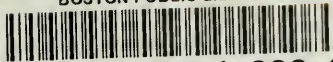


BOSTON PUBLIC LIBRARY



3 9999 06584 222 9

Digitized by the Internet Archive
in 2012 with funding from
Boston Public Library

THE
REPORT
OF THE
ANNUAL EXAMINATION
OF THE
PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.
—
1850.



BOSTON:
1850.
JOHN H. EASTBURN, CITY PRINTER.

CITY OF BOSTON.

In School Committee, February 6th, 1850.

The President of the Common Council, and Messrs. Neale, Lothrop, Richards, Bigelow, Cabot, Moore, Felt and Holmes, were appointed a Committee to make the Annual Examination of all the Grammar and Writing Schools under the charge of the Board, for the present year.

Attest,

S. F. McCLEARY, Jr.,

Secretary.

In School Committee, Nov. 26th, 1850.

The Report of the Committee appointed to make the Annual Examination of the Public Grammar Schools, and the Reports on the condition of the Latin and English High Schools, were accepted, and ordered to be printed and distributed among the citizens in sufficient numbers to give at least one copy to each family.

Resolved, That in accepting the annual Report of the Committee on the state of the Schools, the Board is not to be understood as expressing any opinion, relative to the expediency of any alterations in the school system, which are recommended in the said Report.

Attest,

S. F. McCLEARY, Jr.,

Secretary.

REPORT.

In School Committee, November 5th, 1850.

The Committee appointed to make the annual examination of all the Grammar and Writing Schools under the charge of the Board for the present year, respectfully

R E P O R T :

That an arrangement was made at the first meeting of the Committee, by which the several schools were distributed in the following manner ;

Endicott, Eliot and Bigelow schools, to the Chairman and the Rev. Dr. Neale ; Mayhew and Wells schools to the Chairman and the Rev. Mr. Lothrop ; Johnson and Winthrop schools, to the Chairman and the Rev. Mr. Richards ; Bowdoin, Otis, Phillips and Smith schools, to the Chairman and the Rev. Dr. Bigelow ; Boylston, Hawes and Dwight schools, to the Chairman and Dr. Cabot ; Hancock, Chapman and Lyman schools, to the Chairman and Dr. Moore ; Franklin, Brimmer and Quincy schools, to the Chairman and the Rev. Mr. Felt ; Mather and Adams schools, to the Chairman and Mr. Holmes.

Having assigned the schools, the question arose, what shall be the mode of examination? It was determined, that the several Committees, in the exercise of their discretion, should propose different questions, but of equal difficulty, to the First Classes, either in writing, or on the black-board, to which written answers should be prepared while the other classes were being orally examined. The necessity of leaving the course to the enlightened discretion of the several Committees becomes obvious, upon comparing the present, with the pre-existing Rule of the Board.

By the latter, it is provided, that "at the Quarterly meeting in May, two examining Committees shall be annually appointed, consisting each of three members, one for the English Grammar schools, and the other for the Writing schools, each of which Committees shall be joined by as many other members of the Board as can conveniently attend. These Committees shall, in May, June, or July, visit all the schools for which they are appointed, and critically examine the pupils of the *first class in all the studies* prescribed by the Regulations for the first, second and third classes, in order to ascertain the condition of the schools." Sect. 13, Chap. 6.

That Rule was stricken out, by the present Board, on the 30th of January last, and the following inserted.

"At the Quarterly meeting in February, an examining Committee shall be appointed, consisting of nine members, for the English Grammar and Writing schools; which Committee shall be joined by as many other members of the Board as can conveniently attend. This Committee shall, in May, June, or July, visit all the above described schools, and critically examine the pupils of *all the classes in all the studies* prescribed by the

Regulations, in order to ascertain the condition of the Schools.”

There were twenty-seven schools, containing over nine thousand scholars, all of whom were to be examined in all the studies ; a labor never before required of a Committee, and which cannot be fully appreciated without a statement of the studies prescribed by Sect. 19, Chap. 2, of the Regulations.

The Books and Exercises for the several classes in the schools upon the First plan (that is, where there are two halls, occupied by two departments, one of which is a Grammar and the other a Writing school) shall be as follows :

In the Grammar Department.

Class 4. No. 1. Swan’s Spelling Book. 2. Swan’s Primary School Reader. 3. Mitchell’s Primary Geography. 4. Exercises in Map drawing on the Slate.

Class 3. No. 1. Swan’s Spelling Book. 2. Mitchell’s Primary Geography. 3. Swan’s Grammar School Reader. 4. Green’s First Lessons in Grammar. 5. Exercises in Map drawing.

Class 2. No. 1. R. C. Smith’s Geography. 2. The Instructive Reader. 3. Green’s Analysis. 4. Worcester’s School Dictionary. 5. Cutter’s First Book of Anatomy and Physiology. 6. Exercises in Map drawing. 7. Exercises in Composition and Declamation.

Class 1. No. 1. American First Class Book. 2. Woodbridge’s School Geography and Atlas. 3. Parker’s Outlines of History. 4. Worcester’s School Dictionary. 5. Cutter’s First Book of Anatomy and Physiology. 6. Green’s Analysis. 7. Exercises in Map drawing. 8. Exercises in Composition and Declamation.

In the Writing Department.

The Books and Exercises, shall be the following.

Class 4. No. 1. Writing in Books, on Root's, North-end's, or Winchester's system. 2. Greenleaf's Mental Arithmetic. 3. Drawing.

Class 3. No. 1. Writing as in the 4th Class. 2. North American Arithmetic, part second. 3. Drawing.

Class 2. No. 1. Writing, in the Boston School Writing Books, with engraved or written copies. 2. North American Arithmetic, part second. 3. Drawing. 4. Robinson's Book-Keeping.

Class 1. No. 1. Writing, in Boston School Writing Books. 2. North American Arithmetic, part third; or Robinson's American Arithmetic. 3. Robinson's Book-Keeping. 4. Drawing. 5. Parker's Compendium of Natural and Experimental Philosophy, or Olmstead's Rudiments of Natural Philosophy and Astronomy. See Sections 19 and 20, Chap. 2, of the Regulations.

By the 21st Section of the same Chapter, the following studies and books may be introduced at the discretion of the Master, but not to the neglect of any of the above-mentioned studies. Geometry, with Tillinghast's Plane Geometry, as a text-book. Algebra, with Sherwin's School Algebra as a text-book. Colburn's Mental Arithmetic. F. A. Adams's Arithmetic in two parts. And in the first and second classes, Chapman's American Drawing Book.

In the Schools on the Second Plan, (that is, where there are two departments, entirely distinct, each under the control of separate instructors) and in those on the Third Plan, (that is, when the school is under the charge of one head master, who has the direction of the whole course of education) the same text-books are used as in

those on the First Plan, with the exceptions, that in the schools for girls, Tower's Gradual Reader must be used, in place of Swan's Primary School Reader, in the fourth class; and Russell's Sequel to the Primary Reader, in the third class. Plain sewing may be taught, instead of drawing, in the fourth and third classes of the Schools for Girls, and Smellie's Philosophy of Natural History, may be introduced in the second and first classes.

Instruction in singing is given by special teachers.

The following "Act, requiring Physiology and Hygiene to be taught in the Public Schools," was passed by the General Court, on the 24th of April last past.

"Sect. 1. Physiology and Hygiene shall hereafter be taught in all the public schools of this Commonwealth, in all cases in which the School Committee shall deem it expedient.

"Sect. 2. All school teachers shall hereafter be examined in their knowledge of the elementary principles of Physiology and Hygiene, and their ability to give instruction in the same.

"Sect. 3. This Act shall take effect on and after the first day of October, one thousand eight hundred and fifty-one."

Such are the various and important studies in which all the Classes of all the Schools, were to be examined by a Committee consisting of nine members of this Board. The Act authorizing the introduction of Physiology and Hygiene into the Schools does not go into operation until 1851; but Physiology was a prescribed study in the Grammar Department, and the labor of the Committee was not lessened by that fact; nor was it diminished by the enlargement of the Committee, as the increase of its numbers was not in proportion to the augmentation of duty.

