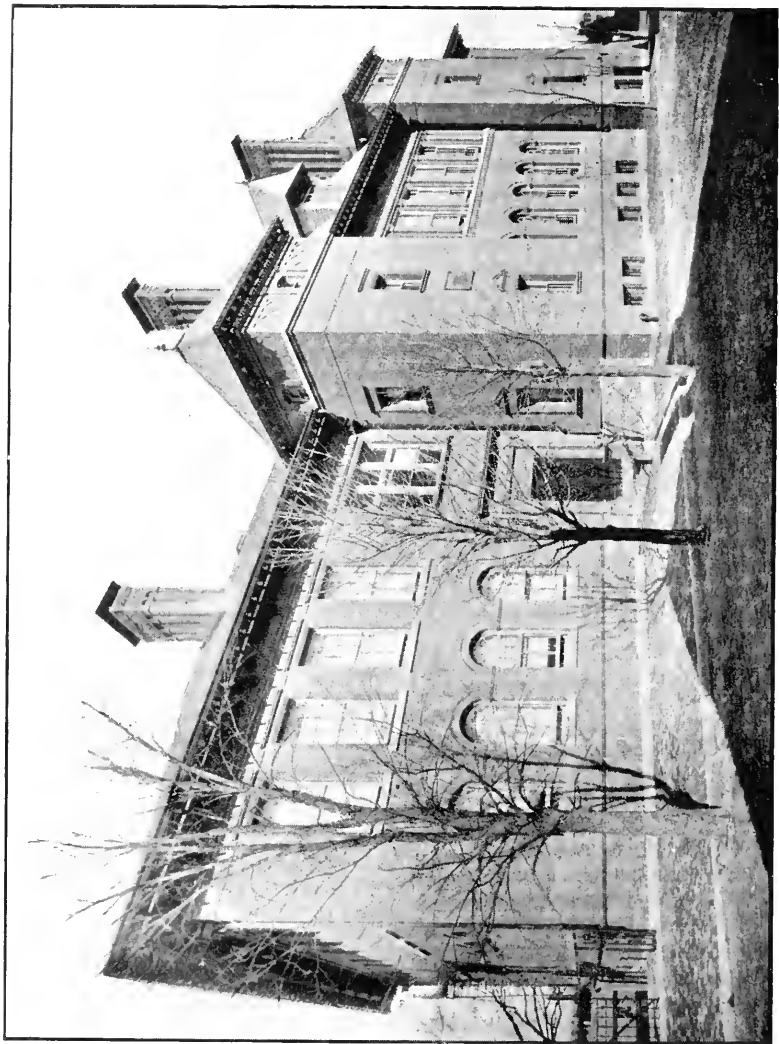




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CHRISTOPHER GIBSON GRAMMAR SCHOOL. DORCHESTER.

SCHOOL DOCUMENT NO. 14. — 1896.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1896.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS.

1897.

REPORT.

In accordance with the provisions of the Statutes, and of the Rules of the School Board, the committee appointed to prepare the Annual Report of the School Committee for the year 1896, respectfully submits the following :

SCHOOL SYSTEM.

The public-school system of Boston comprises one Normal School, two Latin Schools (one for boys and one for girls), eight High Schools, the Mechanic Arts High School, fifty-six Grammar Schools, five hundred and thirteen Primary classes, sixty-two Kindergartens, one School for the Deaf, an Evening High School and thirteen Evening Elementary Schools, five Evening Drawing Schools, a special school on Spectacle Island, twenty Manual Training Schools, and fifteen Schools of Cookery.

STATISTICS.

The statistics of the public schools are returned to the Superintendent semi-annually in the months of January and June, so that the statistics printed in the annual reports of the Board, issued usually in December, are for the year ending the preceding June. Those given below are for the year ending June 30, 1896.

Number of persons in the city between five and fifteen years of age, May 1, 1896	78,561
Whole number of different pupils registered in the public schools during the year ending June 30, 1896: boys, 40,647; girls, 39,205; total	79,852

REGULAR SCHOOLS.

Normal School.

Number of teachers	12
Average number of pupils belonging	211
Average attendance	205

Latin and High Schools.

Number of schools	11
Number of teachers	152
Average number of pupils belonging	4,085
Average attendance	3,869

Grammar Schools.

Number of schools	56
Number of teachers	810
Average number of pupils belonging	34,339
Average attendance	31,423

Primary Schools.

Number of schools	511
Number of teachers	517
Average number of pupils belonging	26,711
Average attendance	23,201

Kindergartens.

Number of schools	62
Number of teachers	112
Average number of pupils belonging	3,374
Average attendance	2,438

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

Number of teachers	13
Average number of pupils belonging	111
Average attendance	97

Evening Schools.

Number of schools	14
Number of teachers	152
Average number of pupils belonging	4,403
Average attendance	3,022

Evening Drawing Schools.

Number of schools	5
Number of teachers	25
Average number of pupils belonging	498
Average attendance	432

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	17
Average attendance	16

RECAPITULATION.

Number of schools :	
Regular	641
Special	21
Number of teachers :	
In regular schools	1,603
In special schools	191
Average number of pupils belonging :	
In regular schools	68,723
In special schools	5,367

¹There are twenty Manual Training Schools and fifteen Schools of Cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

Average attendance :

In regular schools	61,137
In special schools	3,762

SALARIES OF TEACHERS.

One of the most important matters to receive consideration during the past year has been the compensation paid instructors, and for the first time in nearly twenty years a general increase has been granted. The subject of increasing the salaries of the teachers received some attention during 1895, but no final action was taken on the report of the Salary Committee, recommending certain changes, on account of the questions of law that were raised. A deep and widespread interest arose on the subject, however, which continued and intensified during 1896. It has been felt for some years that the salaries of instructors in the public schools, especially of the women teachers, were inadequate for the service rendered; but the task of arranging an advanced schedule for so large a number of employees that would not only be just to them, but pay due regard to the finances of the city, was so great, and the aggregate amount of money involved so large, that it was not until the present year that the matter was finally adjusted. The requirements demanded from the instructors in the schools of Boston are admittedly high, and the constant tendency is to a higher standard of qualification: yet the salaries paid to masters of Grammar Schools and to the large body of women teachers are less than were paid twenty years ago, while the salaries paid in other departments of the city government have been

largely increased. In no branch of the public service are loyalty, devotion, and zeal more strikingly exemplified than among the teachers in the public schools, and the committee feels that the increase in salaries granted is but a well-deserved recognition of faithful and earnest service.

The amount required for salaries of instructors for the present financial year will be, in round numbers, \$1,650,000; of which sum nearly seventy per cent. will be paid to female teachers, who will receive nearly ninety per cent. of the total increase granted.

The principal changes made are as follows :

Raising the minimum salary of a junior-master in the High Schools from \$1,008 to \$1,476 and carrying the maximum to \$3,060, an increase of \$180; starting assistants in High Schools at \$972, an increase of \$216, and carrying the maximum to \$1,620, an increase of \$240; raising the maximum of masters in Grammar Schools from \$2,880 to \$3,180; raising the annual increase of sub-masters from \$60 to \$120; raising the maximum of first assistants in Grammar Schools \$132; abolishing the grade of second, third, and fourth assistant in Grammar and Primary Schools, making the present incumbents assistants, dating from Sept. 1, 1896; raising the minimum of assistants in Grammar and Primary Schools \$96, and the maximum \$192; increasing the salary of Kindergarten teachers about ten per cent.; increasing the salary of assistants in Evening Elementary Schools from \$1.50 to \$2 per evening; making a new grade of first assistants in Primary Schools.

The salaries paid instructors in the various grades from Sept. 1, 1896, are as follows :

NORMAL SCHOOL.

Head-Master	\$3,780
Sub-Masters, first year, \$2,160; annual increase, \$144; maximum	2,880
Assistants, first year, \$1,140; annual increase, \$60; maximum	1,620

LATIN AND HIGH SCHOOLS.

Head-Masters	\$3,780
Masters	3,060
Junior-Masters, first year, \$1,476; annual increase (for eleven years), \$144; salary for the twelfth and sub- sequent years, with the rank of Master	3,060
Assistant Principal	2,040
Assistants, first year, \$972; annual increase, \$72; max- imum	1,620

GRAMMAR SCHOOLS.

Masters, first year, \$2,580; annual increase, \$120; max- imum	\$3,180
Sub-Masters, first year, \$1,500; annual increase, \$120; maximum	2,340
First Assistants, first year, \$972; annual increase, \$48; maximum	1,212
Assistants, first year, \$552; annual increase, \$48; max- imum	936

PRIMARY SCHOOLS.

First Assistants, first year, \$984; annual increase, \$48; maximum	\$1,080
Assistants, first year, \$552; annual increase, \$48; max- imum	936

KINDERGARTENS.

Principals, first year, \$600; annual increase, \$48; max- imum	\$792
Assistants, first year, \$432; annual increase, \$48; max- imum	624

MECHANIC ARTS HIGH SCHOOL.

Head-Master	\$3,780
Masters	3,060
Junior-Masters, first year, \$1,476; annual increase (for eleven years), \$144; salary for the twelfth and subsequent years, with the rank of Master	3,060
Instructors, first year, \$1,500; annual increase, \$120; maximum	2,340
Assistant Instructors, first year, \$972; annual increase, \$72; maximum	1,620
Instructor of Metal-Working, first year, \$1,800; annual increase, \$60; maximum	2,580

SPECIAL INSTRUCTORS.

Special Instructors of Music	\$2,640
Assistant Instructors of Music	888
Director of Drawing	3,000
Assistant to Director of Drawing	2,508
Teacher of Chemistry, Girls' High School	1,620
Laboratory Assistant, " " "	804
" " Roxbury " "	804
Teacher of Physical Culture and Elocution, Girls' High School	1,200
Teacher of Physical Culture, Girls' Latin School	600
" " " " East Boston High School	300
" " " " Roxbury High School	1,200
Director of Kindergartens	2,880
Assistant teacher of the theory and practice of the Kindergarten, Normal School	1,380
Teacher of Songs and Games, Normal School	240
Director of French and German	3,000
Assistants	1,500
Director of Physical Training	3,000
Assistant	2,280

¹ To give instruction in drawing in the Normal School and to assist the Director of Drawing.

Horace Mann School for the Deaf :

Principal			\$2,880
Assistant Principal, first year, \$1,068; annual increase, \$60; maximum			1,308
Assistants, first year, \$588; annual increase, \$60; maximum			1,008
Principal of Manual Training Schools			2,508
Instructors in Manual Training Schools			1,620
Instructors in Manual Training Schools			1,200
Instructor in Manual Training (Horace Mann School)			450
Assistant Instructors in Manual Training Schools, first year, \$804; annual increase, \$48; maximum			996
Principal of Schools of Cookery			1,500
Instructors in Schools of Cookery, first year, \$552; annual increase, \$48; maximum			936
Instructor in School on Spectacle Island (including all expenses connected with the school, except for books)			400
Instructor of Military Drill			2,000
Armorer			900
Teachers of sewing :			
One division \$120	Eight divisions		624
Two divisions 216	Nine divisions		672
Three divisions 300	Ten divisions		720
Four divisions 372	Eleven divisions		768
Five divisions 444	All over eleven divisions		792
Six divisions 516			
Seven divisions 576			
Principal, Evening High School (per week), first year, \$40; second year, \$45; third year and subsequently			50 00
Assistants, Evening High School (per evening)			4 00
Principals, Evening Elementary Schools, in schools where average attendance for month is 100 pupils or more (per evening), \$5; in schools where average attendance for month is less than 100 (per evening)			4 00
First Assistants, Evening Elementary Schools, in schools where average attendance for month is 75 pupils or more (per evening), \$2.50; in schools where average attendance for month is less than 75 (per evening)			2 00

Assistants, Evening Elementary Schools (per evening) . . .	\$2 00
¹ Masters, Evening Drawing Schools (per evening) . . .	10 00
Principals, Evening Drawing Schools (per evening), first year, \$7; second year and subsequently	8 00
Assistants, Evening Drawing Schools (per evening), first year, \$4; second year, \$5; third year and subse- quently	6 00
Special Assistant Teachers, lowest classes Primary Schools (per day)	1 50
Special Assistant Teachers, Kindergartens (per week) . . .	5 00

EXPENDITURES.

The Rules of the School Committee provide that the Committee on Accounts after conference with the Committee on Supplies shall annually prepare and present to the Board in print, on or before the last regular meeting in December, an estimate of the expenses of the public schools for the next financial year. This estimate, after approval by a two-thirds ye and nay vote of the Board, shall be sent to the City Auditor.

In December, 1895, the School Committee submitted estimates, exclusive of repairs, amounting to \$2,120,000, which sum included not only the usual increase annually expected, but in addition \$50,000, which sum was necessary to adjust and slightly increase the salaries then paid instructors. The City Council reduced the estimate \$120,000, which has proved to be a larger sum than could be saved from the amount requested.

When the estimate was presented it was thought that \$50,000 might be required to adjust and slightly increase the salaries of teachers; but the schedule of

¹ The rank of Master in Evening Drawing Schools shall be abolished as the position becomes vacant by the retirement of the present incumbents.

salaries adopted called for an increase of less than one-half this amount.

The contract for coal was made at \$3.99 per ton, thereby saving nearly \$10,000 from the estimate made for this item.

The total expenditures for the year will amount to about \$40,000 less than the estimate, of which sum nearly eighty per cent. will be saved from the two items mentioned.

It was found, however, that the deficit for the year would amount to \$74,000, and at a meeting of the Board held Nov. 24, 1896, the Committee on Accounts presented a report requesting that the additional sum named be granted. The report was unanimously adopted and sent to His Honor the Mayor, and the additional amount necessary to meet the expenses for the year was subsequently provided.

The estimate for the financial year 1896-7 also called for an appropriation of \$250,000 for "School-houses, repairs, etc." The amount granted was \$173,400, a reduction of \$76,600.

As nearly twenty per cent. of the amount granted was required to meet fixed charges, such as rents, taxes, and salaries, it was found impossible to make the proper repairs upon the one hundred and eighty-nine school buildings and thirty-two colonies, and keep within the appropriation granted.

Accordingly at a meeting of the Board held Oct. 13, 1896, the Committee on Accounts presented a report requesting that there be paid to the credit of the appropriation public buildings, schools, an additional amount of \$50,000. Under authority given in the appropria-

tion bill his Honor the Mayor has provided funds sufficient to meet existing deficiencies.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of nineteen years and nine months :

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
1889-90	1,654,527 21	39,912 30	1,614,614 91	66,063	24 46
1890-91	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92 nine months	1,295,981 34	39,757 31	1,256,224 03	67,496	18 69
1892-93	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94	1,822,652 26	40,709 13	1,781,943 13	71,495	24 92
1894-95	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79

From the above table it will be seen that the running expenses, exclusive of repairs, were seventy cents more per pupil than for the previous year.

In the following table the total net expenditure

incurred by the School Committee, exclusive of repairs, is divided into five items :

1. Salaries of instructors.
2. Salaries of officers.
3. Salaries of janitors.
4. Fuel, gas, and water.
5. Supplies and incidentals.

The net amount expended for each of these items during the past nineteen years and nine months is herewith shown :

	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel, Gas, and Water.	Supplies and Incidentals.
1876-77	\$1,190,575 10	\$56,807 56	\$77,654 63	\$55,490 16	\$122,673 25
1877-78	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 92
1880-81	1,087,172 23	52,470 00	77,204 10	57,483 62	65,563 93
1881-82	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83	1,094,491 01	57,038 83	81,281 84	60,863 11	46,858 31
1883-84	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86	1,162,566 65	58,910 00	86,601 38	58,417 53	87,528 30
1886-87	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89	1,247,482 78	58,157 00	99,248 74	75,067 07	77,407 97
1889-90	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92 nine months { . . .	1,005,050 71	45,638 33	78,652 64	56,665 22	79,217 13
1892-93	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
Total	\$24,309,965 96	\$1,146,803 08	\$1,832,993 92	\$1,279,996 92	\$1,719,425 62
Average	\$1,215,453 29	\$57,340 15	\$91,649 70	\$63,999 85	\$85,971 28

The average annual increase in pupils during the time covered by the above table was about one thousand three hundred, which should enter into the account in comparing expenses.

SCHOOL ACCOMMODATIONS.

In the annual report for 1895 the various appropriations made out of the \$500,000 granted for that year under chapter 408 of the Acts of 1895, were given in detail, the total amount being stated as \$499,200. Subsequently the following additional appropriations were made:

Completing grading of Morton-street School-house lot	\$500 00
New Grammar School-house, Harris District, additional	300 00

thus making the total appropriation for the year 1895 \$500,000. In that report a statement was also given showing the progress made under the various appropriations. As only a portion of the work then commenced was completed during 1895, the following supplemental statement is given, showing the present status of the work under each appropriation made during 1895:

BUILDINGS.

Beech-street School-house. — The contract for heating and ventilating this building was awarded June 4, 1896, to the Fuller & Warren Warming and Ventilating Company, for the sum of \$2,175. The building has been completed, and is now occupied for school purposes. A description of the school-house is given elsewhere.

Lewis School. Alterations. — This work has been completed in accordance with the contract.

Small Wooden Buildings. — These buildings have been duly completed and are now occupied for school purposes.

School-house west of railroad, Roslindale. — The architects selected by the Committee on School Houses are Walker & Kimball. The contract for the erection of the building was awarded July 10, 1896, to John S. Jacobs & Son for the sum of \$52,974. The work is being vigorously prosecuted, and its completion is called for under the terms of the contract on June 30, 1897.

Brighton High School-house lot, grading. — The work has been completed in accordance with the terms of the contract.

Canterbury street, grading of lot. — This work has been completed in accordance with the terms of the contract.

Grammar School-house, Harris District. — The architect selected by the Committee on School Houses is Theodore M. Clark. The contract for the erection of the building was awarded Nov. 27, 1896, to Walter S. Sampson & Son for the sum of \$91,700. (See p. 26.)

William Wirt Warren School-house, grading lot. — Plans for grading this lot were prepared by the Superintendent of Public Buildings, and the contract was awarded Sept. 4, 1896, to William Scollans for the sum of \$4,950. The work has been completed.

School-house, Harvest street, Ward 15. — The contract for heating and ventilating this building was awarded to A. A. Sanborn, June 1, 1896, for the sum of \$5,165. The building has been completed, and is now occupied for school purposes. It has received the name of Roger Clap, and is described elsewhere.

Morton-street School-house, grading lot. — This work was commenced by the former City Architect, and it was found necessary to provide an additional amount of \$500 to complete the work.

SITES.

In the annual report for 1895 a list was given of orders passed by the School Board with reference to new sites, or the enlargement of existing school lots.

The following supplementary statement should be taken in connection therewith :

Primary School-house, North End, site.—A suitable site on Prince street was selected early in 1896, and notice of taking by the Board of Street Commissioners received by the Board May 12, 1896. Settlement has been made as yet for only a portion of the land taken.

High School, South Boston, site.—The following communication was received from His Honor the Mayor Oct. 13, 1896, and referred to the Committee on School Houses :

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, Oct. 13, 1896.

To the Boston School Committee :

On January 2 of the present year the following order was passed by the City Council in relation to the site for the proposed High School for South Boston :

“*Ordered*, That so much of the reservoir lot, in Thomas park, South Boston, as the Committee on School Houses of the School Committee, with the approval of His Honor the Mayor, shall select for a High School for the South Boston district, be surrendered to the School Committee, to be used for said purpose whenever the Water Commissioner shall notify the Mayor that the same is no longer needed for the Water Department.”

On August 4 I received the following communication from the Water Commissioner in regard to this matter :

“OFFICE OF THE WATER COMMISSIONER,
“CITY HALL, BOSTON, Aug. 4, 1896.

“HON. JOSIAH QUINCY, *Mayor :*

“DEAR SIR: I would report to you that the Water Board has laid the necessary pipes in South Boston, so that we are ready, whenever you so desire, to surrender the reservoir site, or any portion of it.

“This department has been put to considerable expense in this work. In addition it is proposed to take away from us, without any recompense, a valuable property (the reservoir site), — part of the assets of the service. I am of the opinion that the School Committee should pay the value of this land, the proceeds to be turned into the sinking-fund of the Water Department, or applied to the further extension of the

system. It appears to me that action of this kind should be taken, both as a matter of business and in order that the rights of the holders of Water Department bonds should be properly protected.

“ Respectfully yours,

“ JOHN R. MURPHY,

“ *Water Commissioner.*”

After taking some time to consider the financial question raised by the Water Commissioner, I now feel obliged to notify your Board that I concur in the opinion expressed by him, that, as the reservoir lot is a part of the assets of the Water Department, no part of it should be turned over to the School Committee unless it is paid for at a fair valuation. The maintenance of a separation between the finances of the water system and those of the city generally is one of the most important principles of municipal finance, and a transfer by the Water Department of a piece of valuable property, without compensation, even though made to another department of the city government, would be a violation of that principle. It does not seem to me proper that property purchased out of water-rates, or out of a loan to be paid off out of water-rates, should be diverted to the use of a department which is supported by taxation, or by loans to be paid off out of future taxes.

I therefore feel it my duty, if the letter of the Water Commissioner is to be taken as a notice that the reservoir lot is, in the language of the order, “ no longer needed for the Water Department,” to notify your Board that I must withhold my approval of the taking of any portion of said lot which “ the Committee on School Houses of the School Committee shall select for a High School for the South Boston District,” unless your Board authorizes the payment, out of its funds, of a price which the Board of Street Commissioners shall, under the provisions of chapter 408 of the Acts of 1895, pronounce, with my approval, to be a fair one.

I desire also to suggest that, even if your Board is willing to pay a fair price to the Water Department for any land so taken, it might be desirable to reëxamine the question of the suitability of the reservoir lot for the site of a High School. After visiting Thomas park and examining the location of the proposed site, I feel serious doubts whether it is a proper one for a school.

Yours respectfully,

JOSIAH QUINCY,

Mayor.

The Committee on School Houses presented the following report at the next meeting of the Board, Oct. 27, 1896, which was accepted and ordered to be sent to His Honor the Mayor by a unanimous vote:

Your committee would gladly cooperate with the Mayor or any department of the city government in any way that will effect a financial saving to the city, and not interfere with the work of the respective departments, and this Board has frequently granted the use of the school buildings to city departments to save the expense of hiring private property. The principle advocated in the letter of the Mayor, that in the surrender of any property by any department to the city, the party surrendering the same should be paid or credited with the proceeds of the sale of such property, is one which has always been urged by this Board, and your committee has tried in vain to have this principle established with reference to the surrender of school property to the city. Your committee protests, however, against this attempt to make the School Committee pay for property now owned by the city, when the city has universally taken the proceeds of property surrendered by the School Committee for other than school purposes, in spite of the request of this Board that the proceeds be applied for building and furnishing of new school-houses. If this principle is to be carried to its logical extent, payment should also be made by the city for school lands taken for street widenings, and in at least three cases during the present year parts of school-yards have been taken for this purpose. If "the maintenance of a separation between the finances of the water system and those of the city generally is one of the most important principles of municipal finance," as the Mayor asserts, much more important is the principle as to the School Committee and the city generally, where the separation is so marked that, in the opinion of the present Corporation Counsel, the School Committee is not a "department" of the city government. Furthermore, when school-house sites have been surrendered, the property has been sold to individuals and the proceeds of such sales have gone into the city treasury, but in the proposed action with reference to the reservoir site, it is a use of the same property by the city for another public purpose.

As to the merits of the reservoir lot for high-school purposes, your committee would say that Mayor Curtis, in October, 1895, recommended to this Board the use of the reservoir lot as one that would be satisfactory to everybody concerned, and would save the city at least \$55,000. Accompanying the communication of Mayor Curtis were letters from the Corporation Counsel and the City Conveyancer stating that the title to the lot was then in the city by deed and therefore could be used for any public purpose, and letters from the Water Commissioner and the City Engineer stating that the lot would not be required for the Water Department and could be graded for use for a school-house site. In pursuance of the arrangement then consummated between Mayor Curtis and this Board, and for the purpose of saving the expense of acquiring another lot when the city had title to land available and fit for school purposes, this Board, on Dec. 10, 1895, passed the orders suggested by Mayor Curtis, and on January 2, of the present year, the City Council passed the order for the surrender of the reservoir site to the School Committee, to be used for a High School "whenever the Water Commissioner shall notify the Mayor that the same is no longer needed for the Water Department." No suggestion was then made as to payment by this Board for the land so surrendered, and the first notice to this Board of the abandonment by the Water Department is in the letter of His Honor the Mayor sent to the Board at its last meeting, refusing to carry out the arrangement consummated under the last city administration unless school funds to the amount of the present value of said lot be diverted to the Water Department. Your committee insists that, with all the demands now being made upon this Board for new school buildings in all parts of the city, it cannot afford to pay the city for public land, and protests against the application to the School Committee in the first instance of a principle which has never been recognized when the committee has surrendered property.

Your committee is informed by the Sixth Division Committee that it is their desire, as well as that of the advocates of a South Boston High School, that the school-house be built on the reservoir lot. Under these circumstances your committee recommends

that this Board decline to authorize any payment out of its funds for any part of the reservoir site; that His Honor the Mayor be respectfully requested to approve the selection of so much of the reservoir lot in Thomas park, South Boston, as the Committee on School Houses shall select for a High-school site, and that a copy of this report be sent to His Honor the Mayor.

Moulton-street School-house, lot, Charlestown. — Notice of terms of settlement not yet received from Board of Street Commissioners.

Cudworth School-house, East Boston, enlargement of lot. — The \$1,500 additional necessary to pay for the enlargement of this lot was appropriated Feb. 25, 1896, from the \$500,000 which the School Committee is authorized to expend during the year 1896, and full settlement made. Plans are being prepared for the proper grading, etc., of the lot.

Hancock School-house, North End, enlargement of lot. — Notice of settlement was received from the Street Commissioners June 18, 1896. Order for payment was passed by the Board the same day and was approved by the Mayor June 25, 1896.

School-house west of railroad, Roslindale, site. — Notice of terms of settlement for one-half of said site received from the Board of Street Commissioners, June 18, 1896. Order for payment passed by the Board the same day, which was approved by the Mayor June 25, 1896.

Bigelow School-house, South Boston, enlargement of lot. — Street Commissioners' notice of award received by the Board March 10, 1896. Order for payment passed by the Board same day, and approved by the Mayor March 13, 1896. Contract for grading the lot was awarded Sept. 24, 1896, to David M. Biggs for the sum of \$3,941. The work is completed.

High School, Dorchester, site. — Notice received from Board of Street Commissioners of terms of settlement June 18, 1896. Order for payment passed by the Board same day, and approved by the Mayor June 25, 1896.

Primary School-house, West End, site. — On March 24, 1896, the order passed by the Board Jan. 16, 1896, and sent to his Honor the Mayor which was returned unapproved, was rescinded. (See p. 26.)

NOTE. — Certain appropriations made by the City Council for

school purposes previous to the passage of chapter 408 of the Acts of 1895 have been expended by the School Committee in connection with the above appropriations.

Out of the \$500,000 which the School Committee is authorized to expend during the year 1896, under chapter 408 of the Acts of 1895, the following appropriations have been made :

New Primary School-house, Vernon street.	
Roxbury	\$50,000 00
Cudworth School-house, enlargement of lot	1,500 00
Thetford-street School-house, addition.	35,000 00
Robinson-street School-house, Field's Corner, Dorchester	65,000 00
Wooden building in Prescott School-house yard	1,500 00
New School-house, Forest Hills, site	9,000 00
Genesee-street School-house, furnishing.	2,800 00
Wooden building in Hugh O'Brien School-house yard	2,000 00
Primary School-house, Beech street, Roslindale, heating, ventilation, and sanitation	2,175 00
Small wooden buildings, additional	500 00
Hancock School-house, enlargement of lot	3,000 00
Dorchester High School-house, site	12,000 00
Two-room wooden building in Lowell School-house yard, building and furnishing	2,300 00
	<hr/>
<i>Carried forward,</i>	\$186,775 00

<i>Brought forward,</i>	\$186,775 00
Two-room wooden building in Chapman School-house yard, building and furnishing	2,300 00
Paul Gore street, West Roxbury, site	11,810 88
Allston Club House (Washington Allston annex), furnishing	1,100 00
West End School-house, site	75,000 00
Paul Revere School-house	100,000 00
One-room building in yard of Munroe-street Primary School-house	2,000 00
Gilbert Stuart School-house, furnishing,	10,000 00
Roger Clap School-house, furnishing	5,000 00
Beech-street School-house, furnishing	1,000 00
West End Primary School-house, building	60,000 00
New Bowdoin School-house, furnishing and electric fixtures	9,000 00
Small wooden buildings, furnishing	7,000 00
Wooden building in yard of Prescott School-house, additional	228 89
William Wirt Warren School-house lot, grading, additional	165 50
New Primary School-house, Vernon street, Roxbury, additional	19,000 00
New Grammar School-house, Harris District, additional	9,619 73
	<hr/>
	<u>\$500,000 00</u>

The following is a statement of the progress made under the above appropriations:

BUILDINGS.

New Primary School-house, Vernon street, Roxbury. — The architect selected by the Committee on School-houses is James Mulcahy. The contract for the erection of the building was awarded Nov. 27, 1896, to E. E. Strout for the sum of \$68,846. The building will be completed Sept. 1, 1897.

Thetford-street School-house, addition. — The architect selected by the Committee on School-houses is A. Warren Gould. The contract for this work was awarded May 18, 1896, to Gifford & Lawrence for the sum of \$19,113. The work is completed.

Robinson-street School-house, Field's Corner, Dorchester. — The architect selected is A. Warren Gould. The contract for the erection of the building was awarded Aug. 29, 1896, to Mack & Moore, for the sum of \$54,600. Contract for heating and ventilating was awarded Nov. 27, 1896, to the Fuller & Warren Warming and Ventilating Company for \$4,331. The building will be completed Sept. 1, 1897.

One-room wooden building in Prescott School-house yard. — This building was erected from plans prepared by the Superintendent of Public Buildings. The contract was awarded July 28, 1896, to C. E. Clark for the sum of \$1,725. The building is completed.

Genesee-street School-house, furnishing. — The sum of \$2,212.31 has been expended to date in furnishing this building.

Two-room wooden building in Hugh O'Brien School-house yard. — This building was erected from plans prepared by the Superintendent of Public Buildings. The contract was awarded July 31, 1896, to O'Connell & Furbush for the sum of \$2,020. It has been completed, and is now occupied for school purposes.

Primary School-house, Beech street, Roslindale, heating, ventilation, and sanitation. — Contract awarded to the Fuller & Warren Warming and Ventilating Company for the sum of \$2,175. (See p. 15.)

Small wooden buildings, additional. — It was necessary to appropriate \$500 additional to complete the wooden buildings contracted for in 1895. (See p. 16.)

Two-room wooden building in Lowell School-house yard, building and furnishing. — This building was erected from plans prepared by the Superintendent of Public Buildings. The contract was awarded July 31, 1896, to O'Connell & Furbush for the sum of \$2,176. It has been completed and is now occupied for school purposes.

Two-room wooden building in yard of Chapman School-house, building and furnishing. — This building was erected from plans prepared by the Superintendent of Public Buildings. The contract was awarded July 31, 1896, to O'Connell & Furbush for the sum of \$2,494. The building is completed and occupied.

Washington Allston annex (Allston Club-house) furnishing. — The contract for necessary furniture was awarded to George S. Perry & Co. for the sum of \$396.11, and the total amount expended in suitably fitting up this building was \$1,017.29.

Paul Kereve School-house. — Plans have been prepared by the firm of Peabody & Stearns, architects, and the contract will probably be awarded early in 1897.

One-room wooden building in yard of Munroe-street Primary School-house. — This building is being erected from plans prepared by the Superintendent of Public Buildings. The contract was awarded Nov. 18, 1896, to C. E. Clark for the sum of \$1,957.50. It will be completed and occupied early in 1897.

Gilbert Stuart School-house, furnishing. — The sum of \$8,915.13 has been expended to date for furnishing this building. The contract for the desks and chairs was awarded to George S. Perry & Co.

Roger Clap School-house, furnishing. — The sum of \$3,809.92 has been expended to date for furnishing this building. The contract for the desks and chairs was awarded to the Bobrick School Furniture Company.

Beech-street School-house, furnishing. — The contract for furnishing this school-house was awarded to George S. Perry & Co.

West End Primary School-house, building. — The architect selected by the Committee on School Houses is John Lyman Faxon. Contract for the erection of the building was awarded Oct. 6, 1896, to Mead, Mason, & Co. for the sum of \$84,837. Contract for steam heating and ventilating was awarded Oct. 10, 1896, to A. A. Sanborn for the sum of \$7,765. The plumbing

contract has not yet been let. The building is to be completed Sept. 1, 1897.

New Bowdoin School-house, furnishing and electric fixtures. — The sum of \$3,489.24 has been expended to date for furnishing this building. The contract for the desk and chairs was awarded to the Chandler Adjustable Desk and Chair Co.

Small wooden buildings, furnishing. — These buildings are being furnished as they are completed.

Wooden building in yard of Prescott School-house, additional. — The original appropriation was \$1,500. An additional sum of \$228.89 was necessary for the completion of this building.

William Wirt Warren School-house lot, grading, additional. — The original appropriation, \$5,000, was inadequate for the completion of the work.

New Primary School-house, Vernon street, Roxbury, additional. — The cost of a suitable building was found to be in excess of the amount first appropriated for this purpose, viz., \$50,000.

New Grammar School-house, Harris District, additional. — The cost of the building will considerably exceed the original appropriation, which was \$90,000.

SITES.

During the year 1896 the following orders have been passed by the School Board requesting the Street Commissioners to take, by purchase or otherwise, land for school purposes :

Primary School-house, West End, site. — The selection of a suitable site was only arrived at after several changes, and on April 14, 1896, an order requesting the Street Commissioners to take the land finally agreed upon was passed by the Board. Notice of taking was received from them May 26, 1896. Notices of terms of settlement with several of the owners interested have been received, and settlements made in accordance therewith. A complete settlement, however, has not yet been made.

Forest Hills, Ward 23, site. — Order passed by the Board April 28, 1896, requesting Street Commissioners to take land for

site. Approved by the Mayor July 18, 1896. Notice of taking received from Street Commissioners Sept. 8, 1896. Notice of terms of settlement received Sept. 22, 1896. Order for payment passed Sept. 22, 1896, and approved by the Mayor Sept. 24, 1896.

William Wirt Warren School-house, lot enlargement.—Order passed by Board requesting Street Commissioners to take land for enlargement of lot of May 12, 1896. Approved by the Mayor May 18, 1896. Notice received from Street Commissioners of the taking Aug. 4, 1896. Contract for grading the lot awarded Sept. 4, 1896, to William Scollans for the sum of \$4,950. The work has been completed in accordance with the terms of the contract.

Sharp School-house, lot enlargement.—Order passed by the Board requesting Street Commissioners to take land for enlargement of lot June 9, 1896. Approved by the Mayor June 16, 1896. Notice of taking received Sept. 8, 1896. No notice of terms of settlement yet received.

Paul Gore-street site.—Order passed by Board for taking of land for site June 9, 1896. Approved by the Mayor June 16, 1896. Notice received from Street Commissioners of the taking of said site Aug. 4, 1896. Notice of terms of settlement received same day. Order passed by Board for payment same day, and approved by the Mayor Aug. 7, 1896.

Washington Allston annex (Allston Club House), enlargement of lot.—Order requesting Street Commissioners to take additional land passed by Board June 18, 1896. Approved by the Mayor June 29, 1896. Notice of taking received from Street Commissioners Sept. 8, 1896. No notice of terms of settlement yet received.

Gilbert Stuart School-house, lot enlargement.—Order passed by Board requesting Street Commissioners to take additional land Aug. 4, 1896. Approved by the Mayor Aug. 7, 1896. Notice of taking received from Street Commissioners Sept. 22, 1896. No notice of terms of settlement yet received.

Elm street, Charlestown, site.—Order passed by Board requesting Street Commissioners to take land for site Oct. 27, 1896. Notice of taking received Dec. 22, 1896. No notice of terms of settlement yet received. Approved by the Mayor Nov. 5, 1896.

Dillaway School-house, enlargement of lot. — Order passed Dec. 8, 1896, for taking of land for enlargement of lot. Approved by the Mayor Dec. 10, 1896. No notice of taking yet received from the Street Commissioners.

NOTE. — For additional information as to progress made under appropriations made for land takings, see supplementary statement regarding sites taken in 1895, preceding.

The following is a list and brief description of the various buildings actually placed under contract during the year 1896 :

Thetford-street School-house, — addition of four rooms. — A. Warren Gould, architect. Constructed of wood.

West End Primary School-house (Maghew School). — John Lyman Faxon, architect. Located on Chambers and Poplar streets, West End : to be constructed of brick, three stories high, and to contain fourteen rooms.

Grammar School-house, Harris District. — Theodore M. Clark, architect. Located on Adams and King streets, Dorchester : to be constructed of brick, three stories high, and to contain twelve rooms and hall.

Primary School-house, Vernon and Auburn streets, Roxbury. — James Mulcahy, architect. To be constructed of brick, two stories high, and to contain ten rooms.

Primary School-house, Robinson street, Dorchester. — A. Warren Gould, architect. To be constructed of brick, two stories high, and to contain eight rooms.

Primary School-house, Roslindale. — Walker & Kimball, architects. Located on South and Hewlett streets ; to be constructed of brick, three stories high, and to contain ten rooms and hall.

The following temporary wooden buildings have been completed and are now occupied :

Two-room building in yard of Hugh O'Brien School-house.

Two-room building in yard of Chapman School-house.

Two-room building in yard of Lowell School-house.

One-room building in yard of Prescott School-house.

A one-room building in yard of Munroe-street School-house has been placed under contract, but is not yet completed.

The following school-houses placed under contract in 1895 have been completed and are now occupied for school purposes. They are described more fully elsewhere in this report.

Phineas Bates School-house, Beech street, Roslindale.

Roger Clap School-house, Harvest street, Dorchester.

The following school-houses commenced under the administration of the former City Architect have been completed and occupied during the present year, and are described more fully elsewhere in this report :

Bowdoin Grammar School-house, Myrtle street.

Brighton High School-house, Cambridge and Warren streets, Brighton.

Genesee-street Primary School-house.

Gilbert Stuart Grammar School-house, Richmond street, Dorchester.

SANITATION AND VENTILATION.

The necessity for the expenditure of a considerable amount for improvements in the sanitation and ventilation of school-houses had been apparent for some years, and reference was made to this subject in the last annual report. It became evident early in 1896 that attention to this matter could no longer be deferred, and on May 26 the following communication was received from His Honor the Mayor :

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, May 26, 1896.

To the School Committee: I am glad to be able to inform you that an order has now been passed by both branches of the City Council, appropriating the sum of \$75,000, out of any unappropriated moneys in the treasury, for the Public Buildings Department, School Expenses, to be expended "in making improvements in school buildings to secure better sanitation and ventilation therein, and better means of escape in case of fire, said sum to be expended on such school buildings as may from time to time be designated by the School Committee, and in accordance with plans prepared by the Superintendent of Public Buildings and approved by the School Committee."

The appropriation of this amount was recommended by me in view of the possibility of passing it by a majority vote, and thus avoiding further delay in the passage of the \$300,000 loan order. I do not consider that the appropriation of \$75,000 in any way meets the necessities of the case, or supersedes the necessity of the passage of the loan order appropriating \$300,000; but it makes it possible to take immediate steps for remedying some of the worst deficiencies in our school-houses. It will be possible, in my opinion, within the appropriation now made, to provide for putting fire-escapes, and other means of egress in case of fire, in proper condition, substantially as recommended in the report of the Expert Committee on Sanitation and Ventilation of School Houses, appointed by me, printed as document 98 of the present year; and in order that one branch of work may be taken up and completed at one time, I believe that this should be at once entered upon and carried to completion. I believe that the balance of such sum should be applied toward making the changes in sanitary arrangements which are most urgently needed, leaving the improvements in ventilation to be taken up when a larger sum of money is provided.

In accordance with the terms of the appropriation order, plans and specifications covering these two branches of work in some school-houses contained in the list of those which have been already designated by your committee, will be sent to your committee by the Superintendent of Public Buildings in a few days. I trust that any action which may be considered necessary in order to enable these plans to be promptly considered and acted upon will be taken by your Board at its meeting this evening.

Yours respectfully,

JOSIAH QUINCY,

Mayor.

This communication was referred to the Committee on School Houses. June 9 the following communications were received from His Honor the Mayor, and were given attention by the Committee on School Houses :

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, June 3, 1896.

To the Boston School Committee :

GENTLEMEN: I notified your committee on May 26 of the passage by both branches of the City Council of an order appropriating the sum of \$75,000 for improvements in school-houses in respect to sanitation, ventilation, and means of escape from fire. I now transmit herewith :

1. A copy of said order.
2. A letter this day sent to me by the Superintendent of Public Buildings; and
3. Plans and specifications for improvements in plumbing and drainage in the school-houses included in the list given by the Superintendent of Public Buildings.

I trust that the School Committee will examine the plans and specifications submitted as soon as possible. If any changes in these plans and specifications are deemed necessary, they will be considered at once by the Superintendent of Public Buildings, if suggested to him, and he will endeavor in every way to come to an agreement upon plans with your committee.

The Committee of Experts appointed by me obtained estimates from responsible contractors of the cost of doing the work covered by the plans and specifications now submitted, and such estimates indicate that the total cost of doing the work called for by these plans will amount to about \$47,000. The providing of main traps for school buildings not included in this list will probably raise this sum to about \$50,000, leaving the sum of \$25,000 out of the appropriation of \$75,000 which has now been made applicable to improvements in means of escape in case of fire. Plans or specifications for such work will be submitted to your committee early next week.

The contractors' estimates indicate that the cost of doing the work covered by the plans now transmitted will amount in the case of each school-house, excepting two, to more than the sum of \$2,000. If the work upon each school-house were let in a single contract, bids would, therefore, have to be advertised for in accordance with

law in every case but two. The Superintendent of Public Buildings thinks that it will be best to make separate contracts for masonry work, plumbing, and perhaps carpentry. In such case most of the contracts would probably not amount to the sum of \$2,000, and, therefore, would not be subject to the requirement of law that bids should be invited by advertisement; but in view of the discussion which has taken place in the City Council upon the question of the execution of these improvements upon school-houses, and in order to make it perfectly clear that the executive department of the city government has no other object in view than to secure the best possible performance of this important work, without favoritism in the letting of contracts, I desire to state that whether these contracts exceed the sum of \$2,000 or not, they will all be let, as far as it may be found possible to do so, upon advertised bids.

The experts who have prepared these plans will stand in the position of professional advisers to the Superintendent of Public Buildings, and the execution of the work in accordance with the plans will be subject to their supervision.

Yours respectfully,

JOSIAH QUINCY,
Mayor.

CITY OF BOSTON.

IN BOARD OF ALDERMEN, May 25, 1896.

Ordered. That the sum of seventy-five thousand dollars (\$75,000) be appropriated out of any unappropriated moneys in the treasury for the Public Buildings Department, School expenses, the same to be in addition to the sum of one hundred and seventy-three thousand four hundred dollars (\$173,400) appropriated for said expenses of said department in the annual appropriation order for the current financial year; and that said sum of seventy-five thousand dollars (\$75,000) be expended in making improvements in school buildings, to secure better sanitation and ventilation therein, and better means of escape in case of fire, said sum to be expended upon such school buildings as may from time to time be designated by the School Committee, and in accordance with plans prepared by the Superintendent of Public Buildings and approved by the School Committee.

Passed. Sent down for concurrence. May 26, came up concurred. Approved by the Mayor, May 27, 1896.

A true copy.

Attest :

JOHN T. PRIEST,
Asst. City Clerk.

CITY OF BOSTON.
OFFICE OF PUBLIC BUILDINGS DEPARTMENT,

June 3, 1896.

HON. JOSIAH QUINCY, *Mayor of Boston:*

DEAR SIR: In accordance with your letter of May 28, I have examined plans and specifications for improvements in plumbing and drainage for the school-houses named in the following list, prepared and submitted to me by the Expert Committee appointed by you, and I hereby approve such plans and specifications for transmission to the School Committee for its approval. The list of school-houses covered by such plans is as follows:

Dorchester High School-house, Sherwin, Bennett, J. A. Andrew, Edward Everett, Charles Sumner, Lowell, George Putnam, Cyrus Alger, Primary School-house, King and Roxbury streets, Norcross, Warren Grammar, Ware, and Eliot, Everett, Northampton street, Hobart-street Primary, Mather Primary, Meeting-house Hill, Weston street, Martin, Bennett Branch.

The first nine named in this list have no main traps, and the inside drains are in bad condition, and I therefore regard these school-houses as the most urgent cases, and recommend that work on them be taken up first, unless all the work is to be entered upon at once.

There are quite a number of other school buildings unprovided with main traps not included in this list, and I believe that main traps should be put in for all such buildings at once. I think that the cost of putting in such main traps will be on the average about \$100 each.

Yours respectfully,

FRED. B. BOGAN,
Superintendent.

On June 9 the Committee on School Houses presented the following report, which was accepted, the order appended thereto passed, and the report ordered to be sent to His Honor the Mayor:

The Committee on School Houses, to whom was referred — May 26 — a communication from His Honor the Mayor, of even date, with reference to the appropriation of \$75,000 for improvements in school buildings, to secure better sanitation and ventilation therein, and better means of escape in case of fire, beg leave to make the following report on the subject-matter of that communication.

On Jan. 7, 1896, the Mayor transmitted to the School Board the following communication:

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, Jan. 7, 1896.

PHINEAS BATES, Esq., *Secretary Boston School Committee*:

SIR: I hereby notify the School Committee, through you, that in accordance with an opinion given me by Corporation Counsel Bailey, that the School Committee is not a "department" of the city government within the sense of section 22 of chapter 449 of the Acts of 1895, and that therefore the construction of all buildings for the use of the School Committee comes under such head of a department or other officer appointed by the Mayor as the Mayor may designate, I have designated Mr. William Jackson, City Engineer, to take charge from this date of the building of all new buildings for the use of the School Committee, including those already contracted for by the committee.

Yours respectfully,

JOSIAH QUINCY,

Mayor.

As the opinion of the Corporation Counsel mentioned in the above communication has never been submitted to the School Board for examination, your committee can only state that after careful examination of section 22 of chapter 449 of the Acts of 1895, in connection with chapter 408 of the Acts of 1895, and, after conference with eminent legal authorities, we are unable to find, outside of the office of the Corporation Counsel, any authority for the position taken by the Mayor with reference to the matter of new school-houses, or any legal justification for the designation by the Mayor of Mr. Jackson, or any other person, to take charge of the building of new school-houses. Your committee has declined in any way to recognize the authority of Mr. Jackson, and we understand that the Mayor has now abandoned the position taken in that communication.

On Jan. 13, 1896, the Mayor transmitted to this Board the following communication:

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, Jan. 13, 1896.

PHINEAS BATES, Esq., *Secretary School Committee*:

DEAR SIR: I desire to advise the School Committee, through you, that in accordance with the position taken in my inaugural address, I have this day appointed Prof. Francis W. Chandler, professor of architecture at the Massachusetts Institute of Technology; Frederic Tudor, Esq., heating, ventilating, and sanitary engineer; and Prof. S. Homer Woodbridge, of the Institute of Technology, heating and ventilating engineer, as an expert committee to examine into the present

condition of our school-houses in respect to ventilation and sanitation, and to report, in as much detail as possible, the changes or additions necessary, in their opinion, to provide proper sanitary and ventilating arrangements in existing school-houses, with the probable cost of the same.

This expert investigation is undertaken by the executive branch of the city government for the sole object of placing the Mayor and the City Council, who are responsible for the general finances of the city, in a position to act intelligently upon the request contained in the estimates of the School Committee for the next fiscal year, in which an appropriation of the sum of \$350,000 for improvements in such sanitary and ventilating arrangements is asked for. I trust that the School Committee will appreciate the necessity of this expert examination, and will lend its hearty coöperation thereto. The attitude of the School Committee in giving its approval and support to the examination into the same matters by the committee of the Boston Branch of the Association of Collegiate Alumnae, now in progress, of which committee Professor Woodbridge is the expert on ventilation, gives me full confidence that the committee will lend its further coöperation to the expert investigation now provided for.

My only desire in this matter, as Mayor of the city, is to have this whole subject, which has already received so much attention from our citizens, and which is of such vital interest to them, receive such a thorough and searching investigation by gentlemen of large technical knowledge and experience and high professional standing, as will lead to the acceptance of their conclusion by all parties concerned. It is not my purpose or desire in initiating this investigation to trench in any way upon the functions of the School Committee; but it seems to me my duty, in passing upon the request of the committee for this large sum of money (particularly in view of the condition of the general finances of the city), to place myself and the City Council in a position where we would be in possession of the fullest and most accurate information.

When the report of the above-mentioned expert committee, with their estimates as to the cost of the work, is presented, I shall, as stated in my inaugural, "coöperate in every way in my power with the School Committee in an endeavor to secure the speedy appropriation of the necessary money, and its application, in a manner which will prove effectual to supplying the present deficiencies." I shall be glad, if desired, to confer with any representatives of the School Committee in regard to this matter; and I have instructed the members of the above-named expert committee to confer with the officers of the School Committee before entering upon their work.

In order that the recommendations of these experts may be acted

upon without any loss of time, I would suggest that the School Committee specify by vote the school-houses which they deem to be in need of immediate attention, and authorize the Superintendent of Public Buildings to make repairs upon the same.

Referring to another subject, I am informed that the impression prevails with some members of the School Committee that by my designation of Professor Chandler as consulting architect to the Mayor, the architects named in the contracts that have already been made by the School Committee are superseded. This is not the case. Professor Chandler's duty will simply be to keep me informed as to the proper execution of such contracts, as far as school buildings already contracted for are concerned. While I have asserted, under the advice of the Corporation Counsel, the right to have future contracts for school buildings made by the City Engineer, who has been designated by me for that purpose, it is not my intention to question or disturb any existing contracts.

Yours respectfully,

JOSIAH QUINCY,

Mayor.

This committee accepted in good faith the assurance of the Mayor that he did not desire "to trench in any way upon the functions of the School Committee;" assured him of our earnest desire for his hearty coöperation in the repair of existing school-houses; and transmitted to him a list of school buildings, with a detailed estimate of the amount needed to make necessary repairs, amounting in all to \$639,600.

This large amount was made necessary by the failure of the City Council to respond to the request of the School Committee, repeated for several years, for special appropriations to improve the sanitary condition of various school-houses. A similar necessity for appropriations for new school-houses was only relieved by a special act of the Legislature passed in 1895 granting to the School Committee the right to expend \$2,200,000 in five years for new school-houses.

The only limitation in the Act of 1889, which gave to the School Committee control over the repairs of the school buildings, is that they shall not "expend or contract to expend for said purposes any money in excess of the amount previously appropriated therefor," and up to the advent of the present administration neither the executive nor his legal advisers have questioned the authority over repairs given to the School Board by the Act of 1889.

Early in this administration your committee were informed by His Honor that hereafter the Mayor was to approve bills for repairs on school-houses, and that the Committee on School Houses were to have no authority over the Superintendent of Public Buildings as to the

carrying out of orders for school repairs, that the chairman of your committee was to approve no more bills for school repairs, and that the Superintendent of Public Buildings, part of whose salary is paid by this Board, for looking after school repairs, was to perform that work under the direction of the Mayor and free from any control of your committee. Your committee insisted that they should exercise the authority given them by the statutes, and the position of the Mayor as to general repairs was soon after abandoned. With the commission appointed by the Mayor to advise him as to the present condition of existing school-houses this Board has no official connection, nor has that commission any legal authority to control the expenditures of this Board. The improvement of the sanitary condition of the school buildings constitutes "repairs" within the Statute of 1889, and the published report of the Mayor's commission gave no new information to this Board, merely treating of matters repeatedly called to the attention of the City Council.

Your committee have been informed by the Mayor that his commission estimates that the improvements recommended by them will amount in all to about one and one-half million dollars, and that he proposes to have this expenditure made under the direction of this commission, its members to be paid commissions on the amount of such expenditure.

Against such extravagance your committee enter their respectful but firm protest, and assert that in their opinion if the appropriations be expended for the benefit of the schools, rather than for the exploitation of schemes of individuals, the schools can be put in good condition for about \$700,000. Your committee have recently been asked to pay out of their regular appropriation fees amounting to \$5,590 12 for preliminary work done by two members of this commission, whose information was of no value to this committee, and one of its members has, without any authority, interfered with the work of this committee in building new school-houses, and by such interference delayed the work and rendered himself personally responsible therefor, all in contravention of the purpose announced by the Mayor "not to trench in any way upon the functions of the School Committee." Your committee are anxious to do all in their power to economically provide for the improvement and safety of the present school-houses, and to that end welcome the disinterested suggestion of any citizen or body of citizens. The Legislature has seen fit to grant to the School Board clearly defined authority in the building of new school-houses and the repair of existing buildings.

Previous to this administration the powers given to the Board under the Acts of 1889 and 1895 have been exercised without any question from the Mayor or the Law Department, and it is the purpose of your committee to act within the authority granted by the Legislature, and

to carefully expend all the appropriations granted the Board without the surrender of any right or responsibility.

The designation of school-houses by the Mayor, and the plan submitted for their improvement from the \$75,000 already appropriated, as suggested in the communication of the Mayor, dated June 3, 1896, do not meet with the approval of this committee.

Your committee recommend that this report be forwarded to His Honor the Mayor, and ask for the passage of the following order:

Ordered, That the \$75,000 appropriated by the City Council of May 26, 1896, for improvements in school-houses in respect to sanitation, ventilation, and means of escape from fire be appropriated as follows, to be expended under the direction of the Committee on School Houses:

<i>For Improvements in Sanitarics.</i>	<i>For Fire-escapes.</i>
George-st. School . . . \$1,500 00	Tileston School . . . \$1,100 00
Ira Allen " . . . 1,200 00	Girls' High " . . . 1,400 00
Mt. Pleasant-avenue School 1,150 00	Dillaway " . . . 1,200 00
Savin Hill School . . . 1,150 00	Franklin " . . . 1,200 00
Tileston " . . . 1,620 00	Wait " . . . 1,000 00
Winthrop-st. " . . . 1,350 00	Brimmer " . . . 1,250 00
Yeoman-st. " . . . 2,325 00	Sharp " . . . 1,005 00
Dearborn " . . . 3,250 00	Bunker Hill Grammar School 1,200 00
W. Concord-st. School, 2,400 00	Bunker Hill Primary School 900 00
Adams School . . . 3,950 00	Pierpont School . . . 875 00
Chapman " . . . 2,650 00	Hancock " . . . 400 00
Chas. Sumner " . . . 2,350 00	Winthrop " . . . 1,200 00
Lowell " . . . 4,100 00	Ira Allen " . . . 850 00
Lyman " . . . 3,600 00	Bartlett-st. " . . . 900 00
Warren " . . . 3,700 00	Appleton-st. " . . . 1,200 00
Canterbury-st. School . 1,100 00	Winthrop-st. " . . . 850 00
Chestnut-ave. " . . 1,100 00	Cottage-pl. " . . . 600 00
Hobart-st. " . . . 1,100 00	George-st. " . . . 1,000 00
E. Boston High " . . 1,950 00	Pornort " . . . 900 00
Emerson School . . . 4,000 00	Tyler-st. " . . . 875 00
Edw. Everett Primary School 1,550 00	Groton-st. " . . . 900 00
Everett Pri. School . . 1,100 00	Freeman " . . . 900 00
Noble School 1,800 00	W. Concord-st. School, 1,200 00
	Phillips-st. School . . 900 00
	Fayette-st. " . . . 1,200 00
<hr/>	<hr/>
\$49,995 00	\$25,005 00
Sanitarics \$49,995 00	Fire-escapes 25,005 00
Fire-escapes 25,005 00	<hr/>
	\$75,000 00

On July 14 the following communication from the City Council was received and referred to the Committee on School Houses :

CITY OF BOSTON.

IN BOARD OF ALDERMEN, June 15, 1896.

Ordered, That the order approved May 27, 1896, appropriating the sum of seventy-five thousand dollars (\$75,000) for the Public Buildings Department, School Expenses, be hereby rescinded, and that an additional sum of three hundred thousand dollars (\$300,000) be hereby appropriated for the Public Buildings Department, School Expenses, the same to be expended by the Superintendent of Public Buildings in making such improvements in school buildings to secure better sanitation and ventilation therein and better means of escape in case of fire, as may be ordered by the School Committee; provided, however, that said money is appropriated only on condition that plans or specifications for such work shall be prepared by the School Committee and approved by the Mayor; and that to provide the money so appropriated the City Treasurer be authorized to issue and sell registered certificates of indebtedness of the city of Boston to said amount, payable at the office of the City Treasurer twenty years from their date, and bearing interest at the rate of four per cent. per annum, payable semi-annually, at such times as said Treasurer shall determine.

Ordered, That any premiums coming to the city in the negotiation or sale of said bonds or certificates be paid to the Commissioners of Sinking-Funds for the redemption of the debt hereby created.

Passed. Yeas, 8; nays, 3. Sent down for concurrence. June 18, came up concurred. Yeas, 51; nays, 14.

The foregoing order was presented to the Mayor June 19, 1896, and was not returned by him within ten days thereafter.

A true copy.

Attest:

JOHN T. PRIEST,

Assistant City Clerk.

On August 4 the following order was passed by the Board on the recommendation of the Committee on School Houses :

Ordered, That the \$300,000 appropriated by the City Council of June 15, 1896, for making improvements in school buildings to secure better sanitation and ventilation therein and better

means of escape in case of fire, be expended under the direction of the Committee on School Houses, and said committee is hereby authorized to advertise for proposals to perform such improvements in accordance with plans and specifications prepared by the Superintendent of Public Buildings, and to make on behalf of this Board the necessary contracts for such work.

The Committee on School Houses immediately undertook the expenditure of the \$300,000 appropriated in accordance with the terms of the order passed by the City Council, and the work has been prosecuted with all diligence, although progress had been greatly hampered by the delay in the granting of the appropriation.

The following communication was received from His Honor the Mayor on Sept. 8, 1896, and referred to the Committee on School Houses:

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, Aug. 29, 1896.

ISAAC F. PAUL, Esq., *Chairman of the Boston School Committee,*
Boston, Mass. :

DEAR SIR: I think it proper to call your attention to the fact that the awarding of contracts at the present time for making improvements in the ventilation and sanitation of certain school-houses, to be paid for out of the loan appropriation of \$300,000, will result, in some instances at least, in more or less interference with the use of school buildings after the opening of the coming school year, and will doubtless prevent entirely for a time the use of certain rooms. I wish to have it clearly understood that the Executive Department of the city government disclaims any responsibility for such interference with the use of school-rooms as may result from the performance of this work during the school term. I regard the question as to the advisability of doing any of this work while the schools are open as lying entirely within the province of the School Committee to decide. Foreseeing that little could be done during the present summer vacation unless the work could be actually entered upon as soon as the schools closed, I used every endeavor to secure the passage of the \$300,000 loan appropriation

in season to permit of the preparation and approval of plans, so that the actual work could be begun by contractors at the end of June. Owing to the lateness of the date at which the loan was finally authorized by the City Council, and some further delay in arriving at an understanding between the School Committee and myself as to our respective authorities and as to the procedure to be followed in connection with the planning and execution of this work, plans were not presented for my approval in season to secure the completion of any material portion of the work contemplated prior to the opening of the schools in September.

I merely desire, at the present time, that it should be clearly understood that I regard it as exclusively within the province of the School Committee to determine what work it is advisable to let contracts for at this time, and to what extent it is practicable or desirable to interfere with the sessions of the schools by the execution of such work.

Yours respectfully,

JOSIAH QUINCY,

Mayor.

The placing of the responsibility for the delay in providing the funds necessary for the purposes specified was clearly fixed in the following communication received from His Honor the Mayor, on September 22 :

CITY OF BOSTON.

OFFICE OF THE MAYOR, CITY HALL, Sept. 22, 1896.

ISAAC F. PAUL, Esq., *President of School Committee :*

DEAR SIR: I regret to learn that my letter of August 29, addressed to you, has given the impression to anybody that I intended to place upon the School Committee the responsibility for the lateness of the date upon which the work of making improvements in school-houses, to be paid for out of the loan appropriation of \$300,000, was actually entered upon. I certainly did not intend to give any such impression. The closing sentence of my letter expressed the only idea that I had in mind in writing it. This was as follows :

“I merely desire, at the present time, that it should be clearly understood that I regard it as exclusively within the province of the School Committee to determine what work it is advisable to let contracts for at this time, and to what extent it is practicable or desirable to interfere with the sessions of the schools by the execution of such work.”

I did not intend by this sentence, or by anything else in the letter, to imply that the School Committee had been dilatory in its proceedings since the time when the loan order was passed by the City Council, and an understanding arrived at between the committee and myself, as to the procedure to be followed in connection with the planning and execution of the work. The responsibility for delaying the appropriation until it was too late to do any material portion of the work contemplated during the summer vacation rests entirely upon the City Council, and that body was fully advised by me as to the consequences of delaying the passage of the appropriation. On March 23 I informed the City Council, by a message, that "in order to prepare for the large amount of work involved, and to give proper time for the preparation and approval of plans and the letting of contracts, it is necessary that the money should be made available at once." Again, on May 14, I stated in a message to the Council, that "The appropriation has already been so delayed that there is now hardly enough time, even if it is made at once, to make the necessary contracts to enable the work to be entered upon at the beginning of the summer vacation; and . . . it will be impossible to do the work planned for this year if the appropriation is further delayed." The appropriation, nevertheless, was not passed by the Council until June 18.

With all possible diligence, both on the part of the School Committee and the Executive, it would have been impossible, after that date, to prepare the necessary plans and specifications and award the contracts so as to secure the completion of any material part of the work during the summer vacation. The understanding arrived at between the Committee on School Houses and myself as to methods of procedure involved the preparation of new plans and specifications, under the direction of the committee, and the approval of such plans, if found in condition for approval, by myself. The work of preparing, criticising, and modifying the plans and specifications is necessarily a slow one. Differences of opinion in connection with plans and specifications have inevitably arisen, but it has been my desire to have such differences adjusted as speedily and with as little friction as possible.

Whenever a set of plans was returned to the School Committee with my approval, it was for the committee to determine whether, in view of the lateness of the date, it was advisable to enter upon the work at once, causing whatever interference with the use of school-rooms after the opening of the term was thereby rendered necessary, or to postpone the improvements until next year. I did not intend in my letter to imply any criticism upon the course of the School

Committee in deciding that the work of making improvements should go forward at the present time, nor had I formed, even in my own mind, any opinion that such a course was a wrong one. I merely felt it proper that the public should understand that this matter lay exclusively within the province of the School Committee to determine.

Yours respectfully,

JOSIAH QUINCY,
Mayor.

On that date (September 22) the Committee on School Houses, to whom had been referred the previous communication from His Honor the Mayor, on the same subject, reported to the Board that in view of the later communication received, no further action was necessary, which report was duly accepted by the Board.

PROTECTION FROM FIRE.

The providing of better means of protection from fire is repeatedly alluded to in the various communications quoted above, and the following order passed by the City Council was received Oct. 27, 1896, and immediate steps taken for the expenditure of the amount named in accordance with the terms of the order :

CITY OF BOSTON.

IN BOARD OF ALDERMEN, Sept. 28, 1896.

Ordered, That the Superintendent of Public Buildings be authorized to expend, as may be ordered by the School Committee, for better means of protection from fire in school buildings, not exceeding the sum of five thousand dollars (\$5,000), out of the sum of three hundred thousand dollars (\$300,000) appropriated by the order of July 1, 1896, for making improvements in school buildings, to secure better sanitation and ventilation therein, and better means of escape in case of fire.

Passed. Yeas, 9; nays, none. Sent down for concurrence. October 22 came up concurred. Yeas, 57; nays, none. Approved by the Mayor,

Oct. 24, 1896, he certifying on the original order that the foregoing transfer is not, in his opinion, to meet a current expense.

A true copy.

Attest:

JOHN T. PRIEST,

Asst. City Clerk.

The following is a statement of what has been accomplished under the \$300,000 appropriation for improvements in school buildings to date :

Contracts have been made and the work practically finished for a complete system of heating, ventilating, and plumbing in the Cyrus Alger, Roxbury and King streets, and the Edward Everett Grammar Schools.

The heating-apparatus at the Henry L. Pierce School has been improved by changing the fresh-air shafts, relocating vent ducts, etc.

New floors have been put in the Hyde School, and plans and specifications for heating and ventilating the following schools have been prepared, but the work of installing same has been deferred to such time as will not inconvenience the schools :

Sherwin, Dillaway, Bennett, Bennett Branch, Winship, Norcross, John A. Andrew, Mead-street, Dorchester High, Quincy, Everett Grammar.

Fire-proofing of the basements, which consists of the substitution of wire lathing in place of ordinary lath and plaster and the putting in of expanded metal partitions in place of wooden ones, has been completed in the following schools :

Eliot, Ware, Freeman, Pormort, Somerset, Sharp, Phillips, Winthrop, Skinner, Wait, Quincy, Pierpont, Cushman, Hancock, Emerson (Poplar-street), Grant, Franklin, and Tyler street.

A complete new system of plumbing and sanitarities has been put into the following schools :

Washington-street, Canterbury-street (old), Mt. Pleasant-avenue, Savin Hill, Bailey-street, Everett Primary, Mead-street, Common-street, Baker-street, Howard-avenue, Edward Everett, Rice Training, Glenroad, Lowell, Chestnut-avenue, Warren, Quincy-street.

The work of installing a new system of plumbing and sanitarities is in progress, and more or less done, in the following schools :

Emerson, Lyman, Adams-street, Appleton-street, Capen, Howe, Dillaway, Prince, Bunker Hill, Bunker Hill Primary, Tileston.

Plans and specifications for fire-proofing and fire-escapes have been prepared for the following schools :

West Roxbury High, Appleton-street, Hillside, Mather, West Concord-street, Drake, Weston, Dwight, Sherwin, Franklin, Phillips-street, Old Mather, Bartlett-street, Yeoman-street, and George street.

Plans and specifications have been prepared for plumbing in the following schools :

Weston-street, Chapman, Comins, Ira Allen, Harris, Dorchester High, Noble, Hobart-street.

The following schools are being equipped with fire-escapes :

Grant, Somerset-street, Pormort, Freeman, Emerson, Sharp, Phillips, Pierpont, Quincy, Tyler-street, Skinner, Winthrop, Wait, Hancock, Cushman, Eliot, and Ware.

The sum of \$5,000 has been set aside for the purchase of fire extinguishers, and the schools are now being supplied with them.

DESCRIPTIONS OF SCHOOL-HOUSES.

Following are descriptions of the various school-houses completed and occupied during the year 1896, and referred to previously in this report :

Bowdoin Grammar School-house. Myrtle street. — The new grammar school building erected on the site of the old grammar school-house of the Bowdoin District is a very good type of modern school-building. It fronts on Myrtle street, as did the old building, but extends three times as far back and down the hill.

In order to enlarge the lot sufficiently to accommodate the present structure, Revere street was discontinued from Irving street to South Russell street, and one row of dwellings on the north side of Revere street was removed.

Charles Sumner was born in a building which stood on this spot, that is, on the corner of Irving and Revere streets, and a tablet stating this fact has been built into the new school-house on the Irving-street side.

The enlargement of lot above noted has not only allowed a greater depth to the building, but has given an added story of school-rooms at the rear, owing to the pitch of the streets on either side ; and this difference in grade between the front and sides further allows two side entrances at sidewalk grade to the play-rooms in the main basement.

A sub-basement, which is a half-story above grade, at the rear of the building, gives ample room for the installation of a heating and ventilating plant, and storage-rooms for fuel in connection therewith. Besides the two basement entrances above noted, there is a front entrance on Myrtle street, and a rear entrance accessible from either of the side streets. In addition to the above, the boiler-room has an independent entrance.

This building contains sixteen class-rooms, accommodating in the vicinity of nine hundred pupils, besides which there are a master's and teachers' rooms, a library on the second floor, and a large hall on the third floor. There are two large play-rooms in

the basement, as well as ample toilet accommodations of the latest and most improved description.

Many improvements which have been noted in other new school buildings are herein contained, such as slate blackboards throughout, hospital base and eased corners at the intersection of ceilings and walls, double windows for all school-rooms, and a complete system of electric bells and speaking-tubes. Iron stairs with rubber mats in the treads extend from the basement to third floor. The interior walls and ceilings have been given a very artistic treatment in water colors. This building has the distinction among Boston school-houses of being the first to be wired for electric lighting at the time of its construction. The complete system of wiring is thereby hidden in the framing and wall spaces, with the result that this building has the same finished appearance, in this regard, as the best of modern structures.

The design of the building is "Old Colonial" in character, and has been carried out in brick with marble trimmings. About the front entrance and in panels on the sides of the building, a judicious use of stone carving as an ornamentation has been made.

Brighton High School-house, Cambridge and Warren streets, Brighton. — The new Brighton High School is situated at the corner of Cambridge and Warren streets, Brighton, facing towards Brighton. It is a large building, being 100 × 140 ft., and is 3½ stories in height.

The construction is of brick with marble trimmings, and designed in the classic style. The main entrance is through three brick arches in the recess of the central front, which recess above the first story is divided into panels by brick pilasters surmounted by carved marble capitals. Marble balconies with carved brackets supporting them furnish the caps for the side entrances, and a marble balustrade runs over the front entrance, which is reached over a broad platform and steps of North River stone about 70 ft. in length. North River stone is also in evidence at the side entrance. A somewhat formidable pattern of grille over the basement windows helps to give the basement an appearance of strength.

At the front entrance, a vestibule finished in polished Knox-

ville marble extends past the three outside arches and opens into the main corridor of the building. The vestibules at the two side entrances are also finished in Kneuxville marble, and from there, in either end of the building, one can go either to the basement or to any floor by a staircase wholly constructed of iron, and separated from the remainder of the building by fire-proof partitions.

The building above the basement contains five class-rooms 30×40 ft. in size, six recitation-rooms 20×30 ft. in size, an assembly-room and library 36×65 ft. in size, and laboratories for botany, physics, chemistry, a gymnasium, and a draughting-room, each 30×40 ft. in size, besides which there is a large hall on the third floor, 50×65 ft. in size, and reception-rooms, master's and teachers' offices, dressing-rooms, storerooms, and closets throughout the building. The assembly-room and library are fitted with bookcases, the main hall with gun-racks, and a stage equipped with drop and side curtains, and a curtain for stereopticon views. The laboratories are each provided with suitable fittings.

In the basement there are locker-rooms for each sex, giving an independent locker to each pupil, and recreation or lunch rooms with ample toilet facilities leading therefrom. In the central portion of the basement the heating and ventilating plant is installed and the storage-rooms for fuel are situated.

Much attention has been given to the selection of tints in the water color and oil painting of the building. The main hall and draughting-room as well as some of the smaller rooms have received a distinctive treatment. This building has all of the minor improvements, such as hospital base, slate blackboards, double windows, a complete electric-bell and speaking-tube system, and an adamant finish for window and door trims; and is fitted with an electric-clock system, and gong to ring automatically for classes, according to schedules varying with the different days of the week.

Nearly everything is to be found in this building which a modern High School building should contain.

Genesee-street Primary School-house. — The new Primary School-house in the Quincy District fronts on Genesee street, and runs through to Oswego street, occupying in part the lot of

the old school building which has been enlarged to give ample playgrounds on either side of the new building. Each yard has a front and rear entrance, and the building, in addition to side entrances from the yards to the basement and first floor, has a main entrance on Genesee street.

The building is three stories high, will accommodate five hundred pupils, and contains three school-rooms on each floor, of the usual size, each provided with a teachers' closet and book-closet; and having its principal entrance from the central lobby of the building. In the basement there is a play-room on either side of the building, with adjoining toilet-rooms, and an independent exit to the yard, and ample storage room for coal is provided. The teachers' rooms are fitted up with cases and toilet in connection therewith, in the central front of the second and third floors.

But the most important consideration in the planning of this building was that of fire-proofing. No wood was used in the framing of the three floors of the building; each floor-framing consisting of terra-cotta arches resting on steel beams, which in turn are firmly planted in the brick walls at the outside of building, the centres resting on steel columns, thoroughly fire-proofed, running from basement to roof. Access to the different floors is by means of two iron staircases which are wholly cut off from the main building by fire-proof openings at each floor, each staircase thereby being isolated in brick wells in which there is no inflammable material.

The building has an attractive exterior, and is very well lighted.

Gilbert Stuart Grammar School-house, Richmond street, Dorchester.—The new Grammar School building for the Stoughton District is very fortunate both in its site and its design. It is located on Richmond street near Dorchester avenue, and has a frontage of about 120 feet on Richmond street. It is a three-story building of classic design, built of brick, with marble trimmings

The building is reached from Richmond street, through a main entrance in the centre of the front of building, and by side entrances at each end of same. The central portion of the front of the building is somewhat recessed, which recess is utilized

for its full width for the platform and steps leading to front entrance. Above the first story the recess is divided into panels by brick pilasters, capped with carved marble capitals. The steps and platforms, both at front and side entrances, are built of North River stone. The vestibule and steps leading to the main corridor of building are finished in Knoxville marble, as are the side vestibules at the first floor of the staircase halls. From the side entrances, which open directly into the staircase halls, access may be had to the basement or to any floor by a staircase built entirely of iron, which is separated from the remainder of the building by brick walls and a fire-proof partition with fire-proof openings at each floor. Play-rooms and toilets for both boys and girls are located in the basement, each with an independent entrance to the yard in the rear. The heating and ventilating apparatus and the storerooms for fuel are also situated in basement.

The building contains fourteen class-rooms, and accommodates about 784 pupils. Two of the class-rooms are used for classes in cookery and manual training, and have been especially equipped for such purposes.

On the first story is located an office for the sub-master, one for the teachers, and on the second story a large office for the master, with a library adjacent. Both these latter rooms have independent entrances from the corridor. On the third story is provided a large, well-proportioned hall. The offices mentioned have toilets and closets in connection therewith, and the hall is fitted with a broad stage with suitable dressing-rooms.

Each class-room has a main entrance direct from the central corridor, and one also from the inner end of the wardrobes, so that pupils may pass through the wardrobe to the school-rooms.

A great deal of taste has been displayed in the tinting of walls and ceilings, and the general scheme of color is somewhat of a departure from that usually employed in school buildings.

There are double windows for all class-rooms; an excellent system of speaking-tubes and electric bells is provided. The blackboards are of slate, and in general the building is exceedingly well adapted for school purposes.

Phineas Bates Primary School-house, Beech street, Roslindale.
— This school-house was the first new building ordered by the

School Committee under the recent act of the Legislature. It is a wooden building of the Colonial style of architecture, containing four school-rooms and intended as a Primary School. It occupies a commanding position upon one of the hills of Roslindale, a location particularly advantageous for the fine light and air and perfect sanitary conditions. Among other attractions, not the least noticeable and agreeable is an extensive view of that beautiful section of Boston's suburbs.

The building measures 85 feet in its extreme length by 46 feet in width. The total height to the eaves is 40 feet. The roof is of slate with copper skylights and gutters. The school-rooms measure 26×30 feet each and the stories 13 feet high in the clear. The school-rooms recommend themselves especially by their sunny exposure to the south and west and the many large windows; conditions which seem to assure the healthfulness and consequent advancement of the pupils. Each school-room is fitted with a teachers' closet and bookcase. The corridors are wide, and include a patent wardrobe system whereby ventilation and heat are provided to dry the clothing of the pupils and to prevent the spread of disease. These wardrobes obviate the necessity of the usual rooms for such purposes, thereby saving the expense of such rooms, and have the incidental advantage that the pupils are less frequently away from the direct supervision of the teachers.

The building is divided in its centre by a brick partition wall extending the entire height, through which the corridors connect by iron doors. Two staircases are provided at the ends of the corridors, one of which is of iron enclosed in brick walls, so that there are two methods of escape from each school-room in case of fire. An iron balcony has also been provided at the second story and forms the most prominent and central feature of the building. This balcony serves the double purpose of an extra fire-escape and a means of access to the flag-pole, which rises from it high above the roof. On each floor there is also provided a room for the use of the teachers, with a closet for each teacher and toilet. The basement is 10 feet high in the clear, 6 feet above ground; it contains, besides the heating and ventilation apparatus, the toilets on the girls' and on the boys' sides; but is principally devoted to two large play-rooms, with many

windows, admitting full sunlight to these much-used and very important adjuncts of a proper school.

The staircases and corridors of the building are arranged upon the north-east, leaving the southerly and southwesterly exposures for the school-rooms. One staircase tower is carried up to form a belvedere or lookout tower, and forms a marked feature of the building, when seen from a distance. The arrangement of the plan affords opportunity to readily add four more school-rooms when desired.

The general contract has been executed by Messrs. John McNamara & Sons, of Boston, and the heating, ventilation, and sanitation by the Fuller & Warren Warming and Ventilating Company, of Boston and Troy, N.Y.; the wardrobes by the Flexible Door and Shutter Company, Worcester, Mass.; Mr. George A. Avery, of Boston, is the Architect.

Roger Clap Grammar School-house. Harvest street, Dorchester. — This school-house is situated on a lot of land 160×135 feet bounding on Harvest street, Ward 16, Boston.

The contract for its erection was awarded on Nov. 27, 1895, and the building was completed Oct. 27, 1896.

The building is 82×85 feet, and three stories high, and contains ten school-rooms with wardrobes connecting, master's and teachers' rooms with toilet-rooms connecting, and an exhibition hall. The basement contains, besides the necessary lavatories, two large play-rooms, janitor's room, and the boiler and fuel rooms.

Five entrances give access to the building, one on front and one on each side, opening from the boys' playground on the east side and the girls' playground on the west side, and two on the rear opening into lavatories in the basement from the playgrounds.

The floors at front and side entrances are laid in mosaic and marble, and the walls of loggia at the front entrance are covered with glazed tile extending from floor to ceiling, with panelled ceiling of quartered oak. The vestibules have panelled dado on the walls.

Two iron staircases, one at either end of the corridor (which is 14 feet 6 inches wide), extend from the basement to the upper story.

The finish in the rooms, corridors, etc., is of brown ash, the

walls being wainscoted throughout. The plastered walls are tinted and decorated with bands and lines in harmonious colors.

Each school-room has one or more bookcases, teachers' closet, and natural slate blackboards, extending around all sides of the rooms. All the rooms, including the teachers' rooms, wardrobes, and lavatories are heated and ventilated by the plenum system, which supplies each pupil with forty cubic feet of fresh air per minute, heated to any degree desired, without the necessity of opening any windows or doors.

The exterior walls of the building are of red brick laid in red mortar, with buff sandstone trimmings. The main cornice and the cornice and balustrades at the front and side entrances and deck of main roof are of heavy copper. The pitch roof is covered with best green Vermont slate with copper flashings throughout.

The building was designed and built under the supervision of Mr. William H. Besarick, Architect, No. 14 Kilby street, Boston, the contractor being Mr. Walter S. Sampson, a member of the Master Builders' Association, of Boston. The heating and ventilating plant was installed by Mr. A. A. Sanborn, of Boston.

It is seldom that the annual report fails to record the death of some honored master whose departure leaves a vacancy that it is hard to fill and who has won the esteem and confidence of the Board. This year is, however, a particularly sad one, for death has removed an officer of the Board, and the committee has to record with profound sorrow the death of Phineas Bates, for many years its devoted secretary, and to express its grief at the loss of an honored friend, an efficient assistant, and a faithful official. Mr. Bates possessed many rare qualifications; he was emphatically the right man in the right place; his large experience, his untiring industry, his love and

peculiar fitness for his work, rendered him almost invaluable, and his personal qualities endeared him to all with whom he came in official or social contact, and his years of faithful service are gratefully acknowledged by the Board.

The death of Charles W. Hill, late master of the Bowditch School, removed a strong and beautiful personality, a sincere Christian, and a successful master. Mr. Hill's devotion to the moral and intellectual welfare of his pupils, his unwearied zeal and his good judgment, will be long remembered, and his loss sincerely mourned. The influence exerted by Mr. Hill upon his pupils and upon his friends and associates is not to be lightly estimated. He governed kindly and taught skilfully. He was an appreciative counsellor of the teacher, a considerate adviser of the parent, and a true friend of the child. He was also a patriot who left a fondly loved home and family at the call of his country. Of him it may well be said, "Truly, the end of a good man is peace."

WILLIAM T. EATON, *Chairman.*

S. ALBERT WETMORE.

ARCHIBALD T. DAVISON.

SIXTEENTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.
MARCH, 1896.

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REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his Sixteenth Annual Report.

STATISTICS.

Whole number of pupils belonging to all the day schools on the 31st day of January, each year:

1892.	1893.	1894.	1895.	1896.
62,009	63,374	65,588	67,487	69,315

Belonging to each grade:

Normal School:

182	169	191	182	208
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Latin and High Schools:

3,444	3,406	3,675	3,944	4,193
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Grammar Schools:

31,294	31,706	32,681	33,502	34,541
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Primary Schools:

25,098	25,770	26,523	26,971	26,975
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Kindergartens:

1,991	2,323	2,518	2,889	3,398
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Average number of pupils belonging to all the day schools during the five months ending January 31, each year:

1892.	1893.	1894.	1895.	1896.
61,661	63,233	65,144	67,654	68,960

Belonging to each grade:

Normal School:

197	175	191	192	216
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Latin and High Schools:

3,488	3,487	3,701	3,996	4,242
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Grammar Schools:

31,398	31,899	32,700	33,714	34,639
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Primary Schools:

24,682	25,435	26,141	26,971	26,636
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Kindergartens:

1,896	2,237	2,411	2,781	3,227
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It will be noticed that the gain has been in the grammar and high schools, and in the kindergartens, while the primary schools have made practically no gain in numbers.

Average number of pupils belonging to the special schools during the time these schools were in session to January 31, each year:

Horace Mann School for the Deaf:

87	97	96	101	112
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Evening High:

2,148	1,760	2,041	2,269	2,271
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Evening Elementary:				
3,119	3,220	3,566	3,041	2,745
Evening Drawing:				
666	643	632	586	562
Spectacle Island:				
15	17	16	19	16

THE EXHIBITION OF MANUAL TRAINING.

That a general exhibition of drawing and other school work might be advantageous was pointed out in my last report. An opportunity has since occurred for making a partial experiment in the matter.

An invitation of the Charitable Mechanic Association to make an exhibition of public school manual training at the Mechanics' Fair, October and November, 1895, had been under consideration since June, and the School Board had made an appropriation for the purpose, but early in September the Committee on Manual Training decided to recommend that the invitation be declined, for the reason that most of the material suitable for exhibition had been distributed to the pupils before the summer vacation, and that very little new material could be found in September.

This decision was not pleasing to the managers of the fair. They urged a reconsideration; pointing out that they had been led to expect an important contribution to their exhibition from the public schools, and that they had set apart a large space to

receive it, which space could not then, so shortly before the opening of the fair, be advantageously granted to other exhibitors.

So the Committee on Manual Training, recognizing a certain obligation in the matter, instructed the Superintendent, Supervisor Conley, and the Principal of Manual Training Schools, Mr. Leavitt, to gather material as best they could, and set it up for exhibition. The time was short; the space to be filled — about three-quarters of the upper gallery in the main hall — seemed more than ample; and the appropriation for the purpose — five hundred dollars — none too large. Nevertheless there was enthusiastic determination to do the best possible under the circumstances. The teachers responded liberally to calls for material and for help; members of the school committee and school officers worked assiduously in arranging the display; and the results seem to have been very generally gratifying.

On the whole the exhibition may be taken as an encouraging suggestion of what might be done if a full and systematic display of all kinds of school work were gathered from all the schools. It would not be difficult to fill the whole Mechanics' Building with a school exhibit if time and money enough were granted.

Some account of the contents of this exhibition, with remarks on the educational significance of its principal features, may properly have a place in these pages. The topics to be noticed are kindergarten work, primary school work, clay modelling, color work, pasteboard construction, mechanical drawing,

woodworking, sewing, the work of the high schools, the work of the Mechanic Arts High School, the work of the free evening drawing schools, and cooking.

1. *The kindergarten work.* In the occupations of the kindergarten are found the beginnings of all manual training. The impulse to express ideas in material form, as by building, modelling, or drawing, manifests itself very early in childhood—much earlier than the desire or the ability to use the symbols of reading and writing or of arithmetic.

Out of the natural impulse which sets young children to making mud-pies a good kindergartener develops an ability to express ideas through models made of clay. The ability so developed is often remarkable, sometimes surprising. Training of this kind continued through primary, grammar, and high schools might not, indeed, make a Michael Angelo of every child, but undoubtedly many children can thus be brought to possess a good degree of artistic feeling and intelligence. If haply an unconscious genius come under such training, his powers are revealed to himself, and the world gains another great sculptor.

