,
 Sarah A. Hall,
 Gertrude J. Harding,
 Arvilla T. Harvey,
 Lillian A. Heaney,
 Ida B. Henderson,
 Florence A. Hersey,
 Amy A. Higgins,
 Frances C. Hoadley,
 Emma M. Hoffman,
 Lillian F. Horn,
 Carrie W. Horne,
 Gertrude L. Howard,
 Minerva Howell,
 Bertha D. Howlette,
 Mary E. Irwin,
 M. Alice Jackson,
 Carrie A. Jacobs,
 Fannie M. Jasper,
 Blanche B. Kaufman,
 Gertrude L. Kemp,
 Katherine L. King,
 Mary T. King,
 Pauline A. Land,
 Annie E. Leahy,
 Margaret A. Leahy,
 Elsie M. Littlefield,
 Madeline W. Mabray,
 Anna I. Madden,
 Mary A. McCarthy,
 Ida L. McElwain,
 Grace Miller,
 Grace W. Murphy,
 Mary W. Newton,
 Margaret L. Nolan,
 M. Agnes O'Hare,
 Annie C. O'Neill,
 Helen R. Pareher,
 Mary L. Patten,

Florence V. Paull,
 Helen Perkins,
 Nellie M. Pinkham,
 Lillie B. Prescott,
 Grace L. Putnam,
 Marietta Putnam,
 Julia A. Rourke,
 M. Louise Schirmer,
 Mary C. Shute,
 Abbie A. Smith,
 Ada W. Spencer,
 Charlotte M. Spike,
 Mary A. Steere,
 Margaret T. Stevenson,
 Marion N. Swan,
 Hattie E. Thing,
 Mary G. Ware,
 Sophia G. Whalen,
 Alice L. Wheaton.

ROXBURY HIGH SCHOOL

Boys.

Gordon M. Crowe,
 Arthur Elson,
 John C. Folger,
 Solon F. Holt,
 Fay B. Kendall,
 Edward R. Kimball, Jr.,
 Wyzeman M. Masury,
 Fred R. Miller,
 Hiram A. Morse,
 Nelson H. Newell,
 George T. Newton,
 Walter W. Patch,
 William S. Rhodes,
 Frederick R. Shattuck, Jr.,
 George R. Todd.

Girls.

Eva L. Bartlett,
 Hulda D. Bauer,
 Mabel C. Bayer,
 C. Mabel Beaman,
 Myra E. Billings,
 Mary E. Burns,
 Josephine W. Call,

Gertrude M. Clarke,
 Mary A. Coxe,
 Annie F. Daly,
 Victoria E. D. Hamilton,
 Georgia L. Hilton,
 Lillian C. Jones,
 Nathalie E. Jones,
 Evelyn L. Kimball,
 C. Emma Lincoln,
 Gertrude M. Mackintosh,
 Margaret G. Marshall,
 Annie L. McCarty,
 Emmeline F. Morrill,
 Lucy E. Munier,
 Annie L. Osgood,
 Elsie L. D. Patterson,
 Clara S. Plimpton,
 Helen F. Prentiss,
 Rosa E. A. Redding,
 Florence I. Reddy,
 Grace D. Redpath,
 Luella F. Robie,
 Grace E. Small,
 Daisy M. Thayer,
 Mabel L. Warren,
 Mabelle M. Winslow,
 Agnes M. Woodill,
 Clara M. Zeigler.

WEST ROXBURY HIGH
 SCHOOL.

Boys.

George O. Currier, Jr.,
 Charles J. Dawson,
 Charles L. Smith.

Girls.

Sarah M. Chamberlain,
 Ada E. Chevalier,
 Eva J. Marison,
 Nellie A. Rand,
 Bessie M. Smith.

ADAMS SCHOOL.

Boys.

George W. Bohannon,
 Edward F. Brennan,

William E. Burke,
 C. Warren Dillaway,
 John H. Douglas,
 William J. Hartnett,
 Richard J. Hennessy,
 James F. Hurley,
 Frederic A. Hussey,
 Joseph R. Kingston,
 Rudolph Lehmann,
 John J. Lynch,
 Andrew C. Mangels,
 Thomas McCormick,
 William A. Nixon,
 Charles A. Noyes,
 Henry B. Wellington,
 George H. Williams.

Girls.

Nellie M. Ashley,
 Ida M. Goostray,
 Leontine T. Pote,
 Laura E. Restall,
 Emma J. Schupbach,
 Charlotte E. Schwaar,
 Ina A. Sherburne,
 Annie Smith,
 Charlotte E. Smith,
 Nellie E. Sullivan,
 Euphemia A. Templeton,
 Grace M. Warnock.

AGASSIZ SCHOOL.

Boys.

Elmer M. Batchelder,
 Horton N. Chamberlain,
 Lucius D. Crispin,
 Charles H. Cronin,
 Thomas F. Curley,
 James J. Dolan,
 James J. English,
 George H. Fowle,
 John Graumann,
 Arthur R. Henderson,
 Arthur M. Horne,
 John T. Humphrey,

William H. Keleher,
 Albert N. Kimball,
 Edward Marsh,
 William H. McLaren,
 William B. Murray,
 Eugene S. Otis,
 William R. Parker,
 Charles E. Rittenhouse,
 Frederick N. Rock,
 Frank A. Thanisch,
 Henry F. T. Thanisch,
 Ernest A. Tompkins.

ALLSTON SCHOOL.

Boys.

H. Clifford Brown,
 Ralph H. Brown,
 William F. Crocker,
 John J. Havacen,
 Charles P. Heywood,
 Fred S. Hicks,
 Henry D. Jope,
 Arthur M. Leatherbee,
 William W. Monto,
 F. Luis Mora,
 Charles K. Nevin,
 Frank Nevin,
 William A. Norton,
 Pierce J. O'Connell,
 Clarence R. Preston,
 Edward W. Raymond,
 Henry J. Rowe,
 Walter P. Sawyer,
 Michael J. Shine,
 Edward M. Slayton,
 Richard T. Smart,
 Fred W. Sproul,
 John J. Sullivan,
 William E. Whitecomb,
 Frank J. Williams,
 Arthur T. Wilson.

Girls.

Lena M. Aylsworth,
 Sadie A. Barlow,
 Harriet Bosworth,
 Lizzie B. Bryant,

Mabel F. Chapman,
 Alice C. Chesley,
 Hattie S. Coffran,
 Lena H. Cook,
 Emma B. Cushing,
 Ada E. Haynes,
 Elizabeth H. Hunter,
 Annie E. Hyde,
 Annie M. Kendall,
 Violet V. Monto,
 Mary E. Nelligan,
 Abbie G. Pierce,
 Helen E. Raymond,
 Mabel C. Root,
 Mary E. Shine,
 Emma G. Stropel,
 Nellie L. Terry,
 Emma H. Thompson,
 Annie E. Timmins,
 Grace B. Wentworth.

ANDREW SCHOOL.

Boys.

Pierce T. Bryan,
 Edward F. Condon,
 Thomas G. Connolly,
 Edward F. Cronin,
 Arthur L. Dacy,
 Martin A. Foley,
 Herman A. Fosdick,
 Augustus E. Glennon,
 Matthew J. Myers,
 Patrick J. Nash,
 John M. A. O'Connor,
 Arthur Oldham,
 John J. Reilly,
 Frank A. Stout,
 Harry A. Tower,
 Hugh W. Veech,
 Edward T. L. Waldron,
 Clifford G. Wayne,
 L. Oliver Williams.

Girls.

Mary C. Casey,
 Ellen A. Cotter,

Lulu B. Cunningham,
 Alice E. Dacy,
 Alice S. Davis,
 Gertrude Davis,
 Annie M. Fenton,
 Annie A. Fitzgibbon,
 Rose E. Fitzsimons,
 Eleanor T. Graham,
 Mary E. Hayes,
 Catherine B. Hunt,
 E. Jennie Lowery,
 Elizabeth M. Melley,
 Annie L. Mulcahy,
 Mary E. Paul,
 Maud E. Storey,
 Mary J. Sullivan,
 Mary L. Sullivan.

BENNETT SCHOOL.

Boys.

John W. Canning,
 Henry L. Capelle,
 Lawrence Costello,
 Howard S. Duncklee,
 William F. Gorman,
 John H. Grace,
 Patrick J. Ivory,
 Thomas D. Keenan,
 William A. Kelly,
 Charles J. Maguire,
 George A. Marsh,
 William S. McCarthy,
 John J. McCormick,
 Philip A. McDavitt,
 John H. Phelan,
 J. Edward Riley,
 John M. Shine,
 Jasper J. Smart,
 Robert L. Van Buskirk,
 John R. Waters.

Girls.

Nellie E. Aiken,
 Gracie A. Brock,
 Lydia F. Brock,
 Mattie F. Brodrick,

Mary A. Brogie,
 Katharine V. Coffey,
 Margaret F. Dwyer,
 Mary E. Flaherty,
 Maud L. Forbes,
 Jeanie L. Gray,
 Katharine L. Keefe,
 Annie E. Kelley,
 Sarah F. Kelly,
 Mattie E. Marshall,
 Elizabeth R. Merchaut,
 Clara M. Mullen,
 Florence M. Murphy,
 Hannah Nagle,
 C. Bertie Pierce,
 Helen Shaw,
 Sadie M. Spalding,
 Margaret E. Sullivan,
 Florence A. Wood,
 Gracie D. Young.

BIGELOW SCHOOL.

Boys.

William O. Achorn,
 John W. Bail,
 Edwin L. Baker,
 Charles Bamberg,
 Alfred E. Barber,
 George A. Bloom,
 Joseph D. Bowden,
 Francis E. Bradley,
 John F. Burke,
 Henry O. Chandler,
 George F. Colpoys,
 James H. Conners,
 Christopher J. Crowley,
 James A. Cully,
 William T. Cummings,
 John J. P. Dunphy,
 Charles J. Dyer,
 Herbert W. Dyer,
 James H. English,
 John V. Freeman,
 Michael J. Gallahue,
 Fred J. Garvey,
 Timothy F. Harrington,

Charles H. Howard,
 John J. Kerrigan,
 Alfred A. Kihlgren,
 Edward A. Kihlgren,
 John E. Kinsella,
 William J. Larkin,
 Frank W. Lavery,
 Joseph A. Linnehan,
 Henry J. Linskey,
 J. Waldo Lord,
 James J. Maguire,
 Edward J. McKee,
 Francis F. McVey,
 John P. Merritt,
 William G. Moran,
 Cornelius P. Murphy,
 Andrew D. O'Leary,
 James F. O'Neil,
 John W. O'Neil,
 Robert Rae,
 Thomas F. Reagan,
 Michael A. Ryan,
 Charles E. Ryder,
 William A. Sampson,
 John F. Seanlan,
 James M. Sullivan,
 Joseph A. Tighe,
 George W. Tingley,
 William J. A. Tobin,
 Charles P. Tucker,
 Cornelius J. Wall,
 Jeremiah J. Wall,
 Samuel Worton.

BOWDOIN SCHOOL.

Girls.

Mabel L. Blanding,
 Helen G. Buker,
 Ellen Burnside,
 Maud L. Burrill,
 Frances R. Clark,
 Grace G. Coney,
 Christina M. Dale,
 Sarah E. Dale,
 Hattie M. Dodge,
 Grace G. Gardiner,

Mary J. George,
 Annie Gilbert,
 Elsie L. Greene,
 Effie F. Groves,
 Florence K. Hamilton,
 Georgia M. Hoyt,
 Emma T. Jones,
 Wilbertina M. Lester,
 Mary G. Marston,
 Annie M. McGaw,
 Margaret L. McGinniss,
 Nan E. Parrott,
 Lila J. Perry,
 Jennie W. Proctor,
 Alice L. Punch,
 Violetta M. Reed,
 Caroline E. Saunders,
 Maud Spinney,
 Mary A. Stacey,
 Bertha G. Wadleigh,
 Grace Whiting,
 Ella M. Wilson.

BRIMMER SCHOOL.

Boys.

William C. Alexander,
 John M. Barry,
 Alexander F. Barton,
 George A. Burnham,
 Maurice Buxbaum,
 Vincent F. Crowley,
 John M. Flannery,
 Edward L. Fleming,
 Harry M. Fletcher,
 George A. Hoernle,
 Joseph A. Hogan,
 John P. Hurley,
 Albert B. Jephson,
 Benjamin R. Jones,
 Frank J. Kennedy,
 Roderick Macdonald,
 Michael McCarthy,
 John Mitchell,
 Gny L. Morrill,
 Charles E. Oberhauser,
 James W. O'Hara,

Henry P. Pfeiffer,
 Frederick C. Robbins,
 Charles C. Rothfuchs,
 Cornelius J. Shea,
 Joseph A. Sheehan,
 Daniel Sullivan,
 James Taylor,
 James C. Wagner.

BUNKER HILL SCHOOL.

Boys.

Edward W. Berry,
 Leon W. Burke,
 J. George Crawford,
 Morris L. Galvin,
 Thomas F. Harrington,
 Eugene F. Henchey,
 John A. Hodson,
 Ernest B. Lamprey,
 Albert A. Lerner,
 Leo F. McDonald,
 William H. McGinness,
 George F. Morrison,
 James J. Redican,
 Roy E. Rileigh,
 William T. Rodden,
 George F. Rowen,
 Fred F. Sewall,
 Thomas J. Shea,
 Arthur M. Silva,
 Fred W. Titus.

Girls.

Nellie J. Alcock,
 Mina F. Allen,
 Adaline A. Atkins,
 Mary E. Bryan,
 Julia E. Collins,
 Marcella C. Coyle,
 Anna L. Cullen,
 Florence E. Dow,
 Laura R. Fitch,
 Ella M. Gallagher,
 Mary E. Harrington,
 Aljanettie Haskell,
 Nellie F. Kelly,

Mabel R. Kenniston,
 Susie R. McIsaac,
 Bertha F. Monroe,
 Mary F. O'Brien,
 Blanche B. Parker,
 Bessie B. Porter,
 Mary G. Rourke,
 Cora L. Stearns,
 Abby A. Thoms,
 Henrietta Watson,
 Lulu P. Whiting,
 Etta M. Willard.

CHAPMAN SCHOOL.

Boys.

William H. Burdakin,
 Charles M. Campbell,
 Frank L. Cousens,
 Carlton W. Crocker,
 Charles W. Day,
 Edward R. Elder,
 J. Howard Houghton,
 George A. James,
 Benjamin F. Jameson,
 Arthur G. Keen,
 Frank W. Kenrick,
 Clarence N. Lovell,
 Andrew J. Porter,
 David D. Reid,
 H. Burgess Roberts,
 Milton C. Rogers,
 Charles M. Soule,
 George D. Williams.

Girls.

Emma M. Battis,
 J. Margaret Bertram,
 Carrie M. M. Blair,
 Jennie M. Brooks,
 Mabel E. Brown,
 M. Blanche Bussell,
 Blanche E. Butler,
 Katie Butler,
 Alice G. Carruthers,
 Leone N. Crosby,
 Pamela G. Farwell,

Lulu M. Goodwin,
 Elizabeth C. Groat,
 Minerva G. Hall,
 Sadie A. Hutchins,
 Maria L. Jewett,
 Jennie F. Kelsey,
 Frances Kissock,
 Charlotte H. Lally,
 Georgiana M. McNear,
 Grace T. Morrison,
 Emma A. Newhouse,
 Alice M. Pratt,
 Helen T. Preble,
 Mary E. Robertson,
 Alice L. Rumney,
 Flora A. Slack,
 S. Gertrude Sullivan,
 J. Annie Taylor.

CHARLES SUMNER SCHOOL.

Boys.

Albert M. Ammidown,
 George D. Barnes,
 Edward B. Dik,
 James A. Guttridge,
 George J. A. Hill,
 Calvin Kiessling,
 Charles H. Litchfield,
 George H. Ochs,
 Edward E. Russell,
 Ernest Schwender,
 Frederick W. Spear,
 William A. Volk,
 Walter H. Warner,
 Walter M. Whittemore.

Girls.

E. Maud Bailey,
 Emma L. Bauch,
 H. Gertrude Bowdlear,
 Loma D. Crosby,
 Jeanie G. Douglas,
 Maude R. Fossett,
 Alice M. Getchell,
 Bertha A. Griffin,
 Agnes R. Hinman,

Laura E. Kendrick,
 Ida L. Kimball,
 Mary Myers,
 Grace L. Peakes,
 Clara A. Peterson,
 Lizzie J. Shannon,
 Emelie Strobl,
 Margaret E. Sullivan,
 Harriet C. Thompson,
 Lucie W. Young.

COMINS SCHOOL.

Boys.

John S. Daley,
 William A. Daly,
 John F. Dolan,
 Thomas F. Fay,
 George F. L. Fernands,
 John W. Fernands,
 Lyman M. Forbes,
 Harry M. Frank,
 William F. Fredericks,
 Edward J. Gilmore,
 Daniel M. Herlihy,
 Bernard W. Kenney,
 Joseph L. Keogh,
 Matthew J. Lavin,
 Edward M. J. Lindenmann,
 Adolph F. C. Maertins,
 James A. Martin,
 Charles A. Schmitt,
 David F. Spinney,
 Edward A. Warren,
 Charles H. Weeber.

Girls.

Rebecca Anslow,
 Catherine E. V. Cannon,
 Martha A. Carter,
 Mary M. Cleary,
 Anna V. Coffey,
 Johanna T. Connors,
 H. Agnes Donovan,
 Mary V. Donovan,
 Laura B. Forbes,
 Mary E. Gately,

Margaret E. A. Glennon,
 Mary A. Glynn,
 Gertrude L. Heaney,
 Mary E. Kelley,
 Bessie L. Keltie,
 Eleanor A. Lyons,
 Catherine F. Martin,
 Theresa C. Morris,
 Mary S. Murphy,
 Julia T. Murray,
 Mary A. Norton,
 Ellen F. G. O'Connor,
 Mary E. C. O'Donnell,
 Catherine J. Pendergast,
 Elizabeth C. Queeney,
 Mary A. Sanders,
 Mary Thompson,
 Mary J. E. Toohey,
 Ellen M. Weitz.

DEARBORN SCHOOL.

Boys.

Thomas T. Cass,
 Cornelius Doherty,
 Daniel J. Donovan,
 Thomas J. Golding,
 Charles W. Good,
 Frank O. Holmes,
 Lemuel A. Howe,
 George C. Irvin, Jr.,
 Frank Johnsberg,
 John T. Martin,
 Charles H. McGarry,
 Arthur Parrott,
 William F. Rooney,
 Wallace S. Silver,
 Charles J. Sweeney.

Girls.

Nellie Carman,
 Adeline M. Cass,
 Lillian F. Connell,
 Nellie J. Cotter,
 Bessie L. Cox,
 Lillie M. Crute,
 Carrie C. Edmands,

Anna L. Fillebrown,
 Mabelle W. Hatfield,
 Nellie O. Holmes,
 Nellie Keevan,
 Nellie V. Langan,
 Julia F. Lynch,
 Olevia Murray,
 Emma L. Schlegelmilch,
 Olga A. F. Stegelmann,
 Anna E. Ward,
 F. Josephine White,
 Emma L. Williams,
 Dora E. Woodsum.

DILLAWAY SCHOOL.

Girls.

Mary E. Aiken,
 Helen F. Bartlett,
 Mary E. Berry,
 Susie C. Champney,
 Lettie B. Cooper,
 E. Louise Daniels,
 Lillian F. Dodge,
 Grace M. D. Emerson,
 Theresa B. Finneran,
 Florence Foster,
 Mary E. Fraser,
 Margaret E. Gaddis,
 Florence C. Gordon,
 Gertrude B. Graham,
 Mary E. Gregg,
 Olive S. Halladay,
 Josephine R. Harrison,
 Dora F. Hazel,
 Hannah G. Lane,
 Alice L. Little,
 Florence E. Lord,
 Mary J. E. McCann,
 C. Theresa McClintock,
 Margaret J. Miller,
 Christina E. Morrison,
 Nora T. Mulheran,
 Nellie B. Murphy,
 Susie C. Nason,
 Stella Nelson,
 Elizabeth H. Norman,

Henrietta Phillips,
 Mary V. Prendergast,
 Winifred A. Saul,
 Lena B. Schoenfuss,
 M. Gertrude Seaver,
 Grace M. Shay,
 Mary E. Somerby,
 Martha F. Stearns,
 Mary A. Sullivan,
 Ruth Thomas,
 Mary E. Wheeler.

DORCHESTER-EVERETT
 SCHOOL.

Boys.

Randolph Bainbridge,
 Frederick E. Cleaves,
 Stanley H. Coffin,
 William F. Daniels,
 Alfred A. Hall,
 George W. Ham,
 George W. Hill,
 Ridgeway Holbrook,
 George F. Holden,
 Clarence B. Humphreys,
 Walter Humphreys,
 John T. Igo,
 M. Leon Ingalls,
 Frederick H. Mann,
 Elisha H. Moseley,
 Frederic V. Murtfeldt,
 Joseph F. O'Doherty,
 George M. Paul,
 J. Waldo Pond,
 Otis U. Smith,
 Louis J. B. Soyard,
 William H. Spooner,
 C. Otis Vegealm,
 John Walsh,
 Frederick F. Young.

Girls.

Mary E. Breen,
 Hattie Browne,
 Helen C. Driver,
 Lucy A. Gould,

Mary E. Ham,
 Mary E. Hebir,
 Ida I. Irwin,
 H. Amanda Jaynes,
 Alice M. Kelley,
 Mary J. Merritt,
 Sarah F. Miles,
 Elizabeth B. Mohan,
 Florence E. Murphy,
 Mary Nolan,
 Mary F. O'Doherty,
 May R. Pearson,
 Annie R. Pope,
 Mabel F. Robinson,
 Grace Wilson,
 Ada M. Worthington.

DUDLEY SCHOOL.

Boys.

Albert V. Bacon,
 Arthur E. Bailey,
 Frank J. Bedard,
 Mayo A. Bobrick,
 Reuben H. J. Brooks,
 Charles S. Champney, Jr.,
 Samuel C. Clough,
 John E. Corrigan,
 Wilbur S. Cotton,
 John F. Cunningham, Jr.,
 Arthur H. Davenport,
 James P. Fallon,
 George L. Fisher,
 Charles D. Gallagher,
 James H. Glynn,
 Frank L. Graham,
 John W. Haigh,
 John J. Hall,
 Edward J. Hanrahan,
 Arthur R. V. Hill,
 Miles Hogarty,
 John H. Horan,
 Charles H. Hovey, Jr.,
 Harvey B. Hudson,
 Harry N. Jacques,
 Albert F. Kelley,
 John J. Kelley,

William J. Kelley,
 George J. Kiley,
 George P. Koch,
 Patrick J. Lawless,
 William P. Long,
 James F. Mahoney,
 Charles H. Maloney,
 Ralph G. McCobb,
 Joseph F. Mellyn,
 George A. Peirce,
 Thomas H. Serle,
 Herman J. Shepard,
 John H. P. Sheridan,
 Harry B. Tileston,
 Vernon S. Wadman,
 Percy L. Weed,
 Robert V. Witlington.

DWIGHT SCHOOL.

Boys.

Clifford G. Alexander,
 Louis P. Barclay,
 Arthur A. Blunt,
 Arthur M. Bowen,
 Samuel Bradbury,
 Frank W. Bryant,
 Dennis F. Carpenter,
 Henry P. Casey,
 Morton Cole,
 James J. Coligan,
 John P. J. Cronin,
 Herbert R. DeLue,
 Howard I. Dill,
 Frank H. Farmer,
 John H. Farnham,
 Seymour Freedman,
 Lester E. Herrick,
 Charles L. Heywood,
 John J. Holland,
 Frederick A. Horn,
 William H. Ireland,
 Arthur Jackson,
 Joseph Kelly,
 Robert C. W. Libbey,
 Frank J. Mahoney,
 Frank J. McFarland,

James G. McMahon,
 George A. Miller,
 Emanuel Mock,
 Frederick M. Montgomery,
 Joseph B. Moran,
 Julius C. Morse,
 William F. Nagle,
 Francis T. Neal,
 David Nurenberg,
 Vernon M. Peirce,
 Irving Pratt,
 Ralph R. Ruisseau,
 Arthur L. Samuels,
 George L. Sleeper,
 Simon J. Strauss,
 Winfield A. Studley,
 Lewis H. Tappan,
 Julius P. Taylor,
 George T. Teele,
 Charles S. Warshauer,
 Hugh E. Weston,
 Herbert A. Wood.

ELIOT SCHOOL.

Boys.

Frank Bacigalupo,
 John W. Barry,
 Herman A. Bode,
 Patrick L. Brickley,
 William E. Collins,
 John F. Dacey,
 Simon Dangel,
 Alfred P. A. Devoto,
 Patrick J. Dodd,
 Daniel J. Doherty,
 Thomas H. Doherty,
 Joseph A. Donahoe,
 James E. Downey,
 Thomas H. Downey,
 Samuel Fine,
 Hyman Finn,
 Edmand D. Fitzgerald,
 Frank M. Fitzgerald,
 Thomas A. Gleason,
 Frank T. Guinasso,
 William S. Harrington,

Isaac Harris,
 Joshua Harron,
 John R. Healy,
 Frederic J. A. Kelcourse,
 Frederic A. Lacey,
 Richard J. Learson,
 Charles F. M. Leonard,
 Matthew S. Leonard,
 Joseph I. Levi,
 John A. Mahoney,
 John M. Maloney,
 Thomas J. H. McCormick,
 Patrick J. McElhinney,
 Dennis F. McKenna,
 William J. A. McLane,
 Matthew J. McLaughlin,
 Lawrence J. McMurry,
 Daniel J. Nihan,
 George E. O'Brien,
 Francis S. Oresteen,
 Edward L. Pratt,
 Thomas Rice,
 Simon Richmond,
 Thomas F. Roach,
 Daniel Ryan,
 Samuel L. Silverman,
 William J. Sinnott,
 John J. Slutzky,
 Edward T. Spencer,
 Patrick J. Toland,
 John J. W. Walker.

EMERSON SCHOOL.

Boys.

Arthur L. Bascomb,
 Wellington Bond,
 Robert A. Caspole,
 Harrison B. Cathcart,
 Edward R. Crooke,
 John J. Croucher,
 William H. Gallagher,
 Frank A. Goodwin,
 Samuel A. Hall,
 Charles W. Harding,
 Jay B. Hardy,
 Flanders P. Hodsdon,

William W. Hodsdon,
 Clovis N. Johnson,
 Brendan J. Keenan,
 Edward D. Kimball,
 Joseph L. Marchunett,
 Lewis B. McKie,
 James E. L. McLaughlin,
 Joseph L. McNeil,
 Henry A. Nickerson,
 George A. Oxenham,
 Oscar Redding,
 Frederic E. Richardson,
 William H. Sias,
 Nathaniel J. Young.

Girls.

Bessie Barr,
 Lubell E. Brown,
 Laura L. Butcher,
 Helen W. Cudworth,
 Edith F. Estee,
 Mary E. Eustace,
 Annie L. Evans,
 Maude Fletcher,
 Mary L. Green,
 Mildred G. McKeen,
 Adelaide R. Porter,
 Isabella J. Ray,
 Mabel S. Reed,
 Margaret M. Williams,
 Henrietta S. Young.

EVERETT SCHOOL.

Girls.