These facts, somewhat minutely set forth, present two important questions for the calm consideration of the Board ; the one, in reference to the variety of prescribed studies and exercises, and the other, the efficiency of the present mode of examination. The people of Massachusetts, at the adoption of the State Constitution, having a transmitted and sincere attachment for the system of free schools as a source of individual happiness and general good, incorporated into their original compact, a section, remarkable for its admirable and enlarged philanthropy.

“ Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties ; and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people ; it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them ; especially the University at Cambridge, public schools and grammar schools in the towns,” &c.

The people, by their recognized agents have fairly and honorably discharged these trusts, and throughout the Commonwealth, the Grammar School has been an object of solicitude and liberal support.

Formerly, a Grammar School was one in which youth could “ be fitted for the University ;” but, whether it be to the honor of the times, or otherwise, such an education is not to be had in what is now understood to be a Grammar School. It has for its great objects the spreading of the opportunities and advantages of such an education, as will fit the great body of the people for those pursuits in life which do not demand the highest

order of literary attainment. A practical, useful, and not showy education is the point to which the Grammar School should lead its pupils. There is reason to apprehend from the great variety of studies now required, that the Grammar School will more and more depart from its true, if not its original character. The Committee are not insensible to the value of liberal learning, or the importance of distributing its blessings widely and freely; but they may well question if so many studies, do not oppress the teachers, and distract the scholars, and ultimately lead to the sacrifice of thoroughness in the elements of a sound and healthy education, for shallow variety.

It is not a grateful duty to decide what study shall be abandoned, since all branches of learning commend themselves more or less; and to particularize that which ought to be relinquished, may be the suggestion of taste and not of sound judgment. But the Chairman is prepared to say, that if he possessed the power to lop off, he would first apply the pruning knife to these branches: Physiology, Anatomy, and Hygiene. He has not noticed that there was any special partiality for the two former, among the teachers, and it is quite as clear that the scholars take no very great gratification in enumerating the bones and muscles, or delineating them on paper. Undoubtedly Physiology is an interesting branch of science; but that is not the point at issue; the question is, if the Grammar School be the appropriate place in which to teach, and boys and girls the proper persons to learn it; especially if important studies be slighted, in the efforts to acquire a smattering of its technicalities.

It has no higher claims, than many other interesting branches of science, which it were vain to attempt to add to the already overgrown list established by the Board

or other authorities. There is no branch of human learning of which a little knowledge is so dangerous a thing, as that which treats of the organs of life, their derangements, and the means of preserving them in regular and healthful action. The knowledge of them to be acquired in a Grammar School, must be superficial, and it is to be feared, that imperfect and shallow information, may quicken the hard-nerved into empiricism, or fright the sensitive with an apprehension of diseases which exist but in their excited, disordered, and untutored fancies.

To know the names and number of the bones in the wrist and hand is not essential to penmanship. The girl, to whose refined taste, the study of Botany is so congenial, can appreciate the exquisite symmetry and delicate tints of the flowers which grace the conservatory, or blush in the fields, without loading the memory with the barbarous names of the classes and orders of plants.

“ She loves the rose, by rivers loves to dream,
Nor heeds why blooms the rose, why flows the stream;
She loves her colors, though she may not know,
Why, sun-born Iris paints the shining bow.”

There appears to be a necessity for reducing the number of studies, since to pursue all faithfully, requires an appropriation of time beyond the strength of youth to endure; the consequence is, that the less striking, because elemental portions of the course, are somewhat neglected as the pupil passes into the upper classes. In this way only, can the Committee account for the exceedingly good recitations in History, the strikingly prompt solutions of difficult questions in Arithmetic, and the minute knowledge of Geography, on the part of many, who were by no means ready spellers or fluent readers. The Chairman has frequently noticed with a sensation of

pain, the workings of the overtaxed minds of the younger children, and with surprise, the correct process and result, while they were examined in mental arithmetic; yet the same children did not spell with the confidence or read with the facility, which their merits in other branches would lead one to expect.

Without dwelling longer on this point, the Committee are of opinion that the studies are too numerous for the comfort of the Master, and the real, practical good of the greatest number of the scholars.

The other question which has suggested itself, is, whether the present rule and system in regard to the examination of the Schools are best calculated to insure their faithful and efficient management, and the greatest harvest of good. As this Board is composed of persons engaged in the active duties of life, and with occasional and rare exceptions must always be so constituted, it is greatly to their credit, that they cheerfully devote so much time and attention to the discharge of perplexing and unrequited labor. So large a portion of time is necessary for even an imperfect compliance with the Rules, in reference to the annual examination, that, unless they be essentially changed, or a radical alteration be made in the system, it will be no easy matter to secure the services of the requisite number of persons who have the ability and inclination to devote at least one twelfth part of the year, to the severe exactions of the School and Committee rooms.

It has been suggested that a remedy for this difficulty, might be found by requiring each Sub-Committee to make the annual examination of the school under its immediate charge.

It is an imperfect remedy, and open to the objection that a Sub-Committee would have no personal knowl-

edge of any School but the one under its supervision. It would add to the labor of each member of the School Committee, and thus make it the more difficult to obtain proper candidates for seats in the Board. No one would take the trouble to collate the Reports, and they would be, comparatively, of no value.

A better and wiser course is, to create the office of Superintendent, with an adequate salary. As this has been repeatedly advised, and the arguments for and against the recommendation presented in various ways, it is not the purpose of the Committee to repeat them. The public lands, the streets, the common sewers, &c., are each under the charge of a Superintendent. Are the Common Schools of less moment than the common sewers?

Pertinacious adherence to an organization because it has long existed, and worked well when the population and schools were less numerous may be conservatism; but it partakes of that timidity, and fear of change, which are ever the foes to progress. The Committee leave the suggestion to the candid consideration of the Board.

The Committee commenced with the examination of the Franklin School, and submitted a great variety of Questions to the First Class, which were to be answered in writing, while the Committee were employed with the other classes. Experience very soon and clearly demonstrated that it was inexpedient to persevere in that course; the time of all interested was consumed in the selection of questions, (for it was not designed that the same questions should be given to each school,) and the answers, however correct, did not give the class a full and fair opportunity to exhibit the extent of its acquirements; the scholars were so conscious of this, that in every instance, they were desirous of additional, oral

examination. After sundry repetitions of the experiment, it was abandoned. The subsequent examinations were oral, conducted by the Committee or the teacher, one or both, as was convenient and useful. This method enabled the Committee to judge of the proficiency of the pupils, and of the scholarship of the instructor, as well as of his aptitude for teaching.

The distribution of written questions may have been, and undoubtedly was, a happy and valuable process when first introduced, as a basis for calculating the percentage of correct answers. But the Committee were disinclined to adopt it. They became satisfied that the permitted mode of giving out questions orally, or on the black-board, to the first class, was injudicious. In fact, no just estimate can be formed of the Schools by instituting comparisons between them, exclusively based upon such calculations; neither would a comparison of any particular School with itself for two years together in succession, made on such computations, indicate whether it were stationary, progressing, or falling off, with the unerring accuracy such an array of figures would apparently demonstrate.

The explanation of this seeming paradox, is at hand with those, who from official obligation, or an interest in the subject of education as associated and intimately connected with the vital interests, and even the peace of the City, have looked into the character and wants of its population, in connexion with the localities of the Schools. Faithful and exemplary efforts at instruction may have been freely made in a school for months, and before the return of the period for the annual examination, it may have changed its attendants so essentially, that but few of a class may be found to testify to the assiduity and devotedness of its teachers. The ripest

scholars may have been taken away at the call of parents who require the aid of their children for domestic purposes, and their places occupied by those who have not enjoyed the advantages of continued public instruction, or the genial influence of well-informed and cultivated homes. Comparison of schools cannot be just, while the subjects of instruction are so differently situated as to fire-side influence, and subjected to the draw-backs inseparable from place of birth, of age, of residence, and many other adverse circumstances, all of which should be carefully weighed, in deciding upon the condition of any one school. A due consideration of these circumstances, ever various as they are, restrains the Committee from designating any school as pre-eminent. This Report, will comment on each school as it appeared on examination, without holding it up in contrast with another. The inquiries of the Committee have been, does the school, subject to all these potential and controlling influences, come up to their reasonable expectations, and do the faithfulness and ability of the masters, meet the approval of their candid judgment? Tested by these principles, the Committee are unanimous in opinion, that the condition and discipline of the Grammar, and Writing Schools, are highly creditable to teachers and to scholars, and in advance of their expectations. An ordinance, based on the Act of the last Legislature concerning truants and absentees from school, has been passed by the City Council, which it is hoped will check the evil it is designed to remedy.