In the same way, the impulse to represent by drawing manifests itself very early. The old education ignored this impulse, or repressed it, even punishing children for the exercise of it in school time. The new education makes use of it, affords occasions, motives, and helps for the exercise of it, and makes the higher development of it an important part of school work in all the grades. The result of such

work well done throughout the schools is wide-spread artistic knowledge, with here and there, perchance, a young artist.

So, too, as regards the early impulses of children to build and make things. Beginning with these and developing therefrom, through well chosen exercises in building and making, an ability to express ideas of arrangement, symmetry, stability, and proportion, the kindergarten, and after it the school, leads children to understand all things built or made and themselves as builders and makers. This is manual training. It is the way in which modern education undertakes to develop the child in harmony with life in an industrial age.

Manual training ranges all the way from the kindergarten to and through the technical school. In its later stages, indeed, it becomes specialized and technical, and so meets the wants of the comparatively few ; but in its earlier stages it is general, and meets certain educational wants of all. It forms an essential factor in all good elementary education Hence the importance of manual training in its earlier stages, and the interest that attaches to the beginnings of it in the kindergarten. We find here suggestions of what may be done in the primary and grammar schools when a more thorough application of the principles of manual training in those grades shall provide a more orderly and continuous development of the children's powers than has hitherto been practicable.

The kindergarten work displayed at the fair filled a few show-cases and a few square yards of wall

space. The quantity could easily have been made greater — tenfold greater — and all the kindergartens in the city could have been represented, had this been the purpose of the exhibition. But the purpose was merely to illustrate the several kinds of kindergarten work included under the head of manual training.

Of these kinds there were seven — clay modelling, drawing, paper-folding, pasting, weaving, sewing, and "nature work." A few words concerning each kind will serve to set forth its meaning and purpose.

The clay modelling was of several sorts, each sort illustrating a particular motive in the work. First, there was free expression in clay of the children's ideas of things. The children working without models, represent things spoken of in the kindergarten or seen by them elsewhere. Birds' nests, buds, catkins, flowers, leaves, animals, butterflies, dolls, boats, sleds, wagons, boots, shoes, cradles, and many other familiar objects were represented with childish skill but often with remarkable evidence of acute observation.

Secondly, there was the more formal work of making the type forms, — spheres, spheroids, cubes, prisms, and cylinders, — from models, and transforming these into cherries, grapes, apples, birds' nests, eggs, lemons, houses, bales of hay, ink-stands, rollers, wheels, and many other things approximately manifesting the type forms.

A third sort consisted of designs in clay, which were interesting, as showing how even very young children can be led to acquire and express simple

ideas of artistic decoration. A thin strip of clay about an inch and a half wide, and four or five inches long, was marked off in squares, and little balls of clay were placed within the squares, — one in each square, or one in each alternate square, or two, three, four, or five in each square, differently arranged in the alternate squares. Or again, there were single thin squares of clay (placques) upon which little balls of clay had been arranged with good decorative effect. Other designs were produced by making impressions on the clay with cubes or triangular prisms, the impressions being linearly arranged to form borders. Impressions were also made on soft clay with leaves to show outline and veining, or to cut the leaves out of clay by following the outlines made. Finally, there were very pretty simple flowers made on a square or oblong plaque — such flowers as the children had seen and described in talks or found in their excursions to parks or fields: pansies, daisies, apple-blossoms, cherry-blossoms, wild roses, and violets.

The drawing in the kindergarten, like the clay modelling, is rudimentary, and illustrates the first attempts at free expression as well as the earliest results of formal training. The free drawings shown were suggested either by the stories and songs told and sung in the kindergarten or by the child's own undirected thought and observation. These drawings were indeed crude, but they were significant; they indicated powers of observation and imagination quite in advance of the power of expression; in other words, they indicated that the children had

already reached the stage when formal instruction in drawing could begin.

And the simple results of formal instruction were also shown: straight lines and combinations of these in simple forms and designs, also curved lines and circles with their modifications into representations of simple objects. The purpose of this kind of drawing is to train the hand and eye to produce and rightly see proportion and relations of lines and outlines of objects, as well as to begin in simple childish way the making of artistic designs. Colored crayons or brush and color are used for this work.

The paper-folding gave simple forms suggesting familiar objects, such as boats, boxes, houses, and wind-mills; or symmetrical designs, in the production of which a good deal of care and skill is required.

The paper pasting consisted either in arranging squares, circles, and triangles of colored paper on neutral background into borders or around centres; or in cutting a square of paper into regularly marked parts and recombining these parts into a design; or in the cutting and pasting of forms derived from snow crystals, this last growing out of nature study in the winter.

There was a good display of the usual paper weaving, some of it illustrating simple numerical formulas producing simple designs, and some more elaborate.

The sewing done in the kindergarten is not the ordinary needlework of the household, nor is it that which girls learn in the grammar schools. It is well to remember this, because some writers, apparently

not well informed, have criticised the kindergarteners for teaching sewing. But this sewing is done with large needles, large, colored thread, and stiff paper with holes made in it for the stitches. The stitches follow the simple outlines of various objects, such as leaves, flowers, birds, butterflies, horses, dogs, and other animals. These outlines were filled in with water-color or colored crayon to make them more pleasing.

Another kind of sewing is done upon perforated paper with the holes arranged in equidistant lines and rows about half an inch apart each way. The stitches can easily be arranged and combined so as to mark out simple geometric forms, or, better, so as to compose simple artistic designs. By repetition and alternation of forms and of colors, the variety of such designs is well-nigh endless. Those which were shown were remarkable for continuity, — one design following another in an order of development, — and some of them had considerable artistic merit.

Finally, the "nature work" of the kindergarten constituted a new and most interesting feature. The children have a great abundance of natural objects from gardens, fields, and woods which they have observed and named. They have also been taught to use these for the construction of numerous curious and pretty things. There were long chains made of acorns, berries, squash-seeds, shells, rose hips, bits of straw, in varied and pleasing combinations; designs made of pressed and dried clover, maple, oak, or sumac leaves, maple keys, etc., symmetrically arranged and glued upon paper; dolls made of chestnuts, peanuts,

or acorns; boats made of half acorn shells with masts of wooden toothpicks and sails of paper; baskets, tea-sets, vases, cradles, and many other toys produced from various natural objects; a bird's-nest made of burdock burrs and lined with the silk from the milk-weed pod; a parrot made of milk-weed pods; vases, urns, and tops made of golden-rod gall; pigs made of butternuts; turtles made of raisins and cloves; mice made of apple-seeds; spiders made of acorns; and crabs made of horse-chestnuts with limbs of wooden toothpicks. There would seem to be no end to work of this kind. Its educational value lies in its keeping the children in lively quest of resemblances, which is a fundamental mode of mental activity, and in its stimulating their invention. This "nature work" is said to be a new development in kindergarten method. Certainly these first-fruits of it are highly commendable and full of encouragement. Kindergarteners who have not yet taken it up can hardly do better than to give it their attention.

2. *The work of the primary schools.* The manual training in the primary school pursues the same general lines as that in the kindergarten; but the work exhibited consisted more largely of clay models. These showed good technical skill and accuracy, — the effect, doubtless, of prolonged practice in making models of the type solids. There is more formal instruction and a more strenuous insistence on accuracy in the primary school than there is in the kindergarten, as there should be; but the comparative neglect of free expression observable in some of the primary schools is a matter of regret.

Free expression in clay modelling, as well as in drawing, should be encouraged, — nay, it is an indispensable factor of right instruction in all grades.

The plan of work upon which the formal instruction is given was well illustrated in the exhibits from most of the schools. It is logical and connected. Beginning with the type solids, then taking up natural objects based upon the types, and manufactured objects also based on the types, it proceeds to elementary designs, or the orderly arrangement of type-forms, and concludes with elementary designs from nature-forms. It was possible so to arrange the material contributed by each school as clearly to show this plan of instruction and to indicate the progression by grades.

There has been a noteworthy improvement in the clay modelling done in our schools during the last few years. This statement rests on a comparison I have been able to make between the work sent in this year and that which was sent in for the Chicago Fair. There has been a gain in breadth and variety, as shown by the teachers' selection of objects, natural and artificial, for the children to represent in clay; and there has been a marked improvement in the quality of the pupils' work, indicating more thoughtful observation and careful study. Decorative design has received more attention than formerly, and this part of the work especially shows a stronger expression of individuality both in the instruction given by the teachers and in the work done by the pupils.

The clay work placed on exhibition was somewhat more than a half of that which was sent in from twenty-

four districts.¹ Every district contributing was represented in the exhibit. All twenty-four districts contributed models of the type solids, which included not only the sphere, cube, and cylinder of the kindergarten, but also spheroids (prolate and oblate), prisms, pyramids, and cones, with parts and sections of all these. Natural objects in great variety and manufactured objects in still greater variety² were also received from all the districts. Only eleven districts contributed decorative work.

The decorative work was interesting, as showing a more advanced development. The designs were many of them large, free, and strong. They were made upon plaques or tiles of clay, and consisted for the most part of leaves, flowers, or fruits, usually in relief but sometimes depressed. The grouping was

¹ The list is, the Adams, Agassiz, Bowditch, Brimmer, Charles Sumner, Dearborn, Dillaway, Franklin, Frothingham, Gaston, Hancock, Harvard, Henry L. Pierce, John A. Andrew, Lewis, Lincoln, Mather, Prince, Quiney, Rice, Sherwin, Washington Allston, Wells, and Winthrop.

² For the use of teachers a list of these is here recorded. *Natural objects*: acorns, apples, bananas, beans, beets, birds'-nests (with eggs and the bird), blackberries, carrots, cherries, corn (ears of), eggs, flowers (of many kinds), grapes, leaves (of many kinds), lemons, melons, mushrooms, nuts, peaches (whole or in halves), pears, peas (in pod), plums, potatoes, pumpkins, quinces, squashes, and strawberries. *Manufactured objects*: barrels, baskets, boats, books, boxes, brooms, brushes, candles and candle-sticks, cradles, dice, dominoes, drums and drumsticks, dumb-bells, fire-crackers, flat-irons, garden rollers, ink-stands, mallets, mortars and pestles, oil-cans, planes (carpenters'), pumps and troughs, rakes, refrigerators, rolling-pins and boards, safes, slates, thermometer stands (in form of monument), travelling-bags, trunks, tents, and well-curbs; also plates, cups, saucers, tea-pots, pitchers, bottles, bowls, mugs, jars, jugs, vases, bean-pots (filled with beans), a tankard with cover, a dish of nuts, a tray of crackers, a basket of nuts, a bunch of cigars, and a cut cheese with a mouse approaching it; also hats, cocked hats, caps, jockey-caps, muffs, necklaces, buttons, hat-pins, scarf-pins, hair-pins, pin-cushions, spools, scissors, and a dressing-case.

either natural or conventional, the latter to form decorated borders or decorative arrangements around centres. There were a few designs consisting of geometric forms linearly or radially arranged.

For the general excellence, extent, and variety of their clay-work exhibits, the Dillaway, Lincoln, Prince, Quincy, and Washington Allston districts deserve special mention,—the first three of these being distinguished, too, for the excellence of their decorative work. Excellent decorative work came also from the Sherwin, Hancock, John A. Andrew, and Charles Sumner.

There remain a few other particulars to be noted in order to complete the description of the primary school manual training exhibit.

There was a good display of stick laying and drawings based thereupon from the Prince district. The sticks were arranged to form geometric figures, or to represent common objects (as chairs, houses, etc.), in profile, or to make decorative designs; and were glued upon one-half a piece of paper, while upon the other half these arrangements were copied with a lead pencil. The same method of drawing is applied to pressed leaves and flowers, which are glued to one-half and drawn upon the other half of the paper, as was well illustrated by some work from the Hancock and Dillaway districts.

Interesting exhibits from the Prince, Dillaway, Henry L. Pierce, Lincoln, and Rice primaries showed how elementary designs cut in colored paper (geometric forms arranged for borders and about centres) are used as motives in drawing, the designs in col-

ored paper being pasted on one-half of the paper and the drawing made on the other half.

That the hues of the colored paper were not always pleasing or even comfortable to the eye was no fault of the teachers, but of those who choose the supplies. Some teachers prefer to buy their colored paper, and by doing so obtain far more pleasing results in this sort of work. Seeing how children are affected by the good and the bad in color, as in other things, we must conclude that supplies of colored paper should always be of the best. The excellent paper now furnished the grammar teachers, ought to be supplied to the primary teachers also.

Finally, paper cutting and drawing are applied to the construction of type solids, or such of them as have developable surfaces, as cones, cylinders, prisms, pyramids, and other polyhedrons. The developed surface of a solid is drawn on stiff paper or pasteboard, then cut out, bent together, and glued to form a model of the solid. In the same way various common objects may be made or represented, as baskets, boxes, trays, chairs, tables, footstools, music-rolls, cuffs, cornucopie, nutmeg-graters, sugar-scoops, hods, and so on without end. Type solids and common objects constructed in this way were contributed from the Prince, Lowell, and Lincoln primaries.

The primary work of the Lincoln and of the George Putnam districts formed parts of the collective exhibits of those two districts respectively, and it will therefore be noticed in connection with those exhibits.

Speaking generally, we may assert that the pri-

mary manual training is more advanced than that of the kindergarten; yet, in some particulars, it is hardly more than a repetition of that work, with some added skill. The way of progress lies towards a reduction of the merely repeated work, and an enlargement of the advanced work. This will lead to more and more of the decorative work, and to making the form study more prominent and more systematic.

Let us now turn to the several kinds of manual training in the grammar schools: clay modelling, color work, pasteboard construction, mechanical drawing, woodworking, and sewing.

3. *Clay modelling.* Clay modelling having been so well started in the kindergartens, and further developed in the primary schools, as has been shown in the foregoing pages, might reasonably be expected to flourish in the grammar schools. If the exhibition alone were to be taken as evidence, the inference would be that it did flourish. But the work exhibited was the work of the only grammar school in which clay modelling had been taught. For several years excellent instruction in clay modelling has been open to pupils of the Hancock School at the Industrial School in North Bennet street.¹

For the Chicago Fair the Hancock School made a large and very interesting contribution of clay work. The contribution from the same school this year was not and could not be equal to the former one, because only the work done in September by beginners was within reach. Had the work of a

¹ Recently this instruction has been opened to the girls in the Wells School also.

whole school year been available for selections, a fine display, equal and probably superior to that made for the Chicago Fair, could have been made for the Mechanics' Fair. Nevertheless, this year's display was significant to those who examined it from an educational point of view.

It seems entirely safe to infer from the experience and results thus far had with the Hancock School that clay modelling might with great advantage be made a branch of work in all the grammar schools of the city. As already stated, manual training is well developed in the kindergarten and in the primary grades; but in the grammar grades there are serious gaps. The woodworking for the boys and the sewing and cooking for the girls, though well established and prosperous, are isolated and discontinuous. For filling the gaps and making manual training continuous, as well for boys as for girls, nothing more promising has been suggested than a graded course of instruction in clay modelling.

To fill gaps, however, would not be the only nor the chief purpose of this kind of instruction. Modelling no less than drawing or painting is fundamental in its relations to education and to life. The natural tendency to use all three modes of representation manifests itself early in childhood; by suitable encouragement and training in all three modes, children can be brought to a good degree of facility in the expression of ideas; and the ultimate result is an ability to understand and appreciate art in its three chief phases — sculpture, drawing, and painting. There-

fore, elementary art instruction, to be complete, should include modelling and painting as well as drawing.

For the reasons thus briefly indicated, I recommend that measures be taken to lay out a course of instruction in clay modelling for all the grammar grades, also for the high schools, and to provide the teachers with the instruction necessary to qualify them to carry such a course into effect.

For similar reasons the same suggestion is made with regard to color. The exhibit of color-work next to be described cannot fail to have demonstrated to intelligent observers that excellent results are within easy reach for all the schools. Indeed, with adequate supplies of brushes and colors, the chief need at the present time, and with some help to teachers who wish to perfect themselves in practice, this branch of art instruction would flourish splendidly.

4. *Color work.* This display covered a large area, and by its richness and strength gave a tone of splendor to the whole exhibition. It was placed in the western gallery, along with similar work from the high schools, and the drawing and modelling from the free evening drawing schools. The whole of this gallery had been placed in charge of the Director of Drawing.

The two governing considerations in the selection and arrangement of the color-work were to make the display attractive and at the same time to set up nothing that had not educational value and significance. The work was arranged by schools, in a way to bring out the motive and character of the instruc-

tion in each school. The marked individuality and vigor thus manifested are sure indications that this branch of elementary art instruction has already made a genuine growth in some of the schools.

A brief record is here made of the contributions of the several grammar schools to the color-work exhibit.

The EVERETT SCHOOL contributed a large display of original designs done in colored paper. The colors were strong in tone and the general effect was rich and satisfactory to the eye. The designs, which included both purely geometric and plant forms, were admirable. The paper cutting and the mounting were nicely done. This is a girls' school.

The CHAPMAN SCHOOL contributed examples of surface decoration done with brush and designer's colors. This is the first work of the kind ever done in this school, and as such deserves high praise.

From the HENRY L. PIERCE SCHOOL came designs in black and white, and in colors. Also a special sort of designs cut in white paper which was laid over colored paper should be noted. All the designs were excellent in workmanship and pleasing in effect.

The DILLAWAY SCHOOL exhibited designs for borders and other surface decoration from pansies, sweet peas, apple-blossoms, morning-glories, and other flowers, well drawn and colored, — perhaps for designs a little too realistic, but on the whole very praiseworthy.

From the work sent in by the DEARBORN SCHOOL was selected some illustrating the first use of the brush in the youngest class, which was excellent in design and in choice of colors.

From the SHURTLEFF SCHOOL was received a large quantity of excellent work, only a small part of which could be displayed. It consisted of leaves and flowers — fall dandelions, guelder roses, sweet peas, holly, etc. — pressed and mounted side by side with the designs derived from them. The designs, which were of various forms, showed the slightly conventionalized plant-forms on half-tinted background, done with pencil. The pencil work was remarkably good, and the designs were well composed.

The MATHER SCHOOL showed work from all the classes. The lower classes draw leaves and flowers from nature, both with water-color and with pencil. These plant-forms are then used for the decoration of geometric surfaces, the work being still done in water-colors. The same sort of work is continued in the upper classes, and there it reaches a high degree of perfection, as the admirable drawings from nature (for instance those of the horse-chestnut spray, the jack-in-the-pulpit, and the dialetra), done in the first class, well showed. The mechanical drawings from the first and second classes were accompanied by the corresponding models, made by the boys, in wood.

But the most conspicuous part of the Mather School work, consisted of the illustrated compositions from the third and fourth classes. The compositions were upon the poets, Longfellow, Whittier, and Holmes. Each manuscript had a cover richly decorated with plant-forms in color. No two covers were alike, and all were in excellent taste. They attracted much attention. As this display afforded a good

example of drawing applied to the illustration of other branches of school work. I have thought the teacher's own account of her method would be interesting, and therefore have used it as an appendix. (See p. 56.) On reading it, one is prompted to ask whether we might not advantageously make much more frequent use of class excursions than we do. Boston and its neighborhood are full of places of historic interest, and childhood is the time when these places awaken the liveliest feelings. As inspiration for writing and drawing nothing could be superior to the incidents of such excursions.

The color work from the WASHINGTON ALLSTON SCHOOL represented every class in the school from the sixth to the first. Some sheets showed the work of an entire class, that is to say, every boy or girl in the class had at least one piece of work on the sheet. The variety of examples was great, and the freedom of execution acquired by the older pupils is remarkable. The color of this work, while not so strong in tone as that from some other schools, was pleasing and effective.

The LOWELL SCHOOL exhibited color work done by boys of the four lower classes (sixth, fifth, fourth, and third) while the girls attend to sewing. This work, which consisted wholly of enlarged copies of examples of historic ornament, was excellent in accuracy of drawing and painting and in the reproduction of the original colors. The examples chosen for exhibition were strong and rich in tone, and when assembled on the wall produced a vivid impression. They attracted much attention. A similar collection of

color work from this same school made a noteworthy contribution to the Chicago Fair.

Probably the best way for school children to study historic ornament is to copy good examples of it in color. The only materials needed are designer's colors, which cost but a trifle, brushes and paper. The books or sheets of examples once bought would last many years. I strongly recommend that these things be supplied to all the schools, not only because the study of historic ornament is interesting and valuable in itself, but also because it affords the proper introduction to original work in color designs later in the course.

Another good way of studying historic ornament was illustrated by the HARRIS SCHOOL. The pupils in the second class of that school had gathered photographs, wood-cuts, and drawings of all sorts of historic ornament from the earliest times down to the present — Assyrian, Egyptian, Greek, Roman, Byzantine, Mediæval, and Modern. Some of the drawings were made by the pupils; others were selected; and all the drawings, cuts, and photographs were accompanied by descriptions written by the pupils.¹ All this matter formed a book which was taken apart, and its pages were displayed under glass.

¹ The teacher says of this work that it "resulted from our usual visits to the Semitic Rooms at the Peabody Musuem; study in the Boston Art Museum; incidental instruction based on Rosengarten and other easy works on architecture and ornament; class reading lessons from White's Drawing Book Number Eight, the admirable manual accompanying Number Eight, and Prang's Drawing Books Numbers Nine and Ten; exhibition of photographs of different styles of historic ornament; and deduction of principles of design from those beautiful and pleasing forms that have stood the test of centuries."

From the first class of the NORCROSS SCHOOL a small but choice exhibit was received, consisting of borders cut in colored papers and pasted upon white sheets with drawings thereof upon the same sheets.

The WINTHROP SCHOOL sent in some excellent work, which was closely related to the regular drawing. It consisted of plant forms, historic ornament, and elementary designs, all in black and white, and other designs cut from colored paper or worked with brush and designer's colors.

A conspicuous exhibit was that of the BOWDITCH SCHOOL. It illustrated admirably how color can be used to reinforce the regular drawing.¹

The GEORGE PUTNAM SCHOOL made a complete systematic exhibit of a course of work with pencil and brush, extending from the lowest primary to the highest grammar class. This course is interesting in many ways, but perhaps chiefly as showing how drawing and painting can be used in the study of natural history, which in its turn furnishes material for language exercise and for decorative drawing — a good instance of correlation and concentration of studies. Plants with their roots, stems, leaves, and flowers; parts of flowers, fruits, and seeds, with their coverings; rocks, minerals, and shells, — all were

¹Concerning the motive of the work, the teacher says: "The color was used with the historic ornament mainly to emphasize the drawing, to bring more fully before the child the beauty in the particular piece studied, to give delight to the child. . . . Design followed the work in historic ornament, and color was used to teach more clearly the beauty of spacing, to emphasize the excellence or defects of the design, to make it sufficiently plain to be criticised across the school-room, to teach (incidentally to the drawing) harmony of color; in short, color has been used not as a thing in itself, but to aid the drawing.

drawn and painted with their natural colors, and the drawings were accompanied by written descriptions, which recorded the pupil's own observations upon the things represented. The colored drawings showed accurate observation and a remarkable fidelity to nature, even in the work of very young children; and the written observations were admirable specimens of composition, as they should have been, since children always write best when recording their own observations or relating their own actions. The crowning piece was a sheet showing color and drawing applied to botanical analysis.

Out of this study of natural objects, aided by some little knowledge of geometric plane figures, is developed decorative design. There were exhibited examples of this from all the classes. The method followed in this part of the work has been described in an interesting paper, prepared at my request by the master of the school, which has been used by me as an appendix. (See p. 58.)

Another exhibit of a complete course of work, but quite different from that just described, was from the LINCOLN SCHOOL. It was a course of constructive work based on the regular work in drawing, and following it grade by grade from the primary classes up to the second class in the grammar school, in which class the work in sloyd begins. This work is a suggestive contribution towards filling the gap, above spoken of, between primary manual training and manual training suitable to the upper grammar classes. Its aim is "to prepare pupils for intelligent shop-work, which they begin in the eighth grade" (Class II.).

The primary part of the work does not differ in kind from that of many other primary schools, — clay modelling, paper cutting and pasting, stick-laying, etc., — but the clay-work exhibit of this district was noteworthy for a certain strength and freedom of expression, which may have resulted in part from the rather large scale on which the models were constructed.

On entering the grammar school (Class VI.), the boys attend first to printing (draughtsman's lettering), a matter which is kept in view through the entire course. In this class the work is upon lines, — vertical, horizontal, oblique, — and upon lines in relation, — perpendicular, parallel, and forming acute, obtuse, and right angles. Then the study is upon the ruler and its divisions (halves, quarters, and eighths of inches), with exercises in drawing lines accurately from dictated directions and lengths, — as vertical, $3\frac{1}{2}$ inches; horizontal, $3\frac{3}{4}$ inches; oblique, $2\frac{1}{8}$ inches.¹ Then follows instruction in dimensions and dimension lines, which are applied to forms already known in previous work. As the work progresses in Classes V. and IV., squares, oblongs, triangles, and simple combinations of these are drawn to given dimensions. Also cards of simple forms are given to the pupils to be measured and then represented by a dimensioned drawing.

In Class III. the study of solids is begun. The faces are developed, cut, folded, and pasted to form

¹Teachers who have never tried it will be astonished to discover how much their children have to learn in so simple a matter as measuring or drawing accurately to the eighth or sixteenth of an inch.

the model of paper or pasteboard. Then thin wood is introduced, to be accurately worked first in two dimensions only, and then for making various small models, as match-boxes, sleds, bedsteads, tables, etc. In all the work with solids and with wooden articles, working drawings are made the essential prerequisite. All this leads logically to the mechanical drawing and the shop woodworking of Class II.

Such is a brief account of the course in elementary manual training, condensed from the statements of the teachers; but the Lincoln School exhibit, which was large and carefully arranged, afforded the best means of understanding the system in all its relations. It was a good instance of correlation between drawing and the arts of construction.

5. *Pasteboard construction.* A moderate amount of this kind of work is highly useful in elementary form study or practical geometry. I say a moderate amount, because this work has sometimes been carried to useless excess, although not, so far as I am aware, in the schools of this city.

Well-devised and well-executed pasteboard construction has been noted by me in visiting many schools, of which I remember particularly the Mather, the Bowditch, the Prince, the Lincoln, the Rice, and the Franklin. No effort was made to collect work of this kind for the exhibition. Some good work happened to come in from the Franklin School, and this was displayed. There was also some in the Lincoln School exhibit. To represent the upper grammar classes, some admirable work, which had been done in the Rice School for the Chicago Fair, and which

happened to be in my possession, was placed on exhibition.

6. *Mechanical drawing.* The exhibit of mechanical drawing might easily have been made more extensive and impressive than it was ; and in looking back now upon the whole exhibition, I regret that more was not made of this particular feature. This refers merely to the mechanical drawing done in Class II. of the grammar schools by the woodworking pupils in preparation for their shop-work. Examples of this drawing were seen in the Lincoln School exhibit and in the Mather School exhibit. Work of this kind is well done in many schools, as I learned from my inspection of drawings done year before last.

I am strongly of the opinion that mechanical drawing ought to be somewhat increased in range and given more time in the grammar schools — say in the three upper classes. This time should be taken mainly from the manual training time, when the changes now going on shall have carried woodworking into all three of the upper classes. The free-hand model and object drawing and the decorative design should lose none of their time, but they might relieve the manual training by taking up the color-work now done in the manual training time. Thus time could be secured for more mechanical drawing so necessary for the best results in woodworking.

7. *Woodworking.* Great interest was taken in this department of the exhibition, not only because of its leading importance, but chiefly because the woodworkers themselves were to be seen at their work every Saturday morning and afternoon.

A large room, or rather alcove, lighted from above, opening upon the central section of the south gallery — a most commanding position — was fitted up to represent “a typical woodworking room used by pupils of the grammar grades in the Boston public schools,” as the legend upon the black-board said. This room was furnished with ten new sloyd benches fully equipped with tools, a shelf for extra tools, a case for pupils’ work, a black-board, and a teacher’s desk and chairs. On the walls were hung models in three groups, illustrating three courses of work; the first, that of the Boston Sloyd Training School; the second, that formerly used in the Eliot School at Jamaica Plain; and the third, that now in use in the Boston public schools. These courses exhibit some variety, but have much in common. In this room classes with their teachers were at work on their regular lessons every Saturday from ten to twelve and from two to four o’clock. Each section of the city was represented, and each woodworking teacher (except two) took charge of one class.

The interest excited by these classes at work was not surpassed by that of any other exhibit in the whole Mechanics’ Fair. “The crowd was so large that it was difficult to pass during the two hours of the lesson. Perhaps the most interesting class (to the general public) was that composed of girls from the Bowditch Grammar School.”

Outside the woodworking room on the neighboring walls were displayed two collections of wooden models made by last year’s classes. One was the

work of an entire class in the Chapman School, and the other consisted of selected models from the Quiney School.

These were enough to show the character and quality of the woodwork done in the 17 school shops, under 16 teachers, by 3,564 pupils. These numbers are for the current year; and the pupils come from Class I., 600; Class II., 2,000; and from Class III., 964. The total is greater than that of last year by 1,042 pupils, the increase being due to the equipment of three new school shops and the appointment of five new teachers.

8. *Sewing.* The sewing exhibit occupied an alcove in the east gallery and was so much visited that it soon became necessary to keep an attendant constantly on duty. From October 16 to November 30, inclusive, a record was kept of the number of visitors who entered the alcove and examined the sewing. Some days the number of visitors rose above 1,000; and one day, November 28, it was 1,205. The daily average was 464; and if this average be assumed for the days on which the record was not kept, the conclusion is that the sewing exhibit received over twenty-three thousand visits during the Fair.

Twenty-six schools contributed to the sewing exhibit, and the catalogue of it contains over two hundred entries. The articles were mostly of the plain, useful sort. In reviewing this exhibit, Mrs. Fifield says: "You will see that the list [of articles] does not comprise work from all the schools, or from all the pupils in any one school. The school year

ending in June, much of the sample work and all the finished garments had been scattered. The only attempt made was to arrange what could be gathered at short notice as systematically and attractively as possible, and in such a way that the visitor could readily see what was taught in the different grades. The Winthrop School made its usual good showing in completed garments. From the Lewis and Gibson Schools there was an excellent exhibit carefully graded from the first basting with colored thread to somewhat elaborate finished garments. The Horace Mann School showed in a similar way the various stitches and their application. Beautiful sample books came from the Frothingham, George Putnam, Bowditch, and Gaston Schools. The Shurtleff School had fine specimens of darning, patching, and gussets; and the work of the ungraded class of the Hancock School was very creditable. Dress and pattern draughting was shown from the Bennet and Bowditch Schools, and finished dresses from the Everett, Lowell, and Franklin Schools. The sewing done by boys attracted much attention, especially a piece of work from the Lyman School. Some fine needlework was displayed from the Dillaway School, and good work was presented from the Norcross, Chapman, Robert G. Shaw, Mather, Martin, Harvard, Prescott, John A. Andrew, and Charles Sumner Schools. The Washington Allston School showed some caps and aprons made by girls of Class III., for use in the cooking rooms."

Mention should be made of an interesting collection of articles used in sewing, showing the succes-

sive stages of growth in the raw material, and the progressive steps in its manufacture, from the cotton plant to the spool of thread, from the silk-worm to the silk dress, etc.

Sewing is now systematically taught to all the girls (and a few boys) in Classes VI., V., and IV., throughout the schools of the city; also to the girls in the upper classes of many schools (where dress cutting and fitting are taught); altogether, to about thirteen thousand children. As all girls who go to the public schools at all go through the three classes named, it may be truly said that all public-school girls are taught sewing for at least three years. And this statement has been true for many years past.

Four things may be kept in view as desirable ends to accomplish: (1) further progress in the grading and systematization of the course of work in sewing; (2) further progress in the substitution of class teaching for individual teaching; (3) enlargement of the scope of the instruction in the upper classes; (4) extension of upper-class instructions to all schools throughout the city.

9. *The work of the high schools.* Had there been a general exhibition of drawing, the high schools would have made a large contribution; but under the circumstances only colored drawings — that is, the designs which happened to have been finished in color — could be used.

There were some large sheets of work, strong and rich in color, which were used to give tone to the whole alcove in which the high school work was placed. These were from the Roxbury High School.

The decorative designs from the Girls' High School showed the influence of recently introduced Japanese art ideas, in some examples, while in others a striking oddity was secured by working up details of vertebrate anatomy into decorative arrangements. There were also good pictorial colored drawings of plants, — wild rose, barberry, and cranberry in fruit, sprays of Virginia creeper, and leaves of sumac in autumnal coloring, — with analysis of the observed color values. The English High School contributed designs, partly in black and white, partly in colors, which showed much ingenuity and good taste in the arrangement and combination of plant and geometric forms. The conceptions were clear, and the technical execution very fine. From the regular drawing work of the smaller high schools — Charlestown, West Roxbury, and East Boston — were selected a few examples of surface decoration which were quiet in tone and good in color and design.

There is one weakness shown by some of these designs from the high schools which should be pointed out so that it may be corrected in future work. It relates to the fitness of the design for construction. How will this or that design endure being worked out in the material intended to be used, is a question which should be foremost in mind of teacher and pupil when composing a design. A neglect of this consideration was apparent in most of the designs for ornamental iron work that were exhibited, and in some others.

10. *Work of the Mechanic Arts High School.*

The whole course of work in this school could not be represented, for the reason that the school had but just entered upon the third year of its existence.

The first year's work was well represented by a double series of models made by boys in the school, the first part consisting of the fundamental models that are made by all pupils, and the second part made up of various supplementary models, much more difficult to make, that are undertaken only by the more rapid workers. The latter are, so far as practicable, finished articles of use. The second year's work was partially represented in the same way.

For the purpose of giving an impression of the excellence of the equipment of the school, six of the benches and lathes used in the pattern-making department were set up at the Fair and provided with power. From time to time during the Fair, boys from the school worked at these lathes under the direction of their teacher. In the twenty exhibitions of this kind, seventy-five different boys took part. The self-possession and conscious power with which these boys worked was most gratifying.

The display of mechanical drawing covered a large space. It was not the selected work of exceptional pupils, but the ordinary work of a very large number of boys, and "fairly represented what any boy of average ability may be expected to accomplish" in this school.

In concluding his report on this exhibit the headmaster of the school says: "There is abundant evidence that [it] was studied with keen interest by a vast number of citizens of Boston and by many per-

sons from all parts of New England. The increased knowledge which the public has gained of this important addition to the public school system cannot fail to justify the expenditure of time and money that the exhibit has occasioned. The school is now well equipped to do successfully the work for which it was established, and it is highly important that the public should be fully informed concerning the advantages it offers."

11. *The work of the free evening drawing schools.* These excellent schools, of which the city supports five, would surely be attended by much larger numbers of pupils if suitable measures were taken to make their advantages widely known to the public. It is to be hoped that the exhibition at the Mechanics' Fair, which certainly attracted much attention, may have made these schools better known.

Two courses, one in freehand, the other in instrumental drawing, each extending through three years, were fully illustrated by selected drawings, the work of youths and adults of both sexes ranging in age from fifteen years upwards.

The freehand course begins (notwithstanding its name) with elementary *geometric* drawing, but soon passes on to freehand drawing of type forms (solids represented in light and shade), historic ornament, plant-forms (natural and conventional), and elementary designs. The most advanced work in light and shade drawing the first year is from groups composed of type solids and common objects. The second and third years' work in freehand consists of more advanced drawing in light and shade from groups of

models and objects, from casts of historic ornament, and from casts of the human figure or its parts.

Applied design in these same years is carried to a point where the pupil's work begins to possess distinct commercial value. The work of this kind exhibited included decorations for friezes, for wall-papers, and for ceilings; and designs for wood or stone carving, for iron work, such as grills, fences, registers, and gates, for lace of various kinds, and for stained glass.

When pupils have passed the second year examination in the freehand drawing course, they are admitted to the modelling class. The exhibited work of this class was very fine. Some examples were copied from casts in relief, others were made from drawings, but the greater number were original designs worked in clay and cast in plaster. Many of these last indicated real artistic feeling and power.

The course in instrumental drawing begins with plane geometric figures, and proceeds through orthographic projection, isometric projection, and intersections and developments of surfaces. The theoretical knowledge thus acquired is applied by some pupils to architectural drawing, by others to machine draughting, and by still others to ship-draughting. All these lines of work were illustrated by the drawings placed upon the walls.

The working drawings of the ship-draughting class were accompanied by models of the craft to be built. These models, which were all nicely finished and mounted, attracted much attention. They represented all sorts of craft,—steam-yachts, wooden

ships, schooners, and sloops, open and decked boats, tugs and ferry-boats. Throughout, the work was entirely practical, just such as would be done in the designing-rooms of any ship-building establishment. Indeed, some of the drawings exhibited had already been used for the construction of the vessels represented.

12. *Cooking.* One branch of manual training should be mentioned, because it was *not* represented at the Fair, — cooking. The products of the cooking art soon become stale and cease to be attractive objects for exhibition. But a class of girls in white caps and aprons practising cooking would surely have interested a multitude. Such an exhibition, however, could not wisely have been undertaken in face of all the practical difficulties existing at the time.

Cooking is now taught in fifteen public school kitchens, to classes of girls from about all of the grammar schools in the city. The total number of pupils taught is 2,430, of whom 7 are boys.¹ The greater number, 2,129, are from Class II.; but 208 are from Class III., and 93 are from ungraded classes. Next year it is expected that all girls in Class III. will take cooking. Then a two years' course will become possible. The advanced work of the second year will still be strictly *plain* cooking.

The foregoing account of the exhibition of manual training has run on to an unexpectedly great length. But it is more than an account of the exhibition; it is also a pretty full review of the manual training now

¹ In the Henry L. Pierce School.

going on in the schools. My hope is that teachers who read it may find in its multitudinous details, suggestions for the enlargement and improvement of their own work; and that the public may gain some idea of the character and purpose of manual training in school work. Manual training, it is to be remembered, is granted only two hours a week of school time by the course of study. I am not aware that this limit of time has been exceeded in any school; and it is of the highest importance that it should not be exceeded; for, however interesting the manual training work may be, the other parts of the required course ought not to be sacrificed to it.

LATIN, FRENCH, ALGEBRA, AND GEOMETRY, IN
THE GRAMMAR SCHOOLS.

The experiment of "enriching" the course of the grammar schools, which was barely started last year, has now made considerable progress.

Latin is taught in five grammar schools. In the Adams it is taught to Class I., 40 pupils, and to Class III., 100 pupils; in the Agassiz, to 13 pupils in Class I., and to 5 pupils in Class II.; in the Charles Sumner to the whole of Class I., 71 pupils; in the Robert G. Shaw to 7 pupils in Class I., and in the Lawrence to 20 pupils in Classes I. and II.; a total of 249.

In the Adams class instruction is given twice a week. The object of starting Latin in Class III. apparently is, that by following it up in Class II. and in Class I., the pupils may be graduated from that grammar school with a respectable elementary knowl-

edge of Latin, — an amount which the high schools could conveniently recognize and make allowance for, if considerable numbers of pupils possessing such knowledge should enter.

In the Charles Sumner the instruction is given to the whole of Class I., five times a week. The class has been divided, about half the class constituting an advanced division which has (February 22) completed the first fifty-seven lessons in Collar and Daniell's "First Latin Book" and the first twenty-five stories in "Gradatim." "The latter book," says the master, "we have obtained since the holidays."

In the Agassiz, Lawrence, and Robert G. Shaw the instruction is given only to the few pupils who can do the work in addition to all the regular work required of their class.

French is taught in nine grammar schools, as follows: in the Chapman, to 27 pupils of Class I.; in the Dwight, to 30 pupils of Class I.; in the Emerson, to 75 pupils of Class I., and 83 of Class II.; in the Frothingham, to 22 pupils of Class V., and 25 pupils of Class IV., in the Gaston, to 52 pupils of Class I.; in the Lawrence, to 30 pupils of Class II.; in the Lyman, to 33 pupils of Class I., 47 of Class II., and 37 of Class B; in the Prince, to 80 pupils of Class I., 49 of Class II., and 19 of Class III.; in the Thomas N. Hart, to 47 pupils of Class II., — a total of 656. In the Thomas N. Hart School the instruction has been going on about one month; in the other schools it has been going on since September or October.

These classes have been visited from time to time by the director of modern languages, and he speaks of them in his report, which will be found in the supplement.

There is one school, the Sherwin, in which instruction in French was given for a time by the first assistant, without text-books, but it was discontinued for want of time. In another school, the master had hoped to find time for the teacher who is well qualified to give instruction in French to give such instruction, but she has of necessity been otherwise occupied. In another school, instruction in French will be given if a certain teacher, now serving temporarily, can be given a permanent appointment.

Algebra is taught in thirty-five schools; namely, in the Adams, Bigelow, Bowditch, Bunker Hill, Chapman, Dearborn, Dillaway, Dudley, Edward Everett, Emerson, Everett, Franklin, Frothingham, Gaston, Gibson, Harris, Harvard, H. L. Pierce, Hyde, J. A. Andrew, Lincoln, Lowell, Lyman, Martin, Mather, Prescott, Prince, Rice, R. G. Shaw, Sherwin, Shurtleff, Stoughton, T. N. Hart, Tileston, and Washington Allston. The whole number of pupils taught algebra is 1,718.

In a majority of the schools named the instruction is given to the whole of Class I.; in the others it is given either to selected pupils or to the upper division of that class. In one school it is also given to Class II., and in another, occasional lessons are given to Class II. The instruction does not, or need not, consume much time; for the children once started can work by themselves, keeping their work in a record

book to be submitted from time to time to their teacher for inspection.

Geometry is reported taught in eight schools, as follows: in the Bennett, to one division of Class II., 28 pupils; in the Bunker Hill, to 1 pupil; in the Chapman, to Class I., 103 pupils; in the Emerson, to Class I., 75 pupils; in the Lyman, to Class II. and Class B, 86 pupils; in the Prince, to 60 pupils of Class IV.; in the Dudley, to 45 pupils of Class I.; and in the Robert G. Shaw, to Class I., 36 pupils; a total of 434.

Of the instruction given in the Chapman it should be said that it is without a text-book, and amounts to no more than an amplification of the mensuration usually taught in the arithmetic course. Nevertheless it is work well worth doing, and fairly to be counted as "enrichment," since it leads children further in the use of purely geometric reasoning than the arithmetical text-books take them.

Here I will copy from the reports of the masters a few expressions of opinion as to the results of the experiments so far:

The greatest benefit from this study [algebra] — to the limited extent taught in this school — has been the help afforded in understanding quickly and clearly certain parts of the arithmetic.

The pupils have been interested [in algebra] and the better part of the class have evidently been profited. I think the reaction on the arithmetic has been helpful.

I have questioned some of the last year's graduates now in the high school, and they say that what they learned last year [in algebra] is a great help to them this year, and we are doing rather more this year than we did last. But is it important that they should have this help? It is a question in my mind whether this

small dose of algebra is of greater educational value than a good drill in mental arithmetic,— which it has in great measure curtailed. — especially to those pupils who do not go to the high school.

In regard to algebra . . . I believe it will tend to a better understanding of numbers in all their relations. We may not turn out quite so rapid automatic reckoning machines, but better thinkers.

Results in algebra very good last year with the same expectation for this. The report from those who went to the high school, as to the good it was to them, more than justified the effort that was put into it. One grammar in a grammar school would make Latin a possibility in schools not a few.

The question of English is growing more and more a vital question in our district. [This is a district where many of the children and most of the parents were born in foreign lands.]

Previous to this year I have been somewhat incredulous in regard to the propriety of “enriching the course;” but the interest taken by the pupils [in French and in algebra] and the promising results obtained immediately, warrant the expenditure of time and effort given to the subjects mentioned.

The pupils have been interested in the study [of Latin] and fairly faithful. The amount of benefit received remains to be determined in the future. My own opinion is that the benefit derived has been considerable.

Some pupils who are poor in other studies have been encouraged by their marked success in Latin, and the average pupil has made a great gain in thought power, in English vocabulary, and in the technicalities of English grammar.

The consensus of opinion of the teachers of the subjects [French, algebra, geometry] is that the pupils as a whole have gained by the introduction of the new studies. The studies from which the time has been taken for the new studies seem not to have suffered thereby.

My purpose in asking the permission of the School Committee to introduce the above-named studies into “any grammar school in which are found teachers

able and willing to teach any children whose parents wish them to be taught any of these subjects," was to test experimentally the practicability of carrying on such studies in connection with the present course of study. A public discussion had begun, — which, by the way, is not yet ended, — concerning the fitness and adequacy of the present courses of study in grammar schools to afford the best education for children up to the age of entering the high school. The custom of confining the studies of all pupils to the course laid down for the average many had been impeached. Definite suggestions had been made by a committee of the National Educational Association — known as the Committee of Ten — concerning the introduction of foreign languages and other so-called high school subjects into the schools below. The next step was to put these suggestions to the test of practical experiment. Theoretical discussion alone will never settle their value.

This step had already been taken by a number of towns and cities. What should Boston do? Should she hold aloof from all experiments, waiting for the path of progress to be marked out by more enterprising communities? This is not what she had done in the matter of manual training and in other matters of improvement in education. There are few who would willingly see the schools of Boston resemble ships anchored in the stream, which illustrate progress only by showing how fast the tide flows past them. Therefore, permission was asked for and readily granted to make the proposed experiments in the schools of this city.

This action allows every master of a grammar school, but does not compel him, to participate in the experiments. If he believes he can help his pupils or any of them, by opening their minds to some of these new subjects, he has all encouragement to do so; if, on the other hand, he believes he ought to stand immovably by the old course of studies, there is nothing to forbid his doing so. If the suggestions for "enrichment" now on trial are based on sound principles they will ultimately prevail, otherwise not. To determine this is the practical question now at issue in our schools.

The pages of my annual reports have to a considerable extent been used for the discussion of "enrichment," because in this way I could best deal directly with the practical bearings of the matter, and could also best reach the teachers, who, I find, are quite attentive to, if not always convinced by, what is thus brought before them.

My own opinions, I am well aware, are of comparatively little importance; so are those of any other individual; for the ultimate conclusion of the matter will rest on a consensus of opinion in many minds after ample experience. My proper relation to the discussion, so far as these pages are concerned, therefore, is not that of an advocate or partisan striving to establish preconceived theories, but that of an open-minded investigator seeking only the truth.

I do not now propose to go further into the general discussion now, but there are two remarks I feel called upon to make.

In the first place I have been asked why I permitted whole classes to study Latin, French, or algebra, instead of limiting the privilege to a few members of each class. My answer is that, although a limited participation in these studies would have been more in agreement with my expectations, I nevertheless felt unwilling to deny the request of earnest and able teachers who desired to try the experiment of teaching the new subjects to whole classes. Why should we not "try all things and hold fast to that which is good?" The difficulty of teaching algebra to whole classes -- or so much of it as the little text-book now used contains -- is very slight. The same should be true of geometry and physics. With Latin and French it may not always be so easy although it has been done successfully in several instances.

In the second place, to those who seem to regard the omission of any part of the established course of study as an irreparable loss, I should like to suggest that to many children there is compensation more than ample in the new studies. It is no loss to replace some of the arithmetical review work by a little algebra; indeed, most pupils will do their arithmetic better in consequence. It is a gain, too, when English grammar is made more intelligible by some study of a foreign language, -- especially of Latin.

It is children we are teaching, not subjects. The course of study exists for administrative purposes merely, not to set barriers in the way of the education of children. We are not to suppose that occasional excursions away from the dusty high road to

the neighboring hill-tops for a wider view of the country beyond will make the journey any less profitable in the end. When grammar schools have in their service highly educated teachers who are filled with the spirit of true scholarship, it is most wise to encourage all efforts they may wish to make for imparting that spirit to their pupils. And if, haply, some pupils are inspired with scholarly zeal, their future progress will render any little irregularities or omissions in their past courses of no consequence. To the production of such pupils the conditions in every school should be made as favorable as possible.

You would educate the favored few to the neglect of the less favored many, it may be said. No, not that. I would educate every individual child up to the full measure of his natural capacity, taking care that superior capacity be not neglected in the habitual effort to deal with the whole class as "an average lot." I would have teachers not feel so hampered by the course of study as to forego opportunities for developing superior minds whenever discovered among their pupils.

And I would encourage teachers to be always in search of such minds; but would earnestly deprecate public proclamation of their discoveries, in the school-room or elsewhere. I certainly would not give Latin or any other study to those who were declared to be "the brightest and best scholars of the class," for I would not have any such declaration made. I would give Latin to those who felt interested enough to make a long effort — and this might be a whole class or a part of a class; but my opinions about the natural

capacities of my pupils I should keep strictly to myself.

To give every member of a class, or of a school, that particular treatment which best suits his natural capacity requires not only much tact and skill, but some elasticity in the courses of study, some departures from a too fixed program, some lifting of the teaching out of ruts, — which are not in themselves undesirable things.

COURSES OF STUDY IN HIGH SCHOOLS.

One who has already had experience in the revision of high school courses of study does not enter with alacrity upon further enterprises of that sort; but there are movements now going on in the educational world which may make such a revision desirable and even necessary in the high schools of this city ere long.

The relation of our high schools to the colleges is rapidly changing. Not many years ago the only boys and girls who went from our schools to college went from the two Latin schools. The classical course of study was the only course recognized in the requirements for admission to college. Now it is different. By permitting the substitution of other branches for Greek and advanced Latin, the colleges have already received considerable numbers of students from the non-classical high schools and are likely to receive still larger numbers in future.

The high schools on their part are seeking to adapt themselves to the requirements of their new relation to the colleges. The policy of the colleges seems to

be declared in favor of encouraging the admission of graduates of non-classical high schools. There are in the non-classical high schools of Boston every year many pupils who should be encouraged to continue their education in college, because they have developed a capacity and a desire for learning which were unknown to them at the time of their entrance upon high school studies. The way has now been opened for such pupils to proceed directly to college from the schools in which they are. They are no longer obliged to leave these schools in order to reach college by way of the classical schools.

This new way is not free from difficulties. Some of these the managers of high schools should seek to remove. In other words, some modifications of existing courses of study in non-classical high schools will be needed in order to adapt them better to their new function of preparing students for college. This does not mean, however, that these schools are to abandon their old function of preparing the great majority of their pupils for active life.

The several functions to be discharged by the high schools in future will probably be best provided for by somewhat extending the range of choice to be made by pupils among the different branches of study. Let the old idea that all pupils in a high school must be required to take the same studies at the same time and in the same order be abandoned; let the one course composed of different branches of study be split up into several courses, each in a single branch of study; and let each pupil supply his particular wants by selection, and at the same time earn

his diploma by pursuing a sufficient number of these several courses. There might be some difficulties of administration incurred by making such a change; but these could be overcome, and doubtless would be, when the advantages to be gained were clearly seen.

Among the possible advantages to be gained by such a reorganization of high school studies, there is one which seems entitled to serious consideration.

There are many girls who either drop out of the high school or continue in it with unsatisfactory results, not because of intellectual weakness, but because they are passing through a period in their lives when too much confinement and hard study is physically injurious. Such girls should not give up study altogether, but should be permitted to keep on steadily with a moderate amount of work. This would be possible under the system of separate elective courses above proposed. Instead of taking the full number of studies that would be required in order to earn the diploma in three years, girls, for good reasons and with the knowledge and consent of their parents, could take fewer studies in a year and spend four or five years in earning the diploma. All that would be necessary in administration would be a system of certificates testifying to the satisfactory completion of each separate study and a diploma to be granted to each pupil who had won the requisite number of certificates.

Under such a system many girls who suffer from over-pressure would be relieved, and others, now obliged to drop out of school, could stay with safety to their health. There are many parents and family

physicians, doubtless, who will agree that such a modification of high school administration would be a great boon to many growing girls.

THE SUBURBAN HIGH SCHOOLS.

The movement now on foot for providing these schools with first-class buildings should be paralleled by another movement for providing them with full courses of study. It is well to note the fact that during the last few years most of these schools have been supporting advanced or fourth-year classes. This is an indication that full courses of study would be attended by pupils enough to justify their establishment. Moreover, the new function of preparing boys and girls for college could then be undertaken by these schools. Thus would they be further strengthened by becoming more useful to the communities in which they are situated.

AN INDUSTRIAL HIGH SCHOOL FOR GIRLS.

The introduction of advanced industrial instruction into the courses of existing high schools seems to me of doubtful expediency, and accordingly has never been recommended. Such instruction would probably flourish better in a school specially designed for it.

There are many persons interested in the better education of girls, who have been looking forward to the time when the School Committee might see the way clear for the creation of such a school. Probably in consequence of the rapid shifting of population now going on in parts of the city, some suitable

school building will soon become wholly or partially vacant, so as to afford the desired accommodation. Meanwhile, thought can be directed to framing a proper course of study. This is a task in which I shall very readily engage whenever it shall appear best to move in the matter.

THE NORMAL SCHOOL.

The question whether this school should be passed from the control of the city to that of the State, being now under consideration by committees, is not a proper subject for discussion at this time in these pages; but allusion is made to it for the purpose of pointing out the great importance of an early definite settlement; for there are at least three important matters which now await such settlement. The first is the matter of a new building, or at least greatly enlarged accommodations. The second is the proper organization and payment of a corps of training teachers, — a matter which was fully discussed in my report of last year. The third matter is that of providing in the normal school all necessary instruction for the training of teachers of the different specialties which in late years have been added to the school work, — the kindergarten, cooking, sewing, wood-working, clay modelling, etc. If all these specialties are to be permanent features of our school work, the city would most wisely, when practicable, train its own teachers; and the best place in which to do this would seem to be in the normal school.

In the supplement to this report will be found a report by each one of the supervisors and by each

director of a department. Also, I have given space to a full and interesting report upon military drill by the instructor. This is the first time, I believe, that a detailed account of the military organization of the high schools has ever appeared in print.

Respectfully submitted,

EDWIN P. SEAVER,

Superintendent of Public Schools.

APPENDIX I.

To the Superintendent of Public Schools :

SIR: The work in the Longfellow and Whittier books was developed by stages from the poem-study, which, throughout our school, has been taken as a part of the language work. Ten poems, best adapted for the grade work, were given the class for the year's study. In connection with this, the life of the poet was studied in a way designed to bring the author as near the pupil as possible. Wherever illustrations, bearing upon any part of the poet's life, could be obtained, they were welcomed as important aids in fixing facts and impressing associations. As another aid in this line, visits to various places were made. The study of "The Village Blacksmith" occasioned a visit to Longfellow House, where, by the courtesy of Miss Longfellow, the class viewed, not only the chair, but other objects, peculiarly interesting to them, contained in the library. A walk to the corner where once stood the old shop, and Longfellow's favorite chestnut naturally followed this. "Paul Revere's Ride" was most delightfully finished by a drive over the route taken by Revere, luncheon on the Lexington Common, a visit to the town library, and a viewing of the relics contained there, and a pleasant stop at Concord bridge. Besides this, the visit to Sleepy Hollow, and the finding of the graves of other authors, already dear to some of the children, together with the view of the Alcott and Hawthorne houses that they obtained on the drive over added, perhaps indirectly, but materially, to the work on hand.

The author's touch with the times in which he lived has been emphasized as strongly as possible, and in this connec-

tion the work has sometimes blended closely with the history. As an outcome of this, the children are recognizing of themselves how much an individual may do, in a very quiet way, for his country. Their patriotism is being developed by this contact with the work of such noble lives, and some of it has been manifested in the eagerness with which they are awaiting Mrs. Pickard's decision in reference to the Amesbury home of Whittier. Indirectly, this means much in future support of the preservation of the historic in the architecture of the city, and already an appreciation of Mrs. Hemenway's work in connection with the Old South.

The decoration of the covers was for the purpose of making the books attractive, and thus assuring for them a prominent place in the home. Design and color appeal forcibly to the eye where written matter may make no impression on the brain. The mother would gladly keep on her centre table the daintily covered book, while herself not greatly impressed with its contents, but a brother or a sister might have suggested to them the thought of working out the life of their favorite author in similar fashion, and thus the work might go on.

The aim of the work has been to broaden the child's sensibilities, and increase his capabilities, to make him keenly alive to the good and great in his own land, and to make him desire to leave only such "foot-marks on the sands" as shall tell potently for the good of others.

Very respectfully,

CARRIE F. PARKER.

MATHER SCHOOL, DORCHESTER.

Dec. 3, 1895.

APPENDIX II.

To the Superintendent of Public Schools :

SIR : In considering design or inventive work in school, I came to the conclusion that there was an easy, effective, and pleasant way of carrying it on, if I could only find it. I felt certain that those teachers who felt obliged to assist their pupils so much that they could not find half time enough for such help, and who, after all, found their pupils working without enthusiasm and inefficiently, had not found the natural, pleasant, and effective method. I look with suspicion upon any work or method in a school that strongly manifests friction and undue dependence of the pupils on their teachers. The school should foster originality and creative power as well as book learning.

The youngest children, as well as the older ones, are almost universally fond of color; symmetry has natural attractions for them; they like to do things with their hands, "all by myself," as they often say; therefore the three lowest grades (primaries) make designs in squares, usually an inch on an edge, which they rule upon paper. At first the teacher helps them to make the lines vertical, horizontal, and parallel, and shows them how to put some simple form into every alternate square. Then the children invent such forms or look for them in their homes, and put them in their squares. The results are surprisingly good when absolute freedom is permitted; but restriction can soon choke all effort. In this work they use colored pencils which are available at a moment's notice, or at odd moments, when busy work is in order. Then they learn almost unconsciously how to distribute forms over space symmetrically; they see the value of repetition in

ornament; they do so much freehand work, where there is *freedom*, that great skill of hand and sense of proportion are developed; and lastly their enthusiasm exceeds that in any other study.

There are several reasons why colored pencils instead of *tempera* or transparent water-colors are used in the primary grades. In the first place, the care of them, distributing, sharpening, etc., is comparatively light. There are no paint spots to clean up, and small children would make many more than larger ones. But I consider the teacher to be the greatest objection. It is a rare teacher who can appreciate the fact, and be governed by it, that the sense of form, to be of the most value and to give promise of use outside of the school, must have time to grow naturally. Before most teachers will allow pupils to color their designs or drawings, they make such insistence on accurate forms that complete discouragement all around results, and the color is reached very tardily, if at all. There is no freedom in the invention or arrangement of form, but an exasperating waiting for minute instructions. This traditional and absurd notion of teachers is prevented from being exercised by using only pencils and insisting on freedom in designing, until pupils *form* the habit of inventing and go on inventing largely in spite of the teachers in the grammar grades.

The fourth grade, Class VI., is prepared by the work in the primary grades to use more exact forms in design. Since easy and accessible natural forms prove the most serviceable in inventing designs, natural leaves are largely used, as those of the maple, oak, tulip, hawthorn, etc. By drawing half of a leaf on a square piece of manilla paper folded into eight equal parts and accurately transferring the unit and making an appropriate centre a radial and symmetrical design of great *accuracy* is fashioned. This design is transferred to a piece of white paper by pinning the face down with thumb tacks and rubbing on the back with a bottle or some other smooth instrument. The whole process requires and develops skill

in manual training. The background of the design is then painted with a brush, then the design, then the outline. Thus the outline of the design must be carefully followed three times, once in putting in the background, once in putting in the design, and once in putting on the outline. This, too, develops and requires skill of hand equal to that of working with any other tool practicable for a public school. There is no tool used in carpentry equal in value to the brush in developing delicacy of touch and the ability to produce varied results.

The fifth grade, Class V., works in the same way as the fourth, but improves on that work. The sixth grade pupils, Class IV., use nine-inch squares of paper and larger leaves. They arrange the leaves in borders made from the squares. All the work is on a larger scale and all the elements are adapted from plant forms. In the three grades mentioned the colors used are quite simple, being mostly self-tints, tints and shades of one color, or very simple contrasting colors.

In the seventh grade, Class III., the work goes back to the former basis of small squares or diamonds preparatory to decorating surfaces. The basis of most decorative work in real life is simple and geometric, like diamonds, squares, hexagons, triangles, etc. In this grade the accurate use of tracing paper, so necessary in all architectural and design work, is begun. The color scheme is much broader, and the work is less conventional and manifestly more original.

The eighth grade, Class II., having but a small amount of time, one hour once in two weeks during the last six months of the year, decorates surfaces on the basis of the diamond, and simply keeps the work of the grade below from being forgotten. This grade has its manual training in the carpentry school.

The ninth grade, Class I., uses all the processes mentioned in the grades below, invents more, uses more historic motives, adapts more natural plant material, and uses a wider color scheme. Sometimes the color scheme is taken from a natu-

ral object. — a moth, a butterfly, a shell, a plant in flower, etc. Hollow flat geometric forms like squares, circles, hexagons, etc., are cut out of paper, interwoven and pasted on paper symmetrically so as to repeat in order to get a geometric basis for ornamentation. This calls for great accuracy with tracing paper, compasses, pencil, and brush work.

In no other work do we find the same long-continued concentration of thought and energy. I have yet to find a pupil who is not interested in the work. The slowest with books are the most conspicuous examples of industry and self-conduct. Painting days are the red-letter days of scholarly endeavor.

Very respectfully,

HENRY L. CLAPP,

George Putnam School.

JAN. 9, 1896.

STATISTICS
FOR THE
HALF-YEAR ENDING JANUARY 31, 1896.

Summary. — January 31, 1896.

GENERAL SCHOOLS.	No. Schools.	NO. OF REGULAR TEACHERS.			Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
		Men.	Women.	Total.					
Normal	1	2	7	9	216	210	6	97.2	208
Latin and High . . .	11	68	71	139	4,242	4,043	199	95.3	4,193
Grammar	55	114	619	733	34,659	31,801	2,838	91.8	34,541
Primary	509	...	509	509	26,636	23,297	3,339	87.4	26,975
Kindergartens . . .	59	...	110	110	3,227	2,411	816	74.7	3,398
Totals	635	184	1,316	1,500	68,960	61,762	7,198	89.5	69,315

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Spectacle Island	1	1	16	14	2	87.5	16
Evening High:							
Central		25	1,854	1,370	484	73.9	
Charlestown*		7	262	189	73	72.1	
East Boston*		4	155	85	70	54.8	
Evening Elementary	12	128	2,745	1,746	999	63.6	
Evening Drawing	5	26	562	455	107	80.9	
Totals	19	204	5,706	3,957	1,749	69.3	

* In session three nights a week: Monday, Wednesday, Friday.

SPECIAL TEACHERS.

Not included in the two preceding tables.

	Men.	Women.	Total.
Drawing: Director and Assistant	2	0	2
Physical Training: Director and Assistant	2	0	2
Modern Languages: Director and Assistants	4	0	4
Kindergartens: Director	0	1	1
Kindergartening: Normal School	0	2	2
Music: Instructors and Assistant Instructors	5	4	9
Military Drill: Instructor	1	0	1
Chemistry: Assistant, Girls' High School	0	2	2
Chemistry: Laboratory Assistant, Roxbury High School	1	0	1
Vocal and Physical Culture: Instructor, Girls' High School,	0	1	1
Vocal and Physical Culture: Instructor, Girls' Latin School and East Boston High School	0	1	1
Sewing: Instructors	0	34	34
Cooking: Principal and Instructors	0	13	13
Manual Training: Principal and Instructors	6	12	18
Special Teacher: Physical Culture, Roxbury High School	0	1	1
Totals	21	71	92

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1896.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Sub-Masters.	Asst. Principals.	First Assistants.	Second Assis.	Assistants.	Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal	216	216	432	210	210	420	6	97	1	1	1	2	5	0	0	0
Latin	618	618	1236	599	599	1198	19	97	1	9	8	0	0	0	0	0
Girls' Latin	311	311	622	296	296	592	15	95	1	0	0	0	0	0	0	9
English High	767	767	1534	730	730	1460	37	95	1	9	15	0	0	0	0	0
Girls' High	849	849	1698	801	801	1602	48	94	1	1	0	1	1	1	19	0
Roxbury High	183	372	555	177	355	532	23	96	1	1	1	0	0	0	15	0
Dorchester High	93	176	269	89	164	253	16	94	1	0	1	0	0	0	7	0
Charlestown High	76	161	237	72	149	221	16	93	1	0	1	0	0	0	7	0
West Roxbury High	40	133	173	38	126	164	9	95	0	1	1	0	0	0	5	0
Brighton High	36	104	140	35	101	136	4	97	0	1	0	0	0	0	4	0
East Boston High	70	94	164	67	89	156	8	95	0	1	1	0	0	0	4	0
Mechanic Arts High	159	159	318	155	155	310	4	97	1	0	3	0	0	0	5	0
Totals	2,042	2,416	4,458	1,962	2,291	4,253	205	95	8	24	31	1	1	3	57	0

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1896.

SCHOOLS.	Whole number at											21 years and over.								
	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	date.	11 years.	12 years.	13 years.		14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	
Normal	106	76	26	..	..	..	..	298	..	..	..	..	..	..	1	4	41	53	45	64
Latin	119	83	111	118	66	39	131	667	14	41	92	113	126	135	89	39	13	3	3	3
Girls' Latin	33	29	59	51	49	22	69	312	6	16	32	55	66	53	38	26	14	4	4	3
English High	357	216	126	52	..	..	..	751	..	..	19	75	206	218	143	57	26	4	4	3
Girls' High	372	214	148	73	..	..	..	807	..	..	4	54	172	229	181	115	31	18	3	3
Roxbury High	294	139	91	43	..	..	..	537	..	..	11	50	126	128	111	76	18	15	3	3
Dorchester High	113	80	48	25	..	..	..	266	..	..	6	28	68	67	57	29	7	2	2	2
Charlestown High	108	58	42	20	..	..	..	228	..	..	..	21	55	63	49	32	4	2	2	2
West Roxbury High	64	55	32	17	..	..	..	168	..	..	..	8	20	53	43	29	9	4	4	3
Brighton High	69	43	24	..	..	..	..	136	..	..	4	18	32	37	30	12	2	1	..	..
East Boston High	87	49	28	..	..	..	..	164	..	..	2	13	45	50	31	15	8	..	..	..
Mechanic Arts High	68	34	55	..	..	..	..	157	..	..	1	4	9	32	47	45	14	4	1	1
Totals	1,772	1,078	803	399	115	61	200	4,401	20	57	171	439	925	1,066	823	516	199	102	83	83

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1896.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	8	238	29.7
Latin	17	667	39.2
Girls' Latin	10	312	31.2
English High	24	751	31.3
Girls' High	22	807	36.7
Roxbury High	17	537	31.6
Dorchester High	8	266	33.2
Charlestown High	8	228	28.5
West Roxbury High	6	168	28.0
Brighton High	4	136	34.0
East Boston High	5	164	32.8
Mechanic Arts High	8	157	19.6
Totals	137	4,431	32.3

ADMISSIONS, SEPTEMBER, 1895.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	62	20	2
Roxbury High School	17	19	7
Charlestown High School	12	21	1
From other sources	31	22	3
Totals	122	20	9

High School Graduates, Fourth-year class, June, 1895; Boys, 24; Girls, 126.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	199	.....	161	38	199	13	11
Girls' Latin	.....	108	88	20	108	14	4
English High	439	.....	335	104	439	15	2
Girls' High	.....	436	357	79	436	15	9
Roxbury High	100	165	244	21	265	15	6
Dorchester High	56	69	111	14	125	15	4
Charlestown High	49	77	110	16	126	15	6
West Roxbury High	15	54	64	5	69	15	6
Brighton High	20	55	69	6	75	14	11
East Boston High	43	49	78	14	92	15	6
Mechanic Arts High	70	.....	54	16	70	15	10
Totals	991	1,013	1,671	333	2,004	15	3

GRAMMAR SCHOOLS.

Semi-annual Returns to January 31, 1896.

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	205	203	408	188	187	375	33	92	1	1	1	1	6
Agassiz	573	. . .	573	541	. . .	541	32	94	1	1	1	1	8
Bennett	258	250	508	248	237	485	23	95	1	2	1	1	6
Bigelow	724	. . .	724	685	. . .	685	39	95	1	2	1	2	10
Bowditch . . . . .	. . .	546	546	. . .	510	510	36	93	1	. . .	2	2	6
Bowdoin . . . . .	. . .	458	458	. . .	400	400	58	87	1	. . .	2	1	7
Brimmer	551	. . .	551	512	. . .	512	60	88	1	2	1	1	7
Bunker Hill	251	240	521	263	221	484	37	93	1	1	2	2	7
Chapman	343	338	681	317	306	623	58	91	1	1	2	2	8
Charles Sumner	453	407	860	413	361	776	84	90	1	1	2	3	9
Comins	300	298	598	278	271	549	49	92	1	1	2	2	6
Dearborn	422	329	751	392	296	688	63	92	1	1	2	2	9
Dillaway . . . . .	. . .	738	738	. . .	667	667	71	91	1	. . .	2	3	8
Dudley	666	. . .	666	621	. . .	624	42	94	1	2	1	1	10
Dwight	682	. . .	682	638	. . .	638	44	94	1	2	1	1	9
Edward Everett	338	381	719	312	349	661	58	92	1	1	2	2	9
Elliot	1,017	. . .	1,017	894	. . .	894	125	85	1	3	1	1	18
Emerson	448	410	858	407	371	778	80	91	1	1	2	2	13
Everett . . . . .	. . .	717	717	. . .	639	639	78	89	1	. . .	2	3	9
Franklin . . . . .	. . .	701	701	. . .	621	621	80	89	1	. . .	2	3	9
Frothingham	325	308	633	298	284	582	51	92	1	1	2	2	7
Gaston . . . . .	. . .	814	814	. . .	751	751	63	92	1	. . .	2	4	9
George Putnam	196	239	435	187	221	408	27	94	1	1	1	1	5
Gibson	265	284	549	250	264	514	35	94	1	1	1	1	6
Hancock . . . . .	. . .	810	810	. . .	727	727	83	90	1	. . .	2	2	12
Harris	198	198	396	187	185	372	24	94	1	1	1	1	5
Harvard	285	336	621	266	309	575	46	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.							
Henry L. Pierce	365	382	747	349	357	706	41	95	1	1	2	1	10
Hugh O'Brien	502	368	870	474	334	808	62	93	1	1	2	3	10
Hyde	583	583	1166	544	544	1088	39	93	1	3	3	6	
John A. Andrew	430	313	743	396	282	678	65	91	1	1	2	2	8
Lawrence	734	734	1468	700	700	1400	34	95	1	2	1	1	12
Lewis	371	426	797	350	398	748	49	93	1	1	2	2	9
Lincoln	614	614	1228	572	572	1144	42	93	1	2	1	1	8
Lowell	489	479	968	461	447	908	60	94	1	1	2	4	9
Lyman	340	244	584	308	219	527	57	90	1	1	2	1	8
Martin	229	198	427	216	183	399	28	94	1	1	1	1	6
Mather	420	381	801	380	337	717	84	90	1	2	2	2	10
Minot	149	168	317	140	157	297	20	94	1	1	1	1	5
Norcross	573	573	1146	525	525	1050	48	92	1	2	2	3	8
Phillips	993	993	1986	882	882	1764	111	89	1	3	1	1	13
Prescott	223	217	440	209	199	408	32	93	1	1	1	1	5
Prince	217	321	538	203	300	503	35	93	1	1	1	1	7
Quincy	522	522	1044	442	442	884	80	85	1	2	1	1	6
Rice	491	491	982	453	453	906	38	92	1	2	1	7	
Robert G. Shaw	166	147	313	157	135	292	21	93	1	2	1	4	
Sherwin	509	509	1018	478	478	956	31	94	1	2	1	1	6
Shurtleff	618	618	1236	561	561	1122	57	91	1	2	3	3	8
Stoughton	147	186	333	138	171	309	24	93	1	1	1	6	
Thomas N. Hart	540	540	1080	510	510	1020	30	94	1	1	1	1	7
Tileston	108	123	231	101	112	213	18	92	1	1	1	3	
Warren	315	320	635	298	301	599	36	94	1	1	2	2	8
Washington Allston	407	436	843	375	396	771	72	92	1	1	2	3	12
Wells	596	596	1192	534	534	1068	62	90	1	2	2	2	8
Winthrop	714	714	1428	638	638	1276	76	89	1	2	3	3	9
Totals	17,841	16,798	34,639	16,494	15,307	31,801	2,838	92	53	56	86	102	436

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number, and Ages, Jan. 31, 1896.

SCHOOLS.	Classes.										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.	
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.																	
Adams	38	49	95	53	94	52	29	410	..	12	39	58	60	66	79	58	28	9	1	..	..	..	..	..
Agassiz	50	59	110	115	111	124	..	569	4	13	54	73	104	96	88	83	39	11	4	..	..	..	..	..
Bennett	46	106	54	90	105	96	..	506	..	10	45	77	73	79	75	46	29	2	..	..	..	..	..	..
Bigelow	41	92	141	158	112	168	..	712	1	13	74	109	135	158	129	73	25	3	1	..	..	..	..	..
Bowditch	47	83	101	110	114	89	..	544	..	18	38	71	93	94	93	68	51	18	..	..	..	..	..	..
Bowdoin	35	55	86	47	88	106	41	458	..	8	37	61	71	77	83	63	26	20	8	4	..	..	..	..
Brimmer	36	88	82	98	91	140	39	574	1	8	48	86	111	101	99	74	33	11	2	..	..	..	..	..
Bunker Hill	46	54	66	80	103	135	19	503	..	18	48	87	73	81	74	69	33	17	2	1	..	..	..	..
Chapman	103	99	113	116	113	110	49	694	1	24	60	90	116	100	100	102	66	23	3	..	..	..	..	..
Charles Sumner	71	83	148	143	200	203	..	848	1	25	99	161	135	149	140	81	40	15	2	..	..	..	..	..
Combs	49	94	96	110	118	123	..	590	..	4	22	73	94	133	132	79	44	9	..	..	..	..	..	..
Dearborn	44	131	55	115	151	196	42	734	..	15	68	96	122	132	149	100	44	6	1	1	..	..	..	..
Dillaway	59	89	112	176	119	179	..	731	2	18	77	110	117	130	119	84	50	23	4	..	..	..	..	..
Dudley	38	97	103	105	113	144	73	673	..	8	40	79	88	135	123	99	75	20	5	1	..	..	..	..
Dwight	107	55	100	156	113	113	33	677	..	11	58	119	103	120	104	80	56	22	4	..	..	..	..	..
Edward Everett	86	110	99	156	110	167	..	728	2	14	73	94	128	131	104	95	51	28	5	3	..	..	..	..
Eliot	46	46	58	193	186	170	313	1,012	8	41	94	132	175	188	167	130	51	20	3	2	..	..	..	..
Emerson	73	105	152	179	125	159	47	841	..	17	75	115	129	163	128	90	74	36	12	2	..	..	..	..
Everett	79	99	110	159	114	108	33	702	..	15	45	90	114	132	122	93	59	22	6	4	..	..	..	..
Franklin	45	97	101	102	148	106	81	680	..	8	50	101	113	130	106	84	57	22	7	2	..	..	..	..
Frothingham	56	87	122	89	138	111	31	634	..	16	78	96	114	118	93	89	28	1	1	..	..	..	..	..
Gaston	82	107	117	171	165	206	..	818	1	21	86	114	118	130	145	96	78	18	11	..	..	..	..	..
George Putnam	38	51	57	91	83	118	..	438	..	19	34	62	78	72	75	57	33	13	4	..	..	..	..	..
Gibson	60	77	80	101	102	140	..	560	1	15	79	70	100	74	82	70	50	15	2	..	..	..	..	..

STATISTICS.

Hancock	40	49	56	116	167	225	226	819	7	16	70	117	156	166	167	95	23	10	2	...
Harris	44	56	63	51	92	109	...	406	...	9	23	58	76	75	60	56	35	10	3	1
Harvard	51	49	107	151	130	23	...	618	...	5	48	92	94	105	109	75	71	17	2	...
Henry L. Pierce	83	88	107	111	172	113	80	754	3	36	80	112	118	123	86	46	26	2	1	...
Hugh O'Brien	94	99	113	168	177	225	...	876	1	13	71	108	129	174	128	115	88	35	13	1
Hyde	63	82	91	95	110	111	39	581	...	15	47	77	96	88	69	77	57	19	6	...
John A. Andrew	64	52	156	114	168	167	36	717	3	18	65	120	138	120	152	79	42	8	1	1
Lawrence	83	101	92	106	102	191	34	709	1	14	80	101	116	145	144	81	24	3	...	...
Lewis	88	98	158	116	167	172	...	799	1	18	70	124	122	131	129	110	70	18	...	...
Lineoth	39	84	92	105	108	168	...	596	...	15	72	94	103	90	96	80	41	5	...	...
Lowell	93	166	171	171	119	247	...	967	...	24	108	176	191	141	172	104	43	8	...	...
Lyman	46	46	88	105	126	141	48	600	20	19	37	67	89	105	109	87	42	15	1	...
Martin	36	61	48	80	101	73	26	425	...	15	27	55	78	73	82	48	40	4	3	...
Mather	81	80	109	145	181	183	25	804	1	29	85	123	135	108	111	101	73	32	5	1
Minot	38	44	45	49	57	75	...	308	...	4	22	34	58	49	62	46	22	6	5	...
Norcross	42	57	81	87	174	139	...	580	2	24	68	73	93	108	100	70	36	6	...	...
Phillips	52	78	130	176	179	230	151	996	1	19	72	142	155	170	201	149	61	23	2	1
Prescott	42	49	82	69	97	105	...	442	...	19	40	65	57	78	90	51	35	6	1	...
Prince	80	84	77	106	91	112	...	550	1	11	49	63	101	97	93	70	42	18	4	1
Quincy	40	40	78	87	93	108	66	512	2	8	29	67	79	103	94	85	31	11	2	1
Rice	40	52	81	98	127	86	...	481	...	3	32	62	74	102	87	72	42	8	1	1
Robert G. Shaw	36	47	55	66	52	62	...	318	...	12	29	66	53	43	25	26	31	22	9	2
Sherwin	44	50	92	95	95	108	31	513	...	11	35	90	77	90	92	58	45	12	3	...
Shurtleff	68	93	96	151	103	106	...	617	...	11	61	91	88	160	101	78	56	28	3	...
Stoughton	36	42	49	52	70	74	...	323	...	10	36	47	55	48	57	40	18	11	1	...
Thomas N. Hart	47	83	101	80	113	117	...	541	...	13	60	88	77	81	87	78	43	14	...	...
Tilston	22	31	43	37	42	60	...	235	...	...	20	39	39	35	33	38	20	16	3	1
Warren	45	78	97	104	119	158	36	637	2	24	74	94	95	118	89	82	36	14	7	2
Washington Allston	98	146	142	150	153	156	...	845	...	19	88	121	120	144	149	115	66	18	4	1
Wells	37	53	52	98	106	112	128	591	...	16	59	100	94	111	105	64	29	10	3	...
Winthrop	65	99	102	109	112	170	52	709	...	10	66	115	119	129	129	77	51	17	5	...
Totals	3,062	4,255	5,212	6,124	6,581	7,185	1,822	31,541	76	822	3,141	5,006	5,633	6,031	5,869	4,385	2,196	852	187	37

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.		Under 4 years.	4 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 . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
	Totals . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
Grammar Schools.	First Class . . {	Boys . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
		Girls . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
	Second Class . {	Boys . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
		Girls . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
	Third Class . . {	Boys . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	2
		Girls . . . .	. . . .	. . . .	. . . .	. . . .	. . . .	4
	Fourth Class . {	Boys . . . .	. . . .	. . . .	. . . .	. . . .	1	40
		Girls . . . .	. . . .	. . . .	. . . .	. . . .	2	34
	Fifth Class . . {	Boys . . . .	. . . .	. . . .	. . . .	. . . .	19	307
		Girls . . . .	. . . .	. . . .	. . . .	. . . .	28	341
Sixth Class . . {	Boys . . . .	. . . .	. . . .	. . . .	15	332	1,108	
	Girls . . . .	. . . .	. . . .	. . . .	13	358	1,116	
Ungraded Class {	Boys . . . .	. . . .	. . . .	. . . .	25	49	106	
	Girls . . . .	. . . .	. . . .	. . . .	23	33	86	
	Totals . . . .	. . . .	. . . .	. . . .	76	822	3,144	
Primary Schools.	First Class . . {	Boys . . . .	. . . .	. . . .	18	436	1,309	1,116
		Girls . . . .	. . . .	. . . .	14	416	1,196	1,028
	Second Class . {	Boys . . . .	. . . .	10	630	1,661	1,331	602
		Girls . . . .	. . . .	5	554	1,525	1,136	449
	Third Class . . {	Boys	18	1,747	2,549	1,348	418	133	
	Girls	12	1,504	2,249	1,146	339	112		
	Totals . . . .	. . . .	30	3,266	6,014	6,532	5,729	3,440
Kinder- gardens.	All Classes . . {	Boys	148	814	591	77	1	
		Girls	169	858	633	103	4	
	Totals . . . .	. . . .	317	1,672	1,224	180	5	
	Totals by Ages	317	1,702	4,490	6,194	6,613	6,551	6,584

TO AGE AND TO CLASSES, JAN. 31, 1896.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals by Classes.
.	14	41	92	113	126	135	89	39	18	667
.	6	16	32	55	66	53	38	26	20	312
.	20	57	124	168	192	188	127	65	38	979
.	.	.	.	.	.	3	17	22	29	71
.	.	.	.	.	.	5	36	56	62	159
.	.	.	.	1	14	53	92	77	27	264
.	.	.	.	6	6	58	114	118	34	330
.	.	.	.	13	90	130	96	29	9	367
.	.	.	.	12	97	179	160	62	11	521
.	.	.	30	122	246	202	76	18	6	700
.	.	.	17	123	280	247	101	28	6	802
.	.	.	47	271	733	877	692	410	184	3,214
.	4	50	226	501	452	199	36	9	.	1,477
.	2	25	204	482	501	278	80	13	.	1,585
3	55	239	599	632	410	126	16	3	.	2,083
2	37	268	627	635	429	131	35	8	.	2,172
54	292	746	836	506	194	42	1	1	.	2,674
38	292	684	782	492	197	38	9	2	.	2,538
285	803	916	715	337	103	8	3	1	.	3,212
298	764	857	588	272	84	12	1	.	.	2,912
902	885	676	369	160	27	7	.	.	.	3,352
895	902	575	345	111	29	2	1	.	.	3,229
1,190	706	370	149	58	10	1	.	.	.	3,939
1,000	555	317	141	38	5	3	.	.	.	3,546
179	189	174	175	96	30	2	1	.	.	1,026
160	147	137	113	65	25	3	4	.	.	796
5,006	5,633	6,034	5,869	4,385	2,496	852	187	37	.	34,541
517	151	47	12	.	.	.	.	.	.	3,606
441	141	37	20	.	.	.	.	.	.	3,293
227	40	14	4	.	.	.	.	.	.	4,519
167	45	13	7	.	.	.	.	.	.	3,901
35	4	2	3	.	.	.	.	.	.	6,257
20	10	3	4	.	.	.	.	.	.	5,399
1,407	391	116	50	.	.	.	.	.	.	26,975
.	.	.	.	.	.	.	.	.	.	1,631
.	.	.	.	.	.	.	.	.	.	1,767
.	.	.	.	.	.	.	.	.	.	3,398
6,413	6,044	6,207	6,090	4,824	3,421	1,917	1,006	512	222	69,107

PRIMARY SCHOOLS.

Semi-annual Returns, to Jan. 31, 1896.