Gabrielle Abbott,
 Fannie Abrams,
 Henrietta Anthony,
 Edith A. Babcock,
 Lena Barnet,
 Fannie L. Bennett,
 Lily R. Blunt,
 Blanche M. Bridgman,
 Annie L. Brown,
 Margaret M. Callahan,
 Gertrude W. Clarke,
 Mary A. Cook,

Nellie Cronin,
 H. Mabel Currier,
 Elizabeth A. Cushing,
 Mabelle C. Davis,
 C. Irene DeMortie,
 Rachel S. Devine,
 Anna V. Donovan,
 Elizabeth A. Dowd,
 Mary A. Duston,
 Annie S. Fernald,
 Margaret A. Fowlie,
 Katherine G. Garrity,
 Hattie L. Gates,
 Elizabeth Gillespie,
 Henrietta M. Gillman,
 M. Olive Grover,
 Lila M. Gurney,
 Elizabeth R. Hawkes,
 Mabel S. Haynes,
 Bertha F. Hirshberg,
 Carrie F. Kaufman,
 Theresa I. Kleh,
 Fannie R. Kurtz,
 Amy H. Lane,
 Ella R. Leonard,
 Florence B. Letts,
 Katie A. Levins,
 Lottie M. Liscom,
 Charlotte Mapes,
 Mary E. Maxwell,
 Laurette M. Millard,
 Elizabeth Moore,
 Carrie E. Needham,
 Lillie F. Newell,
 Margaret E. Nichols,
 Edith M. Nickerson,
 Gertrude J. Norton,
 Dora S. Obst,
 Helen M. Paive,
 Florence I. Peppard,
 Fannie Perkins,
 Alice M. Piper,
 Marie L. Pushee,
 Daisy R. Sanborn,
 Blanche B. Sears,
 Maud I. Sears,
 Elizabeth V. Sheehan,

Teresa G. Sheridan,
 Henrietta A. Shorey,
 M. Elizabeth Sproul,
 Ada R. Steere,
 Madge T. Sterling,
 Ella M. Stewart,
 Mary A. Sullivan,
 Mary L. Sullivan,
 Caroline A. Waldron,
 Jennie Waxman,
 Charlotte M. Wilson,
 Eva E. Wilson,
 Ida L. Young.

FRANKLIN SCHOOL.

Girls.

Florence S. Appleton,
 Gertrude Bailey,
 Jessie M. Bangs,
 Edith C. Barteaux,
 Florence H. Beckler,
 Norah V. Burke,
 Gertrude N. Catlin,
 Nora H. Coffin,
 Mazie A. Coney,
 Mary J. Dailey,
 Kitty C. Daly,
 Myra Dickinson,
 Eva G. Fairfield,
 Annie L. Fernald,
 Julia M. Forrest,
 Helen L. Girdler,
 Hattie J. Green,
 Mabel Hatch,
 Cora F. Hayden,
 Minnie M. Healey,
 Sarah Isaacs,
 Annie James,
 Effie L. Keyser,
 Ora A. McMillan,
 Manie L. Merello,
 Mathilde L. Motsch,
 Josephine H. Murphy,
 Mary E. Murphy,
 May C. Nichols,
 Kitty A. Quinlan,

Effie M. Robinson,
 Louisa M. Serres,
 Nettie H. Smith,
 Ella E. Snyder,
 Eugenia A. Stein,
 Miriam F. Sugarman,
 Ellen J. Tierney,
 Sadie B. Weeks,
 Lulu B. Whittier,
 Lilly B. Young.

FROTHINGHAM SCHOOL.

Boys.

Samuel L. Churchill,
 Edward I. Denny,
 William H. Doyle,
 Hugh R. Duddy,
 John F. Egan,
 John P. Fleming,
 James A. Henderson,
 Martin P. Hogan,
 Arthur J. Jones,
 John M. Kerr,
 John J. Mitchell,
 Thomas J. Moore,
 Hugh J. Morgan,
 George H. L. Murphy,
 Parron H. Prior, Jr.,
 John J. Quigley,
 Isaac T. Ripley,
 William J. Scanlan,
 Francis A. Stevens,
 George R. Wadleigh,
 Edmund J. Wall.

Girls.

Gertrude F. Atwood,
 Annie V. Denny,
 Julia C. Doering,
 Margaret S. Duggan,
 Christina Fentrass,
 Annie F. Finn,
 Frances E. FitzGerald,
 Sophia M. F. Haggerty,
 Alice E. Hurley,
 Mary A. Kelly,

Esther Klous,
 Elizabeth J. Lynch,
 Mary A. McCusker,
 Mabel S. Morse,
 Mary E. Murphy,
 Mary E. O'Hayer,
 Catherine A. Park,
 Annie F. Rogers,
 Harriet L. Stebbins,
 Catherine Sullivan,
 Margaret E. Swift.

GASTON SCHOOL.

Girls.

Edith E. Alexander,
 Carrie E. Batchelder,
 Katherine T. Breen,
 Elizabeth S. Brown,
 Mary T. Cogan,
 Katherine A. Creden,
 Ida E. Dame,
 I. Maud Dinsmore,
 Julia F. Dunican,
 Delia A. Emery,
 Susie J. Ferry,
 Mary L. Fillebrown,
 Jennie M. Forgie,
 Helen G. Goddard,
 Maud M. Graves,
 Mary J. Hickey,
 Genevieve Huff,
 W. Helena Hussey,
 Edith A. Hutchison,
 Adele M. Keeler,
 Minnie B. Knapp,
 Katharine E. Leary,
 Gertrude E. Linkletter,
 Jessie G. Lockhart,
 Joanna E. Martin,
 Antonia E. Martinolich,
 Susie May Minor,
 Jeannette M. Moore,
 Laura A. Muse,
 Ida M. Norton,
 Mary E. Nowell,
 Cora A. G. Noyes,

Mary F. J. Reddy,
 Edith F. Ross,
 Annie L. Smith,
 Fannie L. Smith,
 Catherine T. C. Sullivan,
 Maud F. Thompson,
 Mary F. Tobin,
 Mabel G. Turpin,
 Ada J. Walker,
 Lizzie E. Wedgwood,
 Mabel White.

GEORGE PUTNAM SCHOOL

Boys.

Ernest L. Adams,
 Albert J. Arsenaunt,
 Joseph C. Cook,
 William F. Dahl,
 Harry S. Dennison,
 Harry W. Emerson,
 Eugene N. Fischer,
 Harry E. Gibby,
 Thomas M. Hewitt,
 Arthur T. Paddock,
 Edward Sampson,
 William H. Whitten.

Girls.

Emma A. Christian,
 Kate M. Clasby,
 Clara V. Cottle,
 Amy Friedman,
 Stella Shuman,
 Florence A. Simmons,
 Mary W. Whitten.

GIBSON SCHOOL.

Boys.

John J. Blue,
 John H. Burroughs,
 A. Percy Chittenden,
 Roger C. Chittenden,
 Roswell F. Forbush,
 George F. Haskell,
 Thomas F. Kenney,

Lewis H. Madore,
 Martin F. McAndrews,
 Laurence F. Richmond,
 Fred R. Robinson,
 Franklin I. Smith.

Girls.

Julia E. Bornstein,
 Charlotte E. Chittenden,
 Mary L. Connelly,
 Kate F. Cushing,
 Eva C. Fairbrother,
 Annie E. Gleason,
 Fannie D. Halpin,
 Emma F. Hannon,
 May M. Henderson,
 Alice E. Kelly,
 Mabel E. Morgan,
 Nelly A. Mullen,
 Lida A. Ourish,
 Emma L. Ruby,
 Blanche E. Smith,
 Alice M. Talbot,
 Elizabeth F. Tobin,
 Emma A. Vantassel,
 Sarah L. Vose,
 Edith W. Whitcomb,
 Florence R. Williams.

HANCOCK SCHOOL.

Girls.

Sarah E. Bateman,
 Sophia E. Bibbey,
 Gertrude Cohen,
 Amelia F. Deferrari,
 Jennie C. Doane,
 Mary T. G. Doyle,
 Aurelia T. Fopiano,
 Louise G. Fraser,
 Bessie Galbenwetz,
 Annie Goodman,
 Alice L. Harding,
 Helen M. G. Lawson,
 Mary F. Malone,
 Mary E. McClellan,
 Margery E. McDermott,

Mary E. McNamara,
 Nellie A. Miles,
 Annie M. Price,
 Martha Reinherz,
 Sarah I. Robinson,
 Mary E. Rogers,
 Dora M. Slutzky,
 Annie J. Smith,
 Norella Splaine,
 Sandrew Widell.

HARRIS SCHOOL.

Boys.

Owen B. Aldrich,
 Timothy F. Bradley,
 Joseph B. Carven,
 Henry T. Curtis,
 George S. Foster,
 Webster S. Knight,
 William J. Lynch,
 Peter F. Martin,
 Jerry A. McCarthy,
 John F. McCarthy,
 James J. McMorro, ^w
 Charles W. Thurston,
 Safford J. Washburn,
 Charles H. White,
 Edward R. Winchester,
 Joseph H. Young.

Girls.

Mary F. Allen,
 Ida D. Berry,
 Aimee L. Cromaek,
 Hortense V. de Suptes,
 Stella M. Farrington,
 Sadie S. Hosmer,
 Blanche E. Lefavour,
 Elizabeth R. Oates,
 Josephine P. Peabody,
 Cora A. Polk,
 Katie M. Whelton.

HARVARD SCHOOL.

Boys.

Eben Barker,

William G. Burns,
 Edward R. Caldwell,
 Cornelius J. Crowley,
 John B. W. Day,
 William G. Dolan,
 John R. II. Finn,
 Harry Gary,
 George M. Greene,
 John J. Joyce,
 Mark M. Manning,
 James C. McMahon,
 Jeremiah L. Murphy,
 Joseph D. Nihon,
 James H. Phalon,
 Frank W. Putnam,
 C. Arthur Root,
 Philip H. Ryan,
 Percy D. Sawyer,
 William L. Slater,
 J. DeForrest Stewart,
 Francis W. B. Sullivan,
 Thomas S. Toomy,
 Frank Webster,
 Albert G. Woodworth.

Girls.

Marion A. Chapin,
 Sadie E. Clark,
 Daisy H. Coleman,
 Mary Coreoran,
 Flora A. Fernald,
 Katie Halligan,
 Jeannette F. Hewes,
 Erina I. Kennedy,
 Blanche L. Landers,
 Lonise Macnamara,
 Elizabeth G. McCarthy,
 Ella M. McDowell,
 Alice M. McLaughlin,
 Mary T. O'Connell,
 Lillian F. Parker,
 Lily I. Paul,
 Nellie G. Quinn,
 Martha G. Shea,
 Lillie D. Sinclair,
 Grace W. Stowell.

HILLSIDE SCHOOL.

Girls.

Olive C. Barr,
 Addie L. Barritt,
 Elsie I. Barritt,
 Louise B. Barrows,
 Hilda C. Billings,
 Edna A. Cameron,
 Jennie C. Carlson,
 Mabel L. Chapman,
 Eulalia I. Chevalier,
 Julia S. Cook,
 Margaret F. Daly,
 Nellie A. Dolan,
 Adeline C. Durham,
 Addie R. Farmer,
 Alice E. Gibson,
 Elizabeth K. Hall,
 Mattie T. Howes,
 Mattie M. Kimball,
 Jennie Koppman,
 Minnie Koppman,
 Florence Lambert,
 Annie E. Lawler,
 Alice W. Leonard,
 Mary A. Leonard,
 Bessie B. Lugin,
 Mary G. Lyons,
 Ethel H. Macomber,
 Rebecca L. Marsh,
 Florence I. Melling,
 M. Elizabeth Minton,
 Helen G. Murphy,
 Katie E. Murphy,
 Emma G. Murray,
 Mary A. Murray,
 May H. Noyes,
 M. Eva O'Connell,
 Edith L. Radmore,
 Emily A. Radmore,
 Georgiana G. Ranson,
 Mary L. Richardson,
 Martha Robinett,
 Annie P. Sherman,
 Julia G. Tobin,
 Mabel W. Topham,
 Minnie E. Wallace,

Adelaide F. R. Watson,
 Esther Woodman,
 Elizabeth W. Woodward.

HUGH O'BRIEN SCHOOL.

Boys.

Frederic J. Baker,
 George L. Baker,
 Eugene M. Blackburn,
 Joseph G. Carey,
 Walter B. Chaffin,
 George F. Chandler,
 William E. Connor,
 Edward Cunningham,
 Storrs L. Durkee,
 Thomas B. Flynn,
 Frederic E. A. Goodwin,
 William M. Hackett,
 John J. Hanley,
 Fred T. Harris,
 Alvah M. Hatch,
 James A. Hayes,
 Rudolph H. Kammler,
 Franklyn A. A. Kendricken,
 John P. Lanergan,
 Paul W. Litchfield,
 Joseph W. Lord,
 Thomas J. Lynch,
 Thomas F. Mahan,
 Fred L. Martin,
 Timothy A. Murphy,
 Edward O'Flaherty,
 George D. Pattee,
 Percy E. Potter,
 Paul Sears,
 William H. Shewbridge,
 Louis B. Spurr,
 John E. Sughrue,
 Timothy Toomy,
 Arthur D. Whitcomb,
 James J. Wishart.

Girls.

Clara D. Boultenhouse,
 Phœbe A. Buckley,
 Helen G. Davis,

Mary T. Dowd,
 Loessa C. Ford,
 Eva M. Hadley,
 Maria L. Hasson,
 Mary E. Hayes,
 Katie F. Healey,
 Gertrude E. Holmes,
 Mary E. Hurley,
 Isabella E. Kelley,
 May J. Kendricken,
 Carrie O. Krebs,
 Ella G. Lally,
 Elizabeth O. McNamee,
 Kittie F. Mehan,
 Florence E. Miner,
 May I. Norton,
 Mary F. O'Brien,
 Mabel A. Putnam,
 Blanche M. Swett,
 Alice R. Tighe,
 Josephine H. Torrey,
 Nellie A. Whittemore,
 Gertrude E. Williams.

HYDE SCHOOL.

Girls.

Sarah L. Adams,
 Katherine F. Bellew,
 Jessie A. Booker,
 Edith M. Carr,
 Bessie C. Cederlund,
 Eva M. Crosby,
 Helen L. Delano,
 Alice E. Dowd,
 Hannah F. Dowd,
 Flora G. Eldridge,
 Susan J. Ginn,
 Albertina E. Green,
 Mary E. Hansbury,
 Josephine Homer,
 S. Frances Kerrigan,
 Ida H. Mahoney,
 Marie R. McLaren,
 Nettie A. Merrill,
 Katherine E. Mohan,
 Mary J. Paton,

Jennie M. Peck,
 Louise M. Potter,
 Malvina L. Rosengren,
 Margaret L. Ryan,
 Annetta E. Seals,
 Bertha Seals,
 Rosie Staudenmayer,
 Mary F. Sullivan,
 Agnes C. Sweeney,
 Florence Tigner,
 Lizetta Tigner,
 Henrietta M. Twomee,
 Mary T. Walsh,
 Margaret E. White,
 Pearlletta C. Woodward.

LAWRENCE SCHOOL.

Boys.

Edward F. Barry,
 John E. Barry,
 James J. Collins,
 Charles J. Conly,
 John J. Cotter,
 Thomas V. Crowley,
 William H. Crowley,
 William J. Crowley,
 Michael J. Donovan,
 Patrick J. Downey,
 Dennis S. B. Ford,
 James J. Ford,
 Michael J. Griffin,
 Patrick F. Griffin,
 John A. Hanlon,
 James A. Higgins,
 Thomas J. Jennings,
 John T. P. Jones,
 Thomas J. Joyce,
 William J. Kearney,
 Henry F. Keene,
 Henry O. Lane,
 William H. Lang,
 Henry Levy,
 Frederic C. J. Mahony,
 Christopher F. Malley,
 Francis J. McAree,
 Eugene J. McCarthy,

Thomas F. McGuire,
 Bernard J. McLaughlin,
 George W. McMullen,
 John Morris,
 Dennis F. Mullen,
 Dennis F. Murray,
 William A. Murray,
 William A. F. Norris,
 James P. O'Brien,
 Daniel P. O'Connor,
 John J. O'Donnell,
 John W. Reilley,
 John J. Shaughnessy,
 William M. Stanton,
 Louis Stockfish,
 George A. Sullivan,
 Patrick A. Sullivan,
 William J. Taylor,
 Daniel Van Emden,
 Francis M. Wattendorf,
 William P. J. Wattendorf.

LEWIS SCHOOL.

Boys.

Frank D. Amsden,
 Albion C. Brown,
 William Burr,
 John E. Carty,
 Sumner H. Conant,
 George O. Curtis,
 Horace A. Davis,
 Arthur W. Elliott,
 John P. Foster,
 Foster Hooper,
 Frederick J. Hurley,
 Carl J. Kaffenberg,
 Leo M. Kaufman,
 Charles B. Kieth,
 Clarence G. Kimball,
 Edgar F. Loveren,
 John M. Lucas,
 David H. Mitchell,
 Mortimer A. Pratt,
 Clinton D. Rankin,
 Fred H. Sloan,
 Waldo H. Smith,

Willis P. Tilton,
 James Todd,
 Stephen H. Williams,
 George Wise,
 William H. Wood, Jr.

Girls.

Lillie M. Bassett,
 Susan H. Bean,
 Minerva Berwin,
 Grace Birnbaum,
 Gertrude L. Boyden,
 Mabel A. Byrne,
 Alice V. L. Carrick,
 Minnie L. Downing,
 Kathleen S. Fenton,
 Maud F. Ford,
 Isabel F. Gerrish,
 Mayia M. Gilman,
 Mary W. Groce,
 Marjorie B. Hall,
 Katherine D. Hewins,
 Susie P. Holloway,
 Izetta B. Holway,
 Ella F. Keach,
 Blanche S. Klaus,
 Mamie T. LeFavor,
 Mary A. Lynch,
 Susie D. Mann,
 Mary A. Manning,
 Winifred E. McLean,
 Mattie E. Melchert,
 Grace A. Reed,
 Edith E. Smith,
 Grace M. Smith,
 Emily C. Stücklen,
 Helen Tufts,
 Bertha M. Whitman.

LINCOLN SCHOOL.

Boys.

John H. Abraham,
 Willie M. Atkinson,
 Bertram F. Baird,
 Charles R. Barry,
 Charles E. Batchelder,

Fred L. Bearse,
 Charles B. Belt, Jr.,
 Harold K. Blackinan,
 William E. Brace, Jr.,
 Charles S. Chadwick,
 John B. Colo,
 William F. Condon,
 John J. Connell,
 Walter M. Downing,
 John F. Duffy,
 Thomas A. Enmett,
 Andrew Eppler, Jr.,
 Thomas C. Evans, Jr.,
 Charles P. Everbeck,
 William L. Fillebrown,
 Edward J. Finnigan,
 Willis R. Fisher,
 Horace M. Gardner,
 John Halbritter,
 Elmer N. Haraden,
 Caleb S. Harriman,
 William H. Harrington,
 William R. Harrison,
 Herbert C. Hartwell,
 Frederick V. Howe,
 Albert A. Hussey,
 Joseph K. Hutchins,
 Paul D. Kane,
 Frank D. Langworthy,
 Ralph H. Law,
 Edward L. Logan,
 James F. Mahar,
 Frederic S. McKay,
 Albert O. Merritt,
 George V. Mooney,
 Robert Neale,
 Daniel F. Noonan,
 Walter D. Noyes,
 Samuel T. Oldfield,
 James P. A. Powers,
 Thomas F. Raftery,
 Edward P. Rich,
 John F. Riley,
 Percy T. Rolfe,
 Frederick W. Saunders,
 James F. Sheehan,
 Thomas F. Simpson,

Frank E. Smith,
 Frederic A. Smith,
 Edwin B. Spinney, Jr.,
 Eugene W. T. Sullivan,
 Joseph A. Teeling,
 Albert A. Turner,
 Charles A. Walsh,
 John F. Ward,
 George H. P. Weale,
 George J. A. Weller,
 Charles J. Wentworth,
 Henry E. Whittimore,
 Frank E. Wilson,
 Samuel F. Wise,
 Reuben E. Woods,
 Herbert L. York.

LOWELL SCHOOL.

Boys.

Henry D. Baylor,
 Joseph C. Biggane,
 James H. Casey,
 Harry J. Connor,
 John Connors,
 William J. Drummond,
 Walter J. Faunce,
 Frank G. Ferris,
 Jacob Fritz,
 James P. Kelley,
 Daniel F. Killion,
 Edward R. Killion,
 William J. Killion,
 Frank B. Larish,
 Roderick J. McDonald,
 Charles H. McGee,
 Daniel A. Nolan,
 Olaf Olsen,
 Gustave A. Rothfuss,
 Bridgham F. Russell,
 William J. Schwendeman,
 Arthur R. Surpluss,
 Frederick H. Vackert,
 Albert U. Ziegler.

Girls.

Mary T. Barry,
 Amy W. Baxter,

Jennie Blunt,
 Ella Buckley,
 Adelaide E. Burnham,
 Fannie I. Colby,
 May E. Connerly,
 Mary E. Dolan,
 Eleanora B. Douglas,
 Annie E. Ernst,
 Annie F. Gallagher,
 Grace F. Gilman,
 Bridget E. Green,
 Mary J. Green,
 Emily W. Groezinger,
 Elizabeth Harris,
 Mary E. Hellewell,
 Carrie H. Henderson,
 Emilie E. W. Hoehle,
 Kate F. Horan,
 Margaret E. Keily,
 Annie F. J. Kinlin,
 Gertrude A. Lockwood,
 Mary E. McAvoy,
 Margaret M. Rourke,
 Ellen F. Schayer,
 Ida B. Seaverns,
 Rosa E. Siebert,
 Lucy G. Sullivan,
 Marion B. Sumner,
 Agnes G. Tarpey,
 Dora M. Thiessen,
 Annie E. Tobin,
 Lela M. Vaughan,
 Mary A. Wilson.

LYMAN SCHOOL.

Boys.

Daniel P. Crowley,
 Jasper J. Currie,
 William Doyle,
 William F. Driscoll,
 John C. Field,
 Maurice F. Flynn,
 James E. Gildea,
 Thomas F. Golden, Jr.,
 Edward J. Hodgdon,
 Timothy T. Keohan,

Matthew M. Leary,
 Charles H. Le Ray,
 Charles J. A. McGovern,
 William S. Nolan,
 Charles B. Nugent,
 Daniel J. O'Shea,
 Michael J. Scanlan,
 John J. Sullivan.

Girls.

Blanche E. Dixon,
 Margaret A. Dunn,
 Margaret E. Fitzgerald,
 Mary G. Fox,
 Ella F. Higgins,
 Minnie Magrath,
 Almira C. Mereen,
 Clara C. Pitts,
 Eva H. Rich,
 Grace L. Roberts,
 Josephine S. Safford.

MARTIN SCHOOL.

Boys.

Patrick F. Broder,
 James B. Cahill,
 William A. Cannavan,
 Harry W. Dunmore,
 John B. Fitzpatrick,
 Joseph C. Gormley,
 Dennis J. Griffin,
 Charles H. Haggerty,
 Frank H. Hayes,
 Walter F. Kimball,
 Thomas J. Lynch,
 Cornelius J. Lyons,
 John W. Lyons,
 George N. Marston,
 Gottlieb F. Merz,
 John J. Murphy,
 Thomas H. Riley,
 Vincent P. Short,
 Robert W. Smith,
 Cornelius J. Spillane,
 William B. Starkey,
 Adolf Suck.

Girls.

Annie W. Arthur,
 Annie M. Baker,
 Ida A. Bollig,
 Nora W. Browne,
 Josephine Burnside,
 Katie O. Cahill,
 Julia M. Coe,
 Mary A. Connor,
 Harriet J. Corbett,
 Alice G. Coughlan,
 Katie M. Dahl,
 Rosina Dahl,
 Mary E. Dolan,
 Katie L. Doyle,
 Katie A. Egan,
 Margaret L. Fallon,
 Mary A. Fay,
 Mary C. Fitzpatrick,
 Camilla G. Foley,
 Mary R. Gilmore,
 Mary A. Harmon,
 Sarah F. Hoban,
 S. Gertrude Job,
 Annie C. Joyce,
 Katharine E. Kelley,
 Katharine M. Kieran,
 Frances E. Lee,
 Mary M. McAulay,
 Mary A. McCarthy,
 Helen G. McCormick,
 Harriet McHallam,
 Annie A. McNulty,
 Ellen F. McNulty,
 Gracie A. Munier,
 Mary O. Packard,
 Mary E. Pierce,
 Ellen L. Sweeney,
 Frederika Tobelmann,
 Elizabeth G. Whalen,
 Agnes L. Whelan.

MATHER SCHOOL.

Boys.

William H. Boardman,
 Martin J. Bourke,

Edwin A. Brainerd,
 John D. Brick,
 George J. Donohoe,
 George H. Glavey,
 Henry G. Grush,
 Uriah R. Harding, Jr.,
 Charles S. McEvilla,
 John F. Mulroy,
 John F. Murphy,
 Joseph F. Murray,
 John A. Nelson,
 Joseph P. O'Connell,
 Maynard A. Parker, Jr.,
 Richard H. Perry,
 Herbert F. Reinhard,
 N. Winthrop Robinson,
 Robert H. Storer.

Girls.

Katherine C. Berigan,
 Gertrude C. Buck,
 Catherine E. Donlan,
 Emma W. Elms,
 Gertrude M. Flanigan,
 Margaret E. Hennessey,
 Barbara R. Kelley,
 Sarah C. Nickels,
 Ellen V. O'Connell,
 Annie L. Reddington,
 Charlotte G. Sewall,
 Edith M. Tarbell,
 H. Erminie Wasserboehr,
 Alice M. Whalen.

MINOT SCHOOL

Boys.

Frederic H. Adams,
 John J. Crowne,
 Isaac Dennison,
 Herbert E. Ellis,
 Herbert S. Hayden,
 Jonathan B. Hayward,
 Henry A. Hoyt,
 Walter H. Hoyt,
 Reuben M. Hyde,
 Harry G. Jarvis,

Frederick I. Mullare,
James Murray,
Arthur L. Oakman,
James Sullivan,
Harry W. Tileston.

Girls.

Bessie A. Adair,
Evvie F. Dalby,
Mary J. Dolan,
Mary C. Dorcey,
Catherine H. Hudson,
Mabel D. Kendrick,
Anna T. McCloskey,
Mary E. Minton,
Mary O'Brien,
Margaret E. Roche,
Margaret F. Ronan,
Helen W. Safford,
Bertha C. Smith,
Lydia B. Souther,
Mary E. Sullivan.

MOUNT VERNON SCHOOL.

Boys.

A. Burnside Attwood,
John J. Conway,
Herbert C. Locke,
Herbert R. Morse,
Thomas H. Turnbull,
Robert B. Wetherbee.

Girls.

Mary V. Hanrahan,
Alice S. Judge,
Susannah A. Kelley,
Lizzie McDonough,
Anna J. Pearce,
Ida M. Plummer,
Ruth R. Salmons,
Florence S. Tripp,
Maud J. Walker,
Alice E. Wetherbee.

NORCROSS SCHOOL.

Girls.

Jessie Athorn,

n S. Bardenhagen,
Harriett J. Bond,
Lillian Clauss,
Annie S. Coleman,
Annie T. Connolly,
Katharine F. Dinneen,
Julia A. Foley,
Margaret C. Ford,
Mary E. A. Ford,
Mary A. Haskins,
Lillie C. Jenkins,
Josephine F. Kenney,
Margaret C. Kerin,
Helen S. King,
Mary K. I. Mallon,
Harriett M. McGrath,
Margaret I. Mitchell,
Emma E. Pearce,
Charlotte Plunkett,
Mary E. Power,
Mary A. Reynolds,
Mary A. Ryan,
Mary E. Ryan,
Pauline L. Sagar,
Amelia Shaughnessy,
Julia G. Shea,
Mary A. Sullivan.