There have been several changes of teachers during the year.

Mr. Samuel W. Bates has resigned the situation of writing master in the Adams school. Mr. Dean F. Battles has been appointed one of the ushers of the

Mayhew, and Mr. Charles A. Morrill, sub-master in the Hawes school. The Hawes school for Girls has been discontinued, and the scholars, under Mr. Frederick Crafts, and the requisite number of Assistants, have removed to the Bigelow school. The Board considered it unnecessary to retain an assistant in the Smith school, and Miss Lee, who creditably filled the place, was obliged to retire.

Mr. Loring Lothrop was transferred from the Endicott school for Girls to the Chapman school for Girls, and Mr. Joseph W. Jenks was appointed his successor. Mr. John P. Averill was chosen Master of the Chapman school for Boys. Mr. Asa Weeks has been made Usher of the Mather school, in the place of Mr. George T. Angell.

Mr. Samuel S. Greene resigned the situation of Grammar master, of the Phillips school, and Mr. James Hovey was appointed to fill the vacancy. Mr. James O. Brown is appointed one of the Ushers of the Quincy school.

Mr. William F. Basto, has been appointed Usher of the Dwight school, in the place of George A. Sawyer.

Several changes have occurred among the assistants, which it may not be important to enumerate.

Some of these changes or appointments were incident to the double-headed system, the relative advantages of which the Committee do not intend to discuss. As the arguments on either side are well understood, it were superfluous labor to repeat them, especially, as the prevailing sentiment is in favor of the single-headed plan, whenever it can be introduced without infringing the rights or interests of those in charge of schools conducted by two masters. Much discussion has taken place in this Board, and out of it, as to the expense of the two plans,

and numerous articles have appeared in the public prints advocating the one or other according to the inclination of the minds of their authors. In some of the calculations, the cost of the land and building has been included in the annual cost of education to each pupil, and the result been apparently adverse to the single-headed systems. This is not a correct course of proceeding; the cost of the land and building is not connected with the question of organization, and therefore should be excluded in the computations. The Quincy school was erected at an expense of \$60,224.91, and the Hancock involved an expenditure of \$69,603.15. But the localities of these schools, and their increased accommodations, and not their organization, created the necessity of these large outlays. Discard the cost of the land and buildings, and the result will prove that the single-headed system, is the more economical, and in the judgment of the Committee, the more judicious plan of organization.

The Committee take pleasure in stating, that entire harmony exists between the masters of the schools composed of two Departments, so far as they have had an opportunity to observe.

According to the Regulations, "the common branches of an English education," are to be taught in the Grammar and Writing schools. Spelling and reading being the chief corner-stones of education, the Committee were at some pains to ascertain the precise condition of the schools, in these two elementary branches. As a general remark, the spelling was, to some extent, deficient in accuracy. The reasons are, the irregular attendance in some of the schools, and the anxiety in all, to be advanced to the higher studies, which diverts attention from this important test of scholarship. It is an evil

caused by the great variety of studies with which the young mind is overtaxed and overloaded.

In Reading, there was room for improvement; though in the first classes of girls, there was little to condemn, and much to admire. The same observation, with some qualification, is applicable to the First Classes of boys.

In Parsing, particularly in those schools, where it was a favorite exercise, the classes appeared to great advantage, and accurately dissected and parsed the most complex passages to be found in the Reading Books. The use of Greene's Analysis, in some instances, interfered with the acquisition of a proper and ready knowledge of the established principles and rules of Grammar. The Analysis, is extremely interesting, from its philosophical arrangement, and as an auxiliary to the old method, is useful; but in the opinion of the Committee it should not supersede that well established and more practical system which so well accords with the design of a Grammar school.

Geography appeared to be a congenial study in all the schools; it is made attractive by the use of Globes and Maps, which by appealing to the eye, prevents the mind from wandering in a train of idle thought foreign to the work in hand. Even the youngest scholars in Geography, were well informed, for their years; while the higher classes displayed an extent of knowledge, and facility in applying it, which surpassed the highest expectations of the Committee.

The study of History seemed to be one in favor with the scholars. There has been very decided improvement in this branch of education, and mistakes similar to those noticed in former years were not made in any one instance; indeed, the filling up of the "outlines of History," appears to have been a matter of home recreation,

as many of the pupils were found, on inquiry, to have read quite liberally of the works of the more recent Historians of this country and of England.

The exercises in writing, in map and other kinds of drawing, were uniformly worthy of commendation. Many of the specimens of drawing, were of marked excellence.

In arithmetic a very satisfactory amount of knowledge was attained in all the schools, while in many of them, there was an extent of acquirement and expertness in its application, which would have conferred honor on maturer minds. Some of the best in this branch were in the Schools for Girls.

The same excellence in Natural Philosophy was observable, wherever it had been steadily attended to. In some of the schools it had not been studied and in others but recently commenced. It is made attractive by the use of the Philosophical apparatus with which each school is furnished, and is obviously a subject of deep interest with the pupils.

Algebra, Rhetoric, Astronomy, and Book-Keeping, have each received more or less attention in several of the schools. Exercises in Declamation, some of which were excellent, were permitted whenever there was sufficient time at the disposal of the Committee. The specimens of composition which the Committee had an opportunity to inspect, were neatly written and sensible productions.

In Physiology and Anatomy, there were great differences among the schools corresponding to the time which had been devoted to them. It is questionable if much real advantage will follow the superficial knowledge of these branches which is all that can be acquired in a Grammar school.

The Committee believe that an examination conducted under the existing rule, must be imperfect and unsatisfactory. They, necessarily, devoted many more hours to the schools, than has been usual, and yet they could not accomplish all they desired.

Let it be borne in mind, that there were twenty-seven schools, containing over nine thousand pupils, all of whom were to be examined in all the studies prescribed or permitted, and the labor to be performed by the Chairman and one associate for each school.

Under such circumstances to attempt a calculation of the percentage of correct answers, would be little less irksome than counting the leaves of the forest, and equally profitless.

If this Report exhibits the condition of the schools, (and that is what the Rules require) in a light which is just and impartial to teachers and scholars, the Committee will not regret having encountered the vast labor and made the sacrifice of time, incident to the Annual Examination.

FRANCIS BRINLEY.

EXAMINATION
OF THE
SEVERAL SCHOOLS.

FRANKLIN SCHOOL.

WASHINGTON STREET.

Barnum Field, Master.

The Annual Examination commenced with this School. It was visited and examined by the Chairman and the Rev. Joseph B. Felt, on Friday the 17th of May last, beginning at 9 A. M., and closing at 2 P. M. The number of pupils which belonged to this School, (which is for girls only,) was 513; the master having the aid of eight female assistants. On the day of examination, there were 349 pupils in attendance. The pay for instruction is as follows; Master, \$1500; two Head Teachers at \$400 each—\$800; six Teachers at \$300 each—\$1800; total, \$4100. This amount divided by 513, the number of scholars, makes the cost of instruction to each pupil, \$7.99, or a fraction less than eight dollars.

All the scholars were examined orally by the Committee, and in addition thereto, a variety of written questions was proposed to the first division of the first class, the result of which is as follows.

Rank.	Correctly Answered.	Incorrectly Answered.	Errors in Spelling.	Errors in Grammar.	Errors in Capitals.
1	54		2		1
2	54		1	1	
3	54			3	
4	54		1	1	
5	53	1	4		
6	53	1	1		
7	54		2	1	
8	54				
9	54		2		
10	53	1			
11	54		3	1	
12	53	1	2		
13	53	1	1		
14	51	3	4		
15	53	1	6		2
16	53	1			
17	54			2	
18	54				
19	51	3	1	1	
20	53	1	1		
21	51	3	4	1	
22	51	3	4		1
Total,	1168	20	39	11	4

The number of questions given out was 1188, or 54 to each of the 22 pupils examined. Every question was answered by every scholar; 20 were answered incorrectly; making a percentage of .016.