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	5	139	116	255	125	101	226	29	89	155	110	265
Agassiz	4	139	106	245	127	94	221	24	90	130	122	252
Bennett	7	188	193	381	173	172	345	36	91	230	175	405
Bigelow	11	317	237	554	284	212	496	58	89	321	248	569
Bowditch	10	259	271	530	230	237	467	63	88	335	212	547
Bowdoin	9	213	199	412	176	159	335	77	81	246	191	437
Brimmer	7	190	149	339	165	128	293	46	86	182	170	352
Bunker Hill	10	222	192	414	205	175	380	34	92	250	175	425
Chapman	7	193	179	372	168	148	316	56	85	237	139	376
Charles Sumner	12	345	323	668	310	280	590	78	88	426	243	669
Comins	6	138	125	263	126	108	234	29	90	176	101	277
Dearborn	15	458	360	818	402	303	705	113	86	456	394	850
Dillaway	10	283	249	532	254	214	468	64	88	342	207	549
Dudley	13	301	286	587	261	241	502	85	86	324	266	590
Dwight	10	249	277	526	215	239	454	72	86	318	223	541
Edward Everett	11	302	306	608	271	265	536	72	83	371	259	630
Eliot	10	360	189	549	312	159	471	78	86	369	189	558
Emerson	12	354	299	653	311	254	565	88	86	385	270	655
Everett	7	246	264	510	211	216	427	83	84	254	246	500
Franklin	11	314	310	624	261	252	513	111	82	390	232	622
Frothingham	9	291	229	520	262	193	455	65	87	335	177	512
Gaston	7	199	181	380	180	161	341	39	90	252	126	378
George Putnam	7	191	172	363	171	151	322	41	89	200	167	367
Gibson	7	197	205	402	180	183	363	39	90	151	272	413
Hancock	20	539	597	1,136	481	524	1,005	131	88	681	458	1,139
Harris	6	158	136	294	141	119	260	34	90	158	141	299
Harvard	12	314	307	621	283	267	550	71	89	360	272	632
Henry L. Pierce	7	192	175	367	172	156	328	39	89	247	126	373

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.					
Hugh O'Brien . . .	12	436	278	714	366	223	589	125	82	439	288	727
Hyde	8	209	199	408	188	176	364	44	90	251	168	419
John A. Andrew, . .	12	314	249	563	280	211	491	72	87	351	224	575
Lawrence	17	581	174	755	521	156	677	78	90	424	320	744
Lewis	10	289	285	574	254	249	503	71	88	272	234	506
Lincoln	11	354	271	625	315	235	550	75	88	402	249	642
Lowell	16	413	397	810	383	371	754	56	93	476	342	818
Lyman	9	245	200	445	220	182	402	43	90	227	233	460
Martin	5	143	136	279	126	119	245	34	88	173	114	287
Mather	13	347	315	662	296	257	553	109	84	395	273	668
Minot	4	126	113	239	113	98	211	28	88	134	108	242
Norcross	12	146	367	513	135	335	470	43	91	267	261	528
Phillips	5	165	130	295	149	117	266	29	90	186	106	292
Prescott	7	212	176	388	190	159	349	39	90	220	172	392
Prince	7	183	199	382	161	167	328	54	86	206	185	391
Quincy	11	366	234	600	306	188	494	106	82	342	264	606
Rice	8	134	127	261	120	111	231	30	89	144	126	270
Robt. G. Shaw . . .	5	97	95	192	85	81	166	26	87	105	90	195
Sherwin	9	251	221	472	224	192	416	56	88	277	204	481
Shurtleff	5	130	116	246	117	102	219	27	89	161	107	268
Stoughton	5	146	110	256	132	97	229	27	89	169	96	265
Thomas N. Hart, . .	8	285	184	469	255	161	416	53	89	310	152	462
Tileston	4	110	79	189	97	68	165	24	87	118	79	197
Warren	7	178	150	328	160	130	290	38	88	208	128	336
Washington Allston	13	342	332	674	293	279	572	102	85	363	280	643
Wells	19	566	515	1,081	483	436	919	162	85	610	468	1,078
Winthrop	5	149	144	293	136	124	260	33	88	176	125	301
Totals	509	14,208	12,428	26,636	12,562	10,735	23,297	3,339	87	15,677	11,298	26,975

PRIMARY SCHOOLS.

Number of Pupils in each Class, whole Number, and Ages, Jan. 31, 1896.

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	83	67	115	265	22	62	71	56	38	16	. . . . .	
Agassiz	61	80	111	252	24	50	56	64	37	11	3	5	2
Bennett	76	121	208	405	48	73	109	100	58	13	2	. . . . .	2
Bigelow	144	203	222	569	63	120	138	131	64	39	8	4	2
Bowditch	182	139	226	547	59	129	147	119	71	18	2	2	. . . . .
Bowdoin	96	140	201	437	58	91	97	90	74	17	8	2	. . . . .
Brimmer	97	101	154	352	43	75	64	77	65	22	6	. . . . .
Bunker Hill	108	130	187	425	55	90	105	85	54	26	9	1	. . . . .
Chapman	110	112	154	376	63	78	96	79	38	16	5	1	. . . . .
Chas. Sumner	188	213	268	669	90	159	177	150	65	22	3	3	. . . . .
Comins	61	92	124	277	39	66	71	47	27	18	7	2	. . . . .
Dearborn	215	242	393	850	74	196	186	174	119	69	19	11	2
Dillaway	161	175	213	549	76	120	146	111	79	12	5	. . . . .
Dudley	160	191	239	590	61	113	150	139	67	39	19	1	1
Dwight	143	158	240	541	58	129	131	106	80	24	4	. . . . .
Edward Everett,	149	212	269	630	66	163	142	128	76	42	7	5	1
Elliot	110	136	202	558	91	128	150	96	64	22	7	. . . . .
Emerson	192	175	288	655	75	142	168	134	88	35	6	6	1
Everett	144	149	207	500	36	111	107	117	70	39	14	5	1
Franklin	145	167	310	622	88	146	156	124	74	26	8	. . . . .
Frothingham	113	155	244	512	82	136	117	113	55	7	2	. . . . .
Gaston	105	101	172	378	78	71	103	65	39	15	4	. . . . .	3
Geo. Putnam	114	103	150	367	37	85	78	75	47	28	11	5	1
Gibson	89	158	166	413	48	84	119	92	52	12	5	. . . . .	1
Hancock	230	298	611	1,139	141	282	258	211	158	67	18	3	1
Harris	94	85	120	299	35	57	66	75	39	19	5	1	2
Harvard	157	202	273	632	75	133	152	130	82	45	9	4	2
Henry L. Pierce,	64	130	179	373	45	100	102	84	26	9	5	2	. . . . .

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,	156	223	348	727	88	173	178	128	103	36	12	8	1
Hyde	108	137	174	419	58	92	101	84	50	26	5	2	1
J. A. Andrew,	157	202	216	575	77	138	136	118	58	37	7	3	1
Lawrence . .	175	250	319	744	81	164	179	166	100	43	7	3	1
Lewis	143	196	167	506	49	110	113	126	68	30	8	2	..
Lincoln	144	199	299	642	91	151	160	120	68	32	14	2	4
Lowell	245	254	319	818	126	170	189	171	114	42	12	2	1
Lyman	139	159	162	460	54	91	82	114	73	30	10	6	..
Martin	55	90	142	287	58	54	61	53	29	21	7	2	2
Mather	177	232	259	668	76	145	174	159	78	39	5	..	1
Minot	58	81	103	242	19	59	56	58	28	15	6	1	..
Norcross	137	171	220	528	65	94	108	124	88	26	12	7	4
Phillips	62	118	112	292	43	71	72	39	33	26	8	..	..
Prescott	135	104	153	392	49	78	93	95	43	22	8	2	2
Prince	103	133	155	391	33	75	98	94	63	25	3	..	..
Quincy	148	222	236	606	84	147	111	106	96	39	20	3	..
Rice	91	79	100	270	19	49	76	62	39	19	3	2	1
Robt. G. Shaw,	62	58	75	195	26	31	48	51	27	8	3	..	1
Sherwin	101	178	202	481	67	107	103	97	85	16	5	..	1
Shurtleff	50	102	116	268	36	58	67	54	29	16	4	4	..
Stoughton . . .	73	65	127	265	29	75	65	60	25	7	2	1	1
Thos. N. Hart,	142	151	169	462	45	114	151	95	38	14	3	1	1
Tileston	52	38	107	197	1	17	56	44	42	25	9	3	..
Warren	96	87	153	336	41	75	92	85	35	8	..	..	..
Washington Allston	158	194	291	643	62	137	164	147	87	35	4	2	5
Wells	285	330	463	1,078	138	230	242	259	131	65	20	2	..
Winthrop	56	112	133	301	34	72	70	63	43	16	3	..	..
Totals	6,899	8,420	11,656	26,975	3,279	5,966	6,498	5,735	3,188	1,137	101	121	50

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1896.

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	408	45.3	Hyde	11*	583	33.0
Agassiz	11	573	52.1	J. A. Andrew,	13	743	51.2
Bennett	10	508	50.8	Lawrence . . .	16	734	45.9
Bigelow	15	724	48.3	Lewis	14*	797	71.2
Bowditch . . .	10	546	54.6	Lincoln	12	614	51.2
Bowdoin	10	458	45.8	Lowell	16†	968	60.5
Brimmer	11*	581	52.8	Lyman	12	584	48.7
Bunker Hill..	12	521	43.4	Martin	9	427	47.4
Chapman	13	681	52.4	Mather	16	801	50.1
Chas. Sumner	15	860	57.3	Minot	7	317	45.1
Comins	11	598	54.4	Norcross	13	573	44.1
Dearborn	14*	751	53.6	Phillips	18	993	55.2
Dillaway	13	738	56.8	Prescott	8*	440	55.0
Dudley	14	666	47.6	Prince	10	538	53.8
Dwight	13	682	52.5	Quincy	10	522	52.2
Edw. Everett,	14	719	51.4	Rice	10	491	49.1
Eliot	23	1,017	44.2	Robt. G. Shaw	7	313	44.7
Emerson	18	858	47.7	Sherwin	10	509	50.9
Everett	14	717	51.2	Shurtleff	13	618	47.5
Franklin	14	701	50.1	Stoughton . . .	7	333	47.6
Frothingham	12	633	52.7	Thos. N. Hart	10	540	54.0
Gaston	15	814	54.3	Tileston	4†	231	57.8
Geo. Putnam,	8	435	54.4	Warren	13	635	48.8
Gibson	9	549	61.0	Washington Allston,	18	843	46.8
Hancock	16	810	50.6	Wells	12	596	49.7
Harris	8*	396	49.5	Winthrop	14	714	51.0
Harvard	12*	621	51.7				
H. L. Pierce,	14	747	53.4				
Hugh O'Brien	16	870	54.4	Totals	677	34,639	51.2

* One temporary teacher also employed.

† Two temporary teachers also employed.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, Jan. 31, 1896.

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	5	255	51	Hyde	8	408	51
Agassiz	4	245	61	J. A. Andrew... 12	563	47	
Bennett	7	381	54	Lawrence	17	755	44
Bigelow	11	554	50	Lewis	10*	574	57
Bowditch	10	530	53	Lincoln	11	625	57
Bowdoin	9	412	46	Lowell	16	810	51
Brimmer	7	339	48	Lyman	9	445	49
Bunker Hill... 10	414	41	Martin 5	279	56		
Chapman	7	372	53	Mather	13	662	51
Charles Sumner, 12	668	56	Minot	4*	239	60	
Comins	6	263	44	Norcross..... 12	513	43	
Dearborn	15†	818	55	Phillips	5	295	59
Dillaway	10	532	53	Prescott 7*	388	55	
Dudley..... 13	587	45	Prince	7	382	55	
Dwight	10	526	53	Quincy	11*	600	55
Edward Everett, 11	608	55	Rice... .. 8	261	33		
Eliot	10	549	55	Robert G. Shaw, 5	192	38	
Emerson..... 12	653	54	Sherwin	9*	472	52	
Everett	7	510	73	Shurtleff..... 5	246	49	
Franklin. 11*	624	57	Stoughton..... 5	256	51		
Frothingham ... 9	520	58	Thos. N. Hart.. 8*	469	59		
Gaston	7	380	54	Tileston	4	189	47
George Putnam, 7	363	52	Warren..... 7	328	47		
Gibson..... 7	402	57	Washington All- ston	13	674	52	
Hancock..... 20	1,136	57	Wells	19	1,081	57	
Harris	6	294	49	Winthrop	5*	293	59
Harvard	12	621	52				
Henry L. Pierce, 7	367	52					
Hugh O'Brien.. 12	714	59					
				Totals	509	26,636	52

* One temporary teacher also employed.

† Two temporary teachers also employed.

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending Jan. 31, 1896.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams	30	46	76	Hyde	41	54	95
Agassiz	54	28	82	J. A. Andrew,	90	89	179
Bennett	51	31	82	Lawrence	84	33	117
Bigelow	55	49	104	Lewis	76	88	164
Bowditch	76	68	144	Lincoln	68	33	101
Bowdoin	39	43	82	Lowell	119	119	238
Brimmer	35	25	60	Lyman	51	50	101
Bunker Hill	64	40	104	Martin	21	25	46
Chapman	53	54	107	Mather	94	75	169
Chas. Sumner	106	80	186	Minot	25	29	54
Comins	37	31	68	Norcross	24	70	94
Dearborn	75	69	144	Phillips	20	28	48
Dillaway	58	74	132	Prescott	64	41	105
Dudley	92	75	167	Prince	47	48	95
Dwight	78	69	147	Quincy	53	28	81
Edward Everett.	61	68	129	Rice	39	48	87
Eliot	50	40	90	Robt. G. Shaw,	26	20	46
Emerson	79	92	171	Sherwin	50	61	111
Everett	67	66	133	Shurtleff	21	29	50
Franklin	67	73	140	Stoughton	29	40	69
Frothingham	43	51	94	Thos. N. Hart,	92	58	150
Gaston	51	67	118	Tileston	19	26	45
George Putnam,	41	44	85	Warren	44	55	99
Gibson	51	59	110	Washington			
Hancock	68	103	171	Allston	75	59	134
Harris	37	42	79	Wells	133	100	233
Harvard	66	83	149	Wintthrop		30	30
Henry L. Pierce,	62	77	139				
Hugh O'Brien	97	86	183				
				Totals	3,148	3,069	6,217

KINDERGARTENS.

Semi-annual Returns to Jan. 31, 1896.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.		Age under 5 Years.	Age 5 and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	2	35	27	62	26	17	43	19	69	42	27	69	
Agassiz	1	21	22	43	16	16	32	11	75	29	25	54	
Bennett	2	22	25	47	16	19	35	12	77	18	33	51	
Bowditch	4	54	57	111	42	44	86	25	77	58	58	116	
Bowdoin	2	22	35	57	14	24	38	19	67	48	14	62	
Brimmer	2	25	21	46	20	16	36	10	78	23	16	39	
Bunker Hill	2	17	24	41	14	17	31	10	76	27	15	42	
Chapman	2	33	34	67	24	27	51	16	76	60	11	71	
Chas. Sumner	4	50	67	117	37	53	90	27	77	92	28	120	
Comins	4	45	63	108	34	48	82	26	76	58	61	119	
Dearborn	2	34	29	63	27	21	48	15	76	18	42	60	
Dillaway	4	58	61	119	44	43	87	32	73	69	49	118	
Dudley	2	28	20	48	20	14	34	14	71	35	18	53	
Dwight	4	54	73	127	39	49	88	30	70	48	68	116	
Eliot	3	59	69	128	49	57	106	22	83	86	44	130	
Emerson	2	29	26	55	23	16	39	16	71	29	25	54	
Everett	2	25	28	53	16	20	36	17	68	35	35	70	
Franklin	2	13	30	43	9	21	30	13	70	32	11	43	
Frothingham	2	29	26	55	22	22	44	11	80	44	11	55	
Geo. Putnam	2	27	28	55	20	22	42	13	76	47	10	57	
Gibson	3	39	34	73	30	24	54	19	74	37	45	82	
Hancock	6	80	105	185	65	80	145	40	78	101	97	198	
Harvard	2	24	30	54	19	23	42	12	78	36	20	56	
H. L. Pierce	2	28	29	57	22	23	45	12	81	29	30	59	
Hugh O'Brien	2	33	28	61	22	19	41	20	67	42	16	58	
Hyde	2	16	35	51	14	28	42	9	82	22	38	60	
J. A. Andrew	2	20	27	47	15	21	36	11	77	19	33	52	
Lawrence	3	54	40	94	36	25	61	33	65	55	41	96	
Lewis	2	23	36	59	16	24	40	19	68	39	25	64	
Lincoln	2	32	21	53	25	16	41	12	77	47	11	58	
Lyman	3	42	48	90	29	32	61	29	68	72	28	100	
Martin	2	25	34	59	21	26	47	12	80	14	45	59	

KINDERGARTENS. — *Concluded.*
Semi-annual Returns to Jan. 31, 1896.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Age, under 5 Years.	Age, 5 and over.	Whole Number at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Mather	2	35	41	76	23	25	48	28	63	34	43	77
Minot	2	21	32	53	14	22	36	17	68	34	15	48
Norcross	1	20	19	39	14	13	27	12	70	44	5	49
Phillips	2	25	36	61	21	30	51	10	83	48	12	60
Prescott	2	24	33	57	19	26	45	12	79	22	36	58
Prince	2	34	25	59	28	21	49	10	83	47	30	77
Quincy	2	28	30	58	20	20	40	18	69	36	18	54
Rice	2	23	23	46	19	18	37	9	80	25	26	51
Robert G. Shaw,	1	16	24	40	13	20	33	7	83	24	20	44
Sherwin	2	25	31	56	18	22	40	16	71	31	23	54
Shurtleff	2	34	30	64	27	24	51	13	80	25	36	61
Stoughton	2	28	26	54	23	21	44	10	81	47	15	62
Thos. N. Hart . .	2	33	33	66	27	28	55	11	83	40	25	65
Washington Allston	1	18	26	44	12	16	28	16	64	15	29	44
Wells	4	64	62	126	50	44	94	32	75	78	57	135
Totals	110	1,524	1,703	3,227	1,154	1,257	2,411	816	74	1,960	1,421	3,381

SUPPLEMENT.

REPORT OF ELLIS PETERSON, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In accordance with your assignment, I have endeavored to supervise the eight day high schools—all except the Mechanic Arts High School; the two Latin schools; the Evening High School and its two branches; the Horace Mann School for the Deaf; the grammar, primary, kindergarten, cookery, and wood-working schools in the Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw districts; and the grammar schools in the Lowell district. Within this circuit of schools, there are about three hundred teachers and between eleven and twelve thousand pupils.

LIMITS OF SUPERVISION.

The work of supervising so many teachers and pupils seems, at first thought, too extensive and intricate for one supervisor to do. It must, however, be kept in mind that immediate and efficient supervision is given by directors and special "principals" or "instructors" to teachers of kindergartens and to special teachers of wood-working, drawing, cookery, physical training, singing, French, and German.

In 1876, it was the prevailing belief in Boston that experts should supervise the public schools—should be, as it were, the eyes and ears of the School Board,—but that the School Committee should be immediately responsible for all legislative, financial, and economic matters pertaining to the

schools, and, indeed, for all educational matters, except one, viz. : the granting of certificates of qualification to teach. This important duty was intrusted to the Board of Supervisors. Since that time, the cause of supervision has dragged its slow length along. It is still true that the terms, *suggestion*, *recommendation*, and *advice*, express the principal power of the experts. To have taken from the several supervisors the power of directing their own efforts and to give it to the Superintendent, when neither the Superintendent nor the supervisors had any power to speak of, was a matter of insignificant importance.

It is obvious to every one who has studied the organization and duties of the School Committee as embodied in their rules, regulations, and acts, that efficient power lies, for the most part, in the committees of the Board. But it is equally obvious that the control of at least all purely educational matters should be lodged in a body of experts whose decision should not be a recommendation, but an authoritative rule which should determine the action not only of teachers and of individual supervisors but even of the School Committee themselves.

The absence of real power and authority in the Board of Supervisors in determining educational policies and principles is nowhere better illustrated than in the relations of supervisors to principals. The pleasant and harmonious relations that now exist between these two bodies of public-school servants are the product rather of negative action, of good sense, and of a desire to coöperate than of positive, strong, and abiding principles — principles that have been arrived at after thorough investigation and discussion. Evils that might have been prevented by authoritative action of the Board of Supervisors — if it had had the authority — have been treated with the highly respectable but ineffectual remedies, viz. : suggestion, recommendation, and advice. These remedies have been applied even when evils have not

existed; indeed, there is a great deal of threshing of old straw — so pleasant is it to believe that one is doing his duty, if he but give good advice.

A clear and distinct line of separation should be drawn between the duties of supervisor and the duties of principal. Were this done, conflict, repetition, and overlapping of duties would, in the interests of unity, vigor, and economy, be avoided. One reform in this direction has been lately evolved and a principle of separation been established. Until last year, evidence was partly furnished by diploma examinations given by the Board of Supervisors in order to determine whether or not candidates should receive diplomas of graduation. Now all the evidence is furnished by the principals; and from this evidence, the Board of Supervisors decides whether or not the candidates shall receive diplomas. The principals collect and present the evidence; the supervisors find out whether the evidence has been carefully collected and is sufficient; and the Board of Supervisors awards the diplomas.

In view of the growing feeling and conviction that the Board of Supervisors should have independent control of more educational matters, I respectfully recommend that the School Committee refer the subject to the Committee on Examinations for consideration and report.

PHYSICAL TRAINING.

No one of the many subjects that a Boston supervisor must consider is more attractive or vital than the training of the body. Physical training is, in my opinion, producing excellent results in some of our schools, and good or passable results in the others. Some attending circumstances are unfavorable and interfere with the production of the best results. Dust, narrow spaces between the rows of desks, bad ventilation during the winter months, and, in some classes, inexpert teaching, prevent the accomplishment

of the objects of physical training. Fortunate is the school that has wide, well-ventilated, well-lighted corridors or halls with hard and clean floors! If the exercises are conducted there by cheerful and skilful teachers, I can conceive nothing better for physical development, except free play on a playground in good weather. But free play on a suitable playground in fair weather and near a Boston school-house is, with a few exceptions, as mythical as were the Elysian Fields.

It is a solid fact that, as a rule, Boston school children must largely depend for physical training upon exercises conducted within schoolhouses. It seems, therefore, the part of wisdom to provide all schoolhouses for high and grammar schools with gymnasiums and gymnastic apparatus. The outlay in money will, indeed, be small in comparison with the great physical improvement that will result to pupils of the next generation. The most intelligent and far-sighted physicians are beginning to note with alarm signs of physical degeneracy, and to perceive that the efficient check to this is a *system* of physical training conducted by experts in the schools. At the same time, they see that athletics as now pursued without the wise guidance of those who understand not only the laws of muscular development but also the relations of digestion, circulation, respiration, and nervous action to physical training have led and will continue to lead to disastrous and even fatal results.

The great good that can be done by means of physical training conducted by an expert in a gymnasium with suitable apparatus, is well illustrated by what has been accomplished within the last three years by the girls of the Charlestown High School. The girls, too, of the West Roxbury, Brighton, Roxbury, East Boston, and Girls' High Schools and of the Girls' Latin School have, under many disadvantages, done good work in physical training: they need and should have gymnasiums and gymnastic apparatus in

order to accomplish the best results. It is a great misfortune that the girls of the Dorchester High School have been compelled, on account of insufficient rooms, to omit physical training.

The English High School and the Boys' Latin School have an excellent gymnasium, well furnished with apparatus: but the pupils make but little use of it, and that little under unfavorable conditions. An expert teacher of gymnastics is greatly needed, who shall be present not only during school hours to train the boys who are too young to engage in military drill, but also before and after school to train such of the older boys as shall have volunteered to belong to classes for systematic instruction and drill.

I therefore respectfully recommend to the Committee on High Schools:

1. That they consider the desirability of supplying the high schools with gymnastic apparatus.
2. That they consider the feasibility of employing an expert teacher of gymnastics to work in the gymnasium of the Latin School and English High School and to advise and help the boys of both schools in their athletic exercises.

INTELLECTUAL TRAINING.

Dr. G. Stanley Hall's affirmation "that intellectual development ought always to be based upon physical, and that it is liable to be abnormal or unhealthy unless it is," may seem unphilosophical; but it contains enough of truth to fill believers in the old psychology with holy horror and to cause men of sense to think twice before they plan to load the mind while they allow the body to become deformed, to be half starved, and to remain a dull and almost useless instrument for performing the ordinary duties of men and women. It is certainly foolish to expect that fire without fuel will burn.

It was, therefore, a movement in the right direction

when the School Committee inquired what sort of luncheons do high-school pupils eat, and also when, after investigation, it made an arrangement with the New England Kitchen to furnish pupils at cost with good, palatable, and nourishing food. A further investigation might profitably be made into the quality, variety, and adaptability of the food now furnished.

Sooner or later, too, other questions of like import — such as the following — must be answered: (1) Are pupils warmly clothed in winter? (2) Have they, and do they use, the means of bathing? These questions will not be answered in a hap-hazard way, but practically (1) by making such an arrangement as will enable every pupil to be warmly clothed at the minimum cost: and (2) by adding a well-furnished bathing apartment to every school-house. The seeming folly of such questions vanishes as soon as it is recognized that intellectual attainments and vigor and right living depend partly upon physical conditions.

It is a common-place among teachers that the ability of a pupil to attain and to retain knowledge and that his degree of mental concentration depend largely upon the interest he takes in the subjects of study. Of course, teachers well fortified with knowledge, skilful and tactful in teaching and governing, and enthusiastic in their work, will arouse interest and command attention. But they should be assisted in their work by furnishing their class-rooms with the best or most suitable books, maps, and charts, with specimens or pictures of plants and animals, with photographs of the best engravings, paintings, and statues. The Boston School Committee have been liberal in supplying the schools with necessary articles; but the time has come when they should be more liberal. It is an open secret that many a teacher pays from his salary for additional articles that he regards necessary or desirable for illustration and instruction.

As methods of teaching change and the scope of instruc-

tion is widened, demands are made for better apparatus and for more conveniences and more economical arrangements. It is for this reason that every high school should have a botanical laboratory and apparatus as it now has a chemical and a physical laboratory and apparatus; that every grammar school and high school should be furnished with a lantern and slides for the purpose of giving clear and distinct ideas of geographical, historical, scientific, and artistic objects; and that every grammar school attended by girls should have a well-furnished sewing room and cookery room, and every grammar school attended by boys a wood-working room.

There is, however, a greater need. Even if every school-house in Boston contained all that is necessary or desirable, had all that would please the eye, cultivate the taste, and arouse the interest and enthusiasm of pupils, it would avail them little, unless they were trained to think for themselves, to reason from cause to effect and from effect to cause, to solve without help problems of life, and to do of their own volition thoughtfully and skilfully some of the typical work of artisans or merchants or scholars or artists, of citizens, and of men or women. The art of teaching reaches its highest point when it develops in youths the ability to think for themselves and to become thoughtful and skilful doers, and when it evolves and strengthens by appropriate exercises the genius which every normal youth possesses.

Although the results may have been discouraging, yet the "new education" is full of promise. The regulated play of pupils in the kindergarten—play that rouses into activity all their mental powers,—the systematic work that they do and do well, and the simple problems of life that they solve: the real observations made and the constructive work done by primary-school pupils; the making of working-plans and the designing, the making of garments, the cooking of meals, and the making of typical and useful articles in wood, by

grammar-school pupils: the laboratory work in botany, zoölogy, physics, and chemistry in high schools — all indicate the progress that is making in the methods of education that combine thinking and doing. The laboratory method with its twin brother, the inductive method, is slowly modifying the methods of instruction in language, literature, and elementary mathematics.

With the new methods, other things being equal, will come greater interest, closer attention, clearer ideas, and more intelligence. But will pupils devote themselves to study with greater vigor and intensity and with longer-continued effort? Or will the new methods produce a crop of mental weaklings, willing to be led on and up and possessing clear ideas but no strength of will, no intellectual grasp, no impelling power to do useful, hard, or great work? The experience of individuals has shown the latter alternative to be false. The ordinary human mind, when once its powers have been aroused into pleasing activity, will, like untrammelled genius, show, on similar occasions, greater activity and productiveness. Intellectual energy and activity, when spontaneous and joyous, are self-productive and, when opposed, tend to increase. Every subject of study, even in its elements, is likely — though it delights the pupils — to present difficulties and obstacles which he must remove or surmount. In the more advanced stages of study, he must form habits of investigation and of research. Thus his intellectual fibre will become hard and strong: he will be able to cope with great difficulties; and he will be prepared to do, without flinching, his share of the world's hard work.

MORAL TRAINING.

But after the skilful teacher, full of sympathy with his pupils, and using all the modern appliances and most approved methods of instruction, has done his best, there seem to be some pupils who are unable or unwilling to do

well. They have a strong distaste for study, or nature seems to have left some of their mental powers in an embryonic condition, or, able by nature, they are lazy, indifferent, or even depraved. A just teacher will not demand from his pupils more than they can do; but he has the right to ask — although he may not expect — every pupil to do his best. What can the teacher do for the indolent, indifferent, and depraved pupils? This question, although particular in form, is comprehensive in fact. If these can be trained to do their duty in school, to the question of how much the public schools can do for moral training, this complete answer can be given: they can do for it everything that the public has the right to expect.

The writer of this report, after twenty years of service as supervisor of the Boston public schools, is convinced that the public schools do more for the moral welfare of Boston than all other instrumentalities combined. Of course, good homes are the constant source of positive, restraining, and uplifting moral forces: but there are many so-called homes that are the sources of evil and debasing influences: and even in some respectable homes children are so feebly governed that they are inclined to yield to temptations. The hundreds of benevolent societies, dispensing sweet charities, exert moral influences that are helpful: but these societies do not reach the sources of evil, and accomplish but little towards building up character. The churches doing their beneficent and divine work are a tremendous power for good: but they fail to reach a multitude of children.

It is the public school, open to all children, that is the great trainer in morals. It cultivates in its pupils good manners; forms in them habits of obedience and of industry; teaches them to respect law and order; presents to them high ideals, and makes them familiar with the best examples of virtue and courage and of devotion to the public good, and prepares them to become virtuous and useful citi-

zens. In some school districts of this city, the public school is the great civilizer and a great and wonderful restraining force. But its greatest work is the building up of moral character. Probably every one of the sixty principals of the public schools in this city can give instances of pupils that have been morally reformed by the direct influence of teachers. It must be remembered, too, that the prevailing moral atmosphere of the schools is healthful. Indeed, the standard of morals set by teachers is far above the standard set in society. They guard their pupils against low motives, small rivalries, and the tormenting strife for notoriety, and inspire them with the determination to reach the high ends of life by steady, hard, and honorable work.

I respectfully call attention to the appended results of examinations of candidates for certificates of qualification to teach: and also of examinations of candidates in the Evening High School for certificates of proficiency and for diplomas of graduation.

Respectfully submitted,

ELLIS PETERSON.

Boston, April 6, 1896.

SPECIAL EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, MARCH, 1895.

CERTIFICATES.	Whole number of candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.
Grammar School, Class B.	65	2	18	45
Wood-working	12	.....	.....	12

GENERAL EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, AUGUST, 1895.

CERTIFICATES.	Whole number of candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.	Number who having been refused certificates for which they had applied, were granted lower certificates.	Whole number to whom certificates were granted.
High School, Class A.	35	.....	5	30	4	34
High School, Class B.	20	.....	5	15	3	18
Grammar School, Class A	17	.....	1	16	.....	16
Grammar School, Class B	58	1	13	44	.....	44
Kindergarten	16	1	6	9	.....	9
Wood-working	9	.....	2	7	.....	7
Cookery	2	.....	.....	2	.....	2
Sewing	3	1	1	1	.....	1
French and German	14	.....	2	12	.....	12
Drawing	5	1	3	1	.....	1
Music	1	.....	.....	1	.....	1
Phonography	2	.....	2	.....	.....	.....
Physical Training	3	.....	1	2	.....	2

Whole No. of March candidates to whom certificates were granted, 47
 Whole No. of August candidates to whom certificates were granted, 147

Total No. of candidates to whom certificates were granted . . . 194

CERTIFICATES OF PROFICIENCY IN THE EVENING
HIGH SCHOOLS.

April, 1896.

	Granted.	Refused.	Total.
Elementary English Composition	75	29	104
Advanced English Composition	41	18	59
English Literature.....	20	12	32
American Literature.....	29	5	34
Advanced German	15	11	26
German Literature	13	1	14
Advanced French	7	17	24
French Literature.....	8	2	10
Elementary Latin	7	6	13
Advanced Latin.....	4	0	4
History and Civil Government of United States.....	21	2	23
Physiology	8	4	12
Physics	14	3	17
Chemistry	24	3	27
Arithmetic.....	150	55	205
Elementary Algebra.....	17	25	42
Plane Geometry.....	7	2	9
Penmanship	96	58	154
Phonography	47	11	58
Elementary Book-Keeping.....	109	46	155
Advanced Book-Keeping.....	74	24	98
	786+	334=	1,120
	70%+	30%=	100%

Diplomas were awarded in the Evening High School, April, 1896, to the following candidates :

Philip Rubenstein,
William J. E. Sander,
William H. Regan, Jr.,
Henry J. Foley,

Elwin H. Dimock,
Henry Siskind,
Edward Carr.

REPORT OF ROBERT C. METCALF, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In accordance with your request, I beg leave to submit the following report:

In September, 1896, the schools named below were assigned to me for supervision, — grammar and primary schools in the Edward Everett, George Putnam, Gibson, and Martin Districts; and the grammar schools in the Comins, Dearborn, Dillaway, Dudley, Dwight, Everett, Franklin, Hugh O'Brien, Hyde, Lewis, Mather, Quincy, and Sherwin Districts. Also, the Comins and Dearborn evening schools. The number of teachers in my supervisory district, including the evening schools, is about three hundred.

My work with these teachers and in these districts has been similar in character to that of previous years and does not call for special mention. It may be said, however, in passing, that the work of the schools is in no respect inferior to what we expect from carefully trained, conscientious, hard-working teachers. The spirit of the schools is excellent, the discipline in the main judicious, and the order, in almost all cases, satisfactory. Some over-anxious teachers will fret, some injudicious ones will assign impossible lessons, and some ambitious pupils will over-work. But on the whole the schools are conducted wisely, and the children are receiving excellent preparation for their life work.

THE USE OF SUPPLEMENTARY READING.

During the past year an effort has been made by the officers of our Public Library to open the treasures of that

institution to the teachers and pupils of the public schools. Every teacher in the city is furnished with a card that will permit her to draw from the library six books at one time, for her own or her pupils' use, and to retain these books in her school four weeks. If the teacher is a resident of the city she also may have a resident's card which will give her the same privileges as are accorded to other citizens.

These books are to strengthen the teacher's work in the school. They may be used as collateral reading from which the pupils may gather information upon subjects of study in the class, or as general reading designed to interest the children in a class of books somewhat better than they usually select for themselves.

This part of the work having been assumed by the Public Library, there remains for the School Board to provide for only that branch of it which is termed in the librarian's report "The analysis of books." The object of the analysis is to give the pupils the advantage that comes from reading a book with a wise and cultivated teacher. If children are to become good readers of books as well as readers of good books, they must be trained in reading by teachers who are readers themselves, and who love literature for its own sake as well as for the influence it exerts over the lives of those who freely partake of the best thought that literature has to give.

It is a mistake to think that children will, necessarily, become good readers when supplied generously with good books. A large library is no sure indication that its owner is a great scholar. A fine picture may be valued chiefly for its beautiful frame. Enthusiasm for literature may be communicated by a good teacher and absorbed by trusting pupils. Books for analysis therefore should be carefully selected by the principals of schools, and wisely used by the teachers.

Collateral reading is to be used merely for the facts which

it contains. Pupils who have been taught to read for information need no special training in this kind of reading. Such books may be read with the teacher, or by the pupils alone. Books for analysis should be read with the teacher; or if the reading is done at home by the pupils, a class lesson in reproduction should follow, wherein the substance and form of what has been read are fully discussed.

The success or failure of such exercises will depend largely upon the teacher. If the teacher is herself a reader, and a lover of good books; if she knows the needs of children, and, moreover, appreciates the help which is sure to come from a familiarity with the best in literature, her influence for good over the lives of her pupils cannot be estimated.

For the purpose of analysis, but few books are necessary. They should be selected to meet the wants of pupils in the different grades. Sets may vary in size from ten books to sixty. If every child in a class has a book, it may be read at home with less trouble to the teacher than when the sets are smaller. With a set of ten books, a few pupils may read while the others listen; and then all discuss with the teacher what has been read.

The ninety volumes to be furnished this year (provided they are ordered by the principals of schools), together with the thirty volumes per year promised for the future, will in five or six years furnish each grammar school with a sufficient number of books for this branch of the work in reading. It should be understood, however, that the thirty volumes, to which reference has just been made, are not intended to cover the wear and tear of the regular sets of supplementary reading books.

Most of the reading in grammar schools, at least above Class IV., should be from books that will be likely to cultivate a taste for good reading, — that will lead pupils, by easy steps, to enjoy the productions of the best American and English authors.

I would recommend that principals of grammar schools be allowed to order, from the authorized lists of supplementary reading, any books they may choose in place of the school Readers, which may be worn out in the seventh, eighth, and ninth grades.

READING IN PRIMARY SCHOOLS.

In my last report I recommended that the supplementary reading in the primary schools be made permanent. For many years all such reading-matter had been carried from school to school on the first day of every month in the school year. The objections to this plan were many and serious, but they were so fully stated in the report referred to that I need not repeat them here. The recommendation was approved by the Text-book Committee, and adopted by the full Board.

The carrying out of this plan was left to the discretion of the Committee on Supplies. Lack of sufficient funds, however, has prevented this committee from carrying out the plan in full. A beginning, however, has been made. Each principal in the eighth and ninth divisions has been supplied with ten sets (30 books each) of First Readers and an equal number of Second Readers, and these books are distributed as they are needed throughout the second and third grades (second and third year pupils) of the primary schools of the district.

Although the plan as proposed and adopted, if carried out, would have furnished each primary-school building with a complete outfit of supplementary reading-matter without the necessity of sending to any other building for it, still the modified plan, whereby each principal is supplied with three hundred First and three hundred Second Readers to be distributed in turn to his primary schools, is a great advance upon that which has been termed "circulating." When this modified plan is carried out in the whole city, we shall have

reason to congratulate the schools upon a decided step in advance.

It will be noticed that the supplementary reading to which reference has been made is supplied only to the second and third year pupils: but a change no less important was provided for in the plan for furnishing the first-year pupils with reading-matter. Every first-year primary class has heretofore been supplied with three sets of books: viz., the Franklin Primer,—Parker and Marvel's Supplementary Reading, Part I,—and Modern Series Primary Reading, Part I. The new plan as adopted by the School Board, June 25, 1895, reads as follows: Sets of fifteen copies, selected from the following list of books, are to be supplied to the third classes (first-year pupils) in each primary school. The number of sets for each school shall be determined by the actual need of the classes in that school, and shall be furnished at the discretion of the Committee on Supplies: the books to remain permanently in the buildings to which they are sent. Whenever, in one building, there are two or more third classes, the books may be used in common, and sets of the same books need not necessarily be duplicated:

LIST OF BOOKS FOR CLASS III.

Tweed's Graded Supplementary Reading, Part I. Modern Series Primary Reading, Part I. Interstate Primer and First Reader. Parker and Marvel's Supplementary Reading, First Book. Cyr's The Children's Primer. Eclectic First Reader. Davis's Beginners' Book. Hodgkin's Little People's First Reader. Monroe's First Reader. Cyr's The Children's First Reader. Harper's First Reader. Appleton's First Reader. Sheldon's First Reader. The Nursery Primer. Easy Steps for Little Feet.

As will readily be seen, this new plan for furnishing books to children just learning to read gives the teachers a variety

of books from which to make a selection, and the supply is to be limited only by the needs of the class. Under this plan, teachers who need eight or ten sets during the year can have them, and pupils will not be compelled to read the same book over and over again because "only three sets are allowed during the year." This new plan does, however, place upon the teacher the responsibility of selecting the books for her own class. She must be familiar with all the books authorized in order that she may wisely choose for her pupils.

At present this plan, though adopted by the School Board, has not been carried out. The whole matter is left to the discretion of the Committee on Supplies, who will supply the schools as rapidly as the funds at their command will warrant. In the meantime, in order to simplify the furnishing of primary schools with reading-matter, I would recommend that in divisions where a permanent supply is furnished to each principal of a district, his allowance of books, apart from text-books, shall be

150 Primers, or First Readers, in sets of fifteen, 150 First Readers, in sets of thirty, 300 Second Readers, in sets of thirty, 150 Third Readers, in sets of thirty, or books of this grade, and that he distribute these books to all grades of the primary schools in his district. In the same school no sets are to be duplicated.

I would also recommend that Cyr's Primer be made a text-book in the lowest primary class.

Should these recommendations be adopted by the School Board, teachers in primary schools would order all their supplementary reading-books of the principal of the district, while he, in turn, would order from the Committee on Supplies.

SUPPLEMENTARY READING IN GRAMMAR SCHOOLS.

The recommendation in my last report, that supplementary reading be made permanent, applied to grammar schools as well as to primary. Formerly in the grammar schools, the reading-matter was moved from school to school, three times a year. But unfortunately, under this plan, the teachers had no choice as to the sets of books to be used in their classes. They must take what came to the school, and use them to the best of their ability. Much of the time, many classes were without suitable supplementary reading.

Under the plan adopted one year ago, the books were to be selected by the principals of schools from lists approved by the School Committee. Each school was to be supplied during the year 1895-6 with ninety books, and in each succeeding year thirty books were to be added, until the school library was sufficiently large and varied to meet the needs of the school. These books were to be supplied in sets, which might be large or small as the principal desired.

Sept. 1, 1895, sixty books, selected from the five thousand on hand, were sent to each grammar school in the city; and, at the same time, each grammar-school principal was invited to order thirty more from those approved by the School Committee. Orders have been received only from about one-half of the schools, for these additional books. At the present writing (Jan. 27, 1896), none of those ordered have been supplied. There is no doubt, however, that every school from which an order has been received will be supplied before the end of the year. Unusual demands upon the school-funds this year have made unusual delays in furnishing the supplementary reading.

In the school year 1896-7, thirty more books will be supplied to every grammar school, provided the principal makes his selection and sends in his order.

I would recommend that the old supplementary books

now on hand be equitably divided among the schools, and that all orders for additional books cover only new, fresh copies.

TEACHERS' MEETINGS.

Teachers' meetings have been held this year in Charlestown and South Boston. The meetings in Charlestown were held in the Warren School building after the dismissal of the school. Only grammar-school teachers were invited, but primary teachers were welcome, and some attended all the meetings. The various phases of language-work, viz., reading, spelling, dictation, composition, etc., were discussed in a familiar way, and opportunities were offered for asking and for answering questions. In South Boston the meetings were held in the Thomas N. Hart and Bigelow schools, and work similar to that taken up in Charlestown was discussed.

These meetings have been exceedingly helpful and pleasant to the supervisor, and I trust that they have been at least helpful to the teachers. The latter have shown a most excellent spirit throughout the course. There has been an earnest desire, not only to understand the requirements of the Course of Study, but also to carry on the pupils' training in English in the most effective way.

The poorest time to hold a teachers' meeting is after school, at night, when every teacher is exhausted by her day's work; but there seems to be no other hour so convenient for all teachers to attend. It is impossible to hold these meetings on Saturday mornings, as many of the teachers are already taking courses of lessons at that time. On every Saturday morning in the month some committee of the "Educational Workers" also holds its meetings at the English High School building. It may be well to consider whether during the four months of cold weather, viz., November, December, January, and February, it would not

be wise to close the schools at 1.30 P.M., and leave the afternoons free for teachers' meetings. The attendance upon the meetings could be made compulsory without hardship to the teachers, as very few meetings would require the attendance of all grades.

RECOMMENDATIONS IN THIS REPORT.

(1) That principals of grammar schools be allowed to order, from the authorized lists of supplementary reading, any books they may choose for use above the fourth class, in place of the text-books in reading which may be worn out.

(2) That in divisions where a permanent supply of reading-matter is furnished to each principal of a district for use in his primary schools his allowance of books, apart from text-books, shall be :

150 Primers, or First Readers, in sets of fifteen (no two sets alike), 150 First Readers, in sets of thirty, 300 Second Readers, in sets of thirty, 150 Third Readers, in sets of thirty, or books of this grade.

(3) That Cyr's Primer be made a text-book in the lowest primary class.

(4) That the old circulating sets of supplementary books that have been in use in the grammar schools for several years be equitably divided among the schools, and that all orders for additional books in future cover only new, fresh copies.

Respectfully submitted,

R. C. METCALF.

BOSTON, March 1, 1896.

REPORT OF GEORGE H. CONLEY, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: The Mechanic Arts High School will complete the third year of its existence in June and the class which entered when its doors were first opened will graduate. A three years' course of study for the three classes comprising the school has been arranged under the direction of the Committee on Manual Training. Necessarily this is but a provisional course, as the circumstances under which the school has been established have made it impossible to forecast a course of study that would not be likely to require important modifications as the needs of the school became apparent with its advance and growth.

The course of study given in outline on the next page serves at present as a guide for the work of the school, and in all probability, with such changes as in time may prove desirable, it will continue to be observed as the permanent arrangement or the general plan of work. But to arrange a course of study that shall carry out to the best advantage the purposes intended in the organization of this school, will require such length of time as shall be amply sufficient to demonstrate its needs. It is only through experience that these needs can be ascertained and that a satisfactory course, one adapted and adequate to meet future demands, can be developed. The circumstances under which the school was organized, and has been continued thus far, have not contributed to lighten the task; on the contrary, the delay in equipment in both the academic and mechanical departments has added materially to the difficulty of coördinating in a satisfactory way the work of the class-room with the shop. The intention is, as may be seen from the course of study, to provide in about equal measure for the study of

the elements of the mechanic arts and the practical academic branches intimately connected with them.

COURSE OF STUDY OF THE MECHANIC ARTS HIGH SCHOOL.

FIRST YEAR.

ACADEMIC.	Hours per week.	Months.	MECHANIC ARTS.	Hours per week.	Months.
Algebra.....	5	10	Drawing.....	5	10
General History...	2	10	Carpentry.....	10	7
English.....	3	10	Wood-carving....	10	3

SECOND YEAR.

Algebra (alternate days).....	2½	10	Drawing (alternate days).....	2½	10
Plane Trigonometry.....	4	10	Wood-turning, pattern-making.....	10	5
History of the United States, Civil Government (alternate days).....	2½	10	Forging.....	10	5
English.....	2	10			
French.....	4	10			

THIRD YEAR.

Solid Geometry...	5	5	Drawing (alternate days).....	2½	10
Plane Trigonometry.....	5	5	Machinist's Work: with hand tools mainly.....	10	2
Physics (alternate days).....	2½	10	With machine tools mainly.....	10	7
English (alternate days).....	2½	10			
French.....	5	10			

The study of algebra extends through two years of the course. The first year's work has special reference to the attainment of proficiency in the more important processes and extends through simultaneous quadratics. The second year's work is a review of the work of the preceding year

and extends through progression. Algebraic methods are employed in the solution of such problems as are met with in the study of physical science and in the mechanical departments of the school. Also during the second year the subject of plane geometry is completed.

The first half of the third year is devoted to the principles of solid geometry and to numerous exercises illustrating and enforcing them, while the remainder of the year is given to plane trigonometry and reviews. The work in trigonometry is designed to familiarize the student with the fundamental principles and formulæ that are constantly used in surveying, mechanics, physical science, and the higher mathematics.

The central purpose of the mathematical course is to give pupils clear notions of the value and convenience of mathematical processes in the investigation of practical problems. The readiness with which pupils master the difficult problems of the machine shop that involve the application of mathematical principles, testifies to the value of this training.

In history and in civil government the course consists of a rapid survey of general history followed by a study of the history of England, with special reference to its influence upon the colonial period in America. A topical review of the history of the United States during the second year is designed to fix in the mind the causes and results of important historical movements. The instruction aims to trace clearly the growth of the principles of free self-government in England and their development when transplanted into America, to give clear notions of the character and functions of the colonial government, and of the municipal, state, and federal governments of the present day.

The instruction in English aims to cultivate a taste for good literature, and the course is largely determined by the requirements for admission to New England colleges. A careful study of the authors read is made with a view to awaken a genuine interest in literature in the pupils, to raise

their standard of reading and thinking, and to improve their literary tastes. This work in literature is supplemented by exercises whose merits rather than defects are emphasized for improving the style of expression. Applications of the principles of grammar and rhetoric are drawn from Carpenter's Exercises in Composition and from portions of Hill's Foundation of Rhetoric, and other sources; but these books are used more as aids and for reference than as text-books. The distinguishing feature of this work is the emphasis placed upon practice in writing and speaking correctly.

The two-years course in French is adapted to enable pupils to read easy French at sight, and to give them considerable practice in elementary French composition. It is designed to meet fully the admission requisitions of the leading scientific schools.

The work in physics consists of a limited number of carefully selected laboratory exercises that are performed by all pupils, supplemented by lecture-table experiments, explanations, and recitations, designed to give clear ideas of the fundamental principles and laws in every department of elementary physics. On account of the training given in the shops, a smaller amount of quantitative laboratory work appears to be required than in the other high schools, and it is deemed undesirable to limit the work to the narrow range of a brief laboratory course. Special attention will be given to the principles of electricity and their recent practical applications. Ample provision has been made to equip the school adequately with illustrative apparatus so that the course in physics can be made highly interesting and instructive.

The aim of the course in drawing is to teach the proper use of the pencil and drawing instruments, and to give facility in the expression of ideas of form by the various methods of free-hand and mechanical representation. About two-

fifths of the time assigned to drawing each year is devoted to free-hand work and the remainder to mechanical drawing. The free-hand work consists of the drawing of type solids simply and in groups, machinery, historic ornament and original designs for wrought-iron work, light and shade in charcoal, and the theory and practice of lettering. Much attention is given to the rapid production of drawings of models sufficiently accurate for many useful purposes, but by no means finished work. Such sketches frequently furnish the data for complete working drawings. The mechanical drawing embraces: Geometrical problems, elementary principles of working drawings as applied to shop exercises, intersections and developments, isometric projection, applications of principles of projection to working drawings, geometrical problems applicable to machine design, working drawings of machines, and house plans.

It is the aim of the mechanical departments to teach in a thorough and systematic way the elements of carpentry, joinery, wood-carving, wood-turning, pattern-making, forging of iron and steel, chipping, fitting, iron-filing, and machine-tool work. For each department a carefully graded series of models has been chosen, the construction of which illustrates every fundamental principle or process. The models in the primary series are made by all the members of a class. Running parallel with the primary series is a set of supplementary models that involve the application of principles already learned to more difficult work. The supplementary exercises are undertaken only by those who are capable of doing more than the regular work of the class. This arrangement makes it practicable to adapt the rate of movement of the class to the needs of pupils of fair ability, while the more rapid and skilful workers employ their spare time upon interesting exercises that demand their best efforts. The work is planned so as to require the exercise of judgment, thought, and care.

No tasks are repeated merely for the sake of gaining facility, for the educational value of shop exercises depends largely upon the amount of careful thought they are adapted to develop; and as soon as the difficulties of a given process have been fairly mastered a new problem is substituted.

It is unnecessary to give a full description of all the branches of work performed in the different departments of shop work, since some of them have been described in former reports. It will suffice to describe briefly the exercises in the machine shop, which was completed and made ready for occupancy in September last.

The hand-tool work at the bench and hand-lathe consists of exercises in chipping, filing, fitting of sliding parts, drilling, etc. Some of the articles made are: surface gauges, surface plates, calipers, electric binding posts, and turned brass ornaments. The machine tool-work consists of exercises in grinding and setting tools, and practice upon models that exemplify the various uses of the different machines, such as: straight, taper, and irregular turning; screw-cutting, chucking, boring, and reaming; use of boring bars as in the cylinder of the steam-engine; plain and irregular work on the planer, shaper, and milling machine.

The models, except at the very outset, consist of articles of practical use, introducing as materials, cast iron, wrought iron, steel, malleable iron, brass and composition. Some of these articles are bolts, shafts, hand-wheels, pulleys, tools for various purposes, and parts of machines designed as class projects. When the parts of a machine are assembled, all parts are rejected which would not pass the inspection of a reputable manufactory. All the exercises are adapted to furnish the pupil with material for earnest thought; to compel him to make careful and accurate observations concerning the nature of different materials, the action of various tools and the operation of various machines. He soon learns that no work is successful that is not carefully planned and thoughtfully executed.

One purpose of the course of study is to attract to the school those boys who would not ordinarily attend a high school, by offering them an opportunity to pursue practical studies in connection with shop exercises which are calculated to call forth their best efforts, to develop their judgment and to give them a thorough knowledge of the elements of the mechanical arts as well as some degree of mechanical skill. A further purpose is to furnish preparation for admission to such institutions as the Massachusetts Institute of Technology and the Lawrence Scientific School. The course as arranged affords excellent preparation to this end, and is sure to arouse in many boys an ambition to continue their studies in these higher institutions, or other scientific and technical schools. However, this is an ulterior purpose: but, fortunately, no better course it is thought can be devised for those whose school life is to end with the high school than one that ensures satisfactory preparation for the higher scientific schools. In any calling, the worth of such preparation will be felt, and in any scientific pursuit its value is priceless. In the higher scientific and technical schools boys who have passed through good manual training courses have a decided advantage over those of equal ability who have not had such training, as evidence at hand plainly shows. Manual dexterity, with a knowledge of tools, materials, machinery, and mechanical processes tends to ensure in the scientific laboratories a more rapid progress and more ready mastery of difficult subjects.

For all the pupils of the school the subjects of study are the same, but the amount of work required in each subject is proportioned to the varying degrees of ability displayed by the pupils. The classes are so divided and the work so arranged that no pupil may be taxed beyond his power, while those who work rapidly receive the stimulus of demands calculated to call forth their best efforts. The amount of work accomplished is deemed relatively unimportant in com-

parison with the mastery of correct methods and the formation of good habits.

The school has suffered on account of the trying delay in providing for its pressing needs, and the satisfaction is great, indeed, to be able to state that its equipment is now complete. I may add that in regard to the school building, while some changes in construction and finish are desirable and even necessary, the class rooms and shops are all well lighted, perfectly ventilated, and attractive in every way.

WRITTEN EXAMINATIONS.

The subject of written examinations has been a prominent one in my inspection work of the year, and I have found wide differences in the practice and opinions prevailing. In regard to the necessity of written examinations in school work there is substantial agreement. In regard to frequency, subjects, manner of application, by whom they should be given, various and diverse views are held.

In general, I believe the tendency has been of late for the teachers to make examinations easier, more frequent, and more practical than formerly. Usually the examinations are given with as little ado and disturbance of the regular order as possible. The general purpose is to make them more a review than a test, to stimulate thought more than to discover knowledge. The results of the examinations are frequently classified as a healthful stimulus to the ambition and interest of the pupils; but the main purpose is to furnish information which the teacher uses as a guide to the kind and amount of supplementary instruction which the individuals of the class, or the class as a whole, may need. It is quite a common practice, I find, for teachers after they have corrected the examination papers to go over them carefully with the pupils, explaining and emphasizing points which need further elucidation and strengthening; and in

subsequent examinations these points are brought again to the notice of the pupils.

In the lower grammar classes the subjects treated are arithmetic and language; to these in the upper classes are added geography and history; but in some schools all the subjects studied are subjected to tests at intervals varying from once a week to twice a year. The average of the weekly results goes to make up the pupils' standing for the month. The semi-annual examinations are given by the principals before promotions are made in January and June, and the estimate thus obtained, combined with the teacher's for the year's work, furnishes the basis for promotion. Upon the results of examinations alone promotion, I find, is seldom determined. When real teaching is done, and faithful watch kept of the mental growth of the pupils through the year, the judgment of the teacher is considered, and rightly so, the best criterion in regard to the pupil's fitness for a higher class.

Since the diploma examinations were first suspended, and finally abolished, there have been no supervisory written examinations, except such as may have been made by the individual supervisors on their own account. When the Board of Supervisors recommended the suspension of the diploma examinations it was by no means intended as a step towards the abolishment of supervisory examinations altogether. The influence of such examinations in keeping the schools united, both in accord with the course of study and in maintaining a high order of scholarship, would argue with convincing force against such a measure. It must be remembered that the diploma examinations had proved an effective agent in unifying the schools, in harmonizing aims and methods, and in establishing a proper degree of uniformity in standards for promotion and graduation where various standards had existed. All this having been done the mission of the diploma examinations was considered accom-

plished: and it was deemed desirable to apply the force, which was concentrated on the graduating classes, namely, the written examinations by the supervisors, more directly to the different classes all along the course. These examinations would serve to portion out the course of study, act as a guide to the instruction, and establish the standards for the several classes.

All experiences, past and recent, go to prove that supervisory examinations are necessary. Without their restraining and directing influences disintegration of the school system would soon ensue, and a return to a state similar to that which prevailed before diploma examinations were instituted would inevitably result. Whatever objections can be fairly urged against them derive their weight educationally from the character of the examinations and the manner of applying them. When the examinations are of the right kind and properly conducted they are undoubtedly a strong influence for good. I trust that the plan which was begun with the suspension of the diploma examinations may be soon carried out, and that written examinations may be applied, as contemplated, to all the classes of the higher grade schools and to the upper classes of the primary schools.

The object of these examinations should be purely educational. They should aim to discover the character of the instruction only in order to improve it. The results of such examinations would serve as a guide to the direction supervisory influence should take. They would serve also to reveal to the teachers themselves their deficiencies, suggest what the standards should be, and in this way tend to shape instruction. These examinations should be given at appropriate times in the school year, unheralded by any flourish of trumpets, and unattended by any unnecessary formality.

READING.

There is no question that a proper supply of supplementary reading for the schools is essential, and it is equally as essential that a proper use should be made of the supplementary books furnished. In many of the lower classes of the grammar schools the supplementary reading books have usurped the place of the regular readers, absorbing the entire time assigned for the study and practice of reading. In the upper classes it may be assumed that formal lessons from the regular school readers are not necessary, but in the lower classes such lessons should be required. Sight reading, which means oral reading without previous study of the text, is often carried to extremes in these classes, and the tendency of such reading, as it is generally conducted, is to exert a harmful influence upon other studies in consequence of the careless and superficial habits that are thus engrafted. In all the schools there is much time given to sight reading, and in few schools is there real study or teaching of reading. I believe that as much time should be devoted to the regular reading as to the supplementary reading, and as much care should be given to the preparation and recitation of the regular reading lesson as to the arithmetic lesson or any other study. Indeed, as reading is the foundation study which enters into all other studies, it is of the utmost importance that reading should be studied and taught, and taught well, in all classes.

CONCLUSION.

The schools assigned to my supervision this year are the same as were assigned to me last year with the exception of one district. I described the organization and classification of these schools in last year's report, and dwelt at length upon the teaching and discipline. What has come under my observation this year has served only to confirm the

opinion expressed then as to the well-being of the schools in general. An earnest desire is evident everywhere on the part of the teachers to promote the interests of their pupils and to improve the conditions for their moral, physical, and intellectual growth. The strictures and criticisms made last year would still apply, but with diminished force. In the studies, where results so-called have been the chief end and aim of tireless efforts, changes and modifications in the manner of work have appeared, which, however slight, are still indicative of life and progress, and bear the promise that is sweet with encouragement and success.

Respectfully submitted,

GEORGE H. CONLEY,
Supervisor.

BOSTON, March 20, 1896.

REPORT OF GEORGE H. MARTIN, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In accordance with your request, I submit the following report of my work as supervisor during the year 1895:

In the first half of the year the schools assigned to me were the same as given in my last report. Since September I have had under my inspection the Normal and Rice Training schools, all the schools of East Boston and Charlestown, and the primary schools in the Quincy district. Besides these, the Lyman, Warren, and Quincy evening schools have been under my supervision. These day schools have included about two hundred and eighty teachers, and the evening schools about twenty-five.

My time has been divided between class-room visitation, conferences with principals, and attendance upon meetings of the Board of Supervisors. Of these last there have been sixty-four during the year, most of them half-day sessions.

The change in the rules by which the supervisors have been relieved of the obligation to annually rate all the teachers, and to do this in studied ignorance of the judgment of the principals, has worked advantage in two directions: it has given to the supervisors much more freedom in their work, and it has made it possible to sustain more confidential relations with the principals, and so to secure more cordial coöperation between these two coördinate branches of the supervisory service. It has seemed to me, too, as if the change had tended to establish less constrained relations between the supervisors and the grade teachers.

The abolition of the diploma examinations and the accompanying change of rules seems likely to contribute similar

benefits. Judgment of individual pupils as to either fidelity of effort or extent of acquisition is so clearly the exclusive function of the teachers who are familiar with their work, that any interference at this point by the supervising force tends to pervert both the teaching and the supervising.

With all examinations in the hands of the teachers, increased responsibility is laid upon both teachers and supervisors: upon the supervisors to see that the standards of judgment are wise and fair, and upon the teachers to fairly apply them. This alone would necessitate a somewhat closer coöperation than has existed in the past.

SUPERVISION BY PRINCIPALS.

How to make the work of supervision most effective in promoting the interests of the schools is a problem that presses heavily. Any one at all acquainted with schools can see at a glance that familiarity with the daily class-room work of three hundred teachers would be impossible to one person, even if all the school days were available for visitation. Yet some one should have this familiarity and by means of it should shape the work to the best ends.

Clearly this is the supreme function of the principals. Class instruction is certainly less important, and administrative work ought not to over-shadow it. On the one side, I think the obligation to teach a prescribed number of hours should be withdrawn; and on the other, that the clerical and administrative work should be divided among the teachers. It has seemed to me that there is danger that principals will assume too large a share of responsibility for the conduct of individual pupils, thereby relieving the grade teachers, and consuming their own time unnecessarily.

If all the principals could spend as much time in the classrooms as some of them now do, they would discover the causes of much friction, of much loss of time and effort of pupils and teachers, and of many failures. By private con-

ference they could then do much to strengthen the weak places.

THE INDIVIDUALISM OF THE SCHOOLS.

The freedom and individualism characteristic of the Boston system give to the principals not only a field for success in administration, but also a splendid opportunity for educational leadership. The degree of individualism at present existing is strikingly shown in all those lines where the course of study is not prescriptive.

Manual Training. — Of the ten schools under my supervision, one being a boys' school, the following shows the work in manual training :

Girls : First class, sewing, seven schools.

Second class, cooking, nine schools.

Lower classes, sewing, nine schools.

Boys : First class, wood-working, eight schools.

First class, printing and leather-work, two schools.

First class, no manual work, two schools.

Second class, wood-working, ten schools.

Third class, wood-working, three schools.

Third class, no manual work, seven schools.

Fourth class, color work, three schools.

Fourth class, sewing, one school.

Fourth class, no manual work, six schools.

Fifth class, color work, three schools.

Fifth class, sewing, one school.

Fifth class, wood-working, one school.

Fifth class, no manual work, five schools.

Sixth class, color work, one school.

Sixth class, sewing, one school.

Sixth class, clay work, one school.

Sixth class, no manual work, seven schools.

It appears from this list that two schools furnish no manual training in the first class; two use the North Bennet-street school for the boys of the first class, who have an option of printing, wood-working, or leather working. Six schools have no manual work for the boys of the lower classes. In many cases the time of the boys, while the girls are sewing, is neither pleasantly nor profitably spent.

Enrichment.—Of the so-called enrichment studies, two schools have introduced none. Seven have given algebra to the whole of the first class; one to a part of the first class. One has given geometry to the first class, and one to the second class. One has given French to the whole of the first class; one to the whole of the first and second classes; and one to a part of the first class. One has given Latin to the whole of the first and third classes.

Departmental Instruction.—In three of the schools there is no departmental instruction. In one the teachers in parallel third and fourth classes exchange work in music and drawing. In four schools a part or all of the work in the first and second classes is conducted departmentally by the principal, the sub-master, and the principal's assistant.

In one school geography is taught by the same teacher in the second, third, and fourth classes; drawing in the first, second, and third classes; writing in the same classes; history in the first and second; language in the second and third; arithmetic in the first and second, and in the third and fourth classes.

In one school the sub-master teaches all the history, and the master's assistant all the French in three classes, and all the drawing in the four upper classes. Music and physical exercises in the fifth and sixth classes, and arithmetic and language in parallel divisions of the fourth class are also taught departmentally.

Four-Years Course.—One school has a B class doing the work of the second and third classes. Three other schools

have D classes doing the work of the fifth and sixth classes. In all the others the same end is reached by double promotions.

Poetry.—The Course of Study has substantially the following requirement for all classes: Choice selections of poetry to be studied, committed to memory, and recited. There is great variety of work under this requirement. In two schools only is there a plan for all the classes. In these an American author is prescribed for each of the lower classes. The order is Longfellow, Whittier, Lowell, Holmes, Bryant. The classes learn the biographical facts concerning these authors, and certain poems agreed upon by the teachers. In the first classes of these schools the work is reviewed and longer poems studied.

In all the other schools, the individual teachers make their own selections, some confining them to the works of a single author, some taking a wider range. There are as wide differences in the spirit and value of the work.

Writing.—In one school vertical writing is common through all the classes. In three others the "muscular movement" system is in operation, directed through all the classes in one by the principal, in another by the sub-master. In the other six schools the familiar Spencerian style is universal. The difficulties attendant upon this system are hinted at in a report read in my hearing from a lower class teacher to the principal. "The bearer, James, has improved in pen-position since his whipping, but not in sitting position." I hasten to say that this occurrence was not in one of the ten schools mentioned above.

That such wide differences exist in schools side by side and nominally parts of one system indicates that the educational problems presented in the different schools are widely different, or that there is no unity of judgment concerning the best solution of these problems. While the conditions are not the same in all schools, I believe that more conference

and discussion in the light of educational principles would result in more uniformity.

TEACHERS' MEETINGS.

But the comparative independence of the principals makes it possible for them to shape the work within their own districts to a much greater degree than in cities whose organization is more rigid. To do this two things are necessary: first, the close and frequent inspection of which I have spoken; and second, frequent and regular teachers' meetings. These meetings should be both for inspiration and for discussion. The discussion should deal with practical matters of administration and with methods of instruction and discipline, but it should not be confined to these.

There is a growing conviction that the work of education is much more complex and subtle than men have thought it to be. It is being studied from new view points by earnest, sincere, and acute thinkers, and their discussions are stimulating teachers everywhere. Already many have found in these newer phases of educational thought incentive to wiser and more successful effort. If in each of the grammar school districts there could be frequent Round Table conferences, under the lead of the principal, for consideration of these more profound topics, the tonic effect would be most beneficial.

There is urgent need for some adequate provision in the rules for teachers' meetings. Now the only available time is after school or on Saturdays. Saturdays are already filled by meetings of educational associations and by classes for private study. During half the year darkness sets in by the time school is done, and during all the year the teachers are too tired to spend an hour most profitably.

If once a month in each district there were allowed one session, time would be afforded in the afternoon for a two-hours meeting, a part of which would be available for the

supervisors and directors who are now cramped for want of time. Since for social reasons in some districts a permanent one-session system is allowed, and since, in all, one session is allowed on stormy days, the proposed change would be in accord with the established policy to regulate the school hours for the best interests of all concerned.

ELEMENTARY SCIENCE.

The work done under what the Course of Study calls "Observation Lessons" in the primary schools has increased in amount and improved in quality. This is due to the efforts of Miss Arnold.

The work in Elementary Science in the grammar schools has made some progress in the hands of the class teachers. Where a single teacher has had entire charge much excellent work has been done.

Any effort to promote the study of natural objects and processes in school encounters three obstacles: first, lack of suitable materials; second, lack of knowledge and training among the teachers, and third, lack of appreciation of nature-study as a means of education.

Many individual teachers succeed in overcoming the first to a considerable extent. For example, in the kindergarten room of the Rice School the teachers have a large wire cage. In this they keep for a few days at a time such small animals as rabbits, squirrels, pigeons, cats, and guinea-pigs. Some of these they hire from the dealers in such things. At a very small expense such a cage could be furnished to every primary school building, and a variety of these smaller animals supplied. In other schools the teachers have induced the children to bring from home their animal pets — canaries, parrots, squirrels, etc.

In the Polk-street School recently I found a large case containing evergreen boughs and bark sent from Maine by a friend of the school. The abundance and the freshness of

the greenery was a delight to the children : and the variety— pine, spruce, fir, and hemlock — furnished material for excellent comparative study. In the Noble School every year the teachers receive specimens of young evergreen trees which they plant and use for study through the winter. In the Tweed and the Harvard-Hill schools some of the teachers have been able to supply themselves with considerable material.

In the grammar schools, here and there a teacher has been successful in getting a few specimens, it may have been some butterflies, or some sea-snails, or some starfishes. But on the whole the supply of specimens is scanty and precarious.

It would seem from this as if all that were needed were to organize some systematic plan for furnishing to all the schools suitable material in its season to carry out the requirements of the course of study. But at this point we are confronted with the second obstacle. Many of the teachers would not know how to use the material if they had it. They have had no training in natural history, are unfamiliar with natural objects, cannot direct the observation of the children, and cannot interpret what the children see. Of course, these teachers would never make any effort to provide themselves with materials, and are as likely to make a wrong use as a right one of specimens furnished by others.

But with all these teachers and with many others there is a still more serious hindrance to work in this direction. The trouble is a deeper one. It lies in a narrow and false view of education itself, and of school work as related to it. The idea is still prevalent and dominant that the sole business of the school is to store the mind with facts ; a certain set of facts limited in number and range by the requirements of the Course of Study ; and to give a certain facility in a few specified lines — reading, writing, ciphering, drawing, and singing.

If a teacher has a class of bright and docile children, who learn and remember facts readily, and yield themselves with little inertia or resistance to the process of training, the teacher's cup of happiness is full. But every slow and dull and obstinate child is an impediment, and easily becomes a nuisance.

On the other hand, any new line of work which may be suggested is looked upon as an added burden on the teacher, and, as the saying is, "Taking time which belongs to the regular studies." Two ideas in this quotation are significant of the whole educational philosophy of these teachers: certain studies are *regular* (*essential* is sometimes used), and, the *time belongs to the studies*.

The picture presented is that of an elevated platform built of planks labelled fractions, interest, complex sentences, adverbial phrases, spelling, capitals, geographical facts, historical facts, physiological facts, musical intervals, etc. On this platform stands the teacher, striving with might and main to pull up to it and place upon it, in good standing position, heads erect, eyes forward, and hands by the side, as many children as possible. A few children are there with both feet. Many are clinging to the edge, and with the teacher's help, struggling for a place. Many more have given up the struggle in despair, and are lying helpless at the foot. Some have only sat and stared.

These teachers, and they are many, need to be born again to a new and higher life. They need to make the children, rather the child, central, and not the studies. They need to feel that the time does not belong to the studies, but to the children; that the studies are only means to be used when and how and as much as the children need for their growth in character and in power. They need to feel that there is no hierarchy of studies, that everything is "essential" which ministers to the needs of any child.

Not till these ideas are as prevalent as they now are rare

will the drawing and the manual training and the music and the nature-study receive the recognition which they deserve, and fulfil their function in education. There are some teachers in all our schools who have caught this new spirit, and I have no disposition to blame other teachers for their attitude toward these things. Our courses of study, our systems of formal examinations, and our methods of training teachers have all tended to produce the state of mind which we deplore. They have tended to magnify the acquisitive side of education at the expense of the formative side.

I believe it should be the united work of all our forces to put our schools upon this new basis. Then the nature-study, or elementary science, or whatever we please to call it, will stand in its true relation as one of God's appointed means of helping children not only to knowledge, but to power and worth. It will be in the school-room not as a dry and formal exercise, run into set and invariable molds, but as a spirit, pervading all the work, and giving color and tone and life to it all.

HISTORY.

Early in the present school year a conference was held with the teachers of history in the first classes of the grammar schools. At this meeting suggestions were offered concerning the work in that grade. Later these suggestions were embodied in the following circular:

BOSTON PUBLIC SCHOOLS.

SUGGESTIONS FOR WORK

IN UNITED STATES HISTORY IN THE FIRST CLASSES OF THE GRAMMAR SCHOOLS.

[Adopted by the Board of Supervisors, and approved by the Committee on Examinations, October, 1895.]

The Course of Study requires that in the Second Class the study of American history shall be "completed." This seems to be imperative.

The requirement for the First Class is to *review* American history and its connection with English and European history. As the pupils, whether they go to the high school or not, will have no further school opportunity to study the history of their own country, it is desirable that the work in the First Class should be made distinct in aim and in method from that in the lower classes. How far this can be done will depend on the maturity, the reading habits, and the previous training of the pupils, and will necessarily vary with individual schools and with individual pupils.

Considering the aim of the work from the side of the *subject* :

1. It should fix permanently in mind the most important steps in the development of the nation.

The points of emphasis here are the idea that the history is a development, and second, that the work should not be merely a review of details.

2. It should establish clearly the *relations* of these steps; causes, effects, influences.

3. It should make the *personal* element prominent. Not merely what men did, but why and how they did it, at what personal sacrifice. Study character.

4. It should correlate with Geography, studying physical conditions as determining factors.

5. It should correlate with Civil Government. "History is past politics; and politics is present history."

6. It should correlate with English and European history, so far as that history furnishes the conditions for our own.

Considering the aim of the work from the side of the *pupil* :

1. It should train to group and generalize, to take broad, compre-

hensive views. This may be done by the use of more comprehensive topics, and by the introduction of *general plans* of study, as of wars, campaigns, administrations, biographies.

2. It should train to judge, to compare, to reason. This calls for a larger amount of discussion in place of recitation.

3. It should train to read, to search, to gather materials, to combine.

It should make the largest possible use of the reference-books in the school library, and also of the new facilities offered by the Public Library. This work should be individual, and every member of the class should be held responsible for some piece of work of this kind. Lists of topics selected for this individual work should be sent to the Supervisor of History before January 1, 1896.

4. It should stimulate an intelligent patriotism, and promote patriotic citizenship.

The feature considered of most importance was the recommendation concerning individual study and research. There is chronic complaint by teachers in the high schools that the pupils who come to them have little power to study alone. It was thought that if there were any truth in the assertion, the assignment of special topics for personal work to be read about, and written about, with generous allowance of time, would tend to prepare the pupils for such work in the higher schools, and would be of even more benefit to those who should not go beyond the grammar schools.

All the grammar schools are supplied with a considerable number of historical works which can rarely be used in class study. It was thought that these could be utilized by the new plan, and that, besides, the newly offered facilities of the Public Library might thus be put to immediate and practical use. The request that lists of topics used for this purpose might be sent to me has been complied with by thirteen teachers. The inference is that in the other schools the teachers have preferred to go on in the old way. I am aware that the new work would involve additional labor, and might call for wider reading of history on the part of the teachers, but I cannot help thinking the results would be worth the pains. I have seen some of the papers prepared by the

pupils from materials gathered by this independent study. Many of these show thoughtful reading, and considerable skill in the disposition of the materials for composition.

In the lower grades there is need of more books if the requirements of the course of study are to be carried out. Three books are authorized for the three lower classes, but they have not all been called for by many schools. I cannot learn that the teachers of the third classes, where the formal study of history is begun, find much to build on from the reading of these earlier years. It would seem that all this work might be coördinated, and more substantial results accrue.

Respectfully submitted,

GEORGE H. MARTIN.

Boston, March 25, 1896.

REPORT OF WALTER S. PARKER, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In compliance with your request, I herewith submit the following report:

The section assigned to me included the following districts: Bennett, Bowdoin, Brimmer, Eliot, Hancock, Phillips, Prince, Washington Allston, and Wells. All were included in the section assigned to me last year, with the exception of the Brimmer and the Prince. The following table gives the number of teachers and pupils in the several districts under my special supervision:

School.	Teachers.	Pupils.
Bennett	19	970
Bowdoin	21	949
Brimmer	23	951
Eliot	38	1,700
Hancock	44	2,153
Phillips	26	1,356
Prince	21	985
Washington Allston	32	1,526
Wells	37	1,932
Evening Schools	32	707
Special Teachers	12	
Kindergarten Teachers	23	753
	<hr/>	<hr/>
Totals	328	13,982

My plan of work has been of a somewhat different character from that of last year. I have not given the same

amount of time to each school or district, but have endeavored to work wherever it seemed evident that the greatest amount of good could be accomplished for the schools. In all cases of teachers on probation I have made careful and thorough inspection of the teachers and their methods of work. In most cases I have made several visits, believing that when the teacher is finally confirmed, she should show good evidence of becoming a strong teacher.

ORGANIZATION.

The organization of our schools might be strengthened at several points. The most apparent one is the first grade primary. I believe the number of pupils required to each teacher should be reduced. The committee, by regulations, wisely limited the number of pupils for one teacher in the kindergarten classes to forty, with the provision for an additional teacher when the number reaches fifty-five. There is also provided an attendant, to assist in caring for the physical needs of the children, putting on their garments, etc., making herself useful in assisting at the games and table-work. No one questions the wisdom of these helpful means to aid the kindergarten teacher in increasing the efficiency of the work. If these rules are wise in that grade, are there not special reasons why the number of pupils in the first year primary should be reduced? Many of the same reasons would apply in the latter as in the former case.

If the pupils need extra care and help in the kindergarten, on account of age, helplessness, and the nature of the training, would not the same reasoning apply in the primary school, considering the fact that many of the first year primary children have never attended the kindergarten? The nature of the work at this period; the transition from the home or kindergarten to the regular school-work; the skill which should be exercised on the threefold nature of the child in training him, at *one* of the important periods of

his life,—all indicate the necessary kind of teaching the child should receive at this period. The irregularity of admission and attendance causes the necessity of many divisions in the class, hence the need of much individual attention. This grade suffers from overcrowding every spring, the numbers reaching sometimes seventy and seventy-five. The rule allowing a special assistant when the number exceeds fifty-six does not, for several reasons, obviate the difficulties.

The most important period of a child's life is not easily determined, even if we acknowledge that it is within the power of finite mind to definitely fix that period, which would seem to have an individual variation, and oftentimes not according to the age. I would, therefore, strongly urge that the number of pupils to each teacher in the first year primary (third class primary in our method of classification) be reduced from fifty-six to forty.

I think every one would concede that when the child is undertaking the difficult task of learning to read and gaining some knowledge of number and form, endeavoring to accommodate himself to the more formal school life and class exercises, he certainly needs more individual care and skilful attention than is required at any subsequent period. Time would be saved to the child if the teacher could study more carefully the needs of each. Right habits of mind and body could be better formed. The necessarily loose classification renders it imperative that each child should be studied.

Another point in the organization which needs strengthening is in the working out of the course of study. This is apparent to a careful observer of any considerable part of the whole system. It is the lack of unity, in aim and purpose, which manifests itself throughout the course in different schools and in the several grades. I do not refer to uniformity of method in the multitudinous detail of school-work. That

I conceive would be harmful, tending towards the crushing out of individuality and originality, the very things we need to encourage and develop. In the carefully graded schools of our large cities there is always danger of mechanical uniformity in teaching, which strikes at the root of independent thought and action. I would make, therefore, a sharp distinction between unity and uniformity. "In essentials, unity; in non-essentials, liberty; in all things, charity," might be applied educationally to the course of study.

To have the best work done the teacher must have individual freedom. In fact, the best is done to-day in Boston where the teacher has freedom enough to work out her individuality. It is in this direction that Boston has shown her strength and her good sense. On the other hand, there is an element of weakness that shows itself in the very great difference between the best and the poorest schools, in the quality and quantity of the work done. That difference exists without regard to the location of the school or the varying conditions relating thereto; in fact, it is sometimes noticeable in the same school. The course of study, and the regulations pertaining thereto, are reasonable and liberal, dealing almost entirely with subjects studied and principles enunciated. The greatest latitude is given in regard to amount of work required. This being the case, it would seem imperative on all to carry out the spirit of the course of study with scrupulous fidelity.

TEACHERS.

Too much cannot be said in praise of the larger and better part of our body of teachers who are carrying on their work with a devotion to duty, a skilfulness of method, a persistency of effort, and a singleness of purpose, worthy of the grand work in which they are engaged. I believe no other department of work in the city can show more self-sacrifice, more honest and hearty effort to serve the city, than can be found

in the teaching force of Boston. Many instances have come to my notice like the following: The committee has voted, for instance, a new reading-book for the lower classes, one better adapted to the pupils' needs, than the regular text-book, but through lack of means has been unable to supply all the classes. The teachers have purchased the books with their own money, in order that they might thereby better serve the children placed in their charge. Many are taking courses of lectures, the better to fit themselves for their work. Others belong to educational clubs, endeavoring in that way to enlarge their mental horizon, thereby fitting themselves for greater usefulness. I wish these few suggestions about teachers could be applied to all of them. I fear it could not be said of every one.

There are some who seem to waste the time and opportunities given to them in the providence of God for the uplifting of the race. Much time is wasted in not being well prepared for the day's occupation. Others are not at their post of duty promptly at the beginning of the session. Others have not clearly in mind the work of the day, in order that no time be lost. Others lose in power because of lack of genuine interest in pupils and studies. Others need to study more carefully the needs of the children and the conditions surrounding them.

The quality of the teacher always has been the important factor, and it will ever remain so, in educational matters. The great problem will ever be: how can the work of the poor teacher be improved, in order that it may approximate the excellent and efficient work of the good teacher; the inefficient work comes from a lack of knowledge, a want of power and skill, — not so much a lack of knowledge of the subject taught, as a lack of knowledge of the nature of the pupils to be taught, a want of power to influence the child to do his best work, a lack of skill in directing his activities in right lines of work. Sometimes the failure is

due to lack of careful and thoughtful preparation; sometimes from a lack of sincere sympathy in the life of children. Right work will lead to *sound knowledge*; "busy work" must be right work, with some thought and purpose in it, to lead to the desired ends.

EVENING SCHOOLS.

The four evening schools under my supervision last year were the Eliot, Hancock, Wells, and William Wirt Warren, at North Brighton. The latter was closed early last year because of lack of numbers, and was not opened this year. The others retained their numbers fairly well during the season. It was deemed wise, on account of the close proximity of the Eliot and the Hancock, to consolidate the two schools. In consequence of that action, the Eliot School only was opened this year. It received all the pupils in that section of the city, and all have been accommodated who applied for admission, thus proving the wisdom of the action that was taken. The Eliot and the Wells evening schools have been carried on in a very efficient manner. The order has been uniformly good, and a quiet, earnest enthusiasm exhibited on the part of the pupils. The principals have not admitted or retained any pupils who did not show unmistakable signs of honest effort and a desire to improve.

The teachers cannot afford to spend their time on indifferent or wilful pupils, when there are so many who need and desire help to overcome the deficiencies of early life.

It is truly pathetic to witness the efforts of strong men struggling to master the elementary difficulties of the English tongue.

I firmly believe that far better work would be done if the teachers would use more generally the class method of instruction. There is too much private individual instruction in many of the classes. This is especially applicable to the teaching of reading, where each pupil

would, in a certain sense, get the benefit of the effort of all the others. All would get the benefit of the suggestions of the teacher. A certain amount of good literature read to the class at each session would prove a valuable aid in the acquisition of the English language. The students must know words, not only as forms, but also as sounds; without any class instruction they lose much of the benefit derived from hearing the language correctly spoken.

UNGRADED CLASSES.

The organization of several districts under my charge is somewhat peculiar on account of the large number of ungraded, or special classes, in those districts, and also of the peculiar character of those classes. I mentioned these classes in my report of last year, and I desire to reiterate the recommendations in that report. Books selected for reading in these classes should be particularly adapted to the needs of the pupils. It is my intention to have several meetings for conference with the teachers of all the ungraded classes in my section of the city. I have already had one such meeting. The work is peculiar in many respects, and needs consideration apart from the regular work of the schools in other classes.

The schools in that part of the city have a double task to perform in carrying out the course of study. They have not only the regular subjects suggested by the course of study in which to prepare the children, but they have the additional difficulty of teaching the pupils the English language, as large numbers of them cannot speak a word of English on entering school. It was only a short time ago that this difficulty existed in only two schools, — Eliot and Hancock. It is now present in the Wells, Bowdoin, and Phillips, and, in a limited degree, in some others. It is worthy of special study and attention.

There is need in some districts of the formation of more

ungraded classes, if many of the older pupils (many of them ten years, or more, old) who are now in the primary classes are moved into the grammar schools. They are too old for the primary school, they have seen too much of life to be associated with the younger children. They have a maturity of experience, but lack mental training. Some are in the primary school because of lack of knowledge of our language, when in all other respects they are able to take up the work of the grammar classes. These latter cases should not, it seems to me, be placed in the primary schools at all. They should be placed in ungraded classes.

ADDITIONAL SCHOOL-YARD.

The lot of land on which is located the William Wirt Warren School, at North Brighton, is not deep enough. The building was built within a few feet (twelve, I think) of the boundary line. In fact, it is said that the upper step of the entrance to the basement is now laid on the adjoining lot. I would recommend the purchase of more land on the northerly side, because of the danger in the future from the erection of a building within a few feet of the school building, thus almost completely shutting out the light from the rooms on that side of the school-house, to say nothing of obstructing the beautiful view of the river Charles and Mount Auburn. There are a few beautiful elms in the middle of the adjoining lot that should be included in the land purchased. In years to come, when all the vacant land near the school-house shall have been built upon, these trees will be invaluable, if within the school-yard.

Large sums of money will be spent during the next few years in the congested portions of our city to remove buildings that obstruct the light from entering our school-rooms. This case to which attention is called would seem to warrant the application of the old saying that prevention is better than cure. For a comparatively small sum the dan-

ger from the erection of any building would forever vanish. I have made no mention of the fact, that in ten years the conditions in that locality may require the enlargement of the present building.

There are several buildings in my section which, although they will be used for school purposes for only a limited time, during the erection of new buildings now contemplated by the committee, should have some immediate alterations made upon them. The Baldwin School building can be very much improved, at slight expense, by putting in several windows, thus making the rooms light enough for use, without the necessity of burning gas, as is now done in some of the rooms. The same remarks would apply with equal force to several other buildings in the Third Division, notably the Eliot and Phillips. Attention was called to this matter of lighting and ventilation in last year's report. I would again solicit attention to those recommendations.

There are several buildings now used for school purposes which were formerly used as private houses. Nearly all of them have papered walls, which should be repapered without fail this coming vacation, the woodwork painted with some suitable color, and the ceilings whitened. In renovating the interior of school buildings by painting, white-washing, etc., much good could be done at small expense, to influence the higher nature of the children, physically and morally, by selecting with care appropriate tints for walls and woodwork, making them more in harmony with what is needed to make our school-rooms places for broad and liberal development.