PHILLIPS SCHOOL.

Boys.

Fred J. Alford,
Joseph A. Barry,
Joseph L. Burke,
Thomas M. Burns,
William G. Campbell,
Charles K. Difatta,
Joseph E. Donovan,
Jefferson E. Duncan, Jr.,
Oscar T. Erickson,
John N. Fitzgerald,
Israel Gilbert,
John D. E. Glassell,
Dennis H. Gleason,
Charles C. Gray,
Arthur E. Greene,
James Haley,

William F. Harmon,
 George A. Harwood,
 Arthur R. Jenkins,
 John F. Lambert,
 Moses Lewis,
 Thomas Loudon,
 Thomas J. McGovern,
 John H. Meagher,
 Henry G. Morris,
 Louis T. Morse,
 Louis Myers,
 William A. Pierce,
 Joseph F. Rogers,
 James D. Russell,
 William H. Rymes,
 Harry A. Seaman,
 Fred C. Tandy,
 William S. Towne,
 Thomas J. Welch,
 Patrick R. Whalen,
 Thomas S. Whiting,
 Louis E. Williams,
 Benjamin Wingersky.

PIERCE SCHOOL.

Boys.

William Batchelor,
 William H. Boyd,
 William A. Dahl,
 Thomas E. Eaton,
 James A. Keheo,
 George H. McCarthy,
 William J. Mooney,
 George S. Murray,
 William O'Brien,
 Carl E. Paige,
 Albert A. Pastene,
 Dennis J. Sullivan,
 Edward Thompson,
 Frank R. Tolman,
 William A. Whitehouse.

Girls.

Bertha M. Ayer,
 Elizabeth Brine,
 Ella F. Frost,

Mabel A. Haines,
 Emily A. Harry,
 Cora B. Lee,
 Maud S. Long,
 Katharine Merrick,
 Alice S. Raymond,
 C. Bessie Stowe.

PRESCOTT SCHOOL.

Boys.

George B. Ackerman,
 Alphonso M. Badger,
 S. F. Monte Badger,
 Charles Bulfinch,
 George C. Butler,
 Albert J. Campbell,
 Harry E. Carter,
 John R. Dean,
 Percy A. Dodge,
 James H. Ginn,
 John W. Hanley,
 John H. Jennings,
 Frederick H. Johnson,
 Edwin F. Jordan,
 Charles S. Keyo,
 George T. King,
 John M. Meserve,
 Harry V. Morrill,
 William E. Murphy,
 Roy L. Palmer,
 Albert J. Tierney.

Girls.

S. Lizzie Anderson,
 Ida M. Bateman,
 Susie E. Black,
 Mary G. Byrnes,
 Mary L. Cohen,
 Annie E. Grady,
 Katherine B. Haley,
 Bessie C. Hill,
 Addie F. Jerauld,
 Florence Johnson,
 Lilla A. Johnson,
 Katherine A. Maginnis,
 Lillian C. May,

Katherine A. McCaffrey,
 Mabel A. McClintock,
 Abbie F. McNeill,
 Susie A. Powell,
 Lillian M. Sherman,
 Helen R. Treadwell,
 Adeline E. Turner,
 Carrie A. West.

PRINCE SCHOOL.

Boys.

J. Franklin Bingham,
 Archie H. Burrage,
 Don A. Clay,
 Walter H. Currier,
 Howard G. Cutter,
 Harold Edwards,
 Edward F. Flynn,
 Stanley F. Hall,
 J. Willard Hayden,
 Roger F. Hosford,
 John C. Johnson,
 Otis N. Jones,
 Charles M. Larrabee,
 Charles S. Loring,
 William A. O'Connor,
 George L. Osborn,
 Robert V. Paget,
 John R. Parker,
 Fred Perkins,
 Herbert A. Perkins,
 Charles T. Rawson,
 Thomas L. Robinson,
 William J. Toppan,
 Arthur Tourjée,
 Horatio B. Tower,
 John J. White,
 Herbert H. Yost.

Girls.

Harriet E. Ames,
 Adelaide C. Bingham,
 Grace M. Bradley,
 Rosamond Brockway,
 Charlotte E. Browne,
 Laura F. Bryant,

Marion Chamberlin,
 Gertrude Darrow,
 Mabel C. Dow,
 Henrietta Frankenstein,
 Hattie L. Hecht,
 Annie F. Hemmings,
 Ella Keith,
 Addie Kimball,
 Emma Lootz,
 Diamond MacDonna,
 Blanche A. Mullen,
 Maude A. Palmer,
 Robina Paterson,
 Lillian E. Ray,
 Gertrude J. Rich,
 Marion A. Ridley,
 Ama C. Royce,
 Alice W. Sawyer,
 Mary H. Wales,
 Katharine Wentworth.

QUINCY SCHOOL.

Boys.

Joseph Barry,
 William M. Bayfield,
 Patrick J. Coleman,
 Henry P. Collins,
 Daniel H. Driscoll,
 John P. Dwyer,
 Louis L. Eyges,
 Cornelius F. Fitzpatrick,
 Joseph H. Gartland,
 Clarence Gosselin,
 Jeremiah J. Griffin,
 John H. Hartnett,
 Benjamin F. Healey,
 Edward J. Hughes,
 John C. Johnson,
 John J. Kelly,
 Robert J. Kennedy,
 Frederick A. Kenney,
 Thomas W. Morrissey,
 LeRoy F. Newhall,
 Peter S. Ring,
 Patrick H. Shea,
 Thomas F. Shea,

Nathan Smith,
John J. Sullivan,
Dennis F. Wheeler,
Thomas J. Young.

RICE SCHOOL.

Boys.

Edward F. Allen,
William H. Allen,
Roswell P. Angier,
Frederic W. K. Baker,
Ruy J. Beckhard,
Charles E. Bowers,
Thomas J. Byrne,
George L. Carney,
Harry Clayton,
Henry Cummings, Jr.,
Charles J. Daly,
John T. Doherty,
Harry R. Dunlap,
Wallace F. Flanders,
Michael T. Ford,
Henry F. Gardner,
Frederick W. Gethro,
James A. Hennessy,
George F. Hichborn,
Fred S. Jones,
Willis H. Knight, Jr.,
John C. Lakeman,
Myron R. Lasker,
Benjamin F. Levy,
Warren J. Look, Jr.,
Franklin B. Marsh,
Chester W. Miles,
Joseph A. Neal,
James J. O'Brien,
Patrick J. O'Daly,
Keir E. Owen,
Israel Rosenfeld,
William R. Squires,
Eugene A. Sullivan,
James W. Thomas,
William C. Van Derlip, Jr.
John H. Van Uhn,
Albion R. Waitt,
John S. Wakefield,

Ralph A. Warden,
Walter A. Webster,
George F. Wollinger.

SHERWIN SCHOOL.

Boys.

Arnold Adenauer,
Carl L. Alsterberg,
George G. Brainerd,
Richard J. Burke,
George B. Cate,
Frank S. Coburn,
Edward J. Coney,
William Crawford,
Henry P. Cusick,
Charles J. Davis,
Louis P. Drouin,
Arthur W. Emery,
Charles L. Evans,
Horace W. Folger,
Charles T. Garland,
William Ginn,
Malcolm Graham,
Philip F. Hally,
Charles W. Howard,
H. Henry Kuhns,
Ike Moses,
William J. O'Donnell,
Bartlet J. Reagan,
Frederick H. Rosenau,
Carl G. Rosengren,
Frederick W. A. Sachs,
Frank A. Seaver,
Otto Sondermann,
Arthur G. Wahlberg,
Walter Winn.

SHURTLEFF SCHOOL.

Girls.

Alice F. Abbott,
Mabel E. Adams,
Mary E. Adams,
Florence M. Baker,

Sarah E. Baker,
 Agnes E. Barry,
 Nellie E. Berran,
 Maude F. Carroll,
 Mary E. Carter,
 Alice M. Connors,
 Mary C. Connors,
 Mabel Crane,
 Annie A. Crowley,
 Elizabeth V. Donahue,
 Catherine A. Dowler,
 Mary E. Dunphy,
 Emma F. Dunton,
 Josephine M. Fiala,
 Nellie G. Flynn,
 Dora A. Giblin,
 Carrie Groenewald,
 Elizabeth J. Harty,
 Katie G. Haynes,
 May L. Johnson,
 Mary S. Jones,
 Sarah E. Kelley,
 Ida Kingsley,
 Josephine A. Kivlan,
 Julia T. Leary,
 Clara G. Locke,
 Ella L. Marsh,
 Agnes T. McNulty,
 Gertrude M. Meissner,
 Ethel Nichols,
 Mary E. Nolan,
 Mary A. O'Connor,
 Isabella M. O'Neil,
 Katie A. Prophet,
 Bertha L. Rice,
 Maggie Russell,
 Elizabeth T. A. Seanlan,
 Mary E. Sheehan,
 Jessie Sutherland,
 Laura A. Templeman,
 Annie J. Timmins,
 Maggie A. Tobin,
 Helen E. Watkeys,
 Elizabeth B. West,
 Ellen E. Whalen,
 Emma E. Wilber,
 Alice M. Wilson.

STOUGHTON SCHOOL.

Boys.

George H. Bragdon,
 John J. Dowling,
 Frederic A. Gaskins,
 Albert E. Gigger,
 Winthrop A. Hallett,
 Frank A. Hamilton,
 John R. Hiorns,
 Arthur H. Holway,
 John P. J. Kidney,
 Joseph M. Mahoney,
 Arthur T. Robinson,
 Judson M. Scott,
 Charles M. Swan.

Girls.

Harriet M. Barnes,
 Mary A. Barrett,
 Annie M. Bragdon,
 Elizabeth B. Clark,
 Nora Desmond,
 Catherine Dwyer,
 Louise C. Gigger,
 Charlotte M. Hall,
 Allie L. Hurd,
 Olive K. Karcher,
 Alice F. Mahoney,
 Catherine E. McGovern,
 Emma L. Merrill,
 Susan E. Robinson,
 Helena A. Savage,
 Annie L. D. Swan,
 L. Mae Wells,
 Lora E. Willis,
 Frances A. Woodworth.

TILESTON SCHOOL

Boys.

Fred N. Cook,
 Henry F. Hersey,
 William H. Parker,
 Charles S. Shugg.

Girls.

Mary E. Chamberlain,
 Agnes Fottler,

Eva A. Page,
Edith B. Starratt.

WARREN SCHOOL.

Boys.

Edward S. Ayer,
George H. Chandler,
Daniel H. Cole,
Arthur S. DeWolf,
Harrie N. Fisher,
Joseph A. Gately,
John F. Good,
Arthur A. Harrington,
James H. Hunt,
William A. Kempton, Jr.,
James F. Laughlin,
Jesse M. Marshall,
John A. Neal,
Warren E. Pomeroy,
Frederic A. Rich,
Lawrence K. Sager,
Edward Scott,
Philip W. Shaw,
Percy O. Smith,
Franklin H. Stoddard,
Timothy J. Sullivan,
Thomas E. Williams.

Girls.

Grace L. Baldwin,
S. Eleanor Brockbank,
Leonice Brockway,
Jennie H. Chestnut,
Nellie B. Elliott,
Mary A. Faught,
Hattie H. Foster,
Josephine F. Hannon,
Gussie S. Langdon,
Adaline A. P. Mann,
Emma McBrine,
Julia V. McCarthy,
Fanny M. Mooers,
Lilla G. E. Sherman,
Clarabel Tripp,
Irene V. Wall,
Minnie F. Williams.

WELLS SCHOOL.

Girls.

Bessie I. Abbott,
Etta L. Annable,
Gertrude Arkin,
Mary G. Barry,
Harrietta P. Bartlett,
Ebba E. Benson,
Flora Braeckman,
Edith J. Bradeen,
Annie Brown,
Mary K. Carey,
Elizabeth L. Carlin,
Mary A. Devine,
Catherine M. Dolan,
Joanna F. Donovan,
Mary E. L. Durgin,
Mary L. Emery,
Sarah Eyges,
Sarah L. Foley,
Edith M. Greeland,
Margaret E. Hallahan,
Annie C. Hanson,
Gracie E. Johnson,
Annie Lewis,
E. Mabel Lewis,
Mary J. Mahan,
Mary E. McTighe,
Blanche E. O'Brien,
Hepzibah Perrins,
Aglae S. Pinkerton,
Mary C. Prout,
Schassa G. Row,
Dora Scheffreen,
Emma C. Sliney,
H. Jennie Thornton,
Elin E. Tjulin.

WINTHROP SCHOOL.

Girls.

Katie F. Baker,
Catherine M. Barrett,
Mary A. Barry,
Mary E. Barry,

Josephine R. Bauer,
 Florence G. Browne,
 Annie G. Colbert,
 Nellie M. Cotter,
 Emma G. Cottingham,
 Mary S. Crowley,
 Margaret V. Daly,
 Margaret G. Desmond,
 Nellie E. Diggins,
 Nellie F. Dwyer,
 Annie A. G. Earle,
 Lizzie G. Ellenwood,
 Bertha E. Fisher,
 Mary A. Flynn,
 Margaret T. Foley,
 Rosa C. Gerhard,
 Mary E. Getto,
 Annie R. Gilbert,
 Elizabeth M. Hagerty,
 Jennie M. Henderson,
 Minnie W. Hynes,
 Maria A. L. James,
 Mary E. Kelley,
 Katie A. Kerr,
 Alice M. Knowland,

Matilda Lips,
 Mary A. Mahoney,
 Kate E. Manley,
 Katherine M. McCarthy,
 Margaret A. McCarthy,
 Adeline F. McGonagle,
 Agnes I. McKenney,
 Margaret E. McKenney,
 Margaret A. McNally,
 Mary A. Morrow,
 Katharine G. J. Murphy,
 Evelyn Nagle,
 Florence E. New,
 Gertrude M. Pepper,
 Gracie A. Quackenbush,
 Mattie T. Roberts,
 Emma J. Robinson,
 Ethel S. Seaborne,
 Mary A. Sheehan,
 Mary E. Smith,
 Annie T. Sullivan,
 Mary E. Sullivan,
 Margaret A. Wholey,
 Gertrude Wilkins,
 Ella F. Winslow.

ROSTER

OF THE

BOSTON SCHOOL REGIMENT.

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER, 1888-89.

Colonel. — W. J. H. Strong (Boston Latin School).

Lieutenant-Colonel. — W. S. Fretch, Jr. (English High School).

FIRST BATTALION (English High School).

Major. — George Guppy.

Adjutant. — L. T. Damon.

Quartermaster. — J. D. Remmonds.

Sergeant-Major. — G. R. F. Gray.

COMPANY A. — *Captain.* — A. T. Lord; *First Lieutenant.* — G. A. Underwood; *Second Lieutenant.* — W. G. Newell; *First Sergeant.* — W. C. Littlefield.

COMPANY B. — *Captain.* — S. G. Creden; *First Lieutenant.* — C. P. Loveland; *Second Lieutenant.* — G. W. Hight, Jr.; *First Sergeant.* — A. W. Fleming.

COMPANY C. — *Captain.* — Leo Spitz; *First Lieutenant.* — L. W. Pickert; *Second Lieutenant.* — H. H. Crocker; *First Sergeant.* — C. F. Allard.

COMPANY D. — *Captain.* — W. A. Tucker; *First Lieutenant.* — J. G. Witherington; *Second Lieutenant.* — Henry West; *First Sergeant.* — A. F. White.

COMPANY E. — *Captain.* — A. H. Cross; *First Lieutenant.* — M. L. Lounie; *Second Lieutenant.* — H. B. Lent; *First Sergeant.* — H. G. Bourne.

COMPANY F. — *Captain.* — W. B. Piper; *First Lieutenant.* — C. A. Fogg; *Second Lieutenant.* — W. P. Tenney; *First Sergeant.* — C. L. I. Frohwitter.

COMPANY G. — *Captain.* — F. S. Allen; *First Lieutenant.* — H. W. Hitchings; *Second Lieutenant.* — W. F. Lamb; *First Sergeant.* — W. M. Whitman.

SECOND BATTALION (Highland).

Major. — E. K. Jewett (East Boston High School).

Sergeant-Major. — W. C. Crane.

Quartermaster-Sergeant. — W. M. Masury.

COMPANY A. (Roxbury High School). — *Captain.* — G. R. Todd; *First Lieutenant.* — W. W. Patch; *Second Lieutenant.* — F. B. Kendall.

COMPANY B. (Dorchester High School). — *Captain.* — F. R. Jenkins; *First Lieutenant.* — F. R. Sewall; *Second Lieutenant.* — J. E. Walsh.

COMPANY C. (Roxbury High School). — *Captain.* — E. R. Kimball; *First Lieutenant.* — H. A. Morse; *Second Lieutenant.* — N. H. Newall.

COMPANY D. (Dorchester High School). — *Captain.* — C. F. Phipps; *First Lieutenant.* — C. O. Richardson; *Second Lieutenant.* — L. W. Stone.

COMPANY E. (Charlestown High School). — *Captain.* — L. H. Howe; *First Lieutenant.* — C. D. Sanderson; *Second Lieutenant.* — G. K. Sargent.

COMPANY F. (Brighton High School). — *Captain.* — H. A. Wilson; *First Lieutenant.* — R. V. Matthews; *Second Lieutenant.* — J. F. Marshall.

COMPANY G. (West Roxbury High School). — *Captain.* — Geo. O. Currier, Jr.; *First Lieutenant.* — Chas. L. Smith; *Second Lieutenant.* — C. J. Dawson.

COMPANY H. (East Boston High School). — *Captain.* — A. H. Graves; *First Lieutenant.* — L. S. James; *Second Lieutenant.* — J. S. C. Nichols.

COMPANY I. (East Boston High School). — *Captain.* — F. L. Halligan; *First Lieutenant.* — H. S. Smith; *Second Lieutenant.* — W. I. Ilann.

COMPANY K. (Charlestown High School). — *Captain.* — E. J. Ripley; *First Lieutenant.* — W. F. Lamont; *Second Lieutenant.* — F. J. Murphy.

THIRD BATTALION (Boston Latin School).

Major. — Frederick G. Jackson.

Adjutant. — George E. Hume.

Quartermaster. — Willis W. Stover.

Sergeant-Major. — Benjamin C. Jutten.

COMPANY A. — *Captain.* — Townsend H. Soren; *First Lieutenant.* — Arthur N. Broughton; *Second Lieutenant.* — John J. Dolan; *First Sergeant.* — Leonan J. Smith.

COMPANY B. — *Captain.* — Chester W. Purington; *First Lieutenant.* — Robert M. Merrick; *Second Lieutenant.* — Leon F. Foss; *First Sergeant.* — George F. Woolston.

COMPANY C. — *Captain.* — Frank B. Gallivan. — *First Lieutenant.* — William P. Bullard; *Second Lieutenant.* — Hollis B. Goodnow; *First Sergeant.* — Robert W. Gilchrist.

COMPANY D. — *Captain*. — Harry E. Sears; *First Lieutenant*. — Howard G. Nichols; *Second Lieutenant*. — Charles A. Blake; *First Sergeant*. — Albert R. Whittier.

COMPANY E. — *Captain*. — Francis M. Stearns. — *First Lieutenant*. — Joseph B. Groce; *Second Lieutenant*. — John R. Burke; *First Sergeant*. — Daniel W. Lane.

COMPANY F. — *Captain*. — Irvin M. Conness; *First Lieutenant*. — Samuel P. R. Waldron; *Second Lieutenant*. — Arthur J. Shaw; *First Sergeant*. — Frank S. Frisbee.

COMPANY G. — *Captain*. — James H. Hickey; *First Lieutenant*. — David S. Muzzey; *Second Lieutenant*. — John P. Fox; *First Sergeant*. — Walter L. Van Kleeck.

COMPANY H. — *Captain*. — Percy H. Thomas; *First Lieutenant*. — Henry O. Marey; *Second Lieutenant*. — Horace E. Fraser; *First Sergeant*. — Sherburn M. Merrill.

FOURTH BATTALION (English High School).

Major. — W. F. Boos.

Adjutant. — H. B. Harding.

Quartermaster. — A. A. Shurtleff.

Sergeant-Major. — A. S. Colby.

COMPANY A. — *Captain*. — F. G. Benedict; *First Lieutenant*. — A. H. Chamberlain; *Second Lieutenant*. — F. W. Davison; *First Sergeant*. — L. W. Ham.

COMPANY B. — *Captain*. — George Livermore; *First Lieutenant*. — R. T. Churchill; *Second Lieutenant*. — J. P. Murray; *First Sergeant*. — F. R. Wing.

COMPANY C. — *Captain*. — A. E. Green; *First Lieutenant*. — W. S. Forbes; *Second Lieutenant*. — E. F. Blake; *First Sergeant*. — Arnold Livermore.

COMPANY D. — *Captain*. — J. O. Crowell; *First Lieutenant*. — G. F. Newhall; *Second Lieutenant*. — C. A. Cline; *First Sergeant*. — H. W. Worthley.

COMPANY E. — *Captain*. — Frank Houghton; *First Lieutenant*. — J. J. Silverman; *Second Lieutenant*. — D. J. Carney, Jr.; *First Sergeant*. — J. F. Jordan.

COMPANY F. — *Captain*. — C. E. DeLue; *First Lieutenant*. — T. C. Erb; *Second Lieutenant*. — E. A. Dowd; *First Sergeant*. — F. B. Pitcher.

COMPANY G. — *Captain*. — F. C. Yost; *First Lieutenant*. — T. F. Donahue; *Second Lieutenant*. — H. G. Burke; *First Sergeant*. — T. J. Gleavy.

DRUM CORPS.

Major. — J. E. Bishop.

First Sergeant. — Fred Spenceley.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR
1889.

SCHOOL COMMITTEE, 1889.

[Term expires January, 1890.]

Charles T. Gallagher,	Richard J. Walsh,
James S. Murphy,	William H. Grainger,
James A. McDonald,	Nahum Chapin,
Gerald Griffin, ¹	Caroline E. Hastings,
	Benjamin B. Whittemore. ²

[Term expires January, 1891.]

Emily A. Fifield,	Russell D. Elliott,
John G. Blake,	Joseph D. Fallon,
Thomas O'Grady, Jr.,	Charles M. Green,
George R. Swasey,	William A. Mowry.

[Term expires January, 1892.]

Solomon Schindler,	Liberty D. Packard,
Laliah B. Pingree,	Thomas J. Emery,
Samuel B. Capen,	Richard C. Humphreys,
J. P. C. Winship,	Willard S. Allen.

OFFICERS OF THE BOARD.

President.

HON. CHARLES T. GALLAGHER.

Secretary.

PHINEAS BATES.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent of Schools.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,	JOHN KNEELAND,
ELLIS PETERSON,	GEORGE H. CONLEY,
ROBERT C. METCALF,	MRS. LOUISA P. HOPKINS.

Messenger.

ALVAH H. PETERS.

¹ Died March 22, 1889.

² To fill vacancy caused by death of Gerald Griffin.

STANDING COMMITTEES.

- ACCOUNTS. — George R. Swasey, *Chairman*; Messrs. Capen, Packard, Allen, and Walsh.
- ANNUAL REPORT. — George R. Swasey, *Chairman*; Messrs. Walsh and Humphreys.
- DRAWING. — James A. McDonald, *Chairman*; Messrs. Gallagher, O'Grady, Green, and Miss Pingree.
- ELECTIONS. — William H. Grainger, *Chairman*; Messrs. Emery and Packard.
- EVENING SCHOOLS. — James S. Murphy, *Chairman*; Messrs. Gallagher, Swasey, Schindler, and Allen.
- EXAMINATIONS. — Joseph D. Fallon, *Chairman*; Mrs. Fifield, Messrs. Emery, Mowry, and Winship.
- HORACE MANN SCHOOL. — Caroline E. Hastings, *Chairman*; Mr. McDonald and Mrs. Fifield.
- HYGIENE. — Russell D. Elliott, *Chairman*; Messrs. Blake, Grainger, Winship, and Miss Hastings.
- KINDERGARTENS. — Emily A. Fifield, *Chairman*; Miss Pingree, Messrs. Swasey, Grainger, and Schindler.
- LEGISLATIVE MATTERS. — Joseph D. Fallon, *Chairman*; Messrs. Swasey and Mowry.
- MANUAL TRAINING SCHOOLS. — James S. Murphy, *Chairman*; Messrs. Blake, O'Grady, Mrs. Fifield, and Miss Pingree.
- MUSIC. — Solomon Schindler, *Chairman*; Messrs. McDonald, Packard, Chapin, and Whittemore.
- NOMINATIONS. — Samuel B. Capen, *Chairman*; Messrs. Grainger, Murphy, Miss Hastings, and Mr. Humphreys.
- RULES AND REGULATIONS. — Joseph D. Fallon, *Chairman*; Mr. Murphy, Mrs. Fifield, Messrs. Capen and Emery.
- SALARIES. — William A. Mowry, *Chairman*; Messrs. Grainger, Walsh, Emery, and Whittemore.
- SCHOOL-HOUSES. — Nahum Chapin, *Chairman*; Messrs. Walsh, O'Grady, Packard, and Capen.
- SEWING. — Emily A. Fifield, *Chairman*; Messrs. Walsh and Swasey, Misses Hastings and Pingree.
- SUPPLIES. — Nahum Chapin, *Chairman*; Messrs. Elliott, Murphy, Humphreys, and Winship.
- TEXT-BOOKS. — John G. Blake, *Chairman*; Messrs. Fallon, Green, Allen, and Schindler.
- TRUANT-OFFICERS. — Russell D. Elliott, *Chairman*; Messrs. Gallagher, Humphreys, Allen, and Whittemore.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — James S. Murphy, *Chairman*; Mrs. Fifield, Messrs. Mowry, Winship, and Whittemore.

HIGH SCHOOLS. — John G. Blake, *Chairman*; Messrs. Green, Emery, Fallon, and Gallagher.

FIRST DIVISION. — Willard S. Allen, *Chairman*; Messrs. Emery, Chapin, Grainger, and McDonald.

SECOND DIVISION. — James A. McDonald, *Chairman*; Messrs. Murphy, Allen, Chapin, and Elliott.

THIRD DIVISION. — Russell D. Elliott, *Chairman*; Miss Pingree, Messrs. Grainger, Green, and Swasey.

FOURTH DIVISION. — George R. Swasey, *Chairman*; Miss Pingree, Messrs. Green, O'Grady, and Schindler.

FIFTH DIVISION. — John G. Blake, *Chairman*; Messrs. Schindler, Emery, Fallon, and Miss Hastings.

SIXTH DIVISION. — Liberty D. Packard, *Chairman*; Messrs. Walsh, Fallon, Gallagher, and Mowry.

SEVENTH DIVISION. — James S. Murphy, *Chairman*; Mr. Capen, Miss Hastings, Messrs. Humphreys and Whittemore.

EIGHTH DIVISION. — Samuel B. Capen, *Chairman*; Mrs. Fifield, Messrs. O'Grady, Winship, and Whittemore.

NINTH DIVISION. — Emily A. Fifield, *Chairman*; Messrs. Humphreys, Mowry, Packard, and Walsh.