The words which should have commenced with capitals, were 3025 in number; in this, there were 4 errors, or omissions, or 4-3025 or less than 1-5 of 1 per cent. incorrect. In the answers there were 10110 words, and 39 errors in spelling, equal to .0038.

The errors in grammar occurred in the use of the verb and pronoun. There were in the answers 1208 verbs and pronouns, and in the use of these, 11 errors, or about 9-10 of 1 per cent. The following are the studies in which the girls of the highest division of this School were examined; viz. Woodbridge's Ge-

ography, Parker's General History, Parsing, all the principles of Greene's Analysis of the English Language, Parker's Natural Philosophy, (except the Chapter on Electro Magnetism,) Emerson's Third Part Arithmetic, through the "roots," Smellie's Philosophy of Natural History, and 119 pages in Sherwin's Common School Algebra, Cutter's Physiology, which was completed in the second division. All the classes in this School appeared well. The maps, drawings, writing and composition were very creditable, and the reading, while uniformly good, was, in the first class decidedly excellent. The instruction is faithful, and the School of distinguished excellence.

QUINCY SCHOOL.

TYLER STREET.

J. D. Philbrick, Master.

This School was visited and examined by the Chairman and the Rev. Joseph B. Felt, on Saturday the 18th of May, commencing at 9 A. M. and terminating at 2 P. M. The whole number of pupils on the list, was 662. There were 14 teachers, 4 male and 10 female. The four floors of the building are now permanently occupied. The School is divided into 13 divisions. The first division occupies the hall, and is instructed by the principal and one female assistant. Each of the other floors is occupied by 4 divisions, one of which is under the charge of a male teacher. All the scholars and teachers of the School are assembled in the hall twice every week, for general exercises. These exercises consist in reading from the Scriptures, singing a hymn, prayer, the lesson in vocal music, reading by one member from each division, declamation by speakers selected from the first class, and remarks by the principal on some subject more or less immediately connected with the interests of the scholars.

All the branches required by the "Regulations" to be taught in the Grammar Schools have been attended to, except book keeping and algebra, which it is the intention of the master to introduce before the close of the School year.

Drawing has been attended to in all the divisions of the School; the four upper divisions receive two lessons a week in this branch. Map drawing with the pen and crayon, has been practised throughout the School. All the pupils in the three upper divisions have regular exercises in declamation and composition. History is studied by 150. Physiology by 100. Philosophy, astronomy, and geometry by the first division only, which has varied in number from 54 to 60. Penmanship is taught in classes, each pupil in the class being required to write the same copy at the same time, the errors being illustrated on the blackboard. All the scholars write four times a week; one of them a lad of 13 years of age exhibited an uncommonly beautiful specimen of ornamental writing. The reading in all the classes was very fair; the boys of the first class displayed great interest in this important branch of education, and the declamations of some of them, were of a high order of excellence. This School is very large, and if its boundaries remain unchanged, it is probable that the number of pupils the next year, will exceed 700. It is well conducted, and is a favorable illustration of the economy and efficiency of the single-headed system.

ADAMS SCHOOL.

MASON STREET.

*Samuel Barrett, Master.**Samuel W. Bates, Writing Master.*

This School was visited and examined by the Chairman and John S. Holmes, Esq, on Monday the 20th day of May, commencing at 9 A. M. and continuing until 2 P. M. The whole number of scholars was 370, of which 290 were present on the day of examination. The answers of all the classes were prompt and generally correct; their deportment quiet and attentive. The reading was creditable; the writing books clean, well kept, and the writing unusually good; as were the maps and composition. The examination of the first class, was very satisfactory, particularly in history and arithmetic. The scholars evinced a knowledge of principles, as well as facts. The resignation of Mr. S. W. Bates, is a serious loss to this School, for he was eminently successful as an instructor. The general appearance and discipline of the School were highly commendable and satisfactory.

HAWES SCHOOL.

SOUTH BOSTON.

John A Harris, Master.

This School was visited and examined by the Chairman and Dr. Samuel Cabot, jr., on Wednesday the 22d of May, from 9 A. M. to 2 P. M. The total number of scholars was 315;—the average attendance 260. The classes appeared very well in the different studies, though with the exception of the first class there was a lack of animation in reading. Spelling, with definitions, was particularly good. In arithmetic, as far as fractions, the answers were rapid and correct. The administration of the School is highly commendable; the appearance of the pupils quiet and orderly.

The writing and composition of maps were exceedingly good. Numerous written questions were given to the scholars, and their written answers were almost always correct in substance, though concise. The oral examination was better calculated to draw out their knowledge, and being more full, was more satisfactory.

MATHER SCHOOL.

SOUTH BOSTON.

*Josiah A. Stearns, Grammar Master.**Jonathan Battles, jr., Writing Master.*

This School, which is for girls, as well as boys, was visited and examined by the Chairman, and John S. Holmes, Esq, on Thursday the 23d of May, from 9 A. M. to 2 P. M. The School consists of 244 boys, and 353 girls, in all, 597 pupils. It has been much disturbed by the prevalence of the small pox among its members, and particularly by the drafting from its numbers into the Bigelow School, some three weeks before the examination. The Committee found the reading and spelling to be quite good; while all the classes appeared well in all the studies, particularly in arithmetic and geography. The examination in natural philosophy, and in history was conducted at considerable length, and the results extremely creditable to the faithful exertions of the master and the diligence of the pupils. The specimens of drawing and writing were neat. The government of the School is gentle and conciliating, and the general appearance of the scholars indicated respect for the teachers and anxiety to conform to their wishes.

SMITH SCHOOL.

BELKNAP STREET.

*Thomas Paul, Master.**Chloe A. Lee, Assistant.*

This School was visited and examined by the Chairman on Thursday, May 23d, from 3 to nearly 7 o'clock in the afternoon. The whole number of scholars present, was 25; 12 of whom were boys, and 13 were girls; their ages ranging from 6 to 16. The first class was composed of 3 girls and 1 boy. This class read difficult poetry in very good style;—their examination in spelling, etymology and the parts of speech, was much better than the Chairman anticipated; the

same remark will apply to their examination in the first lessons in grammar, and in arithmetic. The second class consisted of 5 boys and 3 girls; they all read pretty well. In spelling words of two, three and four syllables they were all right but in one instance; and that was in regard to the word "melancholy" which was spelt wrong by 3 boys and 1 girl. Sums in compound addition, subtraction, multiplication and division were worked out on the blackboard with considerable promptitude and general exactness, and with entire correctness by one little girl. The writing was indifferent, and so was the knowledge of geography. The second division of the second class, consisted of 2 boys and 3 girls, under the immediate charge of Miss Lee. They were young; the boys read badly,—the girls much better, both in prose and poetry. They were all quite imperfect in spelling,—in defining the parts of speech, and in arithmetic. Of geography they had acquired very little. The next division comprised all the remaining scholars; being 9 in number; 4 boys and 5 girls. Their examination in reading, mental arithmetic, grammar and geography, was not worse than was to be anticipated in the lowest class of this School.

The Chairman is bound to say that he was pleased with the manners and acquirements of the master, and has no doubt of his desire and ability to elevate the character of the School. He is as free to declare that he regrets the decision of the Board as to the inexpediency of retaining Miss Lee. She is fully competent to teach, and although the number of pupils is about 25, many of them are so youthful, and so prone to idle frolics, that the presence of two teachers is absolutely necessary to supervise and control the *manners* of the pupils, few as they are.

HANCOCK SCHOOL.

RICHMOND PLACE.

George Allen, jr., Master.

This School was visited and examined by the Chairman and Dr. Edward B. Moore, on Friday the 24th of May, beginning at 9 o'clock A. M., and not terminating until near 3 o'clock in the afternoon. The state of the School, which is for girls only, is exceedingly satisfactory.