Respectfully submitted,

WALTER S. PARKER.

BOSTON, March 20, 1896.

REPORT OF SARAH L. ARNOLD, SUPERVISOR.

To the Superintendent of Public Schools :

SIR : In compliance with your request, I herewith respectfully submit the following report :

My experience in the Boston schools covers as yet a month less than a complete year. My report cannot therefore be accepted as expressing the judgment of one long conversant with the spirit and customs of the city schools. Much of the prevalent criticism of school work would be modified if the critics were better acquainted with the inner workings of the system which they judge, if they personally knew the conditions and traditions which make or mar the efficiency of the system as a whole. No complete judgment can be formed without a personal knowledge of the members of the educational corps, each of whom needs to be known in order to be rightly interpreted. Time is necessarily a factor in such knowledge, and is indispensable to complete justice. I shall therefore attempt simply a general discussion of a few main questions, without referring to the particular instances, a discussion of which demands longer familiarity with both past and present conditions. On the other hand, as the first glimpse of a country fixes in our minds the marked characteristics and customs, to which we become oblivious after long residence, so the first judgment in regard to the condition of the schools on the part of a new-comer will place in relief certain marked features which tend to lose prominence to a more familiar vision. On this ground I shall attempt to indicate certain phases in which I have been especially interested, and inasmuch as the division of work assigned to me has given prominence to primary schools, I

shall speak of these grades only, leaving the discussion of the grammar grades to the other members of the Board.

My year has been chiefly given to two classes of work having the same end in view: personal knowledge of and coöperation with the teaching force. A portion of the supervisor's work is naturally visiting teachers in the class-room: to this must be added conference with the teachers in smaller or larger groups. The first is absolutely necessary to efficient direction of the detail of the work, as well as to intelligent comprehension of the present status of the schools. No right-minded body of teachers is in the supposed condition of the Light Brigade:

“ Their's not to make reply,
Their's not to reason why,
Their's but to do and die.”

No *ipse dixit* can command coöperation; it must be based upon the complete confidence of those who carry out the work in detail. The striking success often achieved in the schools of smaller towns is largely due to the fact that the principals and superintendents have it in their power to know their teachers so thoroughly as to be able to personally inspire them to follow the common ideal. Such personal knowledge of the details of school life, which are the expression of theory in practice, can only come through observation of school-room work. Furthermore, the sense of fellowship, which is indispensable to any working body made up of many members, is largely developed through intimate knowledge of the school-room. It is natural, then, that the time of the supervisor should be largely given to school visits: but the fruits of these visits should be multiplied by means of conferences with groups of teachers, in which some standard is agreed upon, some results are exhibited, and some principles are approved. By such means the experience of one is made profitable to many, the weak places are strengthened, scattered energies are unified, and coöperation is secured.

In accordance with this belief, I have met the teachers in four different ways. Meetings attended by the entire body of primary teachers and called by the authority of the superintendent, have been held at the English High School, at half-past two o'clock, on Friday afternoons, for the discussion of primary work. Such gatherings are effective for a proclamation of general instructions and for cultivating a general *esprit de corps*, but because of the large numbers, the element of conference is necessarily eliminated and the exercise takes the form of a lecture.

More profitable for study of principles, discussion of details, choice of standards, and rehearsal of results, are the grade meetings, called by groups in my own districts. At these meetings the smaller number of attending teachers, the unity of interest arising from the classification by grades, and the freedom of speech resulting from the familiar acquaintance of the members one with another, lead to a practical discussion in definite form which helps to crystallize theory into practice, which, while far from uniform, tends to become unified through recognition of the common standard.

These grade meetings have been supplemented by the still more limited and informal conferences of teachers of separate districts, contending with differing conditions and affected by differing environments. The questions arising out of these varying conditions are often of but slight interest to the general body of teachers, whose experiences are widely different. They nevertheless demand careful study, and such study modifies the application of the general principles in every district.

Added to these meetings and conferences have been regular monthly meetings for the discussion of certain lines of work, attendance being entirely voluntary. The subjects chosen have borne upon the relation of nature-study to other branches, with detailed plans for applying the principles

involved. The large attendance upon these voluntary meetings bears witness to the earnest spirit among the primary teachers, and their devotion to the interests of their calling.

In this connection it may be well to call attention to a fact which should serve as a guide to us in our practice. As far as my observation goes, the best results of primary teaching are found, not in those districts fortunate enough to secure the services of a few unusual teachers, but in the buildings where there is complete coöperation, often, it may be, among teachers evincing no brilliant characteristics, but making amends for personal defects by union with the others. It frequently happens, in some districts, that remarkably good teaching in one room is almost nullified in its results by crude teaching in the next, or by some excursion in a new direction which makes no account of previous beginnings. I believe I am not wrong in saying that much of the best work in our primary schools is brought to naught by this lack of correspondence, as it may be termed. There are in our schools excellent teachers, whose experience is invaluable and whose work is inspiring. By some means we should utilize the results of their experience. It should be shared by the many, becoming the "leaven which leavens the whole lump." One such leader in a building should be able to inspire all the others to some line of concerted, progressive action. Where it is possible for the master to keep closely in touch with the teachers in the primary school work, this result is notable. It has been accomplished in other buildings by the presence of a teacher earnest in principles, original in ideas, fertile in experience, and crowned with a measure of directive authority. Even where no leading spirit inspires this concerted action, it is sometimes secured by conference and resulting coöperation.

I have in mind two schools where the unity is such that the school represents the family spirit. Specimens found in one room are distributed through all; supplementary

reading does duty where it is needed, not simply where it is delivered; programs are adapted to such distribution and such coöperation; books are read, lectures attended, plans discussed, yes, and vacation trips made by the teachers, together. It is impossible to estimate the advantage of this coworking to the schools as a whole, and to individual pupils. I know many a teacher who would inevitably have failed alone, who owes her final victory to the assistance of an older teacher in the building. These cases have been multiplied in our history, but the number should be far greater. Every young teacher entering our ranks should find herself in the camp of friends, pledged and in honor bound to help her to success, as far as in them lies.

Again, the history of the dull or exceptional or trying pupil would often be different if considered by this common tribunal. Every teacher, building upon the experience of her predecessors, and knowing the history which interprets action or the environment which prevents growth, would be able to minister to the child's needs, instead of conforming to the requirements of grade only.

"How long since your pupils first entered school?" I once asked a teacher of alleged third-year pupils. "Oh," was the reply, "I don't know; I find that out at the end of the year when I make out reports." The discovery at that date was next to useless. Had it been made at the beginning, and properly used, the knowledge would have been almost invaluable. Complete coöperation in the building would have prevented such a state of affairs. In many cases, such unity of work would do away with the need of detaining the slower pupils for so many years in the primary grades. Unless the relation between schools is a close one, every change from room to room inevitably retards progress for a season.

In line with this subject lies the debatable question of the relation between the kindergarten and the primary school.

This question is fraught with especial interest to us, since we count sixty-one kindergartens in our public-school system. We unquestionably desire to give evidence of the correlation which Dr. Harris describes in the report of the Committee of Fifteen. This correlation, however, cannot be forced by imposing any part of the work of the primary school upon the kindergarten, nor yet by adopting in the primary school, "without rhyme or reason," the occupations of the kindergarten. Either result is to be deplored, even as the true correlation is devoutly to be desired. The union demands intelligent comprehension of the kindergarten by primary teachers, and equally intelligent comprehension of the primary school by kindergartners.

In October, 1895, the Board of Supervisors, after careful consideration, presented to the School Committee the following report :

To the School Committee :

The Board of Supervisors respectfully submits the following report :

On Jan. 22, 1895, the School Committee passed the following order :

" *Ordered*, That the Board of Supervisors be requested to consider and report upon the recommendations, numbered 1 to 4, on pages 10 and 11 of School Document No. 17, 1894, being the annual report of the Committee on Kindergartens, with a view to closing the connection between the kindergarten and primary schools and reducing the number of pupils in the primary classes."

On April 9, 1895, the Board of Supervisors reported, asking that further time be granted for the consideration of the above order, so that the Board might have the benefit of the knowledge and experience of Miss Arnold, then supervisor-elect.

In September last Miss Arnold prepared and submitted to the Board of Supervisors a report which has been considered at two meetings of that Board, and after amendment, in one particular, it was unanimously adopted. This report is as follows :

"First, in order that the kindergarten and primary schools may be properly related, it is necessary that primary teachers should understand kindergarten principles, and equally necessary that kindergartners should understand the general plan of primary work. To that end I would propose :

“I. (1) That a series of meetings be arranged whereby teachers now employed in the lowest primary grade may be helped to a knowledge of kindergarten principles, and that similar meetings be planned for instructing kindergartners in the aims and needs of primary work. (2) That as soon as may be deemed advisable, all new candidates for grammar grade certificates, Class B, who desire lower primary work, be required to pass an examination in the general principles of the kindergarten; and that candidates for a kindergarten certificate be required to present some knowledge of the methods of primary work.

“II. I would recommend that the School Committee be requested to take such steps as will limit the number of pupils in third-class primary rooms to forty-eight, as far as practicable making arrangements in new buildings for that purpose, and working gradually toward a rearrangement in older buildings. This step is, in my opinion, absolutely necessary if we attempt to approach in the lowest primary grade the individual teaching required in the kindergarten.

“III. I recommend that the program of the lowest primary classes be so arranged as to allow at least one hour a day in kindergarten games, story telling, etc., and that when practicable these games shall take place in the kindergarten rooms which are unused in the afternoon. These exercises are especially necessary to the development of children who have not passed through the kindergarten. The detail of such arrangement must differ widely in the various buildings.

“IV. I recommend that immediate steps be taken, in certain districts at least, to classify together all pupils who have been taught in the kindergarten, in order that we may judge (1) in what respects their needs differ from those of pupils without kindergarten training; (2) that we may thus learn how our primary course should be modified for kindergarten pupils.

To that end I ask that at least ten teachers of classes containing children who have had kindergarten training be selected from the primary schools of the city, and that these teachers be instructed and encouraged to make such observations during the year, and to use such experimental courses, as shall enable us to formulate or modify the first year's course for children who pass through the kindergarten.”

The amendment to the second recommendation is as follows: Although it seems expedient under present conditions to name forty-eight as the number of pupils to be placed under the care of a single teacher, the Board of Supervisors desires to express their conviction that the work which should be required in the lowest grade cannot well be accomplished with more than forty-two pupils in a class.

These recommendations are now transmitted to the School Committee

with the further suggestion, that if adopted they be referred to the Committee on Rules and Regulations, for the preparation of such amendments to the regulations as may be required to carry the recommendations into effect.

For the Board of Supervisors,

EDWIN P. SEAVER,
Chairman.

Boston, November 11, 1895.

The solution of this important question, as far as Boston is concerned, would undoubtedly be hastened by the fulfilment of the suggestions made in the report. Any steps toward its solution are in a sense experimental. They require careful, deliberate, and wide-spread investigation, and thoughtful study of results. We cannot make decisions and modify courses of study in accordance with mere impressions. We must rationally interpret our experience past and present, and be guided by its teachings, away from our mistakes and forward in the line of our successes. It is to be hoped that definite steps will be taken in the near future to carry out the suggestions of the Board in this matter.

In connection with this subject it may be well to emphasize the importance of the work of all teachers of the lowest primary classes. The beginning of primary work requires skill, tact, a knowledge of children and a knowledge of the principles of teaching, to a greater degree than is required by the conditions of the succeeding grades. If there is one place above another where the presence of the unskilful teacher is to be deplored, it is in this lowest primary grade. The results of mismanagement or of ignorance here, follow the children through their entire school course, fettering and impeding them in all their efforts to advance. If the first year is warped or mismanaged, the child goes halting all the days of his life. Obviously, the union between the kindergarten and the primary school must be brought about by skilful teachers, who understand kindergarten principles,

and at the same time comprehend the range of primary-school work. The needs of the little children demand the highest order of talent and training. After habits of study are formed, and early foundations are laid, a less expert hand may guide the children, but disaster at the beginning is seldom repaired.

One more suggestion in regard to these classes. In many primary districts from one hundred to two hundred and fifty pupils are admitted every year to the lowest class. These children differ greatly in maturity, training, and capacity. Their ages vary from five to seven and even eight years. Some have had one year, some two years, and some only a month of kindergarten training. Others are suitable candidates for entrance into the kindergarten. In some districts these children are divided among the several teachers, as they enter, without regard to age, ability, or previous training. The result of such a division is several ungraded schools, in which the teacher attempts to urge the children to a common goal, instead of adapting her instruction to the differing needs. I believe it is entirely practicable to make some classification in the beginning which would obviate the difficulty. Temporary records could be kept for the first few weeks, and then the children might be reclassified, leaving the strongest division in one class, the weakest in another, etc. The work of this lowest division could then be made that of a "connecting-class," with no attempt to force the immature children to premature mastery of second-grade work. Such crowding ends in ultimate stupefaction. On the other hand, the strongest division would undoubtedly accomplish more than the allotted work with ease, while the average classes would still do average work. If the teachers desire to alternate their divisions from year to year, such an arrangement could easily be made. But let it not be forgotten that the post of honor and the path of glory belong after all to her whose touch can make the blind eyes to see, open

ears that are deaf, loose the fetter of speech, and awaken the dull spirit to a new life. When we record our results we must estimate growth.

Who can measure the influence of the teacher who truly inspires the wise beginnings of the child's school-work?

Respectfully submitted,

SARAH L. ARNOLD.

Boston, March 20, 1896.

REPORT OF HENRY HITCHINGS, DIRECTOR OF DRAWING.

To the Superintendent of Public Schools:

SIR: Below you will find a brief statement of the results of my observation and examination of the drawing, modelling, design, and color-work, done in the primary, grammar, high, and evening drawing schools of this city, during the school year ending in June, 1895.

PRIMARY SCHOOLS.

The work in form, study, and drawing, in the primary grades, has been hampered, for the reason that all the tablets required by the Course of Study for use in connection with these subjects had not until quite recently been supplied to the various classes in the different schools. Now that this deficiency has been supplied, it will be much easier for the teachers to carry out the required instruction.

So, too, the color-work has not been quite so satisfactory as it might have been had the colored papers supplied by the city been selected with more care and judgment.

There has been some improvement in this respect, as the colors used this year have not been quite so crude as some of those previously furnished; still there is much room for improvement at the present time.

There has been a great deal of good drawing and cutting in colored paper done during the year; but the effect of the whole would have been greatly enhanced and the color-sense of the pupils better developed if more harmonious colors had been supplied for use.

A great advance has been made by the teachers in the number and variety of objects which they have selected for clay-modelling, and there has also been a decided improvement in the quality of the clay-work done by the pupils. The work in stick-laying, drawing, and paper-cutting, and in making objects from paper, has also been carefully developed in many of the classes, and the same may be said of the drawing done in connection with nature-study.

If the above statements are well grounded in fact, — and I claim they are thoroughly, — then it appears that form, drawing, and other allied subjects of study taught in the primary classes have, during the year, shown material advancement.

It should not, however, be understood from this latter statement that there is no room for improvement in this work.

Undoubtedly there is ample room for it all along the line, but its greatest need will be found in individuals rather than in the whole body of teachers, many of whom are doing excellent work.

GRAMMAR SCHOOLS.

There is still noticeable in these schools the same lack of models spoken of in my report for the previous year, and the remarks previously made in this report in relation to the colored papers furnished for the use in the primaries, are equally applicable to those furnished for the grammar grades. I should, however, be pleased to see brush-work, such as has been done in a few of the schools, in place of the colored papers used in design, especially in the more advanced classes, and would therefore suggest that those teachers in the first, second, and third classes who may elect to use colors in place of colored papers for this purpose, may be allowed so to do, and that they may be furnished upon proper application with proper materials for the purpose.

A small number of the grammar classes have shown prog-

ress and advancement in model and object drawing through the addition of light and shade to their work.

This gives a greater appearance of solidity and a more complete representation of the objects than is possible by outline alone. The addition of shading to pictorial representations of solids is always a desirable one when it is done understandingly, but in some cases it has been attempted before the pupils were sufficiently advanced to produce satisfactory results. I would, therefore, suggest that for the present, at least, it be not undertaken below the third class. In a large number of classes where pictorial drawings of plant forms are required to be made in connection with the study of design there has been a marked improvement in the quality of the work done, and the plant drawing done in connection with nature-study has advanced in the same degree.

Indeed, a small percentage of the plant drawings made by grammar-school pupils were quite equal to any previously made by pupils in the high schools. The elementary designs made in the higher grades show much greater variety than hitherto, in the forms of the surfaces chosen to be decorated, in the methods of construction chosen for the decoration of a given surface, and better results in the development of the pupils' imaginative power.

The constructive principles of decoration seem to be better understood and more carefully applied, and consequently, instead of those everlasting "repetitions about a central point" which have formed nearly "the whole stock in trade" of so many previous years, we find much greater variety in the present methods of construction and also in the selection of decorative details. One grammar school illustrates in a thoroughly practical manner the connection between the constructive and decorative features of the course of study in drawing, where each pupil in a given class has both made and decorated the covers for a small volume

containing a written and illustrated paper upon one of our American poets, — Holmes, Longfellow, or Whittier.

The illustrations of the text were *selected* by the pupil, but this very act of selection has in itself a certain amount of real educational value in so far as it displays the pupil's exercise of taste, judgment, and fitness to purpose. The decorations on the covers, which were done in color, are, perhaps, a trifle too realistic; but the work was well done, and illustrated a movement in the right direction, and as a whole it was exceedingly interesting.

Another school shows a decided advance along the same course, its pupils having made, in color, many original designs for tiles and other surface decorations. These were either purely geometric in their construction or they were made up of inventional forms arranged symmetrically on geometric lines. All these designs were well constructed, well drawn, good in color, and well adapted for practical application to the purpose for which they were designed. Still another school had a good number of original designs, finished in color, by pupils in the upper class. They were in part geometric, partly inventional, and the remainder based upon plant forms. They were designed for borders, tiles, wall papers, and other surface decorations. Four or five other schools were doing good decorative color-work which is perhaps not quite so directly applicable to practical purposes, being more elementary in character, but still showing advance in the right direction. All the remaining schools have made elementary designs which have been drawn and finished in half-tint with the pencil, or cut in colored paper. Many of those which were cut in paper were excellent in design, and displayed also great skill in cutting and mounting. The objection to paper-cutting for designs, especially for those which are at all elaborate, is, that their extreme delicacy and frailty makes them easily destructible.

The exercises in drawing and constructing models and objects from paper have been extremely useful in connection with other methods of form study and also as an elementary form of actual construction. These exercises have not been carried out so completely in some of the schools as they ought or might have been. This is unfortunate, as to neglect this part of the work is to neglect a very important and useful detail of the course of study, especially in its relation to the subject of manual training. I find that I have neglected to speak of certain color-work done in one of the grammar schools, which consists of copies from examples of historic ornament admirably reproduced in color by the boys, while the girls of the same grade were sewing. As a study of what has been done by other nations in the way of decorative design, and as an introduction to the use of color by pupils in working out their own original designs, this work might well be emulated in other schools, and thus become an important factor in their decorative color-work. If I understand it rightly, the drawing of these exercises — most of which were produced on a different scale from the originals — was done during drawing hours, the color-work during the time devoted to manual training. This is as it should be.

Color, when used in connection with design, gives to the pupils not only an added interest in the subject, but also an added power of expression, and their successful efforts in its application possess a beauty of finish which is quite unattainable through the use of simple monochrome.

During the past year the primary and grammar school teachers have had, in a somewhat limited degree, to be sure, an opportunity to develop character and individuality in their methods of presenting the general subject of drawing. One reason why this has been possible may be found in the fact that they have not been hampered by being compelled to use text-books containing copies which, in part at least, were

intended for accurate imitation by the pupils. The recent absence of all these has proven to be of advantage in many ways. The chief among these would seem to be illustrated by the fact that many of the teachers have thus been compelled to acquire more individual knowledge of the subject in order to teach it at all acceptably, and that all those who have done this, are to-day teaching it better than ever before. Efforts which are frequently advocated, and sometimes made, to teach a variety of other subjects during the time allotted to drawing, and, as essential parts of that subject, have, as a general rule, resulted in a deplorable lack of ability on the part of those taught by this method in the power to draw.

“Seek *first* the kingdom of God” is a not unfamiliar quotation.

Seek *first* the power and ability to draw, or rather have your teachers impart such instruction in drawing as will give to their pupils this power; then its application to the purpose of illustrating other subjects will become easily possible.

Without it, all drawings intended to illustrate will be almost sure to obscure rather than illuminate those subjects to which they have been applied.

HIGH SCHOOLS.

There has been no change made in the course of study in drawing for these schools for several years. This course as it now stands is so flexible and so easily adaptable to a variety of methods in its presentation to pupils, that the results of the instruction given under its guidance and direction are always interesting and instructive.

They are interesting because of the character and individuality shown by teachers in the various classes, through their different methods of teaching the subject from the same course of study.

They are instructive as furnishing each year fresh illustrations of the wisdom of giving teachers the greatest possible

latitude in their methods of presenting any given subject of instruction, and it would seem as if the degree of success attained by the pupils is largely due to this element of flexibility. Should, however, the work in the grammar grade advance, as it may and ought, it may perhaps become desirable to modify the present course, and it may then become a question, now that the School of Mechanic Arts has been established, whether a part of the constructive drawing might not be omitted and more freehand and decorative drawing required in its place.

FREE EVENING INDUSTRIAL DRAWING SCHOOLS.

Shortly after the close of the above-named schools, local exhibitions were held in the different class-rooms, and the following awards were made to students who had satisfactorily completed all of their certificate work, and passed the required examinations:

East Boston School,	30	Certificates,	14	Diplomas.
Charlestown School,	33	“	21	“
Warren-avenue School,	29	“	17	“
Mechanic Arts School,	59	“	28	“
Roxbury School,	28	“	17	“
	—		—	
	179		97	

Making the whole number of awards two hundred and seventy-six (276).

The whole number of accepted certificate works from all the schools is 3,893.

Of these East Boston furnished	.	.	620
“ “ Charlestown “	.	.	748
“ “ Warren Avenue “	.	.	546
“ “ Mechanic Arts “	.	.	1,419
“ “ Roxbury “	.	.	560

Much excellent work was done in all the classes where machine, architectural, and ship drawing was taught, and the same statement holds good with regard to nearly all the free hand classes, in some of which the applied design was unusually strong, as was also the work in the modelling class.

In one of the schools, however, the work in the free hand classes was not altogether satisfactory. This would seem to have been (partially at least) due to the fact that the elementary or first-year class of the previous year was largely made up of very young students, many of whom did not complete the course of instruction, or pass the examination.

This fact made a great difference in the number of those entitled to enter the second-year class of '95. In addition to this the majority of those who did enter were too young to fully understand or appreciate the privilege, and quite a percentage of these were, first, irregular in their attendance, and then ceased coming altogether. This left a very small class of students, who did not carry out the work of the class so fully as it has been done in previous years.

There was, of course, some good work accomplished, but the general results, as previously stated, were not altogether satisfactory in either of the freehand classes of this school.

In concluding what I have to say about the evening schools, I wish to suggest the advantage which might accrue to both teachers and pupils by the addition of more colored objects to their present collection of drawing models, nearly all of which are white.

The opportunities these would furnish for the study in light and shade of what are technically termed "color values," would be of great advantage to both. All the free-hand classes are well supplied with white solids and casts of various kinds, and the addition of the colored objects

suggested above would leave little, if anything, to be desired in this line.

This document ought not perhaps to be dignified with the formal title of a "report," as it is, more properly speaking, a series of "notes by the way," and as such it is

Respectfully submitted,

HENRY HITCHINGS,

Director of Drawing.

Boston, Mass., March 20, 1896.

REPORT OF DR. EDWARD M. HARTWELL,
DIRECTOR OF PHYSICAL TRAINING.

To the Superintendent of Public Schools:

DEAR SIR: In accordance with your direction, I submit the following as the Report of the Director of Physical Training for 1895-96:

The value of systematic development and exercise of the bodily powers is generally admitted by sensible men and women. Indeed, physical education has been rather a favorite subject with educational reformers for more than a century in America. Still, speaking broadly, it is probably fair to say that those who are most influential in educational affairs in this country are inclined to mark time rather than to march boldly forward in matters relating to the physical side of education — so vague and various are their opinions, and so diverse and indecisive are their policies with regard to it. In our city and State, as throughout the country, physical training is still in the experimental or embryonic stage when compared with the physical training which obtains in the older and more highly developed educational systems of Europe.

At first sight, this seems a dispiriting circumstance to many who look upon gymnastics and athletics as agencies to conjure with. But it is well to remember that though art is long and life is fleeting, physical training is only a province in the wide realm of human training, and that the struggle for its recognition and advancement is but an episode in the general campaign for making education rational, complete, and effectual, — in a word, natural. The fact that education is not a closed science in any of its departments, and the present tendency to look on educational

problems as problems in development whose solution depends upon conformity to the laws of nature and nurture, should suggest patience and hopefulness to those who, forgetting the backward and chaotic state of American education as a whole, are ready to bemoan the inevitably slow progress and partial success hitherto of physical training, which is one of the youngest and humblest branches of our system of American education. The inextinguishable vitality of our lowly embryonic forms of bodily training is an encouraging characteristic, since it has enabled them to survive neglect, dispraise, and hostility. It should inspire a lively expectation that the ultimate outcome of their struggle for existence will be more highly organized and vigorous adult forms than could result from excessive favoritism during pre-natal and infantile states.

Although "Physical culture" has a strange fascination for *doctrinaires*, whose extravagances and futilities have caused the judicious "practical educator" to grieve not infrequently, physical education fortunately belongs to a class of questions which are like Banquo's ghost. They will not down. In one form or another the question of physical education rises before every generation of civilized men, and shall rise until it is seriously grappled with and successfully laid, since it is inextricably bound up with the fateful question of securing and preserving the health of the school population. For us and our immediate successors this question has assumed portentous proportions, by reason of the inroads which modern city life is making upon the physique and character of the rising generation.

SCOPE OF FORMER REPORTS.

In my first report I sketched the history of the principal attempts made during the last seventy years in our State and city to make physical training a department of public and private education, and endeavored to account for the

comparative poverty of results by which most of those attempts were signalized. In my second report I attempted to set forth the essential principles of physical education in the light of the modern doctrine of the human body, and urged the need of applying those principles in attempting to solve certain problems of capital importance which confront us owing to the general neglect of school hygiene in this country, and the abnormally high death-rates which prevail among Boston children of school age. In view of the fact that mis-seating of pupils existed to such an extent in our schools as to neutralize in a measure the legitimate effects of our system of physical training, and of the further fact that "improved school furniture" as a rule did not represent the "present state of the art," I devoted my third report chiefly to discussing the principles of school seating, and to considering the results of the most successful attempts thus far made to carry those principles into effect.

SCOPE OF PRESENT REPORT.

My service as Director of Physical Training dates from Jan. 1, 1891, when I entered upon my duties. From then till now, it has been my constant endeavor to give as full effect as the means allowed me would permit to the vote of the School Committee passed on June 24, 1890, to wit: "*Ordered*, That the Ling or Swedish system of educational gymnastics be introduced into all the public schools of this city."

This department can boast of a continuous existence of five years, which is a highly respectable lease of life, considering the fact that departments of this kind in America have been more remarkable for the order of their going than for the order of their coming. What the average "expectation of life" is of such departments has not been accurately determined, so far as I am aware; but their mortality is undoubtedly high, since they are peculiarly

susceptible to the disorders of infancy and childhood. Of the extant departments of physical training connected with city school systems in the United States, that of Kansas City, Missouri, is preëminent, by reason of its uninterrupted existence since 1885.

I propose in this report to review the history of this department during the last five years; to consider its present condition and standing; and to point out the line of policy which, to me, seems best calculated to ensure its permanent usefulness and prosperity.

PERIODS IN DEVELOPMENT OF PHYSICAL EDUCATION IN AMERICA.

At no time has Boston been the only city in the country to maintain a department of physical training in connection with its public schools. Hence the history of Boston school gymnastics does not constitute a separate chapter of educational history, — using that term in a broad sense, — and cannot satisfactorily be treated as a thing apart.

The history of physical education in America may be divided roughly into periods, as follows: (1.) Its pre-historic period, which ended about 1825. This was a period of partial awakening, of premonitory criticism of the neglect of physical training, and of mild, theoretical recognition of its value in male education. Benjamin Franklin, Thomas Jefferson, and Noah Webster thought well of physical exercises, and recommended them. (2.) The period from 1825 to 1835; when, owing to foreign example, gymnastics of the German type were enthusiastically discussed and hopefully experimented with for a short time, chiefly in New England colleges and private schools. Then manual training, during the second half of the period, displaced gymnastics as an educational panacea. (3.) The period 1835 to 1860 was one of quiescence and neglect, marked by the beginnings of renewed interest, particularly in athletics, towards its close.

(4.) The period 1860 to 1880 was a period of re-awakening and renewed experiment. The almost extravagant interest excited by Dio Lewis and his "Light Gymnastics" was supplanted by the interest in military drill. The athletic revival which followed the war has not yet spent its force.

(5.) The era of athletic expansion and of gymnasium building extends from 1880 till the present time. The colleges, secondary schools, and Y.M.C.A. were affected first. Propaganda for educational gymnastics in city school systems became active in the West in 1884-85. The crusade for Swedish gymnastics was inaugurated a few years later in the East. This period has been marked by more searching and intelligent discussion, by clearer aims and firmer purpose, and by more diversified expansion in all branches of physical training. This is especially true of the field of educational gymnastics since 1890.

PHYSICAL EDUCATION IN BOSTON SCHOOLS, 1860-1876.

The educational authorities of Boston seem to have had no very active interest in physical education prior to the advent of Dio Lewis in 1860. Cincinnati, in 1861, and St. Louis, in 1862, anticipated Boston in introducing gymnastics into the public-school curriculum; though a special committee of the Boston School Board, to whom certain recommendations of Superintendent Philbrick's had been referred, recommended, in December, 1860, the adoption of the Ling system of gymnastics "as an obligatory branch of education" in the public schools, under the charge of "a suitably qualified person," who should be specially responsible to a "Standing Committee on Physical Training." Finally, *four years later*, a "Standing Committee on Gymnastics and Military Drill" was constituted, and Mr. Lewis B. Monroe, a popular and accomplished teacher of elocution, was chosen Director of Vocal and Physical Culture. His connection with the schools ceased in 1871. Mr. Monroe had two successors,

under various designations, who were also teachers of elocution. It may be doubted if any of them professed to be an expert physical trainer. At any rate the department over which they in turn presided from 1864 to 1876 was organized and administered chiefly if not wholly in the interests of "Vocal Culture." "Physical Culture" was given a place on paper: but physical training worthy of the name remained unorganized and unregarded. So school gymnastics in Boston were pronounced a failure, without being fairly tried, much less tested.

LOW CONDITION OF PHYSICAL TRAINING, 1876-1888.

No large or aggressive attempt to inaugurate a system of physical training was undertaken by the school authorities during the period 1876-1888, during which most high-school boys were instructed in military drill, as they have been since 1864, and some high-school girls had gymnastics. Monroe's "Vocal and Physical Training" was retained in the list of text-books; certain inoperative regulations of the School Committee were left unrepealed; certain rudimentary "physical exercises" were nominally called for by the course of study; and some exhibition drills of memorized movements were devised and put in practice by exceptionally enterprising teachers in a few cases; but of systematic gymnastic instruction little was known or attempted in our primary and grammar grades in this period.

No particular reproach attaches to the school authorities in Massachusetts and Boston on account of their indifference to the claims of physical training to a coördinate place in the course of instruction, for they were fully in harmony with their colleagues throughout the country, both in doctrine and policy, prior to 1884-85. So little impression had the German-Americans made upon the school authorities, even in the cities where their voting strength was great, that the Turning Societies organized a system of gymnastic instruc-

tion out of school hours for their own children. But their example did not excite even the curiosity of educationists.

REPORT BY WRITER TO UNITED STATES BUREAU OF
EDUCATION.

I had occasion during 1883 and 1884 to visit the principal school and college gymnasia from Maine to Tennessee, and to ascertain the views of leading educationists respecting gymnastics and athletics, being charged by the United States Bureau of Education with the preparation of a special report on physical education (published as Circular of Information of the Bureau of Education, No. 5, 1885). Strange as it may seem, no one cited the work then carried on in educational gymnastics by the *N.A. Turnerbund* as worthy of study or imitation. Indeed, as I was setting out for Europe to study German gymnastics on their native soil, one of our foremost leaders in physical education assured me that "we had nothing to learn as to physical education from the Germans." That is hardly his opinion to-day, I am sure.

Interest in school gymnastics was at so low an ebb, and the efforts to maintain them so few and feeble at that time, that my report to the Commissioner of Education contains but scant allusion to systems of physical training in our city schools. I could not learn that any city in the United States had a system of school gymnastics that was worth holding up as an example of what we needed.

The following extract is taken from the report just alluded to, since it will serve to throw light upon the situation then existing :

We may, and too often do, lose sight of the interdependence of body and mind; but none the less is it impossible to separate the two and train either independently of the other; for, as was well said by Sterne, "the body and mind are like a jerkin and its lining; if you rumple the one you rumple the other." . . . It is only through a wise com-

bination of gymnastic training and athletic sports that the best results can be hoped for or attained [*in physical training*]. Athletic sports can, if wisely managed and supervised, be made most serviceable in securing manliness and self-control to those engaging in them. The abandonment of them as a general "elective course" to the unregulated control of unripe and inexperienced youth is, to say the least, unwise. He who shall consider intelligently and critically, in the light of our present knowledge of brain and nerve and muscle physiology, the various games and sports which are deservedly popular, and shall show wherein they are valuable as a means to manly and womanly development, cannot fail of contributing greatly to the advancement of pedagogical science.

So dense is the present ignorance, not only of the mass of the people, but also of a large section of the educated portion of the community, concerning the elementary truths of biological science in general, and of psycho-physical science in particular, that it would be wellnigh hopeless to attempt to institute any thorough-going system of physical training as a part of the system of public instruction in even the most enlightened States of the Union. Until the modern doctrine of bodily exercise is more generally apprehended, we can only look for sporadic efforts and fragmentary and discordant results in so much of the field of physical training as the richer and more advanced colleges and universities may occupy. *The German, Swedish, and French systems of physical training and of educating teachers of gymnastics are well worth studying; but the greatest present need is to educate trustees, committee-men, teachers, and physicians in physiology and hygiene.*

The situation has improved materially since 1885, particularly as regards the elementary schools in large cities, but American physical training will remain an aggregation of shreds and patches unless and until the promoters of educational reform and the governors of our educational institutions shall set themselves more earnestly to learn and patiently to apply the teachings of science and experience with regard to the nature, scope, and achievements of physical education.

SPREAD OF GERMAN AND SWEDISH SCHOOL GYMNASTICS
SINCE 1885.

The introduction of German gymnastics into the schools of Kansas City and Chicago in 1885 marks a new era in the West, and the introduction of Swedish educational gymnastics into the Boston schools in 1890 marks an equally important era in the East. School boards both East and West have developed a marked tendency to claim possession of physical training departments since 1890, as is shown by certain statistical tables contained in the report of the United States Commissioner of Education for the year 1891-92. It would appear from these tables that there were 273 cities in the United States in 1891-92 that had introduced instruction in gymnastics into their public schools. Analysis of the statements show that this is an extravagant estimate in some respects, since in 104 of the 273 cities "physical exercises were practised at the *discretion* of the teachers, but without special supervision or effective regulations to make the training effective;" while in 81 cities, "employing no specialist, regular instruction in gymnastics was required of class teachers." The character of that instruction *cannot* be high under such conditions, particularly as 75 per cent. of this class of cities admit having no regular school gymnastics prior to 1890. There are left only 84 cities, or less than one-third of the claimants, which had "professedly introduced a regular system, under a specialist:" of these all but 2 had introduced gymnastics since 1884, and all but 15 since 1889. Again, of these 84 cities, only 13 had a population amounting to 100,000, 30 had a population ranging between 50,000 and 20,000, and 41 were below the 20,000 mark as to population; 25 cities had the German system, 24 the Swedish, 17 an "eclectic system," and 14 "other systems" or "none reported." Sixty-five men were employed as specialists, teachers, or directors, and 72 women. In 34 cities no apparatus was used

in connection with gymnastics, and only 18 cities claimed to have buildings with gymnasia. The claim of 59 cities to provide "*ample playgrounds*" seems an incredible one. Many other cities might be mentioned that have established departments of school gymnastics under the charge of special directors since 1892, but it will suffice to name New York and Brooklyn, and to add that Philadelphia and Baltimore are stepping in that direction. It is probably within the mark to say that at least a fifth of the cities of the country which have a population of 8,000 and upwards profess to maintain departments of school gymnastics under the direction of specialists. That performance equals profession in most or many of such cities is not to be believed.

BOSTON'S INFLUENCE.

The influence of Boston's example cannot be easily determined in this connection; but it is fair to infer that the impetus given to the cause of Swedish school gymnastics in Boston through the large-hearted generosity and well-directed action of the late Mrs. Hemenway, in 1888, 1889, and 1890, was measurably influential in causing the introduction of Swedish gymnastics into the schools of the 31 cities which professed, in 1891-2, to have adopted the Ling creed more or less completely. Of these, 15 were in New England and 24 east of the Mississippi river.

ACTION OF SCHOOL COMMITTEE IN 1890.

When the School Committee ordered, without a dissenting vote, on June 24, 1890, "that the Ling or Swedish system of educational gymnastics be introduced into all the public schools of this city," it acted in accordance with recommendations contained in a special report of the Board of Supervisors, made Oct. 8, 1888 (School Doc. No. 10, 1889), which were reasserted in the report of the Committee on Physical Training, presented by its chairman, Dr. W. A.

Mowry, on June 24, 1890 (School Doc. No. 15, 1890), and gave effect for the first time to the original recommendations made Dec. 20, 1860, by the committee of which Mr. G. W. Tuxbury was chairman.

The department thus instituted was a new creation, and in no sense the outgrowth from one previously existing. It was, however, a new department injected along with other new departments into a crowded and exacting course of study, and it was a matter of prime importance that its injection should cause as little jar and disturbance to the existing school machinery as possible. I have endeavored from the outset to adapt the work of this department, so far as possible, to existing conditions, and to avoid all conflict with other departments, and I believe I have succeeded in so doing. My aim from the first has been to secure steady, sustained, and increasingly intelligent effort on the part of the class teachers, so that gymnastics shall become a regular, inevitable part of the daily course of instruction, receiving due attention, no more no less; it being my conviction that the primary ends of school gymnastics — especially free gymnastics in the school-room or school-hall — are educative, not recreative. The fact that school gymnastics cannot take the place of play and recess, or *vice versa*, can hardly be too strongly emphasized. If the gymnastic lesson prove unduly exhausting, then it is pretty certain that other portions of the course of study are too severe, and should be modified.

DR. HARRIS ON OBJECT OF PHYSICAL TRAINING.

It is refreshing to find so eminent an educationist as Dr. W. T. Harris urging just this point, as he has done in the report of the Committee of Fifteen on the correlation of studies. His words are well worth quoting here:

Systematic physical training (he says) has for its object rather the will training than recreation; and this must not be

forgotten. To go from a hard lesson to a series of calisthenic exercises is to go from one kind of will training to another. Exhaustion of the will should be followed by the caprice and wild freedom of the recess.

THE SITUATION IN 1891.

In January, 1891, I found as the result of a statistical inquiry that 79.2 per cent. of the grammar and primary school teachers professed to teach Swedish gymnastics in 1,065 classes, while the residue, 20.7 per cent., taught "mixed" forms of exercise. By January, 1893, mixed gymnastics had practically disappeared.

From the first there has been a zealous interest and spirit of coöperation manifested by the great majority of the class teachers. This has been not only the source of much gratification to me, but of aid, as well, in conducting the work of this department. Of prejudice towards the system of exercise adopted, or indifference to suggestions and instructions, within the teaching corps, there has been none worth mentioning. The teachers have been quick to appreciate the fact that their power to give instruction and to influence their pupils is greater under the present system, in which the movements are executed precisely and promptly at the word of command, than was possible under the old system of "calisthenics," which consisted of heterogeneous, memorized movements performed in concert with a leader.

Various curious and ludicrous criticisms of the Ling exercises have been brought to my attention, such as their tendency to produce ailments ranging in deadliness from strabismus and immodesty to peritonitis and galloping consumption; but I have yet to learn of a well-authenticated case of injury or enfeeblement due to the practice of the exercises prescribed for the use of either lower or high school pupils.

MRS. HEMENWAY'S HELPFUL MUNIFICENCE.

It has been easier from the very start to enlist the interest and coöperation both of the masters and the class teachers in strengthening the work in gymnastics because so many of them had enjoyed the benefit of instruction under skilled teachers, provided by Mrs. Hemenway, before the Ling gymnastics were formally adopted by the School Committee. The first of these classes was organized in 1888, when, at Mrs. Hemenway's invitation, a women's class, composed of twenty-five public-school teachers, was formed for the purpose of testing the adaptability of the Ling gymnastics to use in the Boston schools. In 1889 Mrs. Hemenway's offer to the School Board of free instruction in gymnastics for one hundred teachers, provided they should be allowed to use Ling gymnastics in their classes, was accepted, and the class was instituted. Mrs. Hemenway's further offer to provide free instruction for a class of masters and sub-masters was also accepted by the Board, and the class was maintained at Mrs. Hemenway's expense during 1889 and 1890, there being fifty in attendance in the first and fifty-four in the second. In 1889-90 there were one hundred and forty women teachers in our public schools who had received instruction in the Boston Normal School of Gymnastics at Mrs. Hemenway's expense. But for the presence of so large a number of teachers, already somewhat familiar with the nature of their work and well affected towards it, the problem of causing the Ling gymnastics to strike root and grow in the lower schools would have proved a much more difficult and perplexing one than has been the case.

INSTRUCTION OF TEACHERS AND DEVELOPMENT OF UNIFORM COURSE IN GYMNASTICS.

Normal classes for the gymnastic instruction of primary and grammar school teachers were instituted in 1891, and

have been conducted with increasingly good results by Mr. Nissen, who has proven a zealous and efficient assistant, up to the present year. Now that the teachers are for the most part fairly familiar with the work of their respective classes, and inasmuch as the pupils of the Normal School receive instruction in gymnastics from a regular teacher of the school, Miss Plummer, who was appointed in September, 1891, to take charge of that work, there is less need than formerly to hold frequent normal classes for the teachers in the schools. Therefore, during the current year Mr. Nissen has devoted himself chiefly to assisting those teachers who most needed help and criticism in their own class-rooms. It is my purpose to meet the teachers for a series of conferences on the theory and aims of physical training, and on the principles involved in teaching gymnastics, after the April vacation.

There was great diversity of usage in the schools for the first two years, before the rule as to the time to be given to recess was settled by the committee, in respect to the amount of time devoted to exercise and the hours set for exercise. This has been remedied without friction. The rate of progress in taking up new days' orders also varied greatly, being too slow in many cases and too rapid in others. Having by periodical circulars of inquiry obtained data for determining what might fairly be expected and exacted of the several classes, I was at length enabled to draw up a uniform schedule of requirements and procedure for the guidance of the teachers in the primary and grammar schools. The main features of the schedule for the current year, which includes a larger number of days' orders than the schedule promulgated at the beginning of last year, are given below. In the high schools for girls no such schedule is practicable at present.

IMPRESSIONS AS TO GENERAL RESULTS OF GYMNASTICS
SINCE 1891.

The system of annual inspection of the grammar-school classes during May and June which was instituted in 1891 has proven most stimulating to the teachers and helpful in determining progress. It is impossible to reach wholly convincing conclusions as to the effect of the gymnastic training upon the health of the pupils during the last five years, since quantitative data for comparing the physique of the pupils under the old and new conditions are necessarily wanting. But there is no doubt in my own mind that the training has exercised a beneficial effect upon the carriage and physique of the pupils, or that the efficiency of the teaching has been greatly enhanced. In 1893 the late General Moore gave emphatic expression of his conviction that the boys entering the high schools had a much better carriage, *i.e.*, were better "set up" than of old, owing to the gymnastics taught them in the grammar schools. Then, too, the marching and filing of the pupils in many schools has noticeably improved. A year ago, Mr. Putnam, principal of the Franklin School, declared before the Committee on Education of the Legislature that whereas before the introduction of the Ling gymnastics fainting was a comparatively common occurrence among the girls of his upper classes, there had been no case of fainting among them since the gymnastics had been adopted. In certain schools I know that tight lacing and corset wearing have been largely done away with.

That there has been steady and marked improvement all along the line as regards the manner and results of the instruction in gymnastics given by the class teachers does not admit of doubt: and the following table, which affords a comparative view of the results of each inspection and rating of the fifty-five grammar schools, by schools and divisions, in the period 1892-1895, inclusive, is offered in corroboration of the statement:

TABLE I.
SHOWING COMPARATIVE RATING OF THE FIFTY-FIVE GRAMMAR SCHOOLS IN PHYSICAL TRAINING, 1891-1894.

	FIRST INSPECTION IN 1891.		SECOND INSPECTION IN 1891.		THIRD INSPECTION IN 1892.		FOURTH INSPECTION IN 1893.		FIFTH INSPECTION IN 1894.		SIXTH INSPECTION IN 1895.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
OLD SCALE.												
Excellent, 1.00-2.00 . . .	8	14.5	8	14.5	39	70.9	53	96.3	54	98.1	55	100.0
Good, 2.01-2.50 . . .	18	32.7	20	36.3	16	29.0	2	3.6	1	1.8		
Passable, 2.51-3.00 . . .	17	30.9	20	36.3	0	0	0	0				
Poor, 3.01-6.00 . . .	12	21.8	7	12.7	0	0	0	0				
PRESENT SCALE.												
Excellent, 1.00-1.50 . . .	55		55		55		55		55		55	
Very Good 1.51-1.85 . . .					5	9.0	15	27.2	20	36.3	36	65.4
Good, 1.86-2.20 . . .					19	34.5	31	56.4	25	45.4	17	30.9
Passable, 2.21-3.00 . . .					24	43.6	9	16.3	10	18.1	2	3.6
Poor, 3.01-6.00 . . .					7	12.7	0	0	0	0	0	0
					0	0	0	0	0	0	0	0
					55		55		55		55	

By Schools.

By Divisions.													
OLD SCALE.													
Excellent, 1.00-2.00	342	61.5	466	83.2	499	85.7	540	94.0					
Good, 2.01-2.50	179	32.0	85	15.1	75	12.8	27	4.7					
Passable, 2.51-3.00	29	5.2	6	1.07	6	1.0	5	0.8					
Poor, 3.01-6.00	6	1.7	3	0.53	2	0.3	2	0.3					
PRESENT SCALE.													
Excellent, 1.00-1.50	556		560		582		574						
Very Good 1.51-1.85	104	18.7	217	38.9	200	44.6	383	68.4					
Good, 1.86-2.20	150	26.9	145	26.2	169	29.0	101	17.5					
Passable, 2.21-3.00	186	33.4	163	29.1	120	20.6	65	11.3					
Poor, 3.01-6.00	110	19.7	30	5.3	30	5.1	13	2.2					
	6	1.0	2	0.3	3	0.5	2	0.3					
	556		560		582		574						

Inspection of this table shows that there has been a notable and steady increase in the efficiency of the class teachers in their teaching of gymnastics. Whereas, in 1891 only 8 out of the 55 grammar schools could be classed as "Excellent," on the scale of rating adopted, in 1895 *all* the grammar schools were rated "Excellent" in accordance with the "old scale." According to the "new scale," under which the average mark for the school must equal 1.50 to attain "excellence," 36 schools, or 65.4 per cent., were rated "Excellent" in 1895, against 5 schools, or 9.0 per cent., found in that category in 1892. In other words, the percentage of "Excellent" schools has increased from 9.0 to 65.4, a gain of 56.4. Since 1892, when 7 grammar schools were rated as "Passable," no grammar school has been marked so low.

In 1892, the classes rated as "Excellent" amounted to 18.7 per cent., while 19.7 per cent. were rated as "Passable;" those rated "Good" being 33.4 per cent. of all the classes inspected and marked. In 1895, only 2.2 per cent. were found in the "Passable," and only 11.3 per cent. in the "Good" class, while 68.4 per cent. were found in the "Excellent" or highest class, showing a gain of 49.7 over 1892.

The average school mark has improved also. It was 2.05, or "Good," in 1892; 1.65, or "Very Good," in 1893; 1.60, or "Very Good," in 1894; and 1.40, or "*Excellent*," in 1895. In 1892, while 42 grammar schools were above the average for the year, only 3 were above the average for 1895; but in 1895 all the grammar schools surpassed the average for 1892.

The following table affords a comparative view of the number of schools above and below the average rating for each of the years 1892-1895:

TABLE II.
SHOWING NUMBER AND PER CENT. OF GRAMMAR SCHOOLS ABOVE AND BELOW THE AVERAGE FOR EACH YEAR, 1892-1895 INCLUSIVE.

	ABOVE AVERAGE.			BELOW AVERAGE.	
	Number.	Per cent.		Number.	Per cent.
In 1892	42 schools =	76.36 were above 2.05 the average mark for 1892.	Below the average were 13 schools =	24.44.	
	7 "	= 12.36 "	" "	" "	48 "
	6 "	= 10.90 "	" "	" "	49 "
	3 "	= 5.45 "	" "	" "	52 "
In 1893	55 "	= 100.00 "	" "	" "	0 "
	27 "	= 49.09 "	" "	" "	28 "
	24 "	= 42.72 "	" "	" "	31 "
	6 "	= 10.90 "	" "	" "	49 "
In 1894	54 "	= 98.19 "	" "	" "	1 "
	31 "	= 57.28 "	" "	" "	24 "
	26 "	= 47.27 "	" "	" "	29 "
	13 "	= 24.44 "	" "	" "	42 "
In 1895	55 "	= 100.00 "	" "	" "	0 "
	47 "	= 85.45 "	" "	" "	8 "
	45 "	= 81.81 "	" "	" "	10 "
	29 "	= 52.73 "	" "	" "	26 "

That there has been genuine and steady improvement, during the period under review, on the part of the great majority of the teachers of the primary and grammar grades in respect to the character of the instruction given in gymnastics by them to their classes, does not admit of doubt. That improvement, which, I am convinced, will bear favorable comparison with the progress in physical training thus far attained in the schools of any American city, is due to a variety of circumstances and agencies, some of which seem to me worthy of particular mention at this time.

In the first place, the School Committee, in adopting the Swedish school gymnastics in 1890, adopted a system of gymnastics that was based on pedagogical principles—a system which had been so developed, tried, and tested by trained and experienced teachers that its aims were intelligible and its methods practicable. In other words, the School Committee voted to adopt a system of selected forms of exercise arranged in an orderly and progressive series, capable of being adapted to the age, strength, and mental capacity of growing children and youth, and not a chance medley of heterogeneous elements. Increasing familiarity with the aims and methods of the Ling gymnastics has enabled the teachers of every grade to begin to grasp the idea, which is of fundamental importance, that the main end of physical training is educative, and that rational gymnastics constitute a branch of instruction and discipline in which the attainment of results by the pupils is conditioned on the intelligence, zeal, and skill of the teacher. The course of daily procedure in the class-room throughout the primary and grammar grades has been systematized and made more definite and effective by the normal instruction given in the teachers' classes and in the Normal School, by criticism and aid given to individual teachers in the class-room, by the stated inspection of classes and schools, and by the annual rating of the same in accordance with a

uniform set of specific, intelligible, and attainable requirements.

In certain schools, teachers showing a special aptitude for gymnastic instruction have been given general charge and supervision of gymnastics throughout the school — never without the approval and coöperation of the principal of the school. When this policy has been pursued, and it is a policy which grows in favor year by year, the results have uniformly been considerable and highly satisfactory. The promulgation, early in 1894, of a provisional schedule of required and optional days' orders, in which the work for each class for each half-year was laid out in advance, in accordance with the average rate of progress observed in previous years, proved so satisfactory that I felt warranted in adopting a more extensive and elastic schedule for 1895–96, which is now in force and working well.

The main features of the present requirements in gymnastics in the grammar and primary grades are indicated by the following extracts from that schedule:

1.

REQUIRED DAYS' ORDERS.

A. IN THE GRAMMAR GRADE.

		Inclusive.
Class I.	Enebuske's Days' Orders,	Series I., 20 to 25.
“ II.	“ “ “ and	“ II., 1 “ 14.
“ III.	“ “ “ and	“ II., 1 “ 11.
“ IV.	“ “ “ and	“ I., 13 “ 25.
“ V.	“ “ “ and	“ II., 1 “ 6.
“ VI.	“ “ “ and	“ I., 9 “ 23.
“ VII.	Nissen's "A B C," Group	III. (see p. 55), 1 “ 7.
“ VIII.	“ “ and	“ IV. (see p. 66), 1 “ 5.
“ IX.	“ “ “ and	“ III. (see p. 55), 1 “ 7.
“ X.	“ “ “ and	“ IV. (see p. 66), 1 “ 2.

B. IN THE PRIMARY GRADE.

	Inclusive.
Class I. Nissen's "A B C," Group II. (see p. 49),	1 to 6.
" " " " III. (see p. 55),	1 " 2.
Classes II. and III.	
Nissen's " " Group I. (see p. 44),	1 " 5.
" " " " " II. (see p. 49),	1 " 2.

2.

OPTIONAL DAYS' ORDERS.

Authorized to be used *after* the completion of those required under 1.

A. IN THE GRAMMAR GRADE.

	Inclusive.
Class I. Enebuske's Days' Orders, Series II.,	15 to 19.
<i>or</i> Nissen's "A B C," Group V.,	11 " 15.
" II. Enebuske's Days' Orders, Series II.,	12 " 15.
<i>or</i> Nissen's "A B C," Group V.,	8 " 11.
" III. Enebuske's Days' Orders, Series II.,	7 " 10.
<i>or</i> Nissen's "A B C," Group IV.,	8 " 10.
" IV. Enebuske's Days' Orders, Series I.,	24 " 25.
<i>or</i> Nissen's "A B C," Group IV.,	5 " 7.
" V. Nissen's "A B C," Group IV.,	3 " 5.
" VI. " " " " "	1 " 2.

B. IN THE PRIMARY GRADE.

	Inclusive.
Class I. Nissen's "A B C," Group III.,	3 to 5.
" II. " " " " " II.,	3 " 5.

The requirements of the Committee on Hygiene and Physical Training under the present rules are as follows:

(1.) Teachers in each of the grammar classes shall devote *sixteen* consecutive minutes to Ling gymnastics at or about the middle of each afternoon session.

(2.) In classes I. and II. of all primary schools, teachers shall devote *six* consecutive minutes to Ling gymnastics at or about the middle of the period between the opening of school and the recess, in the morning session; again *six* consecutive minutes at or about the middle of the period between recess

and the closing of school, in the morning session; and again, *six* consecutive minutes at or about the middle of the period between recess and the closing of the school, in the afternoon session: *making a total of eighteen minutes a day.*

(3.) In Class III. in all primary schools, teachers shall devote *four* consecutive minutes to Ling gymnastics at or about the times set in (2) for Classes I. and II. of the same class of schools, so that each third primary class *shall have twelve minutes gymnastics* each day.

As a rule it is desirable that from one-third to one-half of the time assigned to gymnastics be devoted to instruction and drill, and the remainder to the practice of familiar days' orders.

PHYSICAL TRAINING IN THE NORMAL SCHOOL.

At the time that the introduction of Swedish gymnastics was under discussion, Mrs. Hemenway offered to provide lectures on the theory of gymnastics for the benefit of the pupils in the Boston Normal School. The offer was accepted by the School Committee, and Mrs. Hemenway provided competent lecturers for two years. Physical training in the Normal School has been under the charge of a specialist since September, 1891, when the School Committee promoted Miss Laura S. Plummer, formerly a teacher in the Emerson School of this city, and a graduate both of the Normal School and the Boston Normal School of Gymnastics, to the position of second assistant in the Normal School, to take charge of the instruction in the theory and practice of gymnastics. By this action of the School Committee, physical training was made an integral part of the course of study in the Normal School. The wisdom of this step, which involved a totally new departure in the professional training of American teachers, has been justified by the success which has signalized Miss Plummer's administration of her department from 1891 till the present time.

Since 1892, physical training has been placed by the Board of Supervisors in the list of elective subjects open to candidates

for certificates of qualification. In August, 1894, one candidate for a certificate of third grade elected to be examined in physical training and passed the examination. In August, 1895, two candidates for special grade certificates successfully took the theoretical and practical examinations which were set in physical training.

Under the revised course of study in the Normal School, which took effect in 1893-1894, gymnastics is numbered among the elective subjects, along with elementary science, music, manual training, etc. Twelve persons elected gymnastics in the class of 1894, and a like number in the class of 1895. In the class of 1896, fourteen persons have chosen gymnastics as a special elective subject. Being called upon to do so, I helped frame the course of study for those electing gymnastics in the Normal School, and since 1894 have acted as a special lecturer in the Normal School. It is now my custom, beginning in February, to meet the specialists in gymnastics twice a week till the close of the term, though in 1894 and 1895 I gave but one lecture a week. The character and purport of these lectures is indicated by the following list of leading topics: The Modern Doctrine of the Human Body; School Hygiene; The Physiology of Nerve and Muscle, and its Bearing upon the Education of Children and Adolescents; the Nature and Effects of Physical Training; Comparative View of the Principal Systems of Physical Training; Practical Hints on the Teaching of School Gymnastics.

SPECIAL NEEDS OF THE NORMAL SCHOOL.

I regret to say that the Normal School is so lacking in adequate and proper facilities for making its course of physical training so objective, concrete, and thoroughly practical as it obviously should be, that the department is still in an embryonic condition. The work of the department of physical training in the Normal School is as

effective as the restricted resources of the school will permit in its present crowded condition. The efficiency of the work attempted suffers, and the legitimate development of the department is retarded owing to the lack of gymnasium and laboratory facilities, and of an adequate supply of illustrative apparatus for the purpose of teaching in accordance with modern methods.

PHYSICAL TRAINING IN THE HIGH SCHOOLS FOR GIRLS.

It is hardly possible to frame any comprehensive statement that shall be accurate, with regard to the high schools for girls as a class, touching the matter of physical training during the period under review, or even at the present time. It is clear that prior to 1891 physical training in those schools was pretty much left to take care of itself, and was not provided for or respected as a coördinate required subject, though ever since 1877 two hours of gymnastics per week for each girl in the high schools had been called for by the course of study. (According to the present course of study, adopted in 1890, only one hour a week is to be given to gymnastics in the Girls' Latin School.) Less time had been given in most schools, and still is in some schools, than to the military drill of the boys, owing to the preference given to the boys in the use of the hall. The gymnastic instruction of the girls has been abridged, too, in some instances, owing to the difficulty of drawing up a programme free of conflict between classes and sections of classes so as to maintain the ordained relation between recitation and study hours; and in other instances the programme has been crowded and distorted by subjects not provided for in the course of study. These and other difficulties, among which may be mentioned the somewhat conflicting jurisdiction of the Committee on High Schools and the Committee on Hygiene and Physical Training, respectively, and the utter

lack of gymnastic apparatus in all but the Brighton and Charlestown high schools, have rendered it impracticable to draw up a uniform programme in gymnastics for the high schools containing girls.

By the terms of my appointment, under the Rules and Regulations, I was made directly responsible to the Committee on Physical Training, now known as the Committee on Hygiene and Physical Training; but the inability of that committee to arrive at a satisfactory *modus vivendi* with the Committee on High Schools has rendered my relation to the conduct of physical training in the high schools "somewhat anomalous, not to say embarrassing," as I pointed out in my report in 1894, from which I venture to quote the following:

I make it a rule, however, to inspect the classes from time to time, and to comply as far as possible with all requests from the head-masters for aid or advice with regard to instruction in gymnastics, though I do not consider myself responsible for the work done in the high schools to the same extent as for that done in the lower schools, over which the Committee on Hygiene and Physical Training exercise undisputed jurisdiction.

It seems to me to be extremely desirable, and, in most cases, practicable, that the instruction given in gymnastics in the high schools should be thorough and varied; that it should be adapted to the peculiarities and adequate to the needs of adolescents; and that it should constitute a distinct advance beyond the grammar-school course in gymnastics, which has hitherto been confined to free standing movements. It is impossible to secure these ends without proper apparatus and competent teachers.

In 1891 the gymnastic instruction given in the high schools, taking them as a whole, was relatively more mixed, confused, and ineffective than was the case in the grammar schools. In one school, for instance, the physical training consisted chiefly of military drill with Quaker guns, under

girl captains! There has been a marked increase of interest in physical training in the high schools since 1891, and also a very considerable improvement in the character and methods of instruction. These changes are due partly to the recruiting of the high-school classes by graduates of the grammar schools who were better grounded in gymnastics than was possible formerly, and partly to the provision of more competent teachers of gymnastics. At present Ling free-movements are taught by competent teachers in all the girls' high schools (with the exception of the Dorchester High School, which was obliged to discontinue gymnastics in 1895, when its hall was partitioned off into recitation-rooms), and in a few of the schools the time-requirements of the course of study are complied with. The wisdom of introducing apparatus gymnastics into the Charlestown and Brighton high schools has been amply justified by the results attained. The teachers of gymnastics in the other high schools are competent to give instruction in Swedish apparatus gymnastics as soon as the proper facilities are given them. The sooner such facilities are provided the better will it be for the physical education of our high-school girls.

We have proven to demonstration in the Charlestown and Brighton high schools what had been satisfactorily proven over and over again in England, Germany, and Scandinavia, — that apparatus gymnastics are safe, interesting, and valuable for girls of high-school age. The example and success of the Charlestown High School have been influential in producing a strong desire among teachers and pupils in certain other schools for gymnastic apparatus. This is notably true of the Roxbury and West Roxbury high schools. In response to this desire the Committee on Hygiene and Physical Training has recommended that the schools in question be provided with a supply of suitable apparatus, as they have already been provided with teachers who are competent to put it to good use.

The need of a more clearly defined policy with regard to the development of physical training in the high schools is emphasized by the fact that the new Brighton High School-house is not provided with a suitable gymnasium for the girls, though it has a drill-hall for the boys. I am informed, *since the completion of the building*, that the architect of the building has allotted a certain room to gymnastics; but I find the room so ill-adapted to its purpose that we shall have to put up with a makeshift for a gymnasium in that school. I am not quite able to perceive the justice of allowing an architect to dictate in matters pertaining to the department of physical training. I respectfully express the hope that a different policy will prevail hereafter, so that new school-houses, *e.g.*, those for Dorchester and South Boston, shall be provided with well-planned gymnasia.

CONCERNING USE OF GYMNASIUM BY HIGH-SCHOOL BOYS.

There is a gymnasium above the drill-hall in the English High and Latin School building. This gymnasium was originally furnished with apparatus by Dr. Sargent for \$1,500, more or less. This gymnasium has never served its proper purpose — genuine gymnastic instruction has never been provided in it for anybody. This gymnasium is resorted to by boys of the Latin School before school, *i.e.*, from 8.30 to 8.55, and by English High School boys during recess time on certain days, and, to some extent, after school in the afternoon. Before school and during recess a teacher is detailed to maintain order and to counsel prudence, but he gives no instruction. There is no physical training, properly speaking, given or to be had in this gymnasium. As at present managed, this gymnasium is the seat of gymnastic chaos, and, judging from the number of accidents which have occurred, it is a source of danger to those who resort to it for amusement.

It is usual, I believe, to allow about 100 Latin School

boys at a time to repair to the gymnasium every other day. In all, the Latin School boys may use the gymnasium from 8.30 to 8.55 A.M., five times a week. The gymnasium is open to boys from the English High School from 10.55 to 1.05 A.M., five times weekly, and from 11.55 A.M. to 12.15 P.M., three times weekly, — in all, 1 hour and 50 minutes. In the English High School, all boys but those in the junior class may go to the gymnasium twice a week. The number present at one time never exceeds 70, and is usually about 40. The athletic teams of the English High School use the drill-hall and gymnasium, to some extent, after school, after Christmas.

During school hours it is impracticable to use both the drill-hall and gymnasium at the same time.

During school hours the English High School has the use of the gymnasium for 1 hour 50 minutes, weekly, and the Latin School has the use of it for $2\frac{1}{2}$ hours before school, weekly, so that its use at present amounts to 3 hours 55 minutes, weekly, under the conditions already set forth.

In the English High School there are 116 boys who neither drill nor have gymnastics as a part of their school work: they are classified as follows:

In Advanced Class	56 boys.
“ Fife and Drum Corps	40 “
Excused on Physician’s Certificate	20 “
	116 “

In the Public Latin School about 200 boys do not drill. About one-half of the senior class and some 70 other boys neither drill nor have gymnastics during school hours. The sixth-class boys, numbering about 100, have free gymnastics in their rooms, but are not allowed to drill.

The two schools contain 216 boys, if we include the Fife and Drum Corps of the English High School, — or 176 if we

exclude them, — who have no systematic physical training during school hours at the present time.

The gymnasium, if it contained a proper assortment of Swedish gymnastic apparatus, such as has been provided in the Charlestown High School, could and would be put to good use by the sixth class of the Latin School, numbering 100 boys, more or less. Some of the apparatus now in place in the gymnasium might be retained advantageously. The remainder could be replaced by Swedish apparatus for from \$600 to \$700.

I believe that the head-masters of the English High and Latin schools would welcome measures to enhance the efficiency of the gymnasium. I am ready to coöperate in enlarging the resources of the gymnasium, and towards introducing a safer and more effective system of gymnastic instruction than now obtains, if authorized or instructed to do so.

I called attention to the rude and ineffectual use of this gymnasium in my first report as Director of Physical Training, dated Dec. 31, 1891. Now, as then, I am of the opinion that the gymnasium, which is used somewhat by the pupils of the English High and Latin Schools for amusement, should be refitted and reorganized so as to serve the purposes of systematic instruction in Swedish apparatus gymnastics. It seems to me to be very desirable that this gymnasium should be placed in charge of a competent teacher of gymnastics at all times when boys are permitted to resort to it.

I should deem it inexpedient to require all boys excused from military drill to take gymnastics instead, for the present. In my judgment, it would be better under present arrangements as to recitation and study hours to require only the sixth class of the Latin School to attend in the gymnasium twice a week, and to offer class instruction in apparatus gymnastics, *out of school hours*, to volunteers from

the two schools, giving the preference to those boys who are now excused or debarred from taking military drill. I am not in favor of attempting to form classes of any kind to use the gymnasium, with the coöperation of the department of physical training, unless the gymnasium shall be furnished with a sufficient assortment of Swedish apparatus.

CONCERNING SEATING, CLASS FOR STUTTERERS, AND
EMERGENCY LECTURES.

The need of giving aid and advice to teachers in order to secure the proper seating of their pupils still continues, and a considerable portion of my time has been devoted, during the current as during the past two years, to the practical aspects of the seating question. The committee of experts on the seating of pupils, which was appointed by the School Committee in December last in response to a memorial from leading representatives of the medical profession of Boston, is at present engaged in considering the questions referred to it. The committee is composed as follows: Dr. H. P. Bowditch, Professor of Physiology in the Harvard Medical School; Dr. E. H. Bradford, Assistant Professor of Orthopaedic Surgery in the Harvard Medical School; Dr. Edward M. Hartwell, Director of Physical Training in the Boston Schools, *Chairman*; Prof. E. F. Miller, of the Massachusetts Institute of Technology; and Dr. O. F. Wadsworth, Professor of Ophthalmology in the Harvard Medical School.

In my second report I showed that seven in the thousand of Boston school children stuttered or stammered. I also endeavored to show that there was good reason for believing that in many, and perhaps in most cases, the trouble was preventible if the principles which underlie all forms of physical exercise were recognized and applied in language teaching, particularly in its early stages. At the request of the teachers of language in the Normal School, and with the consent of yourself and of the principal of the Normal

School, I instituted an experimental class or clinic last autumn for a few stutterers and stammerers belonging to the Brimmer and Rice grammar schools and the English High and Latin schools. Four teachers of the Normal School have aided me in the conduct of the class. I am able to report marked improvement by most of the members of the class in gaining control over their organs of speech. The results obtained are sufficiently instructive and conclusive to repay our labors, and to warrant further attempts to prepare the pupils of the Normal School to employ preventive and remedial measures in respect to the disorder of stuttering, which is reckoned by the best authorities among "school diseases." Stuttering is a pedagogical nuisance which can be readily abated by the school authorities if they should happen to care to abate it.

At the request of the supervisor and head-master of the Mechanic Arts High School, and with your consent, I have undertaken to give a series of practical lessons in "First Aid to the Injured," to the pupils of that school. As soon as the arrangements for furnishing proper illustrative material are completed the course will begin. My aim is to make it objective and practical, and to eliminate mere didacticism from it as much as possible.

CONCLUSION.

Looking back over the past five years, I am convinced that the hygienic and educational results gained by the experimental introduction of systematic physical training in a small way warrant our attempting to expand and diversify the work of this department all along the line, but particularly and at once in the upper classes of the grammar grade and in the high schools for girls. Our present system of school gymnastics is good as a beginning and so far as it goes, but it is necessarily restricted in its range, since — leaving out of account the girls' classes belonging to the Charlestown and Brighton high

schools, which are specially privileged in having small collections of Swedish gymnastic apparatus — no provision has been made for instruction outside of the single branch of the so-called "free-standing movements," which do not require apparatus of any sort. Free-standing movements are invaluable in the preliminary motor education of the child, and should not be neglected during the two later periods of immaturity, as they afford a ready and effectual means of developing the principal forms of motor coördination, which are requisite in acquiring normal habits of carriage in sitting, walking, running, and jumping. But free-movements alone do not fully meet the bodily and mental needs which characterize the phase of adolescence, in which are found the majority of the pupils who belong to the high school and the two upper classes of the grammar-school grades. Hence, all pupils in and above the second class of the grammar school should have instruction in Swedish apparatus gymnastics, which are more effectual than free-movements in promoting growth, and the development of agility, strength, endurance, and the higher forms of presence of mind and self-control. So long as apparatus gymnastics do not constitute an organic part of our school gymnastics, so long will it be idle to claim that the vote of the School Committee ordering "*that the Ling or Swedish system of school gymnastics be introduced into all the public schools of this city*" has been carried into effect. It would be easily practicable to expand our present partial and rudimentary system of physical training into a comprehensive system that should be approximately adequate to the needs of all classes of pupils. *The question here is one of will, not of way.*

Possibly, if the City Fathers of Boston were to provide the school children of the city with playgrounds, gymnasias, and instruction in games and gymnastics according to the policy established in very many European cities, *e.g.* Berlin, the

City Registrar of Boston would have occasion to record fewer deaths, and more births as time elapsed.

Our average excessive loss of school children, judged by the Berlin standard of specific intensity of life, at present amounts to about one hundred lives annually.

Respectfully submitted,

EDWARD MUSSEY HARTWELL,
Director of Physical Training.

Boston, March 15, 1896.

REPORT OF CHARLES H. GRANDGENT, DIRECTOR
OF MODERN LANGUAGES.

To the Superintendent of Schools:

SIR: The most striking feature of this year's work has been the decided success of the experiment of teaching French in grammar schools. The children not only take great delight in the new study, but work at it with a zeal that is sure to produce solid and valuable results. The plan of instruction that I devised for the first year has, I think, shown itself to be practicable and satisfactory; and I am now able to determine with some confidence the policy to be adopted at subsequent stages. Moreover, I feel justified in urging with all possible emphasis the introduction of a regular course of French, German, or Latin—extending over at least three years, with not less than three periods a week—into all grammar schools where proper teaching can be provided. This new subject ought, however, in my opinion, to be confined to the better pupils in each class.

Aside from the advantage of acquiring a correct pronunciation and a certain degree of fluency before the self-consciousness characteristic of a later age makes these things unattainable,—aside from the benefit of laying a good foundation of vocabulary and grammar upon which to build, in years to come,—the pursuit of French has shown itself to be wonderfully effective in awakening universal interest, in training the ear and the vocal organs, and in leading to a clear comprehension of English syntax. Its helpfulness is, therefore, not restricted to scholars who are going beyond the grammar grade, nor to boys and girls of well-to-do families. In fact, it seems to me especially important that the

children of poor parents be granted this opportunity of forming some taste for general culture, and, it may be, some desire to lift themselves to a higher intellectual plane. For this reason it is to be hoped that the School Board will show a liberal spirit in permitting and encouraging the spread of these new studies, and will, above all, carefully refrain from discriminating against schools situated in unfashionable quarters of the city.

I think it is time, moreover, that the study of German, which was strangely omitted from the list of new branches in the enrichment scheme, be authorized in grammar schools. This language is in some ways better suited to the lower grades than French: its pronunciation is easier for Americans: its resemblance to English is apparent to both eye and ear, and not to the eye alone: its names for common objects are oftener similar to the English ones: its grammatical principles are more easily formulated and better adapted to practice in logical thinking. Furthermore, there are probably some schools that are already prepared to furnish instruction in German, but not in French; and there are doubtless some districts where German is in greater demand.

In the high schools, the most interesting change has been the extension and improvement of the grading system, which I described last year. The results of this system appear to me to be entirely good, and I wish it could be introduced everywhere. It is most consistently carried out in the English High School.

In the two Latin Schools, the new plan of modern language work, of which I spoke in my previous report, is in successful operation. By means of this innovation, while all the boys and girls are as well prepared as ever in elementary French, the better scholars are now fitted also for the advanced examination, with no greater expenditure of time, on the part of pupils or teachers, than was formerly necessary to equip them for the preliminary requirement. The new

German courses in both schools are, on the whole, even more satisfactory than last year.

The modern language department of the Evening High School continues to improve, although much still remains to be done in the way of the classification of scholars and the exclusion of pupils from courses for which they are not fit. The new classes in German and French literature are especially interesting: they have been well attended, and the work done this year has been of a higher grade than anything previously attempted in my department of the school.

There have not been many changes in my general programme, nor in the corps of teachers. The few alterations made in the course of study have proved beneficial; and the few new instructors employed this winter have been welcome additions to our force. I am particularly glad that my third special teacher, whom I mentioned last year, has been made equal in rank to my two other assistants.

Of the nine recommendations made in my previous report, six have not yet been followed: I therefore repeat them here:

(1.) The authorization of German in the grammar schools. This subject I have already treated.

(2.) The introduction of a full course in German, as an alternative to French, into the English High School. I discussed this matter at some length last year.

(3.) The establishment of a simplified high-school curriculum, without a foreign language, for children who are too old to remain in the grammar school, but too dull to pursue the regular high-school course. The desirability of such an innovation appears to me to be self-evident, particularly in the large central schools.

(4.) A measure to prevent high-school pupils who have done very poor work in one language from exchanging this subject for another language in their third year. The

arguments in favor of this plan are to be found in my previous report.

(5.) The abandonment of French and German in the Charlestown and East Boston branches of the Evening High School, where the classes have never been of a size or a quality to justify their existence.

(6.) The appropriation of a small sum of money to develop the French and German loan libraries already started, by private contributions, in various schools. The few books now at the disposal of teachers are eagerly sought ; and the purchase of a considerable number of interesting works, to be distributed as supplementary reading among all the high schools, would certainly be very helpful in arousing interest, encouraging independent study, and leading scholars to recognize the pleasant and profitable side of modern language work.

Respectfully submitted,

CHARLES H. GRANDGENT,
Director of Modern Languages.

BOSTON, March 10, 1896.

REPORT OF MISS LAURA FISHER, DIRECTOR
OF KINDERGARTENS.

To the Superintendent of Public Schools:

SIR: In accordance with your request, I herewith send a report on the public kindergartens of Boston.

The kindergartens now existing are sixty-one in number. They have been gradually established in the several school districts, but there is not yet a sufficient number to accommodate all the children under five and over three and a half years of age: neither have we yet reached the time when we are practically ready to admit the necessity of this training for all children, by making it as obligatory as the learning of the three R's has long been. Until all children receive the preparatory training which the kindergarten offers, it will be impossible to tell how valuable it really is, for until then the primary school cannot be modified to meet the results of the kindergarten.

It is to be hoped that Boston will recognize this necessity and follow the example of one of her near and progressive neighbors in this important matter.

In reporting upon the present work and condition of the kindergartens I shall necessarily need to comment on only a few of its many aspects, but will endeavor to bring to your notice such as are perhaps least known and yet of great importance. I shall therefore consider the following subjects:

I. The Kindergarten Method.

II. The Kindergarten Programme as determined by the Kindergarten Year.

III. Teachers' Classes.

IV. Some Needs of the Kindergarten.

I. THE KINDERGARTEN METHOD.

The technical terms "gifts" and "occupations" by which the materials used in the kindergarten are designated, require some explanation. Froebel uses both terms in speaking of the objects he devised, in their specific form, for the use of children from infancy until the age of seven years.

By "gifts" (German *gaben*) Froebel meant, as the word implies, something given, and in his book called the "Pedagogics of the Kindergarten" he does not confine the use of the word to those materials alone to which we apply it. We have made, in virtue of a difference in the character of the materials, a definite distinction between the two kinds used.

"Gifts" with us stands for all those materials in the kindergarten whose character is not modified by manipulation. Naturally, balls, blocks, tablets, sticks, and wires, although used for purposes of construction and representation, and while they are arranged and combined in varied ways for temporary purposes, remain in themselves unchanged.

The so-called "occupations," sometimes designated by Froebel as "Beschäftigungs-material," include all the materials in the kindergarten which *are* modified by the child in the processes of construction and which are not of a lasting, but of a destructible character. Hence, perforating cards with a needle (now not used in most kindergartens on account of possible strain on the eyes), sewing, drawing, interlacing, weaving, folding, cutting, peas-work, modelling, come under this general class.

While each of these two aspects has distinct aims and characteristics, they belong so thoroughly together and play so into each other, that no arbitrary distinction can or should be made. In general, in virtue of their more fixed character and definite appearance the gifts *seem* to lend themselves more readily to the awakening of the child's intellectual powers, and to emphasize the development of observation

and a mastery of the knowledge of form, number, and color; while the occupations, because they are unformed and flexible materials, *seem* to be best adapted to the development of dexterity, manual skill, taste, and creative power. But unless the gifts are used, not merely as keys to the knowledge of objects, but preëminently as means whereby the child *learns to create and in creating observes his own and others' productions*, they fall far short of their real significance; and the occupations lose their intellectual value unless the child *originates thoughtfully the forms he constructs, and uses consciously and intelligently the facts of form, number, and color previously observed*.

Every kindergartner needs to steer clear of the danger of falling into the temptation of teaching facts by means of the gifts, and of keeping the children mechanically occupied by means of the occupations.

It will be clear that the method applied to the use of these materials will be of the greatest importance, and will depend upon what the teacher really means to develop in the child. If she wants merely to communicate a certain amount of knowledge and accomplish a certain amount of technical work, her method will be a mechanical drill; if she aims to exercise the child's powers and unfold his nature, using her materials and the world as her means, her method will be Froebel's, and will result in development. There are two characteristics common in some degree to all children: they are nearly all of them imitators, and also "myth-makers." This latter characteristic grows out of the imaginative tendency. It shows itself in the constant custom of children to transform themselves and other objects. A child can be anything he pleases to be, merely, by means of the alchemy of his own mind. And so, too, things take on a character different from their own: sticks become horses, shells are sheep, flying bits of paper are birds, a bundle of straw or a towel becomes a doll. The kindergarten is the only

system of education which has fully recognized the significance of this poetic activity of the child and has used it as a part of its method. It is in the forms of the imagination that the child and man first create: it is because of the imagination that ideas and ideals become executed in the forms of the will. The child creates a world in which he lives out of the circumstances that surround him, and whether we care for his fancies or not, we must acknowledge that to *him* they are more real than the facts out of which he weaves them, and unless we respect them we lose our power to reach and understand the child.

While in his free play at home the child rightly represents what he will, the kindergarten emphasizes for specific educative purposes the use and representation of suggestive objects and aspects of life, for the kindergarten must make the bridge between pure play and work, and must, without destroying the power of poetic fancy, prepare for the scientific observation of fact.

Beginning as the child begins, kindergartner and child together view and use things from the *active, imaginative* standpoint; and therefore in their hands the moving balls are clocks, bells, flying-birds: colored balls are flowers and fruits: cubes are houses and barns: sticks are soldiers, trees, etc. The intelligent kindergartner, recognizing what attributes in the transformed object makes the child call his swinging-ball a bell or clock, his cube a house, his stick a soldier, gradually leads him to the recognition of these qualities, and the child learns, through comparison, with delight, that his make-believe clock — like the real one — moves thus and so, his make-believe apple is also round and red, or yellow or green, and so to the end of the chapter. These same plays should be enacted with other than these special objects that by repeated and varied representations and illustrations of the idea the child may learn for himself that some attributes and objects are common and some are

rare; he will thus learn to distinguish between those things that are representative of a class and permanent, and those that are accidental and variable; he will form the habit of looking for many illustrations of one idea, of classifying correctly, investigating carefully, generalizing cautiously. The simple suggestion to find other things like the one he has, and to see wherein all objects of a kind are alike, leads to careful observation and thought, and so the child's spontaneous play and his playthings become the means of establishing important intellectual, and moral habits. He may forget about a special fact, but he has learned *to go to work to find out about things*, and the instinct to do so is aroused. That this is not accomplished in a day or a year, I need not say, but it is begun, and the kindergarten deals only with beginnings.

The other aspect of childhood — its imitateness — is equally important. Imitation requires observation and interest. The eternal problem of how to balance class work and individual activity finds part of its solution here, as also the problem of the moral development of the child. That he is even in the home a member of a community the child soon discovers; through those who surround him he learns to exercise his powers, and by imitation he learns to do, and to know what he can do. He acts as he sees others act, and corrects and enlarges his sphere of activity by learning from those about him. Recognizing the social nature of the imitative faculty in the child, the kindergarten utilizes it. Just as the first step is encouraging the child to do, to discover, to express his own individuality, the next must be to draw him into coöperation with and improvement through others. The kindergarten says "Do" to each child, and then follows this up with, "Let us all do as each of the others has done." Every child thus contributes his original mite, and gets a fortune in return. Several things will then be clear. (1) That each child should have the opportunity first

to express his own ideas. (2) That each child should be encouraged to turn into thought by means of expression in language, the act executed or fact discovered. (3) That it becomes possible through the imitative tendency to make the discovery of each child the property of all. (4.) That both the individual and social nature of the child can and must be developed.

It is easy to see that the intelligent and thoughtful teacher, wide awake to the varied suggestions made by the children, and to the possibilities for the development of specific ideas, can so use these suggestions that the successive exercises grow naturally one from the other, giving continuity to work and thought and concentrating the child's attention upon important and necessary ideas. To drill children into seeing and saying that balls are round, into weaving a mat or sewing lines, is purely mechanical, and can be accomplished with time and patience: but to call upon the child to do, to tell, to find things like what he has discovered, this makes the special thing a clue to others, and reveals its significance. The world is not so bewildering a maze, for the child holds the thread which will clear a path for his mind.

That what we see and know must lead us to create, applies to all stages of life. Following the creative power of the imagination, comes the necessity for definite and artistic construction. There comes a time when the child wants to embody, by means of materials given, the facts and ideas experienced and discovered. What he saw, he now reproduces; what he fancied, he now clothes with form. So the kindergartner tests the clearness as well as the character of the child's ideas by calling on him to construct. Therefore, forms observed are reproduced, and the child, now making a square, develops from it some simple symmetrical form, sews lines, and groups them or combines them into artistic borders: models the nest or flower seen and studied: illustrates with pencil or brush the story or song heard;

builds the chairs and tables, houses and castles, familiar in fact and fancy, and the process begun in representative play has passed through observation and illustration to creation. In all this the individuality of the child must express itself as freely as is consistent with true development, and the wise kindergartner incites the child to self-expression, and the discoveries of possibilities of expression, before she suggests to him what to do.

The materials of the kindergarten are so varied and lend themselves so readily to the fancies of the child that his imagination, originality, and inventive power have full scope.

Their purpose, as well as the test of success in the use of them, is on the one hand the achievement of readiness on the part of the children to adjust themselves and to apply the ideas received through these materials to new conditions, and on the other hand the development of power for original and independent activity.

II. THE KINDERGARTEN PROGRAMME.

There is one principle to which all kindergartners cling and upon the importance of which they all agree.

This is the principle of continuity in its twofold aspect of logical succession and correlation.

Because of the idea of continuity the work with gifts and occupations abounds in "sequences." The object of these is the development of orderly and logical thought and activity. It is easy to see that this is necessary to true growth, and that where continuity is lacking work becomes unsystematic, erratic, and not adapted to the gradual increase of power in the child. The great danger arises from the tendency (in the application of this idea to details of the work) to impose upon the children set forms and figures and to teach them by dictated lessons the sequences invented by the teacher.

This may have had its origin in the fact that in order to illustrate his idea of continuity thus simply applied, Froebel invented sequences, which have found their way into kindergarten guide-books.