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, 140 Beacon street. 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, 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, Zoölogy, Sewing.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head Master. — Larkin Dutton. *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, 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, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Thomas A. Mullen, Francis De M. Dunn, George E. Howes, Isaac B. Burgess. *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, Mary J. Foley. *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, James Mahoney, Joseph Y. Bergen, Jr. *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. *Assist-*

ants. — M. Medora Adams, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, 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. Shorey, Lizzie L. Smith, Adeline L. Sylvester, 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, Susie C. Lougee. *Janitor.* — Thomas Colligan.

DORCHESTER HIGH SCHOOL.

Centre street, corner Dorchester avenue.

Master. — Charles J. Lincoln. *Assistants.* — Rebecca V. Humphrey, Laura F. Hovey, Elizabeth M. Ritter, Albert S. Perkins, Mary A. H. Fuller, Edith S. Cushing. *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, Emily L. Clark. *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. — John F. Eliot. *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.

Hosea 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.

MODERN LANGUAGES.

Charles H. Grandgent, *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.

C. L. Bigelow. Bowdoin, Prince, Schools.

Mrs. Sarah J. Bray. Frothingham, Harvard, Prescott, Schools.

Mrs. Annie E. Brazer. Lowell School.

Mrs. Harriet E. Brown. Winthrop School.

Helen L. Burton. Gibson, Lewis, Horace Mann, Schools.

Mrs. Catherine J. Cadogan. Norcross School.

Mrs. Eliza M. Cleary. Shurtleff School.

Mrs. Susan M. Cousens. Chapman, Emerson, Schools.
 Isabella Cumming. Winthrop School.
 Mrs. Kate A. Doherty. Hancock School.
 Mrs. 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.
 Mary J. McEntyre. Norcross School.
 Catherine C. Nelson. Minot, Pierce, Stoughton, Tileston, 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, 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.* — Clara Robbins. *3d Assts.* — Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaill, Albertina A. Martin, Harriet Sturtevant, M. Luetta Choate, Jennie A. Mayer. *Janitor.* — Michael J. Burke.

PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

4th Asst. — Ellen M. Robbins.

WEBSTER-STREET SCHOOL.

2d Asst. — Anna E. Reid. *4th Assts.* — Emma W. Weston, Mary A. Palmer, Nellie B. Tucker, Jane A. Soutter. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

Master. — George R. Marble. *Sub-Master.* — Tilson A. Mead. *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, Kate L. Niland. *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, Emma I. Irving. *Janitor.* — Edward S. Chessman.

ORIENT HEIGHTS.

3d Assts. — Fannie O. Bartlett, Mary E. Sullivan.

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, 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. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner,

Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, Ida E. Halliday, Sibylla A. Bailey, Fanny M. Morris, Clara B. George, Mary E. Morse, Mabel F. Wilkins, Mary E. Williams. *Janitor.* — William G. Riordan.

PRIMARY SCHOOLS.

AUSTIN SCHOOL, PARIS STREET.

2d Asst. — Anna I. Duncan. *4th Assts.* — Martha L. Frame, Fidelia D. Merrick, Josephine A. Ayers, Lena E. Synette. *Janitor.* — Mrs. Higginson.

WEBB SCHOOL, PORTER STREET.

2d Asst. — Nellie M. Porter. *4th Assts.* — Abby D. Beale, 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, Kate C. Thompson. *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, Carrie M. Arnold, Effie G. Hazen, Jennie F. White, Ada E. Bowler, Mary D. Richardson, Kate T. Brooks. *Janitor.* — Josiah C. Burbank.

MURRAY CHAPEL, BUNKER HILL STREET.

4th Asst. — Lucy A. Wilson. *Janitor.* — Samuel C. Smith.

FROTHINGHAM SCHOOL.

Corner of Prospect and Elgeworth 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, Olive J. Sawyer. *Janitor.* — Francis A. Hewes.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

2d Asst. — Fanny A. Foster. *4th Assts.* — Grace A. Breeden, Louise A. Whitman, Elizabeth F. Doane, Elizabeth R. Cormier, Lana J. Wood, Sarah J. Worcester, Elizabeth G. Desmond. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

4th Assts. — Catherine C. Brower, Elizabeth R. Brower, Alice T. Smith, Agnes A. Herlihy. *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, Minnie E. Ward. *Janitor.* — Thomas Merritt.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

4th Assts. — Mary E. Franklin, Hattie L. Todd, Alice Simpson, Nellie J. Breed, Elizabeth J. Doherty, Lizzie Simpson. *Janitor.* — Walter I. Sprague.

MEDFORD-STREET SCHOOL.

4th Assts. — 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.* — Mary E. O'Leary, Mary E. Abercrombie, Harriet L. Smith. *Janitor.* — Henry Randolph.

ELIOT SCHOOL.

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Benjamin Tenney, Walter A. Robinson. *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. — Genevieve C. Roach, Margaret E. Dacey, Rose A. Carrigan. *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, M. Elizabeth McGinley. *Janitor.* — Wm. Swanzey.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Juliette Davis. *4th Assts.* — 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, Katharine E. Gillespie, Elizabeth A. Fisk. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Theresa M. Gargan. *4th Asssts.* — Agnes L. Dodge, Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, Margaret A. Nichols, Henrietta Thompson, Matilda F. Bibbey, Esther W. Gilman, Lucy A. G. McGilvray, Julia E. Collins, Florence E. Phillips. *Janitor.* — H. C. Mahoney.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Asssts. — Josephine B. Silvey, 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 Asssts.* — Alice L. Lanman, Ruth E. Rowe, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinkley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Mary E. Towle, Katharine A. Burns. *Janitor.* — Jeremiah W. Murphy.

PRIMARY SCHOOLS.

GRANT SCHOOL, PHILLIPS STREET.

4th Asst. — Mary J. Leahy. *Janitor.* — Mrs. Catherine O'Sullivan.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Olive Ruggles. *4th Asssts.* — Elizabeth K. Bolton, Mary L. Bibbey. *Janitor.* — William Swanzey.

WELLS SCHOOL.

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Asssts.* — Ella F. Inman, Emeline E. Durgin. *2d Asst.* — Hattie A. Watson. *3d Asssts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Lizzie F. Stevens, Eliza A. Freeman, Elizabeth Campbell. *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, Lydia A. Isbell, Mary E. Ames, Lillian W. Prescott, Mabel A. English, Louise W. Betts. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Georgie 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. Martin, 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, Emily B. Peck, Emma F. Colomy, Ellen L. Collins, Angie C. Damon. *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, Winella W. Stratton. *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, 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, Sarah C. Fales, Clara P. Wardwell. *Janitor.* — Samuel T. McLellan.

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.

2d Asst. — Agnes J. Cushman. *4th Assts.* — Ella Bradley, Cora F. Plummer, Eva L. Munroe, Miriam Sterne, Mary E. O'Brien, Sara Mock. *Janitor.* — James L. Williams.

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. Foster. *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.* — Annie 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, Mary A. Mitchell, Anna E. L. Parker, Annie G. Merrill, Maud G. Hopkins, Sarah N. Macomber, Minnie B. Lincoln. *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.* — Georgiana A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Jennie E. Haskell, Ettie M. Smith. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL.

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Mary E. Parsons, Lucy L. Burgess. *2d Assts.* — Esther Fletcher, E. Elizabeth Boies. *3d Assts.* — Alice G. Maguire, Caroline K. Nickerson, Isabel G. Winslow, Ettie L. Deuel, Marion Henshaw, Etta Yerdon, Jane Reid, Fannie L. Learned, Helen Perry. *Janitor.* — Thomas J. Kinney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

2d Asst. — Annie 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-Masters.* — John R. Morse, E. Emmons Grover. *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, Mary F. Roome. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell.

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.* — Edgar A. Raub. *1st Assts.* — Frank M. Weis, Mary S. Beebe. *2d Assts.* — Henrietta L. Dwyer, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Mary L. Fitzgerald, Ella I. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, Emma M. Cleary, May J. Cunningham, Bessie H. Chapin. *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. — Frederic H. Ripley. *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. Hanscom. *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, Annie S. McKissick. *Janitor.* — Joanna Brennan.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Emily T. Smith, Mary L. Howard, Ida M. Condon. *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. — Edlth M. Bradford. *Janitor.* — Catherine Sheehan.

GASTON SCHOOL.

L, corner of E. Fifth street, South Boston.

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Assts.* — A. Delancey Sutherland, Carrie M. Kingman. *3d Assts.* — Emogene F. Willett, Ellen R. Wyman, Clara A. Sharp, Mary B. Barry, Emma M. Sibley, Margaret Cunningham, Carrie A. Harlow, Josephine A. Powers. *Janitor.* — Albion Elwell.

PRIMARY SCHOOLS.

GASTON SCHOOL, L STREET.

4th Assts. — Florence K. Manson, S. Lila Huckins, Isabella J. Murray.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Mary A. Crosby, Frances A. Cornish, Laura L. Newhall, Anna E. Somes, Sadie G. Christie. *Janitor.* — A. D. Bickford.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Ella R. Johnson. *4th Assts.* — Susan Frizzell, Carrie W. Haydn, Lelia R. Haydn, Mary E. Dee, Belle M. Harrington. *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, 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. *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.

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, Silence A. Hill, Jennie F. McKissick, Mary B. Powers, Hannah L. Manson, Mary H. Faxon, Bertha Pierce, S. Josephine Lavery. *Janitor.* — Michael J. Quinlan.

HAWES-PLACE CHURCH, FOURTH STREET.

3d Assts. — L. Idalia Provan, Mary Currie.

BENJAMIN POPE SCHOOL, O STREET.

3d Assts. — Emma J. Channel, Anastasia G. Hyde.

PRIMARY SCHOOL.

CAPEN 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, S. Louella Sweeney, Lura M. Power. *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, Caroline Bernhard, Helen E. Hobbs, Julia S. Dolan, Ellen T. Noonan. *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 Asst. — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Alice W. Baker, Hannah L. McGlinchey, Martha G. Buckley, Jennie A. Mullaly. *Janitor.* — James M. Demeritt.

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. Lucus. *Janitor*. — M. E. Brady.

SEVENTH DIVISION.

COMINS SCHOOL.

Tremont street, corner of Terrace street, Roxbury.

Master. — Myron T. Pritchard. *Sub-Master.* — William H. Martin. *1st Assts.* — Sarah E. Lovell, Elizabeth G. Melcher. *2d Asst.* — Almira W. Chamberline. *3d Assts.* — Ervinia Thompson, Julia A. C. Gray, Penelope G. Hayes, Caroline A. Gragg, Alice A. Sanborn, Martha A. Cummings, Jane E. Gornley. *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, Roxbury.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Meyers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Frances L. Breeden. *3d Assts.* — Catherine M. Lynch, Bell J. Dunham, Anne M. Backup, Lizzie M. Wood, Mary F. Walsh, Ida M. Presby, Lizzie M. Wood. *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, Alice W. Peaslee. *Janitor.* — Charles A. Spencer.

EUSTIS-STREET SCHOOL.

2d Asst. — Mary F. Neale. *4th Assts.* — M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Mrs. Mary Tracy.

DILLAWAY SCHOOL.

Kenilworth street, Roxbury.

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, 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, Agnes A. Watson. *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, Roxbury.

Master. — Leverett M. Chase. *Sub-Masters.* — W. E. C. Rich, Augustine L. Rafter. *1st Asst.* — Mary McSkimmon. *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, Frances Zirngiebel. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

2d Asst. — Alice L. Williams. *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, Hattie A. Littlefield, Delia T. Killion, Ella M. Seaverns, Kate F. Lyons, Sarah E. Rummill, L. Addie Colligan, Edith Hovey. *Janitor.* — S. B. Pierce.

GEORGE PUTNAM SCHOOL.

Seaver Street, Roxbury.

Master. — Henry L. Clapp. *1st Asst.* — Katherine W. Huston. *2d Asst.* — Alice E. Farrington. *3d Assts.* — Maria F. Bray, 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.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen F. Brigham, Helen M. Hills. *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, Katharine J. Keefe. *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. Carrier, 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, Roxbury.

Master. — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Sarah E. Fisher, Alice O'Neil. *2d Assts.* — Amanda Pickering, Ellen M. Murphy. *3d Assts.* — Kate M. Groll, Emma F. Black, Martha C. Gerry, Mary H. Thompson, Mary E. Howard, Mary E. Very. *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, Carolina F. Seaver. *Janitor.* — Mrs. Kirby.

LOWELL SCHOOL.

310 Centre street, Roxbury.

Master. — Daniel W. Jones. *Sub-Master.* — Maurice P. White. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Asst.* — Mary E. Morse, E. Josephine Page. *3d Assts.* — O. Augusta Welch, Bessie L. Barnes, Mary F. Cummings, Susan E. Chapman, Rebecca Coulter, Helen C. Laughlin, Lena A. Aechtler, Ellen M. Farrell, Anna G. Wells. *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, Lillian S. Hilton. *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, Roxbury.

Master. — Charles W. Hill. *Sub-Master.* — Edward W. Schuerch. *1st Asst.* — 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.* — Mary E. Stuart, Nellie J. Kiggen, Clara I. Metcalf, Mary I. Adams, Carrie F. Parker. *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. *Sub-Master.* — Alexander Pearson. *1st Assts.* — Marion Keith, Alice A. Swett. *2d Assts.* — Sarah F. Boynton, Annie E. Bancroft. *3d Assts.* — Mary F. Child, Eliza F. Blacker, Josephine Rice, Jessie W. Kelley, Ella L. Bird, Elizabeth C. Muldoon, Ida F. Taylor. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

4th Assts. — Clara B. Hooker, Adelaide C. Williams. *Janitor.* — Francis Rogers.

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, Mary J. Cavagnah. *Janitor.* — Otis Wilde.

BENNETT SCHOOL.

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Melissa Abbott. *2d Asst.* — Lillian M. Towne. *3d Assts.* — Annie M. Hotchkiss, Jennie Bates, Kate McNamara, Helen I. Whittemore, Clara L. Harrington, Sarah M. Taylor, Helen L. Duncklee. *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. — Annie M. Stickney. *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 Assts.* — Charlotte B. Hall, Maul G. Leadbetter. *2d Asst.* — Angie P. Nutter. *3d Assts.* — Lena S. Weld, Mable L. Warner, Elvira L. Austin, Mary E. Lynch, Alice M. Barton, Harriet E. Tower, Celia B. Hallstrom, Josephine A. K. Slayton. *Janitor.* — John L. Chenery.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

4th Assts. — Grace J. Freeman, S. Louisa Durant, Kate F. Hobart. *Janitor.* — Frank Spinnie.

POPLAR-STREET SCHOOL.

4th Asst. — Dora M. Leonard. *Janitor.* — John L. Chenery.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

WASHINGTON-STREET SCHOOL.

4th Asst. — Mary N. Sherburne. *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, Alice M. Robinson, Elizabeth L. Stodder, Emma L. McDonald. *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. — John C. Ryder. *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 Assts. — Mary C. Richards, Mary Butler. *Janitor.* — James M. Davis.

BAKER-STREET SCHOOL.

4th Asst. — Mary C. Moller. *Janitor.* — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst. — Anna R. French. *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, Mary H. Reid, Kittie Wark, Fannie Frizzell. *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, Anna E. Lanning. *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, Mary A. Merritt. *Janitor.* — Thomas Shattuck.

GIBSON SCHOOL, SCHOOL STREET.

3d Assts. — Benjamin F. Brown, Jessie C. Fraser.

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, Annie C. McFarland. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE-HILL AVENUE.

4th Assts. — Florence M. De Merritt, Kate L. Pierce. *Janitor.* — Margaret Kelley.

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Master. — N. Hosea Whittimore. *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.

DORCHESTER AVENUE SCHOOL.

3d Asst. — Annie B. Downe.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Elizabeth A. Flint, Ida F. Kendall.

DORCHESTER-AVENUE SCHOOL.

2d Asst. — Mary Waterman. *4th Assts.* — Alice M. Murphy, Bertha F. Cudworth.

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. Dannels, Lillie A. Hicks, Mary B. Corr, Charlotte L. Voigt, Mary A. Lowe, M. Esther Drake, Mary E. Nichols. *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, Lena Le V. Dutton. *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, Annie T. Kelley, Edna A. Hill.

ADAMS-STREET SCHOOL.

4th Asst. — Mary J. Pope. *Janitor.* — Ellen James.

PIERCE SCHOOL.

Thetford avenue, corner of Evans street, Dorchester.

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.

ARMANDINE-STREET SCHOOL.

3d Asst. — Helen A. Woods.

PRIMARY SCHOOLS.

CHAPEL, CORNER STANTON AVENUE AND EVANS STREET.

4th Asst. — Louise L. Carr.

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.

Sub-Master. — Charles C. Haines. *2d Asst.* — Annie A. Webster. *3d Asst.* — Annie S. Coffey. *Janitor.* — Timothy Donohue.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Carrie M. Watson, Gertrude L. Howard, H. Adelaide Sullivan.

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.

Athea W. Somes.

HARVARD SCHOOL, CHARLESTOWN.

Caroline J. Duff.

KINDERGARTENS.

FIRST DIVISION.

- WEBB SCHOOL, Porter street. *Principal.* — Clara L. Hunting. *Assistant.* — Lucy Kummer.
- PRINCETON STREET SCHOOL. *Principal.* — Lelia A. Flagg. *Assistant.* — Flora S. McLean.

SECOND DIVISION.

- COMMON-STREET SCHOOL. *Principal.* — Sallie Bush. *Assistant.* — Frances Williamson.

THIRD DIVISION.

- BALDWIN SCHOOL, Chardon court. *Principal.* — Ida A. Noyes. *Assistant.* — Caroline D. Aborn.
- CUSHMAN SCHOOL, Parmenter street. *Principal.* — Anne L. Page. *Assistant.* — E. Louise Richards.
- NORTH BENNET STREET. *Principal.* — Mary C. Peabody. *Assistants.* — Isabel G. Dame, Mary G. Murray.
- NORTH MARGIN STREET. *Principal.* — Anna Spooner. *Assistant.* — Marian T. Morse.
- SHARP SCHOOL, Anderson street. *Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.
- WINCHELL SCHOOL, Blossom street. *Principal.* — Ellen Gray. *Assistant.* — Mary E. Watson.

FOURTH DIVISION.

- HUDSON-STREET SCHOOL. *Principal.* — Emily B. Stodder. *Assistant.* — Mabel B. Sawin.
- STARR KING SCHOOL, Tennyson street. *Principal.* — Mary T. Smith. *Assistant.* — Adelaide B. Camp.
- WARRENTON-STREET CHAPEL. *Principal.* — Lucy H. Symonds.

FIFTH DIVISION.

- APPLETON-STREET SCHOOL. *Principal.* — Mabel Hooper. *Assistant.* — Ada C. Williamson.
- RUTLAND-STREET SCHOOL. *Principal.* — Emma L. Alter. *Assistant.* — Eleanor P. Gay.

SIXTH DIVISION.

HOWE SCHOOL, Fifth street. *Principal.* — Emilie F. Bethmann. *Assistant.*
— Frieda M. Bethmann.

SEVENTH DIVISION.

COTTAGE-PLACE SCHOOL. *Principal.* — Anna E. Marble. *Assistant.* —
Annie S. Burpee.

FRANCIS-STREET SCHOOL. *Assistant.* — Angie B. Towne.

QUINCY-STREET SCHOOL. *Assistants.* — Etta D. Morse, Ellen L. Sampson.

RUGGLES STREET. *Principal.* — Caroline E. Josselyn.

WALPOLE-STREET SCHOOL. *Principal.* — Caroline E. Carr. *Assistant.* —
Ada L. Peabody.

YEOMAN-STREET SCHOOL. *Principal.* — Mary T. Hale. *Assistant.* —
Daisy G. Dame.

EIGHTH DIVISION.

UNION-STREET SCHOOL, Brighton. *Principal.* — C. Mabel Rust.

NINTH DIVISION.

FIELD'S CORNER. *Assistant.* — Grace H. Mather.

NEPONSET. *Principal.* — Jennie B. Brown. *Assistant.* — Mary B. Morse.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts:—

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
C. E. Turner.....	Adams, Chapman, Emerson, and Lyman.
Charles S. Woolfindale.....	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
James P. Leeds	Eliot and Hancock.
George M. Felch	Bowdoin, Phillips, Prince, and Wells.
Richard W. Walsh.....	Brimmer, Quincy, and Winthrop.
A. M. Leavitt	Dwight, Everett, Franklin, and Rice.
Warren A. Wright.....	Andrew, Lawrence, and Norcross.
James Bragdon.....	Bigelow, Gaston, Lincoln, and Shurtleff.
Jeremiah M. Swett	Hugh O'Brien, Dorchester-Everett, and Mather.
William B. Shea	Gibson, Harris, Minot, Pierce, Stoughton, and Tileston.
Frank Hasey.....	Dearborn, Lewis, and George Putnam.
Henry M. Blackwell	Dudley, Dillaway, and Lowell.
Daniel J. Sweeney.....	Comins, Martin, Hyde, and Sherwin.
Warren J. Stokes	Agassiz, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.....	Allston and Bennett.

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DORCHESTER CELEBRATION.

250TH ANNIVERSARY OF THE ESTABLISHMENT
OF THE FIRST PUBLIC SCHOOL IN
DORCHESTER.

JUNE 22, 1889.

DORCHESTER CELEBRATION.

The two hundred and fiftieth anniversary of the establishment of the first public school in Dorchester was celebrated Saturday, June 22, 1889.

The exercises were held in a large tent located on Meeting-house Hill, and were under the immediate direction of a special committee appointed for the purpose, consisting of Hon. Charles T. Gallagher (President of the School Board), and Mrs. Emily A. Fifield, Mr. Richard C. Humphreys, William A. Mowry, Ph.D., Liberty D. Packard, M.D., and Mr. Richard J. Walsh (the committee in charge of the Dorchester schools).

Promptly at two o'clock the graduates of the Dorchester schools marched into the tent. Each class was preceded by a banner bearing the name of the school. The girls passed to the right of the stage, and the boys to the left, the High School graduates occupying the centre of the stage.

The Germania orchestra furnished the music for the occasion, and the piano accompaniments were by Mr. Henry G. Carey, the special instructor of music in the Dorchester schools.

The exercises were opened by prayer by Rev. Arthur Little, D.D., after which the Mendelssohn's Unison Chorus from "Fest Gesang" —

" Learning dawned, its light arose ;
Thus the Truth assailed its foes,"

was sung by the graduates.

The President then delivered the address of welcome, as follows : —

ADDRESS OF HON. CHARLES T. GALLAGHER.

Graduates of the Dorchester Schools, Ladies and gentlemen, Friends, one and all, — In behalf of the School Committee of the City of Boston I extend to you a cordial welcome to this celebration, where we have come together to exchange mutual congratulations that we are enabled to take part in the 250th anniversary of so great an event; the greatest event in the history of the New World, if we are to consider it in connection with its consequences.

“One-fourth of Time’s great cycle has o’er the ages passed” since the inhabitants of Dorchester, actuated by the same impulses as the people of Virginia, the people of Boston, and the people of Massachusetts, who, as soon as they had provided shelter for themselves and established the first principles of a form of government, proceeded at once to the erection of a school-house, and provided for the education of the young, all being inspired with a common purpose, namely, that in the establishment of a “State without a king,” the people, in whom was to rest the sovereign will, should receive the first principles of an education sufficient to enable them to rule and govern.

Whether the first free public common school was established in Virginia, in Pennsylvania, or on School street, in Boston, or elsewhere; or whether the collection of the rental from the proprietors of Thompson’s Island is to be construed into a general or special tax for the support of the public schools; whether, also, the original settlers landed on the South side of Mattapanock (what is now South Boston), under the shadow of Dorchester Heights, — these and all other controverted points, if any there be in regard to the matter, I will leave to the eloquent discussion of the distinguished gentleman who is to present to you the historical address later in the day. Certain it is, however, that this was the first time in the history of the whole world where a free public school,

supported by any kind of public tax, had been established, and where a committee had been chosen to look after its interests; the board of wardens, or overseers, as they were styled, being created by the inhabitants of the town of Dorchester, within a few years after the establishment of the school. These wardens, or overseers, the first three being Deacon Wiswall, Mr. Atherton, and Mr. Howard, being selected from among the people at large, in the same manner, in principle, as the school boards and school committees throughout the length and breadth of our land have been ever since established; the incidents and principles on which they were created being no different to-day from what they were at that time; and the code of rules and regulations for the government of these wardens in regard to the school being as clearly enunciated and as complete in its details as was the social compact of the Pilgrims written in the cabin of the "Mayflower." So, it is meet and proper that the celebration of so great an event as this should not be confined to the local division committee of the old town of Dorchester, and it is eminently proper that the entire School Committee of Boston should take part in its exercises; and the wisdom of the members of the Division Committee of Dorchester has been shown by their desire to join with them the whole School Committee, and make the celebration not a local but a municipal, as it might well be a national, affair.

And the great lesson of the day should be, that while we meet to congratulate ourselves on the blessings that we and our fathers have derived from these great series of acts performed by these people two hundred and fifty years ago, let us exhibit to posterity our appreciation of what they did: they planted a seed whose fruit has been planted again and again throughout the length and breadth of this land, until the public common school system to-day can say, "From eastern coast to sunset sea, the continent is ours." Theirs the privilege to plant the seed of such principles, ours the

duty to see that those principles are transmitted unimpaired from generation to generation, establishing and creating "an example for the youth of the land, where intelligence shall blend with character, and both be united in one common purpose with unselfish devotion to the public weal." For —

" What constitutes a State?
 Not high-raised battlements or labored mounds,
 Thick wall or moated gate;
 Not cities, proud, with spires and turrets crowned;
 Not bays and broad-armed ports,
 Where, laughing at the storm, rich navies ride;
 No; — MEN, high-minded *men*,
 With powers as far above dull brutes endued
 In forest, brake, or den.
 As beasts excel cold rocks and brambles rude;
 Men, who their duties know,
 But know their rights, and knowing, dare maintain,
 These constitute a State."

The CHAIRMAN. — In his discourse at Plymouth on the two hundredth anniversary of the landing of the Pilgrims, Daniel Webster said, " Let us not forget the religious character of our origin. Our fathers were brought hither by their high veneration for the Christian religion. They journeyed in its light, and labored in its hope. They sought to incorporate its principles with the elements of their society, and to diffuse its influence through all their institutions, civil, political, and literary. Let us cherish these sentiments, and extend their influence still more widely, in the full conviction that that is the happiest society which partakes in the highest degree of the mild and peaceable spirit of Christianity." I take pleasure in introducing to you Rev. Samuel J. Barrows, the well-known editor of the " Christian Register," who was for many years located on Meeting-House Hill, as the pastor of the First Church.

ADDRESS OF REV. SAMUEL J. BARROWS.

The welcome presence and opening address of the President of the Boston School Board remind us that this is, in an official sense, a Boston celebration. But I take it that your committee, in asking a resident and citizen of the Dorchester District to respond to the speech of the chairman, have meant to recognize the fact, that though the town of Dorchester has no longer a separate political existence, yet, in some respects, it was never more alive than it is to-day.