To the first class, which consisted of 42 girls, a great variety of written questions was given, which they were required to answer in writing while the Committee were attending to the examination of some of the other classes. Their answers were found to be very accurate, and the penmanship uniformly good; in many instances elegant. But the class was not satisfied with this inadequate exhibition

of scholarship, and requested the Committee to proceed with an oral examination, assuring them that they would cheerfully remain as long as the Committee might desire. The Committee acceded to their wishes, and a protracted examination in history, geography, reading, parsing and other studies took place, which was as creditable to the industry and intelligence of the class, as it was to the aptitude of the master to instruct. In noticing this class, it is not intended to intimate any deficiency on the part of the other pupils, or their instructors; for all appeared well. The government of the School has been successfully conducted—the pupils neat in appearance, and quiet in deportment. The building is favorably located, and kept in fine order.

In conclusion, the Chairman takes pleasure in stating, that in the written answers furnished by the members of the first class, he has detected but three obvious mistakes; and they were in the spelling of difficult technical words.

ELIOT SCHOOL.

NORTH BENNETT STREET.

William O. Ayres, Grammar Master.

Levi Conant, Writing Master.

The spring vacation having ended, the examination of the Schools was resumed soon after the commencement of the term, a few days being allowed for the purpose of making the arrangements incident to the re-assembling of the pupils. On Thursday June 13, the Chairman visited the Eliot School, began its examination at 9 o'clock in the morning, and continued until near 2 o'clock, P. M. The whole number of scholars on the record was 442—though but 342 were present in both halls. Notwithstanding the time which the Chairman devoted to the School, he could only examine the 1st and 2d sections of the 2d division,—the 3d class, and the lowest one. They appeared well, considering that many of the Scholars were of poor parentage and foreign birth, and on that account deprived of the advantages of home instruction. In addition to which, many of the children were unable to attend School regularly and for a proper length of time, as their services were required by their parents for domestic purposes. Many had just been received from the Primary Schools and had not become familiar with their new position. Mr. Conant deserves credit for the faithful and successful efforts he has made to improve the school, and the Chairman was entirely satisfied with his conduct of the school under his immediate charge.

The instructors were intelligent and anxious to advance their scholars as much as possible. The government appeared to be discreet and kind. The recent improvements in the building, will doubtless contribute to the prosperity of the School. The portion of it which was not examined by the Chairman, was, on the afternoon of Tuesday, the 18th of June, examined by the Rev. Dr. R. H. Neale. He remarks of the first class, that the reading was admirable; the spelling correct, in very hard words. In geography many difficult questions were asked, which were correctly answered, and in general with much promptness; so also, in ancient and modern history. The class appeared unusually well in grammar, and could not only repeat the rules in Greene's Analysis, but were well informed in the old manner of parsing. In physiology, their answers were correct.

The reading, spelling, geography and grammar of the second class were good, particularly grammar. There was some want of animation in the manner of reading.

The third class appeared well—though their replies to the questions in geography were given with some hesitation. The fourth class had not made much progress. Dr. Neale adds, “the Eliot School was examined on the afternoon of a warm summer's day, which is an apology for any want of animation in some of the classes.

The teachers appeared well. I was especially pleased with the gentlemanly and kind deportment of the principal, Mr. Ayres.” The writing, and specimens of drawing, including maps, were uniformly good.

MAYHEW SCHOOL.

HAWKINS STREET.

William D. Swan, Master.

The Chairman visited and examined this School, on Friday, June the 14th. The examination was continued from 9 o'clock in the morning until 1 P. M., during a part of which time he was assisted by the Rev. Dr. Andrew Bigelow. The whole number of pupils was 403, but as the School is centrally situated, the number fluctuates more than is usually the case in other Schools. The style of reading, both in poetry and prose was natural and correct. In geography, the pupils appeared extremely well, answering all questions readily and understandingly. In history and natural philosophy the results were satisfactory. Their knowledge of Greene's Analysis, as evinced by oral answers, and illustrations on the blackboard, was highly creditable. Very difficult sums in arithmetic were solved on the slate, readily and with accuracy. The writing of the School was decidedly good. It is well managed, and is in a condition highly creditable to the instructors.

LYMAN SCHOOL, FOR GIRLS.

EAST BOSTON.

Aaron L. Ordway, Master.

This school was visited and examined by the Chairman and Dr. Edward B. Moore, on Saturday, the 15th of June. Whole number of pupils, 259. Present, 224. The Chairman commenced with the examination of the first class. Their reading singly and together, and their exercise in vocalization were admirable. The Chairman cannot refrain from giving it as his opinion, that the reading of some members of this class, was superior to any which had been witnessed by him during the examinations of the schools. In Grammar, particularly in Analysis, the first division of that class showed marked excellence. The answers in Geography and Natural Philosophy were generally prompt and correct. The specimens of writing and drawing, particularly of map-drawing, were extremely good. The necessity of visiting the Lyman School for Boys, obliged the Committee to terminate the examination, without making it as thorough as they desired. Dr. Moore, who examined the other classes, was satisfied with their appearance.

LYMAN SCHOOL FOR BOYS.

EAST BOSTON.

Hosea H. Lincoln, Master.

The Committee commenced the examination of this school immediately after closing that of the girls, and at a late hour, when the master and the boys were fatigued by the performance of the customary duties of the forenoon. Whole number of pupils, 226. Present, 146. The Chairman examined the first divisions of the first and second classes. The first class was composed of boys who remained after the organization of the Chapman School, with those who, at that time, had been advanced from the second class. This circumstance operated unfavorably on its general appearance, and it should be considered in forming an opinion as to its merit. Great allowance should also be made on account of the late hour when the examination commenced—the energy of the boys having been impaired by previous mental efforts. The class was well instructed, and evinced as much progress in the several studies in which they were examined, as could have been expected under the circumstances. Another year, under its very efficient master, will very materially improve it.

The other classes were examined by Dr. Moore, who was gratified with their deportment and progress.

JOHNSON SCHOOL, NORTH.

TREMONT STREET.

Richard G. Parker, Master.

This school which is for girls only, was visited and examined by the Chairman and the Rev. George Richards, on Tuesday, the 18th of June. The number of pupils was 246. The first class consisted of forty-one pupils, though at the commencement of the year it numbered sixty. The examination in History, which was extended and minute, was of marked excellence. The style of reading was quiet and correct, though, perhaps, a little wanting in animation. In parsing, both according to the old and new method, and in geography, the pupils manifested accurate knowledge, and careful study. In arithmetic, commendable attainment was displayed, while all the sums performed on the slate were in every instance correct as to method and results. The Chairman also examined the fourth class, in all the studies, and was satisfied with its appearance;—the spelling was correct with three trifling exceptions. Mr. Richards reports favorably of that portion of the school which passed under his examination. The deportment and appearance of the pupils, gave the Committee great pleasure, and proved the existence of excellent and mild discipline.

JOHNSON SCHOOL, SOUTH.

TREMONT STREET.

Joseph Hale, Master.

In consequence of arrangements with reference to other schools, and pressing duties of various kinds, the Chairman was not able to devote a day to this school, until Tuesday the 23d of July. The average attendance of pupils was 240. The first class was examined in History, Geography, Reading and Arithmetic, and its appearance in all these studies was very satisfactory. The first division of the class had attended to Natural Philosophy, and gave evidence of considerable attainment in this branch of study. The specimens of writing and drawing were excellent. Difficult sums were readily worked out on the slate, and their oral answers in Arithmetic were prompt and correct. The day was exceedingly warm and oppressive, and to that should be attributed the languid manner of reading, which was in very low tones and without sufficient expression.

Another visit to this school was made on Thursday the 25th of July, by the Chairman, in company with the Rev. Mr. Richards, and the remaining classes examined. Their general appearance was creditable in every particular considering that the heat of the season was enervating to the scholars, who were kept long beyond the regular hour of dismissal.

WINTHROP SCHOOL, NORTH.

EAST STREET.

Henry Williams, Jr., Master.

This school was visited and examined by the Chairman and the Rev. George Richards, on Wednesday the 19th day of June. Number of pupils 196. Although we devoted from 9 o'clock in the morning, until half after two in the afternoon, to the examination of this and the South School, it was not minute enough to satisfy the Master or the pupils. The day was unusually sultry, and the locality of some of the apartments deprived the scholars of the benefit of the external air, to an oppressive degree; yet they were anxious to remain, and regretted the necessity of terminating the examination, protracted as it was to so late an hour. It was highly satisfactory to the Committee. The pupils had acquired a proficiency in the principles of Physiology and Hygiene far beyond that attained in any other school. The specimens of drawing were of the very best; and the maps delineated on the black-board only equalled by those drawn by the pupils of the Brimmer School.