It was his intention, however, that the kindergartner, knowing the principles and possibilities of her material as the botanist knows the facts and laws of the plant's life, should *lead the children to invent sequences*, that they might thus learn to look upon all things with the idea of continuity in mind. This habit of thought cultivates the tendency to ask of things, "How did you come to be?" and "What are you going to be?": it is the scientific attitude which looks for the history of a fact, cares for the vital energies behind and in all things, inquires after possibilities ahead, and so make new and original discoveries.

The fascination this developing activity has for the child finds its literary rival in such stories as "This is the House that Jack built," and in the famous classic of "The Old Woman and her Pig." And we all know that such tales of historic sequence are the idols of every nursery.

Froebel's sense of the importance of this principle finds its expression in his statement: "If God should, on the one hand, offer to show me at a glance the entire structure of the universe, and on the other a tiny sand grain, should promise to teach me the *history of its development*, I would say, 'Forgive me, O my Father, but let me listen to the grain of sand.'"

To give to the child a ready-made universe in the shape of neat facts and experiences which leave no room for his discovery and invention, is an abuse of Froebel's materials and methods. I have spoken of the importance of a developing method, of the need of training the individual and also the social nature of the child, and of the necessity for sequence within each of the gifts and occupations.

The question naturally arises, Is there any orderly succes-

sion in the exercises of the kindergarten, and any correlation between its various aspects?

The child is not satisfied with disjointed experiences, and he, like every thinking being, desires to weave into a whole the separate elements of thought; therefore the need of connection between the various aspects of the kindergarten and of order in its successive exercises. Every teacher knows that there is more or less logical succession in the development of ideas; and so the kindergartner must study the order of development of the ideas which the kindergarten presents to the child, whether these be of form or number or color or analysis or construction or relationships, or anything else within the province of the child's experiences.

It must, however, always be remembered, that this must be done without sacrificing the originality and free activity of the child, and must be achieved by stimulating his power to discover the facts to be observed.

Correlation becomes possible when we know how to make *vital facts the centres of experience and thought*, and thus to weave into a living whole the varied aspects of the kindergarten. This is the problem of every young kindergartner, and finds some sort of solution in what is called the Kindergarten Programme.

This, like every other programme, may be mechanical or vital according to the power and insight of the teacher. The aspects of the kindergarten divide themselves naturally into two large groups: of these the gifts and occupations constitute one; the songs and games, talks and stories, another.

They play into each other, and together form one inclusive circle, within which the two lesser circles revolve. In the occupations, as I have shown in speaking of the kindergarten method, the ideas received through the gifts are reproduced and applied in new forms. Both "gifts" and "occupations" place in the child's hands materials by means

of which he can *freely embody* the thoughts stirred through talk, story, and song: this is not, of course, their exclusive use, nor must it be done mechanically or by prescription.

The songs and games constitute the heart of the kindergarten. Unlike the gifts and occupations, these offer no material to the child: in them he is his own material. Here he makes use of music, word, and movement as forms of expression, and their appeal is to his sympathies and imagination.

By his own free use of the "gifts" and "occupations," in order to visualize in concrete form the ideas received from the songs and games, the child reveals to the teacher the impression these have made and his individual conception of them.

In this way he creates unity between the various phases of his work, and while the teacher may offer suggestions she must not formally impose them upon the child.

The order of succession in the experiences offered through the songs and games is determined by the kindergarten year. A careful study of this will tell us which experiences shall constitute the centres of thought around which related thoughts naturally revolve.

For each of these vital centres Froebel's "Mother-Play" provides a song, picture, and the suggestions of a talk. And in the many excellent stories to be gathered from many sources the essential points in these successive experiences are illustrated.

I will endeavor to outline in brief this order as we have conceived and followed it.

When the children enter the kindergarten in the autumn they come to us from the home, and after a summer spent out-of-doors, it may be in the streets of the city or in the country.

Two elements enter into their experience: Nature and Humanity.

With both of these the kindergartner must connect the

child's life in the kindergarten. She must learn from him what the home is, and must help him to realize his need of it, his love for it, his duty towards it. Song, story, talk help to develop these ideas: the practice of small deeds of helpfulness and love make them real in life.

On the side of nature the fields are still filled with flowers, birds and their nests are in the trees, grain and fruit are ripening, insects are in the air. These aspects of nature must be the teacher's guide for that use of nature which helps the child to see representative facts, and also to feel, as Froebel says, "poetic analogies." All living things make these visible, but to the child they become most clear through the plant world and in the life and activities of the bird.

The birds, in providing a home, in procuring food, in protecting their young, speak to the child of similar experiences in his relation to his home. The flowers, with their processes of growth and unfolding, in their relations to the insect world, in their dependence upon sun and dew, heat and shade, wind and rain, for life and propagation, hint to the child of nature's continuity and unity. That the children must be taken to field and park, where they can thus observe these facts of nature, is obvious. By them the flowers are gathered and brought back into the kindergarten to be studied further, to be cared for, and to make beautiful their room.

From flowers and birds we pass, with the season, to the study and observation of leaves, fruits, and vegetables, grains, seed-vessels, and seeds, with their distribution.

With this observation of nature there is associated an artistic use of the materials provided by nature, for nature must develop the artist in the child as she has developed him in the race.

The seeds gathered are strung, making combinations exquisite in color and form. Acorns are combined with

rose-hips, squash-seeds with peas, the locust with the cranberry — infinite is the variety of combinations that can be made. Many of the objects gathered are transformed, their shapes suggesting those of other natural as well as artistic objects. Acorns are converted into tea-pots, urns, and vases; burrs are put together to make baskets and nests: milk-weed pods become parrots and boats; golden-rod galls turned into tops, birds, vases: nut-shells are made into cradles: maple keys are arranged in symmetrical designs, and thus from nature the child rises to art.

When the frost turns the leaves and the wind causes them to fall, these are gathered and pressed, and the children arrange them in designs and borders on a paper background, draw and color them with paint and brush, take impressions of them on soft clay; it is easy in this familiar and artistic use to notice arrangement, color, form and to make comparison and observation delightful.

Vegetables and fruits, with their wealth of color and beauty of form, are used in similar ways — their sections cut and noticed and used alike for construction. Insects are observed, cocoons are gathered and stored away, and when out-of-door excursions are no longer possible, plants and animals are cared for by the children in the kindergarten room.

When the Thanksgiving festival arrives, the first in the school year, the children are ready to understand the significance of the day, and what a long process of activity on the part of nature and of man culminates here. From the narrow circle of the home the children have gradually been led into a larger world, and with it a sense of their dependence upon the same begins to grow. This gratitude for all that we owe to others, expressed in the Thanksgiving Day, makes easy the preparation for the Christmas thought, the next climax of the year. "Shall all work and he alone be idle?" is the unformulated question stirring in the mind of the child, who thus begins to have a sense of the busy working

world. In answer to this the kindergarten, in the work done for Christmas, helps the child to realize that he, too, may be a giver; consequently, after Thanksgiving, the children are busy and interested in making those simple but welcome gifts which are the joy of the parents' Christmas.

Thanksgiving is the festival of gratitude for good received; Christmas is that of joy in love expressed, with its simple lesson of the ideal Child whose life became one of self-giving, loving service.

At the Christmas festival in the kindergarten, *which the children prepare for their parents*, when trees are trimmed with the work of *their* little hands and pleasure is added by songs and games which they have learned, they begin to realize what the joy of self-giving is, and take the first step in the life which makes for an ideal humanity.

During the weeks following Christmas the heavens are ablaze with glory and the earth puts on its covering of snow; therefore when the children return, after the New Year snow and ice, sun, moon, and stars are made the centre of thought. In constructive, artistic work made by the children nothing is more beautiful than the snow crystals, which they reproduce in a simple way in paper, after having observed them by means of the magnifying-glass. There are few periods which rival in the delight they give these weeks of observation of the heavenly bodies. Marvellous explanations of their nature and origin are contributed, for child mythology abounds, and the accompanying careful observation is a constant joy. So great is the interest in the talks, songs, and stories about the sky and its light-giving bodies, that older brothers and sisters, parents, and even grandparents, have spent part of the early winter evenings with the kindergarten child in watching the moon in its different phases, the cloudy and starry heavens. Finding stars and star shapes (constellations) in the skylight has from time immemorial been the symbol of holiness and truth, and the worship of light marks the race's

growth into aspiration after goodness. All these weeks, having for their central experience these aspects of light, make a suitable connecting link between Christmas and Washington's birthday. The conception of ideal humanity, as embodied in the hero, is developed here. The heroic idea finds its most captivating illustration in the great soldier, or, as Froebel puts it, in the knight. That the imagination of the children is stirred with a sense of the moral ideal, and their hearts won to a love of and a desire to be that ideal, no one who has followed these weeks in the kindergarten can doubt. Beginning with the stories of the heroic boy or girl we pass to the consideration of our nation's great hero and his nation's worth. We endeavor to show the child how the national life protects his own, and tell of many brave men whose lives have been given to their country. From the actual hero we pass to the ideal hero in the poetic conception of the ideal knight. At this season reports of "moral regeneration" among the children flow in, and the teachers declare with one voice that, thus captivating the imagination with the revelation of the ideal, and stirring in the children a sense of their relation to it, works wonders in their development. From this poetic representation of the ideal we pass to a consideration of it in the practical world. All about him the child sees the work-a-day world. This too, claims Froebel, should show forth love and self-denying service. Human progress becomes possible when labor is organized on the principle of mutual help. When each man works for all, and all work for each, when civil society acts with a view to the good of the social whole, then each one doing his special work, makes possible for himself and others a broader and richer human life: consequently the next period in the kindergarten is spent in bringing the child into contact with the laboring world. The labor of man has many aspects, and there is a great variety of songs, games, talks, and stories bearing upon this point in the kindergarten. We believe with

Froebel, that there are more and less important forms of labor, and that we must not emphasize all, but must exercise a wise choice in those which we bring into the child's life. We have seen that every thought presented to the child in the kindergarten is rooted in experience. We do not care to deepen the impression and increase the influence of such forms of labor as are illustrated in the rag-picker or the organ-grinder and others. The kindergarten plays must emphasize those activities which meet universal needs and those which have been and are important factors in human progress; these will stir in the child a sense of both the dignity and importance of labor and will help to make him feel the brotherhood of man. In these games the various forms and processes of constructive activity are illustrated, and in playing the farmer, carpenter, baker, wheelwright, and others, the child once again shows how the fruits of their labor come to be. In observing these forms of human activity the child soon learns that all of them are directly or indirectly connected with nature, whence the materials man uses are derived. That she may serve him well, man must study, foster, and improve nature. Here again the child traces the processes in nature which resulted in the materials man uses.

The weeks spent upon these experiences bring us to Easter and the spring, and the child turns naturally to nature. Studying her unfolding he learns not only how nature provides for man, but how even the child may foster the life of nature. In the autumn he began to learn how great was his need of nature, in the spring he is ready to learn that he can nurture her: therefore seeds are planted and visiting animals cared for, out-of-doors where it is possible, and where this is not possible, window-boxes and large cages find a place in the school-room, that the children may, in their turn, be the care-takers of a life less strong and more needy than their own. Seeing how young life needs to be dealt with, tenderly and carefully watching the

process of its unfolding, reaping the reward of painstaking care in its fruition, the child begins to learn life's supreme lesson of nurture, of reverence of what is below, as well as admiration of what is above.

The kindergarten will never be what it might and ought to be until we are willing to provide at least a strip of ground in every school-yard, where the children can plant and have the real garden in which to work; where they may have and care for, at least, the hen and her little chickens, and such domestic animals as make possible that care of animal life which is equally developing and important. From a loving care of nature spring sympathy and interest, willingness to help and to serve; and the development of human interests, helpfulness in the home, recognition of the value of human labor, gratitude to all who work for him are natural and easy steps. I am sure that the simple life with, and care of, natural objects is humanizing in its influence, and that the moral and spiritual results of such a life in our kindergartens for the children still young enough to be easily influenced and improved, would be of incalculable value; that it would be well worth the money it might cost or the innovation it would necessitate. Indeed, all the children in our schools would be benefitted immeasurably by some such contact with nature, if we would but have the courage and the enthusiasm which make these things possible.

I have endeavored to indicate that procession of vital experiences, coming naturally in the life of every kindergarten child, which make the centres of thought during the school year; *of course they must be actual experiences*, not merely theoretical ones. The child knows the home from which he comes; back into it he takes his kindergarten life; by means of this and the friendly visits of the kindergartner the connection between the two may be made vital and strong. But the child should receive some idea of that larger world

which surrounds his own, and therefore the kindergartner must take her children to those places which offer the experiences of which I have been telling. This necessitates those excursions which are an element in every real kindergarten and which, Froebel claims, are a necessary experience of all school life. The children are taken to field, park, and woods in the early fall, where they may see birds and insects, and gather the flowers, leaves, seeds and other natural objects of which I have already spoken. At Thanksgiving they visit the market that they may really see the rich harvest of vegetables, fruits and grains. We owe thanks to the market-men for the kindness they have shown to the children, for the gifts they have generously given them, and for the pains they have taken to make the visit pleasant and beneficial. Christmas-tide brings to all from their own homes a visit to the toy shops, and here the children may see how much labor goes to make the child world happy. The early winter evenings bring with them the great delight of family excursions to the corner of the street, or even on to the roof, that all may look at the moon and stars.

Washington's birthday is celebrated by visits to the Public Garden, the Common, the State House, the Public Library, Copp's Hill, the Washington Elm, or other convenient places of public interest. Following this comes a series of visits to work shops that the child may see at their work those who labor that we may live; baker, carpenter, wheelwright, shoemaker open their doors to the visiting children, showing their tools and illustrating the processes of their various arts. The spring brings again an excursion to the Park, and if possible there should be one to a farm yard, that here too, what the children do and play may find its source in actual life. Several times the West End Railway Company has, at the request of the kindergartners, courteously carried the children, free of charge, to and from some distant point. The stories and poems bear-

ing on these experiences are the beginning of literature, and appealing once again to the imagination, the child is stirred anew with a sense of their meaning. Many of these are recognized classics which have stood the test of long and constant use. Pictures should add variety to the experience and make it permanent, and therefore they are used in abundance for further illustration of ideas.

Nothing is more satisfactory than the evidences of the influence of the kindergarten upon the home life. It is a common experience for the kindergartner to be told that the kindergarten child teaches all her songs and plays to the baby; it is more significant and touching to hear that the father stays at home in the evening to sing and play with the child. It is promising to learn that the children are more helpful in many ways than they were before the kindergarten took hold of them.

The teachers are constantly bringing to the meetings proofs of active interest and coöperation in the homes, in the form of objects made by the children, parents, and even grandparents. These are in the main applications and extensions of the ideas carried to the home from the kindergarten. I think in this line we bid fair soon to rival the famous Worcester collection of home-made toys. Some of the most interesting things brought have been all kind of objects and animals made of nuts and other natural objects; dolls of every kind and variety made of rags, clothes-pins, potatoes, and peanuts; mats made of newspaper or brown and other colored papers, cut by the children and woven sometimes with strips of paper, sometimes with colored worsted or ribbons; there have been papers cut and folded into all sort of shapes and designs, houses made out of the pasteboard from the box in which the grocer sent home the eggs; wagons made of boxes and spools, all kinds of drawings, and when the child, with a china doll and some pasteboard, constructs the "*man in the moon*," and another cuts the clubs,

hearts, spades, and diamonds out of old playing-cards and arranges these into symmetrical designs, and still another insists that her mother shall not throw away squash seeds, because she can make flowers and borders of them, we begin to feel that the kindergarten is lifting the lives of little children and developing the power to apply their knowledge and to create with whatever lies at their hand.

There is still another aspect of the kindergarten which needs mentioning, viz. :

III. CLASSES FOR TEACHERS.

It is impossible to develop others if we are not developing ourselves. To give necessitates receiving, and the mind must travel and gather, that it may communicate and grow. Wherever there is vigorous life in the kindergarten there will be classes for the study of higher things. If the kindergartner looks upon her work as a trade she will try to do it as well as possible, but will limit her horizon to its tools; if she looks upon the kindergarten as a field for her own development, as well as that of the children, she learns that only as she enters all those realms to which the kindergarten has open doors can she begin to do rightly the small tasks of her daily work. No one can be a truly skilful kindergartner in whom latent power is not being constantly awakened. That she may see in her work the beginnings from which all power springs; that she may relate its principles to those which rule history, literature, science, and art; that she may learn something of its universal significance and see it as Froebel conceived it, the kindergartner must know more than any school can give. She must study always and study the best.

In the hope that insight and ability may increase, that the child's nature and needs may grow clearer, we have held weekly meetings for conference and study. These have been of two kinds — for practical improvement and for mental

growth. The classes held for purposes bearing directly on the improvement of kindergarten practice have been :

- (a.) Programme Classes.
- (b.) Classes for Illustrative Drawing.
- (c.) Classes in Songs and Games.

The Programme Classes have been for experienced principals of kindergartens, for less experienced principals, and for assistants.

The class for the more experienced kindergartners has met on alternate Tuesdays, mainly for conference and suggestion. Here the meeting was conducted generally by one of their number ; she made suggestions for the coming two weeks, stated what was to be done and what had been done, showed by what method she would endeavor to develop special ideas, told and called on others to tell of their difficulties and successes, thus making possible the opportunity for each to avail herself of the experiences of others, as well as making necessary the conscious consideration of ways and means, purposes and results.

The general class, which was open to all, met weekly. Here too there was discussion, suggestion, contribution on the part of all. The week's work just ended was reported on, the children and their doings told about, the influence in the home illustrated, and much original work from home and kindergarten freely shown. There was exchange of ideas, differences and similarities of failures and successes were related, and every good thing found was here passed on to all. These meetings were a sort of Exchange, from which everybody got *all* returns.

Then followed a careful consideration of the general line of work for the following week, suggestions as to the methods which would be developing, and illustration in detail of the principles governing the work. In these meetings I have been ably assisted by Miss Niel, who has here,

as elsewhere, rendered most valuable service in conducting classes for teachers, as well as for students; but for her help the work would of necessity have been more limited in its scope and variety.

The classes for illustrative drawing, which many of the teachers attended, were conducted by Miss Cook, a graduate of the Normal Art School. Blackboard work is an important element in the illustration of stories, and the teachers have felt that their work with Miss Cook has been of much benefit to them.

The class in songs and games was conducted by Miss Fairchild, whose ability in this department has done much to make the songs and games what they are. No detail of the kindergarten work is by itself as important for the children as this, and the teachers who have the truest conception of these, do most to achieve the real spirit and purpose of the system.

The classes which have for their object general growth, have during the past two years studied Froebel's "Education of Man," Miss Blow's "Symbolic Education," Dante's "Purgatorio," and a number of Emerson's Essays. The two-fold nature of these classes has had in view the widening of the teachers' knowledge of educational principles and the better acquaintance with Froebel's ideas of the methods and subjects of instruction, and also that broadening of thought in general which comes with a study of higher literature and through which a recognition of the universal nature of the principles of the kindergarten is made possible.

In addition to the work already mentioned, the kindergartners invited Prof. Josiah Royce of Harvard University, to give them a course of lectures in Psychology. These have been largely and enthusiastically attended.

It is impossible to consider all the phases of the kindergarten. I can but mention with great pleasure the fact that a number of our kindergartners are holding Mothers' Meetings,

which are sure, in time, to become a powerful influence in the community. The visiting of families by the teachers continues. It has seemed to me that if we might in this line affiliate ourselves with other existing organizations for the improvement of social conditions it would be of great advantage to us and to our work.

IV. SOME NEEDS OF THE KINDERGARTEN.

In conclusion I need to remind you, that while we recognize the generosity which has characterized the provision made for the kindergarten, there are needs which hinder us from doing the best possible work.

The hinderances are such as might perhaps easily be remedied: the more serious of these are a few unsuitable and, at times, overerowed rooms.

Others more easily remedied pertain to school furniture, especially the chairs, which in many cases are unsuited to the height of the children, and therefore detrimental to their bodily and mental growth.

Respectfully submitted,

LAURA FISHER,
Director of Kindergartens.

BOSTON, March 30, 1896.

REPORT OF JOSEPH T. PAGET, MILITARY
INSTRUCTOR.

To the Superintendent of Public Schools:

SIR: I have the honor to submit to you the following report on the condition, needs, and prospects of military drill in the Latin and high schools of the city of Boston.

ORGANIZATION.

At the beginning of the present school year I organized all boys in the above-named schools who reported to me for military instruction, into companies, battalions, and regiments, in accordance with the plan which, with your approval, I had previously submitted to the Committee on High Schools. This plan embraced many radical changes in the school military organization, and, as you are aware, it divides the old Boston School Regiment into two regiments and subdivides these into battalions of four companies each, instead of into battalions of eight companies each, as was formerly the practice.

The *First Regiment Boston School Cadets* consists of 16 companies, all from the English High School, organized into *four* battalions of *four* companies, officered by one colonel, one lieutenant-colonel, three majors, one adjutant, one quartermaster, sixteen captains, and thirty-two lieutenants.

Second Regiment Boston School Cadets consists of 20 companies, organized into five battalions of four companies each, as follows:

First battalion,	4 companies from	Boston Latin School,
Second	“	{ 2 “ “ E. Boston High School,
Third	“	{ 2 “ “ Ch’lest’wn High School,
Fourth	“	4 “ “ Boston Latin School.
Fifth	“	{ 2 “ “ Roxbury High School,
		{ 1 company “ Dorchester High School,
		{ 1 “ “ W. R’xb’y High School,
		{ 1 “ “ Brighton High School,

— officered by one colonel, one lieutenant-colonel, four majors, one adjutant, one quartermaster, twenty captains, and forty lieutenants.

The colonel and lieutenant-colonel are appointed from the Latin School, that being the only school attached to the regiment that contains more than one battalion, a condition necessary for the proper instruction of the colonel in his duties. The results of this change in the school military organization have thus far been most gratifying. We can now mass the smaller boys into separate companies and battalions, where they are enabled to take a step and cadence more in conformity with their size, than when obliged to march with the older boys, as in former years. Each regiment has a fine drum corps of 16 snare drums and one bass drum each, commanded by a drum-major.

HOURS OF DRILL.

I visit each high school, with the exception of Brighton, twice each week, as follows :

Monday. — East Boston, Charlestown, English High.

Tuesday. — Brighton, English High, Latin, Roxbury.

Wednesday. — Dorchester, West Roxbury, English High.

Thursday. — East Boston, Charlestown, Roxbury.

Friday. — Dorchester, West Roxbury, Latin, English High.

Each drill is of fifty minutes duration.

Every school day, from 2 to 3 P.M., I give instruction in bayonet exercise, single-stick drill, or officers' sword drill, alternating between the three large schools from day to day. In the small schools these exercises are given during the regular drill hour where practicable. These last exercises are extremely popular among the boys, and I have more applicants for positions in the classes than I can accommodate, and I am obliged to limit them to officers and sergeants.

GUNS AND EQUIPMENTS.

Since the close of the last school year, the balance of the light cadet rifles, similar to the samples which you approved, have been received, and we now have ten full companies armed with them and portions of others, the latter being in schools with but one company, where we are obliged to drill large and small boys together. The purchase and use of these guns have been of the greatest benefit to the boys who use them, and of immense assistance in carrying out one of the principal objects of school military drill, viz., physical improvement. Before their adoption it was not uncommon to see boys weighing scarcely one hundred pounds, carrying guns that weighed $8\frac{1}{2}$ lbs., with the result that their shoulders were overloaded and their heads kept down so that it was impossible for them to take the proper position of a soldier while marching, and the longer they marched the worse they got. These new guns weigh $3\frac{1}{2}$ lbs., and the smallest boys can carry them with ease, hold their heads up, and keep their shoulders back, resulting in a marked improvement in their set-up.

New equipments have been purchased with these guns, and now each boy can be assigned a complete outfit at the beginning of the school year, instead of, as in former years, assigning two boys from different battalions to one gun and one belt, until such time as discharges from school reduced the number of boys to an equality with the number of guns.

CONDITION OF MILITARY DRILL.

The companies all show a marked improvement over similar companies who were drilling last year at this time. The discipline has especially improved. The new system of roll-books has just been introduced, whereby the year's record of each boy while attending drill is kept. Order books are now kept by the adjutants, and all orders that are issued to the regiments are recorded therein. As in some of these orders boys are either commended or reprimanded for their conduct while on duty with their companies, they are a great help in maintaining good discipline.

The colors are now saluted at each drill at the large schools, and the boys show a true appreciation of the spirit of the ceremony which calls upon them to salute the flag of their country.

ENGLISH HIGH SCHOOL.

This school shows a most marked improvement in drill over last year. Since its companies have been organized into a separate regiment, the boys are doing their best to make that regiment an honor to their school. The discipline is excellent.

Boston Latin School's eight companies are all improving rapidly. The number of boys from this school who can be properly instructed in military drill at *one time* has now reached the maximum. Three hundred boys are all that should be assembled in the school drill-hall at one formation. Yet this school reported 450 boys at the beginning of the school year. The result was that when column of fours was formed, the companies were obliged to march at one-half the proper distance between their fours, in order to adapt the length of the column to the size of the hall. Had full distance been taken, the column would have reached twice around the hall. The companies were so large that when in line they extended from wall to wall the width of the hall. Under these conditions the boys deserve the

greatest credit for the excellent showing they have always made, which is largely owing to their fine set of officers. As the school increases in numbers each year, the number of boys receiving military instruction at *one time* must be restricted, or more room provided. I now use the gymnasium for two companies. Though many boys have left school since the beginning of the school year, we are still overcrowded.

Roxbury High School. — This school has a fine battalion of four companies, commanded by a major. It has a fine large hall for drill purposes. The drill and discipline are excellent, and all the details relating to military instruction are strictly observed.

Dorchester High School. — This school, though maintaining a high rank for excellence in drill, has most wretched accommodations for its two companies. Military instruction is given in the old Town Hall, ten minutes' walk from the school building. The boys assemble here at the first hour, many of them after walking long distances, for there is no railroad connection between this location and the main portion of Dorchester. During the winter months this is a great hardship for the boys; for, after their long tramp on cold and stormy mornings, they find their drill-hall imperfectly heated and oftentimes in a filthy condition. The hall is not wide enough to admit of the proper formation of one company in line, and, if formed parallel with its length, a company can only march ten feet and maintain a proper formation. Ninety boys were formed into two companies in this little hall last September. Not over thirty can there be properly instructed in military drill at one time.

The hall is let by the city to various clubs for dancing parties, and the result is that the floor is oftentimes rendered too slippery for drill. Tobacco juice is left in pools in the corners, cigar stubs are found on the window sills, and once or twice whiskey bottles have been discovered hidden away —

a condition of things hardly calculated to inspire the boys in their military exercises. The School Board last year voted to build a suitable drill-shed for this school, and one ought to be provided without delay.

East Boston High School has two well-drilled, well-disciplined companies that receive their military instruction in the gymnasium on Paris street, about three minutes' walk from the school-house. The accommodations for drill are all that can be desired.

Charlestown High School has two companies, whose drill is superior to that shown by this school last year at this time. The discipline is excellent; it could not be better. Drills are held in the school hall, which affords fair accommodations.

West Roxbury has one company, excelled by none in drill and discipline. Drills are held in Curtis Hall, which, though some distance from the school building, affords fine accommodations for the purpose.

Brighton has one company, which ranks among the best in drill and discipline. Drills are held in the school hall, and the accommodations are fair.

I have thus briefly touched upon the condition of the drill in each school. This being my *second* year as instructor, I can only speak of the drill as I have known it. But this year I can see an improvement in all the companies over last year: how last year compared with previous years I cannot say.

I am paying particular attention to the set-up of the boys, and use the exercises laid down in drill regulations and as used at West Point. I find them more effective than any other, as the boys take an interest in them and seem inspired to do their best by the fact that they are U. S. army exercises such as cadets usually take. These exercises are of great assistance to first-year boys in correcting the habits, which nearly all of them have, of bending forward when marching and of

looking down when stepping off from a halt, and also when halting.

PRIZE DRILLS.

I am a firm believer in prize drills, because by the rivalry they excite, interest in the drill is greatly increased and the quality of the drill and discipline raised to a much higher standard of excellence. But I think that the present system of awarding prizes does not reach far enough. We now award the prizes for excellence to those companies and individuals who at a certain time and place, after a brief competition of twenty minutes, are selected by a board of judges as being the most proficient in the execution of certain evolutions laid down in their tactics. I believe that in addition to this competition the records for the year as made by companies and individuals should be considered. The judgment given at a prize drill is only the opinion of three men, given on the merits of a twenty minutes' drill, as they see it at the time. Their awards are usually correct as far as they go, but it sometimes happens that a company that has been careless in its general appearance and set-up during the year, and has barely maintained the standard of discipline required, will at the last end of the school year, by extra effort and a fortunate combination of circumstances, carry off the prize. While on the other hand a company that has maintained a high standard of discipline during the year, and that is equally and even better drilled than its rival, will, through the nervousness of its captain, make mistakes at critical moments, and lose.

Should the year's record be taken into consideration the best company for a year would win, not the best company for twenty minutes. Prizes should be awarded to companies having the highest average in discipline for the school year, for personal neatness on drill during the same period, and for the best average set-up and proficiency in drill, as shown at

the annual prize drills. The year's record for discipline and neatness could be kept by the Military Instructor, the results of the competition at the prize drills could be made up by the judges, and the two combined would give the best company. Were this rule adopted and announced at the beginning of the school year, it would greatly assist in perfecting drill and discipline. In awarding prizes more attention should be paid to the set-up of a company than to anything else. I would recommend that the set-up should be marked 15 as against 5 for any other single point.

UNIFORMS.

There should be some fixed date upon which all boys should be required to appear in uniform. This matter of uniforms is, under the regulations, placed under the charge of the head-masters, and each school appears in uniform whenever its master thinks it proper to order them to do so. The Boston Latin School is usually the first to don its uniform. The other schools straggle along into December before all boys are equipped. This is wrong and retards the drill. I believe the School Board should fix the date, and all boys should then report to the Military Instructor in uniform. He would then know whether to allow the boy to drill without his uniform or not. At present in all matters relating to uniforms he has no authority, except that he can excuse a boy from drill after the company has formed under his charge. I believe that if the School Board fixed the date, it would relieve the masters, would create an earlier interest in the drill, and would show most beneficial results. November 1 is the date I would recommend for all boys to report in uniform.

I believe that the officers' uniform is too expensive, and that its cost keeps many poor boys, who are thoroughly competent, from accepting office. The present uniform costs each officer on an average \$20. It seems to me that

§12 should procure a uniform adapted in every way to the needs of the service. By reducing the expense of holding office, more *competent* candidates would appear, and the labor of the masters in selecting competent officers would be greatly lessened. If I can be authorized to submit to the committee samples of a uniform that can be furnished for the cheaper price I have mentioned, I think they will adopt it. The present officers' uniform is a full-dress uniform, the uniform of the privates is an undress, blouse or drill-jacket; they are not required to wear uniform trousers. For parades and at prize drills I recommend that white duck trousers be worn whenever the Military Instructor may think proper. Most of the boys own these trousers, and therefore their adoption will cause but little expense.

CERTIFICATES OF DISABILITY.

Under the law at present in force, any boy can be excused from military drill upon presenting to his master a certificate of disability signed by any physician. These certificates are too easily obtained, for with all due respect to the profession, I think that very often they certify to a boy's disability when they ought not. Ninety-five per cent. of the boys who attend school strongly favor military drill, but of course, as in every study, there are some who do not. Some boys will announce themselves as being candidates for office, canvass for votes, and then fail of an appointment. Their interest in the drill then ceases, and they appear after a few drills with requests to be excused from drill, signed either by their parents or by a physician. Others who have aspired to be majors or captains are appointed second lieutenants. They hold their offices for a few weeks, and then are excused. In other cases I have reprimanded boys for inattention, or their captain has reported them; the result is in some cases a request to have them excused from drill.

This is all wrong. No boy should be excused from drill

who has been a candidate for office and failed of an appointment, or who has been reprimanded. I do not think that the family physician is the proper person to judge of a boy's physical ability to take the exercise or not. A boy who feels aggrieved because he was not awarded the office he sought, or because he was reprimanded, can easily deceive a physician by imaginary pains, etc. I believe that the physician who visits and inspects the schools each day is the only proper person to grant a certificate of disability to a pupil desirous of getting rid of the drill. He is on the ground, knows the circumstances, and what the boy has to contend with, can consult with the head-master, who is familiar with the boy's school life, and can then give a certificate understandingly. Boys thus excused should receive some form of physical exercise; for if physical exercise is of any benefit at all, it certainly should be taken by boys whom a physician certifies to as being in delicate health. They are the ones to be built up; and if military drill is too fatiguing for them, I can easily find lighter exercises that are more in keeping with their physical condition. At present, boys thus excused have no exercise, and in many schools have no extra study to offset the drill. They have an extra study hour in which to perfect their lessons, and thus an advantage in other studies over boys who carry out the requirement of the school, and devote themselves to the drill. This really offers inducements to other boys to obtain excuses also.

Though there are comparatively few cases like the above, yet the fact that there are any at all shows where the system is weak. There should be no loophole by which a disappointed candidate for office, or a boy who feels aggrieved because he has been censured, can escape the drill. The generally fine discipline, and the fact that, under the circumstances, so few boys ask to be excused from drill, proves its popularity among parents and pupils.

TACTICS.

During the coming year the U. S. army drill regulations will be revised, and new books will be required for the use of officers and sergeants. These books, as printed, are for the use of experienced students, and are not so arranged that a novice can readily comprehend all the details of the various movements. I would recommend that the Military Instructor be authorized to prepare a digest of the various movements laid down in the drill regulations soon to be issued, and so arrange them that all their details can be readily understood by the officers and sergeants of the Boston School Cadets. A book thus prepared need not contain one-half the matter that is in the Drill Regulations. It should only cover the movements that are taught in school; — any more will tend to confuse the boys who study them.

PROSPECTS OF THE DRILL.

Judging by the opinion expressed to me by the various masters, and by my own experience, the prospects for military drill in the Latin and high schools were never brighter. Boston school cadet regiments seem to set the standard for the whole country, judging by the letters of inquiry I am constantly receiving. They come from all parts of the country. Military drill in schools appears to be rapidly extending in the West, and they all turn to Boston for information and example. Realizing this, I am striving to make the two school regiments the best in the country; and to secure for them such a degree of excellence in drill and discipline that they will be an honor to the city, and become such popular institutions that all boys will feel honored by belonging to them. There is no reason why the name of Boston School Cadet should not be synonymous with all that pertains to perfect discipline and drill and soldierly deportment.

AUTHORITY.

I think the authority of the Military Instructor should be more clearly defined. He is held responsible for the drill and discipline, and he alone should exercise authority in the drill hall. Military discipline cannot be enforced under divided authority. Of course, a military instructor should be subordinate to the head-master of a school; but, after he has once assumed charge, no corrections, no explanations, should be given by any one but him; and boys should be given to understand that during the drill hour the Military Instructor alone has charge. By defining this authority more strictly, the interests of the drill will be advanced.

The principle adopted by Mr. Babson, head-master of the English High School, is the correct one. He said to me when I reported for duty, "Captain, this is your department, run it to suit yourself. All I want is a *good* result, but remember that in all matters of discipline I am behind you." The result has been that the discipline in his school is second to none.

CARE OF GUNS AND EQUIPMENTS.

It should also be distinctly understood who is responsible for the guns and equipments. I was informed that it was the intention of the School Committee to hold the Military Instructor responsible for them, and have the Armorer report to him. If this is so, I have not been officially informed. I am not anxious to assume responsibility, but if it is expected of me as a part of my duty, then I should know it officially. In the large schools all guns and equipments are turned over to me, but in the smaller schools the old system of school supervision over them is still in force. Of course there cannot be two heads to the issuing and care of school property, and if two are to issue, one should not be held responsible.

NEW GUNS.

We now have guns adapted to the use of the large boys and to the very small boys, but there is a class of boys who have not yet been reached. I refer to boys who, having drilled one year with the $3\frac{1}{2}$ -lb. gun, are required to then take an $8\frac{1}{4}$ -lb. gun. The difference is too marked, the gain from $3\frac{1}{2}$ to $8\frac{1}{4}$ lbs. too sudden. We need 250 guns weighing $5\frac{3}{4}$ lbs. Some of the heavy guns now in use could be exchanged in part payment for them. By obtaining them we would have guns weighing $3\frac{1}{2}$, $5\frac{3}{4}$, $8\frac{1}{4}$, $9\frac{1}{2}$ lbs., and thus be enabled to give every boy a gun adapted to his size.

ROXBURY HIGH SCHOOL.

This school, under the authority of the School Board, has had its four companies organized into a separate battalion. To perfect this organization the battalion needs a set of colors and four snare drums. This will complete the organization.

I have thus set forth, so far as I can, the needs, prospects, and condition of military drill in the Latin and High Schools. Recapitulated, they are as follows :

SUPPLIES RECOMMENDED.

Colors for Roxbury High School.

4 Drums for Roxbury High School.

250 medium heavy guns for small second-year boys.

Drill Hall for Dorchester.

SUGGESTIONS OFFERED FOR CONSIDERATION.

On physician's certificate of disability.

On authority of Military Instructor.

On uniforms for officers.

On rules and regulations regarding time for wearing of uniforms.

On mode of awarding prizes.

On responsibility for guns and equipments.

On printing tactics.

I wish to say that I have been treated by the masters of all the schools that I attend, with the greatest consideration and kindness, and I feel indebted to them all for their support. In asking for the defining of my authority in the drill hall, I mean no reflection on any one, but make the request so as to avoid the possibility of any conflict of authority in the future.

In conclusion, permit me to thank you for your uniform courtesy and kindness towards me on all occasions. Your advice many times I have found invaluable.

Respectfully submitted,

JOSEPH T. PAGET,

Military Instructor Boston School Cadets.

BOSTON, March 9, 1896.

REPORT
OF
COMMITTEE ON ACCOUNTS.

TWENTY-EIGHTH ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March, 1896.

To the School Committee :

The Committee on Accounts, in compliance with the Rules of the School Board, herewith submit their report for the financial year 1895-96. The Auditing Clerk is required by the Regulations to present at the close of each year a statement, in detail, of the expenditures, which has been received, and is included in this report.

Under date of Dec. 11, 1894, this Committee submitted to the School Board an estimate in detail of the amount needed by the schools for the ensuing year, exclusive of that required for the erection of new school buildings.

The estimates presented were approved by the School Committee and transmitted to His Honor the Mayor.

They were as follows :

Salaries of instructors	\$1,593,165
Salaries of officers	64,400
Salaries of janitors	127,000
Fuel, gas, and water	83,475
Supplies and incidentals	119,960
School-houses -- repairs, etc.	230,000
	<hr/>
	\$2,218,000
	<hr/>
“ Special appropriation ; ” extraordinary repairs, etc.	\$184,100
	<hr/>

The City Council granted two appropriations: one of \$1,920,000 under the head of School Committee, which included the first five items, — a reduction of \$68,000; and the other under the head of Public Buildings, Schools, to the amount of \$210,000, — a reduction of \$20,000. No provision was made for the special appropriation for extraordinary repairs.

As the estimates were based on existing conditions, it was not supposed at the beginning of the year that the amount granted would be sufficient to carry on the schools as they were then constituted; but the Committee took no further action until Nov. 12, 1895, when they presented to the School Board a communication addressed to His Honor the Mayor, stating that, in their opinion, an additional appropriation of \$42,000 would be needed to carry on the schools until the close of the financial year.

The deficit remaining at the close of the year amounted to \$41,431.12, which was granted by the Mayor, together with an additional allowance of \$40,107.13 for repairs on school-houses contracted beyond the amount granted at the beginning of the year.

While the School Committee have no reason to complain regarding the prompt manner in which sufficient funds are provided to make good deficiencies existing at the close of the year, still the Committee are obliged to adopt the unbusiness-like method of authorizing expenses before an appropriation is granted.

The School Committee make up their estimates on a carefully prepared basis of existing conditions, which will not permit the usual reduction made by the City Council for some years past. Such action brings an inevitable deficit; and a continuance of the custom might lead in the future to a less careful supervision of expenses toward the end of the year, with the knowledge that any existing deficiency would be provided for.

The ordinary expenses for the past year were as follows :

Salaries of instructors	\$1,584,567	00
Salaries of officers	62,454	50
Salaries of janitors	123,871	31
Fuel, gas, and water	75,900	29
Supplies and incidentals :		
Books	\$45,181	54
Printing	7,253	54
Stationery and drawing materials	20,028	31
Miscellaneous items	44,271	48
	<hr/>	116,734 87
School-house repairs, etc.	250,107	13
Expended from the appropriation	\$2,213,635	10
Expended from income of Gibson fund	1,232	79
	<hr/>	
Total expenditure	\$2,214,867	89
Total income	39,181	66
	<hr/>	
Net expenditure, School Committee	\$2,175,686	23
	<hr/>	

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

Non-residents, State and City	\$17,000	00
Trust-funds and other sources	24,000	00
	<hr/>	
Total estimated income	\$41,000	00
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The income collected was as follows :

Non-residents, State and City	\$18,207	69
Trust-funds and other sources	18,681	35
Sale of books	195	77
State of Massachusetts, travelling expenses,	2,096	85
	<hr/>	
Total income	\$39,181	66
	<hr/>	

The net expenses of the School Committee, compared with those for 1894-95, show an increase of \$114,525.73.

The average number of pupils belonging to the different grades the past year was 74,666. The average cost per pupil amounted to \$29.14; an increase, as compared with that of the previous year, of \$1.14 per pupil.

The increase in the average number of pupils the past year was 1,063.

The gross expenses for the past year, compared with those for 1894-95, show a variation in the different items of the appropriation as follows :

Salaries of instructors, increased	\$52,936 85
Salaries of officers, increased	3,484 50
Salaries of janitors, increased	5,534 82
Supplies and incidentals, increased	18,282 80
School-houses, repairs, etc., increased	35,854 66
	<hr/>
	\$116,093 63
Fuel, gas, and water, decreased	1,391 62
	<hr/>
Total increase, gross	<u>\$114,702 01</u>

The number of regular instructors on the pay-rolls, Jan. 1, 1896, was 1,545, divided among the several grades of schools as follows: High Schools, 147; Grammar Schools, 731; Primary Schools, 511; Horace Mann School, 14; Kindergartens, 110; Manual Training, including Cookery, 32 — an increase of 61 regular instructors since Jan. 1, 1895.

In addition, there have been 135 temporary teachers and 45 special assistants employed in the day schools, an average of 196 instructors in the Evening and Evening Drawing Schools, and 62 special instructors, including 34 teachers of sewing, making a total of 1,983 instructors on the pay-rolls during the year.

During the year \$67,317.07 were paid for instruction by special teachers, as follows :

Sewing, 34 teachers, 306 divisions.	\$21,174 90
Music, 9 instructors	16,608 00
Drawing: director	3,000 00
assistant	1,800 00
Modern languages: director	3,000 00
three assistants	3,660 00
Physical training: 1 director	3,000 00
assistant	2,000 00
Military drill: 1 instructor and armorer	2,880 00
Kindergarten methods: 1 director and 2 instructors	4,498 67
Calisthenics and elocution: 3 instructors	2,467 50
Chemistry: 1 instructor	1,620 00
1 assistant, Girls' High School	804 0
1 assistant, Roxbury High School	804 00
	<hr/>
Total for special instructors	<u>\$67,317 07</u>

Later in this report the expenses of each grade of schools are given, but include only such as are directly chargeable to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, printing, the annual festival, and similar expenditures, amounting to \$139,290.75, or about six per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$18,681.35 is received for the schools in general, and not for any particular grade.

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expenses and income :

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$278,251 51
Salaries of janitors	15,623 50
Books, drawing materials, and stationery	12,243 58
Other supplies and miscellaneous items	4,090 09
Fuel, gas, and water	11,482 19
Furniture, repairs, etc.	25,974 92
Proportion of general expenses	23,359 70
	<hr/>
Total cost	\$371,025 49
Income from sale of books \$60 20	
Proportion of general income 3,132 95	
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	3,193 15
	<hr/>
Net cost	\$367,832 34
	<hr/>
Average number of pupils, 4,458; cost per pupil, \$82.51.	
Cost of educating 4,458 pupils	\$367,832 34
Tuition paid by 87 non-resident pupils	7,167 52
	<hr/>
Net cost of educating 4,371 resident pupils	\$360,664 82
	<hr/>
Average cost of each resident pupil, \$82.51.	

GRAMMAR SCHOOLS.

Salaries of instructors	\$757,517 93
Salaries of janitors	55,527 47
Books, drawing materials, and stationery	38,461 19
Other supplies and miscellaneous items	4,558 18
Fuel, gas, and water	32,338 90
Furniture, repairs, etc.	114,566 41
Proportion of general expenses	67,389 68
	<hr/>
Total cost	\$1,070,359 76
Income from sale of books \$78 55	
Income from non-resident tuition 271 37	
Proportion of general income 9,038 14	
	<hr/>
	9,388 06
	<hr/>
Net cost	\$1,060 971 70
	<hr/>

Average number of pupils, 34,639; average cost per pupil, \$30.63.

PRIMARY SCHOOLS.

Salaries of instructors		\$366,992 89
Salaries of janitors		46,803 07
Books, drawing materials, and stationery		8,799 15
Other supplies and miscellaneous items		2,575 10
Fuel, gas, and water		27,325 98
Furniture, repairs, etc.		78,633 31
Proportion of general expenses		35,686 65
		<hr/>
Total cost		\$566,816 15
Income from sale of books	\$46 75	
Income from non-resident tuition	19 73	
Proportion of general income	4,786 21	
		<hr/>
		4,852 69
		<hr/>
Net cost		<u>\$561,963 46</u>

Average number of pupils, 26,636; cost per pupil, \$21.10

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors		\$41,037 50
Salaries of janitors		2,289 87
Books, drawing materials, and stationery		1,848 74
Other supplies and miscellaneous items		153 45
Fuel, gas, and water		2,175 34
Furniture, repairs, etc.		819 14
Proportion of general expenses		3,246 90
		<hr/>
Total cost.		\$51,570 94
Income from sale of books	\$10 27	
Income from non-resident tuition	42 07	
Proportion of general income	435 47	
		<hr/>
		487 81
		<hr/>
Net cost		<u>\$51,083 13</u>

Average number of pupils, 5,016; average cost per pupil, \$10.18.

EVENING DRAWING SCHOOLS.

Salaries of instructors		\$11,559 00
Salaries of janitors		389 40
Drawing materials and stationery		543 93
Other supplies and miscellaneous items		14 60
Fuel, gas, and water		571 47
Furniture, repairs, etc.		1,577 76
Proportion of general expenses		984 75
		<hr/>
Total cost		\$15,640 91
Income from non-resident tuition	\$44 49	
Proportion of general income	132 07	
		<hr/>
		176 56
		<hr/>
Net cost		<u>\$15,464 35</u>

Average number of pupils, 562; average cost per pupil, \$27.52.

HORACE MANN SCHOOL.

Salaries of instructors		\$13,491 20
Salaries of janitors		1,075 00
Books, drawing materials, and stationery		70 79
Other supplies, car-fares, and miscellaneous items		2,159 22
Fuel, gas, and water		512 35
Furniture, repairs, etc.		1,636 27
Proportion of general expenses		1,272 91
		<hr/>
Total cost		\$20,217 74
Proportion of general income		170 72
		<hr/>
		<u>\$20,047 02</u>
		<hr/>
Average number of pupils, 112; cost per pupil, \$178.99.		
Total cost of educating 112 pupils		\$20,047 02
Received from the State, etc., for tuition and travelling expenses of pupils		12,759 36
		<hr/>
Net cost of educating 112 pupils		<u>\$7,287 66</u>

Net average cost of each pupil, \$65.07

KINDERGARTENS.

Salaries of instructors	\$61,082 18
Salaries of janitors	1,623 00
Books, drawing materials, and stationery	153 25
Kindergarten supplies	1,481 95
Piano	60 00
Services of maids	1,511 00
Other supplies and miscellaneous items	57 37
Fuel, gas, and water	584 56
Furniture, repairs, etc.	7,518 78
Proportion of general expenses	4,979 13
	<hr/>
Total cost	\$79,084 22
Proportion of general income	667 79
	<hr/>
Net cost	<u>\$78,416 43</u>

Average number of pupils, 3,227; average cost per pupil, \$24.30.

MANUAL TRAINING SCHOOLS.

Salaries of instructors	\$22,468 12
Salaries of janitors	540 00
Books, drawing materials, and stationery	88 52
Lumber and hardware	3,696 02
Crockery, groceries, and kitchen materials	1,371 50
Other supplies, models, and miscellaneous items	398 61
Fuel, gas, and water	364 51
Furniture, repairs, etc.	6,361 12
Proportion of general expenses	2,371 03
	<hr/>
Total cost	\$37,659 43
Proportion of general income	318 00
	<hr/>
Net cost	<u>\$37,341 43</u>

The pupils attending the Manual Training Schools are included in the number belonging to the other grades of schools. The amount expended under this head is for special instruction a few hours each week to a large number of pupils, and is additional to the cost incurred in the regular grade to which they belong.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of nineteen years and nine months :

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77	\$1,525,190 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 90	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
1889-90	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91	1,685,360 28	41,209 06	1,644,151 22	67,922	24 53
1891-92 . . . } nine months }	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79

From the above table it will be seen that the running expenses, exclusive of repairs, were seventy cents more per pupil than for the previous year.

In the following table the total net expenditure incurred by the School Committee, exclusive of repairs, is divided into five items :

1. Salaries of instructors.
2. Salaries of officers.

3. Salaries of janitors.
4. Fuel, gas, and water.
5. Supplies and incidentals.

The net amount expended for each of these items during the past nineteen years and nine months is herewith shown :

	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel, Gas, and Water.	Supplies and Incidentals.
1876-77	\$1,190,575 10	\$56,807 56	\$77,634 63	\$55,490 16	\$122,073 25
1877-78	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 02
1880-81	1,087,172 23	52,470 00	77,204 10	57,483 62	65,562 93
1881-82	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83	1,094,491 01	57,038 83	81,281 84	60,863 11	46,558 31
1883-84	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86	1,162,566 65	58,910 00	86,601 38	58,417 53	87,528 30
1886-87	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89	1,247,482 78	58,157 00	99,248 74	75,967 07	77,407 97
1889-90	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92) nine months)	1,005,050 71	45,638 33	78,652 64	56,665 22	79,217 13
1892-93	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535,02
1895-96	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
Total	\$24,309,065 96	\$1,146,803 08	\$1,832,993 92	\$1,279,996 92	\$1,719,425 62
Average	\$1,215,453 29	\$57,340 15	\$91,649 70	\$63,999 85	\$85,971 28

The average annual increase in pupils during the time covered by the above table was about one thousand three hundred, which should enter into the account in comparing expenses.

The following table shows the cost of repairs made and furniture provided since 1876-77 :

YEAR.	Expenditures.	Income.	Net Expenditures.	No of Pupils.	Rate per Pupil.
1876-77	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82	178,008 88	247 50	177,761 38	55,638	3 19
1882-83	189,350 83	231 00	189,119 83	57,554	3 29
1883-84	186,852 18	300 00	186,552 18	58,788	3 17
1884-85	198,059 11	526 50	197,532 61	59,706	3 31
1885-86	188,435 63	137 50	188,298 13	61,259	3 07
1886-87	171,032 71	295 92	170,733 79	62,250	2 74
1887-88	243,107 89	221 00	242,886 89	62,226	3 90
1888-89	251,736 17	153 00	251,583 17	64,584	3 90
1889-90	262,208 75	850 20	261,358 55	66,003	3 96
1890-91	263,860 16	208 00	263,652 16	67,022	3 94
1891-92 nine months }	205,344 27	595 50	204,748 77	67,696	3 02
1892-93	221,905 53	165 90	221,740 53	68,970	3 22
1893-94	190,465 06	. . . . .	190,465 06	71,495	2 66
1894-95	214,252 47	25 00	214,227 47	73,603	2 91
1895-96	250,107 13	. . . . .	250,107,13	74,666	3 35

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses compared with those for 1894-95 show an increase in the rate of \$1.14 per pupil.

The amount paid for salaries of instructors the past year was \$1,584,567, an increase of \$52,936.85 over the previous year, and a somewhat larger proportionate increase than in the number of pupils.

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with those for 1894-95 :

High Schools, pupils increased 270, salaries increased . . .	\$14,830 98
Grammar Schools, pupils increased 925, salaries increased, . . .	18,470 64
Primary Schools, pupils decreased 335, salaries increased, . . .	7,415 72
Horace Mann School, pupils increased 11, salaries increased	1,024 19
Kindergartens, pupils increased 513, salaries increased	8,025 18
Evening Schools, pupils decreased 294, salaries decreased,	*4,325 50
Evening Drawing Schools, pupils decreased 24, salaries decreased	*194 00
Manual Training Schools, salaries increased	4,314 30
Special teachers, salaries increased	3,375 34
Spectacle Island, pupils decreased 3.	

Total increase in pupils, 1,063; in salaries \$52,936.85

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows :

Normal School	\$83 65
Latin School	78 29
Girls' Latin School	41 40
English High School	82 28
Girls' High School	43 89
Roxbury High School	45 65
Charlestown High School	51 35
Dorchester High School	51 07
Brighton High School	57 57
West Roxbury High School	59 59
East Boston High School	55 23
Mechanic Arts High School	125 05
<hr/>	
Average cost	\$62 42

The average salary paid during the year to each regular :

High School instructor was	\$1,773 63
Grammar School instructor was	997 95
Primary School instructor was	698 98

*Decreased.

The number of Kindergartens has increased during the year from fifty-four to fifty-nine. Jan. 1, 1896, there were employed fifty-eight principals, fifty-two assistants, two temporary teachers, and one special assistant. The salaries paid amounted to \$61,082.18, an increase of \$8,025.18 over the cost for 1894-95.

The following shows the expense for salaries of Kindergarten teachers, not including the Director of Kindergartens, since the city adopted these schools as part of the regular system in September, 1888 :

SALARIES PAID INSTRUCTORS IN KINDERGARTENS.

1888-89	\$11,325 78	1892-93	\$41,981 90
1889-90	24,323 60	1893-94	46,808 89
1890-91	30,283 54	1894-95	53,057 00
1891-92 (9 mos.)	26,914 54	1895-96	61,082 18

In addition to the above expense, the cost for maid service and supplies has averaged about \$4,000 per annum since their establishment.

The city is now supporting 17 Manual Training Shops (exclusive of the Mechanic Arts High School) and 15 Schools of Cookery, employing a total force of 32 instructors. The salaries paid amounted to \$22,468.12, an increase of \$4,314.30 over the previous year.

In 1888-89 salaries paid instructors amounted to	\$3,855 33
“ 1889-90 “ “ “ “	4,720 26
“ 1890-91 “ “ “ “	5,906 27
“ 1891-92 “ “ “ “	5,085 04
(9 mos.)	
“ 1892-93 “ “ “ “	13,269 11
“ 1893-94 “ “ “ “	15,684 90
“ 1894-95 “ “ “ “	18,153 82
“ 1895-96 “ “ “ “	22,468 12

In addition to salaries the expense for lumber, tools, supplies, etc., have averaged about \$5,000 per annum.

The aggregate running expense for Kindergartens since their adoption eight years ago, and for Manual Training Schools since that time, including rents, furniture, and cost of fitting up, would amount to over \$500,000.

The Evening High School on Montgomery street, with its two branches in East Boston and Charlestown, opened at the time fixed by the Rules for the usual term of twenty-two weeks. The number of pupils belonging to this school is larger than in any other school in the city, more than 2,500 different pupils having attended during the past year. The number of instructors appointed was fifty-two, at a cost for salaries of \$15,712.00.

The number of Evening Elementary Schools, opened Sept. 30, 1895, was fourteen, the Hancock and Sherwin Schools having been discontinued. The school at Roslindale was closed in December, on account of lack of attendance. The salaries paid instructors in the Evening Elementary Schools, amounted to \$25,325.50, a reduction of \$4,261.50 as compared with the previous year.

The cost for salaries of instructors in the five Evening Drawing Schools in operation during the year was \$11,559, a slight reduction from the preceding year. In all other schools of the city the principal cost for supplies is the expense for books to be loaned to successive classes of pupils; but in the Drawing Schools the supplies furnished are necessarily of perishable nature, thereby adding largely to the cost of maintaining these schools.

The amount paid for salaries of officers the past year was \$62,454.50, an increase of \$3,484.50 as compared with the year preceding. This item of the appropriation includes the salaries of the superintendent, six supervisors, seventeen truant officers, and other officers of the Board and their assistants, including messengers.

The salaries paid janitors amounted to \$123,871.31, an increase over the previous year of \$5,534.82. This was partly occasioned by an expenditure of \$1,480.05 for washing the floors in all the school-houses during the summer vacation, with the exception of a few of the High School buildings, by the Buildings Care Company, a work not heretofore done to any great extent.

The number of school buildings occupied during the year was one hundred and ninety-six, requiring a force of two engineers and one hundred and sixty janitors, many of whom have served the city faithfully for more than a quarter of a century. The average salary paid each janitor was \$755.50, but as many janitors employ either temporary or permanent assistance, the net average amount received is much less than the amount above stated.

The average cost for taking care of the nine buildings occupied for High Schools the past year was . . .	\$1,735 94
The average cost for each of the fifty-five buildings occupied for Grammar Schools was	968 57
The average cost for each of the one hundred and nineteen buildings occupied for Primary Schools was . . .	393 30
The average cost for each Evening School was	141 02

The tariff for computing salaries, as fixed by the Committee on Accounts, is as follows :

For sweeping, \$10 per thousand square feet, including halls, corridors, and dressing-rooms, but not unoccupied rooms.

For shovelling snow and removing the same when necessary, \$10 per thousand square feet.

For cleaning windows, including those of unoccupied rooms, at least twice a year, \$20 per thousand square feet.

For heating by steam, \$300 for eight rooms or less, and \$25 for each additional room.

For heating by furnaces, \$100 for one room, \$112.50 for two rooms, \$125 for three rooms, and \$25 for each additional room.

For heating by stoves, \$100 for one room, \$115 for two rooms, \$140 for three rooms, and \$25 for each additional room.

In estimating for the number of rooms heated, halls containing not less than twelve hundred square feet shall be equal to two rooms, those containing from twenty-four hundred to thirty-two hundred square feet to three rooms, and larger ones to four rooms.

In buildings not heated by steam, offices, recitation-rooms, and other apartments, besides school-rooms, entries, dressing-rooms, and unoccupied rooms, shall be estimated as one room for every six hundred square feet on the same premises.

For lawns actually mowed and raked at least six times a season, with such other care as may be needed, \$1 per thousand square feet.

Some of the school buildings are so constructed that this or any other tariff would be unfair to wholly determine a proper salary ; and the committee have considered such cases separately, and fixed the salaries in accordance with the peculiar needs of the buildings.

While the entire amount paid for salaries of janitors might be considered sufficient for the entire work throughout the city, which consists of taking care of 196 buildings (the land connected therewith comprising some 70 acres), it is nevertheless true that some janitors receive a small compensation for work which requires about all of their time.

By an order of the School Board, June 25, 1895, the janitors were required to cover, during the summer vacation, all the floors of school-houses with sawdust wet with a solution of bichloride of mercury and sweep the sawdust before it became dry ; also to sponge off all chairs, desks, window-sills, wainscotings, and doors and door-knobs with the same solution and wipe off with a wet cloth before they became dry.

This work was performed without expense to the city excepting for the materials used ; and without doubt it proved of a sanitary benefit to the schools, in connection with the thorough cleaning of the floors.

Bills were received from the Committee on Supplies during the year and approved by this committee to the amount of \$192,635.16 — \$116,734.87 for supplies and incidentals, and \$75,900.29 for fuel, gas, and water. The income from the sale of books, and that refunded by the State of Massachusetts on account of travelling expenses of pupils in the Horace Mann School, amounted to \$2,292.62, which, being deducted, leaves \$190,342.54 as the net amount expended. This shows an increase of \$17,907.23 for supplies and incidentals, and a decrease of \$1,391.62 for fuel, gas, and water, a net increase of \$16,515.61. The schools used 15,011 tons of coal and 232 cords of wood, an increased consumption of coal of more than ten per cent. over any previous year.

Bills approved by the Committee on School Houses and properly certified by the Superintendent of Public Buildings for repairs and alterations of school-houses were also received by this committee, and amounted to \$250,107.13, which is about ten per cent. more than the average amount spent for this work during the past five years.

The largest items of expense were as follows :

Furniture	\$40,950 47
Carpentry	39,824 39
Heating apparatus and ventilation	30,718 56
Masonry	22,548 01
Painting and glazing	19,258 34
Rents and taxes	20,399 50
Plumbing	21,634 33
Whitening and plastering	12,853 34
Roofing	10,370 93
Salaries of Superintendent and Assistants	5,685 00

Early in February and September, blanks were sent to the schools requesting each principal to make a return of the names of all non-resident pupils in his school or district, accompanied by pledges agreeing to pay tuition, signed by parents or guardians. Bills were made out from these returns requiring payment within a certain time, otherwise the pupil was dismissed from school. The tuition charged the past year was, for a Normal, Latin, or High School pupil, \$82.91, for a Grammar pupil, \$29.98, for a Primary pupil, \$19.73.

The amount collected from this source the past year was as follows :

Normal, Latin, and High School pupils	\$7,167 52
Grammar School pupils	271 37
Primary School pupils	19 73
Evening Drawing School pupils	44 49
Evening High School pupils	42 07
	<hr/>
	\$7,545 18

In addition to the above, \$10,662.51 were received for tuition of pupils in the Horace Mann School, \$10,523.91 of which were received from the State of Massachusetts, and \$138.60 from other sources.

The total amount received by the city for pupils educated in our schools during the year was \$18,207.69

About the year 1674, Christopher Gibson bequeathed for the promotion of learning in the town of Dorchester the sum of £104 with which twenty-six acres of land in Dorchester were purchased. Sales of this land have been made from time to time, leaving 537,700 sq. ft. at present.

The proceeds of the land sold have been invested in \$18,925.00 City of Boston bonds, which yield, together with rents received from portions of the land, about \$1,800.00 per annum. This income is apportioned each year among the schools in Dorchester by the Ninth Division Committee.

The principals of the schools order such materials as they desire, and your committee purchase the same after proper approval.

The amount expended on account of this fund the past year was \$1,232.79.

Chapter 408 of the Acts of 1895, approved May 24, 1895, gives authority to the School Committee to control the design, construction, erection, and furnishing of all school buildings to the amount of \$2,200,000, said amount to be expended during a period of five years.

The amount available the first year was limited to \$500,000, and on account of delays incidental to this work, bills to the amount of only about \$30,000 were approved for payment prior to Jan. 1, 1896. Appropriations, however, covering \$499,200 have been made and in many instances the contracts have already been signed. It is believed that in future the work of this department will progress with as little delay as is consistent with the best interests of the city.

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

School Committee	\$1,963,527 97
School Committee, Gibson Fund	1,232 79
School Committee, repairs, etc.	250,107 13
Public Buildings, City Architect, and School Departments, New School-houses (special)	513,735 61
	<hr/>
Total gross expenditure	\$2,728,603 50
Income for the year was as follows:	
School Committee	\$39,181 66
Sale of old school buildings and sites	110,526 45
	<hr/>
	149,708 11
	<hr/>
Total net expenditure	\$2,578,895 39

The total ordinary expenses of the public schools for the past thirty years amounted to \$46,975,262.63. The cost of new school-houses during the same period was \$8,530,200.12, making a total expenditure for educational purposes of \$55,505,462.75, an average for each year of \$1,850,182.09. About one-sixth of the expenditure for education is incurred for new school buildings.

Your committee have added to this report the estimates for the financial year 1896-97, as prepared, approved, and presented to His Honor the Mayor, under date of Dec. 24, 1895. The amount asked for, for ordinary expenses, was as follows :

Salaries of instructors	\$1,699,000 00
Salaries of officers	66,500 00
Salaries of janitors	131,500 00
Fuel, gas, and water	87,000 00
Supplies and incidentals	136,000 00
School-houses, repairs, etc.	250,000 00
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Total ordinary expenses	\$2,370,000 00

In addition there were required for extraordinary repairs, relating to ventilation and other sanitary improvements of school-houses, the sum of \$440,000, making the total amount estimated for the year \$2,810,000.

Included in the amount requested for salaries of instructors was an item of \$50,000, voted by the School Committee as necessary to adjust and slightly increase the salaries of teachers.

During the past twenty years the City Council has been liberal in the matter of increasing the salaries of city employees under their immediate supervision, but no money seems available at any time for equal justice to our teachers.

The City Council has reduced the estimates of the School Committee \$120,000, granting an appropriation of \$2,000,000. In addition, the sum of \$173,400 has been allowed for repairs, alterations, etc., under the head of Public Buildings, Schools, a reduction of \$76,600. For ventilation and sanitary improvements, the sum of \$100,000 has been recommended, less than one-fourth of the amount requested.

In conclusion, your committee desire to call the attention of the Board to the fact that, in the opinion of this committee, the appropriation granted will prove insufficient to carry on the schools as they at present exist; and that the passage of any orders requiring additional expenditures will but increase the amount necessary, in all probability, to request from the City Council in order to meet the financial obligations at the end of the year.

Respectfully submitted,

WILLARD S. ALLEN,
Chairman.

EDWARD H. DUNN,
WILLIAM J. GALLIVAN,
I. AUSTIN BASSETT,
SAMUEL F. HUBBARD,
Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 3, 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.
1866-67	28,002	28,002	56,004	\$365,396 66	\$176,108 85	\$679,705 51	\$5,858 93	\$673,846 58	\$24 06	\$101,575 09	\$781,280 60
1867-68	27,982	27,982	55,964	561,198 98	211,356 43	772,706 41	10,467 05	762,239 36	27 24	188,790 80	961,407 21
1868-69	33,994	33,994	67,988	738,198 37	234,478 63	982,677 01	8,876 68	973,800 32	28 64	346,610 78	1,320,287 78
1869-70	35,442	35,442	70,884	739,345 65	248,066 95	987,412 60	14,661 16	972,751 44	27 45	612,337 86	1,589,760 46
1870-71	36,758	36,758	73,516	838,366 57	293,232 59	1,131,599 30	25,806 35	1,105,792 95	30 14	443,679 71	1,575,279 07
1871-72	36,650	36,650	73,300	886,940 47	329,039 18	1,215,979 65	26,899 98	1,189,079 67	28 47	97,800 68	1,314,380 33
1872-73	35,624	35,624	71,248	953,602 52	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	454,230 34	1,746,703 25
1873-74	41,544	41,544	83,088	1,041,378 52	377,681 52	1,419,057 04	28,848 73	1,390,208 31	32 14	446,663 25	1,865,720 29
1874-75	44,942	44,942	89,884	1,249,498 93	474,874 68	1,724,373 61	26,220 82	1,698,152 79	33 54	356,669 74	2,081,043 35
1875-76	45,924	45,924	91,848	1,266,803 59	470,839 68	1,737,643 27	29,635 72	1,716,998 55	34 82	277,740 57	2,015,380 84
1876-77	46,981	46,981	93,962	1,268,004 23	422,172 22	1,691,076 45	21,999 03	1,669,077 42	33 18	195,539 04	1,816,615 49
1877-78	47,075	47,075	94,150	1,215,782 03	347,173 33	1,562,955 36	32,145 34	1,530,810 02	27 99	174,324 75	1,705,440 84
1878-79	49,700	49,700	99,400	1,172,489 69	347,173 33	1,519,662 92	49,090 28	1,470,572 64	27 16	240,222 98	1,693,885 90
1879-80	50,851	50,851	101,702	1,162,258 61	353,108 23	1,515,366 84	49,090 28	1,466,276 56	27 63	136,878 45	1,602,244 29
1880-81	51,542	51,542	103,084	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,775,067 15
1881-82	52,611	52,611	105,222	1,165,629 71	405,349 36	1,570,979 07	68,991 58	1,501,987 49	26 98	133,126 88	1,776,105 95
1882-83	53,500	53,500	107,000	1,180,193 73	422,968 76	1,603,162 49	75,509 56	1,527,652 93	26 58	77,628 73	1,680,791 22
1883-84	55,640	55,640	111,280	1,290,683 23	433,023 33	1,629,706 56	79,364 06	1,550,341 90	26 54	268,879 72	1,908,586 28
1884-85	55,888	55,888	111,776	1,290,771 71	474,681 43	1,765,453 14	39,574 76	1,665,878 38	27 90	278,114 05	1,983,567 19
1885-86	57,180	57,180	114,360	1,251,013 29	422,269 51	1,673,282 83	31,350 84	1,641,931 99	26 81	362,796 15	2,038,408 98
1886-87	58,256	58,256	116,512	1,279,545 91	386,639 69	1,666,185 60	35,984 30	1,622,691 80	26 06	125,687 45	1,782,003 45
1887-88	58,310	58,310	116,620	1,296,192 42	483,468 46	1,779,660 88	37,313 41	1,742,347 07	26 00	127,875 90	1,907,536 78
1888-89	60,224	60,224	120,448	1,332,006 17	516,179 08	1,848,185 25	39,738 62	1,808,446 63	28 01	121,328 95	1,970,011 20
1889-90	60,478	60,478	120,956	1,330,808 87	525,867 09	1,856,735 96	40,762 50	1,815,973 46	28 42	340,602 82	2,206,338 78
1890-91	61,019	61,019	122,038	1,424,988 20	524,252 24	1,949,240 44	41,417 06	1,907,823 38	28 47	175,253 90	2,121,744 34
For the nine months end- ing January	61,763	5,923	67,686	1,070,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	21 71	527,429 10	2,028,754 71
31, 1892	63,347	5,623	68,970	1,485,480 17	505,480 65	1,990,891 17	37,743 03	1,953,147 51	28 32	569,700 75	2,560,591 92
1892-93	65,259	6,239	71,495	1,532,074 32	480,542 95	2,012,617 32	40,769 16	1,971,848 19	27 58	279,356 81	2,291,974 13
1893-94	67,707	5,896	73,603	1,590,600 15	509,189 70	2,099,789 85	38,629 35	2,061,160 50	28 00	397,983 62	2,467,773 47
1894-95	69,088	5,578	74,666	1,647,021 50	567,846 39	2,214,867 89	39,181 66	2,175,686 23	29 14	513,735 61	2,728,603 50

SEMI-ANNUAL STATISTICS
OF THE
BOSTON PUBLIC SCHOOLS.

JUNE, 1896.

SCHOOL CENSUS. — *May, 1896.*

Number of children in Boston between the ages of 5 and 15	78,561
Number reported as attending public schools	58,783
“ “ “ “ private schools	12,231

Whole number of different pupils registered in the public schools during the year 1896: Boys. 40,647; girls. 39,205; total, 79,852.

EXPENDITURES. — *1896.*

Salaries of instructors	\$1,584,567 00
“ officers	62,454 50
“ janitors	123,871 31
Fuel, gas, and water	75,900 29
Supplies and incidentals.	
Books	\$45,181 54
Printing	7,253 54
Stationery and drawing materials	20,028 31
Miscellaneous items	44,271 48
	<hr/>
	116,734 87
School-house repairs, etc.	250,107 13
	<hr/>
Expended from the appropriation	\$2,213,635 10
“ income of Gibson Fund	1,232 79
	<hr/>
Total expenditure	\$2,214,867 89
School-houses and lots	513,735 61
	<hr/>
Total expenditures	\$2,728,603 50

INCOME.

School Committee	\$39,181 66
Sale of old buildings and sites	110,526 45
	<hr/>
Total income	149,708 11
	<hr/>
Net expenditures for public schools	\$2,578,895 39
	<hr/>

SUMMARY.

June 30, 1896.

GENERAL SCHOOLS.	No. Schools.	No. of Regular Teachers.			Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
		Men.	Women.	Total.					
Normal	1	2	7	9	206	201	5	97.6	202
Latin and High	11	68	73	141	3,930	3,695	235	94.0	3,751
Grammar	55	112	630	742	34,040	31,046	2,994	91.2	32,994
Primary	513	. . .	513	513	26,787	23,106	3,681	86.3	26,880
Kindergartens	62	. . .	113	113	3,522	2,464	1,058	70.0	3,640
Totals	642	182	1,336	1,518	68,485	60,512	7,973	88	67,467

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann	1	13	109	96	13	88.1	115
Spectacle Island	1	1	18	17	1	94.4	19
Evening High:							
Central	1	24	1,562	1,193	369	76.3	
Charlestown	1	7	227	162	65	71.3	
East Boston	1	3	121	78	43	64.4	
Evening Elementary	13	118	2,493	1,589	904	63.7	
Evening Drawing	5	25	498	432	66	86.7	
Totals	23	191	5,028	3,567	1,461	70.9	

SPECIAL TEACHERS.

Not included in the two preceding tables.

	Men.	Women.	Total.
Drawing: Director and Assistant	2	0	2
Physical Training: Director and Assistant	2	0	2
Modern Languages: Director and Assistants	4	0	4
Kindergartens: Director	0	1	1
Kindergartening: Normal School	0	2	2
Music: Instructors and Assistant Instructors	5	4	9
Military Drill: Instructor	1	0	1
Chemistry: Assistant, Girls' High School	0	1	1
Chemistry: Laboratory Assistant, Girls' High School	0	1	1
Chemistry: Laboratory Assistant, Roxbury High School	1	0	1
Physical Culture: Roxbury High School	0	1	1
Vocal and Physical Culture: Instructor, Girls' High School	0	1	1
Vocal and Physical Culture: Instructor, Girls' Latin School and East Boston High School	0	1	1
Sewing: Instructors	0	34	34
Cookery: Principal and Instructors	0	13	13
Manual Training: Principal and Instructors	6	12	18
Totals	21	71	92

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1896.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Sub-Masters.	Asst. Principals.	First Assistants.	Second Assis.	Assistants.	Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal	206	206	412	201	201	402	5	98	1	1	1	2	5	0	0	0	0
Latin	571	571	1,142	552	552	1,104	19	97	1	9	9	0	0	0	0	0	0
Girls' Latin	297	297	594	277	277	554	20	93	0	1	0	0	0	0	0	0	9
English High	722	722	1,444	677	677	1,354	45	94	1	12	12	0	0	0	0	0	0
Girls' High	760	760	1,520	702	702	1,404	58	92	1	1	0	1	1	19	0	0	0
Roxbury High	168	341	509	158	322	480	29	94	1	1	2	0	0	0	0	0	14
Dorchester High	88	167	255	82	154	236	19	92	1	1	0	0	0	0	0	0	7
Charlestown High	72	149	221	67	137	204	17	92	1	1	0	0	0	0	0	0	7
West Roxbury High	38	123	161	36	113	149	12	92	0	0	1	0	0	0	0	0	7
Brighton High	36	95	131	35	93	128	3	98	0	1	0	0	0	0	0	0	4
East Boston High	66	87	153	63	82	145	8	95	0	1	1	0	0	0	0	0	4
Mechanic Arts High	150	150	300	145	145	290	5	97	1	0	3	0	0	0	0	0	5
Totals	1,911	2,225	4,136	1,815	2,081	3,896	240	94	8	26	21	10	1	3	5	71	5

EVENING SCHOOLS.
October, 1895 — March, 1896.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils exc. Principal, per Evening.
				Men.	Women.	Total.		
High	111	2,262	1,562	692	501	1,193	24	49
High, Ch'n Branch . . .	68	477	227	94	68	162	7	23
High, E.B. Branch . . .	70	242	121	43	35	78	3	26
Bigelow School, S.B. . .	108	486	236	95	52	147	11	15
Charles Sumner School,	42	81	35	24	6	30	3	15
Comins School, Rox. . .	105	411	196	108	38	146	11	15
Dearborn School, Rox. .	107	363	123	53	17	70	7	12
Eliot School	108	1,491	386	173	59	232	15	17
Franklin School	102	701	470	151	153	304	26	16
Lincoln School, S.B. . .	105	197	100	48	25	73	6	15
Lyman School, E.B. . . .	109	291	142	57	16	73	6	15
Phillips School	105	172	103	40	20	60	5	15
Quincy School	106	392	151	73	35	108	8	15
Warren School, Ch'n . . .	105	225	166	74	27	101	8	14
Warrenton Street	64	145	65	21	16	37	3	18
Wells School	107	1,021	320	117	91	208	15	15
Totals	1,522	8,957	4,403	1,863	1,159	3,022	152	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.
				Men.	Women.	Total.		
Charlestown	64	235	114	77	23	100	7	17
East Boston	64	128	66	53	7	60	4	19
Roxbury	66	168	96	74	13	87	4	28
Warren Avenue	64	215	113	65	31	96	5	24
Mechanic Arts	66	213	109	87	2	89	5	22
Totals	324	959	498	356	76	432	25	22

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1896.

Schools.	Whole number at										Out-of-course class.	Sixth-year class.	Fifth-year class.	Fourth-year class.	Third-year class.	Second-year class.	First-year class.	21 years and over.	
	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.									
Normal	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	
Latin	553	553	553	553	553	553	553	553	553	553	553	553	553	553	553	553	553	553	
Girls' Latin	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275	
English High	704	704	704	704	704	704	704	704	704	704	704	704	704	704	704	704	704	704	
Girls' High	707	707	707	707	707	707	707	707	707	707	707	707	707	707	707	707	707	707	
Roxbury High	479	479	479	479	479	479	479	479	479	479	479	479	479	479	479	479	479	479	
Dorchester High	247	247	247	247	247	247	247	247	247	247	247	247	247	247	247	247	247	247	
Charlestown High	216	216	216	216	216	216	216	216	216	216	216	216	216	216	216	216	216	216	
West Roxbury High	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	
Brighton High	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	
East Boston High	144	144	144	144	144	144	144	144	144	144	144	144	144	144	144	144	144	144	
Mechanic Arts High	142	142	142	142	142	142	142	142	142	142	142	142	142	142	142	142	142	142	
Totals	10	39	95	281	694	907	841	574	277	122	113	1,585	989	747	342	300	59	158	3,953

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1896.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	8	206	25.7
Latin	18	571	31.7
Girls' Latin	9	297	33.0
English High	24	722	30.1
Girls' High	22	760	34.6
Roxbury High	17	509	29.9
Dorchester High	8	255	31.9
Charlestown High	8	221	27.8
West Roxbury High	7	161	23.0
Brighton High	4	131	32.7
East Boston High	5	153	30.6
Mechanic Arts High	8	150	18.8
Totals	138	4,136	29.9

Graduates, June, 1896.

SCHOOLS.	Regular Course.	Four Years' Course.	Totals.
Latin	37	.....	37
Girls' Latin	21	.....	21
English High	96	15	111
Girls' High	136	65	201
Roxbury High	87	31	118
Dorchester High	44	13	57
Charlestown High	38	21	59
West Roxbury High	25	12	37
Brighton High	22	.....	22
East Boston High	27	.....	27
Mechanic Arts High	55	.....	55
Totals	588	157	745

GRAMMAR SCHOOLS.

Semi-annual Returns to June 30, 1896.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Percent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	199	205	404	181	185	366	38	91	1	1	1	1	6
Agassiz	562	. . .	562	525	. . .	525	37	93	1	1	1	1	8
Bennett	270	262	532	261	248	509	23	96	1	2	1	1	6
Bigelow	742	. . .	742	695	. . .	695	47	94	1	2	1	2	10
Bowditch . . . . .	. . .	529	529	. . .	489	489	40	92	1	. .	2	2	6
Bowdoin . . . . .	. . .	437	437	. . .	377	377	60	86	1	. .	2	1	7
Brimmer	573	. . .	573	514	. . .	514	59	90	1	2	1	1	7
Bunker Hill	260	233	493	243	215	458	35	93	1	1	2	2	7
Chapman	343	337	680	312	294	606	74	89	1	1	2	2	8
Charles Sumner	444	384	828	402	342	744	84	90	1	1	2	3	9
Comins	283	283	566	259	251	510	56	90	1	1	2	2	6
Dearborn	392	322	714	362	291	653	61	91	1	1	2	2	10
Dillaway . . . . .	. . .	710	710	. . .	627	627	83	88	1	. .	2	3	7
Dudley	659	. . .	659	613	. . .	613	46	93	1	2	1	1	10
Dwight	652	. . .	652	612	. . .	612	40	94	1	2	1	1	9
Edward Everett	329	384	713	300	346	646	67	91	1	1	2	2	9
Elliot	1,000	. . .	1,000	894	. . .	894	106	89	1	3	1	1	18
Emerson	415	405	820	374	363	737	88	90	1	1	3	2	12
Everett . . . . .	. . .	693	693	. . .	617	617	76	89	1	. .	2	3	8
Franklin . . . . .	. . .	652	652	. . .	583	583	69	90	1	. .	2	3	9
Frothingham	310	301	611	286	274	560	51	92	1	1	2	2	7
Gaston . . . . .	. . .	786	786	. . .	705	705	81	90	1	. .	2	4	9
George Putnam	196	232	428	184	209	393	35	92	1	1	1	1	5
Gibson	267	289	556	253	267	520	36	93	1	1	1	1	7
Hancock . . . . .	. . .	803	803	. . .	717	717	86	90	1	. .	2	2	12
Harris	203	194	397	190	179	369	28	93	1	1	1	1	5
Harvard	283	327	610	257	297	554	56	91	1	1	2	2	7

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Henry L. Pierce	369	380	749	341	347	688	61	92	1	1	2	1	10
Hugh O'Brien	493	360	853	461	329	790	63	93	1	1	2	3	10
Hyde		562	562		516	516	46	92	1		2	3	7
John A. Andrew	422	301	723	380	267	647	76	90	1	1	2	2	9
Lawrence	748		748	714		714	34	95	1	2	1	1	12
Lewis	365	406	771	345	377	722	49	94	1	1	2	2	9
Lincoln	579		579	521		521	58	90	1	2	1	1	8
Lowell	484	487	971	450	446	896	75	92	1	1	2	4	11
Lyman	355	252	607	321	222	543	64	90	1	1	2	2	8
Martin	218	187	405	203	172	375	30	93	1	1	1	1	6
Mather	439	410	849	408	368	776	73	91	1	2	2	2	11
Minot	146	159	305	134	146	280	25	92	1		1	1	5
Norcross		580	580		535	535	45	92	1		2	3	8
Phillips	968		968	874		874	94	90	1	3	1	1	14
Prescott	217	208	425	204	192	396	29	93	1	1	1	1	5
Prince	207	312	519	195	286	481	38	93	1	1	1	1	7
Quincy	541		541	457		457	84	85	1	2	1	1	7
Rice	466		466	428		428	38	92	1	2	1	8	
Robert G. Shaw	170	149	319	158	134	292	27	91	1		2	1	4
Sherwin	497		497	462		462	35	93	1	2	1	1	6
Shurtleff		627	627		566	566	61	90	1		2	3	8
Stoughton	144	183	327	135	163	298	29	91	1		1		6
Thomas N. Hart	527		527	498		498	29	94	1	1	1	1	7
Tileston	115	122	237	106	112	218	19	92		1		1	4
Warren	300	310	610	282	289	571	39	93	1	1	2	2	8
Washington Allston	398	427	825	360	380	740	85	90	1	1	2	3	12
Wells		579	579		525	525	54	91	1		2	2	8
Winthrop		721	721		644	644	77	90	1		2	3	9
Totals	17,550	16,490	34,040	16,154	14,892	31,046	2,994	91	54	55	86	104	443

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number, and Ages, June 30, 1896.

SCHOOLS.	Number of Pupils in each Class, whole Number, and Ages, June 30, 1896.										Eighteen years and over.										
	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.	
Adams	38	46	84	49	96	51	33	397	...	5	34	45	66	59	78	63	31	12	4	...	
Agassiz	51	58	104	111	108	121	...	553	...	6	34	73	90	106	88	76	58	16	4	2	...
Bennet	46	100	53	92	104	128	...	523	2	9	49	76	73	70	86	82	47	24	4	1	...
Bigelow	59	81	153	102	166	137	...	718	2	17	76	98	134	137	112	88	45	8	1	...	...
Bowditch	43	80	91	107	100	86	...	516	...	10	34	57	76	93	96	59	59	29	3	...	...
Bowdoin	33	46	74	37	77	103	38	408	...	6	28	47	64	65	74	57	33	16	14	4	...
Brimmer	36	83	82	86	95	124	36	542	1	14	37	68	111	89	101	67	35	15	4	...	...
Bunker Hill	45	50	63	78	105	127	18	486	...	9	37	66	80	86	65	76	41	20	5	1	...
Chapman	100	75	108	115	112	107	41	658	1	11	51	81	94	113	106	98	58	37	8	...	...
Charles Sumner	68	75	143	136	192	194	...	808	...	14	69	133	146	150	128	105	45	21	6	...	...
Comins	46	81	89	96	110	128	...	550	...	8	50	57	85	97	95	97	49	11	...	...	...
Dearborn	42	121	97	54	152	194	37	697	1	8	42	51	123	121	130	100	53	17	1	1	...
Dillaway	57	96	103	173	106	169	...	704	1	4	42	102	105	133	113	98	60	36	8	2	...
Dudley	40	85	89	100	105	140	72	631	...	7	31	70	88	128	118	96	62	28	2	1	...
Dwight	95	54	87	135	98	107	34	610	...	4	42	99	104	98	104	68	57	25	9	...	...
Edward Everett	82	105	116	124	134	136	...	697	...	5	51	91	114	127	110	95	59	32	11	2	...
Eliot	46	41	51	190	158	199	281	966	21	33	71	123	146	188	166	120	74	16	7	1	...
Emerson	72	93	134	105	134	189	40	797	...	1	62	102	138	138	137	88	70	47	10	4	...
Everett	75	93	99	147	169	98	35	656	...	4	42	62	107	118	110	100	65	35	10	3	...
Franklin	44	69	76	82	138	100	70	579	...	3	37	82	113	105	99	61	50	20	6	3	...
Frothingham	54	70	103	107	109	112	28	583	...	7	47	89	92	113	89	70	63	12	1	...	...
Gaston	52	102	109	150	172	186	...	771	...	19	61	97	108	128	120	118	68	39	11	2	...
George Putnam	38	50	51	83	84	114	...	420	...	2	20	62	69	73	76	63	27	21	6	1	...
Gibson	60	77	79	101	100	126	...	546	...	4	54	74	95	82	81	80	52	19	3	2	...