It is living in the memory, the affections, and the personality of its children, many of whom sit before us to-day; but still more, as this occasion reminds us, in the institutions which have been bequeathed to them by their fathers. When, in 1870, a political union was formed between Boston and Dorchester, there were many of the inhabitants of this town who felt that instead of Dorchester being annexed to Boston, Boston was really annexed to Dorchester. And if priority of settlement and geographical extent established precedent, Dorchester could make good its claim. Two months before any settlement was formed in Boston, the fathers were already established here, and several weeks before the organization of the First Church in Boston, the fathers of Dorchester, who, with reverent foresight had organized their church in England, were worshipping God in the grove temples of the plain. Ever since that early date, the name of Dorchester has grown honorable and worthy, and though political convenience may require Boston to cut itself up into wards and precincts, it ought to be a penal offence, punishable by six months' tuition in the Mather School, for anybody in describing his place of residence here to substitute the prosaic, uninteresting designation of "Ward 24," "Ward 21," or any other ward, for the grand old name of Dorchester.

Dorchester has been generous in her gifts to the Commonwealth. She began by giving herself away. She gave

liberally of her soil. A large slice to Stoughton; another slice to Milton. Afterwards she gave South Boston and Washington Village to the city of Boston, and at last gave away all she had. So that the city of Boston has 5,000 acres of land which once belonged to this old town. She has been generous not only with her soil but with its fruits. There have been reared in her gardens some flowers which never before blossomed on this planet; some fruits which never before regaled human lips. She has given to the country the still richer fruit of her own life-blood, as yonder monument will testify; but of all other contributions to city, State, or nation, it seems to me none have such far-reaching and permanent significance as this contribution of a great idea embodied in a great institution — the first free public school in the United States. I will not point out to you the significance of this great idea, nor must I enter the tempting field of history to trace its development. That office will be ably performed by the gentleman who follows me. It was a small seed to start with; it has grown to a great tree. It asserted the grand principle that, in the education of its children, the State should make no difference between rich and poor; but it has developed into still greater liberality. The old fathers, could we summon them from their graves, would be surprised to see the "maydes" on the platform here to-day, and I trust they would be as proud as their children are that the town of Dorchester is so ably represented on the School Committee by a woman, — the chairwoman of this District Division.

Many changes are going on in the limits of the old town; new settlers are swarming here from overcrowded Boston. The old colonial estates are being rapidly cut up. New streets are surveyed, houses are going up like magic, and gradually the old landmarks are disappearing. But this idea, and this institution, will not perish: Dorchester will live in her free public schools, and her free public schools will live in Dorchester.

If the old town has its history, it also has its mythology. There were giants in those days, and a beloved Boston poet has playfully reported their habits. He has told us how, on a certain election day, a Dorchester giant shut up his children in a pen, and furnished them with a pudding as large as the State-house dome, for their election treat, and then how liberally they flung chunks of it over Milton and Dorchester towns. A pretty large lump of it landed on the hill on which we stand. Not far from this spot was the site of the first school. Instead of building on the plain or on the sea-shore sand, they built their school upon a rock. Was not their action suggestive and significant of the permanence of this idea and this institution? What is the message that the old fathers send down to us to-day? It is —

"We have set our school upon a rock."

What is the message that we send back to them from town and city, from State and nation, to-day?

"The forces of superstition and ignorance shall not prevail against it."

At the close of Mr. Barrows' address the orchestra rendered some pleasing selections.

The CHAIRMAN. — About the time of the establishment of the first school in Dorchester, the inhabitants of Massachusetts Bay banished to Rhode Island Roger Williams, for differing with them on matters of education and faith; but now, after two hundred and fifty years, we have cause to congratulate ourselves that Massachusetts has received from Rhode Island in return one of her leading educational men, who, although he has resided in Dorchester but a few years, has become so thoroughly familiar with the institutions, traditions, and history of the old town that he has been selected by the School Board of Boston to present the historical address for this occasion. I have the pleasure of introducing to you William A. Mowry, Ph.D.

HISTORICAL ADDRESS BY WILLIAM A. MOWRY, PH.D.

This is graduation day. In the public schools of this Ninth Division of the city of Boston there are three thousand pupils. To-day more than two hundred of them receive their diplomas, showing that they have honorably completed the course of study prescribed for the Grammar Schools of this city. From the whole city, during the coming week, two thousand will receive like certificates. Our Dorchester High School to-day graduates twenty-seven pupils, and from the entire city five hundred and fifty, having completed the requisite studies, graduate from the various High Schools and the Latin Schools.

There are at the present time in the public schools of this city alone, in round numbers, sixty thousand children, under the instruction of fifteen hundred teachers. To-day we celebrate the two hundred and fiftieth anniversary of the establishment of the first public school in Dorchester.

Two centuries and a half ago there were no public schools in this country. The little town of Boston had a population of a few hundred. A handful of men lately arrived from the Old World with their families had formed a settlement at "Mattapan." It would probably be difficult to find in the history of the world a greater contrast in the condition of any country at the beginning and end of any period of two centuries and a half than is found in the condition of our country to-day compared with its appearance and prospects in 1639. The inhabitants of the little colony in Virginia were making a desperate fight with nature and the savage Indians for their lives. The Pilgrims at Plymouth, with a heroism scarcely paralleled, had conquered many obstacles, and were now comfortably established in their homes upon that bleak shore. The Connecticut emigrants from Cambridge, under the leadership of Thomas Hooker, "an eloquent and estimable man," and from Dorchester under Roger Lud-

low, had driven their flocks before them through the wilderness and had founded the colony at Hartford and Windsor. Roger Williams had settled at Providence, and Anne Hutchinson at Newport, each with some followers. New Hampshire had a few settlers at Dover and Portsmouth, and Lord Baltimore with his company had established themselves in Maryland. Perhaps at that time the most important colony was Boston and the group of towns surrounding it. These included Dorchester and Roxbury, Salem and Lynn, Charlestown and Watertown, and the beginnings of other settlements.

Here, then, is the picture of our country as it was in 1639. A dozen settlements, more or less, of emigrants from Europe, scattered along the coast from Portsmouth to the James river, containing a total of only a few thousand inhabitants. Behind them the broad, trackless ocean, in front of them an endless wilderness of rank vegetation, savage beasts, and wild Indians. Two centuries and a half later a great republic is here, spanning the continent, and embracing more than forty states and sixty million people, with a free government, "of the people and for the people." In this country the past hundred years has witnessed a more rapid growth, a greater development, a larger progress of intelligence, enlightenment, thrift, and culture, than the world has ever seen before in any single century. Intelligence and education are more widely distributed and more universally enjoyed to-day than by any other people the sun shines upon. The causes of so great a change, so rapid a development, so brilliant a history, are varied and diverse. Yet among them must ever be considered, as standing foremost, that original, unique system of education which we call the American Common School.

Nor should we neglect to give due prominence to the influence of the New England town-meeting.

The compact made in the cabin of the "Mayflower" was

the beginning of the American Republic, but the democratic town-meetings which sprung up so early in every New England town, and which are continued to this day, and probably will be to the end of time, may well be called "the cause of the American Republic."

Mr. Frothingham, in his history of Charlestown, speaks of them as follows: ¹—

"These little assemblies, open to all, where debate was as free as thought, were the primary school of freedom. In selecting officers, in deciding about dividing the land, supporting schools and the ministry, making by-laws, and discussing parliamentary measures, there was evolved an independence of mind and a manliness of character that constituted a wide and admirable preparation for more important political action.

"Their influence was decided. Andros, when he suppressed them, Hutchinson when he denounced them, and the British Parliament when it prohibited them, knew what they were about. Such action on the part of their enemies is a solid testimonial of their value. One of their friends,² of the highest authority, assigns to them the credit of "having commenced the American Revolution."

Edward Everett, in his well-known Fourth of July address in 1855, said of Dorchester:—

"It set the example in 1633 of that municipal organization which has prevailed throughout New England, and has proved one of the chief sources of its progress."

The *History of Dorchester* has the following:—

"In October, 1633, the following order was passed, establishing the form of town government. This act acquires some importance from the fact of its precedence, and that the example was followed the next year by the other settlements, and led to the law of the General Court,

¹ Page 101.

² Judge Story, in Niles' Register, Vol. xlviii, page 169.

passed in 1636, regulating town governments, which has continued in force to the present day : —

“‘ Monday, Oct. 8, 1633. Imprimis. It is ordered that for the general good and well ordering of the affairs of the plantation, there shall be every Monday before the court, by 8 o'clock A.M., and presently by the beating of the drum, a general meeting of the inhabitants of the plantation at the meeting-house, there to settle and set down such orders as may tend to the general good as aforesaid, and every man to be bound thereby, without gainsaying or resistance. It is also agreed that there shall be twelve men selected out of the company, that may, or the greatest part of them, meet as aforesaid, to determine as aforesaid; yet, so far as it is desired, that the most of the plantation will keep the meeting constantly, and all that are there, though not of the twelve, shall have a free voice as any of the twelve, and that the greater vote both of the twelve and the other shall be of force and efficacy as aforesaid. And it is likewise ordered that all things concluded as aforesaid shall stand in force and be obeyed until the next monthly meeting, and afterwards if it be not contradicted and otherwise ordered at said monthly meeting, by the greatest vote of those that are present as aforesaid.’”

This was not merely *a* town-meeting, but an establishment of *the* town-meeting as an institution. It was to be held once a month, “there to settle and set down such orders as may tend to the general good,” covering all public matters pertaining to the plantation, and the citizens inserted this specific declaration that “every man is to be bound thereby, without gainsaying or resistance.”

Our system of public schools now prevails in every State of the Union, established by law and supported by taxes from the people. Under our republican government the principle is universally accepted that the safety of the State demands universal intelligence. We have no orders or

classes or castes. We have approached very nearly to universal suffrage, and the proposition is seldom denied that a republican government, especially when based upon the broad principle of general suffrage, absolutely demands for its own safety, at least, the elementary education of all the children. Probably no one thing has contributed more largely to the progress, the stability, and the prosperity of this country than this principle underlying the American common school. It goes hand in hand with religion. Our own revered poet — may his life be long continued! — has tersely and graphically said: —

“Nor heed the puny sceptic’s hands
 While near the school the church spire stands,
 Nor fear the bloody bigot’s rule
 While near the church spire stands the school.”

But this principle antedates the Republic. It was early established by the fathers, the pioneers, the founders of the several colonies, which were in time to develop into this great empire. It is surprising to find how early and how generally schools were established in the several colonies, and what uniformity of action in this respect was early manifested.

Boston was settled in 1630. Harvard College was established six years later; William and Mary in 1693; Yale College in 1700; the College of New Jersey, Princeton, N.J., in 1748; the University of Pennsylvania, Philadelphia, in 1749; Columbia College, New York city, in 1754; Brown University, Providence, R.I., in 1765; Dartmouth College, Hanover, N.H., in 1770; Rutgers College, New Brunswick, N.J., in 1771; Hampton-Sidney College, Prince Edward Co., Va., in 1775.

Thus it will be seen that prior to the Revolution, in the thirteen English colonies, ten colleges had been established in these new settlements. When we regard the intelligent

and enterprising character of the early settlers, this fact appears no longer striking or strange; but it is surprising that there should have been so early the universal sentiment which is clearly manifest in favor of establishing elementary and secondary schools, and especially at public expense. When John Eliot, who earned the title "Apostle to the Indians," prayed in the synod of the churches assembled at Boston, "Lord, for schools everywhere among us! Oh, that our schools may flourish! That every member of this assembly may go home and procure a good school to be encouraged in the town where he lives. That before we die we may see a good school encouraged in every plantation in the country," he but uttered the common sentiment prevalent in the several colonies. "Of his perpetual resolution and activity to support a good school in the town that belonged unto him," Cotton Mather writes, "a Grammar School he would always have in the place, whatever it cost him, and he importuned all other places to have the like."

The term "Grammar School" as here used, and as used always in those early days, had an entirely different signification from its meaning now. At the present day by "Grammar School" is meant a school of an elementary character, above the Primary grade, and below the High School. But in the early days of the New England colonies the appellation was used to signify a school of secondary education, designed to prepare boys for college, where Latin and Greek and the mathematics were taught. This term was brought from England, where it had been in use for a very long time with the same meaning. A "Grammar School" therefore in those early days meant, not an elementary school, but an institution of learning corresponding to our modern High School or academy.

Another term which is liable to be misunderstood is the use of the word "free" as applied to a school. A "free school" in those days meant a school "free" to all classes,

that is, free to any who paid their tuition. It had no reference to being free *from tuition*. The term was used in the old English sense of an endowed school.

The term "public school" also had a different meaning in those days from what prevails now. The endowed schools of Eaton and Harrow and Rugby, in England, were public schools, but this term was never intended to convey the idea that the parent patronizing it was exempt from paying tuition. It is absolutely necessary, in order to a proper understanding of the schools of the early colonial days, to recognize the exact meaning of these terms.

"Rev. Patrick Copeland raised by subscription a large sum of money and established a free school in Charles City, Va., as early as 1621. Among the officials of the Dutch West India Co. at Manhattan, in 1633, was Adam Roelandsen, 'the schoolmaster,' and the school which he taught, it is claimed, is still in existence, in connection with the Dutch Reformed Church."¹

Boston took measures for the establishment of a school in 1635, which was doubtless commenced that year, and is in existence at this day, with world-wide reputation, the Boston Latin School.

The records of Charlestown have the following:—

"1636, June 3, Mr. William Witherell was agreed with to keep a school for a twelve month to begin the 8th of August and to have £40 this year."²

In the report of Mr. A. D. Small, Superintendent of Schools for Salem, 1875, Mr. Small quotes from the inaugural address of Mr. Saltonstall, the first mayor of Salem, the following:—

"Salem had the honor of leading the way in the establishment of public schools. The Grammar School was founded

¹ Barnard's American Journal of Education, 1862, page 529, note.

² 40th Annual Report of the Mass. Board of Education, 1876, page 105; also, Frothingham's History of Charlestown, taken from the early Colonial Records.

in 1636, and has been continued without interruption to the present time." Mr. Small, however, says: "The date of its foundation was 1637, according to the facts given by Felt in his *Annals of Salem*," and on a previous page of his report he states more specifically: "In 1637 the Rev. John Fisk comes to town, opens a school, which was *perhaps* the first 'free school' in Massachusetts."¹

The town of Newbury, in 1639, granted ten acres of land to Anthony Somerby, "for his encouragement to keep school one year;" but the first notice of the town's intention to build a school-house and support a teacher at their expense was in 1652. In 1653 it was ordered "that the town should pay £24 by the year to maintain a free school at the meeting-house," against which vote seventeen persons "desired to have their dissents recorded."²

Duxbury established a school in 1655. In Ipswich, a school was in existence in 1651. Newport, R.I., established a school in August, 1640, at which time Rev. Robert Lenthal was "called by a vote of the free men to keep a public school for the learning of youth, and for his encouragement there was granted him and his heirs one hundred acres of land and four more for a house-lot." It was also voted "that one hundred acres should be laid forth and appropriated for a school for encouragement of the person sent to train up their youth in learning; and Mr. Robert Lenthall, while he continues to teach school, is to have the benefit thereof." This was, evidently, from the subsequent entries in the town records, a "Latin School," or "Grammar School," in the old English sense of the term, and this rent was applied to reduce the expense to poor scholars. "The children of the rich were provided for in private schools, or family teaching, and not a few were sent to England for their education."³

¹ Mass. Board of Education Report, 1876, page 106.

² Coffin's History of Newbury.

³ Barnard's Journal of Education, 1877, page 705; also, Rhode Island School Report, 1876.

Other schools were established here and there at early dates; but these already mentioned are all, perhaps, that need our attention on the present occasion.

Let us now proceed to consider with some care the records of the facts connected with the establishment of the first school in Dorchester, — a school which has continued until this day with no serious interruption, and which is represented to-day by the Mather School, its lineal descendant, or, rather, in fact, the very same school itself, although it was more than two hundred years old before it received its name, and whose two hundred and fiftieth anniversary we are now celebrating. The history of this school is of considerable interest, particularly to our people.

On the 4th of March, 1635, the General Court of the Bay Colony granted to the inhabitants of the town of Dorchester Thompson's Island, "to enjoy, to them, their heirs & successors w^{ch} shall inhabite there forever," on condition that they pay to the treasury 12*l.* yearly as rent. On the 30th of May, 1639, the town voted to lay a tax on the proprietors of said island for "the maintenance of a school in Dorchester." The writer of the "History of Dorchester" has the following explanation of the word "proprietors": "It is supposed that under the term 'proprietors,' in this connection, was included the principal part of the adult male inhabitants of the town." This explanation is further confirmed by the wording of a subsequent vote concerning this rental: "Whereas the inhabitants of Dorchester have formally ordered, Consented and agreed that a Rente of Twentie pounds pr ann. shall issue & be payd by the sayd Inhabitants & their heires from & out of a Certaine porcon of land in Dorchester called Thomson's Iland for & towards the maintenance of the schoole in Dorchester aforesayd,"¹ etc. It appears certain from this wording that this tax upon Thompson's Island was in reality a town tax, or a tax upon

¹ Page 422.

the town. The probability would seem to be that when the island was made over by the General Court to the town of Dorchester, the land was apportioned among the principal inhabitants, or "freemen," of the town resident upon the mainland. At all events, this was a tax levied by the town as a direct provision for the school. The author of the "History of Dorchester," quoted before, says:—

"So far as the writer is informed, this was the first public provision made for a free school in the world by a direct tax or assessment on the inhabitants of a town."¹

The following is an exact copy of this important order, taken from the town records, page 83:—

"It is ordered the 20th of May 1639, that there shall be a rent of 20lb a year for eue^r imposed vpon Tomsons Iland to bee payd p^r eu^ry p^rson that hath proprietie in the sayd Iland according to the p^rportion that any such p^rson shall from tyme to tyme enjoy and possesse the^{re}, and this towards the mayntenance of a schoole in Dorchester. This rent of 20lb yearly to bee payd to such a schoolemaste^r as shall vndertake to teach english, latine, and other tongues, and also writing. The said schoole-maste^r to bee Chosen from tyme to tyme p^r the freemen, and yt is left to y^e discretion of the lde^{rs} & the 7 men for the tyme beeing whethe^r maydes shalbe taught wth the boyes or not. For the levying this 20lb yearly from the p^rticular p^rsons that ought to pay it according to this order, It is farther ordered that somme man shalbe appoynted p^r the 7 men for the tyme beeing to Receiue y^s. and on refusall to levye y^t pr distresse, and not fynding distresse, such prson as so refuseth payment shall forfeit the land he hath in proprietie in the sayd Iland."

The next necessary step for the town was to secure a teacher. On the 31st of October in the same year we find this record:—

"It is ordered that Mr. Waterhouse shall be dispenced

¹ Page 420.

wth concerneing that Clause of the order in y^e Charge of twenty pounds yeerly rent to be payd fo^r Thompson's Iland towards the skoole, where he is bound to teach to write, it shalbe left to his liberty in that poynt of teaching to write, only to doe what he can conveniently therein."¹

It soon became evident that the collection of these rents was attended with too much difficulty on account of the large number of proprietors, each of whom must pay his portion of the tax. It was apparent also that this tax was not sufficient in amount to carry forward the school successfully. For these and other reasons it was deemed advisable for the individual proprietors to make a direct conveyance of the land to the town for the special support and establishment of a free school, that it might be more effectually and better maintained. For this purpose more than seventy persons over their own signatures made over to the town "the sayd Iland and all the benefit & profitts thereof and all their right & Interest in the same shalbe wholly & foreuer bequethed and given away from themselues & their heirs unto the Town of Dorchester aforesayd for & Towards the maintenance of a free school in Dorchester aforesayd for the instructinge & Teachinge of Children & youth in good literature & Learninge."

This document further says: "It is heerby ordered & the p^rsent donours doe heerby declare that it is there mynd that the sayd Iland shalbe lett, assigned & sett Ouer only to such Tenant or Tenants as shall by land or otherwise sufficiently secure the payment of the rent thereof for the vse and behoofe of the schoole as aforesayd in such manner & forme & at such time & tymes of payment as shalbe agreed vppon by & betweene the inhabitants of Dorchester or there agents, one the one p^rtye & the sayd Tenant or Tenants one the other p^rtye.

"And for avoydinge the Trouble that myght arise in col-

¹ History of Dorchester, page 421.

lectinge and gatheringe the same Rent by so great a Multitude of Tenants that ought to pay the same, & to the intent that the rents which shalbe-come due for the sayd Iland may be the better and more redylie Collected and payd it is heerby ordered and declared that the sayd Iland shall neuer be lett out to soe many tenants as shalbe aboue tenn in number at once." ¹

This deed of conveyance from the individual proprietors to the town was dated "the Seaventh day of the Twelfth moneth in the yeare 1641." (Feb. 17, 1642.)

Hon. Joseph White, in the 40th Annual Report of the Secretary of the Board of Education for Massachusetts, says: —

"This action of Dorchester, which was two years earlier than that of Boston for a similar object, is claimed by the historian of the town, and by other distinguished writers, to be the "first public school in the world supported by direct taxation or assessment on the inhabitants of the town." ²

Let us now examine the records to see if this claim can be properly established.

1. The school established in Charles City, Va., in 1621, was sustained by subscription. It was entirely a private school.

2. The Dutch school at Manhattan, in 1633, was also a private school.

3. The Boston Latin School appears to have been begun in 1635, but there seems to be a lack of evidence to show that it received the support of the town till 1641. The first step, however, was taken in behalf of this school by the town, in that it elected the teacher in a legally warned town-meeting. But, like many other cases, it appears that the effort at first was to support it on "a foundation" like the schools of Old England, at Eaton, Westminster, Rugby, etc.

¹ History of Dorchester, pages 420 to 423.

² Page 112.

4. So, too, the school at Charlestown fails to give us the needed evidence that it was supported by taxation till after the Dorchester people had set the example. If the vote in 1636, by which "Mr. William Witherell was agreed with to keep a school for a twelve month to begin the 8th of August and to have forty pounds this year," was passed in town-meeting, and not in a meeting of the proprietors simply, — if the same is conclusive evidence that this school was kept at that time, and that the forty pounds to be paid to Master Witherell was raised by taxation, then Charlestown has the priority. But is this simple vote conclusive? Would the courts render a verdict on such meager evidence? Indeed, if the school were so kept, and the money had been raised by taxation, would there not be, inevitably, various other evidences? But there is, so far as I know, no evidence that the town supported the school by taxation till long after 1640.

5. The school in Salem was, perhaps, begun in 1637, by Rev. John Fisk, but I find no vote of the town on record till that of January, 1640, when at "a general towne meeting yong Mr. Norris [was] chose by this assembly to teach schoole."

6. In 1639 the town of Newbury granted ten acres of land to Anthony Somerby "for his encouragement to keep school one year;" but the first vote, afterwards, showing that the town was interested in the education of children, was in 1652.

These are all of the conflicting claims needful to consider.

In contrast with this want of evidence in the cases mentioned, we have the definite record, that on the 30th day of May, 1639 (New Style), the inhabitants of this town, in general town-meeting assembled, did vote to impose a tax of twenty pounds a year forever upon Thompson's Island, to be paid "by every person that hath proprietie in said Island," "and this towards the maintenance of a school in Dorches-

ter;" and to be paid yearly to "such a schoolmaster as shall undertake to teach English, Latine and other tongues and also writing. The said schoolmaster to be chosen from tyme to tyme by the freemen, and it is left to the discretion of the elders and the seven men for the tyme being whether maydes shall be taught with the boys or not."

But the public sentiment was not ripe for granting such privileges to the "maydes," and, as a matter of fact, it was not until 1784, when we had secured independence from Great Britain, that "such girls as can read the Psalter" were permitted to attend a Grammar School, and then only "from the 1st of June to the 1st of October."

Rev. Thomas Waterhouse was the first teacher of this new school. Subsequently, in 1641, as we have seen, the individual citizens of the town made over to the town directly their interest in the island, "for the special support and establishment of the free school, that it might be more effectually and better maintained."

Later still, in 1648, John Thompson, son and heir of David, who had been the original proprietor of the island, appeared, and laid claim to the island. The General Court, therefore, after due trial, nullified the grant to Dorchester, and conceded it to Thompson, as its legal owner.

"In the triall of the case between Mr. Thomas Jones and Mr. John Wisewall, on the behalfe of the school of Dorchester, and Mr. John Thompson, respecting the title of the island called Thompson's Island, the Courte, on the hearinge of the case, and examining the evidences brought by both parties, judged the right to belong to John Thompson, and gave him his bill of costs, which was three pounds, seven shillings and sixe pence, against the towne of Dorchester."¹

Upon this the inhabitants of the town sent a petition to the General Court, briefly reviewing the matter, and closing with a request that the Court would grant some other island,

¹ History of Dorchester, page 432.

as a help to them "towards the maintenance of a free school."

Still later, in 1659, the town chose two men to act for it in an effort to either recover possession of the island, or to secure from the General Court other land in lieu of it.

These men therefore presented to the Court the following petition : —

"To the Honrd General Court Now assembled at Boston, the petition of the inhabitants of Dorchester

"Humbly sheweth,

"That whereas there was many years since granted by this court, as appears by record, a sertaine Iland called Thomsons Iland w^{ch} we the said Inhabitants possesst diuers years and hopefull to haue euer enjoyed the same for the benefit of o^r selues and posterity (the same being giuen to and for the maintenance of a free scoole In Dorchester) but the s^d Iland hath bin taken from vs and settled on others to the almost if not totall ouerthrow of o^r free scoole w^{ch} was soe hopefull for posterity, both our owne and neiighbors also who had or might haue reaped benefit thereby.

"Our Humble Request to this honrd Court is, that you would be pleased to reniue yo^r former grant of the said Iland, and confirme the same vnto vs, we conceining we had Just title ther vnto, or Ele, that you would bee pleased to grant vnto vs one thousand ackors of land In some conuenient place or places (for the end afo^{sd}, namely, the maintenance of o^r dijng scoole) where we shall find it, and in the courts power to grant the same, and yo^r petition^{rs} shall pray, &c.

Dor. 18 : 8. (October) 1659 :

Roger Clap,	}	In the name and by order from y ^e towne."
Hopestill Foster.		

Action was taken on this petition by the Court as follows : —

"The deputies thinke meeete to graunt this petition vizt. a thousand acres of land for the end mentioned in this petition, where they can find it according to law — with reference to the consent of o^r Honrd. magistrates hereto.

"WM. TORRY, Clerk.

"EDWD. RAWSON, Seety.

"Consented to by the magist's."

It was not till after the lapse of about sixty years that the town secured possession of this land. In 1717 Mr. Samuel Capen, Sr., and Joseph Hall were appointed to "look after the said lands with all speed wisdom and discretion for the good of the town."

The land was selected and laid out and assigned to the town. It was located in Fitchburg, afterwards Lunenburg, in Worcester County, and was sold in 1734 to Benjamin Bird, of Dorchester, for the sum of £400. In 1657 the town voted to appropriate one thousand acres of its own land for the benefit of "a free school." This land was afterwards divided between Dorchester and Stoughton. Dorchester, as late as 1767, sold a portion of the grant for £420.¹

And now we come to another important fact connected with this early school. It is evident that the inhabitants of this good old town of Dorchester were thoroughly in earnest in the matter of a public school, and they took a step forward which evidently had no precedent in America, but which has been fruitful of results wide spread and of great importance.

It was nothing less than the appointment of a special school committee, charging its members with the entire oversight of the school. These men, three in number, were termed "wardens or overseers of the schoole."

The establishment of this earliest school committee of the town was at the "March meeting" in the year 1645. The town at the same time established "rules and orders concern-

¹ For the foregoing facts and statements see History of Dorchester, page 433, *et seq.*

ing the school." These rules were confirmed by the major part of the inhabitants of the town present at the meeting.