It is a good, and well conducted school, in every particular.

 WINTHROP SCHOOL, SOUTH.

EAST STREET.

Samuel L. Gould, Master.

A pressure of other duties, made it imperative, that this school should be examined on the same day, with that of the Winthrop, North, while the heat and want of time obliged the Committee to be much more rapid in the conduct of the examination, than was desirable. In all the studies, the school was well taught. In Arithmetic, both oral and on the slate, the scholars exhibited uncommon excellence. The general appearance of this, and the Winthrop North school, was highly creditable to the efficiency of the instructors, and to the character of the pupils. Indeed both schools are exceedingly well conducted, and are of equal excellence.

ENDICOTT SCHOOL.

COOPER STREET.

J. F. Nourse, Joseph W. Jenks, Masters.

This school was visited and examined by the Chairman, assisted by the Rev. Dr. Neale, and Doctors Moore and Spence, on Thursday June 20th, commencing at 9 A. M. and closing at half past 2, P. M. The number of boys was 200. The locality of this school is very unfavorable to conspicuous eminence, and interferes with its regular progress; many of the pupils being Irish, their attendance is irregular and not long enough for much improvement. They receive little or no attention at home, and are often kept from School, as well by the requirements of the church, as by parental command for household purposes. The day was very warm, and as some of the pupils were kept within its crowded and badly ventilated apartments, for nine hours, and all of them much beyond the usual school attendance, great allowance should be made on account of their fatigue and exhaustion. The fourth class appeared tolerably well for boys taken but a few months before, from the Primary school. The third class was better. The second class was examined by Dr. Moore, who reports that out of the fifty-eight boys in it, forty-five were Irish;—the result of their examination was such as might be expected; indifferent. Of the second and third Divisions of the First class, but seventeen were present; their examination was quite creditable; though they all responded in a low and indistinct manner. The first division of this class, contained but ten boys, on the day of examination. They all manifested a good amount of knowledge, in the required studies. The Reading was unusually correct. Indeed this Division would favorably compare with the general appearance of the corresponding Divisions in other schools. The recent improvements in the edifice, by giving greater facility for quiet study and recitations, will prove advantageous to the teachers as well as to the pupils, and will tend to elevate the character of the school.

The Department for girls was mainly examined by the Rev. Dr. Neale, who reports, as follows.

Fourth Class of Girls. In reading, spelling, and arithmetic, the class appeared well, and answered with readiness.

Third Class. Some of the best scholars were absent. The atmosphere very warm, and the scholars somewhat fatigued. But they answered with much correctness, especially in Geography and Arithmetic. Their reading was distinct and natural.

The Second Class, appeared well in all the studies. Their reading and spelling, were specially good, and their answers in general were not only correct, but given with much promptness.

The First Class, was unusually excellent in reading and grammar. Their examination in the other studies, owing to want of time, having

been detained in the school-room about seven hours, was slight, but the questions put to them by their teacher, Mr. Jenks, were answered accurately and with great readiness.

This Department of the Endicott school, have acquitted themselves in this examination, says Dr. Neale, in a manner creditable to their teachers, as well as to their own talent and industry. The best feeling seems to subsist between the teachers and the pupils.

BRIMMER SCHOOL.

COMMON STREET.

Joshua Bates, Jr., Grammar Master.

John H. Butler, Writing Master.

On Friday, June 21st this school was visited and examined by the Chairman, in company with the Rev. Mr. Felt. The whole number of pupils in attendance was 305. Various questions in writing were propounded, and the Chairman having examined the answers, concise as they necessarily were, found them to be prepared with great accuracy in all important particulars, and highly creditable to the school.

The pupils of the First class exhibited great proficiency in all the required studies, and an earnestness in their tasks, which were exceedingly gratifying. Original specimens of prose and poetic composition were submitted which were highly creditable to the authors. Very marked excellence, in Declamation and in the drawing of maps upon the black-board was characteristic of the school. The reading was excellent, and the spelling accurate. The Committee will not enlarge on the condition of the school, but will merely add, that its deportment, its attainments and the exceeding neatness of the building and its appurtenances, gave them unmingled pleasure. In all these particulars, it was not surpassed by any of the schools for boys; while it was apparent that the cordial feelings existing between the teachers and those instructed, evinced consideration and faithfulness on the part of the former, and ambition on that of the latter. The condition of the Brimmer school, is as satisfactory under existing Rules, as can possibly be expected. The Committee arrive at such conclusion, not from the character of the written answers, correct as they were, but from the more conclusive evidence of long-continued oral examination.

PHILLIPS SCHOOL.

PINCKNEY STREET.

*James Hovey, Grammar Master.**Samuel Swan, Writing Master.*

This school was examined by the Chairman and the Rev. Dr. Andrew Bigelow, on Saturday, June the 22d. The whole number of scholars was 334. There existed several reasons for not finding this school in as good condition as it had been, or as it will be at another examination. The anticipated resignation of Mr. Greene, which ultimately took place, was an adverse circumstance; the occurrence of the vacation, was another; for several of the best scholars did not return after its expiration, and others retained an impaired remembrance of past studies by reason of the interruption of them. The first class appeared well in Arithmetic;—in Natural Philosophy, not so well. The specimens of Writing and Book-Keeping, were decidedly creditable. The boys were small. The remaining classes were examined, and they appeared as well as could have been anticipated in view of the facts, to which allusion has been made. The deportment of the teachers was satisfactory, and it is not the object of the Committee in their Report on the condition of this school to intimate any want of confidence in their abilities and attention to duty. It is proper to add, that Mr. Hovey had been in charge of the Grammar School but about six weeks.

 DWIGHT SCHOOL.

CONCORD STREET.

George B. Hyde, Master.

This school was examined by the Chairman and Dr. Samuel Cabot, Jr., on Monday the 24th of June. The whole number of scholars on the Record was 500; 296 were boys, and 204 girls. The number present at examination was 473; boys 290, girls 183. The Chairman examined the 1st class of girls, and the 1st class of boys, at the same time, or as one class, in Reading, History, Natural Philosophy,

Geography, Grammar, Arithmetic, and Algebra, and noticed but very few imperfect answers, or mistakes. Various illustrations in Natural Philosophy were readily and skilfully drawn on the black-board and explained. The Writing-books were neat, and the specimens of drawing satisfactory. The other classes appeared to advantage, but a small per centage of mistakes being noticed either by the Chairman or Dr. Cabot. There were fewer mistakes in spelling, than was generally the case. The appearance of the scholars indicated docility and a disposition to improve. The building was in excellent condition.

OTIS SCHOOL.

LANCASTER STREET.

Isaac F. Shepard, Grammar Master.

Benjamin Drew, Jr., Writing Master.

The examination of this school was commenced on Tuesday, June 25th, by the Chairman, and the Rev. Dr. Andrew Bigelow, and resumed on the following day by the Chairman only. Whole number of scholars 370; 160 being boys, and 210 girls. The neighborhood of this school is objectionable, and the locality far from agreeable; the confused noise of the streets, as the windows were necessarily opened in a warm June day, was quite annoying. Some of the younger classes did not come up to the common standard of proficiency, which is attributed to the materials of which they were composed, and not to the demerits of the teachers. Generally, the scholars responded correctly. The examination of the 1st class of girls, with that of the 1st class of boys, was, particularly in History, Arithmetic, and Natural Philosophy which had not been studied long, much to their credit, and very gratifying. The specimens of Book-keeping and explanations of the mode of keeping accounts were very good. The interior arrangements of the building are inconvenient, and the site is not eligible for the purpose of a school; if the recitation rooms were more numerous and less exposed to outside annoyances it is quite probable the labor of the teachers would be less fatiguing, and much more agreeable to them. The deportment of the scholars was quiet and respectful.

CHAPMAN SCHOOL.

EUTAW STREET.