Hancock	41	44	49	98	97	148	289	766	8	20	45	109	142	165	143	88	26	15	5	...
Harris	43	56	63	50	96	95	...	403	...	2	15	24	73	86	77	64	38	18	4	2
Harvard	47	44	93	99	144	137	26	590	...	...	43	77	95	104	105	69	71	23	2	1
Henry L. Pierce	81	84	75	108	173	112	107	740	2	19	59	108	126	119	119	108	45	34	7	3
Hugh O'Brien	92	90	107	152	170	217	...	828	...	3	54	116	100	186	114	103	54	32	2	4
Hyde	52	71	80	87	105	108	38	541	...	4	37	60	95	103	97	68	46	24	7	...
John A. Andrew	52	49	134	112	157	164	42	710	...	7	46	104	135	118	132	98	42	22	1	2
Lawrence	81	91	87	86	142	193	38	718	3	19	79	108	115	131	134	91	30	7	1	...
Lewis	84	95	150	109	148	158	...	744	...	7	46	91	112	122	128	84	26	6	...	...
Lincoln	37	80	85	93	109	156	...	560	...	9	37	97	89	103	88	78	49	9	1	...
Lowell	91	142	173	182	191	...	...	961	...	9	90	142	219	174	134	115	57	21	...	...
Lyman	46	42	66	84	111	178	39	566	14	25	53	59	85	96	89	76	42	19	8	...
Martin	33	48	43	64	98	71	20	377	...	8	23	43	67	67	73	48	38	9	1	...
Mather	74	83	104	144	175	251	24	855	3	27	91	135	126	141	127	94	73	31	6	1
Minot	35	40	46	47	57	74	...	299	...	1	18	31	57	42	56	47	32	8	5	2
Norcross	44	57	82	84	199	142	...	608	1	18	39	89	108	114	98	77	47	15	2	...
Phillips	46	77	125	153	155	213	156	925	1	3	50	115	145	184	187	150	64	20	5	1
Prescott	40	48	81	64	101	191	...	435	...	5	35	58	67	50	94	70	41	14	1	...
Prince	78	81	72	98	89	99	...	517	...	4	25	60	91	85	88	89	43	20	10	2
Quincy	37	39	93	96	93	106	60	524	1	6	29	58	94	95	95	84	45	12	4	1
Rice	37	59	83	85	111	89	...	444	...	...	26	56	71	74	91	65	45	12	3	1
Robert G. Shaw	35	48	51	62	58	56	...	310	...	6	22	50	52	47	49	37	28	14	3	1
Sherwin	37	47	78	84	92	105	30	473	...	4	22	72	84	80	92	56	40	19	4	...
Shurtleff	67	83	139	106	113	101	...	609	...	17	52	89	84	95	101	69	50	40	11	1
Stoughton	33	40	56	49	72	69	...	319	...	4	10	42	57	54	59	49	29	11	3	1
Thomas N. Hart	47	78	86	71	112	115	...	509	...	4	44	65	75	80	72	89	55	25	...	...
Tilston	22	32	39	39	58	50	...	240	...	...	14	35	37	40	40	18	13	3	...	...
Warren	43	75	75	82	98	147	31	551	...	11	54	89	89	84	77	70	51	18	6	2
Washington Allston	90	106	177	142	142	156	...	813	...	4	65	96	137	144	136	123	76	27	3	2
Wells	36	53	49	83	95	108	130	551	...	12	56	102	85	109	95	57	25	8	4	1
Winthrop	63	98	104	112	106	157	49	689	1	10	70	107	106	126	108	82	52	22	5	...
Totals	2,966	3,891	4,983	5,545	6,531	7,236	1,842	32,994	63	478	2,445	4,432	5,499	5,826	5,581	4,510	2,697	1,144	261	58

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.		Under 4 years.	4 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 . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
	Totals . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
Grammar Schools.	First Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
		Girls . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
	Second Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
		Girls . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
	Third Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1
		Girls . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	1
	Fourth Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	20
	Girls . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	18	
Fifth Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	4	175	
	Girls . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	11	194	
Sixth Class . . {	Boys . . . . .	. . . . .	. . . . .	. . . . .	12	198	956	
	Girls . . . . .	. . . . .	. . . . .	. . . . .	6	187	918	
Ungraded Class {	Boys . . . . .	. . . . .	. . . . .	. . . . .	31	44	84	
	Girls . . . . .	. . . . .	. . . . .	. . . . .	14	34	78	
Totals . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	63	478	2,445	
Primary Schools.	First Class . . {	Boys . . . . .	. . . . .	. . . . .	7	203	999	1,332
		Girls . . . . .	. . . . .	. . . . .	3	158	993	1,151
	Second Class . . {	Boys . . . . .	. . . . .	7	329	1,442	1,514	759
		Girls . . . . .	. . . . .	7	306	1,272	1,407	610
Third Class . . {	Boys	17	1,092	2,547	1,743	597	199	
	Girls	16	903	2,226	1,499	532	169	
Totals . . . . .	. . . . .	33	2,009	5,418	6,317	6,042	4,220	
Kinder- gartens.	All Classes . . {	Boys	106	631	796	171	9	. . . . .
		Girls	121	716	852	229	9	. . . . .
Totals . . . . .	. . . . .	227	1,347	1,648	400	18	
Totals by Ages . . . . .	. . . . .	227	1,380	3,657	5,818	6,398	6,520	6,665

TO AGE AND TO CLASSES, JUNE, 1896.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
..	6	25	58	93	113	101	85	55	17	553
..	4	14	19	34	66	46	36	30	26	275
..	10	39	77	127	179	147	121	85	43	828
..	..	..	..	..	..	..	13	18	33	64
..	..	..	..	..	..	2	19	45	79	145
..	..	..	..	1	4	34	72	100	46	257
..	..	..	..	..	2	34	99	115	69	319
..	..	..	..	12	53	108	104	51	13	341
..	..	..	..	4	61	136	164	93	19	477
..	..	..	11	73	181	202	121	28	7	623
..	..	..	5	60	206	245	139	35	7	697
..	..	..	16	150	507	761	731	485	273	2,923
..	2	23	156	412	483	279	60	12	..	1,427
..	..	9	81	426	496	381	118	28	..	1,539
2	27	164	489	637	413	137	28	2	..	1,899
..	16	169	510	635	448	168	33	13	..	1,992
29	203	615	787	563	275	54	4	1	..	2,532
27	197	596	762	548	244	64	11	1	..	2,451
153	659	887	701	377	97	9	1	1	..	2,905
167	596	835	623	296	83	22	..	..	..	2,640
747	980	755	433	182	50	8	1	..	..	3,335
756	996	641	403	152	32	10	1	..	..	3,196
1,161	817	447	193	73	15	..	..	..	..	3,872
1,065	657	329	151	38	11	1	1	..	..	3,364
162	190	198	149	104	32	6	2	..	..	1,002
163	159	158	143	67	18	5	1	..	..	840
4,432	5,499	5,826	5,581	4,510	2,697	1,144	261	58	..	32,994
720	222	66	25	..	..	..	..	..	..	3,574
617	206	69	33	..	..	..	..	..	..	3,230
315	75	13	2	..	..	..	..	..	..	4,456
246	63	28	6	..	..	..	..	..	..	3,945
45	14	3	3	..	..	..	..	..	..	6,260
57	11	1	1	..	..	..	..	..	..	5,415
2,000	591	180	70	..	..	..	..	..	..	26,880
..	..	..	..	..	..	..	..	..	..	1,713
..	..	..	..	..	..	..	..	..	..	1,927
..	..	..	..	..	..	..	..	..	..	3,640
6,432	6,100	6,045	5,744	4,787	3,383	2,052	1,113	628	316	67,265

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1896.

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	404	45	Hyde	12	562	47
Agassiz	11	562	51	J. A. Andrew,	14	723	52
Bennett	10	532	*53	Lawrence . . .	16	748	47
Bigelow	15	742	50	Lewis	14	771	*55
Bowditch	10	529	53	Lincoln	12	579	48
Bowdoin	10	437	44	Lowell	18	971	54
Brimmer	11	573	52	Lyman	13	607	47
Bunker Hill..	12	493	41	Martin	9	405	45
Chapman	13	680	52	Mather	17	849	50
Chas. Sumner	15	828	55	Minot	7	305	44
Comins	11	566	51	Norcross	13	580	45
Dearborn	15	714	48	Phillips	19	968	51
Dillaway	12	710	59	Prescott	8	425	*53
Dudley	14	659	47	Prince	10	519	52
Dwight	13	652	50	Quincy	11	541	49
Edw. Everett,	14	713	51	Rice	11	466	42
Eliot	23	1,000	43	Robt. G. Shaw	7	319	48
Emerson	18	820	46	Sherwin	10	497	50
Everett	13	693	53	Shurtleff	13	627	48
Franklin	14	652	47	Stoughton . . .	7	327	47
Frothingham	12	611	51	Thos. N. Hart	10	527	53
Gaston	15	786	52	Tileston	5	237	*47
Geo. Putnam,	8	428	54	Warren	13	610	46
Gibson	10	556	56	Washington			
Hancock	16	803	50	Allston,	18	825	46
Harris	8	397	50	Wells	12	579	48
Harvard	12	610	*51	Winthrop . . .	14	721	52
H. L. Pierce,	14	749	54				
Hugh O'Brien	16	853	53	Totals	687	34,040	50

*One temporary teacher also employed.

GRAMMAR SCHOOLS.

Graduates, June, 1896.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	19	19	38	Hyde	52		52
Agassiz	51		51	J. A. Andrew	25	27	52
Bennett	18	28	46	Lawrence	79		79
Bigelow	59		59	Lewis	39	41	80
Bowditch		42	42	Lincoln	37		37
Bowdoin		31	31	Lowell	36	50	86
Brimmer	35		35	Lyman	25	21	46
Bunker Hill	17	28	45	Martin	13	20	33
Chapman	49	49	98	Mather	41	33	74
Chas. Sumner	25	30	55	Minot	14	19	33
Comins	17	29	46	Norcross		40	40
Dearborn	23	19	42	Phillips	40		40
Dillaway		57	57	Prescott	22	17	39
Dudley	40		40	Prince	16	59	75
Dwight	93		93	Quincy	36		36
Edward Everett	40	42	82	Rice	37		37
Eliot	46		46	Robt. G. Shaw	20	14	34
Emerson	37	35	72	Sherwin	37		37
Everett		75	75	Shurtleff		67	67
Franklin		40	40	Stoughton	12	22	34
Frothingham	21	33	54	Thos. N. Hart	47		47
Gaston		52	52	Tileston	8	14	22
George Putnam	13	25	38	Warren	17	27	44
Gibson	33	27	60	Washington			
Hancock		34	34	Allston	31	51	82
Harris	19	24	43	Wells		36	36
Harvard	20	27	47	Winthrop		63	63
Henry L. Pierce	35	46	81				
Hugh O'Brien	48	36	84				
				Totals	1390	1501	2891

PRIMARY SCHOOLS.

Semi-annual Returns, to June 30, 1896.

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	4	150	117	267	135	105	240	27	90	106	163	269
Agassiz	4	140	105	245	124	90	214	31	87	106	133	239
Bennett	7	189	188	377	173	163	336	41	90	205	182	387
Bigelow	11	298	233	531	265	206	471	60	90	282	245	527
Bowditch	10	261	282	543	234	242	476	67	88	280	259	539
Bowdoin	9	206	199	405	172	155	327	78	81	208	213	421
Brimmer	7	177	133	310	155	113	268	42	86	162	153	315
Bunker Hill	10	234	197	431	217	177	394	37	91	218	221	439
Chapman	7	224	212	436	197	181	378	58	89	255	175	430
Charles Sumner	12	353	328	681	294	260	554	127	81	391	306	697
Comins	6	150	126	276	132	102	234	42	85	132	139	271
Dearborn	16	471	378	849	410	314	724	125	85	409	433	842
Dillaway	10	311	243	554	272	198	470	84	84	283	257	540
Dudley	13	304	285	589	261	240	501	88	85	277	319	596
Dwight	10	251	279	530	220	236	456	74	86	246	282	528
Edward Everett	11	276	290	566	243	243	486	80	88	303	320	623
Eliot	10	363	181	544	318	151	469	75	86	307	225	532
Emerson	12	361	319	680	321	270	591	89	87	336	354	690
Everett	9	246	259	505	213	215	428	77	85	231	272	503
Franklin	12	311	315	626	266	264	530	96	85	358	278	636
Frothingham	10	290	222	512	259	190	449	63	88	293	206	499
Gaston	7	190	173	363	152	137	289	74	80	183	170	353
George Putnam	7	189	178	367	170	154	324	43	88	168	198	366
Gibson	7	189	203	392	170	174	344	48	88	213	197	410
Hancock	20	531	615	1,146	479	544	1,023	123	89	593	528	1,121
Harris	6	159	147	306	139	117	256	50	84	145	174	319
Harvard	12	313	310	623	278	264	542	81	87	321	303	624
Henry L. Pierce	7	196	169	365	169	139	308	57	84	220	180	400

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.					
Hugh O'Brien . . .	13	448	294	742	387	245	632	110	85	370	369	739
Hyde	8	208	202	410	186	182	368	42	80	197	210	407
John A. Andrew, . .	12	319	247	566	280	208	488	78	86	303	254	557
Lawrence	17	515	166	681	456	145	601	80	88	372	316	688
Lewis	10	304	294	598	264	251	515	83	86	301	280	581
Lincoln	11	366	266	632	303	207	510	122	81	333	291	624
Lowell	16	428	402	830	382	345	727	103	88	410	421	831
Lyman	9	254	217	471	231	199	430	41	91	235	216	451
Martin	5	146	139	285	128	118	246	39	86	135	148	283
Mather	12	323	296	619	274	238	512	107	82	363	273	636
Minot	4	127	113	240	108	93	201	39	84	119	124	243
Norcross	12	135	349	484	124	313	437	47	90	239	267	506
Phillips	5	157	125	282	139	106	245	37	87	142	128	270
Prescott	7	209	184	393	188	163	351	42	80	182	205	387
Prince	7	171	182	353	148	151	299	54	85	153	217	370
Quincy	10	350	208	558	291	171	462	96	85	308	248	556
Rice	7	131	130	261	113	111	224	37	86	98	160	258
Robt. G. Shaw . . .	5	97	103	200	86	82	168	32	84	97	109	206
Sherwin	9	252	236	488	225	208	433	55	80	251	243	494
Shurtleff	5	123	117	240	111	100	211	29	88	127	106	233
Stoughton	5	143	106	249	128	90	218	31	87	142	117	259
Thomas N. Hart, . .	8	280	180	460	248	159	407	53	88	246	216	462
Tileston	4	129	98	227	117	85	202	25	89	116	104	220
Warren	7	182	159	341	164	134	298	43	87	194	152	346
Washington Allston	13	331	316	647	285	261	546	101	84	290	351	650
Wells	21	631	574	1,225	559	485	1,044	181	86	636	582	1,218
Winthrop	5	142	144	286	127	122	249	37	87	178	111	289
Totals	513	14,251	12,533	26,787	12,490	10,616	23,106	3,681	86	13,777	13,163	26,880

PRIMARY SCHOOLS.

Number of Pupils in each Class, whole Number, and Ages, June 30, 1896.

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	81	86	102	269	14	44	48	73	56	26	8	. . . . .
Agassiz	63	76	100	239	15	39	52	54	45	23	5	1	5
Bennett	70	150	167	387	37	78	90	95	37	23	4	2	1
Bigelow	141	191	195	527	33	110	139	139	43	48	10	4	1
Bowditch	169	140	230	539	37	121	122	129	87	37	6	. . . . .
Bowdoin	84	150	187	421	26	90	92	81	86	38	5	3	. . . . .
Brimmer	93	88	134	315	31	64	64	64	64	23	1	1	. . . . .
Bunker Hill	119	131	198	439	48	71	99	99	68	32	19	3	. . . . .
Chapman	111	116	203	430	58	110	87	97	50	19	6	2	1
Chas. Sumner	198	203	296	697	77	144	170	157	105	34	7	3	. . . . .
Comins	68	84	119	271	17	59	56	69	41	16	10	3	. . . . .
Dearborn	203	233	406	842	50	158	201	164	144	76	33	9	7
Dillaway	156	167	217	540	45	108	129	123	94	30	7	3	. . . . .
Dudley	153	193	250	596	42	105	130	149	88	50	25	5	2
Dwight	149	159	229	538	22	105	119	135	90	48	8	1	. . . . .
Edward Everett.	151	200	272	623	37	125	141	142	91	60	19	6	2
Eliot	191	157	274	532	53	111	143	96	87	35	7	. . . . .
Emerson	194	194	302	690	43	127	165	159	114	57	17	6	1
Everett	139	151	222	503	31	86	114	91	100	50	24	5	2
Franklin	136	185	315	636	65	147	146	131	95	31	15	5	1
Frothingham	115	142	242	499	51	113	127	116	59	27	4	. . . . .
Gaston	98	101	154	353	32	76	75	88	44	28	5	3	2
Geo. Putnam	114	104	148	366	26	63	79	72	68	35	14	7	2
Gibson	122	116	172	410	27	76	119	94	65	26	7	4	1
Hancock	221	274	626	1,121	73	269	251	209	165	113	28	11	2
Harris	92	87	140	319	21	61	63	81	59	20	10	1	3
Harvard	152	219	253	624	43	121	154	135	96	54	13	3	2
Henry L. Pierce.	113	95	192	400	33	90	97	110	50	10	3	6	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,	156	245	338	739	46	153	171	156	127	53	21	9	3
Hyde	113	136	158	407	35	74	88	85	75	40	6	2	2
J. A. Andrew,	151	189	217	557	48	114	141	116	79	35	19	2	3
Lawrence . .	195	237	256	688	75	135	162	159	96	38	18	4	1
Lewis	153	186	212	551	35	118	148	118	107	43	9	3	..
Lincoln . . .	141	194	289	624	47	125	161	138	89	37	21	1	5
Lowell	258	262	311	831	61	144	205	193	140	62	17	7	2
Lyman	112	147	192	451	33	113	89	95	76	26	11	5	..
Martin	52	83	148	283	47	42	46	77	31	25	11	4	..
Mather	122	249	265	636	38	142	183	128	102	33	9	1	..
Mfnot	54	84	105	243	8	44	67	57	32	24	10	1	..
Norcross . . .	138	165	203	506	36	101	102	107	89	48	10	10	3
Phillips . . .	52	111	107	270	23	56	63	51	34	34	8	1	..
Prescott . . .	133	113	141	387	27	69	86	195	58	28	10	3	1
Prince	96	115	159	370	12	50	91	105	65	39	7	..	1
Quincy	138	199	219	556	39	157	112	109	85	40	11	3	..
Rice	92	99	67	258	5	35	58	75	46	26	9	3	1
Robt. G. Shaw,	58	66	82	206	16	31	47	49	39	16	4	..	1
Sherwin	101	191	202	494	45	95	111	102	92	40	9	..	..
Shurtleff . . .	46	133	51	233	24	51	52	63	20	14	4	2	3
Stoughton . .	72	79	117	259	13	63	66	53	44	14	4	2	..
Thos. N. Hart,	142	153	167	462	21	81	144	112	72	25	3	3	1
Tileston . . .	64	65	91	220	15	52	49	49	33	16	6	..	..
Warren	93	94	159	346	25	71	98	92	41	19	..	..	..
Washington Allston . .	160	197	293	650	49	104	146	169	109	55	6	7	5
Wells	284	318	616	1,218	99	248	289	260	197	88	25	10	2
Winthrop . . .	49	108	132	289	27	73	78	67	31	10	3	..	..
Totals	6,804	8,401	11,675	26,880	2,012	5,118	6,317	6,012	4,229	2,000	591	180	70

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1896.

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	4	267	†67	Hyde	8	410	51
Agassiz	4	245	61	J. A. Andrew... 12		566	47
Bennett	7	377	54	Lawrence	17	681	40
Bigelow	11	531	48	Lewis	10	598	*60
Bowditch	10	543	54	Lincoln	11	632	57
Bowdoin	9	405	45	Lowell	16	830	52
Brimmer	7	310	44	Lyman	9	471	52
Bunker Hill... 10		431	43	Martin 5		285	57
Chapman	7	436	*62	Mather	12	619	52
Charles Sumner, 12		681	57	Minot	4	240	*60
Comins	6	276	46	Norcross..... 12		484	40
Dearborn	16	841	*53	Phillips	5	282	56
Dillaway	10	554	55	Prescott 7		393	*56
Dudley..... 13		589	45	Prince..... 7		353	50
Dwight	10	530	53	Quincy	10	558	†56
Edward Everett, 11		566	51	Rice... .. 7		261	37
Eliot	10	544	54	Robert G. Shaw, 5		200	40
Emerson..... 12		680	57	Sherwin	9	494	*55
Everett	9	505	56	Shurtleff..... 5		233	47
Franklin..... 12		626	52	Stoughton..... 5		259	52
Frothingham... 10		512	51	Thos. N. Hart... 8		462	*58
Gaston	7	363	52	Tileston	4	220	*55
George Putnam, 7		367	52	Warren..... 7		346	49
Gibson..... 7		392	56	Washington			
Hancock..... 20		1,146	52	Allston	13	650	50
Harris	6	306	*51	Wells	21	1,218	58
Harvard	12	623	52	Winthrop	5	289	*58
Henry L. Pierce, 7		365	52				
Hugh O'Brien.. 13		742	57				
				Totals.....	513	26,787	

* One temporary teacher also employed.

† Two temporary teachers also employed.

KINDERGARTENS.

Semi-annual Returns to June 30, 1896.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Age under 5 Years.	Age 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	2	42	31	73	33	18	51	22	70	29	44	73
Agassiz	1	22	25	47	15	17	32	15	68	28	21	49
Bennett	2	21	28	52	16	18	34	18	65	22	35	57
Bowditch	4	58	60	118	42	42	84	31	70	42	78	120
Bowdoin	2	24	42	66	15	26	41	25	62	34	38	72
Brimmer	2	25	21	46	18	16	34	12	74	26	28	54
Bunker Hill	2	22	35	55	16	24	40	15	73	40	21	61
Chapman	2	29	40	69	20	25	45	24	65	54	15	69
Chas. Sumner	4	46	68	114	29	43	72	42	63	53	71	124
Comins	4	50	72	122	37	52	89	33	73	38	82	129
Dearborn	2	35	26	61	27	16	43	18	71	7	53	60
Dillaway	4	56	63	119	38	39	77	42	65	35	75	119
Dudley	2	32	21	53	19	14	33	20	62	30	26	56
Dwight	4	51	71	122	35	49	84	38	69	56	63	119
Eliot	3	60	66	126	46	52	98	28	78	61	64	125
Emerson	2	30	28	58	24	21	45	13	78	26	36	62
Everett	1	28	31	59	16	17	33	26	56	18	37	55
Franklin	2	16	30	46	10	18	28	18	61	24	22	46
Frothingham	2	29	27	56	23	21	44	12	78	27	27	54
Geo. Putnam	2	25	29	54	18	20	38	16	70	25	27	52
Gibson	3	51	40	91	31	26	57	34	63	34	64	98
Hancock	6	86	106	192	64	69	133	59	69	99	89	188
Harvard	2	25	31	56	19	24	43	13	77	31	26	57
H. L. Pierce	2	26	27	53	19	19	38	15	72	29	39	68
Hugh O'Brien	2	31	28	59	25	23	48	11	81	30	31	61
Hyde	2	18	38	56	15	32	47	9	84	18	36	54
J. A. Andrew	2	22	32	54	16	24	40	14	74	12	46	58
Lawrence	3	54	41	95	41	29	70	25	74	55	49	104
Lewis	2	22	35	57	16	23	39	18	69	27	29	56
Lincoln	2	36	22	58	25	15	40	18	69	23	35	58
Lowell	1	14	21	35	12	17	29	6	83	31	5	36
Lyman	4	60	73	133	41	48	89	44	67	57	61	118

KINDERGARTENS. — *Concluded.*
Semi-annual Returns to June 30, 1896.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Age under 5 Years.	Age 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Martin	2	21	36	57	17	26	43	14	75	25	34	59
Mather	2	35	43	78	20	24	44	34	56	21	58	79
Minot	2	21	34	55	13	18	31	24	56	19	42	61
Norcross	1	25	25	50	17	16	33	17	66	46	14	60
Phillips	2	24	35	59	19	28	47	12	80	14	45	59
Prescott	2	24	35	59	19	27	46	13	78	6	55	61
Prince	2	28	26	54	23	21	44	10	81	31	46	77
Quincy	2	25	33	58	15	20	35	23	60	37	25	62
Rice	2	25	24	49	17	17	34	15	69	21	27	48
Robert G. Shaw,	1	20	27	47	13	17	30	17	64	29	21	50
Sherwin	2	26	27	53	20	20	40	13	75	20	34	54
Shurtleff	2	33	29	62	25	23	48	14	77	24	38	62
Stoughton	2	28	29	57	21	22	43	14	75	31	37	68
Thos. N. Hart	2	52	42	94	35	28	63	31	67	25	75	100
Washington Allston	1	17	31	48	12	18	30	18	63	18	31	49
Wells	4	66	55	124	48	44	92	32	74	46	84	130
Winthrop	2	40	23	63	28	15	43	20	68	40	27	67
Totals	113	1,659	1,863	3,522	1,183	1,281	2,464	1,058	70	1,574	2,066	3,640

ANNUAL SCHOOL FESTIVAL.

1896.

ANNUAL SCHOOL FESTIVAL, 1896.

The Annual School Festival in honor of the graduates of the Boston Grammar Schools was held in the Massachusetts Charitable Mechanic Building, Huntington avenue, on the afternoon of Saturday, June 27, 1896, under the direction of the Committee of the School Board appointed for the purpose, consisting of Mr. George W. Anderson (chairman), Messrs. Huggan, Dum, Calderwood, and Gallivan.

The occasion was honored by the presence of His Honor the Lieutenant Governor, His Honor the Mayor of Boston, members of the 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 arranged in large banks extending the entire width of the stage. The following-named florists furnished the bouquets: William J. Kennedy, William A. Twombly, James Delay & Sons, Jennie Rogers, Galvin Bros., John Gormley & Son, T. H. Meade, Charles R. Langer, Morton Bros., George Mullen, and Wax Bros.

The Boston Cadet Band, under the direction of Mr. J. Thomas Baldwin, occupied a position on the left of the stage. Mr. Leonard B. Marshall acted as director, and Mr. James M. McLaughlin presided at the organ.

The collation for the committee and pupils was provided by T. D. Cook & Co. The graduates of the Grammar Schools, nearly three thousand in number, occupied the entire floor of the hall. The graduates of the Normal, Latin, and High Schools were excused from taking part in the exercises on account of the limited accommodations, but many of them were present as invited guests.

The graduates were marshalled to their places under the direction of Chief Marshal Orlando W. Dimick, master of the Wells School.

The exercises opened with the singing of two stanzas of "Old Hundred," by the graduates.

The chairman of the Festival Committee then delivered the following opening address:

ADDRESS OF MR. GEORGE W. ANDERSON.

MR. CHAIRMAN, GRADUATES OF THE SCHOOLS OF BOSTON, LADIES AND GENTLEMEN: No free and united nation was ever born in the council chamber, in the legislative hall, or even on the battlefield. A hundred and forty years before "our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal," the germ of that nation was formed in the first free public school of the Boston Colony. It is three hundred and sixty years since the sum of £50 was contributed in Boston for the support of a schoolmaster. Of this sum, Winthrop Vane and Bellingham each gave £10. Five years later, in 1641, the first appropriation of public funds was made in the devotion of the income derived from Deer island for the support of a free school.

From that day to this the work has gone steadily on, and has been of such profound and far-reaching importance in the growth of our national life that it is fit that, just before the celebration of the anniversary of our independence, we should come to this public school festival: that annually, midst music and flowers,

and graced by the presence of the chief magistrates of state and city, Boston should declare her confidence in her public schools, her satisfaction with the splendid results of their past work, and her unvarying demand that year by year, teachers and scholars shall exhibit as the fruits of their mutual training a higher scholarship, a greater personal force, a nobler patriotism.

It is my privilege, in behalf of the School Committee, to bid you welcome, one and all. I congratulate the parents in their happiness in seeing that their children have thus far attained. Your presence here attests your belief that the primary duty of parents to give their children the best possible training for life, is in no degree less because the State and city have rendered its performance easier, — that but the smallest part of such training can be given in any school. If the fear, sometimes expressed, that the extension of public facilities for education is decreasing the sense of parental responsibility, be well grounded, it is cause for serious anxiety. The unit in American life is the family, and the finest and highest education is found in family life, and flourishes only there. Pupils, teachers, and school committee all need the constant stimulus of the intelligent interest and criticism of the home and of the office.

It is not well to say too much about "progress in education." Stagnation, weakness, superficiality, are the inevitable results of an over-weaning vanity. Boston schools are not exempt from the need for "a divine discontent." There is only one test of an educational system — life, its force, its direction. We may well reflect whether we have not "enriched our courses of study," only to impoverish the forces of our children. The very abundance of educational facilities in Boston, constitutes a danger that the essence of all real education may be overlooked, — individual growth by individual effort.

I congratulate the graduates whose successful work this festival celebrates. The completion of the grammar school course with credit is much, but its significance lies in its promise for the future. Not what information you have, but what you are, what you can do, that is the test. Scholarship is not merely the possession of knowledge; it is an attitude of mind, a quality of mental process; it is power as distinguished from mere material;

electricity as distinguished from the coal which feeds the fire to run the engine that runs the dynamo. It is a mental poise, skill, power to put the mind to a subject and hold it there; it is knowing how to know. Education cannot be given by any process from without. It is a growth from within. The teacher can only inspire and direct; the real work must be done by the scholar alone. The real responsibility for success or failure is the scholar's alone. The greatest oration ever delivered on American soil, from which I quoted a moment ago, was the production of a mind whose entire school training was in the aggregate hardly one-ninth so long as that of the graduates of the Boston grammar schools here present. It was the searching mind, the conquering will, the persistent industry that made Abraham Lincoln — measured by any true standard — one of the best educated men of the century. Not to your stars, but to yourselves, must you look for your success or failure. To fail in the struggle of life without education is pitiful. To fail in the struggle of life after having had all the advantages of your school training, would be shame and ignominy. As your opportunities have been great, so are your responsibilities equally great.

Remember also that the acceptance of education at the public expense imposes upon you a debt to be paid in good citizenship. You have no right to use your education for selfish purposes only. As graduates of the public schools, you all — whether the child of the Russian peasant, of the Italian marble-cutter, of the persecuted and fleeing Armenian, of the ambitious Irishman, or of the Mayflower Pilgrim — belong to America, to Massachusetts, to Boston. The motto of the public schools is not, "America for Americans," but "Americans for America." The diploma from the hand of the School Committee of the city of Boston should be held by each of you a sacred pledge that, in return for the opportunities of education which have been given you, you gladly bind yourselves to a fervent and patriotic loyalty to every principle, to every historic struggle that have secured that this "government of the people, for the people, by the people, shall not perish from the earth."

ADDRESS OF HIS HONOR LIEUTENANT GOVERNOR
WOLCOTT, ACTING GOVERNOR.

His Honor the Lieutenant Governor was then introduced by the chairman, and speaking to the graduates as "boys and girls," he said he should not envy the man who could be so dull, so stolid, and so insensible as not to be deeply impressed with the sight that he looked down upon. "These hundreds of boys and girls, Boston school children," he continued, "just in the flush of their youth, full of high hope, full of what belongs to youth — that is, courage and good cheer — looking forward to the life that lies before them, each one of them are, I trust, resolute and determined to give back to the State in good citizenship some part, at least, of the debt which is her due — this truly is a spectacle on which it is impossible to look with indifference.

"I hope that, however long and far the vista of life may stretch out before you, whether your way be through flowery meadows or over the flinty and dusty highways of hard experience, you will always keep your eyes fixed upon the heights beyond, the heights where the sunlight of honorable achievement, of good citizenship, of virtuous character ever shines, and that all through your journey you may keep what you now possess — these qualities of youth, — courage, hope and good cheer.

"Let me assure you that if you lose these during the course of your life's journey, it will become a difficult and toilsome way. Whatever the surrounding circumstances may be, whether the sun shines or the clouds lower, you can keep what you to-day have — high courage fronting the future, brave good cheer and hope."

The keynote of Lieutenant Governor Wolcott's address was good citizenship, and he eloquently urged the graduates never to forget that they are American citizens.

"Read the history of Greece," he continued, "read the history of Rome, read the great history of England, or of other nations of the world, they will teach you much; they will broaden the mind and give you a wider culture; but I say to you all, study well the history of America. Learn its full meaning. Imbue

your minds and your hearts with what is the full significance of the proud words 'an American citizen.' Study the past of America, then look at the present: look at the spectacle of this great nation of 70,000,000, masters of a continent, its flag embodying as does no other flag on which God's sun shines, the principles of equal rights, equal privileges, and equal duties, and you will learn that to be an American citizen is an honor not lightly to be esteemed nor carelessly borne."

ADDRESS OF HIS HONOR MAYOR QUINCY.

Mayor Quincy was introduced by the chairman as "the worthy descendant of worthy ancestors." He told the graduates that all he expected to do when invited to be present was to give out the 3,000 bouquets that were awaiting them. That, he thought, would tax all his physical power. "Success in life," he said, "is not to be measured as the world is too apt to measure it. It is not to be gauged by conspicuousness, or by eminence, or by material prosperity.

"Success in life is to be measured by the performance in a creditable and honorable manner of all the tasks which are imposed upon each one of us, whether our work in life be that of the manual laborer, who is toiling by the exercise of his strength and muscle to support his family and bring up his children, or whether our effort be that of the man who is endeavoring through the exercise of his mental gifts to win a competence and to make himself a useful citizen of the community.

"We stand upon a footing of equality. We are equal in contributing to make our city, our State, our nation great and healthy and strong; so I can say to each one of you: Use whatever opportunities come within your reach in a manner that will reflect credit upon the training which the public schools of Boston have given you. You may not be able to make these opportunities, but you can utilize them, whatever they may be, in a manner that will make you useful and creditable members of the city, the State, and the nation.

"We cheerfully yield to the Commonwealth the glory of her State public school system; but your education represents the

work which has been performed by the efforts and by the contributions of the people of the municipality of Boston. The first duty which you owe is to the people of this city, who have given you the inestimable blessing of a common school education.

“The city of Boston, first of all, has a right to ask you to be mindful in your future life of this great obligation, and to repay her in the only way in which she can be repaid, by contributing your part toward the well-being of the generations yet to come. She looks to you, to-day, for the performance of the duties of citizenship, in the broadest and truest sense of the word.”

In closing, the mayor bid each and all god-speed on behalf of the municipality of Boston, and asked them to remember that their success in life would depend very largely upon their own industry, persistency, and continuity of effort. He expressed the hope that many of them would enter the High Schools and continue working for a higher education.

The last speaker was Mr. Isaac F. Paul, President of the Boston School Committee, who said :

ADDRESS OF MR. ISAAC F. PAUL.

MR. CHAIRMAN, GRADUATES OF BOSTON SCHOOLS, LADIES AND GENTLEMEN: It is an honored custom on this day of all school days, for the president of the Board to formally present the congratulations of the School Committee to the graduates of our grammar schools. And in so doing I would congratulate these pupils that they have been deemed worthy to take from the city of Boston a diploma that certifies that their work has been well done, that they have earned this honorable distinction.

And proud as we are to present this evidence of scholarship, pleasant as it is to bedeck these young men and women with these flowers, grander than all is it to present to this city and this Commonwealth these candidates for intelligent American citizenship.

We are sending out to-day the child of the immigrant, who entered the primary school with no knowledge of the English language, who has gone through the different grades of our public

schools, side by side and step by step with the child of a more favored birth: we put on him the stamp of our approval and we bid him god-speed in the race that is open to all competitors. That is the crowning glory of our public school system. This good old city of Boston spends her money without stint for public education. she asks for economy in its management, she demands liberality and breadth in her school policy, but she insists that the public schools shall return to her earnest, self-sustaining citizens. With that obligation in mind the school management to-day presents these flowers of her educational system, the ripe fruitage of her grammar schools. On these graduates and on those who from year to year shall pass over this platform on the occasion of these festivals, we rely for our future standard of citizenship, for the perpetuity of all that we hold dear in our American institutions.

And now just a few words to these graduates.

This city has done its best to give you an education that shall fit you for the duties of active life, for strong manhood, for lovely womanhood. She has fulfilled her obligation, she has put upon you a corresponding responsibility. As she has done her best in education, so must you do your best with that education to return to her the type of good citizenship which she demands. She asks for your best, not that you shall do as little as possible to fulfil your obligation, but that you shall strive in all you do to make of yourselves the very best that lies in your power.

Strive in whatever you do to do a little more than absolute duty seems to demand, whether it be in the high school, the college, behind the counter, in the office or at the bench. Take advantage of all the educational opportunities she furnishes you. Hold dear the school associations and the school name to-day inscribed on your banners, be true to the instructions you have received from your teachers and the inspiration they have given you for high purpose and honorable achievement, and if in after life the ideal that you have formed in your mind seems unattainable, when trouble and disappointment come, as come they will, call to your aid the good in that ideal and by that sign may you conquer and may strong character be the fruit of your victory.

At the close of the address of the president of the School Board, "America" was sung, after which the graduates marched across the stage, each school being designated by a banner with the name of the school thereon, and each graduate received a bouquet from the hand of the Mayor. A notable feature was the giving of the head of the line to the Horace Mann School for Deaf Mutes, whose banner was carried by its single graduate, Humphrey Leary, of Houghton. This is the first year that any pupil of this school has received a diploma. At the conclusion of the distribution of bouquets, a collation was served to the committee and invited guests, and to the graduates.

The doors of the adjoining hall were then thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS
LAWRENCE PRIZES
AND
DIPLOMAS OF GRADUATION.

1896.

FRANKLIN MEDALS, 1896.

LATIN SCHOOL.

Durant F. Drake,
Henry L. Seaver,
Carl S. Oakman,
John E. McGawley,

Osmond J. Billings,
Francis W. Doherty,
William W. Bellamy,
Horace H. Morse.

ENGLISH HIGH SCHOOL.

Walter S. Heilborn,
Llewellyn L. Cayvan,
Frank P. Wilcox,
Arthur Loring,

Charles T. Lincoln,
Wilbur A. Jordan, Jr.
William G. Boynton,
Walter A. Moulton,
Milton Bernstein.

LAWRENCE PRIZES, 1896.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — William W. Bellamy, Durant F. Drake, Aubry E. Landry, Frederic G. Bauer, Charles B. Loughead, Robert M. Green, Gerald F. Loughlin, Manley F. Allbright, Merrill E. Champion, Frank A. Moulton, Samuel T. Foster, John E. Lynch, Louis H. Renter, Curtis Lublin, Irving M. Atwood, Joseph P. Newman, Laurence R. Clapp, James W. J. Marion, Charles W. Harris.

FOR EXCELLENCE IN MODERN STUDIES. — Henry L. Seaver, Chester W. Nichols, Flavel Shurtleff, Walter G. Bruns, Herbert L. Marshall, Charles S. Stanton, Reuben J. Hall, Dennis S. Downes, Ralph H. Goldthwaite, Henry R. Gardner, Howard W. Schafer, Elias Field, Stanley T. Bush, James M. DeWolfe, William A. Kneeland, Clifford H. Frost, Richard F. Jackson, Maurice A. Frohock, Edward D. Hurley, Bertram C. Gould.

FOR EXCELLENCE IN DECLAMATION. — *First Prize* — Carl S. Oakman. *Second Prizes* — Guy A. Ham, Thomas H. Reed. *Third Prizes* — Leo J. Logan, Horace H. Morse. *Special Prizes* — W. C. McDermott, Samuel Hayward.

FOR EXCELLENCE IN READING. — *First Prize* — John J. O'Donnell. *Second Prizes* — Henry L. Seaver, Harrie R. Chamberlin. *Third Prizes* — Arthur P. Young, Laurence R. Clapp.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Frederic G. Bauer, Henry L. Seaver, Durant F. Drake, Henry R. Gardner, Augustus L. Richards, John E. Lynch, Chester W. Nichols, Louis H. Reuter, Stanley T. Bush, Charles B. Loughhead, Flavel Shurtleff, Manley F. Allbright, Frank A. Moulton, Merrill E. Champion, Aubry E. Landry, Herbert L. Marshall, Richard F. Jackson, Irving M. Atwood, Kenneth E. Downs, Charles W. Annable, William A. Kneeland, Carl S. Oakman, Fred C. Wormelle, Clifford H. Frost, Laurence R. Clapp (William D. Lynch, for 1894-5).

FOR EXEMPLARY CONDUCT AND FIDELITY. — John W. Hathaway, Archie E. Minard, Laurent E. Daloz, Allan H. Whitman, William J. Tarpey, Theodore L. Frost, James Sheridan, Arthur E. F. Smith, Cadis Phipps, Chester T. Greenwood, Harry H. Ham, Francis J. Mahoney, Lucius S. Hicks, Abbot Peterson, Eldon Macleod, Charles J. F. O'Brien, Edward S. Bryant, Edward V. Ford.

FOR ORIGINAL WRITTEN EXERCISES.

English Poem. — (Second Prize) — Henry L. Seaver.

English Essay. — (First Prize) — Horace H. Morse.

Poetical Translation from Horace. — (Second Prize) — Durant F. Drake.

GARDNER PRIZE.

Original Essay. — Henry L. Seaver.

DERBY PRIZE.

Translation from Cicero. — Durant F. Drake.

SPECIAL PRIZE.

For Excellence in Music at Several Public Exhibitions of the School during the Year. — Carl S. Oakman.

FOR MILITARY DRILL.¹

(1.) *First Prizes.* — Co. G, Capt. W. J. Kelly; 1st Lieut. S. Bamber; 2d Lieut. F. T. Leahy; 1st Sergt. L. W. Rand. *Second Prizes.* — Co. E, Capt. Walter Blair; 1st Lieut. E. W. Barron; 2d Lieut. R. F. Leavens; 1st Sergt. F. R. Bolster.

(2.) *Special Prizes.* — Co. D, Capt. E. E. Davidson; 1st Lieut. B. E. Wood; 2d Lieut. C. W. English; 1st Sergt. H. F. Simmons.

(3.) *Excellence in Manual of Arms.* — *First Prize.* — Sergt. T. F. Teevens, Co. A. *Second Prize.* — Sergt. L. B. Groves, Co. F. *Honorable Mention.* — Priv. A. P. Hall, Co. G.

¹ These prizes are awarded at the annual prize-drill from funds contributed by the school.

Bayonet Squad Prizes. — *First Prize.* — Lieut. L. J. Logan, Co. A. *Second Prize.* — Sergt. H. S. Bennett, Co. G. *Honorable Mention.* — Corp. R. E. Gallivan, Co. F.

(4.) *Excellence in Drumming.* — *First Prize.* — Priv. T. N. Pease. *Honorable Mention.* — Priv. E. E. Whittier.

ENGLISH HIGH SCHOOL.

FOR ESSAYS. — *First Prize* — (First Class) — W. B. Cobb.

FOR READING. — *First Prize* — (Second Class) — P. C. Shipman. *First Prize.* — (First Class) — L. M. Gouldston. *Second Prize.* — (First Class) — G. G. Wolkins. *Second Prize.* — (First Class) — W. B. Cobb. *Second Prize.* — (Second Class) — H. Jeffrey. *Second Prize.* — (Second Class) — I. E. Adams. *Second Prize.* — (Third Class) — W. L. Swift. *Second Prize.* — (Third Class) — H. J. James.

FOR DECLAMATION. — *First Prize.* — (Third Class) — S. N. Wood. *First Prize.* — (Second Class) — A. I. Rorke. *Second Prize.* — (Second Class) — A. H. Lane. *Second Prize.* — (Second Class) — H. G. McDougall.

FOR SENIOR EXAMINATION IN ALGEBRA. — *Second Prize.* — (First Class) — F. P. Wilcox.

FOR TRANSLATION OF GERMAN AT SIGHT. — *First Prize.* — (First Class) — T. Guiney.

FOR DRAWING. — *First Prize.* — (First Class) — F. H. Bond, Jr. *Second Prize.* — (First Class) — P. J. Ober.

FOR EXAMINATION IN GEOMETRY. — *First Prize.* — (Second Class) — P. H. Linehan. *Second Prize.* — (Second Class) — I. G. Spitz.

FOR TRANSLATION OF FRENCH AT SIGHT. — *First Prize.* — (Second Class) — C. P. Tolman. *Second Prize.* — (Second Class) — T. J. Sheahan. *Second Prize.* — (Second Class) — A. F. Whitten.

FOR EXAMINATION IN CHEMISTRY. — *First Prize.* — (First Class) — F. P. Wilcox.

FOR EXAMINATION IN PHYSICS. — *First Prize.* — (First Class) — F. P. Wilcox.

FOR DEPARTMENT AND SCHOLARSHIP. — *First Class* — N. W. Faxon, W. B. Cobb. *Second Class* — P. H. Linchan, A. P. Popiano, P. C. Shipman, T. J. Sheahan. *Third Class* — E. K. Fenno, E. Granger, W. M. Marston, M. Muckensturm, H. V. Doherty, H. T. Kalmus, G. A. Farren, C. B. Clapp, J. T. Doyle, W. E. Tye.

FOR DEPARTMENT AND FIDELITY. — *First Class* — F. P. Scofield, J. J. Mahar, S. Dunn, F. P. Hastings. *Second Class* — L. Dahl, S. F. Rosnosky, A. E. Borden, A. P. Robinson, W. D. Eaton, C. S. Emerson, Jr., W. G. Reilly. *Third Class* — W. B. McGilvery, H. C. McKenna, W. J. Atwood, F. J. Jones, T. S. Spinney, H. F. Crosby, C. J. Bailey, W. H. Tweed, T. M. Conroy, R. J. Kennealy, Jr., L. Abrams.

DIPLOMAS OF GRADUATION, 1896.

NORMAL SCHOOL.

Florence W. Aiken,
 Elizabeth A. Belcher,
 Ethel C. Brown,
 Hattie Browne,
 Margaret M. Burton,
 Ella I. Cass,
 Helen T. Chickering,
 Viola M. I. Clark,
 Margaret A. Connell,
 Katherine E. Cotter,
 Ella A. Curtis,
 Katherine J. Daily,
 Ellen A. Dillingham,
 Gertrude M. Dimick,
 Annie A. Doran,
 Ellen G. Earnshaw,
 Eva W. Eldredge,
 Harriet E. Ells,
 Laura A. Ells,
 Mary E. Farrell,
 Helen A. Fernald,
 Anina L. Fitzsimmons,
 Catherine G. Foley,
 Lucy M. Goodwin,
 Frances A. Green,
 Susan M. Hall,
 Helen Harvie,
 Caroline W. Heckle,
 Mabel J. Houlahan,
 W. Helena Hussey,
 Sarah Kallman,
 Mabel F. Kemp,
 Mary E. Kinney,
 Martha J. Krey,

Mabel Lovell,
 Emma F. Luker,
 Josephine J. Mahoney,
 Mary F. Malone,
 Maude P. Marshall,
 Elizabeth H. Marston,
 Margaret T. McCabe,
 Clara A. McNamee,
 Annie R. Mohan,
 Mary F. Moore,
 Agnes L. Moran,
 Amelia M. Mulliken,
 Bertha L. Mulloney,
 Eleanor J. Murphy,
 Julia H. Neil,
 Susan H. Nugent,
 Mary F. O'Brien,
 Helen M. Paine,
 Lillian M. Park,
 Mary I. Parker,
 Evelyn M. Pearce,
 Grace O. Peterson,
 Rebekah C. Riley,
 May J. Ryan,
 Margaret J. Sehenck,
 Leonora E. Scolley,
 Elizabeth M. Shine,
 Fanny L. Short,
 Sadie N. Stall,
 Olga A. F. Stiegelmann,
 Anna M. Suhl,
 Mary L. Sullivan,
 Harriet C. Tebbetts,
 Emma F. Temple,
 Aloyse B. Tierney,
 Isabella F. Wallace,

Rachel W. Washburn,
 Stella E. Weaver,
 Ethel P. West,
 Frances Z. Whalen,
 Emma F. Wilson,
 Jennie L. Worth.

PUBLIC LATIN SCHOOL.

Roseoe C. Baker,
 William W. Bellamy,
 Osmond J. Billings,
 Walter Blair,
 John A. Brant,
 John H. Bufford,
 Stephen H. Bush,
 Joseph J. Curran,
 Earl E. Davidson,
 Francis W. Doherty,
 Durant F. Drake,
 William Edmunds,
 Guy A. Ham,
 John W. Hathaway,
 Charles B. Hollings,
 John A. Kane,
 William J. Kelly,
 Cornelius J. Lane,
 John E. McGawley,
 Thomas M. McLachlan,
 Clarence C. Miller,
 Walter K. Mitchell,
 Patrick D. Morris,
 Frederic W. Morrison,
 Horace H. Morse,
 Carl S. Oakman,
 Thomas Ordway,
 Lawrence W. Pierce,
 Walter P. Rankin,
 Herbert G. Robinson,
 Mark H. Rogers,
 Edward H. Ruby,
 Clarence B. Sawyer,
 Henry L. Seaver,
 Harold W. Smith,
 Clarence H. Staples,
 Harry E. Stephenson,

GIRLS' LATIN SCHOOL.

Edith H. Barry,
 Lucy M. Brown,
 Mabel W. Daniels,
 Jennie F. Edgcomb,
 Helen L. Given,
 Valeria S. Goodenow,
 Florence B. Hamilton,
 Sarah Hobson,
 Isabelle M. Hosford,
 Mary E. Hyde,
 Mary D. Johnson,
 Minnie A. Johnson,
 Mary T. Loughlin,
 Edith W. Marshall,
 E. Olive Poland,
 Cora F. Roper,
 Grace E. Small,
 Mary C. Smith,
 Adelia G. Tomlinson,
 Josephine A. White,
 Alice Woodvine.

BRIGHTON HIGH SCHOOL.

Boys.

John J. Murray,
 Henry C. Rice,
 Frank E. Sawin,
 John T. Scully, jr.,
 Edward A. Smith,
 James F. Spencer,
 Fred R. Stetson.

Girls.

Ella F. Bent,
 Marian L. Bowser,
 Theodora Carter,
 Bessie M. Coreoran,
 Elizabeth Davis,
 Elizabeth E. Flinn,
 Mabel A. Grafton,
 Katharine W. Hall,
 Charlotte C. Hamblin,
 Florence M. Homer,

Grace I. Hubbard,
 Agnes F. Murphy,
 Katharine J. Ogden,
 Nora A. Scollans,
 Florence M. Williams.

CHARLESTOWN HIGH
 SCHOOL.

FOURTH-YEAR CLASS.

Boys.

John C. Hurley,
 John W. Long,
 Frank W. Ramsey.

Girls.

Ella M. Berry,
 Martha H. Bowker,
 Mary A. Bradford,
 Grace M. Broaders,
 Florence O. Brock,
 Theresa A. Dacey,
 Lucy C. Dyer,
 May R. Fitzgerald,
 Lillian R. Hieborn,
 Alice G. Hosmer,
 Olive D. Littlefield,
 Bessie C. MacBrine,
 Agnes T. Nolan,
 Elizabeth R. Phalen,
 Helen Regan,
 Mary A. Ryan,
 Clara B. Shaw,
 Mary G. Welch.

THIRD-YEAR CLASS.

Boys.

Frederick E. Davis,
 John W. Devine,
 Lewis P. Fall,
 Merrill F. Greene,
 James J. T. McElligott,
 Timothy F. Regan,
 Fred P. Webster,
 William W. Welch.

Girls.

Jennie M. Bean,
 Elizabeth L. Brown,
 Margaret I. Burnett,
 Ella A. Crowson,
 Gertrude M. Donovan,
 Helena M. Foley,
 Teresa M. Foley,
 Bessie S. Foster,
 Edith E. Fraser,
 Minnie W. Gilmore,
 Agnes J. Kenney,
 Mary T. Laughlin,
 Rose I. Lavelle,
 Mary C. Leonard,
 Elizabeth A. MacCormick,
 Emma F. Mahoney,
 Florence A. McDonough,
 Margaret V. Meade,
 Ada F. Merrill,
 Emma J. Morrill,
 Sarah V. Porter,
 Emma W. Rankin,
 Ethel C. Raymond,
 Edith M. Rich,
 Laura M. Richardson,
 Elsie M. Sawyer,
 Bertha E. Stacey,
 Elizabeth C. Stetson,
 Annie L. Sullivan,
 Edna D. Thompson.

DORCHESTER HIGH SCHOOL.

FOURTH-YEAR CLASS.

Girls.

Esther Blumenthal,
 Mary A. Dwyer,
 Alice M. Gore,
 Annie M. Haines,
 Clara L. Haynes,
 Sarah F. Kidney,
 Ethel M. Kimball,
 Elizabeth B. Lamberton,
 Jessie L. Marriner,

Bessie G. Pierce,
Annie M. Smith,
Florence A. Stone,
Blanche E. Thayer.

THIRD-YEAR CLASS.

Boys.

Ralph S. Blake,
Peter J. Callanan,
W. Russell Crump,
Frederick L. Dippel,
Arthur I. Hamilton,
Thomas P. Hession,
James O. Higgins,
Charles A. Mace,
Archie A. McInnes,
James A. McMahon,

Girls.

Ellen L. Abbott,
May Archibald,
Nora L. Barrett,
Helen F. Bean,
Jessie I. Bean,
Henrietta G. Bonner,
Annie F. Craddock,
Maude L. Crowell,
Agnes G. Curran,
Mae L. Curtis,
Grace C. Cushing,
Mabel F. Cushing,
Edna M. Dunning,
Mattie L. Dutton,
Martha M. Edwards,
Mary A. Farrell,
Ida M. Fisher,
Helen L. Foster,
Catherine A. Godfrey,
Mary A. Hannan,
Emma L. Haskell,
Amy E. Lang,
Leslie A. Miller,
Frances L. Mulkern,

Jessie A. Oates,
Belle Schumacher,
Elizabeth A. Shugg,
Lillis E. Taylor,
Mary E. Thomas,
Millie H. Tileston,
Pearl E. Timberlake,
Ellen Welin,
Annie M. White,
Mary I. Wigley.

EAST BOSTON HIGH SCHOOL.

Boys.

George A. Clark,
John J. Condon,
James A. Douglass,
Lester F. Emery,
Charles T. Kellough,
Seth A. Lewis,
Philip M. McArdle,
Louis L. Palmer,
William C. Smith,
William T. Smith,

Girls.

Ethel M. Allen,
Jeannette Anderson,
Ethel M. Bean,
Sophie M. Briggs,
Florence T. Brown,
Florence G. Erskine,
Catherine L. Fitzpatrick,
Althea F. Flye,
Lillian M. Hawkins,
Marion F. Hayes,
Olive A. Kee,
Ruth R. Littlefield,
Bertha A. Preble,
Alice H. Samson,
Sarah C. Smith,
Ella M. Swint,
Marion H. Woods.

ENGLISH HIGH SCHOOL.

FOURTH-YEAR CLASS.

James H. Batcheller,
 Walter L. Collins,
 Charles H. Comey,
 Frank E. Dodge,
 Stanley G. H. Fitch,
 John P. Hinchy,
 Arthur D. Jones,
 Bliss Knapp,
 Harry Linenthal,
 Louis Nelson,
 John W. Paget,
 Samuel W. St. Clair,
 Herbert R. Stearns,
 Walter G. Waitt,
 Richard M. Walsh.

THIRD-YEAR CLASS.

Alfred Alexander,
 Louis Arkin,
 Albert E. Atton,
 Philip Barrant,
 Benjamin J. Barron,
 John F. Barry,
 Milton L. Bernstein,
 Frederick H. Bond, jr.,
 Frank C. Bowker,
 William G. Boynton,
 Albert B. Briggs,
 Albert R. Brown,
 Waldo C. Brown,
 Edward F. Buckley,
 Albert S. Burgess,
 George A. Callahan,
 Angus Cameron,
 Llewellyn L. Cayvan,
 Charles E. Chase,
 Harold F. Chevalier,
 Warren H. Child,
 Charles L. Christiernin,
 Arthur C. Clapp,
 Frederick G. Clapp,

Philip F. Clapp,
 William B. Cobb,
 Henry D. Connor,
 Joseph E. Counihan,
 George I. Cross,
 Frank Cushman, jr.,
 Charles H. Daley,
 Francis S. B. Deland,
 Edward H. Drinkwater,
 Sidney Dunn,
 Y. Marey Edwards,
 Marc L. Ellsworth,
 Joseph Farren,
 Nathaniel W. Faxon,
 William F. Fiske,
 George H. Fronklin,
 Charles L. Fuller,
 Fred B. Gillpatrick,
 Harry Goldenberg,
 Henry H. Goldie,
 Leopold M. Goulston,
 Albert W. Grant,
 Albert F. Griffiths,
 Timothy Guiney,
 George A. Hall,
 Carl R. Hallstrom,
 Thomas A. Harahan,
 William B. Harahan,
 Fred P. Hastings,
 Walter S. Heilborn,
 William J. Henry,
 Joseph A. Hopkins,
 George W. Isles,
 Wilbur A. Jordan, jr.,
 Harry J. Kane,
 William B. Keeler,
 Edgar C. Keene,
 Walter S. Kelly,
 William T. Kiley,
 Louis Lewis,
 Frank H. Libby,
 Charles T. Lincoln,
 Richard H. L. Little,
 Arthur Loring.

Patrick F. McGovern,
 Henry E. J. McNally,
 James J. Mahar,
 Irving F. Marshall,
 Robert B. Martin,
 Walter A. Moulton,
 Frederick J. Murray,
 Ernest A. Newhouse,
 Paul J. Ober,
 Louis A. Ochs,
 Arthur E. Pendleton,
 John A. Perkins,
 James P. Rand,
 Frederick T. Reed,
 Isaac D. Robbins,
 Edward R. Rudischhauser,
 Frank P. Scofield,
 Harry Seamon.
 Forest Shea,
 Martin J. Sherry,
 Ralph H. Stearns,
 Ritchie H. Stevens,
 Daniel J. Sullivan,
 Bernard M. Swenson,
 Frank P. Wilcox,
 Edward V. Wilder,
 George G. Wolkins,
 Samuel N. Wood.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Susie E. Abbot,
 Mary B. Adams,
 Gertrude W. Appleton,
 Mary O. Baker,
 Evelyn L. Barrows,
 Corinna Barry,
 Mary W. Bonython,
 Ethel A. Borden,
 A. Gertrude Bowker,
 Alice M. Brady,
 Florence L. Brinkerhoff,
 Elizabeth G. Burke,
 Emma J. Burke,

Mary F. Callahan,
 Alice V. M. Colleton,
 Lillian E. Cronin,
 Lillian P. Cronin,
 M. Teresa Currie,
 Julia G. Davison,
 Alice E. B. Dockham,
 Mary T. Donely,
 Mary E. Donnelly,
 Gertrude S. Dunn,
 Martha Engewald,
 Ethel M. Fales,
 Laura D. Fisher,
 Josephine Fitz Gerald,
 Catherine G. Foley,
 Elizabeth M. Gardiner,
 Veronica L. Gaytons,
 Katherine E. Goode,
 Eliza D. Graham,
 Alice M. Hagerty,
 A. Harriet M. Haley,
 Annie H. Holbrook,
 Henrietta F. Johnson,
 Mabel E. Johnson,
 Caroline B. Jonsen,
 Eleanor M. Jordan,
 Margaret F. Keenan,
 Mary F. Keyes,
 Mabelle E. Lounsbury,
 Mary F. Magrath,
 Regina C. McCabe,
 Belle G. McCollough,
 Mary L. McCollough,
 M. Blanche Moore,
 Marguerite T. Morse,
 Annie E. Neal,
 Gertrude F. Newman,
 Margaret A. Page,
 Ruth Perry,
 Cora L. Pickering,
 Anna H. Prescott,
 Minnie A. Prescott,
 L. Gertrude Sanborn,
 Alice E. Seaver,

Helena D. Smith,
 Abigail F. Sullivan,
 Mary R. Sullivan,
 Minnie E. Sutherland,
 Helen F. Tarpey,
 Anna K. Vackert,
 H. Caroline Wort,
 A. Marion Zbrosky,

THIRD-YEAR CLASS.

Catherine A. Ahern,
 A. Edla E. Anderson,
 Flora W. Andrews,
 Pauline Arkin,
 Ethel Babcock,
 Susan E. Barlow,
 Elizabeth Berenson,
 Mabel E. Bowker,
 May J. Bowles,
 Mary C. Broder,
 Charlotte A. Burgess,
 Mabel I. Burgess,
 Edith L. Burr,
 Mary E. Carey,
 Catherine M. Carney,
 Margaret L. Carolan,
 Effie M. Charnock,
 Emma D. Cheney,
 Hope W. Closson,
 Christabell Clune,
 Josephine B. Cohen,
 Olive L. Cook,
 Florence E. Cummings,
 Annie M. Currie,
 Mabel T. Currier,
 Agnes I. Daily,
 Mary E. Denehy,
 Alice G. Divver,
 Eleanor M. Doherty,
 Elizabeth F. Dorn,
 Mabel C. Duke,
 M. Alice Fay,
 Marie C. Feid,
 Alice L. Fifield,

Mary E. Fiske,
 Anastasia A. Fitzgerald,
 Ethel C. Flynn,
 Josephine Fokes,
 Elnora O. C. Fossett,
 Helen M. French,
 Frances A. Gallagher,
 Margaret J. Gamage,
 Julia Goldman,
 Minnie Goldsmith,
 Marion A. Hall,
 Catherine E. Halligan,
 Gertrude Harris,
 Mary E. Hartnett,
 Harriet F. Hasey,
 Edith M. Herriek,
 Elizabeth W. Hersey,
 Frances W. Horn,
 Ruth S. W. Horner,
 Priscilla L. Horsford,
 Mand de H. Howard,
 Louise C. Howes,
 Ethel M. Hoyt,
 Mabel F. Hughes,
 Louise I. Ingalls,
 Edith Irving,
 Susie E. Jeffrey,
 Bertha H. Jenkins,
 Carlotta M. Jordan,
 Agnes T. Kelly,
 Elsie D. Keniston,
 Mary R. Kennedy,
 Helen F. Kenney,
 Mabel C. Kinney,
 Edith E. Lambert,
 Ermina C. Leach,
 M. Josephine Leary,
 Eugenia H. Lockwood,
 Catherine R. Long,
 Mary A. Long,
 Lillie M. Loughlin,
 Edith F. Lowe,
 Mary A. Maloney,
 Etta A. Manning,

Viola R. Marsh,
 M. Grace V. McDougall,
 Josephine E. McGarty,
 Henrietta H. McKenna,
 Katharine E. McPhilomy,
 Josephine A. Meade,
 Anna E. Meisel,
 Anna M. Meyer,
 Mary J. Monahan,
 Genevra M. Moulton,
 Katherine S. Nash,
 Mary A. Nolan,
 Mary G. O'Connor,
 Katherine J. O'Hagan,
 Mary E. O'Kane,
 R. Cecile Palmer,
 Frances E. Park,
 Mary F. Parker,
 Nellie T. Parker,
 Emma Pearson,
 Sarah B. Pelonsky,
 G. Caroline Penchard,
 Anna E. Peterson,
 Julia E. Phalen,
 Edith Pratt,
 Caroline L. Regan,
 Theresa I. Russell,
 Lena F. Shaw,
 Bertha M. Smith,
 Ida V. Smith,
 Mary J. Stark,
 J. Ernestine Stevens,
 Violet K. Street,
 Alice G. Sullivan,
 Helena A. Sullivan,
 Katherine M. Sullivan,
 Margaret A. Sullivan,
 Mary J. H. Taylor,
 Ada E. Thornton,
 Ida G. Thureson,
 Blanche E. Tilden,
 Anna E. Tute,
 Jennie L. Tuttle,
 Louise Vocke.

Adaline D. Wagg,
 Mary R. Waldron,
 Anastatia E. Walsh,
 A. Florence Ward,
 Louise A. Webster,
 Fannie Weil,
 Florence M. Welch,
 Catherine A. White,
 Corinne G. White,
 Eva C. Wilder,
 Florence M. Williams,
 Rosalie C. Williams,
 Hilda Williamson,
 Augusta M. Wood.

MECHANIC ARTS HIGH
SCHOOL.

Henry L. Abbot,
 Carl E. A. Anderson,
 Ralph G. Baker,
 Lyman H. Bigelow,
 Louis P. Bohnenberger,
 Charles H. Brooks,
 Clarence E. Buckley,
 Leandro J. Costa,
 Stephen A. Courtney,
 Daniel Dahl,
 George J. Doherty,
 Jeremiah J. Donahoe,
 William L. Fitzpatrick,
 Hamilton S. Foster,
 Stephen F. Gardner,
 Thomas F. Haley,
 James E. Halligan,
 Walter H. Hamilton,
 Jacob W. Harms,
 Charles C. Harriman,
 Harry H. Harrison,
 Harry R. Healey,
 Frederick A. Heuser,
 Andrew T. Holmes,
 Charles W. Hull,
 William R. Hurd,
 Ralph H. Knapp,

Joseph O. Knox,
 Lewis M. Lawrence,
 Harrington De W. Learnard,
 John A. Lent,
 Frederick H. Lorimer,
 John W. McClusky,
 Francis H. J. McCrudden,
 James W. McIntosh,
 Bernard J. McLaughlin,
 Clinton Noble,
 William G. Pigeon,
 John J. Quigley,
 George Raphael,
 Anthony P. Riani,
 Samuel Rosnosky,
 Herschel B. Ruddick,
 Howard E. Savage,
 Herbert E. Sawyer,
 Wellington E. Sobey,
 Allison W. Stone,
 Solon J. Stone, jr.,
 Otto C. Thanisch,
 Fred I. Tucker,
 Tracey H. Tucker,
 Emil F. Vogel,
 Irving C. Weeks,
 Nathan D. Whitman,
 Percy R. Ziegler.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Frederic C. Ayers,
 Walter W. Charles,
 Harry C. Hanson,
 James G. McDonald,
 Edward A. Mead,
 Robert P. Roberts,
 Leonard Wesson.

Girls.

Ella P. Adams,
 Lillian Alley,
 Mary A. Ansart,

Ida H. Ayers,
 Bessie C. Banker,
 Ella M. Bigsby,
 Christina J. Carret,
 Katharine L. Connell,
 Elizabeth S. Downs,
 Violet O. Frederick,
 Anabel E. Freeman,
 Anna J. Griffin,
 Lida J. Hamilton,
 Mary C. Maloy,
 Millie A. Martyn,
 Agnes F. Mather,
 Annie L. O'Connor,
 Elizabeth P. Palmer,
 Frances L. Peck,
 Mabel E. Phillips,
 Carolyn B. Phippen,
 Genevieve A. Ryan,
 Minna M. Smith,
 Ethel L. Thayer.

THIRD-YEAR CLASS.

Boys.

Irving O. Angier,
 Ernest J. Babeock,
 J. Francis Barry,
 Charles A. Blaisdell,
 Frank L. Brier,
 Rowland H. Burdick,
 William T. Curry,
 Frank B. Driscoll,
 Arthur J. Eveland,
 William T. Foster,
 Leo J. Frankenthal,
 Arthur W. Geiger,
 William E. Handy,
 Edward S. Holland,
 John F. Kelly,
 William L. Kelly,
 William M. Lewis,
 John M. Lorden,
 John P. Mack,
 Joseph T. Maguire,

Francis J. Maloy,
 Fred T. Nelson,
 William S. Pepperell,
 John S. J. Phium,
 John R. Ross,
 G. Roy Starkey,
 Horace C. Swan,
 Matthew J. Tobey,
 Quiney Tucker,
 Eliot B. Ware,
 Ralph Whitman,
 Chester G. Wiley.

Girls.

Jessica E. Ballou,
 Helen M. Benson,
 Minnie M. Bishop,
 Dora R. Bostwick,
 Bessie P. Boutelle,
 Lila W. Brackett,
 Edith M. Bucknam,
 Sara C. Bullard,
 Julia I. Chittenden,
 Geneyieve M. Congdon,
 Elizabeth F. Cooper,
 Mary P. Corrigan,
 Josephine H. Currier,
 Alice N. Cutler,
 Mary O. Damon,
 Ethel H. Dunyon,
 Sarah T. Everett,
 Blanche E. Fallon,
 Alice Falvey,
 Annie M. Frazer,
 Alice L. Gibby,
 Grace M. Greenough,
 Mary E. Griffin,
 Rose H. Guinan,
 Amelia F. Hall,
 Henrietta K. Howe,
 Carrie E. Hutcheson,
 Mary E. Kelleher,
 Amelia L. Lewis,
 Florence F. Low,

Clara A. Mitchell,
 Lottie A. Mitchell,
 Lillian B. Moorar,
 Helen S. Murphy,
 Mary L. Murphy,
 Caroline L. Olin,
 Kate M. Osgood,
 Sarah L. Palmer,
 Florence W. Parry,
 Edith C. Patterson,
 Lizzie M. Pearson,
 Edna M. Pickert,
 Ethel N. Pope,
 Clara Randall,
 Mary F. Reddish,
 Ethel G. Reed,
 Nellie S. Rough,
 Isabelle F. Rowe,
 Isadore G. Rowe,
 Ethel B. Ryan,
 Helen W. Stearns,
 Kathie A. M. Stegelmann,
 Catherine J. Sullivan,
 Annie M. Sweeny,
 Laura A. Wood,

WEST ROXBURY HIGH
SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Charles A. Drew,
 Edward Erickson,
 Philip C. Gerlach.

Girls.

Caroline M. Adams,
 Helen D. Barrett,
 Susan M. Bradley,
 Alice C. Clapp,
 F. Gertrude Clisham,
 Florence M. Halligan,
 Alice G. Lincoln,
 Mary G. Lyons,
 Rose M. Lyons.

THIRD-YEAR CLASS.

Boys.

H. Clifton E. Barton,
D. Arthur Brown,
Clarence S. E. Cassidy,
Harry P. Cowee,
Albert E. Keleher,
Leo A. Rogers,
Frederick Slader, jr.,
Howard B. Wheelock.

Girls.

Eva B. Ammidown,
Laura G. Ayers,
Lilian A. Beaumont,
Clara E. Bertsch,
Ethel E. Chamberlin,
Annie R. Faunce,
Alice B. Felton,
Frances H. Jordan,
Helena M. Low,
Elizabeth A. Lyons,
Margaret T. McManus,
Ellen L. Moran,
Bertha S. Nichols,
Gertrude H. Rossborough,
Louise A. Sauer,
Katharine L. Sullivan,
Agnes C. Watson.

ADAMS SCHOOL.

Boys.

Samuel Barkin,
John E. Colson,
Walter F. Cowley,
Thomas W. Faber,
Reuben J. A. Hancock,
Thomas F. Hogan,
Albert Johnson,
Leslie E. Morton,
Francis J. Murphy,
Carl A. Oberg,
Edward A. Peterson,

Henry E. Rauahan,
Moses M. Reinherz,
Charles Smith,
Samuel Thurman,
Joseph D. A. Toomey,
Walter J. Walsh,
John Wilson,
G. Dana Yeaton, jr.

Girls.

Hattie E. Clark,
Mary L. Davis,
Nellie DeLeskey,
Letitia B. Ferreira,
Bertha P. Hayden,
Hattie L. Hazelton,
Helen T. Higgins,
Anna L. Larsen,
Emily Lowe,
Jennie McCrindle,
Katharine I. McDonald,
Rose E. McEnaney,
Henrietta McLeod,
Sadie May Ostrander,
Ethel M. Pierce,
Ellen Roberts,
Rufina H. Schupbach,
Lotta Smith,
Rose C. Thurman.

AGASSIZ SCHOOL.

Boys.

Frank C. Bell,
Chester W. Blake,
William A. Calligan,
Edward B. Carty,
Henry W. Cobb,
George H. Connors,
Martin J. Connolly,
James Coutts,
W. Stanley Damon,
James S. Dolan,
John J. Downey,
Thomas H. Downey,

Raymond H. Farwell,
 Robert G. A. Felton,
 Francis H. Galvin,
 Frank C. Gerlach,
 John Glynn,
 Harold T. Hall,
 Fred. C. Heyl,
 Daniel J. Holland,
 Albert M. Horle,
 C. Oswald Housman,
 John A. Huegle,
 Gilman B. Joslin,
 Edwin Kai,
 Edward F. Kennedy,
 Eustace R. Knott,
 Henry Lawler,
 Henry Lawler,
 William P. Leonard,
 William R. Leonard,
 Harry H. Luther,
 Walter S. Macomber,
 Edward J. McCarty,
 William H. Minton,
 William O. Murphy,
 Robert B. Murray,
 Dennis Nelson,
 William M. Payne,
 Patrick H. Prindeville,
 Arthur A. Ridgeway,
 Edmund A. Rogers,
 Clarence H. Smith,
 Louis H. Steuer,
 Rudolph J. Thanisch,
 John F. Travers,
 John W. West,
 Philip S. Whipple,
 Frank E. Whitney,
 J. Fred Wieland,
 John J. Wren.

BENNETT SCHOOL.

Boys.

James F. Aiken,
 Thomas F. Brophy,

John P. Curley,
 John W. Curley,
 Thomas M. Dalton,
 Alfred C. Danforth,
 Charlie G. Duncanson,
 Edward F. Featherston,
 Timothy J. Hayes,
 Harold H. Mendell,
 Robert Norris,
 Edgar S. Perkins,
 George I. Pettengill,
 George A. Pierce,
 Everett S. C. Ruggles,
 William F. Sanderson,
 Hermon L. Sparrow,
 George B. Tracy.

Girls.

Jeannie S. Arthur,
 Mary L. Bannon,
 Ellen E. Barrett,
 Joanna M. Brogie,
 Rosa V. Brogie,
 Ellen V. Buckley,
 Mary C. Coffey,
 Sadie L. Collins,
 Mary T. Coughlin,
 Annie L. Curley,
 Mary G. Devine,
 Mary A. Gallagher,
 Catherine V. Greene,
 Emma S. Huke,
 Mabel Huke,
 Harriette L. Jackson,
 Nellie A. Knight,
 Agnes E. Loughton,
 Inez E. Loughton,
 Elizabeth M. Maloney,
 Mary E. McDonnell,
 Ellie F. Osborn,
 Emily R. Parker,
 Bessie P. Scates,
 Sarah L. Shaw,
 Ellen L. Sheehan,

Edith M. Turner,
Josephine M. Yerxa.

BIGELOW SCHOOL.

Boys.

Francis J. Ahearn,
Joseph H. V. Barry,
Walter A. Bennett,
Robert E. Bigney,
Percy F. Brady,
Michael V. F. Brennan,
Thomas J. Brennan,
William J. Brown,
John Burns,
William H. Daily,
John F. Danker,
Gordan S. Donnan,
James F. Donovan,
Joseph R. Driscoll,
Thomas P. Driscoll,
James J. Fielding,
Joseph A. Fitzgerald,
William F. Foley,
Francis J. W. Ford,
Charles P. A. Freeman,
Victor F. Gorman,
John B. Grove,
Thomas E. Hill,
Frank H. Hopkins,
James J. Hughes,
Simon Jacobs,
Walter S. Johnston,
Charles L. Justis,
Thomas F. Kerrigan,
Coleman A. King,
Henry F. Leland,
Benjamin T. Leland,
Frank A. Mahoney,
James H. Mahoney,
James J. Maloney,
Thomas H. McMahan,
Daniel J. Morgan,
Joseph D. Mullen,
William Mullen,

Albert Murphy,
Bernard J. Murphy,
Frank V. Murphy,
Joseph T. Neely,
James J. Nieholson,
Dennis J. Nihan,
Charles V. Russell,
Myron F. Ryder,
John T. Shaughnessy,
John H. Sheehan,
John J. Shine,
Isaac D. Slocum,
Daniel F. Sullivan,
Simon Sullivan,
T. Robert Sullivan,
Frank Sylvester,
Chester W. Tilden,
William A. C. Traupe,
Louis A. Twitchell,
Leo F. Walsh.

BOWDITCH SCHOOL.

Girls.

Cecelia A. Barrows,
Caroline P. Becker,
Victoire P. Behr,
Fannie A. Blakely,
Madeleine Blanchard,
Lucia G. Bliss,
Mary M. A. Breen,
M. Elizabeth Buff,
Alice B. Cobb,
Alice E. Cochrane,
Lillie M. Cochrane,
Ada M. Coulsey,
Irene Cushman,
Claudine C. Donnelly,
Helen T. English,
Annabella S. Fyffe,
J. Cecelia Godvin,
M. Gertrude Godvin,
Esther K. Grove,
Jennie Haxton,
Genevieve E. Hewes,

Sarah E. Killion,
 Grace W. King,
 Isolde E. Listemann,
 Edith C. Mackay,
 Mary F. McDonald,
 Alice C. McNulty,
 Gertrude A. Meyer,
 Grace M. Morton,
 Edythe E. Moulton,
 Georgiana Moy,
 Annie A. Murray,
 Nancy D. Noyes,
 Anna H. O'Connell,
 Katherine M. Parker,
 Florence J. Preston,
 Edith M. Proctor,
 Eleonore H. T. Sander,
 Valeria E. Schultz,
 Friedarick A. Strasser,
 Edith M. Tolman,
 Annabel D. Wood.

BOWDOIN SCHOOL.

Girls.

Lillian S. Bornstein,
 Georgia M. Clark,
 Genevieve A. Coates,
 Marion G. Croley,
 Alice M. Deering,
 Mary A. Farren,
 Julia C. Gilliard,
 Genevieve M. Gillis,
 Florence T. Harmon,
 Leona F. Hooper,
 Helena M. Kelley,
 Mary L. Lambert,
 Mary M. Lill,
 Ida E. Malaney,
 Florence M. Martin,
 Mary E. McCarthy,
 Anna T. McGowan,
 Mary E. Morse,
 Mary A. Oakes,
 Caroline A. Owens,

Mary L. Palmer,
 Sarah R. Pearlman,
 May J. Phelps,
 Charlotte M. Powers,
 Christina L. Robertson,
 Katherine Robertson,
 Mary E. Rymes,
 Jessie A. Shaw,
 Jessie M. Smith,
 Edith C. Streeter,
 Effie E. Trafton.

BRIMMER SCHOOL.

Boys.

Frank R. Atherton,
 Ludwig Auerbach,
 G. Bernal Bigelow,
 John W. Calnan,
 Cornelius J. Casey,
 Daniel S. Casey,
 Abraham Cohen,
 James A. Cotter,
 Jacob Daniels,
 Murray S. Davis,
 Jacob Fischer,
 Columbus W. Harrison,
 Thomas F. Hughes,
 Bernard C. Jacobs,
 Robert S. Johnson,
 John P. A. Kelley,
 John F. Kennedy,
 Edward Levi,
 Cornelius A. Lewis,
 William J. Mahoney,
 Solomon Marks,
 Charles J. McLoughlin,
 Robert J. Moore,
 William F. Myers,
 John A. Nagle,
 Edgar S. Randolph,
 Abraham Sattan,
 Carl J. Schriftgiesser,
 Moses J. Selig,
 William A. Shea,

Thomas J. Sheehan,
Eugene P. Sullivan,
James A. Sullivan,
Patrick J. Sullivan,
Charles Weisbart.

BUNKER HILL SCHOOL.

Boys.

William F. Burns,
George R. Colman,
William B. Driscoll,
John B. Felt,
Frank J. Fitzpatrick,
Joseph W. Flanigan,
Dominick E. Gibbons,
Fred E. Harmon,
Bertrand J. Hoyt,
John J. Leary,
Lyman W. Littlefield,
Albert I. McEnery,
Isaac F. Morrill,
Frank J. Rice,
Frank J. Riley,
Richard F. Rowe,
George A. Tilton.

Girls.

Lilla J. Bates,
Susie E. Benson,
Sarah A. Blaney,
Annie M. Bruce,
Margaret T. Buttimer,
Gertrude E. Carver,
Catherine J. Clear,
Josephine H. Clifford,
Margaret M. A. Connors,
Mary A. Copithorn,
Katharine V. Cullen,
Lauretta G. Flanagan,
Anna L. Flynn,
Anna E. Glidden,
Margaret E. Hoey,
Mabel J. Howard,
Lillian T. Inman,

Mary F. McNelley,
Gertrude B. Mullen,
Katherine E. O'Leary,
Rita E. Prescott,
Florence Ryan,
Mary F. Ryan,
Sadie F. Shaw,
Jennie Shea,
Nellie L. Shea,
Enma L. Spratt,
Lizzie A. Thurston.

CHAPMAN SCHOOL.

Boys.

Willard Ames,
James G. Armstrong,
Albert P. Baxter,
Arthur W. Brann,
Charles L. Bucknam,
James I. Canning,
Ernest F. Capen,
George M. Cass,
C. Fred Conant,
Walter A. Cross,
Luther S. Files,
Roy H. Francis,
Frank E. Good,
Amasa N. Gorham,
Frank K. Hahn,
Webster R. Hancock,
W. Hammett Hunter,
Frank M. Kirk,
Stephen E. Kirkpatrick,
Robert J. Kissock,
Arthur H. Lanpher,
Norman B. Lavers,
Matthew L. Lyons,
William P. Magee,
Charles W. Marr,
John McCallum,
Edward McCauley,
George D. McPhee,
George N. McPherson,
M. Francis McSweeney,

Otto E. Montgomery,
 Richard E. Murphy,
 William W. Murphy,
 Edmund K. Murray,
 William H. Ordway,
 John J. Overlan,
 Andrew S. Pendleton, jr.
 George H. Peters,
 Walter P. Plummer,
 William B. Reynolds,
 Edmund A. Rice,
 Walter A. Riker,
 Philip E. Robbins,
 Arthur D. Smith,
 Walter R. Sprague,
 Henry J. Stevenson,
 Chandler W. Whittington,
 Harry N. Wright,
 Bradford M. Young.

Girls.

Leontine O. Arenburg,
 Adaline E. Armstrong,
 Zola E. Bacon,
 Ella M. Bartol,
 Edith M. Baxter,
 Flora B. Bell,
 Eunice E. Brown,
 Amelia F. Bryant,
 Winifred Burg,
 Georgie E. Butler,
 Carrie B. Card,
 Louise Codire,
 Edith M. Copeland,
 Laura E. Cross,
 Mildred E. Deane,
 Alice M. De Leskey,
 Alice M. Dieker,
 Alice E. Fraser,
 Lillian Garner,
 Harriet M. Goodwin,
 Lucy E. Greene,
 Bessie F. Hanington,
 Laura M. Hawkins,

Alice E. Healey,
 Margaret M. Hogg,
 Rebecca M. Keefe,
 Hattie W. Kellough,
 Ella M. Kempton,
 Emma E. King,
 Grace M. Laundry,
 Mabel O. Leslie,
 Edith N. Littlefield,
 Bertha L. Manning,
 Annie R. Maxwell,
 Eva L. Mayo,
 Mary S. McInnis,
 Ella R. Montgomery,
 Anjennette Newton,
 Eleanor B. Nicolls,
 Mary A. O'Connell,
 Ada G. Parker,
 Florence M. Pendleton,
 Emma F. S. Phillips,
 Ida L. Phillips,
 Ethel R. Phipps,
 Sadie E. Ross,
 Elise A. Walker,
 Laura B. Wood,
 Esther Wyzanski.

CHARLES SUMNER SCHOOL.

Boys.

Patrick M. Devine,
 William S. George,
 Charles P. Halligan,
 Waldo C. J. Hasenfus,
 Irving K. Helmboldt,
 William F. Hussey,
 William H. Jamison,
 Henry W. A. Johnson,
 George S. Kramer,
 Oliver Langille,
 Bliss H. Martin,
 John H. McLean,
 Thomas J. Morris,
 Edward T. Norton,
 Karl H. Ourish,

Edward W. Roemer,
 Harry L. Samson,
 George B. Stebbins,
 Frederick L. Stober,
 George A. Sullivan,
 Robert H. Townsend,
 Edward J. Walsh,
 Max A. Wirth,
 Joseph L. Wolfe,
 Frank W. Young.