They were as follows : —

" First. It is ordered that three able and sufficient men of the Plantation shalbe Chosen to bee wardens or ou^rsee^{rs} of the Schoole, who shall haue the Charge, ou^r-sight and ordering thereof, and of all things Concerning the same in such manne^r as is hereafter expressed, and shall Continue in their office and place for Terme of their liues respectiue^{ly}, vnlesse by reason of any of them remouing his habitation out of the Towne, or fo^r any othe^r Weightie reason, the Inhabitants shall see cause to Elect and Chuse othe^{rs} in their Roome, in wch cases and vpon the death of any of the same wardens, the Inhabitants shall make a new Election and choice of others. And Mr. Haward, Deacon Wiswall, Mr. Atherton are elected to bee the first wardens o^r ouersee^{rs}.

" Secondly. The said wardens shall haue full powe^r to dispose of the School stock, whethe^r the same bee in land or otherwise, both such as is already in beeing and such as may by any good meanes hereafter be added; and shall Collect and Receiue the Rents, Issues and p^rfits arising & growing of & from the sayd stock. And the sayd rents, Issues and p^rfits shall imploy and lay out only for the best behoof and advantage of the sayd Schoole, and the furtherance of learning thereby, and shall give a faythful and true accompt of their receipts & disbursements so often as they shalbe thearvnto be required by the Inhabitants or the maior p^rte of them.

" Thirdly. The said Wardens shall take care and doe their vtmost and best endeavor that the sayd Schoole may fro tyme to tyme be supplied with an able and sufficient Schoole master who ne^rthelesse is not to be admitted into the place of Schoole m^r wthout the Generall consent of the Inhabitants or the maior p^rte of them.

" Fowerthly. So often as the sayd Schoole shalbe sup-

plied wth a Schoole m^r so provided and admitted as aforesayd, the wardens shall fro tyme to tyme pay or cause to be payd vnto the sayd Schoole m^r such wages out of the Rents, Issues & p^rfits of the Schoole stocke as shall of right Come due to be payd.

"Fiuethly. The sayd Wardens shall from tyme to tyme see that the Schoole howse bee kept in good and sufficient repayre, the charges of which reparacon shall be defrayed and payd out of such rents, Issues and p^rfits of y^t Schoole stocke if ther^e be sufficient, or else of such rents as shall arise and grow in the tyme of the vacancy of the Schoole m^r yf ther^e be any such — and in defect of such vacancy the wardens shall repayre to the 7 men of the Towne fo^r the tyme being, who shall have powe^r to Taxe the Towne wth such some or sommes as shalbe requested fo^r the repaying of the Schoole howse as aforesayd.

"Sixthly. The sayd Wardens shall take Care that eu^ry yeere at or before the end of the 9th moneth ther^e bee brought to the Schoole howse 12 sufficient Cart or wayne loads of wood fo^r fewell to be fo^r the vse of the Schoolemaste^r and the Scholle^{rs} in winte^r, the Cost and charge of w^{ch} sayd wood to bee borne by the scholle^{rs} fo^r the tyme beeing who shalbe taxed fo^r the purpose at the discretion of the sayd Wardens.

"Lastly. The sayd Wardens shall take care that the Schoolm^r fo^r the tyme beeing doe faythfully p^rforme his dutye in his place as schoolm^r ought to doe, as well in other things as in these w^{ch} are hereafter expressed, viz.

"First. That the Schoolem^r shall diligently attend his Schoole, and doe his vtmost indeavo^r fo^r Benefiting his Scholle^{rs} according to his best discretion, wthout vnecessaryly absenting himself to the p^riudice of his scholle^{rs} and hindering ther^e learning.

"2ly. That from the begining of the first moneth vntill the end of the 7th, hee shall eu^ry day beginn to teach at seaven of the Clock in the morning and dismisse his scholle^{rs} at fyue in

the afternoon^e. And for the other fyue months, that is, from the beginn^g of the 8th month vntill the end of the 12th month he shall eu^ry day beginn at 8 of the clock in the morning, & [end] at 4 in the afternoon.

"3ly. Eu^ry day in the yeere the vsuall tyme of dismissing at noone shalbe at 11, and to beginn agayne at one, except that

"4ly. Eu^ry second day in the weeke he shall call his scholler^s together betweene 12 & one of the Clock to examin them what they haue learned on the saboath day p^reding, at w^{ch} tyme also he shall take notice of any misdemeano^r or outrage that any of his Scholle^{rs} shall haue Committed on the saboath, to the end that at some convenient tyme due Admonition and Correction may bee administe^{red} by him according as the nature and qualitie of the offence shall require, at w^{ch} sayd examination any of the Elde^{rs} or other Inhabitants that please may bee present, to behold his religious care herein, and to giue ther^e Countenance and approbation of the same.

"5ly. Hee shall equally and impartially receiue and instruct such as shalbe sent and Committed to him for that end, whither there parents bee poore or rich, not refusing any who haue Right & Interest in the Schoole.

"6ly. Such as shall be Committed to him he shall dilligently instruct, as they shalbe able to learne, both in humane learning and good literature, & likewyse in poynt of good manne^{rs} and ditifull behaiou^r towards all, specially there supiors as they shall haue occasion to bee in ther^e p^resence, whither by meeting them in the streete or otherwyse.

"7ly. Euery 6 day in the weeke at 2 of the Clock in the after noone, hee shall Catechise his Scholle^{rs} in the principles of Christian religion, either in some Catechism w^{ch} the Wardens shall provide and p^resent, or in defect thereof in some other^r.

"8ly. And because all man's indeaui^{rs} wthout the blessing of God must needs bee faultlesse and vnsuccessful, theirfore

It is to be a chief p^rte of the Schoolem^{rs} religious care to commend his scholle^rs and his Labou^rs amongst them vnto God by praye^r morning and evening, taking Care that his scholle^rs doer eu^rendly attend during the same.

" 9ly. And because the Rodd of Correction is an ordinance of God necessary sometymes to bee dispensed vnto Children, but such as may easily be abused by oue^rmuch seueritie and rigour on one hand, or by oue^r much indulgence and lenitye on the othe^r, It is therefore ordered and agreed that the schoolemaste^r for the time beeing shall haue full powe^r to ministe^r Correction to all or any of his scholle^{rs} wthout respect of persons, according to the nature and qualitie of the offence shall require; whereto all his scholle^{rs} must bee duly subject; and no parent or othe^r of the Inhabitants shall hinde^r or go about to hinde^r the maste^r ther^ein: neu^rtheless yf any parent or other shall thinke there is just cause of complaynt agaynst the maste^r fo^r to much seueritye such shall haue liberty friendly and louingly to expostulate wth the maste^r about the same; and yf they shall not attayne to satisfaction, the matte^r is then to bee referred to the wardens, who shall imp^tially Judge betwixt the maste^r and such Complaynants. And yf yt shall appeare to them that any parent shall make causelesse Complaynt against the m^r in this behalfe, and shall p^rsist in and Continue so doeing, in such case the wardens shall have power to discharge the m^r of the care and charge of the Children of such parents. But yf the thing Complayned of be true, and that the m^r haue indeed bene guiltie of ministering excessiue Correction, and shall appeere to them to continue therein, notwthstanding that they haue advised him otherwise, in such case, as also in the case of too much lenitye or any othe^r great neglect of dutye in his place p^rsisted in, It shalbe in the powe^r of the Wardens to call the Inhabitants togethe^r to Consider whithe^r it were not meet to discharge the m^r of his place, that so somme othe^r more desirable may be p^rouided. And because It is difficult, yf

not Impossible, to give p^rticular rules y^t shall reach all cases w^{ch} may fall out, therefore, fo^r a Conclusion, It is ordered and agreed in generall, that, where p^rticular rules are wanting, ther^e it shalbe a p^rte of the office and dutye of the Wardens to orde^r and dispose of all things that Concerne the schoole, in such sort as in ther^e wisdom and discretion they shall Judge most Condu cible fo^r the glory of God & the trayning vp of the Children of the Towne in religion, learning, and Civilitie: — And these orde^rs to bee Continued till the maio^r p^rte of the Towne shall see cause to alte^r any p^rte thereof.”

So far as is known this committee of “Wardens or overseers” was the first school committee appointed by any municipality in this country.

It is also worthy of notice that these men must be residents of Dorchester, and that they were appointed for life. The town, however, reserved the right to displace any one of them for “weighty reasons.” To the “Wardens or overseers” was assigned “the charge, oversight, and ordering of all things concerning the school in such manner as expressed” in the extensive rules and orders then adopted, and given above.

Here was the beginning of the public management of schools by the municipality, and here is the essential beginning of the American Public School System.

It is of but little consequence whether the Boston Latin School, or the school in Charlestown, Salem, Newbury, or elsewhere, was the first school. It is of importance that this Dorchester school was supported by taxation, and that its government and oversight and control were not placed in the hands of “the seven men,” *i.e.*, the “selectmen;” but that here the example was set which is to-day followed by all America, of the local citizens, qualified by law to vote in local affairs, selecting men to have the control and ordering of all matters pertained to the local public schools. We have now

all over this country a system of public schools, established and controlled by law, and under the management of school committees or directors of the local towns or cities, city school boards, or county school boards, or officers of equivalent power, whatever their local appellation may be.

When "Mr. Haward, Deacon Wisewall, and Mr. Atherton [were] elected to be the first wardens or overseers," then Dorchester had taken the second important step, — the first having also been taken by her in establishing a tax for her first school, the beginning of the American system of public schools.

The essential element of the public school system is, that these schools are supported by tax. The second feature is, that they are under control of officers appointed by the people for that purpose.

If, after the fullest consideration, it shall appear that these two steps were first taken by the town of Dorchester, and that she also established the first town-meeting, it will surely be a matter of just pride to the people who live within the bounds of this ancient municipality. If the Boston of to-day can justly claim (1) the establishment of the first New England town-meeting, and (2) can point to her Latin School as the first public school established for secondary education, and to the Mather School as the first school for which the people of a town were taxed, and if she shall receive from the future historian (3) the credit of her School Committee, from the Dorchester District, being the first school committee of this broad land then appointed to oversee the first publicly supported school,— then, surely, we are warranted in considering this occasion as commemorating the planting of that seed which has germinated and grown to a great tree, which now furnishes a delightful and refreshing shade for the whole nation.

Our public school system is unquestionably the most distinctively American institution which this country has pro-

duced, and since that great civil contest between the two civilizations of the North and the South was settled by the war of secession, this system has been growing to a greater and greater importance.

The prevailing sentiment of the world to-day is, that, for any successful government "of the people and by the people," there must be universal intelligence, and hence universal education.

The only way that this can be accomplished is by schools established by the government, — "the property of the State being taxed to educate the children of the State."

It may not prove uninteresting, and, I am sure, not unprofitable, to consider briefly some of the provisions first made by which to govern this early school.

It is to be observed at the outset that our system of schools is a gradual growth.

The schools of this Commonwealth to-day are absolutely free to all the children, and we have a compulsory law to oblige them all to attend either these or other schools.

But it is really only a few years since this great system became absolutely free. Till the Free Text-Book law went into effect, in 1885, there had always been something for the parent to pay. At first there was a "rate bill;" then the teacher "boarded round;" the wood was sometimes contributed by the parents sending the children, and in proportion to the number of children sent. Even after these customs were abolished, and all these things were paid for out of the public money, it still remained that the books were furnished only at the expense of the parent. Now, however, the schools of the Old Bay State are *absolutely free*, — and she was the first of all the States to make them so.

The first step in this road which has brought us on to this full freedom of the schools was the establishment of that first school in Dorchester, over which Rev. Thomas Waterhouse presided as teacher in 1639, and which, a few years later,

was placed under the management of the "Wardens," — "Mr. Haward, Deacon Wisewall, and Mr. Atherton."

Among the "rules and orders" then put in operation is one requiring the wardens "from tyme to tyme to see that the schoole house be kept in good and sufficient repaire," and if necessary to "repayre to the 7 men of the towne for the tyme being, who shall have power to tax the towne with such some or sommes as shall be requested for the repayinge of the schoole house as aforesayed."

Another provision, it will be observed, was "that every year at or before the end of the 9th month there bee brought to the schoole house 12 sufficient cart or wayne loads of wood for fewell . . . the cost and charge of which sayd wood to bee borne by the schollers for the tyme being who shalbe taxed for the purpose at the discretion of the sayd wardens."

From March to the first of October the school should begin at seven o'clock and close at five, with a recess at noon of two hours, which was from eleven to one. For the remaining five months it should begin at eight and end at four.

The fifth article very emphatically hints at that democratic principle which tolerated no caste, or class, or social distinction, which should abridge the legal and political rights of any. It provided that the schoolmaster should receive "equally and impartially such as shall be presented and committed to him for that end, whether their parents bee poore or rich, not refusing any who have right or interest in the schoole."

The sixth is also an article of interest to us at this day : —

"Such as shall be Committed to him he shall diligently instruct, as they shalbe able to learne, both in humane learning and good litterature, & likewyse in poynt of good manne^{rs} and dutifull behaviou^r towards all, specially there supio^{rs} as they shall haue occasion to bee in ther^e presence, whith^e by meeting them in the streete or otherwyse."

Finally, the article "9thly," of extreme length, discussed the subject of corporal punishment, and voiced the sentiment of the times in saying: "And because the Rodd of Correction is an ordinance of God, necessary sometymes to bee dispensed unto children, but such as may be easily abused by oue^r much securitie and rigou^r on the one hand, or by oue^r much indulgence and lenitye on the other," hence the good people of the town order that "the schoolemast^r" "shall haue full powe^r to minist^r Correction to all or any of his scholle^{rs} wthout respect of persons." This rule further provides that the parents shall not "hinder the master therein;" but if they are aggrieved in such regard they can make complaint to the wardens, who shall hear and impartially decide between them.

And now let us pause for a moment and consider the importance of this action of the town by which, as we have seen, the whole charge of this important matter, the public school, was placed in the hands of these three prominent citizens. The fathers builded better than they knew. Primarily, they had in mind the proper nurturing of their own children, but they were laying important foundations on which future ages should build a temple, at once large and grand and beautiful. They here established the principle of representation. The elements of a republic were manifest in the selection of three of their foremost citizens, who, as trustees, should act for the body politic in this important matter. Of the three men chosen we know but little, yet they played conspicuous parts in the early history of this town. Deacon John Wiswall was one of the earliest selectmen of the town, having arrived in Dorchester, with the second emigration from England, in 1635. In 1665 he was one of a committee appointed by the town and empowered to treat with Joseph, the Indian sachem, who, in behalf of himself and others, had made a demand for land, and this committee were empowered "to make full and compleat agreement (with

the Indians), if they see their demands be but reason." It should be a cause of great satisfaction to us that the historian of the town is able to make this record: "In all their dealings with the Indians the town acted honorably and generously and paid a fair compensation."

Humphrey Atherton, the second on the committee, came to Dorchester in 1635 from Lancashire in the ship "James." He joined the church in 1636, and was admitted a free man, and made a grantee of Neck lands in 1637. He was a member of the Ancient and Honorable Artillery Company, and was its captain from 1650 to 1658. He commanded the Suffolk Regiment, with the title of major-general, and was the chief military officer in New England. He was selectman and town treasurer for many years, and was deputy to the General Court from 1638 to 1641. He was Speaker of the House in 1659. He was engaged in several expeditions against the Narragansett Indians, and the historian of Dorchester says of him: "He was much respected for his religious character and public spirit, and often employed by the colonial government with civil and military affairs. He had great experience and skill in the treatment of the Indians, with whom his public duties brought him in frequent contact." His death occurred Sept. 16, 1661, by falling from his horse, and his character and station are commemorated in the following lines upon his gravestone:—

"Here lyes ovr Captaine, & Maior of Svffolk was withall;
 A Godly Majistrate was he, and Maior Generall,
 Two Trovps of Hors with him heare came, sveh worth his love did crave;
 Ten Companyes of Foot also movrning marchit to his grave.
 Let all that Read be sure to keep the Faith as he has don.
 With Christ he lives now Crown'd, his name was Hvmpry Atherton."

Robert Howard, the third of this committee, sometimes placed first, was selectman for many years. He, too, came with the second emigration, in 1635. He received a portion of land in the first division, in 1638, and was made free man

in 1643. While Deacon Wiswall was absent on a voyage to England, Mr. Howard was Clerk of the Writs. These were the three men chosen by the inhabitants of Dorchester, for the term of their natural lives, to have the full charge of the school thus early established in this town.

"On the 3rd day of May, 1692, Samuel Clap, Samuel Topliff and Hopestill Clap select men received of Joseph Capin a Latin Book (dictionary) which doth belong to the town, and delivered said book to Mr. Joseph Lord, schoolmaster, to be improved for the benefit of the school, and said Lord is to deliver it to some of the select men when he leaves the school in Dorchester." Thus reads a record of the town made in the year 1692. This "Latin Book" was entitled "Cooper's Thesaurus Romanæ et Britannicæ," and was originally presented to the school by Rev. Richard Mather. By a memorandum on the margin of one of the leaves the date of the original presentation seems to be 1669. This book, in good condition, except the loss of the title-page, remained the property of the school for more than two hundred years, but unfortunately cannot now be found. The author of this dictionary, Thomas Cooper, was born at Oxford about the year 1517. He was schoolmaster at Oxford, and afterwards Bishop of Lincoln, and later still at Winchester. The dictionary contained, in a bold handwriting, the names of many of the teachers, including all the earlier masters of the school on Meeting-house Hill. A worthy list of masters this has been.

The following brief mention of these masters is gathered from the "History of Dorchester": Rev. Thomas Waterhouse was the pioneer. He was a graduate of Cambridge University, England, and came to this country upon the breaking out of the English civil war. He returned to England later, and became master of the public school in Colchester. He died in 1680, nearly eighty years of age. The historian says to him: "He was a very useful man, of a blameless con-

versation, and very firm in his non-conformity.”¹ Henry Butler was the teacher of this school as early as 1648. He received his master’s degree at Cambridge University. Later he returned to England where he preached many years and suffered great losses by fines for his non-conformity. He died in 1696, aged 72. The third teacher was Ichabod Wiswall, who was born in Dorchester in 1637, and entered Harvard College in 1654. He was afterwards minister in Duxbury, and is called “a nearly faultless man.” He stood very high in the estimation of the whole Plymouth colony for his talents, piety, and incorruptible integrity. He died in the year 1700 in the sixty-third year of his age.

The following is a copy of the contract, signed by Ichabod Wiswall, and by Edward Breck in the name of the rest of the selectmen: —

“First, that Ichabod, wth the Consent of his Father, shall from the 7th of March next Eusuinge, vnto the end of three full years from thence be compleate and ended, instructe and teach in a free Schoole in Dorchester all such Cheldren as by the Inhabitants shall be Committed vnto his Care, in English, Latine and Greeke as from time to time the Cheldren shall be Capable, and allso instruct them in writinge as hee shall be able; w^{ch} is to be vnderstood such Cheldren as are so fare ent^{red} all redie to knowe there Leters and to spell some what; and also prouided the schoole howse from time to time be kept in good order and comfortable for a man to abide in, both in somer and in Winter, by prouiding Fire seasonably, so that it may neather be preiudiciall to master nor Scholar — and in cause of palpable neglect and matter of Complaint and not reformed, it shall not binde the m^r to Endanger his health.

“Secondly, that the Selectmen of Dorechester shall, from yeare to yeare, every yeare paye or cause to be paid unto Icabod or his Father by his assignment the full somme of Twentie Five Pounds, two thirdes in wheate, pease, or bar-

¹ Palmer’s “Non-Conformists’ Memorial.” Vol. II., page 408.

ley, marchantable, and one thirde in Indian, att or before the first of March, dueringe the three yeares, yearly, at price Currant, w^{ch} is to be vnderstoode the price w^{ch} the generall Court shall from time to time appoint.”

William Pole, an early settler in Dorchester, is the next upon the list, and after him we find Hope Atherton, son of Major Humphrey Atherton, born in Dorchester in 1646, graduated at Harvard in 1665, and taught the school in 1668 and 1669. In 1670 he became minister at Hatfield. He died in 1677, from the effects of severe sufferings and exposures in an expedition against the Indians, in which he was chaplain. Then comes John Foster, the son of Capt. Hopeskill Foster, born in Dorchester, 1648, graduated at Harvard 1667, established the first printing-house in Boston in 1675 or 1676, was the author and printer of almanacs, and printed many of the leading books written in New England at that day. He died in 1681, at the early age of thirty-three. Then comes James Minot, another son of Dorchester and of Harvard, and William Denison, who was born in Roxbury, and graduated at Harvard; and John Williams, another Roxbury boy and Harvard graduate; and Jonathan Pierpont, also from Roxbury and from Harvard; and Edward Mills, born in Braintree and a son of Harvard; and Joseph Lord, of Charlestown and of Harvard; and John Robinson, of Dorchester and of Harvard; and John Swift, born in Milton and a son of Harvard; and Richard Billings, of Dorchester and of Harvard; Samuel Wiswall, the son of Enoch, and grandson of Elder Thomas Wiswall, also a graduate of Harvard; and Elijah Danforth, son of Dorchester and of Harvard; and Peter Thatcher, of Milton and of Harvard; Ebenezer Devotion, of Brookline and of Harvard; Samuel Fiske, of Braintree and of Harvard; Ebenezer White, of Dorchester and of Harvard; Samuel Danforth, son of Rev. John, of Dorchester, and a graduate of Harvard; Daniel Witham, of Gloucester and of Harvard; Isaac Billings, of Dorchester and of Har-

vard; and now have reached the beginning of the eighteenth century. Phillips Payson, of Dorchester and of Harvard; Samuel Moseley, of Dorchester and of Harvard; Supply Clap, of Dorchester and of Harvard; Noah Clap, of Dorchester and of Harvard; Josiah Pierce, from Woburn and of Harvard; Philip Curtis, of Roxbury and of Harvard; Thomas Jones, of Dorchester and of Harvard; Edward Bass, of Dorchester and of Harvard; James Humphrey, who was the son of Jonas, the son of Hopestill, the son of Elder Jonas Humphrey, — I need not say that he was Dorchester born, — he also graduated at Harvard; Pelatiah Glover, also Dorchester born; James Baker, of Dorchester and of Harvard; Daniel Leeds, of Dorchester and of Harvard; William Bowman, of Watertown and of Harvard; Samuel Coolidge, of Watertown and of Harvard; Col. Samuel Pierce, of Dorchester; Onesiphorus Tileston, of Boston and of Harvard; Edward H. Robbins, of Milton and of Harvard; and it must be that we are now reaching modern times, as we find a middle name. Oliver Everett, of Dedham and of Harvard, the father of Edward Everett; Aaron Smith, of Hollis, N.H., and of Harvard, and this is the first instance of a teacher of this school who was not born in the State of Massachusetts, after the time of the masters, who graduated at Cambridge University, England; Samuel Shuttlesworth, of Dedham and of Harvard; Samuel Cheney, of Roxbury and of Harvard; Joseph Gardner Andrews, of Boston and of Harvard; Samuel Topliff, of Dorchester and of Harvard; Theophilus Capen, of Stoughton and of Harvard; and James Blake Howe, of Dorchester and of Harvard.

The following notice of Mr. Howe is taken from the "History of Dorchester," page 545: —

"James Blake Howe, son of Abraham and Patience (Blake) Howe, was born in Dorchester, March 31, 1773, and graduated at Harvard College in 1794. He was the first teacher in the brick school-house erected on Meeting-

house Hill, in 1798, having previously taught in the old wooden house on the westerly side of the hill.”¹

1 EDWARD EVERETT'S SCHOOL RECITATION.

The preceptors of the Hon. Edward Everett, in the public schools of his native town, were Rev. James Blake Howe and Rev. Wilkes Allen. It was in one of these schools that the youthful Everett recited, at an exhibition, a poem, generally supposed to begin with these words:—

“You'd scarce expect one of my age
To speak in public on the stage.”

In order to ascertain the fact regarding this matter, which has been a question of doubt for half a century, the editor of this work applied to Dr. Harris, of Gore Library, — a son of the late Rev. Dr. Harris, who baptized the infant Edward, April 13, 1794, — and learned that the poem alluded to was not the one spoken by him, but the following, as prefixed to the letter, dated Cambridge, Feb. 1, 1850, in which Dr. Harris stated, “I have seen copies of these lines, differing slightly and variously from the foregoing, which, according to my recollections, agree more nearly with the original than the others. I mean to say that the lines now sent are nearer to the original than other copies I have seen. The “little orator” has become a great one. The expression “little roan” applied to the color of Edward Everett's hair.

Lines written for Edward Everett, when a child, by the Rev. Thaddeus Mason Harris:—

Pray how should I, a little lad,
In speaking, make a figure?
You're only joking, I'm afraid, —
Do wait till I am bigger.
But since you wish to hear my part,
And urge me to begin it,
I'll strive for praise, with all my heart,
Though small the hope to win it.
I'll tell a tale how Farmer John
A little roan-colt bred, sir,
And every night and every morn
He watered and he fed, sir.
Said neighbor Joe to Farmer John,
“Aren't you a silly dolt, sir,
To spend such time and care upon
A little useless colt, sir?”
Said Farmer John to neighbor Joe,
“I bring my little roan up,
Not for the good he now can do,
But will do when he's grown up.
The moral you can well espy,
To keep the tale from spoiling:
The little colt, you think, is I, —
I know it by your smiling.
And now, my friends, please to excuse
My lisping and my stammers;
I, for this once, have done my best,
And so — I'll make my manners.

(From Loring's Hundred Orators.)

Consider for a moment the character of these forty-five teachers of the Dorchester school. Twenty-nine of them became clergymen, many of whom acquired distinction in their profession, and some were among the foremost men of New England. Several of them became physicians, others lawyers, one a distinguished judge, and one lieutenant-governor of the colony. What a remarkable set of teachers! A succession of forty-five men, the first two graduates of Cambridge, England, and nearly every one of the others a graduate of Harvard College. More than half the entire number were natives of Dorchester. What an unusual record for a small town in those early days! Nor is Dorchester's record at Harvard any less remarkable. Samuel Mather, son of Rev. Richard Mather, of Dorchester, born in England in 1626, graduated at Harvard College in 1643, and was the first graduate of that college from this town. Prior to the year 1700 Dorchester sent twenty young men to Harvard College; between the years of 1700 and 1800 thirty-nine more, and between 1800 and 1850 twenty-nine others. From this record it appears that Dorchester sent to Harvard College eighty-eight young men in two hundred and seven years. These facts speak volumes for the intelligence, enterprise, thrift, and high estimate of good learning which characterized from the beginning the inhabitants of Dorchester.

The extent to which this ancient town of Dorchester is indebted, at the present day, for the thrift, prosperity, and intelligence of her people, to the schoolmasters of the olden times, can scarcely be estimated.

William Pole taught the school from 1659 to 1668. He was also "Clerk of ye writs & Register of Births, Deaths, & Marriages in Dorchester ten years."

Samuel Coolidge taught the school for about twenty years, closing his service just one hundred years ago. "He was noted for his beautiful penmanship; was distinguished for

his abilities as a teacher, and for his high classical attainments."¹ He was a member of the board of selectmen and assessors ten years, being their chairman four years. One hundred and two years ago he was elected both town clerk and treasurer, as the successor of Noah Clap, another schoolmaster, who had held these two offices thirty-eight years, and who for ten years succeeded him as town clerk.