Loring Lothrop, } *Masters.*
John P. Averill, }

This School was examined on Thursday, the 27th of June, by the Chairman, assisted by Drs. Moore and Spence, who speak favorably of the portions of the School which they examined. The whole number of pupils was 430, the School having been organized but about six weeks. New books had been introduced, and the philosophical apparatus had just been obtained. These circumstances, of course, should be considered in forming a judgment as to the character of the School; still the condition of it is highly satisfactory; while the marked ability of the masters, and the character of the pupils, indicate with much certainty that it will become one the best conducted of our Schools. The first class of girls, which consisted of 37, was examined in reading, grammar, parsing, poetry and prose, in geography, arithmetic, *Worcester's History*, and they answered promptly and with intelligence. Natural philosophy had not been studied, not being possessed of the apparatus.

The first class of boys, appeared as well as could be expected under the circumstances incident to the organization of a new School; the masters and pupils being previously unacquainted with each other.

BOYLSTON SCHOOL.

WASHINGTON PLACE.

John C. Dore, Grammar Master.

Charles Kimball, Writing Master.

This School was examined by the Chairman, assisted by Dr. Samuel Cabot, jr. and Dr. Moore, on Friday the 28th of June. The whole number of scholars was 550;—of which 160 were girls; about one quarter of the whole number was absent on the day of examination. The Chairman commenced with examining the first class of boys and girls together—the first division of it consisted of eleven girls

and ten boys; many of whom were of foreign birth. In view of that circumstance, the reading both in prose and poetry was very fair. In grammar, and in parsing by the old and new method, they were very generally correct. In geography, there was not a mistake. Few had studied history, but they appeared to understand it so far as it had been pursued. The second division of this class, was composed of 27 boys and 25 girls; of the boys, but six were American! They accurately defined the several parts of speech, &c., but had accomplished little beyond that, having made small progress as to parsing.

The reading and spelling were such as might be anticipated from a class of this description; there were some five little girls who read with great propriety. The same class, under Mr. Kimball, exhibited fair specimens of writing and of drawing, as also of book-keeping. In arithmetic both oral and on the slates, the answers were prompt and correct. In natural philosophy there were no mistakes.

The other classes were examined by Dr. Cabot and Dr. Moore, whose reports indicate that the results were satisfactory. This School is situated on an airy and commanding eminence, but it is surrounded by a population chiefly foreign. The pupils do not exhibit the same neatness of personal appearance which is generally noticed in Schools more favored, and they are so constantly changing, that the condition of the School is necessarily disturbed. They are easily managed, but not easily taught. The order observed in the School was exemplary. On the whole, the condition of this School was much better than was anticipated, though great confidence was properly reposed in the ability and experience of the teachers. No comparison of it with any other School, or with any computation of the percentage of correct answers, would be just, or afford a clear insight into its precise state. One must look at all the unfavorable elements in it and around it, and then say, if its conduct and condition are not worthy of favorable notice. In the opinion of the Committee, the School more than realized their expectation.

BIGELOW SCHOOL.

FOURTH STREET.

Frederick Crafts, Master.

This School was examined, on Monday, July 1st, by the Chairman, assisted by the Rev. Dr. Neale, who devoted both forenoon and afternoon to that duty. The number of girls belonging to the School, was 341. Average quarterly attendance, that is from May 1st, (when the School was opened,) to August 1st, 341. The prevalence

of the varioloid at South Boston, affected the standing of all the Schools in that part of the city, more or less, and particularly the Bigelow School; as its communication to a number of the pupils, kept not only them, but others who were apprehensive, from attendance at School, for different periods of time, which were comparatively lost to them. Another drawback was the variety of books which had been in use by the scholars previous to their attendance at this School; no less than three different grammars, for instance, had been studied. The first class consisted of 43 children, who were arranged in two divisions. Their style of reading was correct, without being striking. In analysis, not so much excellence was noticed, as in parsing, for it had not been so long and generally studied. In geography the answers were correct. Both divisions had learned about the first half of Cutter's Physiology, and answered with great readiness. The first division had studied natural philosophy, and something of astronomy;—the second had not. All the answers in arithmetic were correct. The writing was uniformly of a satisfactory character.

Dr. Neale thus reports his examination of other portions of the School.

Sixth Division.

The pupils of this division entered the School so recently as in May last. Their present teacher therefore is not responsible for their deficiency in knowledge. They appeared *tolerably* well, but indicated that there was room for improvement.

Fifth Division.

This division appeared better than the other in the above studies; indicating as much improvement as could be expected for the time in which they had been in the grammar school; viz: one year.

Fourth Division.

The pupils of this division showed improvement on the preceding. They answered questions with readiness and accuracy.

Third Division.

They answered questions in grammar, geography and arithmetic, with much promptness, and appeared very well in reading and spelling. I was specially pleased with their reading.

Second Division.

The pupils of this division were examined in reading, geography, arithmetic, grammar and physiology. They were an improvement on the preceding, giving a pleasing proof of the excellent instruction given in this School. The scholars not only recited in a satisfactory manner, but their deportment was creditable to them and their teachers.

BOWDOIN SCHOOL.

MYRTLE STREET.

*Abraham Andrews, Grammar Master.**James Robinson, Writing Master.*

The Chairman examined this School, on Tuesday, the 2d of July, assisted by Dr. Moore and the Rev. Dr. Neale. Whole number of scholars was 509. The Chairman examined the first and second divisions of the first class in arithmetic, and witnessed with pleasure the facility with which they wrought out sums on the slate and the black-board; in natural philosophy the examination was very satisfactory. Both divisions furnished excellent specimens of writing and drawing.

The same divisions, under Mr. Andrews, were examined in parsing, geography, physiology and analysis; the reading was of a high order of excellence, and the skill in parsing the most complicated sentences in blank-verse, and prose, which were proposed, worthy of decided commendation.

In all the studies, the School appeared to advantage. The deportment of the pupils was unexceptionable. Dr. Moore and the Rev. Dr. Neale, express great satisfaction with the examination so far as conducted under their immediate direction. Much more than half a day could have been pleasantly occupied in this School.

WELLS SCHOOL.

MCLEAN STREET.

*Cornelius Walker, Grammar Master.**Reuben Swan, jr., Writing Master.*

As originally arranged by the Chairman, this School was to be examined on the 14th of June; but at the request of the Rev. Mr. Lothrop, who was about to leave the city for a short time, and who was anxious to attend the examination, it was postponed until Saturday, the 29th of that month. On that day the Chairman visited the School, but by an accident Mr. Lothrop was not present; in addition

to which, the scholars not knowing of the proposed examination, had not brought all their books, and again there was a postponement. On Wednesday, the 3d of July, the Chairman visited the School again, and commenced the examination alone. The whole number of scholars was 430. They exhibited very decided ability during the examination, in arithmetic, natural philosophy and book-keeping. The account and writing books were accurate and neat. After a satisfactory, though somewhat brief examination, it was postponed until Friday, July 12th, when the Chairman and the Rev. Mr. Lothrop visited the School and resumed their duties. Unfortunately soon after they commenced, Mr. Lothrop became sick, and was obliged to leave. The Chairman states these incidents, as explanatory of the imperfect discharge of his duties in reference to one of the very best Schools in the city. The summer was high advanced, other engagements were crowding upon him, and a series of untoward circumstances deprived him of the pleasure of extending the examination to the degree desired by both teachers and scholars.

The first class were proficient in parsing, history, geography and physiology, as was evident at this last examination, and had also made some progress in logic and rhetoric. Though the Chairman remained until half after 2 o'clock, it was not possible to examine all the classes in all the studies as thoroughly as ought to have been done. But so far as he had time and opportunity of noting, the results of the visit could not but have been the more gratifying, the longer it could have been continued. The School is under excellent discipline; the reading, even of the very youngest girls, exceedingly correct, and the spelling accurate; two very important items. Mr. Lothrop was able to examine the lowest division in the fourth class, in arithmetic, and he reports that but three questions were missed:—the answers were prompt; manners and behaviour quiet and proper. Of the second section of the third class he says, but five questions out of about one hundred were missed.

The improvements now going on in this building, will render it more agreeable to scholars and teachers, and no doubt it will continue to be, as it is, a most excellent School.