Girls.

Anna Alexander,
 Abbie F. Babb,
 Jennie L. Bailey,
 Edith M. Bolster,
 Bertha A. Byron,
 Mabel L. Callowhill,
 Olga R. Carl,
 Bertha L. Charles,
 Lizzie Doell,
 Viola W. Eldredge,
 Marie E. Evans,
 Charlotte L. Fisher,
 Eva M. Gates,
 Mabel J. Hagar,
 Etta C. Hausman,
 Edith Jerome,
 Edith L. M. Lally,
 Clara M. Langley,
 Emma W. Mattheis,
 Annie F. E. McDonald,
 Laura A. Orrall,
 Emily J. Peterson,
 Edith P. Pinfield,
 Minnie E. Rose,
 Margaret L. Saunders,
 Margaret M. Travis,
 Gertrude L. Wagner,
 Etta E. Watkins,
 Edith M. Weeks,
 Amelia H. Wolfe.

CHRISTOPHER GIBSON
SCHOOL.*Boys.*

Stephen D. Bagley,
 Albert L. Beach,
 William H. Butler,
 Charles C. Carpenter,
 Wentworth N. Chittenden,
 Joseph A. Costello,
 Harold G. Cutler,
 Henry F. Dannahy,
 George T. Fitzgerald,
 Jeremiah J. Flynn,
 Joseph F. Gough,
 William J. Hersey,
 Oscar H. E. Hoss,
 Ernest F. Jenkins,
 William P. Kelly,
 Harrie W. Lincoln,
 George B. MacDonald,
 Joseph D. Maloney,
 James H. Maloney,
 Oliver F. Mann,
 Arthur J. Manson,
 Edward Murphy,
 William F. Murphy,
 Frank A. Putnam,
 George F. Ray,
 Walter B. Ripley,
 Frederick H. Sanders,
 Samuel Spektorsky,
 Walter W. Spooner,
 Charles E. Stamecke,
 George C. Thomas,
 Harold P. Whitecomb,
 Frederick A. Wright,

Girls.

Mabel A. Adams,
 Marie C. Babcock,
 Lillian R. Baldwin,
 Jessie A. Broomer.

Hannah J. Buckley,
 Alice E. Calder,
 Grace E. Chandler,
 Ethel L. Chase,
 Barbara Duncan,
 Susie M. Dwyer,
 E. May Goodwin,
 Laura C. Harlow,
 Alice G. Linnell,
 Georgena L. Long,
 Amy L. Morse,
 May Mundy,
 Melva Perrin,
 Catherine A. Power,
 Gertrude E. Puffer,
 Florence L. Richmond,
 Sarah W. Robbins,
 Isabel B. Simonds,
 Alice E. Smith,
 Bertha D. Snow,
 Emily Stern,
 Edith I. Thoms,
 Ethel L. Titus.

COMINS SCHOOL.

Boys.

Alfred J. Battle,
 Michael J. Cain,
 George E. Cole,
 James W. G. Corrigan,
 Henry M. Crahan,
 Thomas Devney,
 Chester W. Dolan,
 John J. Dooley,
 Andrew J. Finneran,
 William Fitzgibbons,
 John B. Goodman,
 John Hermann,
 Michael J. McNulty,
 John J. O'Connell,
 William J. Scannell,
 William J. Walsh,
 Alexander K. Williams.

Girls.

Alice R. Berry,
 Jeannette G. Cameron,
 Elizabeth Cass,
 Kate F. Clifford,
 Annie V. Cunningham,
 Mary J. Dolan,
 Maud E. Donald,
 Mabel E. Egbert,
 Clara L. Fitzgibbons,
 Lida H. Geyer,
 Teresa J. Gilday,
 Ada H. Jensen,
 Bertha O. M. Jensen,
 Elizabeth A. Leonard,
 Elizabeth M. Malloy,
 Jeannette G. McCandlish,
 Catherine E. McNulty,
 Catherine J. Mulcahy,
 Mary A. Murphy,
 Florence C. O'Neil,
 Esther D. Robinson,
 Mary E. Rogers,
 Louise W. Schaper,
 Catherine F. Scott,
 Mary A. Swett,
 Lillian G. Watson,
 Catherine A. Woods,
 Ethel A. Young,
 Rose M. Zepfler.

DEARBORN SCHOOL.

Boys.

Robert L. Boyd,
 Frederic J. Carey,
 John J. Connelly,
 John W. Crosby,
 Frank E. Crowley,
 Edmund J. Doherty,
 Leo A. Dore,
 Dana W. Drury,
 William L. Fitzsimmons,
 Daniel M. Hurley,

Edward R. B. Kelley,
George W. Lanergan,
A. Chandler Litchfield,
Michael A. Malley,
J. William McCarthy,
Frank C. Mitchell,
William J. O'Meara,
Timothy J. Reardon,
Alexander H. Rice,
Douglas R. Rice,
Louis V. Spencer,
Webster H. Taylor,
Frank S. Wilson.

Girls.

Marguerite F. Bruce,
Gertrude L. Connell,
Katherine V. Cotter,
Jeannette G. Dougherty,
Hannah E. Driscoll,
Mary V. Driscoll,
Lottie M. Holmes,
Helen F. Keefe,
M. Theresa Keevan,
Lydia Martin,
A. Elizabeth McCarty,
Katherine Mitchell,
Alice K. Murphy,
Sarah E. Parry,
Lila M. Power,
Lillian M. Schell,
Mabelle Spindler,
Annie T. Tarpay,
Rosie F. Walker.

DILLAWAY SCHOOL.

Girls.

Gertrude M. Alexander,
Edith M. Allen,
Jennie M. Ayer,
Mabel K. Baker,
Elizabeth A. Barry,
Florence Bell,

Helen E. Bliss,
Alice M. Brown,
Nellie M. Burgess,
Florence A. Champney.
Mary E. Connors,
Eliza B. Cushing,
Charlotte H. Davis,
Mary F. Doolan,
Joanna E. Dowd,
Bessie M. Downey,
Sigrid S. Eckman,
Elizabeth Eyges,
Mary L. Flannery,
Ethel M. Ford,
Harriet A. Glover,
Katherine G. Grady,
Edith L. Graves,
Carrie E. Gumbart,
Mary J. Haley,
C. Louise Hamlet,
Marion L. Hill,
Lillian M. James,
Salma M. Johnson,
Catherine E. Kilduff,
Mary E. Kilduff,
Harriet E. Knapp,
Pauline E. Koester,
Helen Lafferty,
Mary Loventhal,
Margaret M. Lynch,
Phyllis J. MacDonough,
Florence M. Marmaud,
Mary A. McCarthy,
Mary A. McHenry,
Gertrude M. Murphy,
Rose Myers,
Elizabeth W. Norton,
Helen M. Norton,
Lillian D. Peirce,
Mabel G. Reed,
Alice E. Rogers,
Martha E. Rogers,
Mildred I. Rork,
Isabel J. Ross,

Hannah Sanger,
 Alice M. Sawyer,
 Flora E. Soesman,
 Florence C. Venner,
 Blanche Wadsworth,
 Helen L. Walsh,
 Elizabeth M. Walker.

John E. Powers,
 Julius Rosenthal,
 Noyes W. Shedrick,
 Burpee D. Sheffield,
 Maurice A. Walsh,
 Gorham Whitney.

DUDLEY SCHOOL.

Boys.

Harold A. Ballentine,
 James A. Barry,
 John A. Carlson,
 Frank A. Clare,
 Henry T. Clark,
 Wesley C. Cook,
 George P. Cullen,
 George O. Cutter,
 Daniel F. Daley,
 Charles J. Davis,
 David Davis,
 Patrick F. Dowd,
 Edward L. Doyle,
 Lea G. Fay,
 Edward A. Flannery,
 Walter N. I. Fogarty,
 George W. Fuller,
 Frank J. Gilday,
 Frank M. Grady,
 Walter G. Hall,
 Albert R. Hodgman,
 Patrick Hynes,
 William F. Isaacs,
 Charles E. Johnson,
 Fred E. Kelley,
 John F. Kelley,
 Thomas P. Kelley,
 Richard H. Kenney,
 Harry R. Marks,
 Raymond McDermott,
 Otis F. Nunes,
 Sydney W. Pennington,
 James Pierce,
 Benjamin C. Piper,

DWIGHT SCHOOL.

Boys.

Fred W. Adams,
 James L. Abern,
 Edward R. Aldrich,
 Harry F. Allison,
 Oregon T. Andrews, jr.,
 Lester T. Bernstein,
 Sidney S. Bornstein,
 Harold M. Brett,
 Frank J. Brooks,
 William L. Burt,
 Edward W. Casey,
 Lester E. Chadbourne,
 John A. Clarke,
 Henry E. Cohen,
 Harold Coleman,
 William C. Cross, jr.,
 Jesse W. Cunningham,
 Ernest V. Cutter,
 John T. A. Danahy,
 Basil Deering,
 Frank A. Donovan,
 Porter W. Dorr,
 William J. Drummond, jr.,
 George A. Duffy,
 William G. Dunbar,
 Arthur U. Elliott,
 William A. Evans,
 Charles E. Farello,
 John D. Feeney,
 Morris Ferber,
 William A. Field,
 David P. Forbes,
 Stephen P. Galvin,
 Charles A. Gallagher,
 Charles C. Gilman,

Leno A. Gregori,
 Robert N. Gowell,
 Walter I. Grabert,
 Mortimer C. Gryzmish,
 Stephen A. Hallahan,
 Morrison T. Hankins,
 Isaac Hartstein,
 James W. Hayward,
 Michael J. Hennessy,
 Roy R. Homer,
 James H. Humphrey,
 Edwin F. Jewett,
 Paul Johnson,
 Lucian N. Johnston,
 Philip L. Kahn,
 Sydney Levy,
 Irving B. Leyser,
 Charles E. Lincoln,
 John J. Linehan, jr.,
 Thomas W. Mabie,
 Frank W. McCaig,
 Charles A. McCarthy,
 Linton McConaghy,
 John L. McKiernan,
 Amos M. McLean,
 Henry S. Moore,
 James W. Murphy,
 Richard A. Nagle,
 Leon E. Ober,
 John H. O'Brien,
 Thomas A. O'Connor,
 Charles C. Perkins,
 Harry D. Perkins,
 William E. Pratt,
 Alonzo M. Price,
 Isador Reinstein,
 David J. Ryan, jr.,
 John C. Scammell,
 Nathan Silverman,
 William W. Small,
 Le Roy M. Smith,
 Edward E. Spitz,
 Fred A. Stiles,
 John H. Sullivan,

Thomas W. Swan, jr.,
 Ernest W. Taylor,
 Sandfield Taylor,
 James H. Toland,
 James F. Trask,
 Joseph F. Travers, jr.,
 Clark W. Tuttle,
 Samuel Vorenberg,
 Waldo W. Weller,
 Edmund J. Welton,
 Frank X. N. Wessling,
 Newton K. Wilcox,
 Harold Willis,
 Harold R. Woolf.

EDWARD EVERETT SCHOOL.

Boys.

Fred H. Abbott,
 Edwin F. Albright,
 Frederick G. Baker,
 Arthur W. Birtwell,
 Courtland B. Boden,
 Henry F. Brenman,
 Richard S. Burke,
 Revere Chapell,
 Albert E. Christie,
 Thomas F. Connell,
 William E. Cushing,
 William L. Ditchett,
 Horatio A. Doyle,
 Edwin O. Fitch, jr.,
 Ralph E. Foster,
 Stephen J. Francis,
 Harold A. Heald,
 Walter E. Hewins,
 Edward M. Hill,
 Peter M. Hoye,
 John P. Hynes,
 George T. Jenks,
 Lawrence C. Kelley,
 Chester H. Langtry,
 Guy C. Little,
 Philip I. Mai,
 John V. McAuliffe,

William F. McGue,
 Frederick B. McKechnie,
 William A. Parks,
 Harvey T. Pond,
 James P. Purcell,
 Frederick G. Robinson,
 Thomas F. Ryder,
 John W. Slane,
 William H. Wark,
 John H. Wherty,
 Howard C. Wilbur,
 Joseph A. Will,
 Arthur S. Wright,

Frances H. Meisel,
 Louise F. Melzar,
 Kathleen L. O'Neill,
 Lillie L. Phillips,
 Adeline C. Ratigan,
 Alice G. Sherman,
 Gertrude R. Sherman,
 Mabel E. Tetlow,
 Theresa E. Tetlow,
 Sarah E. Walsh,
 Jessie Wilson,
 Grace Woodbury,
 Mabel P. Wyman.

Girls.

Mary E. Alexander,
 Lillie A. M. Benson,
 May L. Besarick,
 Ruth P. Bradford,
 Maria A. Brennan,
 Helen L. Brown,
 Amy E. Burnham,
 Vera Chapell,
 Catherine A. Connell,
 Charlotte J. Druiff,
 Ethel E. Edgcomb,
 Bessie M. Eliot,
 Grace G. Emery,
 Annie S. Fleming,
 Mary G. Francis,
 Claribel E. Graves,
 Linda F. Graves,
 Carrie L. Hart,
 Margaret Hazlett,
 Wilhelmina C. Heuser,
 Nora F. Houlihan,
 Lillian J. Jobling,
 Mary E. Johnson,
 Florence L. Jones,
 Mabel C. Kimball,
 Margaret H. Knight,
 Amy A. Lee,
 Ellen A. Mc'arthy,
 Ethel V. McKechnie,

ELIOT SCHOOL.

Boys.

Isaac Abelson,
 Mark Abrams,
 Frank V. Arancio,
 James Ardini,
 Louis Arenson,
 Samuel L. Bailen,
 George Berenson,
 Joseph A. Bianco,
 Mario Boggiano,
 James F. Callahan,
 Daniel F. Callanan,
 Victor Cangiano,
 James E. Carroll,
 Bartholomew F. Clougherty,
 Eli E. Cohen,
 Samuel Cohen,
 Frank L. Crimlish,
 Louis J. Dondero,
 Jacob A. Epstein,
 Stephen A. Gallagher,
 Bartholomew A. Gardella,
 Charles Goldman,
 Joseph Goodlawn,
 Joseph A. Greene,
 Augustus Holtzman,
 Harry M. Kallen,
 James J. Kane,
 Abraham D. Kaplan,

Antonio Lamborghini,
 Peter M. Leavitt,
 William Lipsky,
 William A. Lynch,
 John B. Mitchell,
 Harry M. Nathanson,
 Frederic O'Brien,
 Frank Perrone,
 Louis Pinkofsky,
 Mark Romanoff,
 Bernard Shalit,
 Victor Shapira,
 Carney Shure,
 Louis Sigismund,
 Nathan Silverman,
 David M. Smolensky,
 Michael M. Tirk,
 John E. Vassallo.

EMERSON SCHOOL.

Boys.

Peter Barclay,
 Alfred G. Barr,
 Harry Bennison,
 Edward F. Booth,
 Herbert E. Brown,
 George A. Butler,
 John F. Callahan,
 William E. Cronin,
 William F. Delehanty,
 Charles P. Farmer,
 John Henry Finn,
 William G. Fisher,
 Herbert L. Gordon, jr.,
 Thomas E. Hamilton,
 William B. Jansen,
 Philip Kennedy,
 Herman Lawson,
 Leroy G. Lewis,
 James E. McCallum,
 John R. McCarthy,
 Charles F. McLaughlin,
 Cornelius W. A. McLaughlin,
 Joseph L. J. McLaughlin,

Harold W. McLean,
 John H. A. Moran,
 Thomas H. Morrow,
 William H. Nelson,
 Walter I. Oxenham,
 Herman B. Parkinson,
 W. Walter Pearson,
 M. Edgar Pitman,
 John A. Roach,
 Charles T. Weston,
 Guy Wilcox,
 Clarence A. Wilder,
 Frederick W. Wormell,
 George Wright.

Girls.

Edith E. Acker,
 Harriet Andrews,
 Maud B. Bagley,
 Eva E. Burk,
 Anna G. Carr,
 Mary J. Chase,
 Lillian I. Claggett,
 Florence M. Cook,
 Susan A. Davey,
 Theresa B. Dodge,
 Alida J. Ellis,
 Grace L. Estee,
 Mary F. Evans,
 Mary M. Flynn,
 Oriana C. Frohock,
 Jean Gibson,
 Florence M. Harrington,
 Carrie F. Innis,
 Emma M. Joyce,
 Mercy B. Latham,
 Sophie L. Leman,
 Gertrude C. Macdonald,
 Evelyn E. MacLaughlan,
 Lena G. McKay,
 Alice M. McLean,
 Sadie E. McNeill,
 Carrie H. Nason,
 Emma A. Nichols.

Edith M. Nickerson,
Lillian K. Nielson,
Lina B. Onthank,
Edith A. Ray,
Eva I. Solari,
Louise G. Sullivan,
Mabel E. Wainwright.

EVERETT SCHOOL.

Girls.

Emily Adams,
Mary Adams,
Alice L. Atherton,
Alice M. Atwood,
Elizabeth J. Bevan,
Clara L. Bogart,
Mary Bundy,
Mary A. Callanan,
Katharine R. Cawley,
Regina G. Chaloff,
Marian P. Clark,
Fidelia Clement,
Catherine C. Denning,
Mabel B. Dobson,
Isabelle M. Donaldson,
Edith L. Dorr,
Alice U. Dowd,
Loretto A. Farrell,
Grace L. Farrington,
Florence J. Ferguson,
Ellen F. Fitzgerald,
Eva M. Fitzgerald,
Mary E. Fitzgerald,
Helen M. Fogarty,
Gertrude E. Foss,
Fannie A. Freedman,
Gertrude V. Cammon,
Elizabeth R. Gillette,
Edith H. Goodrich,
Rosetta H. Grady,
Mildred M. Grishaver,
Rose Gryzmish,

Mae A. Horslin,
Ida M. Hotchkiss,
Mary C. Jaquith,
Maud A. Jordan,
Bertha A. Kelly,
Mary A. C. Kelly,
Mary J. Kerrigan,
Susan A. Kerrigan,
Mary E. Lee,
Florence E. Levy,
Mabel S. Ley,
Florence N. Leyser,
Helena L. Macfarland,
Alice G. McCarter,
Catharine C. McDermott,
Louise E. McVeigh,
Harriet E. Milk,
Mary C. Mulrenin,
Katharine M. Murphy,
Florence S. Neilson,
Lillian M. O'Doherty,
Marie E. Pinkham,
Blanche F. Poore,
Isabelle J. Pratt,
Mary J. Rahn,
Mary J. Roberts,
Selma Rogers,
Evangeline A. Segree,
Lizzie Sharman,
Bella Smith,
Mabel G. Smith,
Hilda N. Sommer,
Geneva A. Stewart,
Annabel F. Stiles,
Alice L. Sullivan,
F. Evelyn Taylor,
Louise E. Thurston,
Beatrice M. Wetmore,
Catharine T. Whalen,
Mary V. White,
Alice E. Wilcomb,
Carrie S. Winslow,
E. Gertrude Young.

FRANKLIN SCHOOL.

Girls.

Gertrude C. Angell,
 Helen G. Baird,
 Blanche E. Bartlett,
 Emma A. Calnan,
 Rebecca E. Campbell,
 Ella F. Carr,
 Frances E. Damon,
 Catherine L. Delaney,
 Ellen Dunn,
 Jessica Ellsworth,
 Mary A. Finn,
 Lulu I. Ford,
 Jeannette Frank,
 Rosamond Green,
 Jessie F. Hamlet,
 Mabel Hutchinson,
 Esther Igar.
 Frances S. Jordan,
 Gertrude B. Judson,
 Ethel F. Keyes,
 Clara L. King,
 Josephine M. King,
 Minnie H. Lambert,
 Corinne A. Llewellyn,
 Hattie Marcus,
 Hester McDougall,
 Hannah A. Merrick,
 Alice W. Miller,
 Catherine E. Murray,
 Edith E. Newton,
 Martha E. Osborn,
 Abby E. Pratt,
 Theresa Pyne,
 Bertha Raphael,
 Mary F. Robbins,
 Julia L. H. Robinson,
 Alice E. Roney,
 Caroline S. Teaffe,
 Lena J. Wright,
 Grace E. Young.

FROTHINGHAM SCHOOL.

Boys.

John J. Brennan,
 James M. Burke,
 Frederic M. Dacey,
 Augustus L. De Ferari,
 Frederic M. Finn,
 J. Walter Gilmartin,
 Waldo W. Holm,
 Evert F. Howe,
 John P. Keleher,
 Edward J. Kelley,
 Marsena R. Kirkpatrick,
 Frederic D. Meloy,
 Horatio W. Nelson,
 George J. Oberlander,
 Thomas F. O'Hayer,
 Jeremiah B. O'Keefe,
 William L. Pepper,
 George F. Roughan,
 Edward J. Shannon,
 Charles E. Sheehe,
 James F. Tyrrell.

Girls.

Laura B. Albree,
 Margaret E. Amann,
 Nannie L. Blake,
 Mary F. Callahan,
 Margaret L. Carney,
 Adaline R. Curtis,
 Agnes I. Daley,
 Alice M. Dillon,
 Ellen E. Donovan,
 Julia T. Fitzpatrick,
 Josephine M. Flynn,
 Mary E. Gill,
 Clara L. Griffiths,
 Mary A. Hanly,
 Rosa S. Harrington,
 Catherine A. Havlin,
 Pauline F. C. Helmund,

Elizabeth L. Holton,
 Mary N. Hurley,
 Nettie D. Kausier,
 Mary E. Kelley,
 Edith M. Leaker,
 Ethel M. Lewis,
 Floria C. Lewis,
 Zita E. MacLoughlin,
 Ellen V. McCusker,
 Grace A. McManus,
 Theresa A. Morgan,
 Helena A. O'Connor,
 Sarah M. O'Keefe,
 Margaret V. Regan,
 Mary E. Sweeney,
 Margaret I. Tobin.

GASTON SCHOOL

Girls.

Florence L. Abraham,
 Gertrude A. J. Bagley,
 S. Gertrude Barry,
 Florence M. Bell,
 Alice L. Belt,
 Grace E. Bowles,
 Grace L. Brown,
 Clara A. M. Burke,
 Beatrice M. Burt,
 Amy F. Caldwell,
 Katherine M. Cogan,
 Annie L. Cully,
 Capitola M. Deane,
 Annie G. Dowd,
 Edith E. Downs,
 Edith G. Emery,
 Josephine W. Everbeck,
 Mabel G. Fuller,
 Jeannette A. R. Gilkie,
 Catharine V. Goggin,
 Ethel A. Hamilton,
 Cora I. Johnson,
 Adelaide F. Kinney,
 A. Virginia Lavery,
 Gertrude A. Lewis,

Helen J. Linnehan,
 Eleanor A. Lucas,
 Agnes M. MacDonald,
 Mary K. MacDonald,
 Florence H. Marston,
 Ellen I. McDonough,
 Venetta L. McKewen,
 Margaret J. McMahon,
 Esther R. Morrish,
 Mary M. Musgrave,
 Cora E. Norris,
 Mary A. I. O'Brien,
 Teresa E. O'Leary,
 Elizabeth M. O'Meara,
 Edwina V. Park,
 Ethel M. Proude,
 Isabella G. Riese,
 Martha Riley,
 Mabel G. Robinson,
 Margaret J. A. Sharpe,
 Alice Taylor,
 Mary G. Tyler,
 Mary E. Welch,
 Alice M. Wesson,
 A. Louise White,
 Mabel R. Wilson,
 Anna M. Zimmerstrom.

GEORGE PUTNAM SCHOOL.

Boys.

Charles S. Campbell,
 William P. Connor,
 Frank L. Coogan,
 John F. Dwyer,
 Clarence H. Gilman,
 Frank E. Gilman,
 John P. Goudy,
 John J. Miley,
 David F. Sennott,
 Herbert C. Wade,
 Fred L. Wilder,
 Edward B. Williams,
 John T. Williams.

Girls.

Nellie B. Angevine,
 Harriett M. Bean,
 Mary C. Bell,
 Rachel A. Bell,
 Helen J. Brennan,
 Effie O. Byron,
 Florence O. Cassidy,
 Lillie G. Cassidy,
 Lucy J. Cassidy,
 Harriett L. Christian,
 Theresa Cohn,
 Edith J. Crowell,
 Lucy D. Ellis,
 Josephine M. Gerhard,
 Genevieve A. Goudy,
 Amy M. Harris,
 Grace M. Hart,
 Bessie M. Howes,
 Wilhelmina R. Keller,
 Maud E. Lyons,
 Carrie E. Mills,
 Genevieve D. Neuhoff,
 Annie C. Plummer,
 Louise A. Wilder,
 Mabel M. Wood.

HANCOCK SCHOOL.

Girls.

Theresa V. Arato,
 Catherine A. Bonner,
 Estella M. Boudrot,
 Catherine H. Brennan,
 Fannie Burnee,
 Lillian B. Cohen,
 Catherine E. Colitz,
 Rosa T. Crovo,
 Mary L. Doherty,
 Grace E. V. Gallagher,
 Rose L. Ghirardini,
 Rosa L. Granara,
 Rhoda Gruber,
 Isabel V. Lazarus,
 Annie F. Leach,

Lillian Levenson,
 Elvera M. Leveroni,
 Annie Liebman,
 Maria I. Little,
 Sophia J. Marshall,
 Catherine A. McMurry,
 Sigrid A. Olsen,
 Mary A. M. Passalacqua,
 Minnie D. Penzanski,
 Pauline Price,
 Jennie A. Reinherz,
 Leah Saefsky,
 Elia T. Schiaffino,
 Annie Seitlen,
 Mary J. Souza,
 Annie G. Sullivan,
 Catherine Weisman,
 Elsie J. Wilson,
 Ellen E. Wood.

HARRIS SCHOOL.

Boys.

Arthur J. Berrigan,
 Richard Conboy,
 Michael L. Daley,
 Charles A. Drake,
 Charles D. Finn,
 James W. Green,
 Hiel H. Hicks,
 Austin F. McDonald,
 Thomas J. McDonald,
 Frank J. McFadden,
 William H. O'Brien,
 Dana F. Pratt,
 Charles T. Reed,
 Charles F. P. Stone,
 Albert P. Weymouth,
 Murray Whittimore,
 George Wilson,
 Theodore R. Young,
 Joseph T. Zotto.

Girls.

Mary E. Bennett,
 Mary K. Brennan,

Evelyn G. Bryant,
 Elizabeth M. Carter,
 Marion E. Chase,
 K. Alberta Clark,
 Ethel Cooke,
 Agnes F. Cox,
 Lottie E. Dennison,
 Grace A. Dunning,
 Jeannette E. Feldman,
 Ella F. Hanlon,
 Edna D. Harde,
 Edna H. Kelley,
 Christine La Motte,
 Alice G. Mace,
 Ceceline R. Martin,
 Mary G. McMorrow,
 Elizabeth G. Noble,
 Mary A. E. Ryan,
 Florence B. Snow,
 Eleanor M. White,
 Beulah L. Wood,
 Bessie Wright.

HARVARD SCHOOL.

Boys.

Austin L. Cannon,
 Daniel J. Costello,
 William P. Costello,
 Walter S. W. Cray,
 Edward W. Crotty,
 James J. Crowley,
 John F. Davis,
 Robert C. Fitzgerald,
 John J. Foley,
 Walter A. Howes,
 John Lavelle,
 Winfield E. Leavitt,
 John F. McCready,
 Daniel R. W. Murdock,
 James J. Murphy,
 Frederick M. Pape,
 Gilbert W. Paul,
 Serverinus F. Reade,

Dennis F. Sweeney,
 George A. Vannah.

Girls.

Alice M. Andreoli,
 Lottie M. Banford,
 Agnes Bassnet,
 Margaret F. Blake,
 Margaret L. Crogan,
 Ethel Davis,
 Annie V. Donovan,
 Agnes E. Gee,
 Emma L. Green,
 Elsie L. Hewes,
 Esther T. Hoar,
 Ellen G. Horrigan,
 Anna L. Kennedy,
 Mary E. Larivee,
 Elizabeth C. Lawler,
 Edith M. Martin,
 Margaret J. McCarthy,
 Gertrude A. McKenna,
 Cora P. Mitchell,
 Mary A. O'Connell,
 Helena G. Parris,
 Mary E. Ryan,
 Estelle M. Sullivan,
 Nora A. Sweeney,
 Lillian F. Teel,
 Lulu B. Warden,
 Ira P. West.

HENRY L. PIERCE SCHOOL.

Boys.

Matthew P. Adams,
 Sidney G. Barnstead,
 James T. Bergen,
 Frank C. Bishop,
 Hugh Blair,
 Frederick R. Brown,
 Homer C. Conary,
 Walter L. Conary,
 John Curran,
 William A. Davidson,

Thomas F. Devine,
 John J. S. Fahey,
 F. Joseph Gallagher,
 Ralph W. Goodwin,
 Walter E. Gramer,
 Chester C. Green,
 Stanley B. Hersey,
 Edwin P. Hutchins,
 Harry W. Legg,
 Harold W. MacKiernan,
 John L. Manning,
 Myer M. Marks,
 Richard B. Marston,
 George P. Maxeey,
 John H. Merrick,
 Frank R. Neal,
 George S. Reed,
 Charles F. Sargent,
 Henry C. Short, jr.,
 Murray F. Smith,
 Chester H. Snow,
 Harry A. Sterling,
 William H. Teabeau,
 Arthur Watson,
 John W. Willwerth.

Girls.

B. Elizabeth Albee,
 Florence M. Bagnall,
 Bridget M. Balfe,
 Gertrude E. Baumeister,
 Gertrude M. L. Bryne,
 Ida T. Carr,
 Constance P. Chevalier,
 Bertha E. Clapp,
 Jeannette B. Clark,
 Helen De W. Clarke,
 Alice A. Cohen,
 Mary A. Coleman,
 Ethel S. Crooks,
 Sarah D. T. Davidson,
 A. Louise Davies,
 Marion S. Doane,
 Marion L. Freeman,

Amy M. Hamburger,
 Helen J. Hamilton,
 Grace E. Higgins,
 Wilhelmina C. Homeyer,
 Frances J. Kearney,
 Charlotte A. Keegan,
 Alma L. Kendall,
 Mabel E. Leavitt,
 Jessie M. Lent,
 Maude I. Leslie,
 Mary E. Maloney,
 Bessie L. Marks,
 Josephine F. McCarthy,
 M. Josephine Neiderberger,
 Lena B. Nisbet,
 Rose A. Olson,
 Lillian A. Peters,
 Edith L. Ruby,
 Clara E. Ryder,
 Alice B. Seigle,
 Rose M. Sheehan,
 Gertrude T. Sherman,
 Mary E. Simonds,
 Sarah A. Sullivan,
 Inez M. Terhune,
 Adelaide E. Wilby,
 Ethel A. Williams,
 Laura M. Williams,
 Sadie J. Williams.

HUGH O'BRIEN SCHOOL.

Boys.

William A. Andrews,
 Charles H. Babb,
 A. Wingate Blair,
 Joseph A. Burns,
 John A. Buswell,
 Charles W. Chabot,
 Matthew L. Connors,
 Daniel F. Cotter,
 Frank L. Daly,
 Clarence E. Devitt,
 Joseph C. Dolan,
 William E. Dolan,

Henry Duncan,
 John H. Duncan,
 John F. Fee,
 Joseph A. Flynn,
 Howard K. Foster,
 William L. Hogarty,
 Lyell T. Hallett,
 Crandall H. Hinckley,
 John B. Hoar,
 Frank W. Hollis,
 Howard H. Hutchins,
 Edward Irons,
 James F. Kelley,
 James J. Kenney,
 Joseph M. Kenney,
 Stewart G. Lawrence,
 Eugene Lombard,
 Frank P. McDonough,
 Edward A. McGonagle,
 Edward G. Mellroy,
 Edward C. Monaghan,
 Bertrand L. Moore,
 Thomas P. Morris,
 Everett W. Munroe,
 Joseph T. O'Brien,
 Vincent G. O'Gorman,
 John D. Regan,
 Henry J. Reynaud,
 Felix Smith,
 Harry L. Stockman,
 L. William Taylor,
 John Thompson,
 Charles P. Tighe,
 Frank Tighe,
 Albert M. Trask,
 Walter F. Ward.

Girls.

Margaret H. Black,
 Katharine A. Cahill,
 Gertrude S. Caldwell,
 Evelyn R. Carlin,
 Carrie T. Creber,
 Violet F. Creber,

Mabel L. Crowell,
 Marjorie Curtis,
 M. Eleanor Devonshire,
 Georgia Eagles,
 Bertha L. Engel,
 Mabel M. Gould,
 May E. G. Hamley,
 Mabel W. Hill,
 Mary E. Hogarty,
 Susan D. Hooper,
 Margie G. Ide,
 Hattie M. Jackson,
 Ethel F. Leeman,
 Emma L. Low,
 Mary E. Lynch,
 Marion R. Manson,
 Eunice E. Maxwell,
 Jennie M. McGlinchey,
 Alice L. Paisley,
 Edith G. Peters,
 Janet Pope,
 Katherine J. Rahl,
 Bertha Ryder,
 Ida M. Toland,
 Harriet M. Tolman,
 Ethel E. Treadway,
 May L. Turley,
 Ethel W. Turrill,
 Ethel L. Wells,
 Eleanor F. L. Williams.

HYDE SCHOOL.

Girls.

Margaret M. Barrett,
 Emma W. Brigham,
 Catherine C. Buckley,
 Alice F. Coleman,
 Lillian M. Coleman,
 Teresa M. Coxe,
 Mabel F. Davis,
 Margaret M. Donovan,
 Loretta M. Downey,
 Florence Epstein,

Winitred A. Fay,
 Bessie Godinsky,
 Irene Graham,
 Elizabeth V. Gunning,
 Mary E. Hagerty,
 Jessie C. Hamlin,
 Helen V. Harmon,
 Sarah E. Haynes,
 E. Victoria Hazel,
 Theresa Holzman,
 Marion E. Hood,
 Mary F. Keefe,
 Caroline E. Lord,
 Bessie L. Marston,
 Josephine C. McCabe,
 Isabel McKenzie,
 Mary E. McManus,
 Delia C. Menzies,
 Julia A. Monahan,
 E. Mabel Mullen,
 Agnes C. Murphy,
 H. C. Eline Nelson,
 Margaret A. Nugent,
 Gertrude Oakes,
 Ellen C. O'Neill,
 Mary O'Neill,
 Elizabeth A. Reid,
 Mary E. Reilly,
 Josephine B. Rosenthal,
 Sarah V. M. Ross,
 Annie C. Schluter,
 Mary A. Shaghnessy,
 Mary A. Sheehan,
 Mabel J. Stackpole,
 Alice M. Thompson,
 Ethel R. Thompson,
 Grace N. Thompson,
 Nellie Trussell,
 Eda C. Wahlers,
 Ellen M. Walker,
 Mary J. Walsh,
 Mary P. Woodis,

JOHN A. ANDREW SCHOOL.

Boys.

Albert E. Barnes,
 John D. Bussell,
 James T. Cassidy,
 Wallace A. Cook,
 George A. Douglas,
 John E. Elwood,
 George T. Fair, jr.,
 Arthur J. F. Gardner,
 William A. Genthner,
 Robert J. Gleeson,
 Frederick J. Heaney,
 Thomas F. Howard, jr.,
 John J. Murray,
 Thomas F. O'Neil, jr.,
 Edward J. Owens,
 John W. Riley,
 Jens H. Rohnstock,
 Frank R. Sanning,
 Edward J. Sears,
 Walter P. Smith,
 Walter J. Sterritt,
 William A. Troy,
 Richard F. J. Welch,
 Garfield A. Wells,
 Carl Whitney.

Girls.

Anna M. Andersen,
 Amelia E. Bandiera,
 Charlotte Boyd,
 Alice R. Cable,
 Ellen G. Carolan,
 Mabel E. Copithorne,
 Katherine M. M. Dempsey,
 Ellen E. Fitzgerald,
 Helen P. Harvison,
 Writia M. L. Hennessey,
 Mary E. Hunt,
 Sarah M. Hunt,

Katherine T. Keleher,
 Julia Machon,
 Frances A. Mahoney,
 Josephine G. Mahoney,
 Olive E. McLarin,
 Imogene A. Pierson,
 Alice M. Ransom,
 Alice L. Reid,
 Helena M. Rhilinger,
 Maud A. Roe,
 Mary F. Rynn,
 Margery R. F. Sibley,
 Susan G. Stewart,
 Mary E. Walsh,
 Gertrude G. Weber,

LAWRENCE SCHOOL.

Boys.

John M. Ahern,
 Thomas F. Bowman,
 James L. Brosnahan,
 Michael T. Brosnahan,
 John Burke,
 John C. Burke,
 Martin J. Burke,
 William J. Byrne,
 Jeremiah F. Calden,
 John F. Callahan,
 Timothy J. Callahan,
 Charles H. Calnan,
 John L. Carey,
 Daniel M. J. Casey,
 William J. Cogan,
 Dennis F. Collins,
 James E. Conlon,
 Francis T. Connolly,
 Joseph P. Connolly,
 Charles C. Connor,
 Henry J. Cooks,
 Daniel J. Creamer,
 James A. Crowley,
 Thomas J. Cuddihy,
 Joseph A. Curran,
 Charles J. Daley,
 Stephen A. Daley,
 George A. Davis,
 John J. F. Degan,
 Frederic J. Dempsey,
 John F. Dooley,
 Patrick J. Dooley,
 Maurice Donovan,
 William F. Donovan,
 Edward J. Dorgan,
 William J. Doyle,
 George V. Dwyer,
 Coleman J. Feeney,
 Martin F. Fleming,
 James J. Flynn,
 Martin J. Foley,
 J. Francis Gaffney,
 John A. Gorham,
 Michael F. Greene,
 Richard J. J. Haberman,
 Francis A. Hayes,
 John A. Hayes,
 Thomas P. Hennessey,
 John Holland,
 John E. Howley,
 Joseph A. Keenan,
 Joseph P. Kelley,
 John F. Kelly,
 John J. King,
 Francis E. Leary,
 William J. Leary,
 Henry F. Lee,
 Patrick J. Leonard,
 John J. Loughlin,
 Francis Manning,
 Timothy F. Manning,
 John J. B. Martin,
 Charles L. McCarthy,
 James S. McCarthy,
 Carlos J. Milliken,
 John J. Mullen,
 Jeremiah J. Murray,
 John J. Murray,
 Martin J. Murray,

Michael J. Nee,
 William O'Brien,
 Joseph S. O'Donnell,
 Charles F. O'Hara,
 Matthew J. O'Toole,
 Daniel J. Reilly,
 Arthur J. Robison,
 Richard A. Stark,
 Thomas I. Trainor,
 Patrick J. Welsh.

LEWIS SCHOOL.

Boys.

Asa S. Allen,
 William R. Amidon,
 James Antry,
 Luther S. Bancroft,
 Richard Benson,
 Frank J. Carty,
 Walter M. Carty,
 Walter Clapp, jr.,
 Frank D. Collins,
 Chester L. Cotton,
 Harold Currier,
 Frank M. Fogarty,
 Edward B. Ford,
 Charles W. Francis,
 Albert E. Goldie,
 James P. Hackett, jr.,
 Ralph R. Hall,
 Edwin N. Harmond,
 Percy W. Kinney,
 Peter H. Lawson,
 Frederick Lomasney,
 Rudolf Newman,
 George D. F. Nickerson,
 Louis Nurenberg,
 Lewis N. Poland,
 William G. Prescott,
 Louis Raphael,
 Oliver W. Robinson,
 Ernest J. Ryan,
 John L. Scanlon,
 Charles E. Seaverns,

Chester L. Sloan,
 William T. Smith,
 Harry M. Southwick,
 George Thorley,
 Charles Tinkham,
 Charles S. Turner,
 Benjamin M. Wachtel,
 Harold E. Wescott.

Girls.

Cora B. Aekley,
 Ida M. Baker,
 Alice S. Barton,
 Eleanor E. Caley,
 Maud M. Cleaves,
 Alice G. Coffey,
 Lillian J. Cuddihy,
 Eunice M. Dever,
 Viola E. Driscoll,
 Madeline B. Driscoll,
 Ethel C. Eaton,
 Agnes M. Fiske,
 Helen E. Fries,
 Florence A. Frye,
 May A. Frye,
 Marion E. Howard,
 Martha L. Howe,
 Pauline L. Hyatt,
 Julie P. Jacobson,
 M. Gertrude A. Kelley,
 Katherine T. Lynch,
 Cora F. Mason,
 K. Edna Mason,
 Jeannette Meyer,
 Martha K. Morse,
 Charlotte E. Norfolk,
 Eva E. Pakulski,
 Gertrude S. Pike,
 Jennie S. Prescott,
 Florence G. Roberts,
 Bertha A. Ryan,
 Eleanore S. Scott,
 Marion L. Shepard,
 Laura Stevens,

Marion L. Thayer,
Lulu E. Tirrell,
Elsie W. Vogel,
Henrietta L. Wallburg,
Edith F. Watson,
Florence L. Wilson,
Jane I. Wilson.

LINCOLN SCHOOL.

Boys.

Albert S. Archibald,
Patrick F. Barry,
Joseph W. V. Brooks,
Frank A. Conpal,
Daniel A. Cronin,
Walter L. Cronin,
James H. Dixon,
Frank T. Donahue,
Robert L. Donovan,
Joseph M. Duffy,
Harold W. Eaton,
Alexander R. Edwards,
Edward L. Fitzgerald,
William E. Garvin,
Harry W. Holt,
Anthony J. Keenan,
David F. Leahy,
William F. Lloyd,
John J. Loney,
Thomas Mahan,
Everett C. Mayo,
Francis J. McCarthy,
Thomas J. Mulkern,
Francis P. Murray,
Richard J. J. Neagle, jr.,
William J. O'Connor,
John J. O'Neil,
Edward J. Quirk,
Frederick Scott,
William H. Sliney,
Erwin G. Smith,
Frank L. Sullivan,
Thomas M. Taber,

Charles R. Vinal,
Lloyd C. Weare,
William L. White,
Henry S. Young.

LOWELL SCHOOL.

Boys.

Daniel F. Ahern,
James Aker,
James Allan,
Fred A. Beckford,
Julius A. Beiler,
Joseph M. Brickley,
Edward A. Burkhardt,
Edward Cashion,
William P. Connolly,
Francis S. Connor,
Charles E. Deininger,
Benedict S. Edmonds,
Irving W. Fletcher,
Clifton G. Greenleaf,
Albert J. Gntermuth,
Hans Heindl,
Charles Himmel,
William J. Jacobs,
Benjamin A. Levy,
William Lohr,
Joseph B. Madden,
Albert L. Magnitzky,
Israel Martin,
Leo F. McAleer,
Frederick W. McKee,
George Melhado,
Walter P. Regestein,
John Ryan,
Richard E. Ryan,
Charles F. Sammet,
Frank Stokinger,
George Stokinger,
Henry Stone,
Albert W. Thayer,
Hyman L. Weener,
William H. Wood.

Girls.

Agnes M. Anderson,
 Irene L. Bazin,
 Hermina Besserer,
 Agnes C. D. Bopp,
 Dorothy A. Burbank,
 Mary G. Burke,
 Ellen G. Carver,
 Gertrude H. Cleary,
 Ellen E. Collins,
 Edith E. Cox,
 Genevieve V. Craven,
 Nellie P. Crosby,
 Annie L. Delesdernier,
 Florence F. Dolan,
 Katherine A. Donovan,
 Abbie L. Drummond,
 Nellie O. Dunham,
 Rose M. Fink,
 Cecelia M. Glennon,
 Mary M. Griffin,
 Aurelia L. Hisgen,
 Mabel M. Holland,
 Elizabeth M. Honneus,
 Delia M. Horan,
 Alice S. Jordan,
 Winifred G. Leonard,
 Lucy B. Lynch,
 Margaret C. Lyons,
 Margaret T. Lyons,
 Gertrude A. Magee,
 Catherine M. Maloney,
 Frances Maloney,
 Hattie McIntosh,
 Agnes M. Monahan,
 Nellie G. Murtagh,
 Alice M. Newnham,
 Elizabeth E. Noll,
 Florence M. Perkins,
 Susan G. Peters,
 Emma W. Priesing,
 Edith E. Rand,
 Lillian D. Rider,
 Edith R. Ripley,

Clara J. Rothenbücher,
 Emma E. Stuart,
 Mary A. Sweeney,
 Mabel B. Thayer,
 Adelaide M. Veghley,
 Adaline L. Wood,
 Mary D. Zimmer.

LYMAN SCHOOL.

Boys.

John J. Cleary,
 William M. Condon,
 John A. Doherty,
 Joseph E. Dow,
 Edmund C. Grady,
 Frederick W. Gueth,
 John J. F. Harrington,
 Albert J. Henreckson,
 Walter E. Holt,
 Frederic O. Hunt,
 William F. Johnson,
 Jeremiah J. Kelliher,
 Harry A. F. Kiernan,
 William J. Krause,
 Francis H. McCarthy,
 Arthur Middleton,
 John J. A. Mulkerron,
 Edwin Olsen,
 Perley I. Patterson,
 William G. Pottinger,
 John P. A. Queenan,
 Francis F. Rose,
 Frank A. Safrin,
 Joseph E. Sullivan,
 Thomas E. Winston.

Girls.

Grace W. Baker,
 Katharyn L. Callahan,
 Annie M. D'Avellar,
 May P. Davoren,
 Margaret F. Downey,
 Sarah A. Downey,
 Minnie E. Hill,

Laura H. Hofmann,
 Mary L. Kenny,
 Essie M. Kinney,
 Beatrice M. Lyford,
 Delia G. Madden,
 Margaret F. McLeod,
 Jane M. Miles,
 Rosanna L. Muldoon,
 Katharine R. A. Nolan,
 Teresa L. O'Donnell,
 Selina J. Olsen,
 Amelia J. Sears,
 Edith B. J. Sewell,
 Mabelle L. Swint.

MARTIN SCHOOL.

Boys.

John A. Canning,
 Thomas M. Connelly,
 Philip N. Dinsmore,
 James H. Doherty,
 Merlin A. Hodges,
 Walter L. Morse,
 Frederick S. Petherick,
 Henry B. Shield,
 Thomas J. Smith,
 Benjamin D. Solomon,
 Max A. Solomon,
 Robert L. Sproul,
 Edward W. Wajstack.

Girls.

Annie S. Brown,
 Marietta A. Buckley,
 Edith C. Cameron,
 Edith L. Caverly,
 Katherine E. H. Cooney,
 Alice J. Donovan,
 Christina E. Glynn,
 Lucile Gulliver,
 Charlotte F. Heintz,
 Nora E. Knowles,
 Florence Loraway,
 Mary A. McInnis,

Theresa J. O'Brien,
 Mary M. Oswald,
 Rosita E. Ractliffe,
 Elsie P. Schusehke,
 Harriet C. Shea,
 Mary G. Shea,
 Laura L. Stewart,
 Mary A. Twombly.

MATHER SCHOOL.

Boys.

Victor J. Aufray,
 Cyril A. Blaney,
 Sanford E. Boyden,
 Bartholomew P. Callanan,
 Hugh W. Cameron,
 James A. Cassidy,
 John V. Corbett,
 Harry A. Cowee,
 Douglas H. Curtice,
 John H. Dorsey,
 Horace C. Dunn,
 Francis M. Earley,
 Frederic G. Elton,
 Peter J. Finnegan,
 William J. Finnegan,
 John A. Glover,
 John H. B. Harrison,
 Thomas H. Hoy,
 Frederic B. Hunneman,
 Arthur G. Jones,
 Robert G. Jones,
 James E. Kelly,
 Stanley E. Lambourne,
 George F. Lawton,
 Dugald C. Leitch,
 William Magner,
 John J. McCarty,
 Frank W. McGrady,
 Thomas A. Murphy,
 Timothy J. O'Connell,
 William A. Peard,
 Benjamin F. Pierce, jr.,
 Henry E. Pray,

Henry A. C. Schulz,
 Marsden Scott,
 Arthur D. Sheehan,
 Richard F. Sheehan,
 Fred E. Snider,
 Barton K. Stephenson,
 William D. Walden,
 Robert A. Yates,

Girls.

Alice M. Armstrong,
 Georgie V. Barron,
 Abby L. Boyden,
 Mary F. Brady,
 Elizabeth V. Cloney,
 Alice J. Cosgriff,
 Delia M. E. Davis,
 Mary E. Duffy,
 Hannah B. Fitzgerald,
 Mary E. Ford,
 Jennie M. Garven,
 Charlotte E. Glover,
 Mary F. Kennedy,
 May Lambourne,
 Bessie W. Lowney,
 Eleanor L. McDonald,
 Ellen G. McTernan,
 Annie E. Mitchell,
 Mary L. Mulhern,
 Claire T. Norton,
 Gertrude A. Norton,
 Alice B. Piper,
 Emma E. Riee,
 Margaret G. Roach,
 Susan L. Rohan,
 Alice E. Sawyer,
 Gertrude E. Stearns,
 Teresa U. Sullivan,
 Martha E. Tracy,
 Edna H. Vosburgh,
 Lillian M. A. Wheeler,
 Maud L. Withington,
 Annie Woodhead.

MINOT SCHOOL.

Boys.

Leo B. Bailey,
 Frank L. Baker,
 Frederick F. Beane,
 Edward P. Brown,
 Joseph A. Dolan,
 Leroy P. Fisher,
 Michael H. Galvin,
 John A. Hogan,
 William D. Kean,
 Edwin C. Kingham,
 James T. Polson,
 Martin J. Queeney,
 C. Winfield Scott,
 B. Clifford Tileston.

Girls.

Amy Blanchard,
 Theo M. Brett,
 Minnie G. Case,
 Jessie R. Davidson,
 Florence A. Eames,
 Laura J. Edmonds,
 Alice G. Hannan,
 Florence E. Hoyt,
 Annie T. Kelley,
 Edith L. Newcomb,
 Ruth P. Pierce,
 Jane Rayercraft,
 Addie M. Ruggles,
 Ella W. Smith,
 Margaret Sullivan,
 Daisy L. Tibbetts,
 Gertrude A. Torrance,
 Ethel G. Wallis,
 Florence L. Wilson.

NORCROSS SCHOOL.

Girls.

Catherine A. Barrett,
 Alice M. V. Burns,

Mary A. Casey,
 Mary F. Cussen,
 Ethelinda E. Daly,
 Florence M. Davis,
 Margaret T. Delay,
 Alice M. A. Devitt,
 Catherine L. Donahoe,
 Agnes M. Donahue,
 Anna G. Donovan,
 Elizabeth Dyer,
 Catherine J. F. Fitz Gerald,
 Theresa H. Fitzsimmons,
 Caroline A. Ford,
 Henrietta Foster,
 Cora I. Fox,
 Frances M. Foye,
 Emily M. Hill,
 Mary E. Howley,
 Lillian M. E. Kelly,
 Ellen T. Kemeally,
 Anna L. Keyes,
 Margaret M. B. King,
 Ellen J. Logan,
 Ida E. L. Loughlin,
 Frances A. Martin,
 Mary J. McDermott,
 Catherine T. McDonough,
 Ada J. Meads,
 Elizabeth M. X. Mitchell,
 Theresa C. Monahan,
 Jennie M. E. Plunkett,
 Elizabeth G. Pray,
 Sarah L. Reilly,
 Catherine J. Smith,
 Margaret L. M. Stack,
 Margaret M. Sullivan,
 Theresa M. Thornton,
 Blanche T. Wilson.

PHILLIPS SCHOOL.

Boys.

Abraham Berger,
 Oliver W. Bowman,
 John T. Campbell,

Peter J. Clark,
 Francis A. Cronin,
 John F. Cronin,
 Charles A. E. Cuffee,
 Charles E. Fay,
 Joseph F. Freno,
 Harris Goldman,
 Joseph A. Green,
 Francis J. Hannigan,
 John H. Johnson,
 Edward Kadetsky,
 Walter E. Knight,
 Andrew B. Lattimore, jr.,
 Alfred J. Lill, jr.,
 Abraham C. Lurie,
 Edward A. Lyons,
 Ernest W. McEldowney,
 William H. McEwen, jr.,
 Matthew L. McGuinness,
 Charles Mendelsohn,
 Louis O. J. Merrick,
 William H. Miller,
 William L. Morse,
 Thomas J. Murphy,
 Raymond L. Phillips,
 John W. Queen,
 Joseph F. Regan,
 Herbert T. Rich,
 Henry C. Robinson,
 Alexander Rosenthal,
 Harry I. Rubinovitz,
 Thomas H. Ryan,
 Samuel J. Sigal,
 Samuel Sigelman,
 Charles J. Sullivan,
 Samuel Teichner,
 Alfred White.

PRESCOTT SCHOOL.

Boys.

Edward J. Anderson,
 Jesse C. Blake,
 Edward B. Fee,
 Francis E. Fletcher,

Francis J. Gilday,
 Charles A. Grandison,
 Allan J. Hingston,
 John Holman,
 William G. Jacobs,
 Samuel J. Johnson,
 Melvin F. Maddocks,
 Frank D. McDonough,
 William J. McGee,
 Edward R. McSweeney,
 Alfred M. Moore,
 Arthur W. Rich,
 Joseph P. Rolian,
 Charles W. Shea,
 Frank J. Sheehan,
 Arthur S. Thayer,
 John J. Walker,
 Joseph L. Wehrle.

Girls.

Mary A. Bailey,
 Florence M. Bordman,
 Annie E. Geneva Calhoun,
 Emma A. Cogswell,
 Agnes J. Crowley,
 Catherine A. Cullen,
 Lillian L. Cutler,
 Lucy F. Hunter,
 Bessie M. Langill,
 Eleanor E. Leonard,
 Annie V. McCauley,
 Annie J. O'Malley,
 Jennie L. Sheehan,
 Grace C. Sprague,
 Addie L. Swift,
 Stella R. Thurston,
 Ethel J. Turner.

PRINCE SCHOOL.

Boys.

Louis R. Bignell,
 Alden G. Drew,
 Charles H. Drew,
 F. Malcolm Eaton,

James Fairbairn,
 Wesley M. Fuller,
 Victor D. Haven,
 Lloyd B. Hayes,
 William B. King,
 Edward W. M. Moore,
 I. Ross Munro,
 Eliot W. Niles,
 Harry M. Palmer,
 Peter J. Petersen,
 Alfred R. Shrigley,
 Irving M. Wakefield.

Girls.

Blanche G. Allen,
 Annie F. V. Alley,
 Gladys Ames,
 Bernice E. Anderson,
 May A. Bamford,
 Phoebe E. Bedlow,
 Elinor W. Betton,
 Mabel E. Bigglestone,
 Alice M. Brown,
 Elizabeth M. Brown,
 Bertha L. Carter,
 Margaret T. Casey,
 Lina V. Chadwick,
 Lillian E. Chappelle,
 Aimee L. Clarke,
 Grace E. Cole,
 Marie B. Conant,
 Claire A. Cooper,
 Edith F. Davis,
 Lillian M. Davis,
 Catherine C. Dermody,
 Mabel H. Dower,
 Carrie T. Dreyfus,
 Marion E. Elliott,
 M. Gertrude Fell,
 Gertrude M. Foster,
 Helena E. George,
 Mary E. Gunney,
 Florence R. Hall,
 Lillian A. Harding,

Helen J. Harlow,
 Sarah Herman,
 Helene M. Jones,
 Carrie C. Kelly,
 Miriam M. Kimball,
 Annie E. Landers,
 Margaret R. Leatherbee,
 Ethel W. Miner,
 Harriete F. Nichols,
 Helen A. Niles,
 Emily M. O'Brien,
 Alma M. Pace,
 Susanna F. Pearson,
 Phoebe E. Phelps,
 Grace F. Rand,
 Lotta J. Sargent,
 Louise M. Sharman,
 Mary L. Shute,
 Rachel N. Simonds,
 Helen C. Smith,
 Mabel E. Smith,
 Zipporah Spitz,
 Hortense Stern,
 Blanche A. Stevenson,
 Ruth A. White,
 Pauline C. Whiting,
 Laura N. Whitney,
 Elsie B. Williams,
 Mabel Winter.

QUINCY SCHOOL.

Boys.

George Alexander,
 Charles A. Barker,
 Francis D. Bowen,
 James J. Butler,
 John F. Callery,
 John V. Campbell,
 Henry Cohen,
 John D. Costello,
 Thomas F. Cronan,
 John H. Cronin,
 Edward A. Curley,
 John C. Dowling,

Richard M. Dwyer,
 Daniel S. Gerraughty,
 Francis J. Gilmore,
 Joshua H. Gordon,
 Cornelius J. Harrington,
 John J. Hart,
 William P. Kelliher,
 G. Garfield Leavitt,
 Frank R. Lentine,
 Henry F. Malley,
 David Markiewitz,
 Robert E. McIntyre,
 William F. Moriarty,
 John A. Mulvey,
 Eugene J. Murphy,
 William J. Orvitt,
 Charles Robinson,
 William A. Rodday,
 Max Rosenthal,
 Joachim P. Shea,
 Saul Sipperstein,
 William F. Slattery,
 Wilmot R. Teed,
 Patrick J. Walsh.

RICE TRAINING SCHOOL.

Boys.

Frederick J. Burrill,
 Myron G. Clark,
 Chester A. Clear,
 George I. Cohen,
 Charles H. Coleman,
 Jeremiah J. Collins,
 John J. Connelly,
 Henry C. Cook,
 Clifford S. Cox,
 Herbert C. Crowell,
 Charles E. Cutter,
 Harold F. Cutter,
 John J. Downey,
 Harry A. C. Fay,
 Edward F. Feldman,
 George J. Foley,
 J. Russell French,

Edward Graham
 Curtis R. Gray,
 James F. Harahan,
 Walter J. Hayes,
 Charles A. Kelly,
 Herbert C. Lauinger,
 Thomas F. Lawless,
 Morris A. Lazarus,
 Charles J. Levy,
 Harry S. Mac Corry,
 Thomas W. Marony,
 Joseph B. McGinniss,
 Frank J. McIntyre,
 Charles McManus,
 Frank Monjovie,
 Herbert B. Powers,
 William J. Purchas,
 Carl E. Shaffer,
 William H. Smith,
 Howard B. Temple.

ROBERT G. SHAW SCHOOL.

Boys.

Samuel Browne, jr.,
 Dennis J. Cronin,
 John P. Devney,
 George E. Dillon,
 Charles H. Eastman,
 John F. J. Gately,
 Albert H. Griffin,
 Clarence G. Guild,
 Arthur G. Locke,
 William E. McArthur,
 Harry H. Needham,
 John H. Nichols,
 Albert W. Pearson,
 John A. Pearson,
 Herbert A. Pierce,
 Everett F. Poland,
 William M. Rae,
 Walter P. Read,
 Walter F. Spear, jr.,
 Charles A. Willis.

Girls.

Alice B. Aitken,
 Mabel E. Chapman,
 Mary E. Conway,
 Clarentine M. Demeritt,
 Georgianna M. Dimin,
 Margaret J. Hennessy,
 Marion B. Hibbard,
 Dora B. Hulbig,
 Mary M. Maloney,
 Elizabeth M. Nannery,
 Katherine M. O'Leary,
 Mary G. Shea,
 Mae Shannon,
 Estelle Winter.

SHERWIN SCHOOL.

Boys.

Frederick Ambler,
 Charles E. Anderson,
 John Balam,
 Max Belgard,
 Arthur R. Boden,
 George L. Brigham,
 Frank E. Brown,
 William E. Butler,
 Charles Celler,
 Charles F. Clair,
 Morley N. Clarke,
 Thomas R. Clarke,
 James R. Crozier,
 John T. Devine,
 George H. Downing,
 Robert A. Driscoll,
 Henry L. Goode,
 Frank P. Hagerty,
 Gardner B. Hineckley,
 George Juggins,
 Philip J. Kane,
 John J. Karcher,
 William T. Lehman,
 J. Henry Lynch,
 Edward J. Mahoney,

Louis E. McGowan,
 Arthur W. O'Connell,
 William H. O'Day,
 Edwin O. Olson,
 William O'Neil,
 James H. Roche,
 Augustine F. Ryan,
 John Solomon,
 Axel Sorenson,
 Wilbert C. Trussell,
 George R. Wilson,
 Walter H. Young.

SHURTLEFF SCHOOL.

Girls.

Lois W. Amadon,
 Mary E. G. Anderson,
 Bertha M. Benson,
 Mildred A. Bishop,
 Hazel M. Bridges,
 Katherine M. Buckley,
 Mary E. Cahill,
 Edith G. Cameron,
 Laura A. Chase,
 Bessie E. Cherrington,
 Caroline L. Coffee,
 Mary E. A. Collins,
 Julia E. I. Costello,
 Josephine F. Cronin,
 Mary E. Crozier,
 Winifred E. Curley,
 Katharine L. Davis,
 Eva E. Day,
 Alice Desmond,
 May C. Downey,
 Emma E. Ennis,
 Mary F. Fielding,
 Harriett M. Fisher,
 Mary H. Gallagher,
 Annie E. Gearin,
 Elizabeth L. Gillespie,
 Ella F. Gillespie,
 Gertrude M. Goodman,
 A. Lauretta M. Groenewald,

Mary Hackett,
 Helen L. Howard,
 Margaret F. Lambert,
 Alice M. Landers,
 Emma M. Leary,
 Gertrude F. Leonard,
 Annie G. Lyon,
 Florence D. MacKay,
 Mary G. McDermott,
 Katherine C. McDonnell,
 M. Louise McGinty,
 Anna L. McGowan,
 Ella G. McLaughlin,
 Alice L. Moore,
 Mary G. Morrissey,
 Alice G. Noonan,
 Elizabeth A. O'Neil,
 Nora M. O'Neil,
 Mabel L. Perry,
 Katharine M. Plunkett,
 Abbie C. Proctor,
 Mary E. Reardon,
 Bertha E. Reed,
 Gertrude L. Rogers,
 Rachel Rosenthal,
 Rosina J. Runnalls,
 Emma D. Schofield,
 Josephine C. Scholtes,
 Reta Serrilha,
 Bertha E. Sherlock,
 Mary E. Sherry,
 Mary A. E. Smith,
 Mary P. Stockemer,
 Mary E. Stone,
 Barbara H. Sutherland,
 Christina Turner,
 Helen M. Waterman,
 Marion F. Wilkins.

STOUGHTON SCHOOL.

Boys.

Robert A. Andrews,
 Frank Chamberlain,
 Arthur C. Cook,

Elwin L. Cook,
 Timothy A. Donahue,
 Charles H. Farrell,
 Winthrop C. S. Harrington,
 Edward J. Murphy,
 Thomas F. Norton,
 George A. Now,
 Vernon J. Voyer,
 Henry B. Wagner.

Girls.

Ellen F. Bonner,
 Caroll I. Brownell,
 Addie B. Bolster,
 Marion O. Buckley,
 Melinda A. S. Canario,
 M. Louise Costello,
 Emily E. Farrell,
 Elizabeth L. Gallagher,
 C. Louise Gallant,
 Katherine M. Galvin,
 Annie M. Hunt,
 Florence D. Kenney,
 C. Henrietta Mallen,
 Clara M. Martin,
 Sadena Maxwell,
 Etta F. Moulton,
 Edna F. Strangman,
 Mary E. Treanar,
 Elizabeth M. Voyer,
 Mary E. Walsh,
 Carrie A. White,
 Ella A. Woodworth.

THOMAS N. HART SCHOOL.

Boys.

William C. Batehelder,
 Nelson H. Bayers,
 Harry E. Bishop,
 John Cashman,
 Charles H. Clapp,
 Charles S. Clemenson,
 William J. Costello,
 Thomas A. Crawford, jr.,

John J. Daley,
 John J. Fitz Gerald,
 Galon W. Flanders,
 Ernest C. Fleet,
 John A. Ford,
 John D. J. Ford,
 George S. Foster,
 J. Harry Gale,
 Eugene E. George,
 Louis M. P. Goggin,
 Daniel M. Harrigan,
 John W. Hooley,
 Orra P. K. Horsman,
 Walter A. F. Houghton,
 C. Darwin Huxtable,
 Joseph S. Luther, jr.,
 Daniel B. McAllister,
 Owen A. McGrath,
 Charles A. McKinnon,
 Robert McNally,
 Frederick F. Murphy,
 Stuart D. Murphy,
 Michael D. O'Brien,
 Francis J. O'Neil,
 Charles A. Orcutt,
 Francis J. O'Reilly,
 Walter I. Palmer,
 Walter F. Provan,
 Arthur Reimer,
 Arthur G. H. Rogers,
 James A. Sherlock,
 James Stewart,
 Elliot W. Taylor,
 Henry G. Thurston,
 John B. Wenzler,
 Charles A. Willeutt, jr.,
 Arthur N. Williams,
 Harry A. Wood,
 Russell C. Wood.

TILESTON SCHOOL.

Boys.

Charles F. Berry, jr.,
 Roy Elms,

Milton H. Irving,
Alphonsus M. McGrath,
Benedict McGrath,
James T. Morton,
Frank E. Short,
Edward Twomey.

Girls.

Mary E. Burekhart,
Mary E. Burekhart,
Mary Evans,
Emma C. Fottler,
Mildred E. Fowle,
Ida C. Goward,
Mary T. McCarthy,
Agnes C. Morton,
Lillian M. Murray,
Ethel L. Parker,
Annie A. Pearson,
Annie L. Seaborn,
Ethel M. Sparks,
Catherine M. Twomey.

WARREN SCHOOL.

Boys.

Frederick A. Alden,
John G. Allen,
Paul E. Brodbeck,
Bertram E. Cass,
William W. Dunbar,
H. Howard Flaggg,
Charles H. Foss,
Wilbur F. Hatch,
Leonard R. Hathon,
George A. Hill,
Leroy W. King,
Joseph F. Mahoney,
Harry M. Morse,
Frank C. Oliver,
Frank N. Prescott,
Albert J. Seaver,
Leslie W. Thurston.

Girls.

Florence E. Benjamin,
Ellen Carroll,
Edith Currie,
Sarah A. Daniels,
Katharine A. Dugan,
Marion E. Gammons,
Ida R. Gerrold,
Ada M. Hawkins,
Elizabeth R. Hooper,
Caroline E. Howe,
Frances L. Howe,
Lillian G. Kelley,
Mary G. Kiely,
Attie P. Kimball,
Lillian C. Kimball,
Lillian K. Kolb,
Orpha A. Lee,
Florence A. Lincoln,
Isabella A. Mahoney,
Martha A. McCarthy,
Emeline G. Neagle,
Grace E. Nixon,
Grace K. Park,
Winifred M. Robinson,
Lulu E. Roster,
Mary A. Sullivan,
Emma J. White.

WASHINGTON ALLSTON
SCHOOL.*Boys.*

Waldo A. Barber,
Clifford E. Barnaby,
Cyrus W. Bruce,
Malcolm D. Buekner,
Frederick C. Clark,
Charles H. Cook,
Robert F. Cooper,
Clifford C. Emerson,
Joseph Floyd,
Walter B. Fuller,
John L. Gately.

Joseph Glynn,
 Harry Hale,
 C. Albert Hollis,
 James E. Hollis,
 Stanley M. Hollis,
 James W. London,
 David A. McBain,
 Edward T. McDermott,
 Hugh H. McDonald,
 Benjamin McKenzie,
 Edward Morrison,
 Fred Muldoon,
 Louis Rogers,
 Arthur J. Timmins,
 Frank S. Turner,
 George H. Waitt,
 Luesta M. Walsh,
 Willard A. Whitcomb,
 Albert H. White,
 Edward W. Yeaton.

Girls.

Agnes A. Barnett,
 Elizabeth Barrett,
 Corinna A. Bates,
 Maud G. Beckius,
 Annabel Bent,
 Harriet G. Boone,
 Emma A. Brown,
 Grace E. Browne,
 Alice S. Campbell,
 Jean F. Clement,
 Florence M. Cobb,
 Bessie M. Crocker,
 Lillian Donahoe,
 Frances E. Dooling,
 M. Alice Dooling,
 Estelle Dreyfus,
 Catherine Egan,
 Nellie R. Emerson,
 Florence I. Etter,
 Lillian Flynn,
 Alice Geary,

Laura D. Hampton,
 Ethel M. Haven,
 Alice L. Heath,
 Ethel W. Herrick,
 Agnes E. Hill,
 Mary T. Hughes,
 Margaret Kelley,
 Alice M. King,
 Amy Kingston,
 Belle Macleod,
 Sarah E. Mann,
 Mabel J. Neil,
 Gertrude L. Nelligan,
 Eva P. Norris,
 Alice H. O'Neill,
 Alberta D. Rogers,
 Edna R. Root,
 Winifred T. St. Onge,
 Ethel L. Sanborn,
 Lillian A. Sanders,
 Marie Shaw,
 Marion L. Sherman,
 Ella F. Spiney,
 Lizzie M. Starkey,
 Bessie Stokes,
 Lillian M. Stowers,
 Catherine C. White,
 Elizabeth F. White,
 Teresa Whyte,
 Charlotte Wilkes.

WELLS SCHOOL.

Girls.

Rosa Alpersohn,
 Bella Arkin,
 Rosa A. Baitler,
 R. Mary Bornstien,
 Grace E. Burke,
 Bessie Cohen,
 Alice L. Corcoran,
 Bertha Freedman,
 Helen Freedman,
 Miriam Goldstein.

Bessie M. Gutterman,
 Mary V. Higgins,
 Elizabeth F. Hurley,
 Pauline Kamber,
 Alice G. Keenan,
 Annie L. Krieger,
 Rosa Laddon,
 Etta Levin,
 Ida Levin,
 Clara L. Lowe,
 Mary L. Malone,
 Lila L. McNeil,
 Mary E. McNichols,
 Mary C. Mullen,
 Catharine E. Murphy,
 Luthera E. Nickerson,
 Christine M. Nilsson,
 Frances Pearlstein,
 Jennie E. Ratkowsky,
 Mary R. A. Riani,
 Helen E. Spillane,
 Mary E. Sproul,
 Grace A. Stone,
 Henrietta A. Sullivan,
 Ruth I. Swaine,
 Bertha E. Thomas.

WINTHROP SCHOOL.

Girls.

Annie E. Angell,
 Mary C. Angell,
 Katharine M. Avery,
 Ruth A. Baleome,
 Rachel Baron,
 Katharine V. Barrett,
 Maud E. S. Barry,
 Florence M. Bayers,
 Pearl Bowman,
 Clara Brooks,
 Julia M. Buckley,
 Rose A. Cantwell,
 Catherine L. Colbert,
 Helena J. Collins,
 Laura M. Cross,
 Elizabeth M. Crowley,
 Millie G. Farmer,
 Matilda T. Frank,
 Fannie E. Frasier,
 Elizabeth A. Gardiner,
 Elizabeth A. Gillespie,
 Betsey Goldman,
 Martha Grodjinsky,
 Theresa Guggenheim,
 Mary E. P. Hallinan,
 Florence N. M. Havender,
 Alice H. P. Horner,
 Minnie L. Howell,
 Mabel E. Johnson,
 Mabel L. Jones,
 Alice M. Kavanagh,
 Anna J. Lang,
 Ellen V. Leahy,
 Francina J. Lentine,
 Katharine M. S. Lynch,
 Grace L. Lynn,
 Sarah A. MacNiven,
 Mary E. F. Mahoney,
 Hannah M. McAuliffe,
 Elizabeth L. McElwain,
 Minna S. McLean,
 Nettie L. Meyers,
 Frances Mittenthal,
 Bertha Morton,
 Alice T. Murphy,
 Katherine F. Myron,
 Mary A. O'Neil,
 Martha C. Pastorelli,
 Mary C. T. Philben,
 Florence G. Pollard,
 Josephine G. Powell,
 Lilian H. F. Prager,
 Annie T. Radley,
 Clara Reck,
 Lilian A. Reynaud,
 Mary E. Slattery,

Marion S. Solomon,
Florence M. Starrett,
Mary Stewart,
Katherine F. Sullivan,
Mary A. L. Timony,

Ella J. Tipping.
Rachel Wilshinsky.

HORACE MANN SCHOOL.
Humphrey Leary.

ROSTER
OF THE
BOSTON SCHOOL CADETS.
1896.

BOSTON SCHOOL CADETS.

CAPTAIN, JOSEPH T. PAGET, INSTRUCTOR OF MILITARY DRILL.

ROSTER, 1895-6.

FIRST REGIMENT. (English High School.)

Colonel. — R. S. Burgess.

Lieutenant-Colonel. — L. M. Goulston.

Major. — A. S. Potter.

Major. — I. F. Marshall.

Major. — M. L. Bernstein.

Adjutant. — C. L. Christiernin.

Quartermaster. — W. A. Jordan.

Sergeant-Major. — W. G. Boynton.

Quartermaster-Sergeant. — F. B. Gillpatrick.

Drum-Major. — G. W. Isles.

RIGHT WING.

COMPANY A. *Captain.* — J. J. Miller; *First Lieutenant.* — F. J. Murray; *Second Lieutenant.* — C. E. Barry; *First Sergeant.* — H. E. J. McNally.

COMPANY B. *Captain.* — F. P. Scofield; *First Lieutenant.* — A. Cameron; *Second Lieutenant.* — C. E. Chase; *First Sergeant.* — A. W. Wyman.

COMPANY C. *Captain.* — F. C. Bowker; *First Lieutenant.* — J. P. Rand; *Second Lieutenant.* — A. C. Clapp; *First Sergeant.* — S. F. Dunn.

COMPANY D. *Captain.* — N. W. Faxon; *First Lieutenant.* — H. Goldenburg; *Second Lieutenant.* — E. A. Newhouse; *First Sergeant.* — A. L. Norton.

COMPANY E. *Captain.* — E. F. Buckley; *First Lieutenant.* — C. O. R. Hallstrom; *Second Lieutenant.* — C. W. MacCorry; *First Sergeant.* — H. J. Kane.

COMPANY F. *Captain.* — G. I. Cross; *First Lieutenant.* — T. A. Harahan; *Second Lieutenant.* — A. E. Pendleton; *First Sergeant.* — W. C. Stephens.

COMPANY G. *Captain.* — A. W. Grant; *First Lieutenant.* — H. A. Brawley; *Second Lieutenant.* — E. V. Wilder; *First Sergeant.* — B. H. Bowen.

COMPANY H. *Captain.* — F. G. Hersey; *First Lieutenant.* — R. H. Stevens; *Second Lieutenant.* — W. S. Kelly; *First Sergeant.* — W. B. Harahan.

LEFT WING.

COMPANY A. *Captain.* — G. G. Wolkins; *First Lieutenant.* — H. F. Chevalier; *Second Lieutenant.* — W. J. Henry; *First Sergeant.* — E. P. Wilcox.

COMPANY B. *Captain.* — W. B. Cobb; *First Lieutenant.* — J. H. Farren; *Second Lieutenant.* — W. C. Brown; *First Sergeant.* — A. B. Briggs.

COMPANY C. *Captain.* — F. H. Bond, Jr.; *First Lieutenant.* — Charles Fuller; *Second Lieutenant.* — Paul Ober; *First Sergeant.* — E. C. Keene.

COMPANY D. *Captain.* — W. A. Moulton; *First Lieutenant.* — George A. Hall; *Second Lieutenant.* — George H. Franklin; *First Sergeant.* — F. F. McGovern.

COMPANY E. *Captain.* — W. S. Heilborn; *First Lieutenant.* — A. Loring; *Second Lieutenant.* — F. H. Libbey; *First Sergeant.* — S. N. Woods.

COMPANY F. *Captain.* — C. T. Lincoln; *First Lieutenant.* — J. E. Counehan; *Second Lieutenant.* — *First Sergeant.* — William Keeler.

COMPANY G. *Captain.* — L. Arkin; *First Lieutenant.* — R. H. Stearns; *Second Lieutenant.* — J. H. Broughton; *First Sergeant.* — B. M. Swenson.

COMPANY H. *Captain.* — B. J. Barron; *First Lieutenant.* — W. H. Child; *Second Lieutenant.* — P. Barrant; *First Sergeant.* — H. H. Goldie.

SECOND REGIMENT.

Colonel. — D. F. Drake. (Boston Latin School.)

Lieutenant Colonel. — W. P. Rankin. (Boston Latin School.)

Major. — C. C. Miller. (Boston Latin School.)

Adjutant. — T. M. McLachlan. (Boston Latin School.)

Quartermaster. — H. H. Morse. (Boston Latin School.)

Drum-Major. — L. A. Stillings. (Boston Latin School.)

FIRST BATTALION. (Boston Latin School.)

COMPANY A. *Captain.* — C. S. Oakman; *First Lieutenant.* — L. J. Logan; *Second Lieutenant.* — D. Daly.

COMPANY B. *Captain.* — C. H. Staples; *First Lieutenant.* — J. J. O'Donnell; *Second Lieutenant.* — H. A. Guiler.

COMPANY C. *Captain.* — G. A. Ham; *First Lieutenant.* — J. F. Havey; *Second Lieutenant.* — M. B. Dill.

COMPANY D. *Captain.* — E. E. Davidson; *First Lieutenant.* — B. E. Wood; *Second Lieutenant.* — C. W. English.

SECOND BATTALION.

Major. — W. E. Smith. (East Boston High School.)

Adjutant. — J. F. McElligott. (Charlestown High School.)

COMPANY E. (Charlestown High School.) *Captain.* — M. F. Greene; *First Lieutenant.* — L. P. Fall; *Second Lieutenant.* — J. F. McElligott; *First Sergeant.* — F. E. Davis.

COMPANY H. (East Boston High School.) *Captain.* — L. T. Emery; *First Lieutenant.* — C. F. Kellough; *Second Lieutenant.* — L. L. Palmer; *First Sergeant.* — S. A. Lewis.

COMPANY I. (East Boston High School.) *Captain.* — P. M. McArdle; *First Lieutenant.* — W. F. Smith; *Second Lieutenant.* — J. A. Douglas; *First Sergeant.* — G. A. Clark.

COMPANY K. (Charlestown High School.) *Captain.* — F. D. Webster; *First Lieutenant.* — F. W. Lord; *Second Lieutenant.* — W. W. Welsh; *First Sergeant.* — J. W. Devine.

THIRD BATTALION. (Boston Latin School.)

COMPANY E. *Captain.* — W. Blair; *First Lieutenant.* — E. W. Barron; *Second Lieutenant.* — R. F. Leavens.

COMPANY F. *Captain.* — T. Ordway; *First Lieutenant.* — G. E. Robinson; *Second Lieutenant.* — W. G. Bruns.

COMPANY G. *Captain.* — W. J. Kelly; *First Lieutenant.* — S. Bamber; *Second Lieutenant.* — F. T. Leahy.

COMPANY H. *Captain.* — L. W. Pierce; *First Lieutenant.* — G. H. Tower; *Second Lieutenant.* — C. W. Nichols.

FOURTH BATTALION. (Roxbury High School.)

Major. — R. P. Roberts.

Adjutant. — I. O. Angier.

COMPANY A. *Captain.* — F. J. Nelson; *First Lieutenant.* — W. J. Curry; *Second Lieutenant.* — William Lewis; *First Sergeant.* — E. B. Ware.

COMPANY C. *Captain.* — M. J. Tobey; *First Lieutenant.* — L. J. Frankenthal; *Second Lieutenant.* — W. S. Pepperell; *First Sergeant.* — R. H. Burdick.

COMPANY L. *Captain.* — J. M. Lorden; *First Lieutenant.* — H. C. Swan; *Second Lieutenant.* — J. F. Berry.

COMPANY M. *Captain.* — W. E. Handy; *First Lieutenant.* — J. F. Maguire; *Second Lieutenant.* — E. J. Babcock; *First Sergeant.* — J. D. Nicholls.

FIFTH BATTALION.

Major. — F. S. Dipple. (Dorchester High School.)

Adjutant. — J. F. Spencer. (Brighton High School.)

COMPANY B. (Dorchester High School.) — *Captain.* — A. A. McInniss; *First Lieutenant.* — R. S. Blake; *Second Lieutenant.* — W. R. Crump; *First Sergeant.* — C. H. Stowell.

COMPANY D. (Dorchester High School.) — *Captain.* — C. A. Mace; *First Lieutenant.* — P. J. Callahan; *Second Lieutenant.* — A. I. Hamilton; *First Sergeant.* — G. R. Brine.

COMPANY F. (Brighton High School.) — *Captain.* — J. T. Scully, Jr.; *First Lieutenant.* — J. J. Murray; *Second Lieutenant.* — F. R. Stetson. — *First Sergeant.* — E. S. Tierney.

COMPANY G. (West Roxbury High School.) *Captain.* — Fred. Slader; *First Lieutenant.* — H. B. Wheelock; *Second Lieutenant.* — H. D. Cowee; *First Sergeant.* — H. C. E. Barton.

ORGANIZATION
OF THE
SCHOOL COMMITTEE
FOR
1896.

SCHOOL COMMITTEE, 1896.

[Term expires January, 1897.]

Alfred Blanchard,	Henry D. Huggan,
Edward H. Dunn,	James A. McDonald,
Emily A. Fifield,	S. Albert Wetmore,
George R. Fowler,	Samuel H. Wise.

[Term expires January, 1898.]

George Z. Adams,	William J. Gallivan.
George W. Anderson,	Gustav Liebmann,
Samuel H. Calderwood,	Walter Gilman Page, ¹
Archibald T. Davison,	Thomas F. Strange.

[Term expires January, 1899.]

Willard S. Allen,	Samuel F. Hubbard,
Fanny B. Ames,	Elizabeth C. Keller,
I. Austin Bassett,	A. Lawrence Lowell,
William T. Eaton,	Isaac F. Paul.

DIRECTORY.

ADAMS, GEORGE Z., 30 Court street.
ALLEN, WILLARD S., 35 White street, East Boston.
AMES, FANNY B., 12 Chestnut street.
ANDERSON, GEORGE W., 209 Washington street.
BASSETT, I. AUSTIN, Bradshaw street, Dorchester.
BLANCHARD, ALFRED, 110 Tremont street, Room 67.
CALDERWOOD, SAMUEL H., 2512 Washington street, Roxbury.
DAVISON, ARCHIBALD T., 394 Washington street, Dorchester.
DUNN, EDWARD H., Hotel Hamilton.
EATON, WILLIAM T., 178 Devonshire street.
FIFIELD, EMILY A., 4 Ashland street, Dorchester.
FOWLER, GEORGE R., 220 Devonshire street.
GALLIVAN, WILLIAM J., 743 Broadway, South Boston.

¹ Resigned October 27, 1896.

HUBBARD, SAMUEL F., 73 Pinekney street.
 HUGGAN, HENRY D., 28 Maverick square, East Boston.
 KELLER, ELIZABETH C., 46 St. John street, Jamaica Plain.
 LIEBMANN, GUSTAV, 210 West Newton street.
 LOWELL, A. LAWRENCE, 53 State street, Room 709.
 McDONALD, JAMES A., 116 Main street, Charlestown.
 PAGE, WALTER GILMAN, 90 Westland avenue.
 PAUL, ISAAC F., 244 Washington street, Room 63.
 STRANGE, THOMAS F., 644 Dudley street, Dorchester.
 WETMORE, S. ALBERT, Mt. Bowdoin avenue, Dorchester.
 WISE, SAMUEL H., 14 Kilby street, Room 3.

OFFICERS OF THE BOARD.

President.

ISAAC F. PAUL.

Secretary.

PHINEAS BATES.¹
 THORNTON D. APOLLONIO.²

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

ELLIS PETERSON,	GEORGE H. MARTIN,
ROBERT C. METCALF,	WALTER S. PARKER,
GEORGE H. CONLEY,	SARAH L. ARNOLD.

Messenger.

ALVAH H. PETERS.

Rooms of the Board, Mason street, open from 9 o'clock A.M. to 5 o'clock P.M. Saturdays from 9 o'clock A.M. to 2 o'clock P.M.

¹ Died June 15, 1896.

² Elected September 22, 1896.

STANDING COMMITTEES.