This Noah Clap taught the school at various times between 1735 and 1769; eighteen or twenty years in all. Mr. Trask, in the "History of Dorchester," says of Mr. Clap:

"No one, since the settlement of the town, has had so much to do with its concerns, or was so well acquainted with its interests; indeed, he knew the history and family relations of most of those who had lived here previous to his day. He was a son of Deacon Jonathan Clap, grandson of Mr. Nathaniel Clap ('a choice man'), and great-grandson of Nicholas, one of the early settlers, all of Dorchester. He was born January 25, 1718, and graduated at Harvard College in 1735, at the age of seventeen. He then studied theology and became a preacher, but his health was so feeble that he never entertained the idea of settling in the ministry, although he frequently preached in this and the neighboring towns. He kept the Grammar School in Dorchester for nearly twenty years, and for a generation after his decease was designated as Master Noah. He was selectman, town treasurer, and assessor upwards of thirty years, and town clerk about forty-seven years. While in this capacity, his house was burned; and although every exertion was made to save the records, at the expense of other property, a part was lost, but was afterwards supplied, in a great measure, through his exertion and perseverance. He had a very retentive memory and could repeat the tales of former years with great interest. He was so conscientious in regard to the truth that he was rarely known to make an assertion

¹ Hist. of Dorchester, page 531.

unless prefixed by the term 'may be.' The late Rev. Dr. Harris preached a sermon on the occasion of his death, in which he said: 'I never knew a person farther removed from every appearance of duplicity, or more singularly remarkable for a cautiousness in speech, and inviolable veracity. He was not fond of affirmations, and hesitated even as to the accuracy of his own judgment and the certainty of his own information. This singular cautiousness was the result of the most inflexible reverence for truth. It was accompanied by a meek, humble, diffident, and modest spirit, and a plain, undisguised, unaffected artlessness of manner. A very observable and lovely trait in his character was his candor and charitableness in judging of others. Of this he gave the most pleasing proofs in his unwillingness even to hear anything to the disadvantage of persons. He would never patiently listen to the reports which might be in circulation of the misconduct of any; and when they were mentioned in his presence he was always ready to palliate or excuse what he could not commend, and seemed averse to believe ill news, flying rumors, and petty scandal. Of course he was never known to repeat them. . . . The late Dr. Belknap found great assistance in his most important researches from consulting Mr. Clap; and such was his wonderful accuracy, even in chronological dates, that his guarded declarations had all the fidelity and certainty of printed documents.'"

It may well be believed that in such a community the schoolmaster was an honored and an honorable man. The masters of Dorchester were thoroughly educated men, and of high standing in the community. They would compare favorably with Richard Norris, of Salem, who taught there, 1640 to 1670; with Elijah Corlet, of Cambridge, who continued in office over fifty years, and except in years of service, with the famous Ezekiel Cheever, who arrived in this country in 1637, taught in New Haven twelve years, in Ips-

wich ten years, in Charlestown nine years, and was master of the Boston Latin School thirty-eight years, until his death, in 1708, at the age of ninety-three years, having taught for nearly seventy years. It was in commemoration of the two last named that Cotton Mather wrote the following lines, with more of truth than poetry : —

“ 'Tis Corlet's pains, and Cheever's, we must own,
That thou, New England, art not Sythia grown.”

Their salaries averaged well with the minister's, ranging from twenty to fifty pounds a year. A mode of paying the master not uncommon was a fixed sum by the town, with the privilege of charging a reasonable tuition for those pupils whose parents were able to pay, but in every case it was expressly provided that no poor children should be denied the privilege of attending the school, the town always assuming the charge.

Eight years after the establishment of the Dorchester school, an order passed the General Court, Nov. 11, 1647, recognizing and sanctioning the public schools, and making their support compulsory upon every town having the requisite number of householders. A town of fifty householders must support a school for learning to read and write, and a town of one hundred families or householders should support a Grammar School, where the youth could be fitted for the University.

Hon. Joseph White, in the Fortieth Annual Report of the Secretary of the Board of Education, thus comments on this law and the schools of the time : —

“ This notable law, giving voice, as it did, to the convictions and the experience of the people, was everywhere cheerfully obeyed. On every side, as the ancient forests gave way before the hardy pioneers, in their slow but sure

¹ Fortieth Annual Report, Mass., page 117.

advance from the sea-board into the interior, the meeting-house and the school-house rose side by side with the log huts of the settlers, thus converting the desolate places of the wilderness into the homes of a Christian people, — the 'seed-plots' of a higher and purer life for ages yet to come.

"No grander spectacle is presented in the history of any people than that of these ancient men, thus struggling for a scanty subsistence amid the privations and dangers of border life, and often for itself against the attacks of a stealthy and relentless foe, and yet, as if with a prophetic prevision of the future, sparing no effort in their deep poverty, shrinking from no sacrifice of time and money, needful to plant the pillars of the new Commonwealth — their beloved 'New England,' as they were wont to call it — on the everlasting foundations of universal intelligence and virtue.

"Thus, within a single score of years from the landing on the shores of the bay, the new State is successfully launched, fully equipped for the voyage, we trust, of all the ages, with a good array of towns, each with a government wisely adapted to its needs, and all bound together by the strong bonds of a vigorous central government of their own creation, and administered for the common good, while the meeting-house and the school-house, in every township, and 'y^e Universitie' at Cambridge, were all working together for the building up of hopeful youths in way of learning, for the service of the country in future times."

And Horace Mann says: —

"As an innovation upon all preëxisting policy and usages, the establishment of free schools was the boldest ever promulgated since the commencement of the Christian era. As a theory, it could have been refuted and silenced by a more formidable array of arguments and experience than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim

it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effect cannot be determined in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders, and have we not reason to be grateful, both to God and man, for its numberless blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established. The gratitude of lips only is an unholy offering.”¹

The three following propositions describe the broad and everenduring foundation on which the common school system of Massachusetts reposes:—

The successive generations of men, taken collectively, constitute one great Commonwealth.

The property of this Commonwealth is pledged for the education of all its youth up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; because embezzlement and pillage from children and descendants are as criminal as the same offences when perpetrated against contemporaries.

Recognizing these eternal principles of national ethics, the constitution of Massachusetts, — the fundamental law of the State, — after declaring (among other things), in the preamble to the first section of the fifth chapter, that “the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and the other United States of America,” proceeds, in the second section of the same chapter, to set forth the duties of all future legis-

¹ Horace Mann. Tenth Report of the Secretary of the Massachusetts Board of Education.

latures and magistrates, in the following noble and impressive language:—

“Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislators and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions, rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good-humor, and all social affections and generous sentiments among the people.”¹

The following rules for the teachers of the town of Dorchester were first passed August 26, 1805, and with amendments and additions, June 27, 1810. They are here reproduced from a printed copy preserved by the venerable Deacon Humphreys, now eighty-nine years of age, who lives in the same house in which he was born, and out of which he has not slept more than a dozen nights in his life. The place where he lives has been the “homestead” of the family for two hundred and fifty-five years, the land being taken by his ancestor, Jonas Humphreys, five years before the first school was established.

¹ Horace Mann. Tenth Report of the Secretary of the Massachusetts Board of Education.

"RULES AND REGULATIONS TO BE OBSERVED BY THE
TEACHERS OF THE PUBLIC SCHOOLS IN DORCHESTER,
1810."

"I. It is recommended that the several Instructors daily lead in a devotional exercise; and it is expected that suitable attention be paid by them to the morals of those under their charge, that they be instructed in the principles of Religion, as well as the various branches of human literature, suitably adapted to their age and standing.

"II. As the Scholars are divided into Classes, it is recommended that the following books be made a part of their studies, viz.

"*For the 4th Class.* — Child's First Book, and Mrs. Barbauld's lessons.

"*For the 3d Class.* — Temple's Child's Assistant, Perry's Spelling book (new edition), Bingham's Young Lady's Accidence, the New Testament, and Bingham's Geographical Catechism.

"*For the 2d Class.* — Bingham's Columbian Orator, Morse's Abridgment of Geography, and the Bible.

"*For the 1st Class.* — Temple's Arithmetic, Miss Hannah Adams' History of New England, and the Bible. Also, the American Preceptor, and the book directed by the General Court to be used in Schools. For the more advanced, Pike's or Walsh's Arithmetic, or President Webber's Mathematics.

"III. Should it be found desirable that any other book or books than those above named should be introduced, the assent of the School Committee shall be first obtained.

"IV. A part of Saturdays shall be spent in the recitation of the Catechism; and the master shall hear the Children in that Catechism which they shall severally bring with a written request from the Parents; and they shall repeat, also, Hymns, or other lessons tending to promote Religion and Virtue, at the discretion of the master.

" V. As to School hours, there shall be spent three hours, at least, in the school, each half day ; and the several School Masters in the town are allowed the forenoon of all town meeting days for the choice of public officers ; the afternoons of Saturday and Sacrament Lecture days, and those in which there is a public Catechizing ; and two Election days, the Fourth of July, Commencement day ; and if either of the Masters have any Scholar to offer to the College at Cambridge, he shall have liberty to attend to that business.

" VI. Children are not to be admitted to the Schools till they are able to stand up, and read words of two syllables, and keep their places.

" VII. To prevent misconceptions between the School Masters and the School Committee, it is agreed, that if dissatisfaction should arise in either party, or if the Instructor, from other motives wishes to retire, three weeks' notice shall be given by either party for the discontinuance of the School.

" VIII. The teacher, for the stipulated sum agreed on, is to make out his bill quarterly for payment.

" IX. In case of vacancy in the instruction of either of the Schools, it shall be the duty of that one of the Committee, and of the Minister in whose ward it shall happen, to provide a new Preceptor.

" X. It is recommended to the Town, that in future, the School Committee be chosen by written votes."

First passed August 26, 1805 ; and with amendments and additions, June 27, 1810.

The little one has become a thousand. In 1849 names were assigned to the several schools in the town. At that time they were called the Everett School, the Mather School, the Adams School, the Gibson School, the Winthrop School, the Eliot School, the Norfolk School, the Washington School, the Neponset School, the Bowdoin School, the Maverick School, and the Butler School. These have undergone various changes, until now we have the Dorchester-Everett,

the Gibson, the Harris, the Mather, the Minot, the Pierce, the Stoughton, and the Tileston, with the various Primary schools which feed them. The High School was established in 1852. William J. Rolfe was the first principal, and remained four years. He was followed by Jonathan Kimball, who held the position nine years. He was succeeded by Elbridge Smith, who has presided over the school with dignity and grace for twenty-four years. He graduated at Brown University in 1841; was master of the celebrated Free Academy at Norwich, Conn., from 1856 to 1865, and before that achieved signal success as the master of the Cambridge High School.¹ For nearly half a century he has been one of the most thorough and accomplished teachers of New England. He certainly has few superiors in the country in his knowledge of English literature and skill in teaching it.

Thirty years ago the amount of money appropriated by the town for the public education of each child between the ages of five and eighteen was \$13.18. Dorchester was then the third in the Commonwealth in the amount of money per child expended for school purposes, — only Nahant and Brookline expending more.

Among the earliest text-books in the schools, the foremost place was occupied by the New England Primer. The youngest pupils were taught *their letters* from a single leaf of coarse paper, with the alphabet and Lord's Prayer printed upon it, and which was pasted upon a thin piece of board, and covered over with horn to keep it from soiling. The horn being transparent, the letters could be seen through it. This was called a "horn-book."

The elder Deacon Humphreys (the grandfather of Richard C. Humphreys, now an honored member of the Boston School Board) used to say that when he was in what is now the Mather School, between 1759 and 1767, there were three classes in the school. The lowest was called the "Psalter

¹ From 1847 to 1856.

class;" the next, the "Testament class;" then the "Bible class." The members of the "Bible class" were required to read about two chapters at the commencement and at the close of the school, to spell the words contained in these chapters, and to write and cipher. There were no other books used in the school until about 1765, when Dilworth's Spelling Book and Hodder's Arithmetic were introduced. Noah Webster's famous spelling-book was not published till 1783. In the matter of text-books and supplementary books and various aids and appliances, we have certainly gone far beyond the fathers. In the broadening of the curriculum, and the attempt to introduce a little of everything into the schools, we may possibly have gone farther than is wise.

It was Edward Everett, a former pupil of the Mather School, who, in his famous oration, delivered in 1856, at the dedication of the new building for the Dorchester-Everett School, used the following language:—

"I hold, sir, that to read the English language well, that is, with intelligence, feeling, spirit, and effect;—to write with despatch a neat, handsome, legible hand (for it is, after all, a great object in writing to have others able to read what you write), and to be master of the four rules of arithmetic, so as to dispose at once with accuracy of every question of figures which comes up in practical life;—I say, I call this a good education; and if you add the ability to write grammatical English, with the help of a very few hard words, I regard it as an excellent education. These are the tools;—you can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little philosophy, a little physiology and a little geology, and all the other *ologies* and *osophies*, are but ostentatious rubbish."

Probably there never has been a time hitherto in the whole history of the world when so much of the best thought has been given to the principles and methods of education of

youth as is now given to this subject in our country. We are just beginning to learn something of the fundamental principles of pedagogy. We are now beginning to acquire some knowledge of the applications of psychology to the development of the young mind. We are now, in this country, just beginning to lay the foundations for a new profession, which may yet be considered the foremost and most important of all professions, — the profession of teaching. Some of the newer portions of our great Republic are perhaps making greater progress than the older sections. It is certainly important for us who to-day represent the oldest of our American civilization, to see to it that we keep in the van, not lagging behind or allowing others to surpass us. The ancient town of Dorchester held a high rank for intelligence, thrift, and enterprise among the early settlements of New England. Its schools early gave it a prominent position. It is to-day a part of the great city of Boston, — one of the most beautiful sections, — diversified in landscape, beautiful for situation, the garden of the city. Its inhabitants are distinguished for intelligence, learning, public spirit, and high character. They should be proud of their history. They should revere the memory of the fathers. They should cherish as the apple of the eye their system of excellent public schools. Let the time never come, let the day never dawn, when they shall hold any other earthly interest in higher estimation than the education of their youth.”

At the conclusion of the address of Mr. Mowry, the choir sang Rossini's “ Night's shade no longer.”

It was expected that Mr. Hezekiah Butterworth would be present to read the poem prepared by him for the occasion, entitled “ The Mary and John in Dorchester Bay ; ” but being called suddenly away to the Pacific Coast on the morning of the celebration, the poem was read by Professor George W. Blish, of Dorchester : —

THE MARY AND JOHN.

It was Thanksgiving Day, and the sea-meadows lay
 In long russet curves 'round old Dorchester Bay;
 The sturdy oak mansions had opened their halls,
 The chimneys had smoked on the Mystic and Charles,
 And Grandfather Minot looked out on the sea —
 The last of the Dorchester Pilgrims was he —
 And he leaned on his cane, and he said, "They are gone,
 The Pilgrims who sailed on the 'Mary and John,'
 That old Thanksgiving Day,
 Into Dorchester Bay."

On the settle he sat, and gazed on the sea,
 And questioning Thankful stood there at his knee;
 The blue-birds had gone from the gentians blue,
 And white clouds of gulls o'er the white waters flew.
 "Go, Thankful, and bring me the Bible," he said;
 And then, where the Israelites murmured, he read,
 Then gazed on the sea. "They are gone, all are gone,
 The Pilgrims who came on the 'Mary and John,'
 That old Thanksgiving Day,
 Into Dorchester Bay."

"The Israelites murmured for Egypt," he said.
 'Gainst his locks, silver white, pressed a golden-tressed head,
 And he read the blue eyes, and some strange stories told
 Of Massasoit's feast on the Thanksgiving old;
 Of the Psalm Day for Lützen; then gazed on the sea —
 "They longed for the bondage of Egypt," said he,
 "And looked back to the past. They are gone, all are gone,
 The Pilgrims who came on the 'Mary and John,'
 That old Thanksgiving Day,
 Into Dorchester Bay."

"Fifty times, Father Minot, you say you have seen
 The white islands change into islands of green;
 Fifty times in the elms seen the orioles' wings,
 And heard the red woodpeckers number the springs.
 I love the strange tales of the Pilgrims of yore,
 And of those who first landed on Dorchester's shore.
 How they sang on the sea! They are gone, all are gone,
 The Pilgrims who sailed on the 'Mary and John,'
 On that old summer day,
 Into Dorchester Bay."

" I, too, love the places where good has been done,
 For the field blossoms long that has victory won;
 I love old Point Allerton's headlands of pine,
 And the oak-shaded beaches that Dorchester line.
 'Twas there, off the Bay, on summer's first morn,
 That our anchor was dropped from the ' Mary and John,
 Near yonder green isles. They are gone, all are gone,
 The Pilgrims who came on the ' Mary and John,'
 On that fresh summer day,
 Into Dorchester Bay.

" The western winds blew through horizons of calm,
 And sweet o'er the waves rose young Maverick's psalm's;
 There dropped the white sails, and the anchor was cast,
 And we knelt down to God round the motionless mast,
 And our thanksgiving made, and psalms followed the prayer,
 And the birds sang with us on the spars in the air.
 'Twas our Thanksgiving Day! They are gone, all are gone,
 The Pilgrims who sang on the ' Mary and John,'
 With the land birds that day,
 In old Dorchester Bay."

" But, grandfather, listen: The islands turned gray,
 And the north winds came down, and the ice filled the bay;
 Of food there was little; the women lay low
 With fever and hunger; men wandered through snow
 To buy from the Indian a bushel of corn;
 And returned not the sails of the ' Mary and John.'
 And what did you then? They are gone, all are gone,
 Who sailed 'neath the flag of the ' Mary and John.'
 What did you that day,
 By drear Dorchester Day?

" You know that the sad heart turns homeward in pain,
 That murmured the Hebrews for Egypt again,
 And I have a question to ask of you here,
 On this to our homes and old memories dear:
 Did my mother whose grave now the gentians enfold,
 E'er long for old England, and Dorchester old?
 And did you ever murmur, as those who are gone,
 Who sailed on the deck of the ' Mary and John,'
 From the home lands away,
 Far from Dorchester Bay?"

“ I am glad that you asked me that question to-day,
 And my lips shall speak truly by Dorchester Bay.
 A true life has no secrets, but open it lies,
 As the lips of the sea and the smiles of the skies.
 No; the dark winter's passed and the snow changed to dew,
 And the blue-birds sang sweet 'mid the violets blue,
 And they never looked back, those pioneers gone,
 They never looked back for the ' Mary and John.'

In life's darkest day
 By lone Dorchester Bay.

“ All places are pleasant where good has been done,
 Where freedom and faith have their victories won,
 And your mother was thankful for that summer day
 That brought us, the Pilgrims, to Dorchester Bay.
 'Twas she named you Thankful, one white winter morn;
 May you never look back for the ' Mary and John! ’”
 His tears fell on her hair. “ They are gone, all are gone,
 The Pilgrims who sailed on the ' Mary and John.’

That first Thanksgiving Day,
 Into Dorchester Bay.”

They gazed on the sea, and the white gulls flew by,
 And the twilight of fire left to ashes the sky,
 The woods were all silent, the voiceless winds stayed,
 Till the bell of Neponset rang out o'er the shade,
 And solemn and slow was the bell's mellow tone;
 On the still air resounded each stroke, deep and lone,
 And its voice seemed to say, “ Gone, gone, all are gone;
 Gone the Pilgrims who sailed on the ' Mary and John.’”

As its tones died away
 Over Dorchester Bay.

Oh, let us be thankful for heroes like these,
 Who warred with the storms on the land and the seas;
 Whose faith, overcoming the world and its guile,
 Ne'er turned from its course to life's palm-shaded Nile;
 Who held that the hopes of the future outshone
 The treasures of fortune, the smiles of the throne.
 Give thanks for such men on the Thanksgiving morn,
 Such heroes as sailed on the “ Mary and John.”

Let the bells ring to-day
 Around Dorchester Bay.

The CHAIRMAN. — The Commonwealth of Massachusetts, ever watchful of the interests of education, has placed the chairmanship of her Board of Education in the supreme executive magistrate, and it was expected until yesterday that His Excellency the Governor would be present on this occasion of congratulations; but in place thereof he has sent the following letter: —

BOSTON, June 18, 1889.

Mrs. EMILY A. FIFIELD, *Boston School Committee, Boston, Mass.*: —

MADAM, — I have your favor of the 7th instant, and it would give me pleasure to accept the invitation thereby conveyed, to attend the celebration of the two hundred and fiftieth anniversary of the opening of the first public school in Dorchester, on the afternoon of the 22d instant, but the condition of my health is such that I must decline the same.

In all matters that relate to education I take a deep interest, and it is eminently fitting that so significant an anniversary should be properly commemorated, as I am confident it will be.

I am yours very respectfully,

(Signed)

OLIVER AMES.

Letters were also received from the Hon. J. W. Dickinson, Secretary of the Massachusetts Board of Education, and from Rev. Henry M. Dexter, D.D., as follows: —

BOSTON, June 21, 1889.

Hon. CHARLES T. GALLAGHER: —

MY DEAR SIR, — It would give me the highest pleasure to be present at the two hundred and fiftieth anniversary of the first public school in Dorchester, but an important engagement will prevent.

One of the most memorable events in the history of the Commonwealth is the establishment, for the first time in the world, of free public schools supported by a general tax. The early colonists seemed to have had an intuitive idea that a free State and free public schools hold the relation of dependence on each other. They had no sooner come to land which they had chosen for their new home, and had provided for their immediate physical wants, and had erected their simple places of worship, than they established schools for the free education of all the children. Ever since that day the public school and the church have contributed each its peculiar educating power in promoting the welfare of a free people.

Dorchester may well be proud of having organized the first free common school supported by a common tax, and of having chosen Mr. Howard and Deacon Wiswall and Mr. Atherton to be the first town Common School Committee known in the history of the race.

May the public schools of Dorchester continue to be the pride of her people and the objects of her perpetual care.

I am truly yours,

(Signed) J. W. DICKINSON.

1 SOMERSET STREET, June 21, 1889.

HON. CHARLES T. GALLAGHER, *President of the School Board*: —

MY DEAR SIR, — With many thanks for the courtesy of an invitation to the very interesting services to be held at Dorchester, I am reluctantly obliged to decline the same because of an engagement previously made which I am unable to put off.

Respectfully,

HENRY M. DEXTER.

The CHAIRMAN. — It has been the policy of the State of Massachusetts. in the establishment of school boards in cities, to provide that the mayor of the city shall be chairman of the School Board. Such is the case through most of the cities of the State, and such was the case in the city of Boston until within a few years past, until the duties of the executive increased to such an extent that the Legislature in its wisdom thought proper to relieve the Mayor of many of the details of his work; and since the enactment of the new charter of the city of Boston, the Mayor has ceased to be a member of the School Board; but with that interest in educational matters that has always characterized those who were his predecessors in office, he has always maintained a warm personal interest in the public schools, and comes to-day to bring the congratulations of the city of Boston on this festival occasion. I have the honor to introduce to you Hon. Thomas N. Hart, Mayor of Boston.

The Mayor made a brief address, thanking the committee for their invitation, and said that he was always ready and willing to do everything for the benefit of the schools, and hoped the City Council would pass the order to purchase the needed school-sites.

The CHAIRMAN. — I take pleasure in introducing to you Edwin P. Seaver, A.M., Superintendent of the Schools of Boston, the executive head of the School Department, and in addition to that “the brains and right arm,” as it were, of the School Board. He was formerly a professor in Harvard University, that institution which furnished a long list of masters for many consecutive years to the school whose establishment we are celebrating. Mr. Seaver came to the Boston schools from there, and was for several years head-master of the English High School, and later for several years Superintendent of Schools.

ADDRESS OF SUPT. EDWIN P. SEAVER.

As a descendant of an old Dorchester family I feel that I may have a double right to join in the congratulations of this hour. My words must be brief, and they shall take the form of a corollary or appendix to what Mayor Hart has said. His Honor has justly emphasized the importance of making adequate, even generous, appropriations for the support of the public schools. In deciding, as he must decide under the tax-limit and the debt-limit laws, where curtailment of the city's expenses must fall, he is understood to be of the opinion that the schools should be the very last to suffer from the financial pruning-knife. A new street, a new bridge, a new park may be postponed for a while; but the education of our children cannot be postponed. The support of the schools must be unremitting; and it must increase steadily as our population increases, or as it migrates from one quarter of the city to another. We cannot say, this year being financially hard-pressed, we will support fewer schools, and the deficiency we will make up in some future more prosperous year. Occasional deprivation of support the school system cannot bear; and the reason is obvious. While we have listened to the very interesting historical review of the schools of Dorchester which Mr. Mowry has given us, what idea has formed itself more dis-

tinctly in our minds than this: that the school system of Dorchester, or of Boston, or, indeed, of any community, is the fruit of a long process of growth, and not a thing which may be built up or torn down in a day. Now, precisely because our school system is a live and growing thing, and not a manufactured article, does it require unremitting attention and a steady supply of that which gives it life — money.

As to the present condition of our schools, I may say that practically all the children in the city of school age are in school, as much, at least, as the law requires, which, as we know, is twenty weeks a year, from the age of eight to fourteen. I say practically all the children are in school; for the amount of illegal non-attendance has, by careful investigation, been found to be insignificant — only a few hundreds in a census of seventy thousand children. All our children, then, are in school, and seven-eighths of them are in the public schools. Again, our children stay in school much more than the law requires, — stay so long that a large proportion of them reach the upper classes.

There is no large city in the whole land which surpasses Boston in these two respects: first, the large proportion of its population daily attending the public schools, and second, the large proportion of those in attendance who are found in the upper classes of the Grammar Schools and in the High Schools. Outwardly, then, our schools show every indication of healthy growth. On the part of the municipality there has been in the past no parsimonious spirit shown in their management. We feel confident that no such spirit will appear in the future.

But even more cheering to our hearts are the tokens of the strong hold which our schools have on the affections of the people. Those now in adult life, who have received the training of our Primary and Grammar Schools, recognize in that training a source of their present blessings.

And should our schools ever need to be defended against unfriendly assailants, — which Heaven forbid, — no more devoted defenders will be found than the graduates who realize how much the schools have done for them. Surely it is most auspicious that our schools should be so deeply rooted in the grateful love of the whole community. May it ever continue so !

THE CHAIRMAN. — It was expected that Samuel Eliot, LL.D., who has been with us to-day, would speak, but he has been obliged to leave early on account of a previous engagement.

I take pleasure in introducing to you Rev. Father Ronan, of St. Peter's Church and parish, located on Meeting-house Hill. A Boston public school boy, interested in the cause of common schools and public education, and representing a people who, from their adoption of this country as their home, have received and appreciated the benefits of the common school system and freedom of civil and religious liberty.

ADDRESS OF REV. PETER RONAN.

After listening to the very thoughtful, exhaustive, and instructive discourse of the historian of the day, little remains to be said.

The graduating exercises of a school are always interesting, not only to the parents and immediate friends of the graduates, but to the general public as well.

Besides affording us an opportunity of judging the quality of the work of teacher and pupil during the school year, those exercises bring our thoughts back to our own school days when we, too, like the scholars before us, vied with each other for intellectual honors, and put forth our best efforts to obtain our diplomas.

The Commencement Exercises of the Dorchester schools, while always interesting, are especially so to-day, when we commemorate the two hundred and fiftieth anniversary of

Dorchester's first school, and the pioneer in the long line of free public schools in this country.

On this very pleasant occasion, we find ourselves reviewing history which reflects much credit upon the old town of Dorchester. Two hundred and fifty years ago the first settlers of this town, notwithstanding their great trials and numerous struggles such as fall to the lot of few men, found time to establish here on Meeting-house Hill a school for the instruction of the youth. The spirit of wisdom and forethought which filled the minds of the first inhabitants of Dorchester has, it seems to me, greatly animated the heart of this nation ever since on the question of education.