Appended is an abstract of semi-annual returns to July 31st, 1850. By comparing the abstract with the statements of the Committee, occasional differences will be found, caused by the constant fluctuation of the number of children attending the Schools.

R E P O R T S

o r

L A T I N A N D E N G L I S H H I G H S C H O O L S .

LATIN SCHOOL.

The Latin School was examined in all the classes, on two successive days of the first week of August, by the regular Sub-Committee of the School, who are regarded by the laws as a part of the general Committee of Examination so far as the studies of this School are concerned.

The variety of studies pursued in this School is not great, the chief attention being paid to the Latin and Greek languages; and after this to the mathematics. In these main departments of study the time of the examiners was chiefly employed. The results of the examination furnished ample and satisfactory evidence that the former high character of the School for thorough and accurate instruction, had been well sustained. In the lower classes, the foundations were well laid in an accurate knowledge of grammatical forms and principles, and in the upper classes were mature results of thorough classic scholarship. The results in the mathematics were alike creditable.

Although the duties of the Committee did not include it as a part of the examination, yet, to form a judgment in all departments, they attended the exercises in declamation, at the Masonic Temple, and also the exercises of the annual exhibition, and found them eminently satisfactory.

There is reason to regret that the School has been deprived of the services of the late accomplished sub-master, Mr. Francis Gardner, whose valuable labors have in former years so largely contributed to the progress of the School. It created also new embarrassments, that both of the ushers resigned at the close of the term, so that the master alone remained. The School, however, has been reorganized under able and well qualified instructors, and is in successful progress, under the judicious care and oversight of the present accomplished master.

For the Committee,

EDWARD BEECHER.

ENGLISH HIGH SCHOOL.

The Sub-Committee of the English High School, respectfully report, that they attended to the annual examination of said School on Friday the 19th and on Monday the 22d of July. The examination was in the highest degree satisfactory. The discipline of the School is good, being the result not so much of the *Master's* authority, as of the *Teacher's* moral influence and force of character.

The manners and deportment of the pupils manifested perfect respect for their instructors, mingled with confidence, affection and docility,—and the examination gave evidence of thorough, systematic instruction.

In our system of public education, every School of every grade is important, each in its place. They are all members one of another, and the hands may not say to the head, nor the head to the hands, I have no need of thee. The smallest and humblest Primary School has its place and its importance, and the whole system works well, and the end aimed at is accomplished, in proportion as each School is well conducted, and does its part in the great whole. While this is admitted, it will not be denied that in this system of public instruction, not the least interesting and important point is the English High School. It has now been established thirty years. During that time there have been admitted to it, over two thousand pupils. The number attending the last year, was 206. In all but the classics, it aims to give a thorough education to those youths of the City, who are destined to be merchants, master mechanics, manufacturers, engineers, to enter in the higher departments of life and action among us. Its usefulness and importance can not be questioned, and these demand that no efforts on the part of the School Committee, and no reasonable pecuniary appropriations on the part of the City Council, should be spared to enlarge its means and capacities of usefulness, and make it, as an educational institution, all that the progress of the times requires.

With its present accommodations and under its present organization, nothing more can be done at the English High School, than is done now. The School requires another assistant teacher or usher, and the number of its scholars entitles it, according to our rules, to another usher. But the whole of that part of the building, which is appropriated to the High School, is occupied. There is no room in which the new teacher and the pupils that would belong to him, could be put. The consequence is, that during the whole of the last year, several of the teachers of this School have been overworked, having charge, on an average, of a considerably larger number of pupils, than is appointed by our rules, and larger than any one teacher can thoroughly instruct without a much greater expenditure of time and strength, than ought to be required or expected of any one. The number of pupils the coming year will probably be greater than it was the last, although it is a curious fact, and one worthy of the consideration of this Board, that, out of 93 boys from the different Grammar Schools of the City, who were examined last week for admission to the English High School, 47 were rejected as unqualified. Some of them will probably be received on a second examination. From such attention as they have been able to give to the matter, your Committee are satisfied, that the rejection in each case was required. Theoretically, every boy who has passed through the Grammar Schools, ought to be qualified for admission to the English High School. If one-half of those who offer themselves for admission are found unqualified, it suggests the question, whether in the rivalry that more or less

subsists between the Grammar Schools, and the consequent temptation to show and display these schools, are not in danger of neglecting that substantial and important thoroughness of elementary instruction for which they have been so long distinguished, and which should always be their first aim.

Should the number of pupils at the English High School increase, or so long as it holds its present number, the first thing that needs to be done for it, is to add another usher to the corps of teachers, and then provide a room for his accommodation, and that of the pupils to be assigned to him. This might be done perhaps by opening a communication with some room in the Latin School part of the building, as that School, it is believed, does not make use, certainly not constantly, of all the rooms belonging to it, and using that for the High School, till such time as it may be needed for the Latin School.

Provision being made in some way for the accommodation of a number of teachers adequate to the number of scholars, according to our rules. The question would then arise, whether any enlargement can be made, or ought to be made, in the course of study and instruction in the School. Intellectual philosophy, political economy, and the Spanish language, ought to be introduced as a part of this course. The last two branches, are of direct importance to every business man in this country, and the first, should form a part of any system of general intellectual and moral culture.

These branches could be introduced, and any enlargement of the course of study at the School could only be made, in one of two ways. Either by extending the term of time during which a pupil is permitted to remain at the School, making it four years instead of three, or by making some studies elective, and giving to the members of the first class some liberty of choice. The young man, who proposes to be an engineer, and is fitting himself for that department, does not feel so much interested in political economy and intellectual philosophy as he does in the higher branches of mathematics, and the young man, who proposes to be a merchant, does not feel so much interest in, or so much need of plane and spherical trigonometry, as he does of political economy and the Spanish language.

With advantage to the School, and benefit to the individual pupils, some arrangement might be made by which during the last year, there might be some elective studies.

Your Committee, however, are not prepared to submit at this time any orders upon this subject, but offer these suggestions to the consideration of the Board.

All which is respectfully submitted.

For the Committee,

S. K. LOTHROP, *Chairman,*

Abstract of Semi-annual Returns, July 31st, 1850.

Schools.	Boys.	Girls.	Total.	Av. Attend.	Masters.	Subs.	Ushers.	Assistants.	Pupils, over 15.
Adams,	360		360	293 $\frac{1}{2}$	1	1	1	3	4
Bigelow,		341	341	266	1			5	10
Bowdoin,		497	497	402 $\frac{2}{3}$	2			7	31
Boylston,	265	212	477	402	2		2	5	6
Brimmer,	324		324	301	2		2	2	
Chapman, Boys,	197		197	135	1			3	1
Chapman, Girls,		200	200	154	1			3	7
Dwight,	290	203	493	442	2		1	8	17
Eliot,	424		424	385 $\frac{2}{3}$	2		1	5	
Endicott, Boys,	203		203	178 $\frac{2}{3}$	1		1	2	
Endicott, Girls,		138	138	126 $\frac{2}{3}$	1			3	5
Franklin,		520	520	401	1			8	28
Hancock,		460	460	406	1	1		8	10
Hawes,	316		316	248 $\frac{2}{3}$	1	1		4	6
Johnson, North,		231	231	175 $\frac{1}{2}$	1			3	17
Johnson, South,		219	219	194 $\frac{1}{2}$	1			3	24
Lyman, Boys,	226		226	189	1		1	5	2
Lyman, Girls,		292	292	258	1			6	
Mather,	249	251	500		2		1	6	
Mayhew,	410		410	328	1	1	2	4	3
Otis,	204	166	370	302 $\frac{1}{3}$	2		1	5	9
Phillips,	354		354	337	2		2	2	9
Quincy,	640		640	566 $\frac{2}{3}$	1	1	2	12	
Smith,	24	40	64	25	1				5
Wells,		418	418	331 $\frac{1}{2}$	2		1	4	
Winthrop, North,		190	190	163	1			3	5
Winthrop, South,		207	207	162	1			3	15
Total,	4486	4585	9071						
Latin,	96		96	87	1	1	1		46
English High,	165		165	164	1	2	2		100
Total,	4747	4585	9332		38	8	21	122	360