- ACCOUNTS. — Willard S. Allen, *Chairman*; Messrs. Dunn, Gallivan, Bassett, and Hubbard.
- ANNUAL REPORT. — William T. Eaton, *Chairman*; Messrs. Wetmore and Davison.
- DRAWING. — James A. McDonald, *Chairman*; Messrs. Paul, Page, Davison, and Mrs. Ames.
- ELECTIONS. — Archibald T. Davison, *Chairman*; Messrs. Liebmann and Hubbard.
- EVENING SCHOOLS. — George W. Anderson, *Chairman*; Messrs. Paul, Calderwood, Allen, and Gallivan.
- EXAMINATIONS. — Elizabeth C. Keller, *Chairman*; Messrs. Strange, Wetmore, Adams, and Lowell.
- HORACE MANN SCHOOL. — Elizabeth C. Keller, *Chairman*; Messrs. Huggan and Blanchard.
- HYGIENE AND PHYSICAL TRAINING. — Samuel H. Calderwood, *Chairman*; Mrs. Keller, Messrs. McDonald, Hubbard, and Mrs. Ames.
- KINDERGARTENS. — Emily A. Fifield, *Chairman*; Mrs. Keller, Messrs. Eaton, Dunn, and Davison.
- LEGISLATIVE MATTERS. — George R. Fowler, *Chairman*; Messrs. Wetmore and Bassett.
- MANUAL TRAINING. — Emily A. Fifield, *Chairman*; Messrs. Wetmore, Page, Adams, and Mrs. Ames.
- MUSIC. — Henry D. Huggan, *Chairman*; Mrs. Fifield, Messrs. Anderson, Liebmann, and Bassett.
- NOMINATIONS. — Thomas F. Strange, *Chairman*; Messrs. McDonald, Allen, Eaton, and Blanchard.
- RULES AND REGULATIONS. — George R. Fowler, *Chairman*; Mrs. Fifield, Messrs. Adams, Hubbard, and Mrs. Ames.
- SALARIES. — Henry D. Huggan, *Chairman*; Messrs. Wise, Wetmore, Liebmann, and Bassett.
- SCHOOL-HOUSES. — Edward H. Dunn, *Chairman*; Messrs. Strange, Fowler, Lowell, and Paul.
- SUPPLIES. — Samuel H. Wise, *Chairman*; Messrs. Huggan, Blanchard, Calderwood, and Davison.
- TEXT-BOOKS. — James A. McDonald, *Chairman*; Mrs. Keller, Messrs. Allen, Anderson, and Strange.
- TRUANT-OFFICERS. — James A. McDonald, *Chairman*; Messrs. Wise, Blanchard, Adams, and Hubbard.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

-
- NORMAL SCHOOL.—George Z. Adams, *Chairman*; Mrs. Ames, Mrs. Fifield, Messrs. Fowler and Wise.
- HIGH SCHOOLS.—Samuel H. Calderwood, *Chairman*; Messrs. Anderson, Gallivan, Lowell, and Paul.
- FIRST DIVISION.—Willard S. Allen, *Chairman*; Messrs. Blanchard, Huggan, McDonald, and Gallivan.
- SECOND DIVISION.—James A. McDonald, *Chairman*; Mr. Allen, Mrs. Ames, Messrs. Hubbard and Huggan.
- THIRD DIVISION.—George W. Anderson, *Chairman*; Mrs. Ames, Messrs. Hubbard, Paul, and Wise.
- FOURTH DIVISION.—Alfred Blanchard, *Chairman*; Messrs. Dunn, Lowell, Page, and Paul.
- FIFTH DIVISION.—Elizabeth C. Keller, *Chairman*; Messrs. Adams, Dunn, Liebmann, and Wetmore.
- SIXTH DIVISION.—William T. Eaton, *Chairman*; Messrs. Davison, Gallivan, Liebmann, and Wise.
- SEVENTH DIVISION.—George Z. Adams, *Chairman*; Messrs. Bassett, Calderwood, Eaton, and Strange.
- EIGHTH DIVISION.—Elizabeth C. Keller, *Chairman*; Mr. Calderwood, Mrs. Fifield, Messrs. Fowler and Page.
- NINTH DIVISION.—Emily A. Fifield, *Chairman*; Messrs. Bassett, Davison, Strange, and Wetmore.
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SCHOOLS.

Normal School and Riee Training School.

Latin School, Girls' Latin School, English, Girls, Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, East Boston High, and Mechanic Arts High School.

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. — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin.

Eighth Division. — Agassiz, Bennett, Bowditch, Charles Sumner, Lowell, Robert G. Shaw, Washington Allston.

Ninth Division. — Edward Everett, Gibson, Harris, Henry L. Pierce, Mather, Minot, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

Edwin P. Seaver, Waban, Mass. Office hours: Mondays to Fridays, 1 to 2 P.M.

BOARD OF SUPERVISORS.

Ellis Peterson, 305 Chestnut av., near Green st., Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

Robert C. Metcalf, 32 Alaska st., Roxbury. Office hour, Tuesday, 4.30 to 5.30 P.M.

George H. Conley, Osborn road, Brookline. Office hour, Monday, 4.30 P.M.

George H. Martin, 388 Summer st., Lynn. Office hour, Thursday, 4.30 to 5.30 P.M.

Walter S. Parker, Reading. Office hour, Wednesday, 4.30 to 5.30 P.M.

Sarah L. Arnold, Newton Centre. Office hour, Wednesday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors on the Monday following each regular meeting of the School Committee, at 9 o'clock A.M.

At School Committee Building, Mason street.

SUPERVISORS OF SCHOOLS.

Ellis Peterson. — Latin, Girls' Latin, Brighton, Charlestown, Dorchester, East Boston, English, Girls', Roxbury, West Roxbury High, and Horace Mann Schools; Districts: Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw. Grammar classes of Lowell District.

Robert C. Metcalf. — Districts: Edward Everett, George Putnam, Gibson, and Martin. Grammar classes of Comins, Dearborn, Dillaway, Dudley, Dwight, Everett, Franklin, Hugh O'Brien, Hyde, Lewis, Mather, Quincy, and Sherwin Districts.

George H. Conley. — Mechanic Arts High School; Districts: Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart and Winthrop. Wood-working Schools.

George H. Martin. — Normal and Rice Training Schools; Spectacle Island School. Districts: Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, and Warren. Primary classes of Quincy District.

Walter S. Parker. — Districts: Bennett, Bowdoin, Brimmer, Eliot, Hancock, Phillips, Prince, Washington Allston, and Wells.

Sarah L. Arnold. — Districts: Harris, Henry L. Pierce, Minot, Stoughton, and Tileston. Primary classes of Comins, Dearborn, Dillaway, Dudley, Dwight, Everett, Franklin, Hugh O'Brien, Hyde, Lewis, Lowell, Mather, and Sherwin Districts.

Kindergartens are assigned to the Supervisors of the primary classes of the districts in which the Kindergartens are located.

HOLIDAYS AND VACATIONS.

Every Saturday; the first Monday in September; the half-day before Thanksgiving and the remainder of the week; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; the nineteenth of April; the week immediately preceding the second Monday in April; Decoration day; the seventeenth of June; and to the Primary Schools from the Friday preceding the week of graduating exercises of the schools in June, and to the Normal, High, and Grammar Schools from their respective graduating exercises to the first Wednesday in September.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head-Master. — Larkin Dunton. *Sub-Master.* — Wallace C. Boyden. *1st Assts.* — L. Theresa Moses, Katharine H. Shute. *2d Assts.* — Dora Williams, Laura S. Plummer, Almira I. Wilson, Alice M. Dickey, Fanny E. Coe. *Asst. Kindergartening.* — Harriet A. Niel. *Special Kindergartening.* — Sally Fairchild. *Drawing.* — Henry W. Poor.

RICE TRAINING SCHOOL. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Florence Marshall. *2d Assts.* — Mary E. Mailman, Ella T. Gould, Dora Brown, Margaret A. Leahy, Lotta A. Clark, Edith F. Parry, Mattie H. Jackson. *Janitor.* — Thomas F. Durkin.

PRIMARY.

1st Asst. — Gertrude E. Bigelow. *2d Assts.* — Mabel I. Emerson, Eleanor F. Lang, Alice M. May, Gertrude R. Clark, Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn. *Janitor.* — George W. Collings.

KINDERGARTEN.

Principal. — Caroline D. Aborn. *Asst.* — Edith F. Winsor.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL. (Boys.)

Warren avenue.

Head-Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Frank W. Freeborn, Edward P. Jackson, John K. Richardson, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Francis DeM. Dunn, Henry Penny-packer, William T. Campbell, William R. Morse, Selah Howell, Henry E. Fraser, Walter A. Robinson. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master.* — Edward H. Atherton. *Assistants.* — Jane R. Sheldon, Jessie Gurdwood, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart, Ruth B. Whittemore, Mary D. Davenport. *Janitor.* — John Murphy, Jr.

ENGLISH HIGH SCHOOL. (Boys.)

Montgomery street.

Head-Master. — Robert E. Babson. *Masters.* — Charles B. Travis, Alfred P. Gage, John F. Casey, Jerome B. Poole, S. Curtis Smith, William H. Sylvester, Rufus P. Williams, William T. Strong, James A. Beatley. *Junior-Masters.* — Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, Albert P. Walker, Charles P. Lebon, Henry C. Shaw, James Mahoney, Joseph Y. Bergen, Samuel F. Tower, Henry M. Wright, Edward H. Cobb, Charles E. Stetson, Frederic B. Hall. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master.* — Samuel Thurber. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — M. Medora Adams, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Emma W. Kaan, Augusta C. Kimball, Parnell S. Murray, Sarah J. C. Needham, Emerette O. Patch, Laura E. Richardson, Emma G. Shaw, S. Annie Shorey, Elizabeth L. Smith, May M. Smith, Adeline L. Sylvester, Lucy R. Woods, Sara E. Miller, Laura B. White, Margaret C. Brawley. *Janitor.* — John Murphy, Jr.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Warren street.

Head-Master. — Charles M. Clay. *Junior-Master.* — Nathaniel S. French. *Master.* — John C. Ryder. *Assistants.* — Eliza D. Gardner, Edith A. Parkhurst, Persis P. Drake, Helen A. Bragg, Annie N. Crosby, Jennie R. Ware, Mabel L. Warner, Mabel F. Wheaton, Mary H. Gibbons, Mary E. Upham, Eugenia M. Williams, Josephine W. Greenlaw, Josiah M. Kagan, Ervinia Thompson, Charlotte A. Maynard, Mary Hubbard. *Laboratory Asst.* — George S. Berry, Jr. *Janitor.* — Allen McLeod.

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Centre street, corner Dorchester avenue.

Head-Master. — Charles J. Lincoln. *Junior-Master.* — Albert S. Perkins. *Assistants.* — Laura E. Hovey, Edith S. Cushing, Emily J. Tucker, Lucy A. Frost, Sara W. Wilson, Anna M. Fries, Margaret Cunningham. *Janitor.* — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Monument square, Charlestown.

Head-Master. — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Sarah Shaw, Abbie F. Nye, Lillian M. Towne, Grace Hooper, Margaret T. Wise, Marion K. Norris. *Janitor.* — Joseph Smith.

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Elm street, Jamaica Plain.

Master. — George C. Mann. *Junior-Master.* — George F. Partridge. *Assistants.* — Josephine L. Sanborn, M. Louise Foster, Mary I. Adams, Blanche G. Wetherbee, Caroline W. Trask. *Janitor.* — J. J. Wentworth.

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Academy Hill, Brighton.

Master. — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Mariette F. Allen. *Special.* — Eunice A. Critchett. *Janitor.* — John W. Remmonds.

EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Paris and Meridian streets.

Master. — John F. Eliot. *Junior-Master.* — Charles W. Gerould. *Assistants.* — Luey R. Beadle, Kate W. Cushing, Josephine Rice, Grace M. Crawford. *Janitor.* — Oliver E. Wood.

MECHANIC ARTS HIGH SCHOOL. (BOYS.)

Belvidere, corner of Dalton street.

Head-Master. — Charles W. Parmenter. *Junior-Masters.* — Roswell Parish, William Fuller, Herbert S. Weaver. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Jr., Allan K. Sweet. *Janitor.* — George W. Fogg.

FIRST DIVISION.

ADAMS SCHOOL. (BOYS AND GIRLS.)

Belmont square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *2d Asst.* — Clara Robbins. *3d Assts.* — Adiline H. Cook, Ellenette Pillsbury, Sarah E. McPhaill, Jennie A. Mayer, M. Luetta Choate. *Ungraded Class.* — Harriet Sturtevant. *Janitor.* — Michael J. Burke.

PRIMARY SCHOOL.

PLUMMER SCHOOL, BELMONT SQUARE.

2d Asst. — Anna E. Reed. *4th Assts.* — Ellen M. Robbins, Jennie A. Soutter, Emma M. Weston, Mary A. Palmer. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL. (BOYS AND GIRLS.)

Eutaw street, East Boston.

Master. — Tilson A. Mead. *Sub-Master.* — Harry N. Andrews. *1st Assts.* — Lucy W. Eaton, Jane F. Reid. *2d Assts.* — Sarah F. Tenney, Maria D. Kimball. *3d Assts.* — Margaret B. Erskine, Martha P. M. Walker, Grace M. Strong, Margaret D. Barr, Katharine L. Niland, Lucy E. Woodwell, Mary E. Buffum. *Ungraded Class.* — Annie L. Evans. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

2d Asst. — Hannah F. Crafts. *4th Assts.* — Mary C. Hall, Mabel V. Roche, Marietta Duncan, Clara A. Otis, Cahsta W. McLeod, Catherine F. Atwood. *Janitor.* — Bradford H. Blinn.

EMERSON SCHOOL. (BOYS AND GIRLS.)

Prescott, corner Bennington street, East Boston.

Master. — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Frances H. Turner, Mary A. Ford. *2d Assts.* — H. Elizabeth Cutter, Mary D. Day. *3d Assts.* — Louise S. Hotchkiss, Emma J. Irving, Annie S. Hayward, Helen M. Souther, Almaretta J. Critchett, Mary L. Sweeney, Ida E. Halliday, Ellen S. Bloomfield, Charlotte G. Ray. *Ungraded Class.* — Helen M. Slack. *Janitor.* — Edward C. Chessman.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

1st Asst. — Bremen E. Sinclair. *4th Assts.* — Sarah F. Littlefield, Annie F. McGillicuddy. *Janitor.* — James S. Hendrick.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

4th Asst. — Elizabeth A. Turner.

NOBLE SCHOOL, PRINCETON STREET.

2d Asst. — Mary E. Plummer. *4th Assts.* — Sarah A. Atwood, Isabella J. Ray, Abby D. Beale, Harriet E. Litchfield, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

BENNINGTON-STREET CHAPEL.

4th Asst. — Amy L. Hubbard. *Janitor.* — Mahala J. Dexter.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

4th Assts. — Caroline E. Nutter, Hattie H. Coan, Margaret E. Gray.

LYMAN SCHOOL. (BOYS AND GIRLS.)

Corner of Paris and Gove streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Asst.* — Amelia H. Pitman. *3d Assts.* — Emma M. Bates, Mabel F. Wilkins, Elizabeth F. Curry, Lillian G. Plummer, Eva L. Morley, Clara B. George, Julia A. Logan, Mary P. E. Tewksbury. *Janitor.* — Charles L. Glidden.

PRIMARY SCHOOL.

CUDWORTH SCHOOL, GOVE STREET.

2d Assts. — Anna I. Duncan. *4th Assts.* — Nellie M. Porter, Fidelia D. Merrick, Adelaide R. Porter, Josephine A. Ayers, Catharine A. Sullivan, Mary E. Williams, Lena E. Synette, Annie M. Wilcox. *Janitor.* — Samuel I. Crafts.

SECOND DIVISION.

BUNKER HILL SCHOOL. (BOYS AND GIRLS.)

Baldwin street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Harriet H. Norcross, Abby P. Josselyn. *2d Assts.* — Mary E. Minter, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Annie F. McMahon, Clara B. Brown, Elenore S. Wolff, Anna M. Prescott, Kate C. Thompson. *Ungraded Class.* — Charlotte E. Seavey. *Janitor.* — Gustavus H. Gibbs.

PRIMARY SCHOOLS.

BUNKER HILL-STREET SCHOOL, COR. CHARLES STREET.

2d Asst. — Elizabeth B. Norton. *4th Assts.* — Mary E. Flanders, Mary D. Richardson, Effie G. Hazen, Jennie F. White, Sarah A. Smith, Anna P. Hammon. *Janitor.* — Gustavus H. Gibbs.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

4th Assts. — Kate T. Brooks, Annie B. Hunter, Ada E. Bowler. *Janitor.* — Samuel L. Smith.

FROTHINGHAM SCHOOL. (BOYS AND GIRLS.)

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — Walter L. Harrington. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *2d Assts.* — Sara H. Nowell, Margaret J. O'Hea. *3d Assts.* — Ida C. S. Wing, Jane E. Tobey, Cecelia A. Kelley, Susan T. Dundon, Inez Haynes, Helen G. Stark. *Ungraded Class.* — Mary Colesworthy. *Janitor.* — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

4th Assts. — Persis M. Whittemore, Martha Yeaton, Florence I. Morse, Mary E. Corbett.

WILLIAM H. KENT SCHOOL, MOULTON STREET.

2d Asst. — Fannie M. Lamson. *4th Assts.* — Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Abbie C. McAuliffe. *Janitor.* — Jeremiah F. Horrigan.

HARVARD SCHOOL. (BOYS AND GIRLS.)

Devens street, Charlestown.

Master. — Warren E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Abbie M. Libby, Caroline E. Gary. *3d Assts.* — Elizabeth W. Allen, Ida B. Nute, Sarah J. Perkins, Katherine C. Wigg, Olive J. Sawyer, Mabel P. Foster, Theresa G. Power. *Janitor.* — Francis A. Hewes.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

2d Asst. — Frances A. Foster. *4th Assts.* — Sarah J. Worcester, Elizabeth R. Cormier, Louise A. Whitman, Effie A. Kettell, Sarah R. Dodge, Elizabeth G. Desmond, Lana J. Wood. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

2d Asst. — Agnes A. Herlihy. *4th Assts.* — Helena G. Herlihy, Elizabeth R. Brower, S. Janet Jameson. *Janitor.* — Levi H. Hayward.

PRESCOTT SCHOOL. (BOYS AND GIRLS.)

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master.* — William H. Furber. *1st Asst.* — Mary C. Sawyer. *2d Asst.* — Julia C. Powers. *3d Assts.* — Nellie J. Breed, Lydia A. Nason, Frances A. Craigen, Julia F. Sawyer, Margaret M. Whalen. *Janitor.* — James W. Ede.

PRIMARY SCHOOLS.

FOLK-STREET SCHOOL.

2d Asst. — Mary E. Franklin. *4th Assts.* — Lizzie Simpson, Elizabeth J. Doherty, Hattie L. Todd, Alice Simpson. *Janitor.* — Walter I. Sprague.

MEDFORD-STREET SCHOOL.

4th Assts. — Lydia E. Hapenny, Grace A. Park. *Janitor.* — Walter I. Sprague.

WARREN SCHOOL. (BOYS AND GIRLS.)

Corner of Pearl and Summer streets, Charlestown.

Master. — Edward Stickney. *Sub-Master.* — William M. Newton. *1st Assts.* — Anna D. Dalton, Elizabeth Swords. *2d Assts.* — Ellen A. Pratt, Abbie M. Mott. *3d Assts.* — Sarah J. Taff, Rose M. Cole, Abby E. Holt, Elizabeth Cotter, Alice Hall, Katharine A. Sweeney, Georgietta Sawyer. *Ungraded Class.* — Caroline A. Meade. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, SUMMER 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, Jessie G. Paine. *Janitor.* — James Slute.

THIRD DIVISION.

BOWDOIN SCHOOL. (GIRLS.)

Myrtle street.

Master. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, James W. Webster. *2d Asst.* — S. Frances Perry. *3d Assts.* — E. Laura Tilden, Irene W. Wentworth, Eudora E. W. Pitcher, Martha T. O'Hea, Ella L. Macomber, Amelia S. Duncan. *Janitor.* — James Hamilton.

SOMERSET-STREET SCHOOL.

Ungraded Class. — Christine Deane.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

2d Asst. — Sarah E. Brown. *4th Assts.* — Mabel West, Clara J. Raynolds. *Janitor.* — Mrs. Anne J. Butler.

SHARP SCHOOL, ANDERSON STREET.

2d Asst. — Elizabeth R. Preston. *4th Assts.* — Harriet L. Smith, Julia G. L. Morse, Eliza A. Thomas, Elizabeth N. Smith, Gertrude G. O'Brien. *Janitor.* — Mrs. Mary A. Maguire.

ELIOT SCHOOL. (BOYS.)

North Bennet Street.

Master. — Granville S. Webster. *Sub-Masters.* — James Burrier, Benj. J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Mary V. Cunningham, Ellen G. Desmond. *Ungraded Classes.* — E. Idella Seldis, Josephine L. Smith. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

Ungraded Classes. — Agnes C. Moore, Genevieve C. Roach, Catherine J. Cunningham, Celia V. Leen, B. Louise Hagerty. *Janitor.* — William Swanzey.

FORMORT SCHOOL, SNELLING PLACE.

Ungraded Class. — M. Persis Taylor.

FREEMAN SCHOOL, CHARTER STREET.

Ungraded Class. — Charlotte A. Hood.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

2d Asst. — Rosa M. E. Reggio. *4th Assts.* — M. Elizabeth McGinley, Sylvia A. Richards, Sophia E. Krey, Winifred C. Wolff. *Janitor.* — William Swanzey.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Carrie A. Waugh. *4th Assts.* — Katharine G. Sutcliffe, Mary H. Lannon, Marcella E. Donegan, Harriet E. Lampee. *Janitor.* — Mary A. O'Brien.

HANCOCK SCHOOL. (GIRLS.)

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen C. Sawtelle, Honora T. O'Dowd. *2d Asst.* — Josephine M. Robertson. — *Ungraded Class.* — Katherine E. Gillespie. *3d Assts.* — Margaret A. Nichols, Helen M. Hitchings, Susan E. Mace, Agnes L. Dodge, Florence A. Dunbar, E. Lillian Mitchell, Matilda F. Bibbey, Hattie R. Christiernin. *Ungraded Classes.* — Annie G. Conroy, Ariel D. Savage, Elizabeth T. O'Brien, Margaret A. M. O'Dowd. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Teresa M. Gargan. *4th Assts.* — Marcella C. Halliday, Florence E. Phillips, Annie M. Niland, Margaret D. Mitchell, Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Lena M. Rendall, Mary J. Clark, Julia E. Collins, Annie R. Dolan, Catharine W. Fraser, Mary J. Murray, Maud E. Downing. *Janitor.* — H. C. Mahoney.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Assts. — Theresa M. Fraser, Lucy M. A. Moore, Adelaide R. Donovan. *Janitor.* — Mary McDermott.

20 PARMENTER STREET.

4th Assts. — Sophia G. Whalen, Eleanor M. Colleton.

PHILLIPS SCHOOL. (Boys.)

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeline F. Cutter. *3d Assts.* — Eva M. Morand, Ruth E. Rowe, Eunice J. Simpson, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinekley, Helen M. Coolidge, Emeline C. Farley, Julia F. Holland. *Janitor.* — Jeremiah W. Murphy.

GRANT SCHOOL, PHILLIPS STREET.

Ungraded Classes. — Katharine A. Burns, Mary E. Towle, Mary E. McIntire, Henrietta L. Dwyer. *Janitor.* — Mrs. Catherine O'Sullivan.

PRIMARY SCHOOL.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Jennie A. Dodson. *4th Assts.* — Leila L. Rand, Josephine F. Joyce, Mary L. Bibbey, Angie P. S. Andrews. *Janitor.* — William Swanzey.

WELLS SCHOOL. (GIRLS.)

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Assts.* — Mary C. Mellyn, Emeline E. Durgin. *2d Assts.* — Hattie A. Watson, Lizzie F. Stevens. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Lillian W. Prescott, Elizabeth Campbell. *Ungraded Classes.* — Emily H. Macdonald, Mary F. Flanagan, Adelaide E. Badger. *Janitor.* — Michael J. Crowley.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

2d Asst. — Sarah G. Fogarty. *4th Assts.* — Lura A. L. Hill, Helen M. Graves, Kate Wilson, Mary F. Finneran, Adelaide A. Rea, Nellie M. Durgin, Etta L. Jones, Annie E. Flanagan, Elizabeth H. Miner, Esther C. Moore. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Anna F. Daly, Hannah E. Collins, Alicia I. Collison, Katharine L. King, Georgia D. Barstow. *Janitor.* — Mrs. B. F. Bradbury.

CHAMBERS-STREET SCHOOL.

4th Assts. — Selina A. Black, Schassa G. Row.

FOURTH DIVISION.

BRIMMER SCHOOL. (Boys.)

Common street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *2d Asst.* — Josephine Garland. *3d Assts.* — M. Florence McGlashan, Sarah E. Adams, Mary E. Keyes, Helen L. Bodge, Mary A. Carney, Annie P. James, Nellie A. Manning, Mary E. W. Hagerty. *Janitor.* — James F. Latrobe.

PRIMARY SCHOOLS.

BRIMMER SCHOOL, COMMON STREET.

4th Asst. — Margaret L. Eaton.

SKINNER SCHOOL, COR. FAYETTE AND CHURCH STREETS.

2d Asst. — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Mary E. Tierney, Mary E. Collins, Elizabeth G. Cahill. *Janitor.* — Mrs. Fannie Nihen.

PRINCE SCHOOL. (BOYS AND GIRLS.)

Newbury street, cor. Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Katherine C. Martin, Kate A. Raycroft, Laura M. Kendrick, M. Louise Fynes, Anna C. Murdock, Ellen P. Longfellow. *Janitor.* — Bernard L. Donnelly.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

3d Asst. — Clara E. Fairbanks.

PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

4th Assts. — Manetta W. Penney, Winifred M. Morse, E. Isabella Bense.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

2d Asst. — Laura K. Hayward. *4th Assts.* — Alice C. Butler, Katherine L. Campbell, Grace S. Peirce. *Janitor.* — Henry E. Newell.

QUINCY SCHOOL. (Boys.)

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George R. Keene. *1st Asst.* — Angie C. Damon. *2d Asst.* — Bridget A. Foley. *3d Assts.* — Ida H. Davis, Annie F. Merriam, Vyra L. Tozier, Emma F. Colony, Margaret E. Carey, Ellen L. Collins. *Ungraded Class.* — Theresa A. Mullen. *Janitor.* — Jane A. Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

2d Asst. — Hannah G. Gleason, *4th Assts.* — Katherine A. Kiggen, Octavia C. Heard.

PIERPONT SCHOOL, HUDSON STREET.

4th Assts. — Katherine L. Wilson, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

WAY-STREET SCHOOL.

4th Assts. — Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Margaret A. Brennick.

HALL'S BUILDING, 202 HARRISON AVENUE.

4th Assts. — Maria A. Callanan, Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — Margaret A. Brennick.

WINTHROP SCHOOL. (GIRLS.)

Tremont, near Eliot street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Mary L. Fitzpatrick, Emma A. Gordon, Mary A. Murphy, Caroline S. Crozier, Carrie Merrill, Helen L. Hilton, Lousie K. Hopkinson. *Ungraded Class.* — Mary L. Hennessy. *Janitor.* — Joseph T. Whitehouse.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

2d Asst. — Mary E. Noonan *4th Assts.* — Mary A. Reardon, Mary T. Foley, Emma I. Baker, Teresa M. Sullivan. *Janitor.* — Ellen McCarthy.

FIFTH DIVISION.

DWIGHT SCHOOL. (BOYS.)

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — Jason L. Curtis, Jr., Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Sarah C. Fales, Nellie L. Shaw, Georgiana Benjamin, Mary E. Trow, Georgie M. Clarke, Clara P. Wardwell, Emma A. Child, Frances J. White. *Ungraded Class.* — Isabel H. Wilson. *Janitor.* — William H. Johnson.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

2d Asst. — Martha B. Lucas, *4th Assts.* — Emma F. Gallagher, Delia L. Viles. *Janitor.* — Daniel H. Gill.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

2d Asst. — Eva L. Munroe. *4th Assts.* — Mary E. O'Brien, Miriam Sterne, Anna J. O'Brien, Sara Mock, Georgina E. McBride, Ruth C. Mills. *Janitor.* — William P. Tierney.

EVERETT SCHOOL. (GIRLS.)

West Northampton street.

Master. — Myron T. Pritchard. *1st Assts.* — Janet M. Bullard, Eliza M. Evert. *2d Assts.* — Emma F. Porter, Susan S. Foster, Anna E. Grover. *3d Assts.* — Abby C. Haslet, Anna R. Gavett, Evelyn E. Morse, Sarah L. Adams, Minna L. Wentworth, Annie J. Reed, Emily T. Kelleher. *Ungraded Class.* — Ida B. Henderson. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

2d Asst. — Eliza C. Gould. *4th Assts.* — Adelaide B. Smith, Mary H. Downe, Alice E. Stevens, Estelle M. Williams, Florence A. Perry, Helen G. McElwain, Dora W. Rohlsen, Eva G. Reed. *Janitor.* — Annie Roland.

FRANKLIN SCHOOL. (GIRLS.)

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabel M. Harmon. *2d Assts.* — Margaret Crosby, P. Catharine Bradford, Octavia L. Cram. *3d Assts.* — Abby A. Hayward, Annie G. Merrill, Lillian J. MacRae, Anna E. L. Parker, Sarah N. Macomber, Florence H. Rich, Priscilla Whiton, Lillian S. Bourne, Ida M. Mitchell. *Janitor.* — John S. Krebs.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

2d Asst. — Harriet M. Faxon. *4th Assts.* — Affie T. Wier, Elizabeth D. Dailey, Kate R. Hale. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

2d Asst. — Josephine G. Whipple. *4th Assts.* — Kate R. Gookin, Emma E. Allin, Clara J. Bates, Eva D. Pickering, Lillian Tishler, Etta M. Smith. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL. (GIRLS.)

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Esther H. Fletcher, Lucy L. Burgess. *2d Assts.* — Alice G. Maguire, E. Elizabeth Bois, Jane Reid. *3d Assts.* — Caroline K. Nickerson, Sarah R. Wentworth, Etta Yerden, Helen Perry, Ada M. Fitts. *Ungraded Class.* — Alice T. Kelley. *Janitor.* — Thomas J. Kenney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

2d Asst. — Anna G. Fillebrown. *4th Assts.* — Mary G. Murphy, Mary F. Cogswell, Louise A. Kelley, Rose A. Mitchell, Mary A. Higgins, Celia Bamber, Delia E. Cunningham. *Janitor.* — Patrick F. Higgins.

SHERWIN SCHOOL. (Boys.)

Madison square.

Master. — Francis A. Morse. *Sub-Masters.* — E. Emmons Grover, Fred-eric L. Owen. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Adella L. Baldwin. *3d Assts.* — Mary B. Chaloner, Mary N. Regan, Mary F. Roome, Annie M. Trundy, Mary E. T. Healy, Nellie F. Brazer. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell, Estella M. Hall. *Janitor.* — Joseph G. Scott.

IRA ALLEN SCHOOL, LEON STREET.

4th Assts. — Abbie E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

DAY'S CHAPEL.

4th Asst. — Rose E. Conaty. *Janitor.* — John Cole.

SIXTH DIVISION.

BIGELOW SCHOOL. (Boys.)

Fourth street, corner of E street, South Boston.

Master. — Frederic H. Ripley. *Sub-Masters.* — J. Gardner Bassett, W. Lawrence Murphy. *1st Asst.* — Amelia B. Coe. *2d Assts.* — Ellen Coe, Martha A. Goodrich. *3d Assts.* — Eliza B. Haskell, Mary Nichols, Malvena Tenney, Catherine H. Cook, Angeline S. Morse, Elizabeth M. Mann, Sabina G. Sweeney, Cara W. Hanscom, George A. Cowen, Josephine Crockett. *Janitor.* — Samuel P. Howard.

PRIMARY SCHOOLS.

HAWES-HALL SCHOOL, BROADWAY.

2d Asst. — Ann J. Lyon. *4th Assts.* — Ida M. Condon, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Margarette H. Price, Julia A. Rourke, Mary L. Howard. *Janitor.* — Alexander Nelson.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Annie I. McKissick, Florence L. Spear, Julia G. Leary. *Janitor.* — Alexander Nelson.

GASTON SCHOOL. (Girls.)

Fifth street, corner of I street, South Boston.

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Assts.* — Carrie M. Kingman, Clara A. Sharp, Mary B. Barry, Ellen R. Wyman. *3d Assts.* — Emogene F. Willett, Carrie A. Harlow, Emma M. Sibley, Josephine A. Powers, J. Adelaide Noonan, Lila Huckins, M. Isabel Harrington, Jennie G. Carmichael. *Janitor.* — Albion Elwell.

BENJAMIN POPE SCHOOL, O STREET.

3d Asst. — Mary S. Laughton.

PRIMARY SCHOOL.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Ella R. Johnson. *4th Assts.* — Katharine J. McMahon, Carrie W. Haydn, Mary E. Dee, Lelia R. Haydn, Isabella J. Murray, Louise E. Means. *Janitor.* — Charles H. Carr.

JOHN A. ANDREW SCHOOL. (BOYS AND GIRLS.)

Dorchester street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Edgar L. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *2d Assts.* — Mary E. Perkins, Mary L. Fitzgerald. *3d Assts.* — Ella I. Cass, Anna M. Edmonds, Alice T. Cornish, Sarah E. Connelly, Madeline P. Trask, Agnes M. Cochran, Bertha E. Miller. *Ungraded Class.* — Annie L. Clapp. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

2d Asst. — Mary A. Jenkins. *4th Assts.* — Sarah E. Ferry, Sarah E. Welch, Alice P. Howard, Alice L. Littlefield, Grace L. Tucker, Grace E. Holbrook, Caroline M. Walsh, Helen M. Atwood, Emily F. Hodsdon, Annie M. Driscoll, Roxanna L. Johnston. *Janitor.* — Alexander McKinley.

LAWRENCE SCHOOL. (BOYS.)

Corner of 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.* — Charlotte L. Voigt. *3d Assts.* — Agnes G. Gilfother, Isabella F. Crapo, Eva E. Hall, Kate Haushalter, Mary A. Montagne, Margaret A. Gleason, Mary A. Conroy, Mary E. McMann. *Ungraded Class.* — Mary F. O'Brien. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

3d Assts. — M. Louise Gillett, Mary J. Buckley, Mary E. Denning. *Janitor.* — Thomas Boswell.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

2d Asst. — Sarah E. Lakeman. *4th Assts.* — Elinor F. Buckley, Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn, Eva C. Morris. *Janitor.* — Thomas Boswell.

PARKMAN SCHOOL, SILVER STREET.

4th Assts. — Laura S. Russell, Elizabeth J. Andrews, Amelia McKenzie. *Janitor.* — Michael Murray.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

2d Asst. — Martha S. Damon. *4th Assts.* — Emma Britt, Marie F. Keenan, Sarah M. Brown, Mary E. T. Shine, Henrietta Nichols, Sabina F. Kelley. *Janitor.* — Michael T. Reagan.

LINCOLN SCHOOL. (BOYS.)

Broadway, near K street, South Boston.

Master. — Maurice P. White. *Sub-Masters.* — William E. Perry, Charles N. Bentley. *1st Asst.* — Martha F. Wright. *2d Asst.* — Sarah A. Curran. *3d Assts.* — Vodisa J. Comey, Louise A. Pieper, Hannah L. Manson, Josephine A. Simonton, Annie M. Muleahy, Ellen A. McMahon, Florence O. Bean. — *Ungraded Class.* — Hattie E. Sargent. *Janitor.* — Joseph S. Luther.

PRIMARY SCHOOLS.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Ellen V. Courtney, Mary A. Crosby, Frances A. Cornish, Anna E. Somes. *Janitor.* — A. D. Bickford.

CHOATE BURNHAM SCHOOL, WEST THIRD STREET.

2d Asst. — Laura L. Newhall. *4th Assts.* — Eleanor F. Elton, Helen M. Canning, Kate A. Coolidge, Daisy E. Welch, Helen A. Emery. *Janitor.* — George L. Dacey.

NORCROSS SCHOOL. (GIRLS.)

Corner D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — M. Elizabeth Lewis, Caroline Bernhard. *2d Assts.* — Sarah A. Gallagher, Lillian K. Lewis, Juliette Smith. *3d Assts.* — Emma L. Eaton, Mary R. Roberts, Mary E. Downing, Maria L. Nelson, Julia S. Dolan, Mary E. Bernhard, Emma F. Crane, Ellen T. Noonan. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

2d Asst. — Eleanor J. Cashman. *4th Assts.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Patrick Mullen.

CYRUS ALGER SCHOOL, SEVENTH STREET.

2d Asst. — Ann E. Newell. *4th Assts.* — Emma F. Gallagher, Harriet L. Rayne, Martha G. Buckley, Jane A. Mullally, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demeritt.

SHURTLEFF SCHOOL. (GIRLS.)

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catherine A. Dwyer, Jane M. Bullard, Martha E. Morse. *3d Assts.* — Winnifred C. Folan, Harriet S. Howes, Mary M. Clapp, Marion W. Rundlett, Anna L. Scallan, Ella G. Fitzgerald, Marguerite S. Clapp. *Janitor.* — James Mitchell.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

2d Asst. — Lucy A. Dunham. *4th Assts.* — Alice G. Dolbeare, Mary E. Morse, Alice C. Ryan, Lillian M. Hall. *Janitor.* — Michael E. Brady.

THOMAS N. HART SCHOOL. (BOYS.)

H, corner of East Fifth street, South Boston.

Master. — John F. Dwight. *Sub-Master.* — John D. Philbrick. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — Jennie F. McKissick. *3d Assts.* — Mary B. Powers, Emma J. Channell, Anastasia G. Hyde, L. Idalia Provan, Bertha Peirce, Florence Harlow, Carrie L. Prescott. *Janitor.* — Nathan Gray.

PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

4th Assts. — Lura M. Power, Evelyn M. Condon.

CAPEN SCHOOL, COR. 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. *Janitor.* — A. D. Bickford.

SEVENTH DIVISION.

COMINS SCHOOL. (BOYS AND GIRLS.)

Tremont street, corner Terrace street, Roxbury.

Master. — William H. Martin. *Sub-Master.* — George G. Edwards. *1st Assts.* — Elinor W. Leavitt, Sarah E. Lovell. *2d Assts.* — Elizabeth G. Phelps, Jane E. Gornley. *3d Assts.* — Mary L. Williams, Mary E. Crosby, Margaret A. Maguire, Mary H. Brick, Alice A. Sanborn, Mary O'Connell. *Janitor.* — Michael Gallagher.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

2d Asst. — Anna R. McDonald. *4th Assts.* — Elizabeth P. Brewer, Sarah E. Haskins, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

DEARBORN SCHOOL. (BOYS AND GIRLS.)

Dearborn place, near Eustis street, Roxbury.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Catherine M. Lynch. *3d Assts.* — Anne M. Backup, Lizzie M. Wood, Mary F. Walsh, Abby W. Sullivan, Lizzie M. Hersey, Helen Doherty, Sarah A. Driscoll, Abbie G. Abbott, Lillian A. Wiswell. *Janitor.* — Michael J. Lally.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

2d Asst. — Mary A. P. Cross. *4th Assts.* — Mary E. Connor, Ellen M. Oliver, Alice W. Peaslee, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Katharine O'Brien. *Janitor.* — James Craig.

EUSTIS-STREET SCHOOL.

2d Asst. — Mary F. Neale. *4th Assts.* — M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Spencer E. Scales.

MOUNT PLEASANT-AVENUE SCHOOL.

4th Assts. — Adaline Beal, Eloise B. Walcott. *Janitor.* — John J. Dignon.

DILLAWAY SCHOOL. (GIRLS.)

Kenilworth street, Roxbury.

Principal. — Sarah J. Baker. *1st Assts.* — Elizabeth M. Blackburn, Annie L. Bennett. *2d Assts.* — Helen C. Mills, Phebe H. Simpson, Abby M. Clark. *3d Assts.* — Cordelia G. Torrey, Lucia A. Ferguson, Eliza Brown, Susan H. McKenna, Ella F. Little, Mary L. Gore, Carolena C. Richards. Annie E. Mahan. *Janitor.* — Luke Riley.

PRIMARY SCHOOL.

BARTLETT-STREET SCHOOL.

2d Asst. — Anna M. Balch. *4th Assts.* — Anna M. Stone, Agnes A. Watson, Celia A. Scribner. Elizabeth Palmer. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

2d Asst. — Mary L. Shepard. *4th Assts.* — Elizabeth A. O'Neil, Ellen A. Scollin, Edith Rose. *Janitor.* — Charles F. Travis.

DUDLEY SCHOOL. (Boys.)

Corner of Dudley and Putnam streets, Roxbury.

Master. — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, William L. Phinney. *1st Asst.* — Alice E. Farrington. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Marie E. Wood, Amanda E. Henderson, Margaret T. Dooley, Ida S. Hammerle, M. Alice Kimball, Frances Zirngibel, Olive A. Thompson, Abby S. Nichols, Ella M. Hersey. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

2d Asst. — Alice L. Williams. *4th Assts.* — Ingemisca G. Weyssse, Lucy C. M. Card, Mary I. Chamberlain, L. Adelaide Colligan, Mary A. Brennan. *Janitor.* — Mrs. Kelley.

ROXBURY-STREET SCHOOL.

2d Asst. — Helen P. Hall. *4th Assts.* — Kate F. Lyons, Delia T. Killion, Hattie A. Littlefield, Sarah E. Rumrill, Lizzie F. Johnson, Ella M. Seaverns. *Janitor.* — M. W. Kendrick.

GEORGE PUTNAM SCHOOL. (BOYS AND GIRLS.)

Seaver street, Roxbury.

Master. — Henry L. Clapp. *Sub-Master.* — William L. Bates. *1st Asst.* — Katharine W. Huston. *2d Asst.* — Ellen E. Leach. *3d Assts.* — Maria F. Bray, Emma R. Gragg, Annie G. Ellis, Blanche A. Morrill. *Janitor.* — Luke Kelley.

WILLIAMS SCHOOL, HOMESTEAD STREET.

3d Asst. — Susan J. McConnell.

PRIMARY SCHOOLS.

GEORGE PUTNAM SCHOOL.

4th Assts. — Amoritta E. Esilman, Mabel L. Brown, Orphise A. Morand, Mabel W. Chandler.

WILLIAMS SCHOOL, HOMESTEAD STREET.

2d Asst. — Julia H. Cram. *4th Assts.* — Rosanna L. Rock, Ella J. Brown. *Janitor.* — Luke Kelley.

HUGH O'BRIEN SCHOOL. (BOYS AND GIRLS.)

Corner of Dudley and Langdon streets, Roxbury.

Master. — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen M. Hills, Helen F. Brigham, Sarah W. Loker. *3d Assts.* — Maria L. Mace, Esther E. McGrath, Mary J. Mohan, Esther M. Meserve, Ellen F. Hagerty, Evangeline Clark, M. Jennie Moore, Sarah H. Hosmer, Mary W. Currier, Elizabeth F. Pinkham. *Janitor.* — Thomas J. Gill.

PRIMARY SCHOOLS.

GEORGE-STREET SCHOOL.

2d Asst. — Emily M. Pevear. *4th Assts.* — Abby S. Oliver, Sarah S. Burrell, Bridget E. Scanlan, Anna W. Clark. *Janitor.* — Samuel S. McLennan.

HOWARD-AVENUE SCHOOL.

2d Asst. — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Ethelyn L. Jameson, Mary F. McDonald, Matilda Mitchell, Isabella L. Bissett, Mary E. McCarty. *Janitor.* — Samuel S. McLennan.

LEWIS SCHOOL. (BOYS AND GIRLS.)

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.* — Mary H. Thompson,
 Ellen M. Murphy. *3d Assts.* — Gertrude H. Lakin, Grace M. Clark,
 Martha C. Gerry, Kate M. Groll, Mary E. Howard, Grace L. Sherry, Mary
 L. Green. *Janitor.* — Antipas Newton.

QUINCY-STREET SCHOOL.

3d Assts. — Anna F. Bayley, Annie A. Maguire.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

2d Asst. — Francis N. Brooks. *4th Assts.* — Mary E. Deane, Edith A.
 Willey, Alice M. Sibley. *Janitor.* — John J. Dignon.

QUINCY-STREET SCHOOL

2d Asst. — Almira B. Russell. *4th Assts.* — Helen Crombie, Isabel
 Thacher, Blanche L. Ormsby. *Janitor.* — Henry C. Hunneman.

MONROE-STREET SCHOOL.

4th Assts. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mr. Kirby.

MARTIN SCHOOL. (BOYS AND GIRLS.)

Corner Huntington avenue and Worthington street.

Master. — Edward W. Schuerch. *Sub-Master.* — George W. Ransom.
1st Asst. — Emily F. Carpenter. *2d Asst.* — Emma E. Lawrence. *3d Assts.*
 — Isabel M. Wier, Mary V. Gormley, Charlotte P. Williams, Grace C.
 Dillon, Jane F. Gilligan. *Ungraded Class.* — Sarah W. Moulton. *Janitor.*
 — Thomas M. Houghton.

PRIMARY SCHOOL.

MARTIN SCHOOL, HUNTINGTON AVENUE.

4th Assts. — Fannie D. Lane, Alicia F. McDonald, Lena L. Carpenter,
 Alice B. Fuller, Katherine Boyd.

EIGHTH DIVISION.

AGASSIZ SCHOOL. (Boys.)

Brewer and Burrough streets, Jamaica Plain.

Master. — John T. Gibson. *Sub-Master.* — Arthur Stanley. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Alice B. White, Alice Nowland, Mary E. Stuart, Mary A. Cooke, Clara I. Metcalf, Caroline N. Poole, Mary H. McCready. *Janitor.* — George A. Cottrell.

WASHINGTON-STREET SCHOOL.

3d Asst. — Josephine A. Slayton.

PRIMARY SCHOOLS.

AGASSIZ SCHOOL, BURROUGHS STREET. (*Old building.*)

2d Asst. — Caroline D. Putnam. *4th Assts.* — Annie C. Gott, Emma M. Smith. *Janitor* — Adelia Ronan.

WASHINGTON-STREET SCHOOL.

4th Asst. — Annie V. Lynch. *Janitor.* — Kate Morrissey.

BENNETT SCHOOL. (BOYS AND GIRLS.)

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Masters.* — Edwin F. Kimball, William C. Crawford. *1st Asst.* — Melissa Abbott. *2d Asst.* — F. Maud Joy. *3d Assts.* — Clara L. Harrington, Mary E. Winn, Katherine McNamara, Edith H. Jones, Rose S. Havey, Annie M. Stickney. *Janitor.* — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

2d Asst. — Charlotte Adams. *4th Assts.* — Frances W. Currier, Anna L. Hooker, Emma P. Dana. *Janitor.* — John W. Remmonds.

OAK-SQUARE SCHOOL.

4th Asst. — Anne Neville. *Janitor.* — George A. Livermore.

UNION-STREET SCHOOL.

4th Asst. — Margaret I. Scollans. *Janitor.* — Walter B. Durgin.

HOBART-STREET SCHOOL.

4th Asst. — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

BOWDITCH SCHOOL. (GIRLS.)

Green street, Jamaica Plain.

Master. — Charles W. Hill. *1st Assts.* — Amy Hutchins. Elizabeth G. Melcher. *2d Assts.* — Nellie I. Lapham, Alice M. Robinson. *3d Assts.* — Alice B. Stephenson, Elizabeth L. Stodder, Cora B. Mudge, Delia U. Chapman, Emily H. Maxwell. *Ungraded Class.* — Mary A. M. Papineau. *Janitor.* — S. S. Marison.

PRIMARY SCHOOLS.

MARGARET FULLER SCHOOL, GLEN ROAD.

2d Asst. — E. Augusta Randall. *4th Assts.* — Ellen E. Foster, Olive A. Wallis, Mary E. McDonald. *Janitor.* — James A. Howe.

HILLSIDE SCHOOL.

2d Asst. — Margaret E. Winton. *4th Assts.* — Anna M. Call, Mary E. Whitney, Alice Greene. *Janitor.* — S. S. Marison.

CHESTNUT-AVENUE SCHOOL.

4th Assts. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Thomas Alehin.

CHARLES SUMNER SCHOOL. (BOYS AND GIRLS.)

Ashland street, Roslindale.

Master. — Artemas Wiswall. *Sub-Master.* — Alarie Stone. — *1st Assts.* Maud G. Leadbetter, Angeline P. Nutter. *2d Assts.* — Elvira L. Austin, Charlotte B. Hall, Alice M. Barton. *3d Assts.* — Mary E. Lynch, Ellen J. Kiggen, Margaret F. Marden. C. Emma Lincoln. *Janitor.* — John L. Chenery.

STEPHEN M. WELD SCHOOL, CORNER ROWE AND SHARON STREETS.

3d Assts. — Mary P. Crosby, Josie E. Evans. *Janitor.* — Henry P. Myers.

WISE HALL SCHOOL, SOUTH STREET.

3d Assts. — Emma Burrows, M. Alice Jackson. *Janitor.* — Frank Spinney.

WISE HALL SCHOOL, POPLAR STREET.

3d Assts. — Rachel U. Cornwell. *Janitor.* — Henry P. Myers.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

2d Asst. — S. Louise Durant. *4th Assts.* — Katharine M. Coulahan, Winifred Williams, Dora M. Leonard, Martha W. Hanley, Mary G. Kelley. *Janitor.* — Frank Spinney.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggin, Mary E. Roome. *Janitor.* — Ellen Norton.

STEPHEN M. WELD SCHOOL, CORNER ROWE AND SHARON STREETS.

4th Asst. — Anna M. Leach, Esther M. Davies, Helen F. Lambert.

CLARENDON-HILLS SCHOOL.

Janitor. — Mrs. Eleanor D. Wood.

SOUTH-STREET SCHOOL.

4th Asst. — Elizabeth A. Breivogel. *Janitor.* — William A. Shattuck.

LOWELL SCHOOL. (BOYS AND GIRLS.)

310 Centre street, Roxbury.

Master. — Daniel W. Jones. *Sub-Master.* — Edward P. Sherburne. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Assts.* — Mary E. Morse, Cora F. Sanborn, Charles E. Harris, Rebecca Coulter. *3d Assts.* — O. Augusta Welch, Mary F. Cummings, Helen C. Laughlin, Susan E. Chapman, Ellen M. Farrell, Mary E. Healey, Mary W. Howard, Sarah A. Lyons, Annie W. Leonard. *Janitor.* — Frank L. Harris.

SAWN'S BUILDING, CENTRE STREET.

Janitor. — Joseph W. Batchelder.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL, PARKER STREET.

2d Asst. — Ella F. Howland. *4th Assts.* — Marguerite G. Brett, Mary E. Clapp, Lillian G. Greene, Lillian S. Hilton, Martha C. McGowan, Flora J. Perry, Jane J. Wood. *Janitor.* — Joseph W. Batchelder.

WYMAN SCHOOL, WYMAN STREET.

2d Asst. — Caroline F. Cutler. *4th Assts.* — Jessie K. Hampton, Mary C. Crowley, Fannie B. Wilson, Clara I. Stevens, Georgia L. Hilton. *Janitor.* — Thomas Alchin.

HEATH-STREET SCHOOL.

4th Assts. — Rose A. Mohan, Ellen C. McDermott. *Janitor.* — Catherine H. Norton.

ROBERT G. SHAW SCHOOL. (BOYS AND GIRLS.)

Hastings street, West Roxbury.

Master. — W. E. C. Rich. *1st Asst.* — Emily M. Porter. *2d Asst.* — Frances R. Newcomb. *3d Assts.* — Marian A. McIntire, May A. Underhill, Mary C. Richards, Helen S. Henry. *Janitor.* — Robert Dwyer.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

MT. VERNON-STREET SCHOOL.

4th Assts. — Mary C. Moller, Florence I. Reddy, Mary Butler. *Janitor.* — Robert Dwyer.

BAKER-STREET SCHOOL.

4th Asst. — Frances A. Griffin. *Janitor.* — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst. — Anna R. French. *Janitor.* — Mrs. Gottlieb Karcher.

WASHINGTON ALLSTON SCHOOL. (BOYS AND GIRLS.)

Cambridge street, Allston.

Master. — George W. M. Hall. *1st Assts.* — Marion Keith, Alice A. Swett. *2d Assts.* — Annie E. Bancroft, Jessie W. Kelly, Sara F. Boynton. *3d Assts.* — Mary F. Child, Arvilla T. Harvey, Eliza F. Blacker, Marguerite L. Lillis, Gertrude M. Bent, Elizabeth C. Muldoon, Margaret C. Hunt, Ida F. Taylor. *Janitor.* — Charles McLaughlin.

WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

Sub-Master. — Alexander Pearson. *3d Assts.* — Helena F. Leary, Emily C. Brown, Mary E. O'Neill, Lydia E. Stevenson. *Janitor.* — Francis Rogers.

PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

2d Asst. — Clara B. Hooker. *4th Assts.* — Adelaide C. Williams, Grace E. Nickerson, Elsie L. Travis. *Janitor.* — Charles McLaughlin.

AUBURN SCHOOL, SCHOOL STREET.

2d Asst. — Ella L. Chittenden. *4th Assts.* — Leona J. Sheehan, Mabel A. Spooner, Lillian S. Allen. *Janitor.* — Francis Rogers.

WEBSTER SCHOOL, WEBSTER PLACE.

2d Asst. — Emma F. Martin. *4th Assts.* Anna N. Brock, Edith S. Wyman, Ruby A. Johnson. *Janitor.* — Otis D. Wilde.

EVERETT SCHOOL, BRENTWOOD STREET.

4th Asst. — Agnes A. Aubin. *Janitor.* — Margaret Kelly.

NINTH DIVISION.

EDWARD EVERETT SCHOOL. (BOYS AND GIRLS.)

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *2d Assts.* — Emma M. Savil, Clara J. Doane. *3d Assts.* — Hildegard Fick, Alice E. Aldrich, Mary A. Whalen, Anna M. Foster, Harriet A. Darling, Mary E. Irwin, L. Cora Morse, Florence A. Goodfellow. *Janitor.* — George L. Chessman.

COTTAGE-STREET SCHOOL.

3d Asst. — Myra E. Wilson.

PRIMARY SCHOOLS.

EDWARD EVERETT SCHOOL, SUMNER STREET. (*Old Building.*)

2d Asst. — Florence N. Sloane. *4th Assts.* — Agnes G. Wright, Fannie Frizzell, Kittie Wark. *Janitor.* — George L. Chessman.

DORCHESTER-AVENUE SCHOOL, COR. HARBOR VIEW STREET.

4th Assts. — Cora L. Etheridge, Caroline D. Berc, Mary G. Ellis, Charlotte K. Holmes. *Janitor.* — Nathaniel H. Hall.

COTTAGE-STREET SCHOOL.

4th Asst. — Minnie E. Price. *Janitor.* — Nathaniel H. Hall.

SAVIN-HILL SCHOOL, SAVIN HILL AVENUE.

4th Assts. — Lucy G. Flusk, C. Margaret Browne. *Janitor.* — Henry Randolph.

GIBSON SCHOOL. (BOYS AND GIRLS.)

Mount Bowdoin avenue, Dorchester.

Master. — William E. Endicott. *Sub-Master.* — F. Morton King. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Fidelia A. Adams. *3d Assts.* — Annie H. Pitts, Catherine F. Byrne, Charlotte E. Andrews, Emily A. Evans, E. Eleora Pratt, Joanna G. Keenan. *Janitor.* — Winthrop B. Robinson.

PRIMARY SCHOOLS.

SCHOOL-STREET BUILDING.

2d Asst. — E. Louise Brown. *4th Assts.* — Feroline W. Fox, Ellen A. Brown, Bessie C. Jones. *Janitor.* — James A. Hanlon.

ATHERTON BUILDING, COLUMBIA STREET.

4th Assts. — Rose E. A. Redding, Annie E. Briggs. *Janitor.* — Thomas Shattuck.

GLEN-ROAD SCHOOL, NEAR BLUE HILL AVENUE.

4th Asst. — Grace Hall. *Janitor.* — Margaret Kelley.

HARRIS SCHOOL. (BOYS AND GIRLS.)

Corner of Adams and Mill streets, Dorchester.

Master. — N. Hosea Whittemore. *Sub-Master.* — John F. Suckling. *1st Asst.* — L. Gertrude Howes. *2d Asst.* — M. Ella Tuttle. *3d Assts.* — Charlotte A. Powell, Margaret C. Schouler, Cora I. Young, Mary F. McMorrow. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

3d Asst. — Annie B. Drowne.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Jane T. Cook, Ida K. McGiffert, Mary E. Wilbar.

DORCHESTER-AVENUE SCHOOL.

2d Asst. — Mary Waterman. *4th Assts.* — Bertha F. Cudworth, Louise Robinson. *Janitor.* — John Buckpitt.

HENRY L. PIERCE SCHOOL. (BOYS AND GIRLS.)

Washington street, corner of Welles avenue, Dorchester.

Master. — Horace W. Warren. *Sub-Master.* — Charles C. Haines. *1st Assts.* — Mary E. Mann, James H. Burdett. *2d Asst.* — Elizabeth C. Estey. *3d Assts.* — Lucina Dunbar, Helen A. Woods, Anna S. Coffey, Elizabeth L. B. Stearns, Anna K. Barry, Mary A. Crafts, Ella F. Carr, Mary H. Finley. *Ungraded Classes.* — Anna G. Wells, Mary L. Merrick. *Janitor.* — Timothy Donahoe.

PRIMARY SCHOOLS.

THETFORD STREET, CORNER OF EVANS STREET.

2d Asst. — Mary E. Nichols. *4th Assts.* — Louise L. Carr, Florence C. Pond, Keziah J. Anslow. *Janitor.* — A. Benson Rowe.

BAILEY-STREET SCHOOL.

4th Assts. — Anna B. Badlam, Flora C. Woodman, Helen F. Burgess. *Janitor.* — A Benson Rowe.

MATHER SCHOOL. (BOYS AND GIRLS.)

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Assts.* — J. Annie Bense, Marietta S. Murch. *2d Assts.* — Mary B. Corr, Carrie F. Parker. *3d Assts.* — Clara G. Hinds, Mary H. Knight, Jennie E. Phinney, Isabel W. Davis, Fannie Fox, Lucy J. Dannels, M. Esther Drake. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

Sub-Master. — George A. Smith. *3d Asst.* — Helen E. Hobbs. *Ungraded Class.* — Anna E. Hoss.

TEMPORARY BUILDING, MEETING-HOUSE HILL.

3d Asst. — Alice G. Williams.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

2d Asst. — Clara A. Jordan. *4th Assts.* — Elizabeth Donaldson, Lena Le V. Dutton, Ruth E. Browne, Elizabeth M. Grant, Lillian B. Blackmer, Florence E. Griffith. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

2d Asst. — Ella L. Howe. *4th Assts.* — Eva C. Fairbrother, Bertha E. Dennis, Grace O. Allen. *Janitor.* — Cyrus Grover.

QUINCY-STREET SCHOOL.

4th Assts. — Florence J. Bigelow, Alice L. Reinhard. *Janitor.* — Mary Leary.

MINOT SCHOOL. (BOYS AND GIRLS.)

Neponset avenue, Dorchester.

Master. — Joseph T. Ward, Jr. *1st Asst.* — Gertrude P. Davis. *2d Asst.* Kate M. Adams. *3d Assts.* — Mary E. Glidden, Sophia W. French, Mary E. Palmer, Etta F. Shattuck, Annie H. Gardner. *Janitor.* — George P. Phillips.

PRIMARY SCHOOL.

WALNUT-STREET SCHOOL.

4th Assts. — Harriet B. Hight, A. Isabelle Macarthy, Annie T. Kelley, Amy K. Pickett. *Janitor.* — George P. Phillips.

STOUGHTON SCHOOL. (BOYS AND GIRLS.)

River street, Lower Mills.

Master. — Edward M. Lancaster. *1st Asst.* — Elizabeth H. Page. *3d Assts.* — Caroline F. Melville, Clara A. Brown, Cornelia M. Collamore, Anna M. McMahon, Janet B. Halliday. *Janitor.* — A. C. Hawes.

ADAMS-STREET SCHOOL.

3d Asst. — Leila H. Sprague.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Carrie M. Watson, Esther S. Brooks, H. Adelaide Sullivan, Mary M. Dacey.

ADAMS-STREET SCHOOL.

4th Asst. — Edith M. Martine. *Janitor.* — Ellen James.

TILESTON SCHOOL. (BOYS AND GIRLS.)

Norfolk street, Mattapan.

Sub-Master. — Hiram M. George. *2d Asst.* — Ida T. Weeks. *3d Assts.*
— Martha A. Baker, Emeline W. Ripley. *Janitor.* — Peter Cook.

MORTON-STREET SCHOOL.

3d Asst. — Harriet M. Gould.

PRIMARY SCHOOLS.

TILESTON SCHOOL, NORFOLK STREET.

4th Assts. — Louisa W. Burgess, Katherine C. Merrick.

MORTON-STREET SCHOOL.

4th Assts. — Emma L. Samuels, Emma L. Baker. *Janitor.* — Napoleon B. Whittier.

KINDERGARTENS.

NORMAL SCHOOL, APPLETON STREET. *Principal.* — Caroline D. Aborn.
Assistant. — Edith F. Winsor.

FIRST DIVISION.

ADAMS DISTRICT, PLUMMER SCHOOL. *Principal.* — Cora E. Bigelow.
Assistant. — Helen J. Morris.

CHAPMAN DISTRICT, TAPPAN SCHOOL. *Principal.* — Jennie L. Waterbury.
Assistant. — Mariannie H. Simmons.

EMERSON DISTRICT, NOBLE SCHOOL. *Principal.* — Flora S. McLean.
Assistant. — Helen A. Ricker.

LYMAN DISTRICT, CUDWORTH SCHOOL. *Principal.* — Alice L. McLauthlins.
Assistants. — Grace S. Mansfield, Anita F. Weston.

SECOND DIVISION.

BUNKER HILL DISTRICT, B. F. TWEED SCHOOL. *Principal.* — Gertrude F. Chamberlain.
Assistant. — Grace H. Skilton.

FROTHINGHAM DISTRICT, WILLIAM H. KENT SCHOOL. *Principal.* — Fhebe A. De Lande.
Assistant. — Ruphine A. Morris.

HARVARD DISTRICT, COMMON-STREET SCHOOL. *Principal.* — Sallie Bush.
Assistant. — Edna W. Marsh.

PRESCOTT DISTRICT, POLK-STREET SCHOOL. *Principal.* — Daisy G. Dame.
Assistant. — Bertha Arnold.

THIRD DIVISION.

BOWDOIN DISTRICT, SHARP SCHOOL. *Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.

ELIOT DISTRICT, 39 NORTH BENNET STREET. *Principals.* — Mary C. Peabody, Isabel G. Dame. *Assistant.* — Ellen M. Murphy.

HANCOCK DISTRICT, CUSHMAN SCHOOL. *Principal.* — Anna L. Page.

HANCOCK DISTRICT, 64 NORTH MARGIN STREET. — *Principal.* — Eliza A. Maguire. *Assistant.* — Fannie L. Plimpton.

HANCOCK DISTRICT, 32 PARMENTER STREET. *Principal.* — Esther F. McDermott.

PHILLIPS DISTRICT, BALDWIN SCHOOL. *Principal.* — Ida A. Noyes. *Assistant.* — Juliette Billings.

WELLS DISTRICT, WINCHELL SCHOOL. *Principal.* — Caroline C. Voorbees. *Assistant.* — Mae K. Pillsbury.

WELLS DISTRICT, 38 CHAMBERS STREET. *Principal.* — Ada C. Williamson. *Assistant.* — Josephine H. Calef.

FOURTH DIVISION.

BRIMMER DISTRICT, WARRENTON STREET SCHOOL. *Principal.* — Etta D. Morse. *Assistant.* — Mary E. Hazard.

PRINCE DISTRICT, CHARLES C. PERKINS SCHOOL. *Principal.* — Ellen Gray. *Assistant.* — Helen L. Duncklee.

QUINCY DISTRICT, PIERPONT SCHOOL. *Principal.* — Adelaide B. Camp. *Assistant.* — Mary H. Fruean.

WINTHROP DISTRICT, TYLER-STREET SCHOOL. *Assistant.* — Caroline M. Burke.

WINTHROP DISTRICT, DECATUR STREET SCHOOL. *Principal.* — Gertrude L. Watson.

FIFTH DIVISION.

DWIGHT DISTRICT, RUTLAND-STREET SCHOOL. *Principal.* Eleanor P. Gay. *Assistant.* — H. Maude Marshall.

DWIGHT DISTRICT, JOSHUA BATES SCHOOL. *Principal.* — Ella T. Burgess. *Assistant.* — Jessie L. Johnson.

EVERETT DISTRICT, WEST CONCORD-STREET SCHOOL. *Principal.* — Clara L. Hunting.

FRANKLIN DISTRICT, COOK SCHOOL. *Principal.* — Lucy Kummer. *Assistant.* — Elizabeth Niel.

HYDE DISTRICT, HYDE SCHOOL. *Principal.* — Caroline E. Carr. *Assistant.* — Angeline K. Mudge.

SHERWIN DISTRICT, RUGGLES-STREET SCHOOL. *Principal.* — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

SIXTH DIVISION.

JOHN A. ANDREW DISTRICT, UNITY CHAPEL. *Principal.* — Isabel B. Trainer. *Assistant.* — Frances S. Tufts.

LAWRENCE DISTRICT, HOWE SCHOOL. *Principal.* — Emilie F. Bethemann. *Assistant.* — Edith S. Emery.

LAWRENCE DISTRICT, MATHER SCHOOL. *Principal.* — Mary Wall.

LINCOLN DISTRICT, CHOATE BURNHAM SCHOOL. *Principal.* — Elizabeth E. Henchey. *Assistant.* — Ellen M. Pinckham.

NORCROSS DISTRICT, CYRUS ALGER SCHOOL. *Principal.* — Louise M. Davis.

SHURTLEFF DISTRICT, SHURTLEFF SCHOOL. *Principal.* — Josephine Gay. *Assistant.* — Edith C. Gleason.

THOMAS N. HART DISTRICT, THOMAS N. HART SCHOOL. *Principal.* — Frieda M. Bethmann. *Assistant.* — Mary I. Hamilton.

SEVENTH DIVISION.

COMINS DISTRICT, COTTAGE-PLACE SCHOOL. *Principal.* — Annie S. Burpee. *Assistant.* — Fannie W. Bacon.

COMINS DISTRICT, SMITH-STREET SCHOOL. *Principal.* — Gertrude A. Rausch. *Assistant.* — Margaret E. White.

DEARBORN DISTRICT, YEOMAN-STREET SCHOOL. *Principal.* — Bertha F. Cushman. *Assistant.* — Mabelle M. Winslow.

DILLAWAY DISTRICT, KENILWORTH-STREET SCHOOL. *Principal.* — Florence A. Fitzsimmons. *Assistant.* — Martha E. Melchert.

DILLAWAY DISTRICT, ABBY W. MAY SCHOOL. *Principal.* — Elizabeth C. Barry. *Assistant.* — Sarah H. Williams.

DUDLEY DISTRICT, ROXBURY-STREET SCHOOL. *Principal.* — Ellen M. Fiske. *Assistant.* — Kate F. Crosby.

GEORGE PUTNAM DISTRICT, 7 BYRON COURT. *Principal.* — M. Elizabeth Watson. *Assistant.* — Katharine H. Perry.

HUGH O'BRIEN DISTRICT, GEORGE-STREET SCHOOL. *Principal.* — Alice S. Brown. *Assistant.* — Edith L. Phelan.

LEWIS DISTRICT, QUINCY-STREET SCHOOL. *Principal.* — Mary T. Mears. *Assistant.* — Almeda A. Holmes.

MARTIN DISTRICT, MARTIN SCHOOL. *Principal.* — Lillian B. Poor. *Assistant.* — Annie J. Eaton.

EIGHTH DIVISION.

AGASSIZ DISTRICT, BURROUGHS-STREET SCHOOL. *Principal.* — Gertrude L. Kemp.

BENNETT DISTRICT, UNION-STREET SCHOOL. *Principal.* — Kate A. Duncklee. *Assistant.* — Lillian Hooper.

BOWDITCH DISTRICT, MARGARET FULLER SCHOOL. *Principal.* — Anna E. Marble. *Assistant.* — Sarah A. James.

BOWDITCH DISTRICT, HILLSIDE SCHOOL. *Principal.* — Mabel S. Apollonio. *Assistant.* — E. Elizabeth Brown.

CHARLES SUMNER DISTRICT, WISE HALL. *Principal.* — Sarah L. Marshall. *Assistant.* — Ida P. Wait.

CHARLES SUMNER DISTRICT, STEPHEN M. WELD SCHOOL. *Principal.* — Isabel C. French. *Assistant.* — Celeste B. Cooper.

LOWELL DISTRICT, CENTRE STREET. *Assistant.* — Ida E. McElwain.

ROBERT G. SHAW DISTRICT, ROBERT G. SHAW SCHOOL. *Principal.* — Leila A. Flagg.

WASHINGTON ALLSTON DISTRICT, EVERETT SCHOOL. *Principal.* — Helena P. Stacy.

NINTH DIVISION.

GIBSON DISTRICT, ATHERTON BUILDING. *Principal.* — Milla H. Temple.

GIBSON DISTRICT, SCHOOL STREET. *Principal.* — Kate S. Gunn. *Assistant.* — Alice Fobes.

HENRY L. PIERCE DISTRICT, BAILEY-STREET SCHOOL. *Principal.* — Minnie G. Abbott. *Assistant.* — Mary B. Pope.

MATHER DISTRICT, KETTELL BUILDING. *Principal.* — Julia F. Baker. *Assistant.* — Sara K. Savary.

MINOT DISTRICT, NEPONSET. *Principal.* — Mary B. Morse. *Assistant.* — Sarah T. Whitmarsh.

STOUGHTON DISTRICT, RIVER-STREET SCHOOL. *Principal.* — Alice D. Hall. *Assistant.* — Julia E. Hall.

SPECIAL INSTRUCTORS.

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Charles H. Grandgent, *Director.*

Henri Morand, J. Frederick Stein, Jacob Lehmann, *Assistants.*

KINDERGARTENS.

Laura Fisher, *Director.*

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J. Munroe Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Brimmer, Quincy, Washington Allston, Winthrop Schools.

James M. McLaughlin. Comins, Dearborn, Dudley, Dillaway, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bennett, Bowditch, Charles Sumner, Robert G. Shaw Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Edward Everett, Gibson, Harris, Mather, Minot, Henry L. Pierce, Stoughton, Tileston Schools.

Assistant Instructors of Music.

Sarah C. Carney, Rose A. Carrigan, Susan H. Hall, Laura F. Taylor.

INSTRUCTOR OF MILITARY DRILL.

Joseph T. Paget. Charles H. Reardon, *Armorer*.

INSTRUCTORS OF SEWING.

Catharine L. Bigelow. Bowdoin, Prince Schools.

Mrs. Sarah J. Bray. Harvard, Frothingham Schools.

Mrs. Annie E. Brazer. Lowell School.

Mrs. Harriet E. Browne. Henry L. Pierce School.

Helen L. Burton. Lewis, Gibson Schools.

Mrs. Catherine J. Cadogan. Norcross School.

Kate A. Clare. Hancock School.

Mrs. Eliza M. Cleary. Shurtleff School.

Mrs. Susan M. Cousens. Chapman, Emerson Schools.

Isabella Cumming. Winthrop School.

Mrs. Kate A. Doherty. Hancock School.

Clara L. Dorr. Wells School.

M. Lillian Dunbar. Adams, Tileston Schools.

Martha F. French. Horace Mann, Harris, Gaston Schools.

Helen E. Hapgood. George Putnam School.

Mrs. Olive C. Hapgood. Bowditch School.

Mrs. Mary E. Jacobs. Dearborn, Hugh O'Brien Schools.

Margaret A. Kelley. Hyde School.

Elizabeth S. Kenna. John A. Andrew School.

Mary J. McEntyre. Norcross School.

Annie S. Meserve. Everett School.

Catherine C. Nelson. Minot, Stoughton, Tileston Schools.

Sarah H. Norman. Comins, Winthrop Schools.

Mary E. Patterson. Gaston School.

Mrs. Elizabeth A. Power. Bennett, Chapman, Lyman, Washington Allston Schools.

Ellen E. Power. Emerson School.

Mrs. Julia A. Skilton. Bunker Hill, Warren Schools.
 Mrs. Sarah A. Stall. Bennett, Washington Allston Schools.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Emma G. Welch. Mather School.
 Ella Whiting. Edward Everett, Prescott Schools.
 Ellen M. Wills. Charles Sumner, Robert G. Shaw Schools.
 Esther L. Young. Martin School.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Newbury street.

Principal. — Sarah Fuller. *Asst. Principal.* — Ella C. Jordan. *Assistants.* Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart, Florence E. Leadbetter, Ida H. Adams, Sally B. Tripp, Kate F. Hobart, Mabel E. Adams, Josephine L. Goddard, Martha C. Kincaide. *Janitor.* — Henry Randolph. *Asst. Janitor.* — Flora H. Frizzell.

MANUAL TRAINING SCHOOLS.

There are seventeen Manual Training Schools, located as follows: *East Boston.* — Lyman School, Paris street. *Boston.* — Barnard Memorial, Warrenton street; Primary School, Appleton street; Dwight School, W. Springfield street. *Roxbury.* — Old High School building, Kenilworth street (two rooms); Primary School, Phillips street. *South Boston.* — E street. *Dorchester.* — Lyceum Hall, Meeting-House Hill; Henry L. Pierce School, Washington street; Tileston School, Norfolk street, Mattapan; Gibson School, Mt. Bowdoin avenue. *Jamaica Plain.* — Eliot School, Trustee Building, Eliot street. *West Roxbury.* — Robert G. Shaw School, Hastings street. *Allston.* — Washington Allston School, Cambridge street. *Brighton.* — Bennett School, Chestnut Hill avenue. *Charlestown.* — Medford-street School.

Principal of Manual Training Schools. — Frank M. Leavitt. *Instructors.* — Celia B. Hallstrom, Ella G. Smith, Grace J. Freeman, Edith A. Pope, Isabel Shove, J. Herman Trybom, Anna M. Pond, Helen I. Whittenmore, Alexander Miller, Mary E. Pierce, George F. Hatch, Edward C. Emerson, Frank Carter, Florence P. Donelson, Alice L. Lanman, Mary J. Marlow, Edla M. Petersson.

SCHOOLS OF COOKERY.

The School Kitchens are fifteen in number, and are located as follows: *East Boston*. — Lyman School, Paris street. *Charlestown*. — Harvard School, Devens street. *Boston*. — Hancock School, Parmenter street; Winthrop School, Tremont street; Hyde School, Hammond street. *Roxbury*. — Old High School building, Kenilworth street (two rooms). *South Boston*. — Drake School, Third street. *Dorchester*. — Gibson School, Mt. Bowdoin avenue; Henry L. Pierce School, Washington street; Dorchester avenue, corner Harbor View street. *Jamaica Plain*. — Bowditch School, Green street. *West Roxbury*. — Robert G. Shaw School, Hastings street. *Allston*. — Washington Allston School, Cambridge street. *Brighton*. — Bennett School, Chestnut Hill avenue.

Principal of Cooking Schools. — Amabel G. E. Hope. *Instructors*. — Althea W. Lindenburg, Julia M. Murphy, Josephine Morris, Ellen L. Duff, Mary C. Mitchell, Angeline M. Weaver, Emeline E. Torrey, Mary A. Tilton, Ellen B. Murphy, Nellie F. Treat, Grace D. Batchelder, Julia Crowley, Agnes A. Fraser.

SCHOOL ON SPECTACLE ISLAND.

Instructor. — Frank E. Poole.

EVENING SCHOOLS.

EVENING HIGH SCHOOL, Montgomery street. *Principal*. — Benjamin Tenney.

BIGELOW SCHOOL, E street, South Boston. *Principal*. — John D. Philbrick.

COMINS SCHOOL, Tremont street, Roxbury. *Principal*. — William H. Furber.

DEARBORN SCHOOL, Dearborn place, Roxbury. *Principal*. — John S. Richardson.

ELIOT SCHOOL, North Bennet street. *Principal*. — William R. Taylor.

FRANKLIN SCHOOL, Ringgold street. *Principal*. — Augustine L. Rafter.

LINCOLN SCHOOL, Broadway, South Boston. *Principal*. — Gustavus F. Guild.

LYMAN SCHOOL, corner Paris and Decatur streets, East Boston. *Principal*. — Edward P. Sherburne.

PHILLIPS SCHOOL, Anderson street. *Principal*. — John E. Butler.

QUINCY SCHOOL, Tyler street. *Principal*. — Alanson H. Mayers.

WARREN SCHOOL, corner Pearl and Summer streets, Charlestown. *Principal*. — James H. Leary.

WARRENTON-STREET SCHOOL, Warrenton street. *Principal*. — Parker B. Field.

WELLS SCHOOL, Blossom street. *Principal*. — Charles E. Hussey.

EVENING DRAWING SCHOOLS.

EAST BOSTON, Stephenson's Block, Central square. *Principal.* — Anson K. Cross.

CHARLESTOWN CITY HALL. *Principal.* — Albert L. Ware.

ROXBURY MUNICIPAL COURT BUILDING, Roxbury street. *Principal.* — Charles L. Adams.

MECHANIC ARTS HIGH SCHOOL, Belvidere street. *Principal.* — George Jepson.

WARREN AVENUE. LATIN SCHOOL. *Principal.* — George H. Bartlett.

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The following is the list of the Truant-Officers, with their respective districts :

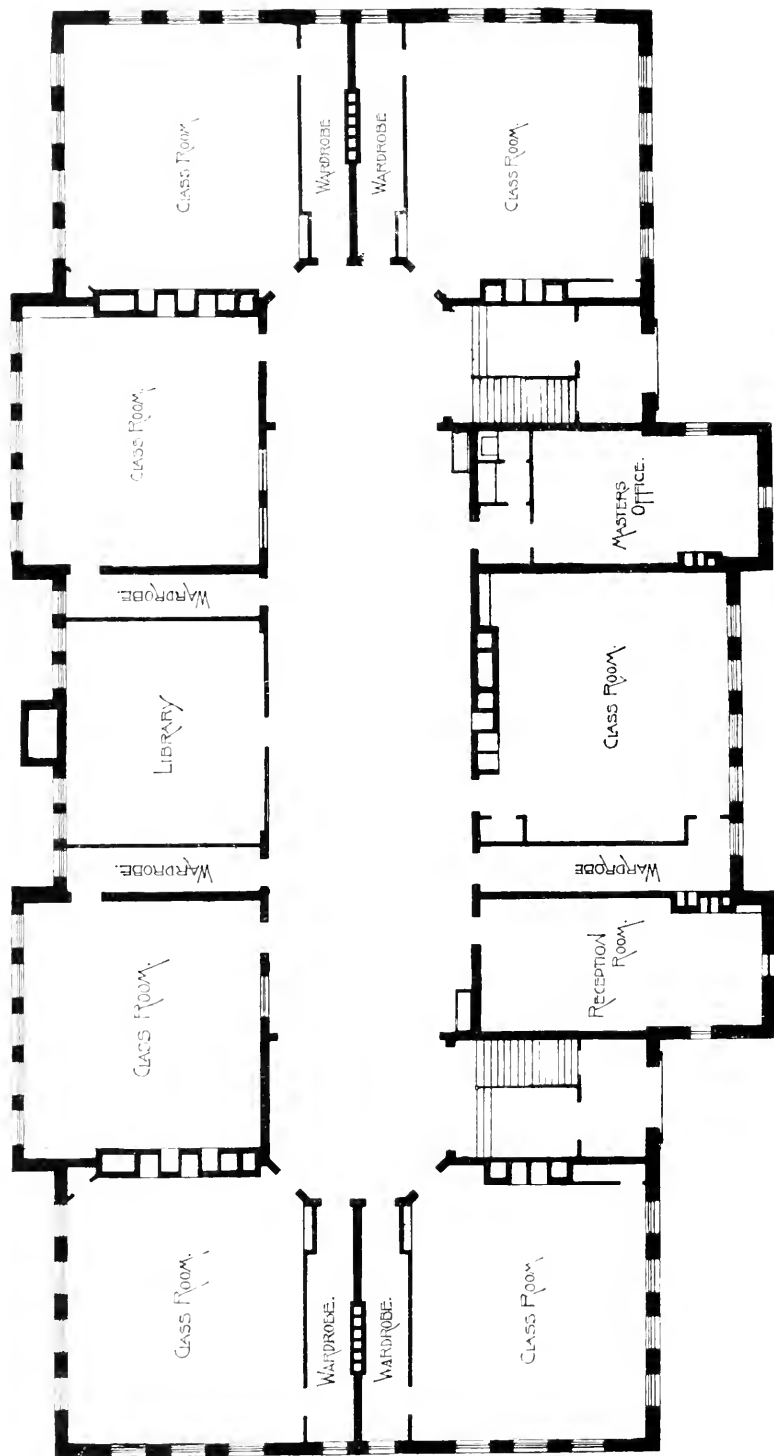
OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
Charles E. Turner	Adams, Chapman, Emerson, and Lyman.
Charles S. Woollindale	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
James P. Leeds	Eliot and Hancock.
David F. Long	Phillips, Bowdoin, Prince, and Wells.
Richard W. Walsh	Quincy, Brimmer, and Winthrop.
A. M. Leavitt	Dwight, Everett, Franklin, and Rice.
Amos Schaffer	Lawrence and Norcross.
James Bragdon	Gaston, Lincoln, and Thomas N. Hart.
George W. Bean	Hugh O'Brien, Edward Everett, and Mather.
William B. Shea	Gibson, Harris, Henry L. Pierce, Minot, 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, Bowditch, Charles Sumner, and Mt. Vernon.
John H. Westfall	Bennett and Allston.
Charles B. Wood	John A. Andrew, Bigelow, and Shurtleff.

Truant-Office, 12 Beacon Street.

Office hour from 1 to 2 P.M.

DESCRIPTION AND DEDICATION
OF THE
CHRISTOPHER GIBSON GRAMMAR SCHOOL.

1896.



CHRISTOPHER GIBSON GRAMMAR SCHOOL, DORCHESTER.

Plan of First Floor.

CHRISTOPHER GIBSON GRAMMAR SCHOOL.

The Christopher Gibson Grammar School-house is located at the head of Morse street, Mt. Bowdoin, Dorchester. Its architectural scheme is based on the French style in vogue during the Renaissance period.

The exterior is of rough Eastern light red brick, with terra-cotta trimmings and Amherst stone sills. The front is dignified by two towers, each 18 ft. square. In the wings and close to the towers are the entrances to the hallways. The roof is pitched and covered with green slate, the eaves overhanging, the hard-pine rafter construction and supports showing and forming a feature of this particular style. The building covers about 13,644 square feet.

The basement contains the boiler-room, engine-room, fuel-room, the sanitariums, storeroom, and janitor's room, besides four rooms of the size of class rooms above, one of which is fitted up for instruction in cookery, and another for instruction in wood-working, each accommodating thirty-five pupils at a time.

The first floor contains seven class rooms, each with wardrobe adjoining, reception-room, teachers' room, and physical laboratory. These rooms lead from a corridor 24 ft. wide, extending longitudinally through the centre of the building, connecting

at either end with the front entrances, and staircase halls.

On the upper floor are five class rooms, master's office, two rooms for the storage of books and supplies, and an assembly hall, 100 ft. by 50 ft., capable of seating over eight hundred pupils, with stage and anterooms adjoining. This hall is adorned with pictures and busts, the gifts of graduating classes.

The upper corridor at the eastern end of the building is furnished with bookcases, which contain the school library, of several hundred volumes, consisting of books of reference, travels, biographies, histories, poetry, etc., supplied in part by the School Committee, but chiefly from the income of the fund derived from the sale of a part of the land left for the benefit of the schools in Dorchester by Christopher Gibson, from whom the school takes its name, and in honor of whom a bronze tablet has been placed in the hall, bearing the inscription, "In Memory of Christopher Gibson, a Benefactor of the School of Dorchester, 1674," the date being that of the will creating the bequest.

The interior woodwork throughout is ash, natural finish. Hard-pine floors are laid in all rooms and corridors; the walls and ceilings are tinted, and the basement asphalted. The heating and ventilating is by the plenum system.

The seating capacity of the building is for six hundred and forty-four pupils.

The building was unfinished and unfurnished when the school was moved into it in September, 1895, and some delays in its completion caused the dedication to

be postponed from time to time until it seemed best to combine with it the graduating exercises in June, 1896. The dedication, therefore, occurred on Friday, June 19, 1896, at three o'clock in the afternoon. The exercises consisted of addresses by Mr. Isaac F. Paul, President of the School Committee; Mr. I. Austin Bassett, of the Committee on the Ninth Division; Mr. Edwin P. Seaver, Superintendent of Schools; Mr. Robert C. Metcalf, of the Board of Supervisors, and Mr. William E. Endicott, the master of the school. The various speakers were introduced by Mrs. Emily A. Fifield, Chairman of the Committee on the Ninth Division, who also delivered the diplomas to the members of the graduating class, after addressing them in very interesting and eloquent remarks. Charles E. Stumcke, of the graduating class, replied to Mrs. Fifield, expressing the thanks of the class to her for the interest she had shown in the school, and to the School Committee, for the beautiful building provided, in which the class took heart-felt pleasure.

The proceedings also included singing by the members of the first class and a portion of the second, and closed with the singing of "America," in which all the audience joined.

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