Almost from the time of the first settlement of Dorchester the school-house has been a favorite structure in our midst, and I hope the day will never come when it will cease to be popular, or the people refuse to support it in the most magnificent manner.

While we may differ in our ideas and judgments regarding some of the important questions of the times, there is, however, one great subject upon which we all agree, one platform upon which we stand, and from which we proclaim, that the children of this country shall and must be educated up to that standard which good citizenship demands.

This course of policy is both wise and necessary for us, because experience has clearly shown that next to sound morality, the welfare of a nation largely depends upon the intelligence of her people.

As citizens of Dorchester we naturally take a just and special pride in to-day's celebration, and will carry away with us pleasing recollections of it. Before concluding, I wish to congratulate the present graduates upon the time and occasion of their graduation, and I sincerely hope that they will prove worthy successors to the long list of distinguished scholars who have gone forth from the Old Mather School.

The CHAIRMAN. — My first remembrance of a schoolmaster was the mention by my parents of their old schoolmaster, Mr. Vose, who taught on the upper road in Dorchester when they were children, and although Master Vose is no longer with us, we have one whose experience as an instructor of youth dates back to his time, and who was for many years a teacher in Old Dorchester, and afterwards in Roxbury and in Boston, and who has been for several years past a valued member of the Board of Supervisors of this city. Before the reorganization of the School Board (when their number was reduced from seventy-two to twenty-four members), the examination of teachers and pupils as to qualifications and promotions rested almost entirely with the individual members of the School Board; but with the march of progress, with the annexation of territory to the city of Boston, and with the increased needs of the schools, it was thought proper to employ a board of educational experts, and the Board of Supervisors was established, as a supplement to the legislative work of the School Board, of invaluable assistance to its members, and without whose advice the School Board would oftentimes be at a loss to pass upon educational questions coming before them, and I take pleasure in presenting as a representative of that board in charge of the Dorchester schools, Mr. John Kneeland.

ADDRESS OF MR. JOHN KNEELAND.

In reaching back along the line of succession of masters of the Mather School, the Committee of Arrangements could get hold of no one who was before my time; so I suppose they want me to be the connecting link between the past, that has been brought so vividly before us by the orator of the occasion, and the present.

When I was given charge of the Mather School, in 1852, I thought that I had been lifted up into Paradise. I thought then, as I think now, that there is hardly a more beautiful spot on the earth for a school than Meeting-house Hill.

The present Mather building is but a few years old. Its immediate predecessor, now used for primary classes, was

dedicated Sept. 4, 1856. The building in which I served preceded that. It was two-story, having one school-room, with an anteroom, on each floor. The lower room was occupied by the Primary pupils, and the upper by the Grammar. There were three teachers in all and about one hundred and thirty pupils. Now there are in the Mather district nineteen teachers, and but few less than a thousand pupils.

But it is not simply the teachers of the Mather School who are the successors of the Rev. Thomas Waterhouse; all the other teachers of Dorchester are in the line of descent. Their schools are all branchings from the parent stem. So this occasion is theirs; and it is only in a special sense that the master of the Mather School continues the royal line. It is, therefore, especially appropriate that all are brought together on this occasion.

I have always remembered with pleasure the admirable manner in which the schools of Dorchester were managed by the School Committee. The Board consisted of business men and scholarly men, and the work was divided among them according to their particular taste and ability. Nothing was neglected. The plan and methods of examination were excellent. One member examined all the schools in reading twice a year; another member, in grammar; another, in arithmetic, and so in other studies. I have not known, in my experience, schools more thoroughly examined. I cannot refrain from mentioning some of these men to whom Dorchester owes so much, because of their advancement of its educational interests: Rev. Nathaniel Hall, for some years chairman of the Board; Rev. Thomas B. Fox, and Rev. James H. Means, active members; Increase S. Smith, former preceptor of Derby Academy, in Hingham; Ebenezer Clapp, to whom much is due for those records that have been so freely quoted to-day; Dr. John P. Spooner, who for many years looked out for the material interests of the schools;

William D. Swan, for many years a noted Boston master, and very influential in town affairs. The mentioning of his name brings to mind a whole regiment of Swans; for Dorchester had several families of Swans, and every family furnished able teachers. All were actively interested in the Dorchester schools. Though not on the School Committee, Dr. Edward Jarvis and Samuel Downer, Jr., should not be forgotten. The former, at the request of Horace Mann, prepared an excellent work on physiology for common-school use, and was a sort of pioneer in hygienic study; the latter was always an earnest advocate in town-meetings for liberal appropriations for school purposes.

Allusion has been made to the pay of the early teachers. Not till 1711 did it reach forty pounds, -- and then by the help of the Stoughton fund. Whether any master was able to become "passing rich on forty pounds a year," the record does not state. But I can testify that one master was able to keep poor, thirty-five years ago, on a hundred and forty pounds a year. Instead of the twenty pounds received by Rev. Thomas Waterhouse, the pay-roll of the teachers of Dorchester is now more than twenty thousand pounds a year.

I want to say to my young friends that I began to teach in the Mather School on the 13th of July. How could that be, do you ask? We are now in June, and your vacation has already begun. Is it possible that a school was ever in session so late in July? Yes; and the school kept all through July and well into August, for the summer vacation then was the three weeks preceding the first Monday in September. I am glad to show myself to the teachers as evidence that a man can live on a vacation of only three weeks. But it had not been many years that the Dorchester schools had enjoyed so liberal a vacation as that. A member of the School Committee stated to me that when he was a boy he attended school on the lower road. The committee came in twice a year to examine the school. At the close of the ex-

amination, the chairman, Dr. Harris, would say, "Scholars, you have done well. The committee are pleased with your behavior and recitations, and, as a reward, will give you a holiday." That was the vacation of seventy-five years ago, and I have no doubt it was exceedingly enjoyed.

The number of studies pursued in the schools has also been referred to. I want to show my young friends this text-book. It was used in a large town of this State — not Dorchester — just one hundred years ago. What would you say, if, instead of the long list of books you have worried through in school, you were obliged to have only this one? It is a small book of about one hundred and sixty pages, called the "Youth's Instructor in the English Tongue." Spelling, reading, language, and arithmetic were all taught from this book. What a luxury it must have been to go to school! No wonder vacations were of so little account.

This is a great day for you, my young friends. You will remember with pride that you received here, under this canvas, your diplomas, on the two hundred and fiftieth anniversary of the founding of the free schools of Dorchester. Though you are graduates of so many different schools, you are the latest outcome of that free school that opened under the Rev. Thomas Waterhouse. You will value these badges you are wearing, and will preserve them with care. Who knows but some of you, your locks silvered by the touch of Time, will come up here fifty years hence to meet the graduating classes of that day, and join with them in celebrating the three hundredth anniversary. But whatever the length of your lives, and wherever spent, remember that as graduates of this year, as a conspicuous part of this celebration, it is especially incumbent upon you to show the great worth of this system of free schools, by your manifestation of faculty, appreciation of skill and learning, and interest in whatever makes for good; and, to sum up all, by your downright manliness and womanliness of character.

The CHAIRMAN. — My first remembrance of a School Committee man was as a pupil in the Grammar School in South Boston, when one day the master of the school told the boys to close their books and listen to some remarks by a member of the School Board, and he introduced a gentleman who comes to us to-day from one of the great, busy, thriving cities of the West, where he is now engaged in mercantile business. He was for many years a resident of your town, and for several years a member of the Boston School Board, where his reports and orders, culminating in a revision of the rules of the Board, stand as a monument to the zeal and efficiency of his work. His reputation is national under the name of "Oliver Optic," and his reputation here is well-known as William T. Adams.

Mr. Adams spoke briefly, congratulating the pupils on the day and their appearance, and expressing his pleasure in being present.

The CHAIRMAN. — It gives me pleasure to introduce to you Mr. George B. Hyde, who fifty-three years ago taught on this spot, and who since that time has been master of schools in Dorchester, Roxbury, and Boston, and for many years subsequent to his teaching has been a member of the Boston School Committee, and whom the city of Boston and the School Board have honored by placing in imperishable stone a monument which bears the name of the "Hyde School."

ADDRESS OF MR. GEORGE B. HYDE.

In March, 1836, fifty-three years ago, I was appointed master of the school on Meeting-house hill by the committee, two of whom were Rev. Dr. Harris and Rev. Dr. John Codman. The school-house was a one-story, one-room, brick building. The salary then paid the masters was \$400, a year of forty-eight weeks, and I taught two evening schools a week without extra pay. Now the salary is \$2,880 for about forty weeks, and the evening schools are kept by other masters at a separate charge. Then the parents were expected to provide all books and other articles required by

the pupil; now all is supplied free if desired. Now the schools are greatly aided by laws compelling regular attendance, but in former times, and not beyond the memory of our older masters, the teacher depended on his ability to impress upon the pupil the advantages of the education which was then offered. I remained here but six months before finding a more lucrative situation; but while here I devoted my whole energy to my school. Had I not kept up my interest and acquaintance with the schools, it would be impossible for me to realize the changed condition of things. Yonder beautiful and commodious structure but gives expression to the wants, expectations, and opportunities of the time, and if these are met, our public schools will prove our safeguard and our greatest blessing.

The CHAIRMAN. — It gives me pleasure to introduce to you Mr. Charles Carleton Coffin, known throughout the country as the famous war correspondent and journalist, "Carleton." He is one who has ennobled the literature of his country by his patriotic and educational productions, who has always been interested in the cause of education, and was for a number of years one of the most valued members of the Committee on Education of the Legislature of the State.

ADDRESS OF CHARLES CARLETON COFFIN.

I doubt if the good people of Dorchester when they established a school upon this spot so long ago, who made it a school for rich and poor alike, had very much conception as to what a power it would be in the body politic in after years: — how this idea would grow, and broaden, and permeate the community. The common school of New England has been a great educating, uplifting force, and as I look out over this audience — these faces so radiant and benign, illuminated at this hour by the ceremonies of this occasion, by the thoughts that have been stirred within — one might

almost say that the common school has brought forth on this western continent and in this free, intelligent community, the consummate flower of civilization.

Never has there been a better illustration of the truth that knowledge is power than during the late war for the preservation of this government of the people. In the common school the soldiers of the armies of the Union were educated. The Southern States had no such schools. No armies were ever marshalled surpassing or equaling in intelligence those that stood in solid ranks beneath the stars and stripes. Some one has said that their weapons were "thinking bayonets." Certain it is that the soldiers on the march, by the bivouac fire, as in the whirlwind of battle, comprehended quite as clearly as Cabinet ministers or Senators, the meaning of the gigantic struggle:—that it was brought about by the slave propaganda, and that the conflict must go on till that which caused it was swept from the Republic. In the common school they learned to think for themselves. No other institution of the land has had greater transforming power—for under it the boy born in foreign lands becomes, in thought and feeling, an American citizen. To him the stars and stripes becomes the brightest banner of all the ages. For it he is ready to lay down his life.

It was at Cold Harbor, where the ground was strewn with Union dying and dead. Seven thousand cut down by the hot-blast blown from the Confederate trenches. Among the thousands was an officer whose birth was beyond the Atlantic, but who had in his boyhood become a citizen of the Republic. The dews of death were upon his brow. "Bring me the dear old flag, that I may behold it once more," he said, and grasped its crimson folds, pressed them to his lips in a long, affectionate kiss, as if it were the fair cheek of wife, or maiden, or betrothed, laid the starry field of azure upon his breast and held it till the pulseless fingers loosened and his glazing eyes closed to earthly scenes.

So died Captain O'Neil, born beyond the sea, transformed by the power of the public school into a lofty citizenship, not of Massachusetts alone, but of the great Republic.

Such the transforming, energizing power of this beneficent institution, established by our fathers, whose act we commemorate to-day.

The CHAIRMAN. — The success of this occasion and these exercises is due entirely to the Dorchester committee, the Ninth Division, as we call it, of the School Board. Dr. Liberty D. Packard, of that committee, has been prevented by illness and absence from taking any active part in the preparations, although he is with us to-day, and has by his counsel and advice assisted on the occasion. You will hear later in the day from your much-beloved and esteemed chairman, Mrs. Fifield, of that committee. You have already heard from Dr. Mowry, of that committee, in his elaborate, eloquent, and exhaustive historical address. You see about you, in the decoration and preparations for your comfort and convenience, the active work of Mr. Walsh, of that committee; but for appropriate representation of everything connected with the occasion, there is one member of that committee who embodies in himself almost all the traditions and associations of the town of Dorchester, and all of whose ancestors, as far as I have been able to learn, came over on the "Mary and John." He has always been actively interested in Dorchester's welfare and her institutions; in none more strongly than in matters of education, and particularly the development and education of youth; he has devoted his entire time for the past several weeks to making this occasion a complete success, and I take great pleasure in presenting to you Mr. Richard C. Humphreys, of the Boston School Committee.

ADDRESS OF MR. RICHARD C. HUMPHREYS.

When I accepted the invitation to speak here to-day, I expected to be able to present something that would be of real value, as well as add interest to this occasion, for I hoped to find a paper prepared by the late Deacon Ebenezer Clapp,

the historian of Dorchester, of whom it would not be an exaggeration to say, he knew more of the history of this first free public school than any person now living. This paper was prepared for the dedication of the Mather School, but it was not delivered, and has been seen only by a few personal friends, but I have not been able to find it. I am, however, happy to stand here to-day, if for no other reason than to mention the name of Ebenezer Clapp in this presence. What an interest he would have taken in this celebration! He was a real antiquarian, possessing the true spirit of the historian, with a pure love for ancient research, and with the good qualities of the Puritan without his proverbial harshness. I can see him now, his face lighting up as he argues with some sceptical interrogator who says, "Are you *sure* this was the first free public school in America?"

"*Sure*, certainly I am, not only that it was the first free public school supported wholly by voluntary taxation of the people in this country, but in the whole world."

Another name which all the old residents of Dorchester will recognize is that of William D. Swan. Born within a few feet of the spot where stood the first school-house, he spent most of his life on Meeting-house Hill. Thirty years ago he was one of the most prominent educators in this country, a noted author and publisher of school-books, a teacher in one of our Dorchester schools, afterwards a principal of one of the Boston schools, a brother of the present principal of the Winthrop, and of a former principal of the Phillips School.

My friend, Dr. Benjamin Cushing, told me a few days ago a pleasant incident that occurred in Virginia during the late war. As he was on his way to the hospital he saw an aged colored man sitting by the side of the road, very intently reading, or looking at the pictures in a book. His curiosity was excited to know what kind of a book this negro was so much interested in, and he stepped up to him, and found to his astonishment it was "Swan's Primary School Reader."

We were glad to see on our platform to-day a man to whom we are indebted for the conception of this celebration. I refer to Edward Southworth, the principal of the Mather School, who, after a serious illness, was able to be with us for a short time. I know I express the feeling of his class, yes, of every member of his school, both teachers and scholars, of the School Committee, and his many friends here present, when I say we hope and trust he will soon regain his usual health and strength, and return in the fall to his post as principal of the Mather School.

There is another name that should receive honorable mention here. I am surprised that it has not already been referred to; a name that should be as familiar to every graduate of our Dorchester schools as those of their own household. I refer to Christopher Gibson, the man who, in 1680, gave to the town of Dorchester twenty-six acres of land for the benefit of her public schools. I am glad of an opportunity to impress upon these graduates that they owe him a debt of gratitude and respect. Yes, we all, every person who ever attended a Dorchester school, should bear his name in mind with pleasant and thoughtful remembrance. Just think for a moment of the books of reference, the philosophical instruments, the many little extras which the Dorchester schools have had from the income of the Gibson fund, which the other Boston schools have not had. And, perhaps, not the least of the pleasure some of you may have received from this man's kindness has been the base-ball ground in the Gibson field which you have used.

In looking over a memorandum-book of my grandfather — who died in the year 1845, at the age of ninety-two, and whom I remember very well — I found the following: "I often went up on to Meeting-house Hill to the big rock which stands a few rods north-west of the meeting-house, to see and to show others the ruins of the first school-house."

And now let us contrast in our minds that first school-house,

or, perhaps, the second, of which we have a better description, with the school-houses of to-day, and especially with the Boston English High and Latin School building. In 1694 the town of Dorchester contracted with John Trescott (the record does not state how many bids were put in for this contract, but it does say that the contract was made with this man) to build a school-house, twenty feet long by nineteen feet wide, for the sum of \$107.36. Just think for a moment! A whole school-house complete for \$107.36 — not much chance for a “job” *there* for the town officers. This was a low, one-story, pitched-roof, one-room building, not so large as one of our ordinary school-rooms. On three sides of the room a board was fastened for the boys to sit on, and in front of this a bench, and on the other side of the bench another raised board, so that the boys had to face each other while studying. (The record does *not* say the boys never whispered or poked each other under the bench.) The other end of the building was nearly all taken up in doorway, and fire-place so large that a five-foot log could easily be burned in it.

I am glad that the contrast is so favorable to the schools of to-day. And all the city of Boston asks of you, my young friends, is, that you appreciate and make a good use of the advantages which they so willingly give.

At the close of Mr. Humphrey's address the choir sang “America.”

The CHAIRMAN. — In the history of Boston and in the history of the advancement of women in higher education and the various spheres of usefulness which she now occupies, there is no one who takes a higher rank than one whom we have with us to-day, who has devoted her energies, her time, and experience in preparation for this event; who has been for many years the representative of the old town of Dorchester in the School Board of Boston, and who by her strength of character, amiability of disposition, educational attainments, and devotion to the interests of the young, has become endeared to the hearts of teachers, parents, and pupils,

and has won the admiration and respect of all her associates on the School Committee. She needs no introduction to a Dorchester audience, but I have taken the liberty of introducing her so that I might express the sentiments of my associates on the School Committee, and the appreciation of her great worth to us as an associate member. I take pleasure in presenting Mrs. Emily A. Fifield, chairman of the Dorchester Division Committee.

ADDRESS OF MRS. EMILY A. FIFIELD.

The pleasure with which we celebrate this anniversary is mingled with a good deal of pride. That the work undertaken by those wise and far-seeing men, who believed in the value of learning and the diffusion of knowledge, has continued without interruption and without stint for two hundred and fifty years, is cause for satisfaction and gratitude.

That our public school system is as vital to our country as life itself is evident. It is, therefore, with varied emotions that we present to you the graduating pupils of Dorchester as evidence of the mighty proportions to which the first small undertaking has grown.

To the graduates. — To make every school-boy and every school-girl a true American citizen is the high purpose of our schools, and what greater inspiration could you have than the history to which you have listened to-day? If you have not before realized the full meaning of those banners under which you stand, the names of Tileston and Stoughton, of Gibson and Minot, of Harris and Pierce, of Everett and Mather, must surely hereafter be incentives to the highest aims and aspirations.

As Boston, with great generosity, continues the work begun here so long ago, and gives you advantages unequalled by any other country in the world, it is for you, by public usefulness and personal character, to sustain the principles of free thought and free education that are commemorated to-day,

and to be sure that no act of yours shall sully the brilliant record of the past.

You have finished the Grammar School course with credit. By diligence and faithfulness you have earned the approbation of your teachers and the congratulations of this vast assemblage of admiring parents and friends, and it is with great pleasure that the School Committee present to you these testimonials of Boston's love and pride, wishing you all success and prosperity, and feeling sure that you will care for the schools as they have been guarded for you.

At the close of Mrs. Fifield's address, diplomas of graduation were presented to the graduates by Mrs. Fifield. The graduates of the Dorchester High School received their diplomas from the hands both of the chairman, he being a member of the High School Committee, and of Mrs. Fifield, chairman of the Division Committee.

GRADUATES OF THE DORCHESTER SCHOOLS, 1889.

Dorchester High School. Elbridge Smith, Master.

Edith F. Abbott, Gertrude J. Chase, Susan J. Clark, Jane T. Cook, Mercy A. Y. Crosman, Mary M. Dacey, Josephine F. Farrell, Janet B. Halliday, Hannah L. Johnson, Emma E. Mitchell, Louise Robinson, Mary Sanford, Etta A. Sheehan, Carrie C. Stecker, Mary Stock, Maud A. Tice, John J. Cunningham, Frank E. Greenwood, Frederick R. Jenkins, Walter P. Jones, Charles F. Phipps, Charles O. Richardson, Frank R. Sewall, Ralph H. Smith, Loring W. Stone, John E. Walsh.

Dorchester-Everett School. Henry B. Miner, Master.

Mary E. Breen, Hattie Browne, Helen C. Divver, Lucy A. Gould, Mary E. Ham, Mary E. Hehir, Ida I. Irwin, H. Amy Jaynes, Alice M. Kelley, Mary J. Merritt, Sarah F. Miles, Elizabeth B. Mohan, Florence E. Murphy, Mary Nolan, Mary F. O'Doherty, Mary R. Pearson, Annie R. Pope, Mabel F. Robinson, Grace Wilson, Ada M. Worthington, Randolph Bainbridge, Frederick E. Cleaves, Stanley H. Coffin, William F. Daniels, Alfred F. Hall, George W. Ham, George W. Hill, Ridgeway Holbrook, George F. Holden, Clarence B. Humphreys, Walter

Humphreys, John T. Igo, M. Leon Ingalls, Fred H. Mann, Elisha H. Moseley, Fred V. Murtfeldt, Joseph F. O'Doherty, George M. Paul, J. Waldo Pond, Otis U. Smith, Louis J. B. Soyard, William H. Spooner, C. Otis Vegehlahn, John Walsh, Frederick F. Young.

Gibson School. William E. Endicott, Master.

Julia E. Bornstein, Charlotte E. Chittenden, Mary L. Connelly, Kate F. Cushing, Eva C. Fairbrother, Annie E. Gleason, Fannie D. Halpin, Emma F. Hammon, May M. Henderson, Alice E. Kelly, Mabel E. Morgan, Nelly A. Mullen, Lida A. Ourish, Emma L. Ruby, Blanche E. Smith, Alice M. Talbot, Emma A. Vantassel, Elizabeth F. Tobin, Sarah L. Vose, Edith W. Whitecomb, Florence R. Williams, John J. Blue, John H. Burroughs, Albert Percy Chittenden, Roger C. Chittenden, Roswell F. Forbush, George F. Haskell, Thomas F. Kenney, Martin F. McAndrews, Lewis H. Madore, Lawrence F. Richmond, Fred R. Robinson, Franklin I. Smith.

Harris School. N. Hosca Whittemore, Master.

Mary F. Allen, Ida D. Berry, Aimee L. Cromack, Stella M. Farrington, Sadie S. Hosmer, Blanche E. Lefavour, Elizabeth R. Oates, Josephine P. Peabody, Cora A. Polk, Hortense V. de Saptés, Katie M. Whelton, Owen B. Aldrich, Timothy F. Bradley, Joseph B. Carven, Henry T. Curtis, George S. Foster, Webster S. Knight, William J. Lynch, Peter F. Martin, Jerry A. McCarthy, John F. McCarthy, James J. McMorro, Charles W. Thurston, Safford J. Washburn, Charles H. White, Edward R. Winchester, Joseph H. Young.

Mather School. Edward Southworth, Master.

Katherine C. Berigan, Gertrude C. Buck, Catherine E. Donlan, Emma W. Elms, Gertrude M. Flanigan, Margaret E. Hennessey, Barbara R. Kelley, Mary F. G. MacDonough, Sarah C. Nickels, Ellen V. O'Connell, Annie L. Reddington, Charlotte G. Sewall, Edith M. Tarbell, H. Ermnie Wasserboehr, Alice M. Whalen, William H. Boardman, Martin J. Bourke, Edwin A. Brainerd, John D. Brick, George J. Donohoe, George H. Glavey, Henry G. Grush, Uriah R. Harding, Jr., Charles S. McEvilla, John E. Mulroy, John L. Murphy, Joseph F. Murray, John A. Nelson, Joseph P. O'Connell, Maynard A. Parker, Jr., Richard H. Perry, Herbert F. Reinhard, N. Winthrop Robinson, Robert H. Storer.

Minot School. Joseph T. Ward, Jr., Master.

Bessie A. Adair, Evvie F. Dalby, Mary J. Dolan, Mary C. Doreey, Catherine H. Hudson, Mabel D. Kendrick, Anna T. McCloskey, Mary

E. Minton, Mary O'Brien, Margaret E. Roche, Margaret F. Ronan, Helen W. Safford, Bertha C. Smith, Lydia B. Souther, Mary E. Sullivan, Frederic H. Adams, John J. Crowne, Isaac Dennison, Herbert E. Ellis, Herbert S. Hayden, Jonathan B. Hayward, Henry A. Hoyt, Walter H. Hoyt, Reuben M. Hyde, Harry G. Jarvis, Frederick I. Mullare, James Murray, Arthur L. Oakman, James Sullivan, Harry W. Tileston.

Pierce School. Horace W. Warren, Principal.

Bertha M. Ayer, Elizabeth Brine, Ella F. Frost, Mabel A. Haines, Emily A. Harry, Cora B. Lee, Maude S. Long, Mary L. McEnany, Katharine Merrick, Alice S. Raymond, C. Bessie Stowe, William Batchelor, William H. Boyd, William A. Dahl, Thomas E. Eaton, James A. Keheo, George H. McCarthy, William J. Mooney, George S. Murray, William O'Brien, Carl E. Paige, Albert S. Pastene, Dennis J. Sullivan, Edward Thompson, Frank R. Tolman, William A. Whitehouse.

Stoughton School. Edward M. Lancaster, Master.

Annie M. Bragdon, Mary A. Barrett, Harriet M. Barnes, Elizabeth B. Clark, Nora Desmond, Catherine Dwyer, Louise C. Gigger, Charlotte M. Hall, Allie L. Hurd, Olive K. Karcher, Alice F. Mahoney, Catherine E. McGovern, Emma L. Merrill, Susan E. Robinson, Helena A. Savage, Annie L. D. Swan, Francis A. Woodworth, L. Mae Wells, Lora E. Willis, George H. Bragdon, John J. Dowling, Frederic A. Gaskins, Albert E. Gigger, Winthrop A. Hallett, Frank A. Hamilton, John R. Hiorns, Arthur H. Holway, John P. J. Kidney, Joseph M. Mahoney, Arthur T. Robinson, Charles M. Swan, Judson M. Scott.

Tileston School. Hiram M. George, Principal.

Mary E. Chamberlain, Agnes Fottler, Eva A. Page, Edith B. Starratt, Fred N. Cook, Henry F. Hersey, William H. Parker, Charles S. Shugg.

At the close of the presentation of diplomas a benediction was pronounced by Rev. Christopher R. Eliot, pastor of the First Church of Dorchester, located on Meeting-house Hill.

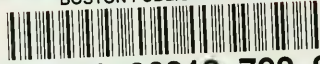
After the exercises in the tent an individual prize-drill took place on the Common, to which the large audience repaired. There was an excellent exhibition of the manual of arms, and a sharp competition between the individual soldiers of the Dorchester High School Company.

The judges of the competitive drill were Lieut. Smith, of Battery A, M.V.M., Capt. A. H. Graves, of E. B. H. S., and Capt. Irvin M. Conness, of B.L.S.

The prizes were awarded as follows : First prize, a gold medal, Sergt. Ralph H. Smith ; second prize, a gold medal, Corporal F. M. Weymouth ; third prize, a silver medal, Private E. H. Breckenridge. The prizes were presented to the winners by Lieutenant Smith, who complimented the young soldiers on their thoroughness of drill.

Thus ended one of the most interesting and instructive occasions in the history of Dorchester.

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